

MARTA **ROSIŃSKA**
GREGORY J. **MANIN**



NEW

PASSWORD

B2+/C1

Nr MEiN 1131/4/2023

STUDENT'S BOOK



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

STUDENT'S BOOK

 **macmillan**
education

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1

FUN AND GAMES

VOCABULARY

socialising



- 1 How often do you socialise with a) your friends from school, b) your friends from outside school, c) members of your family? What's your favourite place for socialising? Why?
- 2 Read the messages and match them with the correct photographs. Which of these events would you most enjoy? Why?

A Hi Lucy – I haven't seen you or the others around for ages. Let's **organise a get-together** soon – maybe meet up at a café or something so we can **catch up**? What do you think? I'd love to know what everyone's been up to recently! Drop me a quick line and I'll put together a plan. Kerry x

B To all McIntyre family members: We are in the early stages of organising a family reunion for next summer, and we are looking for volunteers to help. We'll need people to **put together a guest list**, find and **book a venue**, **send out invitations**, and **set it up as an event** on social media. Reply to this email or call me. Jenny (McIntyre-Palmer)

C Hey guys! It's Jack's birthday on Saturday, and his mum's **throwing a big do**, but it's meant to be a surprise, so please don't say a word to him or anyone not in on the secret. His mum wants everyone to turn up at *Deano's* at 7.30. Jack's expecting a quiet little family gathering, so he'll be really surprised when he sees all of us! We're having a meal first, and then we can **make a night of it**. Marty

- 3 Match the phrases in bold from the texts in exercise 2 with the definitions below.

- 1 reserve a place for an event
- 2 find out what friends have been doing
- 3 extend a celebration to a late hour
- 4 formally let people know about an event
- 5 organise a large party
- 6 plan an informal meeting
- 7 decide who should attend an event
- 8 post a planned event on a social media website

- 4 Complete the sentences with the correct verbs.

- 1 I'd like to a get-together with some of our old classmates.
- 2 If I put together a guest list, could you the invitations to the party?
- 3 June is planning to a big do for her parents' anniversary.
- 4 It's too early to go home – let's a night of it!
- 5 They need to a venue for the party soon or nothing will be available.
- 6 I haven't seen Denny for ages. I'd love for us all to get together and .

- 5 CD 1.01 Listen to three voicemail messages.

They are the responses to the texts in exercise 2.

Match each speaker with two of the statements below.

This speaker	
a has been doing something which may help with the plan.	☐
b suspects that the plan has already gone wrong.	☐
c has had a lot to do recently.	☐
d is definitely accepting the invitation.	☐
e expresses admiration for the sender of the message.	☐
f promises to try to attend a get-together.	☐

VOCABULARY CHALLENGE! Unit 1, page 128, exercise 1

Critical thinking



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

- 1 What do you think the man is trying to achieve?
- 2 What could he be advertising?
- 3 How prepared would you be to give a stranger a hug?

1 Think of your family holiday tradition that has been celebrated for a long time. When did it start? How long have you been following it?

2 **CD 1.02 LANGUAGE IN CONTEXT** Listen to a dialogue between two friends and answer the questions.

- What has Karl been doing recently?
- What has he accomplished and not accomplished up to now?
- What did he do the day before?

3 ANALYSE Read the dialogue and find examples of the present perfect simple, the present perfect continuous and the past simple.

Maria Hey Karl! I haven't seen you lately. What have you been up to?

Karl Oh, hi Maria! I've been helping my mother get ready for our family New Year celebration all week. We celebrated at my grandparents' house until they moved into a small flat, but we've hosted the celebration at our place since then.

Maria That sounds like a lot of work! Have you finished everything yet?

Karl Well, I've been helping all week. Yesterday, I sent out the invitations. This morning, I've been putting up the decorations – I've decorated three rooms so far. But I haven't shopped for the food yet.

Maria I'm sure it will be fantastic! I've always loved celebrating New Year's Eve, but I don't have anywhere to go this year.

Karl Well, why not come to our place? You've already met my family, and they'd love to have you!

4 Complete the rules with the names of the correct tenses from exercise 3. Then match each rule with an example from the dialogue in exercise 3.

- We use the for actions happening during a period of time which is not finished or is unstated, and the for actions which have finished or occurred at a stated time.
- We use the for situations happening up to now which can happen again, and the for situations which can't happen again because of a change in circumstances.
- We use both the and the to talk about situations that started in the past and continue into the present. We use the to stress the duration of an action, and the to stress the result of an action.

5 Which of the time expressions below are usually used with the past simple? Which are usually used with the perfect tenses?

lately so far When ...? last night ever / never
yesterday just for the past two months this week
How long ...? in 2019 already since November

6 WHAT'S RIGHT? Choose the correct sentence or sentences.

- We've been working on a new project recently.
- We've worked on a new project recently.
- So far, we've been preparing three presentations.

7 PRACTISE Complete the dialogues with the correct form of the verbs in brackets. Use the past simple, the present perfect simple or continuous.

1 A I ¹ (address) holiday cards for hours! It feels like I'll never finish!

B I ² (not start) mine yet. Actually, I ³ (buy) them only yesterday.

2 A ⁴ (you / see) New Year celebrations in Taipei?

B I ⁵ (watch) them on my computer for years, but I ⁶ (not see) them in person.

A My family and I ⁷ (travel) there two years ago, and it ⁸ (be) amazing! I ⁹ (never / see) such amazing fireworks since then!



8 Find and correct a mistake in each sentence.

- I have been knowing Sarah for many years.
- I've been sending him three emails, but I haven't got a reply yet!
- Gillian has lived in Bristol for three years and then moved to London.
- My dad already wrote several articles for this magazine, and he's planning some more.

9 Translate the sentences into English.

- Janna i Louis od kilku miesięcy planują ślub.
- Moi przyjaciele dopiero od niedawna mieszkają w nowym mieszkaniu.
- Mój nauczyciel historii napisał dwa podręczniki o czasach starożytnych.
- Czytałem te książki, kiedy byłem w szkole. Bardzo mi się podobały.
- Nie mogę teraz wyjść, bo nie skończyłam pisać eseju.

10 NOW YOU DO IT Work in pairs and discuss the topics below.

- something you've been trying to learn for some time
- a celebration you have recently taken part in
- the last time you threw a party
- a hobby you had when you were in primary school

1 Work in pairs and answer the questions.

- A Which celebrations from the list below are shown in photographs 1–2? What exactly are the people celebrating? What might they be saying to one another? How do you think they feel?

baby shower wedding reception birthday party
graduation celebration anniversary celebration
retirement party Christmas party

- B Which of these events are celebrated in Poland? What other personal milestones do you celebrate?

1



2

2 Match 1–6 with a–f to form expressions of good wishes. On what occasion from exercise 1 could you use them?

- | | |
|----------------------|---|
| 1 Happy | a the newlyweds! |
| 2 Merry | b for a happy, healthy baby! |
| 3 Congratulations on | c your achievement. |
| 4 Here's to | Here's to your future! |
| 5 Best wishes | d Christmas! |
| 6 Congratulations to | e another twenty years of a happy marriage! |
| | f birthday! |

3 Listen to four recordings and answer the questions.

- What did Speaker 1 do that she is slightly ashamed of?
- What does Speaker 2 regret?
- What two things is Speaker 3 particularly proud of?
- What surprised Speaker 4?
- What are all four of the speakers describing?

4 Listen again and match statements a–e with speakers 1–4. There is one extra statement.

This speaker	
a has accomplished something unique in his/her family.	☐
b was not looking forward to a celebration.	☐
c was not expecting a celebration.	☐
d had a fairly good time in spite of circumstances.	☐
e enjoyed experiencing feelings from the past.	☐

5 Replace the underlined words and phrases with the words below.

mistaken relatives packed booking outstanding
reception thrilled

- Tom forgot to make a reservation at the restaurant, so they didn't have a table for us.
- The dance floor was so crowded with young people that we could hardly move.
- I've invited nearly all of my family members to my graduation party.
- I thought the hotel would be great for a wedding reception, but I was wrong.
- Some people don't enjoy surprise parties, but I was extremely pleased with mine.
- The graduation party wasn't just OK – it was amazing!
- Carol and Steve hosted a large formal party for 75 guests to celebrate their 10th wedding anniversary.

6 Listen to someone talking about the history of greetings card. Answer the questions.

- How profitable is the greetings card industry?
- When were the first greetings cards exchanged?
- What prevented everyday people from using greetings cards in the early days?
- In what country did greetings cards first become a big business?
- What kind of change in the greetings cards did the end of the last century see?

7 Listen again and complete the fact file below.

GREETINGS CARDS

HISTORY FACT FILE

- Greetings Cards were unknown in Europe until ¹ .
- New printing techniques and the ²  in 1840 made sending cards cheaper and easier.
- Copying ³  was a significant development in the business, a step first taken in 1856.
- In the mid-20th century, humorous cards ⁴ .

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

- Do you ever send greetings cards? Why? / Why not?
- Do you think it's better to receive a greetings card via snail mail or online? Why?

speculating about the present and the past: may / might / could / can't / must

1 Think of a friend you haven't heard from for a while. What do you think they might be doing now?

2 **CD 1.05 LANGUAGE IN CONTEXT** Read and listen to the dialogue between two friends. Answer the questions.

- Why are the two friends talking about Cynthia?
- What possible explanations are suggested?
- What actually happened to Cynthia?

Laurie I wonder what's happened to Cynthia. She said she'd meet us at 3:00, and it's already quarter past!

Sam She must have forgotten about our appointment. She may not have made a note of it in her phone. She can't have stood us up on purpose! That isn't like her at all.

Laurie No, it isn't. She must be doing something else, and our meeting just slipped her mind.

Sam She could be at the dance school. I remember she said they needed to work on some costumes. Or she might be shopping with her mum.

Laurie Yes, that must be the case. It's strange that she hasn't answered any of my texts, though. I'm afraid that something bad might have happened.

Sam No, I'm sure everything's fine. Oh, look! She's just sent me a text. She missed the bus, that's all!



3 ANALYSE Find examples in the dialogue in exercise 2 to illustrate each pattern in the table below.

	CERTAIN	LESS CERTAIN
Present / Future • modal verb + infinitive • modal verb + be + -ing form	1 <i>must be doing</i>	<i>could be</i> 2
Past • modal verb + have + past participle	<i>must have forgotten</i> 3	4 5

4 PRACTISE Complete the dialogues with the correct form of the verbs in brackets.

- A** Why isn't Debra here yet?
B She (work). They're very busy this week.
- A** Do you know Mark Teller?
B I'm not sure. I (meet) him once at the school fair, but I don't really remember him.
- A** I've just got a text from Karen. She's already at the cinema.
B Really? She (leave) her drama class early.
- A** Did you hear that Sean has turned down our invitation?
B He (do) that! He told me just yesterday how much he wanted to come.

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

- Sam (not invite / Gina) to the prom – he had already invited Susan.
- This voice message (not be / Jack). It sounded more like Harry.
- I'm not sure, but Sarah (feel / hurt) because you didn't invite her to your party.
- John (do / something important) because he's not answering his phone.

6 Translate the Polish parts of the sentences in brackets into English.

- Tim's been in bed for nearly a week with the flu, so (*musi być bardzo znudzony*).
- My brother (*musiał czuć się rozczarowany*) after the graduation ceremony since they didn't have time for his speech.
- It (*może padać*) tomorrow during the picnic – there's a 60% chance of showers.
- My phone is gone, and there's only one explanation. I (*musiałam go zostawić*) on the bus.
- I'm not sure, but James (*mógł nie otrzymać*) the invitation to our reception. I haven't heard a word from him.

GRAMMAR CHALLENGE! Unit 1, page 128, exercise 1

7 NOW YOU DO IT Work in pairs. Speculate about the situations below using modal verbs. Think of several possible explanations. Include your own and other people's actions.

- Two of your friends are sitting at the same table in a café, but they are not looking at or speaking to each other. *They may have had a disagreement, or ...*
- Someone has sent you an invitation to a party. You don't know who sent it.
- You arrive at your class and can't find your completed homework assignment. Your teacher asks what happened.
- You leave your friend's flat and see that your motorbike is gone.

GRAMMAR REFERENCE page 146



1



2



3

- 1 Work in pairs. Organise the names of the games into the categories below. Some of the games belong to two categories. Can you add any other games to each category? Which games are shown in the pictures (1–3)?

shooter games hopsotch hide-and-seek scavenger hunt
hangman tug-of-war battleships Scrabble draughts
noughts and crosses role-playing games (RPG) Ludo

- | | | |
|---------------|--------------------------|-----------------|
| a board games | c pencil-and-paper games | d outdoor games |
| b word games | e computer games | |

Text 1

Despite it being the day of my fourteenth birthday, I came back from school in my usual despondent mood, hungry and tired. However, I **was in for** a surprise. Unlike before, that day my grandfather welcomed me at the door, looking somewhat bizarrely excited about something and telling me to shut my eyes because there was an unusual gift awaiting me in my room. I **wasn't big on** surprises, so my heart started pounding and I began to imagine what it could conceivably be. He hurried me into taking my shoes off and said something about the series I was watching at the time called *My Life as a Robot Girl*.

'Ta-da,' he said proudly as we entered my room. 'Open your eyes, and meet your new friend,' he added. So I did, and to my utter amazement, I saw a girl robot, beckoning to me and encouraging me to play with her. Seeing my confusion, my grandfather explained that Tilly was a social robot, equipped with an AI-powered personality that would allow her to chat with me, that she would recognise my face and my voice once we made friends, respond to my questions, show emotions and empathy for all my problems, 'though not sort them out,' he added. 'Would she be able to do my homework?' I wondered.

Anyway, I approached my new toy very carefully. My grandfather nudged me to talk to her, but I just stared at it or ... her. I wasn't sure that in my free time I really wanted to mess about with a robot rather than my friends. The machine smiled at me and asked what games I was keen on playing. I said I fancied playing Pictionary. I could see Tilly was gathering her thoughts and said 'OK. Let's **have a shot at** it' and started drawing something on the screen which was part of her body. 'Ready. Can you guess what saying I have just illustrated?' I did. Then, it was my turn. She guessed too. We carried on for a while. However, I started losing badly and was getting furious.

My grandfather watched me play and it felt like he was **having the time of his life**. Finally, he could prove his point that humans should only play with humans to be happy. Strangely, his smile was getting more and more sinister. Tilly, in the meantime, was celebrating her victories, and I felt the world was conspiring against me. At that moment I woke up ... and saw my grandfather with a pack of UNO cards wanting to know if I could give him a game or two before I started on another episode of *My Life as a Robot Girl*.

- 2 Work in pairs. Which of the games above did you use to play as a child? Do you play any of these games now?

- 3 **CD 1.06** Read the two texts and answer the questions.

- Where could you find texts like these?
- What attitude to playing and interacting with robots do these texts present?

Text 2

Artificial Intelligence is no longer just **a fad** some people thought years back it might be. It's omnipresent, and it has definitely become part and parcel of the world of gaming, robotics, and fairly recently, toys for children. Engineers have been working for years now to make robots perform the same tasks as kids can do, such as building with blocks, drawing or doing puzzles. The goal that they have been pursuing is to enable robots to adapt to new situations by developing algorithms to help them learn from past experiences and other robots too. One day, researchers are likely to create 'lifelong robotics systems' in which robots will be able to analyse, like humans, their previous successes and mistakes.

Cutting-edge technology like that will make it possible for people and robots to play with each other as equals. We can already see **countless** games and toys where children interact with AI. There are, of course, challenges too. While teaching a computer to win an online game is relatively easy, programming it to do a physical action seems much harder. Virtual space has no limits, so AI-powered 'players' can accomplish a lot. In physical space they find it hard to navigate, move fast or manipulate objects. As a result, children will still **crave** the company of other children to play hide-and-seek or tag. 'Just as well,' say psychologists who sound concerned about the possible negative effect of such **pursuits** on a child's emotional and social development. Children may not be able to develop empathy as relationships with programmed robots will most probably remain very artificial, and as such will not teach them how to build connections with people, which traditional games do. One way or another, technology will help revolutionise what we do and how we do it. It's just going to be our choice to make: play cards with a humanoid or a classmate, go on a scavenger hunt in a real forest or put on a pair of VR glasses and experience it virtually.

4 Read Text 1 again and choose the correct answer.

- Based on the first paragraph, we can assume that the boy felt
A apprehensive. **C** distracted.
B exhilarated. **D** upset.
- The grandfather
A used to surprise his grandson fairly regularly.
B seemed like he didn't know what was happening.
C had to encourage the boy to play with the robot.
D decided to join in when the boy was playing.
- According to the grandfather, Tilly would
A acknowledge who the boy was straightaway.
B solve the boy's problems in no time.
C help the boy with his school assignments.
D be able to have a conversation with the boy.
- Which of the following sentences below is NOT true?
A The robot came across as very friendly and willing to play whatever the boy fancied.
B Once in the room, the boy didn't need much persuasion to play with the robot.
C It turned out that Tilly proved to be an unexpectedly hard opponent to beat.
D The grandfather did not seem concerned about the boy's feelings.

5 Complete the sentences with the information from Text 2 in exercise 3. Write between three and seven words in each gap.

- Decades ago, AI , but now it can be seen everywhere.
- The goal that engineers want to  are capable of learning from their past mistakes.
- Until AI robots , children won't be able to play physical games with them with much success.
- A child's emotional growth  when he/she spends his/her leisure time around AI-powered machines.

6 Complete the email below with the information from Texts 1 and 2 in exercise 3. Write between one and four words in each gap.

Hi Liz,

Today in our English class we were discussing Artificial Intelligence and how it may influence the future of leisure activities. There were two texts. The first one told a fictional story of a boy ¹  to surprise him and bought him an AI-powered robot friend. The grandson ²  when the grandfather encouraged him to play with the robot sitting at his desk, which I totally understand. A little creepy, isn't it? In the end, it turned out to be only a dream, but I guess it's a ³  robots like these inhabit our home, which is what the other text was about. It also said that for now robots aren't ⁴  moving about very fast, so kids still need other kids to play hide-and-seek with. Do you think it'd be fun to go skiing or something with a robot rather than a friend? I don't know... Psychologists aren't that sure either. They say that it ⁵  for children to engage with human beings once they get used to robots. Anyway, I'll send you the links to the articles. They might be good for our project.

Take care,
Jan

7 Work in pairs and discuss the questions.

- Would you like to spend your time playing games or doing sports with an AI robot? Why? / Why not?
- What groups of people may benefit from having an interactive robot around? In what way?
- Should children and teenagers be encouraged to play more traditional games? Why? / Why not?
- In what other ways may technology change the way we spend our free time?

Vocabulary development

8 Study the highlighted words and expressions from the texts in exercise 3. Match them with the synonyms below.

- | | |
|--|------------------------------|
| 1 to want/desire sth | 5 a short-lived fashion |
| 2 numerous | 6 to enjoy oneself very much |
| 3 to like sth | 7 to try |
| 4 to be going to experience sth, especially sth unpleasant | 8 free-time activities |

9 Complete the sentences with the correct form of some of the words and phrases from exercise 8. Which of the statements are true for you? Why?

- I  outdoor activities.
- I believe that AI toys will just be a .
- Whenever possible I  new activities. I just like challenges.
- I wish I was more engaged in artistic  such as playing music or drawing.
- I  last summer. It was the best holiday ever!

VOCABULARY CHALLENGE! Unit 1, page 128, exercises 2 and 3

10 Imagine that you work for an AI technology playroom for teenagers. You have been asked to prepare a video clip advertising the place to young people. Work in pairs and prepare a screenplay for the clip. Consider how to include the information below.

- the location, price, opening hours
- the theme of the playroom
- the reasons why it's worth visiting

Why don't you visit ...?

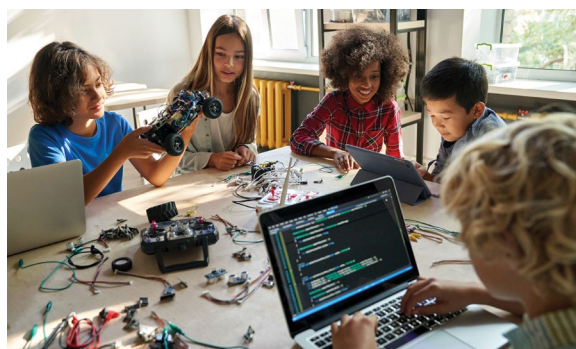
We stay open from ... to ...

We offer great entertainment for less than you imagine.

We offer discounts to ...

Our playroom is a perfect place to ...

You will have a chance to ...



- 1 Write down some words and phrases to describe the picture below. Consider the people, the setting and the people's actions. How might the people in the picture be feeling?



- 2 **CD 1.07** Listen to a student describing the picture in exercise 1 and answer the questions.

- How does the student interpret the situation?
- What two phrasal verbs does she use to talk about someone not coming when expected?

- 3 **CD 1.07** Listen again and complete the sentences in the Phrase Bank with the correct words. Check your answers in the transcript on pages 160–161.

PHRASE BANK

Speculating about a picture

- It looks if the photo was taken in a café.
- The place / location / setting / café to be very light and clean-looking.
- from their appearance, I say that the young people are in their early twenties.
- I would that they are students.
- He is looking at his watch as he is checking the time, and he fairly calm.
- I she's calling someone who is not answering.

- 4 Divide the adverbs into four groups according to how strong they are. Then use them to complete statements 1–5 about yourself.

a bit extremely quite very rather really fairly
terribly slightly

- I am reliable when it comes to meeting with friends.
- I get upset when friends stand me up.
- I become worried when I don't hear from people I care about.
- I tend to feel annoyed when my friends can't agree on what to do.
- I am relaxed when it comes to changing plans at the last minute.



- 5 Speculate about situations 1–6. Use the expressions from the Phrase Bank and those listed below.

I'm pretty sure ... I suppose ... Chances are ...
I've never been in that situation, but ...
It's highly probable that ... He/She is bound to feel ...

- A young woman is about to open her university examination results.
- Young parents are bringing their newborn baby home for the first time.
- A college graduate has received a car as a gift from his grandparents.
- Some teenagers see a young child about to step into a busy street.
- A young man has just proposed to his girlfriend and been rejected.
- A homeless woman has learned that she has won the lottery.

- 6 **CD 1.08** Listen to another student answering the three questions below about the picture in exercise 1. Write down the main points the student makes.

- Why do you think the young woman is worried?
- How do you feel when your friends are late or don't show up?
- Describe a situation when a friend didn't show up when you arranged to meet.

- 7 **CD 1.08** Listen again. Which of the phrases with *seem* below does the student use?

- seem* + adjective
- ..., or so it *seems*.
- I don't *seem* to ...
- It *seems* to me that ...
- It *seems* unlikely / possible / certain that ...
- It doesn't *seem* like + noun
- Seemingly*, ...
- It *seemed* ... to me.

- 8 Work in pairs. Ask and answer the questions in exercise 6. Use the phrases from exercise 7 and your own ideas.

- 9 Work in pairs. Go to page 134. Take turns doing the speaking task and answering the three questions.



1 **Work in pairs. Look at pictures 1–2 above and answer the questions.**

- 1 What might these people find appealing about the activity they are doing?
- 2 Do you think that everybody should have a creative hobby? Why? / Why not?

2 Read the writing task and the example letter below. Does the author state the aim of the letter? Does the letter include the two underlined elements of the task? Give reasons to support your answer.

Niedawno przeczytałeś/przeczytałaś* artykuł, którego autor uważa, że młodzież nie potrafi spędzać wolnego czasu w twórczy sposób i woli spędzać go przed komputerem. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem tego artykułu. 1) Opisz swój ulubiony sposób spędzania wolnego czasu i 2) wyjaśnij, jakie korzyści płyną z przedstawionych przez Ciebie aktywności.

Dear Sir/Madam,

I am writing in response to the article which **claims** that young people do not spend their free time in a creative way, but instead sit in front of their computers all day. I believe this is a common **misconception**, and I would like to offer my point of view on the matter.

I have been blogging about fashion and jewellery-making for the last two years. My blog entries include articles about current fashions as well as photographs of outfits, which I take myself. Moreover, I design my own necklaces and record YouTube tutorials to help others create accessories. Although I spend most of my free time in front of the computer, I consider this activity a creative **form of recreation**.

It goes without saying that having a hobby like this is **beneficial** for more than one reason. Firstly, it helps stimulate imagination and creativity. **Furthermore**, it allows me to keep in touch with my friends. I often post links to my blog articles so that everybody can stay up-to-date with my publications. Most of my friends enjoy reading my articles, which **gives me great pleasure**.

In conclusion, let me **emphasise** the fact that teenagers often spend their free time in a creative way even if they sit at a computer. Their activities may include anything from blogging to creating websites. As far as I am concerned, such **leisure activities** are as creative as painting or taking photographs.

Yours faithfully,
XYZ

3 Which of the following is true of formal letters? Complete the sentences with **use** or **don't use**.

In formal letters

- 1 we ☐ contractions.
- 2 we ☐ more complex sentences.
- 3 we ☐ formal vocabulary and linking expressions.
- 4 we ☐ phrasal verbs.
- 5 we ☐ formal opening and closing phrases.

4 Match the phrases below with their more formal equivalents highlighted in the letter in exercise 2.

- | | |
|------------------------------|----------------------|
| 1 say that something is true | 5 good for someone |
| 2 wrong idea | 6 what's more |
| 3 make somebody happy | 7 point out |
| 4 way of spending free time | 8 free time activity |

5 Match each of the underlined fragments of the sentences with two of the phrases below.

nevertheless it is commonly believed however
from my point of view since be close to
it appears to me that as it is often thought
have a good relationship with

- 1 People often think that teenagers do not like spending their free time with their parents.
- 2 Most young people get on with their parents.
- 3 Young people spend a lot of time online, but they have time to meet their friends as well.
- 4 The way I see it, parents and their teenage children often have similar hobbies such as skiing or swimming.
- 5 Young people often seek a closer relationship with their parents because it gives them a sense of security.

6 Rewrite the underlined parts of the sentences using formal language from exercises 4 and 5 as well as your own ideas. Make any other necessary changes in the sentences.

- 1 People are completely wrong when they say teenagers are not happy about spending free time with their parents.
- 2 I'd like to point out that parents and teenagers often spend their holidays together. While on holiday, they also play games and talk to each other.
- 3 Doing things together with our parents is good for you because that is how we build lasting relationships.

7 Read the instructions and do the writing task.

Niedawno w lokalnej gazecie przeczytałeś/przeczytałaś artykuł sugerujący, że młodzi ludzie wolą spędzać wolny czas z rówieśnikami niż z najbliższą rodziną. Ostatnie słowa artykułu to: *Young people would never spend their free time with their family if they had the choice*. Nie zgadzasz się z tym punktem widzenia. Napisz **list do redakcji** gazety (200–250 wyrazów), w którym opisziesz, w jaki sposób młodzi ludzie spędzają czas w gronie rodzinnym, i podasz przyczyny, dla których warto spędzać czas z najbliższymi.

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

1 Work in pairs and answer the questions.

- How much free time do you actually have? Is it enough? How do you spend it?
- Do you ever feel bored? When? Why?

2 **LANGUAGE IN CONTEXT** Read the text. Why is boredom essential to our lives?

No one **enjoys** being bored, and most of us **want** to fill our every waking moment with activity. We believe that the more we do with our time, the more we will **manage** to achieve. However, contrary to popular belief, what **causes** us to develop our full potential is, quite surprisingly, boredom. When we **continue** to pack our calendars, we **fail** to find the time we need to think more creatively, and we **miss** having the opportunity to reflect on what we are doing. The constant busyness and lack of time **make** us perform less effectively because we are more easily distracted.

So, the best piece of advice for you may actually be to **practise** doing less and **continue** choosing activities to say 'no' to. Having quality leisure time **allows** people to relax and **enables** them to do some thinking!

3 **ANALYSE** Find sentences in the text in exercise 2 which match the patterns in the table below.

1 verb + -ing		4 verb + object + infinitive	
2 verb + infinitive		5 verb + infinitive or -ing (little or no change in meaning)	
3 verb + object + bare infinitive			

4 Match the verbs below with one of the patterns in exercise 3. Sometimes more than one answer is correct.

help feel like persuade spend your time volunteer
begin arrange start motivate risk remind intend
bother prefer ask let offer encourage fancy
happen avoid seem aim can't stand keep invite
tend hope can't help

5 **PRACTISE** Choose the correct options to complete the sentences. Sometimes both options are correct. Then ask and answer the questions in pairs.

- What do you fancy **doing** / **to do** after school today?
- What makes you **to feel** / **feel** the most tired during the week? How do you cope with it?
- Do you tend **to take** / **taking** too much on, or do you avoid **to do** / **doing** extra things? Why?
- What motivates you **to work** / **work** harder at school?
- Do you miss **having** / **to have** more time to see your friends? Why? / Why not?
- What do you intend **to do** / **doing** at the weekend?

6 Translate the Polish parts of the sentences in brackets into English.

- Most parents  (*zachęca swoje dzieci do uczęszczania na*) various courses.
- Doing nothing  (*pozwała się nam zatrzymać*) and think more creatively.
- We  (*umówiliśmy się, że pójdziemy pływać*) the following day.
- My friends  (*namówili mnie na zorganizowanie*) a party.
- Most young people  (*spędza wolny czas, siedząc*) in front of their computers.
- I  (*zgłosiłem się na ochotnika do uczestnictwa w*) this board game contest.

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

- You should try to  (*avoid* / *do*) too much in your free time if you  (*want* / *rest*) properly.
- My father  (*offer* / *give* / *I*) a lift to the cinema, but I  (*feel like* / *go*) by bus.
- Listening to music  (*always* / *enable* / *me* / *relax*).
- Luke  (*practise* / *play*) the piano every day because he  (*aim* / *become*) a professional musician in the future.
- I  (*keep* / *wave*) to my friend, but she  (*seem* / *not* / *notice*) me.

! **Watch out**

With verbs of perception (e.g. *see, watch, hear, overhear, listen*) two patterns are possible:

verb + object + -ing or verb + object + bare infinitive.

- I saw Steve and Fiona *playing tennis*, but I don't know who won. (You saw only part of the action.)
- I saw Steve and Fiona *play tennis*. Both of them were brilliant. (You saw the whole match.)

8 Complete the sentences with the correct form of the verbs in brackets. Give reasons to support your answers.

- When I was leaving the house, I could hear my sister  (*argue*) with our parents.
- At the party, I heard Martha  (*whisper*) 'I love you' to Tom.
- I watched the local hip-hop dance group  (*perform*) on stage at my school yesterday. It was an awesome show.
- As I was going home, I saw some teenagers  (*dance*) in the street, but I didn't take much notice.

9 **NOW YOU DO IT** Work in pairs. Imagine you work as leisure time consultants. What advice would you give to the people in 1 and 2? Use the phrases given and role-play a dialogue.

- a bored teenager who doesn't have much money to spend
 - a teenage girl who is shy but wants to make friends
- You should aim ... • Why don't you practise ...? •
It'd be a good idea if you arranged ... • I'd encourage you ... •
Try to avoid ... • If you fancy ..., you could ... •
Why not spend your free time ...?

Łódź is, no doubt, a city of festivals. Among many other events, every year, it hosts the International Festival of Comics and Games. The city ¹ this festival since 1991, and now it has become the biggest event of its kind in Central Europe. In 2017, the festival organisers were proud to entertain more than 20,000 participants. So, what exactly makes people ² to this event in such great numbers? For a start, the festival ³ comics writers, interactive media game creators and fans to meet in one place so they can share their experience and expertise in this field. ⁴, the festival's programme features a great deal of events such as meetings with famous artists, game tournaments, exhibitions and various workshops. The festival venue is always packed ⁵ people, both young and old, looking for new comics, games, and a good time. So, next time you ⁶ to be in Łódź when the festival is on, don't hesitate to see it for yourself.



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

- | | | |
|------------------------|----------------|------------|
| 1 a has been organised | 3 a lets | 5 a of |
| b organised | b keeps | b to |
| c organises | c enables | c with |
| d has organised | d offers | d on |
| 2 a to come | 4 a Moreover | 6 a happen |
| b come | b Nevertheless | b attend |
| c coming | c Apart from | c tend |
| d came | d So far | d enjoy |

! Watch out

Verbs such as **forget**, **remember**, **try**, **stop**, **regret**, **mean**, **go on** may be followed by either the **-ing form** or the **infinitive**.

- I'll never **forget asking** Ann to marry me. (forget a past experience)
- Don't **forget to invite** Robert to the party. (forget a future duty / a task)
- Patrick **went on dancing** despite his serious leg injury. (continue)
- Patrick told everyone about his dancing career, and then he **went on to talk** about his plans for the future. (do another thing, change the subject)

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

- a Did you remember (book) the plane tickets?

b I don't remember (meet) this woman before.
- a Please try (find) some time this week to celebrate your parents' 30th wedding anniversary.

b You could try (get) her some jewellery if you have no other ideas for a birthday present.
- a We stopped (say) hello to our friend.

b I'd like you to stop (gossip) about me behind my back.
- a My sister regrets (not complete) her English course.

b We regret (inform) that the workshop has been cancelled.

3 Complete the second sentence so that it means the same as the first using the word given. Write no more than five words. Do not change the word given.

- I suppose you were delighted to see your aunt after such a long time. **MUST**
You to see your aunt after such a long time.
- I suggest you buy Joanna a book for her birthday. It's always a safe option. **TRY**
 a book for her birthday. It's always a safe option.
- We took up karate about three years ago. **BEEN**
We about three years.
- The last time Paula saw Tom was last week. **SEEN**
Paula last week.

4 Complete each set of sentences with the same word.

- We need to ... the festival up as an event on social media to attract more attention.
 - What time did you ... out on your trip in the end?
 - Our teachers ... a reasonable amount of homework.
- I'm not too ... on teamwork. I prefer to work on my own.
 - My family has always shared a ... interest in politics.
 - Ethan has always been a ... eater, so be prepared and cook lots for the party.
- We're all ..., so we are ready to go now.
 - During the sales, shopping centres are ... with people.
 - Citrus fruits are ... full of vitamin C and other nutrients.
- I can't ... laughing at Joe's jokes. They're hilarious!
 - Can you ... me with setting up this board game?
 - ... yourself to more cake if you want. There's plenty left.

Critical thinking



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

- Does the sentence describe how you feel? Why? / Why not?
- What would you say is a busyness trap? Who may suffer from it the most?

Vocabulary MP3 01

book a venue	/ˈbʊk ə ˈvenjuː/	zarezerwować lokal
catch up	/ˈkætʃ ˈʌp/	nadrobić zaległości, dowiedzieć się, co słychać, napisać do kogoś
drop sb a line	/ˌdrɒp ˌsʌmbədi ə ˈlaɪn/	dalsza rodzina
extended family	/ɪkˈstendɪd ˈfæm(ə)li/	spotkanie rodzinne
family gathering	/ˌfæm(ə)li ˈɡæðərɪŋ/	imprezować do późna
make a night of it	/ˌmeɪk ə ˈnaɪt əv ɪt/	organizować spotkanie
organise a get-together	/ˌɔː(r)ɡənaɪz ə ˈɡetəˌgeðə(r)/	sporządzić listę gości
put together a guest list	/pʊt təˌgeðə(r) ə ˈɡest list/	zjazd (rodzinny)
reunion	/ˌriːˈjuːniən/	wysyłać zaproszenia
send out invitations	/send ˌaʊt ɪnviˈteɪʃ(ə)nz/	utworzyć wydanie (np. na portalu społecznościowym)
set it up as an event	/set ɪt ˌʌp əz ən ˈiːvnt/	spotkania towarzyskie
socialising	/ˈsəʊʃəlaɪzɪŋ/	zorganizować dużą imprezę
throw a big do	/θrəʊ ə bɪɡ ˈduː/	pojawić się, przyjść
turn up	/tɜː(r)n ˈʌp/	

Grammar 1 MP3 02

be up to sth	/bi ˈʌp tə ˌsʌmθɪŋ/	robić coś, porabiać
do sth in person	/duː ˌsʌmθɪŋ ɪn ˈpɜː(r)sən/	zrobić coś osobiście
host sth	/ˈhəʊst ˌsʌmθɪŋ/	być gospodarzem, organizować
put up decorations	/pʊt ˌʌp ˌdekaˈreɪʃənz/	instalować, wieszać dekoracje

Listening and vocabulary MP3 03

anniversary celebration	/ˌæniˈvɜː(r)s(ə)ri sələˌbreɪʃ(ə)n/	jubileusz
baby shower	/ˈbeɪbi ˌʃaʊə(r)/	przyjęcie organizowane przed narodzinami dziecka
Best wishes for a happy, healthy baby!		Najlepsze życzenia z okazji narodzin dziecka!
birthday party	/ˈbɜː(r)θdeɪ ˌpɑː(r)ti/	przyjęcie urodzinowe
booking	/ˈbʊkɪŋ/	rezerwacja
burst into tears	/bɜː(r)st ɪntə ˈtiə(r)z/	wybuchnąć płaczem
Christmas party	/ˈkrɪsməs ˌpɑː(r)ti/	przyjęcie bożonarodzeniowe
Congratulations on your achievement! Here's to your future!		Gratulacje z okazji dotychczasowych sukcesów! Za twoją/waszą przyszłość!
Congratulations to the newlyweds!		Gratulacje dla nowożeńców!
gain in popularity	/ɡeɪn ɪn ˌpɒpjəˈlærəti/	zyskiwać popularność
graduation celebration	/ˌɡrædʒuˈeɪʃ(ə)n sələˌbreɪʃ(ə)n/	przyjęcie z okazji ukończenia szkoły
greetings card	/ˈɡriːtɪŋz ˌkɑː(r)d/	kartka z życzeniami
hazard a guess	/ˌhæzəd(r) d ə ˈges/	zaryzykować przypuszczenie
Here's to another twenty years of a happy marriage!		Za kolejne szczęśliwe dwadzieścia lat małżeństwa!
holidays and celebrations	/ˈhɒlədeɪz ənd ˌsələˌbreɪʃ(ə)nz/	święta i uroczystości
make it	/ˈmeɪk ɪt/	dotrwać, dać radę
mistaken	/ˈmiːsteɪk(ə)n/	(być) w błędzie

nappy occasion	/ˈnæpi/	pielucha
outstanding	/ˌaʊtˈstændɪŋ/	okazja, powód świętowania
packed with	/ˈpækt wɪθ/	wyjątkowy, niezwykle zatłoczony, przeludniony
pregnancy	/ˈpregnənsi/	ciąża
profitable	/ˈprɒfɪtəb(ə)l/	dochodowy, zyskowy
reception	/ˌrɪˌsepʃ(ə)n/	przyjęcie
relative	/ˈrelatɪv/	krewny/krewna
retirement party	/ˌriˈtaɪə(r)mənt ˌpɑː(r)ti/	przyjęcie z okazji przejścia na emeryturę
thrilled	/θrɪld/	zachwycony
wedding reception	/ˈwedɪŋ ˌrɪˌsepʃ(ə)n/	przyjęcie weselne

Grammar 2 MP3 04

ceremony	/ˈserɪməni/	uroczystość, ceremonia
drama class	/ˈdraːmə klɑːs/	zajęcia teatralne
on purpose	/ɒn ˈpɜː(r)pəs/	celowo, umyślnie
school fair	/skuːl ˈfeə/	kiermasz szkolny
show up for an appointment	/ʃəʊ ˌʌp fə(r) ən ə ˈpɔɪntmənt/	przyjść na spotkanie
slip one's mind	/ˌslɪp wʌnz ˈmaɪnd/	umknąć (z pamięci)
stand sb up	/ˌstænd ˌsʌmbədi ˈʌp/	wystawić kogoś, nie przyjść na spotkanie

Reading and vocabulary MP3 05

accomplish sth	/ə ˈkɒmplɪʃ ˌsʌmθɪŋ/	osiągnąć coś
battleships	/ˈbæt(ə)lʃɪps/	gra w statki
be part and parcel of sth	/bi ˌpɑːt ənd ˈpɑːsl ɒv ˌsʌmθɪŋ/	być nieodłącznym elementem
be big on sth	/bi ˈbɪɡ ɒn ˌsʌmθɪŋ/	mieć bzika na punkcie czegoś
be in for something	/bi ɪn fɔː(r) ˌsʌmθɪŋ/	być w jakiejś sytuacji, doświadczać czegoś (nieprzyjemnego)
beckon sb	/ˈbek(ə)n ˌsʌmbədi/	kiwnąć (ręką, palcem) na kogoś, wezwać kogoś
bizarrely	/ˈbɪˈzɑː(r)li/	dziwnie, dziwacznie
board games	/ˈbɔː(r)d ˌɡeɪmz/	gry planszowe
computer games	/kəmˈpjʊːtə(r) ˌɡeɪmz/	gry komputerowe
conspire against sb	/kənˈspaɪə əˈɡenst ˌsʌmbədi/	sprzysiąc się przeciw komuś
countless	/ˈkaʊntləs/	niezliczony
crave	/kreɪv/	pragnąć czegoś
cutting-edge	/ˈkʌtɪŋ ˌedʒ/	najnowocześniejszy, najbardziej zaawansowany
despondent	/dɪsˈpɒndənt/	przygnębiony, przybity
draughts	/draːfts/	warcaby
fad	/fæd/	chwilowa moda
gather one's thoughts	/ˌɡæðə wʌnz ˈθɔːts/	zebrać myśli
hangman	/ˈhæŋɡmən/	gra w wisielca
have a shot at sth	/hæv ə ˈʃɒt æt ˌsʌmθɪŋ/	spróbować czegoś
have the time of your life	/hæv ðə ˈtaɪm ɒv jɔː ˈlaɪf/	doskonale się bawić
hide-and-seek	/ˌhaɪd ən ˈsiːk/	zabawa w chowanego
hopscotch	/ˈhɒpˌskɒtʃ/	gra w klasy
leisure	/ˈleɪzə(r)/	czas wolny
Ludo	/ˈluːdəʊ/	Chiniczek (gra)
noughts and crosses	/ˌnɔːts ən ˈkrosɪz/	kółko i krzyżyk
omnipresent	/ˌɒmniˈprezənt/	wszechobecny
outdoor games	/aʊtˈdɔː(r) ˌɡeɪmz/	zabawy na świeżym powietrzu
pencil-and-paper games	/ˌpens(ə)l ən ˈpeɪpə(r) ˌɡeɪmz/	gry z wykorzystaniem papieru i ołówka

pursuit	/pəˈsjʊːt/	hobby, zainteresowanie
role-playing games (RPG)	/ˈrɒlpleɪɪŋ ˌɡeɪmz ˌɑː(r) piː ˈdʒɜː/	gry fabularne, RPG
scavenger hunt	/ˈskævɪndʒə(r) ˌhʌnt/	gra, w której uczestnicy muszą zebrać zestaw różnych przedmiotów
Scrabble	/ˈskræb(ə)l/	gra Scrabble
shooter games	/ˈʃuːtə(r) ˌɡeɪmz/	gry komputerowe polegające na strzelaniu, strzelanki
sinister	/ˈsɪnɪstə(r)/	złowieszczy
tug-of-war	/ˈtʌɡ əv ˌwɔː(r)/	przeciąganie liny
word games	/ˈwɜː(r)d ˌɡeɪmz/	gry słowne

Speaking MP3 06

absent-minded	/ˌæbs(ə)nt ˈmaɪndɪd/	roztargniony, nieuważny
be concerned about sth	/biː kənˈsɜː(r)nd əˌbaʊt ˌsʌmθɪŋ/	być czymś zaniepokojonym, zmartwionym
electronic devices	/elekˌtrɒnɪk diˈvaɪsɪz/	urządzenia elektroniczne
flexible	/ˈfleksəb(ə)l/	elastyczny
setting	/ˈsetɪŋ/	otoczenie, sceneria

Writing MP3 07

beneficial	/ˌbenɪˈfɪʃ(ə)l/	korzystny, pożyteczny
nevertheless	/ˌnevə(r)ðəˈles/	niemniej, jednakże
claim	/kleɪm/	twierdzić, utrzymywać
emphasise	/ˈemfəsaɪz/	podkreślać, wypuklać
form of recreation	/ˌfɔː(r)m əv ˌrekriˈeɪʃ(ə)n/	forma rozrywki, rekreacji
furthermore	/ˈfɜː(r)ðə(r) ˌmɔː(r)/	ponadto
give sb pleasure	/ɡɪv ˌsʌmbədi ˈpleʒə(r)/	sprawiać komuś przyjemność
leisure activity	/ˈleɪzə(r) ækˌtɪvəti/	zajęcia w wolnym czasie
misconception	/ˌmɪskənˈsepʃ(ə)n/	błędne przekonanie

English in Use MP3 08

contrary to sth	/ˈkɒntrəri tə ˌsʌmθɪŋ/	wbrew czemuś
distracted	/dɪˈstræktɪd/	zdekoncentrowany, rozproszony
expertise	/ˌekspɜː(r)ˈtiːz/	wiedza i doświadczenie
overhear	/ˌəʊvə(r)ˈhɪə(r)/	podłuchiwać
participant	/ˌpɑː(r)ˈtɪsɪpənt/	uczestnik
reflect on sth	/ˌrɪfleks ɒn ˌsʌmθɪŋ/	rozważać coś, zastanawiać się nad czymś



Complete all the exercises from this section in your notebook.

Challenge! MP3 09

accomplish / achieve a goal	/əˈkɒmplɪʃ, əˈtʃiːv əˈɡoʊl/	osiągać cel
approachable	/əˈprəʊtʃəb(ə)l/	przystępny
(be) a scream	/ˌbi əˈskriːm/	(być) przezabawnym
chat / chatter / explain to a robot	/tʃæt, tʃætə(r), ɪksˌpleɪn tə əˈrɒbɒt/	gawędzić z robotem, wyjaśniać coś robotowi
engage in / take part in / perform tasks	/ɪnˌɡeɪdʒ ɪn, teɪk ˌpɑː(r)t ɪn, pɜː(r)fɔː(r)m ˈtɑːks/	angażować się, brać udział, wykonywać zadania
good sport	/ˌɡʊd ˈspɔː(r)t/	równy gość (osoba pogodna, z dystansem do siebie, chętna do pomocy innym)
gregarious	/ɡrɪˈɡeəriəs/	rozmowny, towarzyski
hang out / mess about / socialise with your friends	/hæŋ ˌaʊt, mes əˈbaʊt, səʃəlaɪz wɪθ ʃə(r)ˈfrendz/	spędzać czas z kolegami / koleżankami
loner	/ˈləʊnə(r)/	samotnik / samotniczka
enable / encourage / nudge a child to play	/ɪˌneɪb(ə)l, ɪnˌkʌrɪdʒ, nʌdʒ ə ˈtʃɪldr̩ tə ˈpleɪ/	umożliwiać dziecku zabawę / zachęcać / popychać dziecko do zabawy
pursue a goal	/pə(r)sjuː əˈɡoʊl/	dążyć do celu
the centre of attention	/ðə ˌsentə(r) əv əˈtenʃ(ə)n/	centrum uwagi
the life of the party	/ðə ˈlaɪf əv ðə ˈpɑː(r)tɪ/	dusza towarzystwa
wet blanket	/wet ˈblæŋkɪt/	smutas, sztywniak (osoba psująca innym nastrój)

VOCABULARY

1 Choose the correct option to complete the sentences.

- We just wanted to meet and catch **up** / **on**, but in the end, we **made** / **did** a night of it.
- I have just **booked** / **set** a venue for the do I'm **putting** / **throwing** for my birthday.
- We've **put** / **made** together a guest list for the party, but we haven't **set** / **made** it up as an event on my social media accounts yet.
- I've been dreaming of **having** / **taking** a quiet night in, but my friends have **organised** / **made** a get-together.

2 Complete the sentences with appropriate prepositions.

- The club is always packed people on Saturday night.
- Did Anna show for your appointment?
- We sent invitations this morning.
- Helen is not really big group activities.
- My congratulations your achievement!

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

- We couldn't have this venue because it was booked for a (**retire**) party.
- I was (**mistake**) when I said that you couldn't make a (**book**) at this restaurant.
- Jim has invited all his (**relate**) to his birthday party.
- Our (**graduate**) celebration was (**stand**).
- I've helped them (**count**) times, and they've always been very thankful to me.

GRAMMAR

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

Use the past simple, the present perfect simple or continuous.

- A** (**you** / **phone**) me last night? My battery (**die**), so I (**not receive**) any calls.
B Yes, I did. Actually, I (**text**) you all morning too! My sister (**ask**) me to invite you to her graduation party.
- My dad (**collect**) Halloween decorations since he was a child. He (**collect**) hundreds of cool things.
- People (**hold**) celebrations to greet the coming of spring for centuries.

5 Complete the sentences using the prompts in brackets.

- I'm not sure what Agnes is up to at the moment. She (**may** / **get ready**) for her date with Tim.
- I (**must** / **ring you**) a hundred times! Why didn't you answer?
- Olaf couldn't (**enjoy** / **he**) at the party because he came back home an hour after it started.
- We have no idea why Jemma came so late to the meeting. She (**may** / **forget**) about it.
- The DJ at our graduation party (**keep** / **encourage** / **the guests**) dance.
- Nothing would (**make** / **I** / **take part**) an escape room game.
- I (**not remember** / **invite** / **Tom**) for dinner, so when he came, I was surprised.

SKILLS PRACTICE

6 Translate the sentences into English.

- Jim twierdzi, że nie będzie kontynuował nauki gry na gitarze w kolejnym semestrze.
- Dobrze pamiętam pierwsze spotkanie z moim najlepszym przyjacielem.
- Jak długo grasz już w tenisa?
- Możliwe, że Alan i jego tata robią teraz zakupy w supermarkecie.
- Widzieliśmy, jak Kate wychodziła ze swojego pokoju, ale nie wiemy, dokąd poszła.



- 7 Rewrite the underlined parts of the letter so that they sound more formal.

Dear Sir,

¹I'm writing in response to the article which ²says that youth ³don't enjoy playing board games. I think this is a ⁴completely wrong idea. ⁵I think that playing board games is popular among young people. ⁶Also, this ⁷way of spending free time enables them to socialise. ⁸People often think that teenagers spend their free time in front of their computers, but let me ⁹point out that this is not always the case. ¹⁰Best wishes,
XYZ

- 8 Complete the text with appropriate words.

I ¹ assume that this photograph was taken at home, and it ² to show a family party. They ³ be celebrating one of the family members' birthday. Judging ⁴ the people's faces, they are very happy. They look as ⁵ they are enjoying the party a lot. I ⁶ guess that they are a close family.



- 9 Work in pairs and test each other.

Student A: go to page 139.

Student B: go to page 145.

ENGLISH IN USE

- 10 **SETY LEKSYKALNE** W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1

- I've never organised a large family party, but I'll be willing to ... a shot at it.
- Of course you're invited to the wedding; in fact, I'd love to ... you as my best man.
- The venue didn't look attractive, but I must admit that I did ... the time of my life.

2

- I'm sure it was just a misunderstanding – nobody would have done such a horrible thing ... purpose.
- The guest speaker started by defining sociology and went ... to talk about the history of this branch of science.
- I'm not big ... social media, but I'll need to become more active to promote my start-up company.

3

- Some teenagers are so busy during the week that they only have some spare time for leisure ... at the weekend.
- People are advised to limit outdoor ... when the quality of air is particularly low.
- Shy students may need more time to feel secure and participate in classroom ...

4

- We still need a few volunteers who will put ... the decorations before the school prom.
- As usual, Jason is late – I'm sure he'll turn ... eventually with a stupid excuse.
- Going to a school reunion can be a daunting experience, but it's also a great way to catch ... with your old friends.

5

- You don't have to explain this concept in your presentation – it's ... knowledge.
- It's a ... misconception that friends drift apart as they grow up.
- Sometimes people find it hard to communicate with others, even when they use a ... language.

6

- With well-kept gardens and a superb cuisine, this hotel is a perfect venue for a wedding ...
- The last instalment of the trilogy was met with a mixed ... from critics, who didn't like the saga's ending.
- Mobile phone ... is poor inside the building, but it's much better in the garden.

- 11 **SŁOWOTWÓRSTWO** Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem. Przekształć wyraz podany w nawiasie tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

WEDDING PLANNERS

Getting married is said to be one of the most stressful life events, comparable to being fired from a job and only slightly less stressful than losing a close ¹ (relation), like a sibling. What can you do to mitigate stress during wedding planning? Hiring a professional planner can be ² (benefit) to any couple thinking of tying the knot.

Some people might be a bit ³ (apprehend) about contracting a wedding planner, especially if they are on a limited budget. Remember that planning a wedding is all about making choices, and you will need to make ⁴ (count) decisions before and on your wedding day. Professional wedding planners are worth every penny as they can help you avoid the mistakes made by hundreds of other couples before. They will send out the ⁵ (invite) and confirm how many guests will be attending the ceremony so that you don't have to worry about such mundane tasks. They will also keep your agenda and remind you of all important ⁶ (appoint) so you will never forget to attend a food tasting to choose the flavour of your three-tier wedding cake. But most importantly, they will be there if anything goes wrong.



LISTENING

- 12** **CD 1.09 WYBÓR WIELOKROTNY** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. W zadaniach 1–2 zakreśl jedną z liter: A, B albo C. W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

- 1** The speaker's intention is
- A** to criticise the attention the media paid to an event.
 - B** to remind the audience of a largely forgotten event from the past.
 - C** to explain how our understanding of an event has changed over the years.

Tekst 2.

- 2** Which of the following is stated in the dialogue as a fact, not an opinion?
- A** You are not allowed to film the concert.
 - B** Animals are not permitted at the festival.
 - C** Under 16s need permission from their parents.

Tekst 3.

- 3** Dunbar's number
- A** is believed to be close to 500.
 - B** explains why apes are social creatures.
 - C** stays the same for all types of primates, including people.
 - D** describes the maximum number of stable relationships a person can maintain.
- 4** The speaker mentions Ancient Rome
- A** to contradict the previously presented theory.
 - B** to provide arguments in favour of Dunbar's number.
 - C** to illustrate how Dunbar's number has changed since those days.
 - D** to point out that the theory is no longer applicable in the modern world.
- 5** Which is NOT true about the program called Monica?
- A** Everyone can use the app for free.
 - B** Its creator is originally from France.
 - C** The software was named after its creator's best friend.
 - D** It was designed to replace a traditional way of storing information.
- 6** How did Regis Freyd feel after releasing his program?
- A** Disappointed that he received very little feedback on it.
 - B** Surprised that a certain group of users find it useful.
 - C** Annoyed with people expecting him to make changes to it.
 - D** Glad that his mother is willing to use it to keep her contacts.



SPEAKING

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

Uczeń A



- 1** Why do you think the people decided to spend time together in this way?
- 2** How would you feel if you had to sing in front of your friends? Why?
- 3** Tell me about a situation when you organised a party for your friends at home.

Uczeń B



- 1** What might the girls in the photo do next?
- 2** Would you consider spending time with your friends in this way? Why? / Why not?
- 3** Tell me about a day which you spent with your friends when you enjoyed yourself.

WRITING

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

Niedawno przeczytałeś/przeczytałaś artykuł, którego autor twierdzi, że rozwój sztucznej inteligencji potrafiącej wejść w interakcję z ludźmi nie będzie miał pozytywnego wpływu na nasze życie. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem tego artykułu. Przedstaw swoje argumenty, biorąc pod uwagę życie uczniów oraz osób starszych.

2

SUCCESS AND FAILURE

VOCABULARY

describing levels of performance

- 1 Read the three texts below. Which of the three sports would you be interested in seeing? Why?

1 And that is ... point and match! Maria Lara is the winner! Maria was **in great form** again today against Kelly Tims. She **was in the lead** from start to finish, and there was no doubt that the **victory** would be hers. She has **been on an amazing winning streak**. In fact, she's almost **undefeated** this season with twelve **wins in a row**. She is definitely a future **champion**.



2 Well, that was quite a race! Unfortunately, Jason Lee **suffered a loss** today in the freestyle. He started out strong but **fell behind** in the third lap and never managed to **catch up**. Sadly, Jason has **been on a losing streak** this month. In fact, **coming in second** in the race in Brighton was the best he has done in a long while.



3 This match between the Standers and the Rakers looks like a **fight to the finish**! With three goals on each side, it could easily **end in a draw** if neither team scores. Now the ball is in centre field, and with the teams **neck and neck**, the fans are going crazy! Johnson shoots ... and no goal! It looks like the Standers and the Rakers are an **equal match**, since this is their third tie game this season.



- 2 Match some of the words and phrases in bold from the texts in exercise 1 with the definitions below.

- 1 be ahead in a competition
- 2 finish a competition with the same score on both sides
- 3 be successful in competitions for a long time
- 4 having lost no competitions
- 5 lose a competition
- 6 move into a lower position in a competition
- 7 reach a position equal to someone who was ahead
- 8 a competition that continues until one side wins
- 9 be close or tied to a competitor during a competition
- 10 having the same level of skill as another competitor

- 4 CD 1.10 Listen to a sportsperson talking about their career. Answer the questions.

- 1 What is the occasion of the interview?
- 2 What does Jeremy say about his early winning streak?
- 3 What position among players did Jeremy hold for most of his career?
- 4 According to Jeremy, what do the majority of young tennis players dream about?
- 5 How does Jeremy feel about his career in general?
- 6 What is he planning to do next?

VOCABULARY CHALLENGE! Unit 2, page 128, exercise 1

- 5 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Are you a sports spectator and fan? How do you react when your team scores a big victory? How do you react when they are on a losing streak?
- 2 How important is it to fight to the finish? Is it ever OK to give up? In what circumstances?
- 3 Describe a situation in which you failed in something. How did you cope? How do you feel about it now?

- 3 Complete the text with the words and phrases below.

lead victories winning undefeated loss fall second neck and neck match

Generally, athletes have very short careers. They can be ¹ at the age of 25, never losing a contest – then they suddenly suffer a serious ², or just come in ³ in a type of contest where they are normally first, and it looks like the beginning of the end. Some athletes want to keep trying. Maybe they were in the ⁴ for so long that they can't accept that their

⁵ streak might be at an end. 'When you were an equal ⁶ for a competitor, and then suddenly you ⁷ behind, it's hard to accept,' one athlete says. Another retired athlete adds: 'We all have to stop at some point. Just remember your ⁸ and high points, and remind yourself that you were once ⁹ with the greatest athletes in your sport. It's not failure – it's just retirement!'



1 Have you ever taken part in a sporting event or another type of competition? Did you have to prepare before the competition took place? What was the result?

2 LANGUAGE IN CONTEXT Read the text in exercise 3 and answer the questions.

- 1 What happened to Kristen yesterday?
- 2 Why didn't her teachers want her to compete at the age of thirteen?
- 3 What happened in her first competition? How does she explain it?

3 CD 1.11 Complete the article with the correct past tense form of the verbs in brackets. Then listen and check.

Figure-skater Kristen Lane ¹ (practise), as usual, early yesterday morning when she ² (hear) the news that the National Skating Committee ³ (choose) her to be on the national team. 'I ⁴ (not expect) to hear anything for days,' the 16-year-old skater said. 'So I ⁵ (be) totally surprised. I actually ⁶ (stop) skating for a while and ⁷ (sit) down to take in the news.'

Kristen was a late starter by the standards of the figure-skating world. 'I ⁸ (never skate) at all before I turned ten years old,' she explains. 'Then, my mum ⁹ (take) some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I ¹⁰ (want) to compete at the age of thirteen, my teachers told me I ¹¹ (not skate) long enough. They thought I would be too nervous and have problems.'

After Kristen convinced her teachers to let her enter one competition, she ¹² (work) harder than ever. And to everyone's surprise, she ¹³ (win) a medal. 'I ¹⁴ (practise) every day for about five hours, morning and evening, just because I ¹⁵ (not want) to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'



4 ANALYSE Find examples of the following structures in the article in exercise 3.

- 1 past simple to describe a series of events that happened one after another (and finished) in the past
- 2 past continuous to describe an event that was interrupted by another past event
- 3 past simple to describe the event which interrupted another event in the past
- 4 past perfect to describe an event which happened before another past event
- 5 past perfect continuous to emphasise the duration/length of the action

5 WHAT'S RIGHT? Choose the correct option. Sometimes more than one answer is correct.

Did Susan win the swimming competition?

- 1 Yes, she had been practising for months.
- 2 Yes, she has been practising for months.
- 3 Yes, she was practising for months.

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

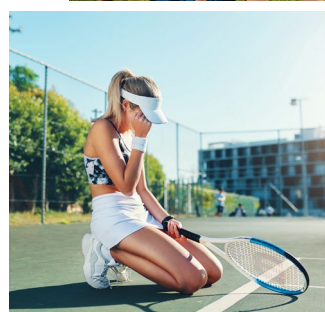
- 1 (Colin / decide) which team he (want) to play for before he was drafted?
- 2 Jamie (go) to the rink, (put) on his skates and (start) his warm-up routine.
- 3 Dennis (try) to join the team three times before he was accepted.
- 4 Strangely, I (think) about Casey when she (call) me with her news.
- 5 Judy (swim) all morning, so she was very tired when she came to class.
- 6 (you / watch) a match when the phone (ring)?

7 Translate the sentences into English.

- 1 Oni nigdy przed wizytą w Anglii nie widzieli meczu krykieta.
- 2 Lara biegła tylko rok, a już wygrała swój pierwszy wyścig.
- 3 Tina przyjechała do Szwajcarii, pojechała samochodem do ośrodka narciarskiego i od razu rozpoczęła trening.
- 4 Całe życie podziwiałem Usain'a Bolta, toteż spotkanie z nim było dla mnie zaszczytem.
- 5 Kiedy Ted biegł szybko, przewrócił się, ale i tak dobiegł do mety jako drugi.

8 NOW YOU DO IT Work in pairs. Speculate about the following pictures. What had been happening before? What happened? What was the result?

They had been playing football for an hour when ...



The only one who can tell you 'You can't win' is you, and you don't have to listen.

JESSIKA ENNIS-HILL



- 1 Explain in your own words what the quote above means. Does it apply to your own life? How?
- 2 Look at the picture. What sport is it? What do you think the rules might be? What other unusual sports can you name?



- 3 **CD 1.12** Listen to the interview and complete the sentences.

- 1 The sport they are discussing is popular .
- 2 Lucy first moved to Singapore when she .
- 3 When Lucy first saw sepak takraw, she thought it .
- 4 In sepak takraw, the winning team has to .
- 5 During the game, it is easy to get .

- 4 **CD 1.12** Listen again and choose the correct answers.

- 1 Before taking up sepak takraw, Lucy
 - a knew a little about the sport.
 - b had not participated much in sports.
 - c had played a similar sport.
 - d had seen it played on television.
- 2 Which sentence is true regarding the rules of sepak takraw?
 - a Players must be replaced regularly during the game.
 - b Players may only touch the ball with their lower limbs.
 - c The ball must never touch the floor.
 - d A match can end in a draw.
- 3 What does Lucy say about getting ready for a match?
 - a It needs no preparation at all.
 - b You can do a quick warm-up and stretch.
 - c You should practise jumping and kicking.
 - d You must take time to prepare your muscles.
- 4 What does Lucy say about sepak takraw in the UK?
 - a It is already very well-known.
 - b It is becoming increasingly popular.
 - c It interests football fans.
 - d It is more or less unknown.

- 5 Rewrite the sentences using the phrasal verbs below in the correct form.

get into take up put together drop out of
take part in give up warm up catch on

- 1 Sue decided to start playing polo after watching a friend play.
- 2 Do you think sepak takraw will become popular in Poland?
- 3 Tim had to stop running the race after he hurt his foot.
- 4 I became interested in dance after seeing my sister perform.
- 5 Our school doesn't have a track team, so we are going to organise one.
- 6 Because of my injury, I had to stop doing sports for a while.
- 7 It's important to prepare your body slowly before strenuous exercise.
- 8 Sue is going to participate in her first swimming competition tomorrow.

- 6 **CD 1.13** Listen to the podcast. Answer the questions.

- 1 What activities does Devin take part in?
- 2 What does he say is true of those activities?
- 3 Who do you compete against in the activities Devin enjoys?
- 4 Why are exam scores mentioned?
- 5 According to Devin, what should be appreciated rather than final sports or exam results?

- 7 **CD 1.13** Listen again and complete the sentences.

- 1 Devin believes that most people who follow sports and losing.
- 2 He is not sure if athletes are being they focus mainly on improving themselves.
- 3 He feels that athletes the attitudes of the public.
- 4 Devin would prefer by how much they want to improve.
- 5 Devin believes that failure in becoming successful.

- 8 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Do you agree or disagree with Devin's opinions about competing? Why? / Why not?
- 2 Do you think that failure can be a useful part of life? Why? / Why not?
- 3 Consider this quote by Michael Jordan: 'I can accept failure. Everyone fails at something. But I can't accept not trying again.' How do you understand his words? Do you agree with them? Why? / Why not?
- 4 Do you think successful people should try to influence public opinion in fields other than their own; for example, should famous athletes talk about politics? Why? / Why not?

1 Talk about a habit you currently have that involves sport or exercise. How often do you do it? Are there any activities you did in the past that you no longer keep up?

2 **CD 1.14 LANGUAGE IN CONTEXT** Listen to two people talking about their exercise routines. Answer the questions.

- 1 How often did David use to run? How often does he run now?
- 2 What was Kim's opinion of exercise before?
- 3 What offer does David make?

3 ANALYSE Go to the transcript on page 162. Copy and complete the table with the example sentences for each structure. Then answer the questions.

- | | |
|---|---|
| 1 | used to + verb |
| 2 | would + verb |
| 3 | present simple with <i>always, every day, often</i> etc. |
| 4 | be + always + -ing form (past and present) |

- a Which structures do we use to talk about present habits?
- b Which structures do we use to talk about past habits?
- c Which structures do we use to talk about annoying habits?

! Tip

- We use **would** to talk about habitual past actions, but not states.
I would go to the gym every morning.
NOT *I would feel tired when I didn't exercise regularly.*
- We don't normally use **would** in negatives and questions with this meaning.
I wouldn't go to the gym every morning. (= I don't think it's a good idea.)

5 Rewrite the underlined parts of the sentences. Use the structures for habits.

- 1 Sam once believed he could be a professional footballer, but later he realised he wasn't skilled enough.
- 2 Sarah is in the habit of doing yoga every day before school.
- 3 In the past, Kevin lost his temper when things didn't go his way, and it got on everyone's nerves.
- 4 Some professional tennis players have the annoying habit of shouting when they hit the ball.

6 Translate the Polish parts of the sentences in brackets into English.

- 1 When I was a little boy, I (*miałem w zwyczaju biegać*) around for hours, but now I quickly get tired.
- 2 Mary (*ciagle krytykuje*) the way I play baseball. It drives me crazy!
- 3 I don't enjoy exercising, but I (*codziennie chodzę na siłownię*).
- 4 Tom (*chodził na trening hokejowy*) every weekend, but lately he is more interested in swimming.

GRAMMAR CHALLENGE! Unit 2, page 129, exercise 1

7 NOW YOU DO IT Work in pairs. Talk about the following situations. Use the structures for habits.

- 1 Talk about an activity which you didn't want to try in the past, but which you enjoy on a regular basis now.
- 2 Describe three things which your sibling or close friend does that really get on your nerves.
- 3 Imagine you are a professional sports star. Describe the things you do on a daily basis.
- 4 Talk about a dream or ambition you had when you were younger which no longer seems possible.

4 PRACTISE Complete the blog entry with the correct form of the words in brackets. Use the correct structures to talk about habits. There may be more than one possible answer.



When I was a child, I ¹ (*get*) plenty of exercise every day without even trying. I ² (*always / run around*) with my friends, and we ³ (*play*) football or basketball nearly every day. But as a grown-up, I have much less free time, so I have to make an effort to keep in shape. With this in mind, I ⁴ (*exercise*) at the local gym once a week, and I ⁵ (*play*) tennis with friends two evenings a month. I ⁶ (*not worry*) about what I ate as a child either. Now I ⁷ (*choose*) the healthiest foods I can find, and I ⁸ (*never / eat*) more than I need to just feel full. I admit that I ⁹ (*believe*) that I would stay healthy forever without any effort, but nowadays I ¹⁰ (*work out*) regularly because I realise that I was wrong. Consistency and dedication are the key to remaining strong and healthy – it doesn't happen by itself!



FOULING



MATCH-FIXING



DOPING

1 Work in pairs and describe the pictures. Answer the questions below.

- 1 What do you think makes athletes or sports officials behave in a dishonest way?
- 2 Can you give an example of an athlete or a team who have been found guilty of such dishonesty? What happened? Were they punished? If so, how?

2 **CD 1.15** Read the texts (A–C). Match them with the correct headlines below. There are two extra headlines.

- 1 **PAYING THE HIGHEST PRICE**
- 2 **EXPOSING A CHEAT BY ACCIDENT**
- 3 **GIVING THE DRUGS UP**
- 4 **BUYING SUCCESS**
- 5 **COMPETING AGAINST THE BEST**

3 Decide if the following statements refer to one, two or all three athletes described in texts A–C. Match each statement (1–6) with one, two or all three texts.

- 1 This person cheated to feel more self-confident.
- 2 This person suffered the consequences of their dishonest behaviour.
- 3 This person's actions provoked a strong reaction from the sports officials.
- 4 This person blamed someone else for what had happened.
- 5 This person's case confirmed what had already been suspected.
- 6 This person wanted to change the situation they were in.

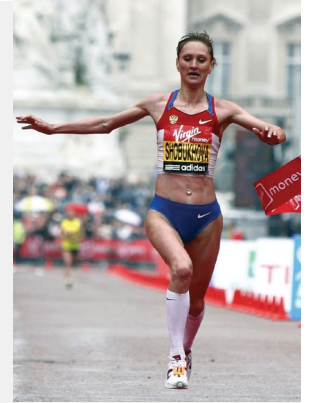
A

In July 2003, Taylor Hooton, a promising baseball player, committed suicide. He had just turned seventeen and had a bright future ahead of him. His parents were proud of their son's hard training regime and his achievements. However, what they did not suspect was that Taylor had turned to performance-enhancing drugs to improve his muscle strength and self-esteem. Unfortunately, the drugs made Taylor suffer from terrible mood swings. When he was unable to cope with his moods, he decided to quit taking the drugs, and that's probably what killed him. Taylor did not realise that when you give up drugs suddenly, you may become severely depressed. This case may be extreme, but it discloses a worrying trend: the use of steroids among young people, who take muscle-building pills not only to boost their athletic performance but also to gain self-confidence and sculpted bodies.



B

When Liliya Shobukhova, the second fastest female marathon runner in history, admitted to doping and bribery, the world of athletics was shocked. The disbelief was even greater when the investigation into the scandal revealed that the athlete had been blackmailed by three top Russian IAAF officials who, in exchange for the money, covered up the irregularities in her biological passport (an electronic record in which the results of doping tests are compared in order to detect illegal substances). When, in 2014, she refused to pay, she was banned from competitive events for life. This is what made her come clean. Consequently, she was stripped of all her medals and titles. However, there was a positive outcome: the scandal exposed the enormous scale of doping and corruption in Russian athletics and made the World Anti-Doping Agency take tough action against it.



C

In 2016, Belgian cyclist Femke Van den Driessche became famous for all the wrong reasons. She was competing in a top-level under-23 race when she was forced to withdraw from the competition because of a mechanical problem. Her bike was examined, and it turned out that it had been fitted with a hidden motor. The 19-year-old claimed she had no idea about it and that the bike must have been mistakenly swapped by her team mechanic before the competition. The anti-doping authorities admitted they had speculated mechanical doping was on the increase and that this discovery would prompt them to run more checks on bikes. As for the cyclist herself, she was found guilty, suspended from further races and fined, but will this bring back faith in the sport of cycling, which is already damaged by cheating scandals?



Vocabulary development

- 4 Complete the sentences with the information from the texts in exercise 2.

Text A

- 1 Taylor Hooton was believed because he was such a successful baseball player.
- 2 What probably caused his death was the fact that and was unaware that this might deepen his depression.

Text B

- 3 Liliya Shobukhova refused anymore, and this resulted in her receiving a sports ban and coming clean later on.
- 4 All her sports trophies as a result of the scandal.

Text C

- 5 Femke Van den Driessche denied a hidden motor.
- 6 What happened just proved of the anti-doping authorities about mechanical doping.

- 5 Complete the email with the information from the texts in exercise 2.

Hi Josh!

How's your project going? I've found some information that you might want to use.

I read about Liliya Shobukhova who ¹ for years before the truth came out. All the irregularities were covered by Russian officials who kept ². When she finally said no to them, they disclosed the secret. 'Fascinating' story of corruption, really!

Then, there is the case of Femke Van den Driessche, a cyclist whose lies hit the headlines. Her bike was fitted with a hidden motor, which helped her ³. Although she denied all the charges, she ⁴. Perfect for your presentation, isn't it?

Last but not least, have you heard of Taylor Hooton's case in the USA? This young baseball player committed suicide after he had stopped taking drugs which were meant ⁵. He didn't know they might lead ⁶ which then make you feel emotionally unstable.

Any good? Let me know.

Best,
Sylvia

- 6 Work in pairs and answer the questions.

- 1 Based on the texts, what are the techniques athletes use to cheat in sports competitions?
- 2 What punishment should dishonest sportspeople receive?
- 3 Does it matter whether or not athletes cheat as long as they provide us with good entertainment? Why? / Why not?
- 4 Some people say that it's winning, not taking part, that matters in sport. To what extent do you agree with this statement?

- 7 Match 1–8 with a–h to form phrases. Then translate the expressions into Polish.

- | | |
|----------------|----------------------------------|
| 1 turn | a to bribery |
| 2 quit | b of all the medals |
| 3 boost | c checks on something |
| 4 admit | d to performance-enhancing drugs |
| 5 be banned | e from further races |
| 6 be stripped | f taking drugs |
| 7 run | g for life |
| 8 be suspended | h one's athletic performance |

- 8 Complete the sentences with the phrases from exercise 7 in the correct form.

- 1 The athlete . She said she had been forced to make the payments.
- 2 Some athletes because they believe the substances will help them and, in this way, beat their opponents.
- 3 All the athletes who are found guilty of cheating should . They should lose every single one.
- 4 The runner was only this season, but I think he should have been and never allowed to compete again.
- 5 The officials had been suspecting mechanical doping for a while, so they decided to bikes more frequently.
- 6 When athletes decide to suddenly, they often begin to feel severely depressed.

- 9 Find words which were made from the following root words in the texts in exercise 2. What parts of speech are they? Translate them into Polish.

promise strong close sculpt believe regular
compete mistake discover

VOCABULARY CHALLENGE! Unit 2, pages 128–129, exercises 2, 3, 4 and 5

- 10 Work in pairs. Prepare a short presentation about steroid abuse. Include information about: a) how dangerous the problem is; b) its consequences; c) reasons why people turn to performance enhancing drugs.

Critical thinking



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

- 1 What do you think attracts people to this sport?
- 2 What might be particularly difficult about doing this activity?

- 1  Work in pairs and describe the pictures. Which activities would you choose for a school sports day? Why?



- 2 **CD 1.16** Listen to students doing the task below. Which points do they agree on? Which points do they disagree on?

Jesteś członkiem Samorządu Uczniowskiego, który organizuje w szkole Dzień Sportu. W rozmowie z innym członkiem Samorządu omów poniższe cztery kwestie:

- umiejętności, jakie organizatorzy pragną promować podczas Dnia Sportu,
- osoby, które zaangażujecie do organizacji tej imprezy,
- (nie)przyznawanie nagród,
- sposób, w jaki będziecie promować to wydarzenie.

- 3 **CD 1.16** Listen again. Answer the questions.

- 1 What does the girl suggest including in the activities in the end? What reasons does she give?
- 2 What activities could the students do?
- 3 What does the boy suggest giving as prizes? Why?
- 4 In what two ways do the pair want to promote the event?

- 4  Complete the sentences with the correct words or phrases. Check your answers in the transcript on page 162.

PHRASE BANK

Raising a point

So we're ¹  to discuss the ideas for ...
What ²  organising ...?
We need to ³  how to promote the event.

Agreeing and disagreeing

I'm not ⁴  I agree because ...
That's an ⁵  idea! | OK, we're in ⁶  about that.
Oh no, I can't go ⁷  with that.
I'm ⁸  you, though, if you mean ...
That would be ⁹ ! | That ¹⁰  work.

- 5  Work in pairs. You are organising an arts day at your school and discussing the details with a friend. Which of the ideas would you use to discuss each of the three points below? Can you think of any alternative ideas for each topic? Give reasons to support your answers.

- **Date of the event:** end of the term / second week of the winter term
- **Location:** gymnasium / art classrooms
- **What to do to promote the event:** flyers / school website / school newspaper / local radio / posters

- 6  In pairs, role-play dialogues to discuss the plans for the arts day. Use the ideas you have chosen in exercise 5 and phrases from exercise 4.

- 7 **CD 1.17** Listen to two students discussing the arts day at school. Did they reach the same solutions you did? If not, how did your ideas differ? What factors influenced your choices?

- 8 **CD 1.17**  Listen again. Choose the correct words to complete the phrases with *would* that the students use.

- 1 I *would* think / say that the end of the term ...
- 2 I'd picture / imagine that everyone will be less busy ...
- 3 *Wouldn't* it be / go better to do it as far from exam ...?
- 4 What *would* you think / imagine of doing it during the second week ...?
- 5 I'd have / been thought that it would be pretty booked up ...
- 6 How *would* you predict / prefer to let parents ...?
- 7 OK, if you *wouldn't* matter / mind typing up our ideas, ...

- 9   Work in pairs and role-play the speaking task below. Use the language from the lesson.

Twoją szkołę odwiedziła drużyna koszykówki ze szkoły w Anglii. Rozmawiasz z kolegą/koleżanką z klasy o przygotowaniu atrakcji, które urozmaicą wolny czas gości. W rozmowie omówcie poniższe kwestie:

- jakie zajęcia zorganizujecie,
- kogo możecie zaprosić,
- ile pieniędzy możecie wydać,
- jak istotne jest zapoznanie gości z zagranicy z polską kulturą.

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

fit enable devote protest differ health
let impress

NOT EVERYBODY IS INTO SPORTS, AND NOT EVERYBODY IS A ¹ SPORTS FAN.

There are millions of people in this world to whom sports competitions mean next to nothing and who remain ² to what's going on in the world of sport. Some of these *anti-fans* are part of a community called *Sports Suck* and run their own website by the same name. They call themselves reasonable people who believe in ³ but explain that they disapprove of competitive sport. They have been ⁴ against sports mania for some time now and claim to have gained plenty of supporters. Indeed, their website is full of letters and articles from individuals who criticise ⁵ competition in professional sport as well as badly-behaved sports fans. The website also ⁶ the visitors to access a variety of interesting articles supporting their cause. They may exaggerate a bit, but they certainly offer a fresh perspective on sport.

! Watch out

- We use the present perfect to talk about the first, second, third, etc. time something has occurred:
It is the first / second / third time, e.g.
It's the first time I've played cricket.
(= I've never played cricket before.)
- Similarly, when the sentence begins with **It was the first / second / third time**, we use the past perfect.
It was the third time I had come second in a race.
(= I had come second twice before.)

- 2 Rewrite the sentences below, using **It is / was the first / second / third time ...**.

It's Natasha's first time at such a big stadium.
It's the first time Natasha has been to such a big stadium.

- My sister has never taken part in a sports competition before.
- It was our second time skiing in the Alps.
- It's my first time in the gym.
- It was Jack's third foul in the match.

- 3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- Kirstin won the race because she (*practise / months*) before the competition.
- (*you / use / play*) outside a lot when you were younger?
- My brother (*always / borrow*) my tennis racket without asking! How annoying!
- I (*get into / swim*) long before I joined this club. It has always been my passion.

- It was the second time this athlete (*drop*) of the marathon because of an injury.
- Luke (*be / lead*) since the race began. It looks like he may win it.

- 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 word given.

- Cycling to school or work has become popular in Poland.
CAUGHT
Cycling to school or work in Poland.
- Diana has won a number of times recently. **STREAK**
Diana has been recently.
- The match was two hours long by the time it finished. We were absolutely exhausted. **PLAYING**
We two hours before the match finished. We were absolutely exhausted.
- We spent our weekends playing outdoors when we were children. **SPEND**
We outdoors when we were children.
- John was slower than the other runners and did not win anything. **FELL**
John and did not win anything.

- 5 Translate the Polish parts of the sentences in brackets into English.

- (*To pierwszy raz, gdy Helen wygrała*) in a national championship.
- It was (*pokonaliśmy już drugi raz*) that team.
- (*Rowerzysta został pozbawiony medali*) after the doping scandal.
- (*Katie nie mogła zapomnieć*) about her training session. She (*pewnie jest*) ill.
- You (*zawsze przychodzisz spóźniona*) for our swimming practice sessions!
- Bill (*oszczędzał od Bożego Narodzenia*) to buy a new bike. He finally (*kupił go*) last week.
- Rita dropped her bag (*gdy wsiadała do autobusu*).

Critical thinking



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

- What may have just happened? Can you think of five different ways in which the sportswoman feels now?
- How important are the spectators or fans for a sports person to win?

- 1  Look at the pictures connected to a well-known competitive triathlon event called *Ironman*. Work in pairs and answer the questions.



THREE RACES – ONE GOAL

3.8 km
swim

180 km
bicycle ride

42.2 km
marathon without
a break

- 1 What information about an Ironman Triathlon can you gather from the pictures above? What aspects of this event make it so challenging?
- 2 What may motivate people to participate in such an event?
- 3 What preparation does this competitive sports event involve?

- 2 Read the writing task and the example article below. Find two elements of the task and answer the questions (1–2).

Niedawno obejrzałeś/obejrzałaś film dokumentalny na temat wyczynowego uprawiania sportu. Napisz do gazety młodzieżowej **artykuł** i podaj przykład sportowca, na którego życie sport wyczynowy wywarł negatywny wpływ, oraz doradź czytelnikom, w jaki sposób sport wyczynowy można uprawiać bezpiecznie.

- 1 Who does the writer describe in the first part of the article? What happened to this person?
- 2 What advice does the author give to people practising competitive sport?

Have you ever thought that being utterly determined to accomplish something may not be a positive thing? How about competitive sports? Shouldn't they be viewed in terms of the danger they pose to one's health? My brother Julian had never been into sports until the day he announced that he had decided to enter an Ironman competition. He explained that he craved challenge. **Initially**, he seemed sensible about it, but **in no time**, he did nothing but train. **The moment** he finished in the pool, he would go for a run and a bike ride. **By the time** anyone realised it, he had become obsessed. **Eventually**, his body could not cope with this demanding exercise regime, and one day he

- 3 Read the article in exercise 2 again and decide where each of the following paragraphs should start and end.

- | | |
|----------------|---------------|
| 1 Introduction | 3 Paragraph 2 |
| 2 Paragraph 1 | 4 Conclusion |

- 4  Match the article titles (a–e) with the techniques which have been used to create them (1–5). Which two titles could go with the article in exercise 2? Why are the other answers wrong?

- a **BE SENSIBLE ABOUT IT!**
- b **READY TO RISK IT ALL?**
- c **IRONMAN FEELS IRONED**
- d **NO PAIN, NO GAIN**
- e **TO TRAIN OR NOT TO TRAIN**

- 1 strong warning or a piece of advice
- 2 question directed at the readers
- 3 idiomatic expression
- 4 play on words
- 5 paraphrase of famous words/quotations

- 5  Work in pairs. Imagine you are going to write the following articles. What titles would you suggest for each one? Use some of the techniques from exercise 4.

- 1 an article about the attraction of extreme sports and reasons why people take them up
- 2 an article about a famous sportsperson's achievements and his/her influence on young people



collapsed in the gym. It turned out that he was suffering from a heart condition. What happened to Julian should act as a warning to others who push their bodies to the limit. First and foremost, if you are interested in a competitive sport, you should undergo medical tests to ensure that your body can handle it. Apart from this, it is recommended that you train under professional supervision and consult a dietitian to advise you on a healthy diet. Moreover, you ought to take frequent breaks to let your body rest. All in all, my brother's story shows that overdoing exercise may do more harm than good, and it seems vital to consider its negative effects before it is too late.

6 Find the following items in the article in exercise 2 and answer the question.

- 1 examples of three different past tenses and a structure to describe past habits
- 2 three phrases the writer uses to give advice
- 3 words and phrases which mean:
 - a be dangerous to someone
 - b want something very much
 - c hard
 - d practise with the help of a professional
 - e do too much of something
 - f make a situation worse instead of better

Why do you think the author of the article has used such a wide range of vocabulary and grammar?

7 Look at the three main stages in a typical narrative sequence below. Identify which sentences in the article in exercise 2 correspond with each part of this sequence.

Set the scene (What led to the main events? What made the main character act in a particular way?)

Describe the main events (What happened? How did the main character feel?)

Comment on what happened at the end of the story (What happened at the end?)

8 Match the highlighted phrases from the article in exercise 2 with the expressions from the Phrase Bank which have a similar meaning.

PHRASE BANK

Narrating

- in the beginning, originally, one day, ¹ /
- within days, ² /, soon afterwards
- when, as soon as, it wasn't long before, ³ /
- in the end, finally, ⁴ /
- by then, until that moment, till the time when, ⁵ /

9 Find more examples of ordering linking devices in the article in exercise 2 to complete the Phrase Bank. Write the answers in your notebook.

PHRASE BANK

Ordering your points

- first of all, in the first place, firstly, to begin with, ¹ /
- furthermore, additionally, besides (this), ² /
- in conclusion, to conclude, to sum up, to recap, ³ /

10 Write a paragraph of an article using the prompts below as well as the phrases from exercise 9.

Sport / may have / positive influence / one's mind and body. It / help / keep fit / lose weight.

Sports activities / be said / build your character / teach you / overcome obstacles.

People / play team sports / chance / make new friends. Doing sport / certainly / benefit / individual / more ways than one.

11 Choose the correct options to complete the text.

My sister ¹*was feeling / had been feeling* low for some time and no one had any idea how to help her. I knew she *wanted* a change in her life, so I *said* she should take up a sport. ²*Initially / Eventually*, she regarded the idea as 'suitable only for people with *great* motivation'. However, after a few days, she *said* that she would try. She signed up for a karate course, and ³*it was not long before / as soon as* she became fascinated by this sport. She did not mind all the *hard* training she ⁴*must do / had to do*. She ⁵*would spend / had spent* a few hours in the karate club every day, and she never complained. Actually, ⁶*the moment / soon afterwards* she *took up* karate, she grew more self-confident and became a more optimistic person. Her case proved that sport can have a *great* effect on a person. ⁷*What is more / Primarily*, it can help people make a difference in their lives. All you need to do is to *want* a change! Then, even *hard* exercise is not a problem.

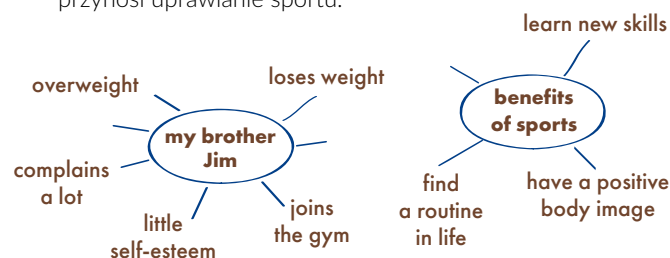


12 Replace some of the highlighted words and expressions from the text in exercise 11, which have been repeated. Use the words below in the correct form.

suggest incredible crave start practising
announce extraordinary demanding

13 Read the writing task and student's notes below. In your notebook, add your own ideas to each diagram. Then decide which ideas you could develop in your article.

Czasopismo młodzieżowe ogłosiło konkurs na artykuł o roli sportu w życiu młodych ludzi. Napisz artykuł (200–250 wyrazów) do tego czasopisma i opisz przypadek osoby, której życie pod wpływem sportu zmieniło się na lepsze, oraz wyjaśnij, jakie korzyści przynosi uprawianie sportu.



14 Use the ideas in exercise 13 or your own ideas to write the article.

Vocabulary MP3 10

be an / no equal match (for sb)	/bi ʌn, nəʊ 'i:kwəl 'mætʃ fə(r) ,sʌmbədi/	być / nie być godnym przeciwnikiem (dla kogoś)
be in great form	/bi in ,ɡreɪt 'fɔ:(r)m/	być w świetnej formie
be in the lead	/bi in ðə 'li:d/	przewodzić
be neck and neck (with sb/sth)	/bi: 'nek ʌn 'nek wɪθ ,sʌmbədi, ,sʌmθɪŋ/	iść feb w feb (z kimś/czymś)
be on a winning / losing streak catch up (with sb)	/bi ɒn ə ,wɪnɪŋ, ,lu:zɪŋ 'stri:k/	mieć dobrą/złą passę
champion	/'tʃæmpiən/	nadrobić stratę, nadgonić, doścignąć
come in first / second competitor	/kʌm in fɜ:(r)st, 'sekənd/	mistrz / mistrzyni; czempion
describing levels of performance	/kəm'petɪtə(r)/	być pierwszym / drugim na mecie uczestnik, zawodnik
end in a draw	/dɪs'kraɪbɪŋ ,levl z ʌv pə(r)'fɔ:(r)məns/	opisywanie osiągnięć sportowców
failure	/skɔ:(r)z/	zakończyć się remisem
fall behind	/'feɪljə(r)/	porażka
fight to the finish	/fɔ:l bi'hænd/	pozostawać w tyle walka do końca
from start to finish	/'faɪt tə ðə 'fɪnɪʃ/	
in a row	/frəm ,stɑ:(r)t tə 'fɪnɪʃ/	od początku do końca
lap	/in ə 'rəʊ/	kolejno, z rzędu
score	/læp/	okrażenie
suffer a loss	/skɔ:(r)/	wynik, punkt; zdobyć punkt
tie game	/sʌfə(r) ə 'lɒs/	ponieść porażkę
undefeated victory	/'taɪ geɪm/	gra zakończona remisem
	/ʌndɪ'fi:tɪd/	niepokonany
	/'vɪkt(ə)rɪ/	zwycięstwo

Grammar 1 MP3 11

birthday treat	/'bɜ:(r)θdeɪ ,tri:t/	prezent urodzinowy, niespodzianka urodzinowa
committee	/kə'mɪti/	komitet
draft	/dra:f/	powołać, np. do drużyny sportowej
figure-skater	/'fɪgə(r),skeɪtə(r)/	łyżwiarz figurowy, łyżwiarka figurowa
hooked	/'hʊkt/	zafascynowany, zafascynowana czymś
ice rink	/'aɪs ,rɪŋk/	lodowisko
take in the news	/teɪk ,ɪn ðə 'nju:z/	przyswoić informację

Listening and vocabulary MP3 12

catch on	/kæʃtʃ 'ɒn/	przyjąć się, zyskać popularność
cool down	/ku:l 'daʊn/	uspokoić się, ochłoniąć
drop out of	/drɒp 'aʊt əv/	odpaść z, wycofać się z
get into	/get 'ɪntə/	zacząć coś, zainteresować się czymś
give up	/ɡɪv 'ʌp/	zarzucić, przestać coś robić
jump in	/dʒʌmp 'ɪn/	wkroczyć, rzucić się w wir
pursuit	/pə(r)'sju:t/	zajęcie, hobby
put together	/pʊt tə'geðə(r)/	zebrać, utworzyć (drużynę)
stretch out muscles	/stretʃ ,aʊt 'mʌs(ə)lz/	rozciągać mięśnie
take part in	/teɪk 'pɑ:(r)t ɪn/	brać udział w
take up	/teɪk 'ʌp/	zacząć (uprawiać, np. sport), zainteresować się
upside down	/'ʌpsaɪd 'daʊn/	do góry nogami

warm up /wɔ:(r)m 'ʌp/ rozgrzewać się, robić rozgrzewkę

Grammar 2 MP3 13

exercise routine	/'eksəsaɪz ru: 'ti:n/	harmonogram / typowy zestaw ćwiczeń
keep in shape	/ki:p ɪn 'ʃeɪp/	utrzymywać formę
lose one's temper	/'lu:z wʌnz 'tempə(r)/	stracić panowanie nad sobą, rozżościć się
make an effort	/'meɪk ʌn 'efə(r)t/	podjąć wysiłek, dołożyć starań

Reading and vocabulary MP3 14

admit to bribery	/əd'mɪt tə 'braɪb(ə)rɪ/	przyznać się do łapówkarstwa
athletics	/æθ'letɪks/	UK lekka atletyka US sport
be banned for life	/bi ,bænd fə(r) 'laɪf/	mieć dożywotni zakaz
be on the increase	/bi ɒn ðə 'ɪŋkri:s/	wzrastać, rosnać
be stripped of all the medals	/bi ,stript əv ə:l ðə 'med(ə)lz/	zostać pozbawionym wszystkich medali
be suspended from further races	/bi sə'spendɪd frəm ,fɜ:(r)ðə(r) 'reɪsɪz/	zostać czasowo zawieszonym w zawodach
blackmail	/'blæk meɪl/	santażować
boost your athletic performance	/'bu:st jə(r) æθ'letɪk pə(r)'fɔ:(r)məns/	poprawić swoje wyniki sportowe
come clean	/kʌm 'kli:n/	przyznać się, wyznać prawdę
competitive	/kəm'petɪtɪv/	wyczynowy, ambitny
cover up	/'kʌvə(r) 'ʌp/	tuszować (fakty), ukrywać (prawdę)
disbelief	/'dɪsbi'li:f/	niedowierzenie
disclose	/'dɪskləʊz/	ujawnić
discovery	/'dɪskʌv(ə)rɪ/	odkrycie
dishonesty	/'dɪsɒnɪsti/	nieuczciwość
in sports	ɪn 'spɔ:(r)ts/	w sporcie
expose	/'ɪks'pəʊz/	ujawniać, demaskować
irregularities	/'ɪrɪɡjə'lærətɪz/	nieprawidłowości
mistakenly	/'mɪsteɪk(ə)nli/	błędnie, mylnie
mood swings	/'mu:d swɪŋz/	wahania nastroju
promising	/'prɒmɪsɪŋ/	obietujący, dobrze się zapowiadający
quit taking drugs	/'kwɪt teɪkɪŋ 'drʌgz/	przestać stosować doping
run checks on sth	/'rʌn 'tʃeks ɒn ,sʌmθɪŋ/	przeprowadzać kontrolę (czegoś)
sculpted	/'skʌlptəd/	wyrzeźbiony
self-esteem	/'self 'i:sti:m/	poczucie własnej wartości
strength	/'streŋθ/	sila
turn to performance-enhancing drugs	/'tɜ:(r)n tə pə(r)'fɔ:(r)məns ɪn ,hɑ:nsɪŋ 'drʌgz/	sięgnąć po środki dopingowe
withdraw from sth	/'wɪð'drɔ: frəm ,sʌmθɪŋ/	wycyfować (się) z czegoś

Speaking MP3 15

assign	/ə'saɪn/	przydzielić, wyznaczyć
booked up	/'bʊkt 'ʌp/	zarezerwowany w całości
display	/'dɪs'pleɪ/	prezentować, pokazywać
faculty	/'fæk(ə)lti/	wydział (na uczelni)
feel left out	/'fi:l ,left 'aʊt/	czuć się pominiętym
flyer	/'flaɪə(r)/	ulotka
get involved in sth	/'get ɪn 'vɒlvd ɪn ,sʌmθɪŋ/	zaangażować się w coś
refreshments	/'ri:fref'mənts/	poczęstunek
show off your skills	/'ʃəʊ ,ɒf jə(r) 'skɪlz/	popisywać się umiejętnościami
skip	/'skɪp/	pominać
type up	/'taɪp ʌp/	spisać (na komputerze)
wing	/'wɪŋ/	skrzydło (budynku)

English in Use MP3 16

by the same name	/baɪ ðə ,seɪm 'neɪm/	o tym samym imieniu, tej samej nazwie
enable	/'neɪb(ə)l/	umożliwiać
mean next to nothing	/'mi:n ,nekst tə 'nʌθɪŋ/	znaczyć tyle co nic
remain indifferent to sth	/'ri:meɪn ɪn'dɪf(ə)r(ə)nt tə ,sʌmθɪŋ/	pozostawać na coś obojętnym
suck	/'sʌk/	być do niczego, być beznadziejnym

Writing MP3 17

collapse	/kə'ləps/	zasłabnąć, zemleć
demanding	/'dɪ'mɑ:ndɪŋ/	wymagający, trudny
dietitian	/'daɪə'tɪʃ(ə)n/	dietetyk
do more harm than good	/'du: ,mɔ:(r) 'hɑ:(r)m ðən 'ɡʊd/	przynosić więcej szkody niż pożytku
exercise regime	/'eksə(r)'saɪz reɪ'ʒɪ:m/	plan treningowy
extraordinary	/'ɪk'strɔ:(r)d(ə)n(ə)rɪ/	niezwykły, zadziwiający
heart condition	/'hɑ:(r)t kən'dɪʃ(ə)n/	choroba serca
incredible	/'ɪn'kredəb(ə)l/	niewiarygodny, niezwykły
no pain, no gain	/'nəʊ 'peɪn, nəʊ 'ɡeɪn/	bez pracy nie ma kołaczy
overcome obstacles	/'əʊvə(r),kʌm 'ɒbstə(ə)lɪz/	pokonywać przeszkody
overdo	/'əʊvə(r)'du: /	przesadzić (z czymś)
pose a danger	/'pəʊz ə 'deɪndʒə(r)/	stanowić zagrożenie
push your body to the limit	/'pʊʃ jə(r) ,bɒdi tə ðə 'lɪmɪt/	doprowadzać ciało do kresu wytrzymałości
train under professional supervision	/'treɪn ʌndə(r) prə'feʃj(ə)nəl ,su:pə(r)'vɪʒ(ə)n/	trenować pod okiem profesjonalisty
undergo medical tests	/'ʌndə(r),ɡəʊ ,medɪk(ə)l 'tests/	przechodzić badania lekarskie



Complete all the exercises from this section in your notebook.

Challenge! MP3 18

adventurous / unadventurous	/əd'ventʃ(ə)rəs, ˌʌnəd'ventʃ(ə)rəs/	żądny przygód / banalny, konwencjonalny
backboard	/'bæk,bɔː(r)d/	tablica (w koszykówce)
backhand	/'bæk,hænd/	bekehend
backstroke	/'bæk,strəʊk/	styl grzbietowy
comfortable / uncomfortable	/'kʌmf.təb(ə), ˌʌn'kʌmf.təb(ə)/	wygodny / niewygodny
competitive / uncompetitive	/'kæm.pə'tɪtɪv, ˌʌnkæm.pə'tɪtɪv/	wyczyny, / konkurencyjny / niekonkurencyjny
defender	/dɪ'fendə(r)/	obrońca
dive	/daɪv/	nurkować
downhill	/'daʊn'hɪl/	zjazd, narciarstwo zjazdowe
dribble	/'drɪb(ə)/	kożłować (w koszykówce); dryblować (w piłce nożnej)
expensive / inexpensive	/ɪk'spensɪv, ˌɪnɪk'spensɪv/	drogi / niedrogi
flip turn	/'flɪp tɜː(r)n/	nawrót (w pływaniu)
header	/'hedə(r)/	główka (w piłce nożnej)
lane	/leɪn/	tor (np. na basenie)
lawful / unlawful	/'lɔːf(ə)l, ˌʌn'lɔːf(ə)l/	legalny / nielegalny
legal / illegal	/'liːg(ə)l, ɪ'liːg(ə)l/	legalny / nielegalny
logical / illogical	/'lɒdʒɪk(ə)l, ɪ'lɒdʒɪk(ə)l/	logiczny / nielogiczny
net	/net/	siatka
penalty	/'pen(ə)lti/	(rzut) karny
personal / impersonal	/'pɜː(r)ʃ(ə)n(ə)l, ɪm'pɜː(r)ʃ(ə)n(ə)l/	osobisty / bezosobowy
pitch	/'pɪtʃ/	boisko
poles	/'pəʊlɪz/	kijki (narciarskie)
prepared / unprepared	/'priːpeə(r)d, ˌʌnpriːpeə(r)d/	przygotowany / nieprzygotowany
racket	/'ræktɪ/	rakieta (np. tenisowa)
replaceable / irreplaceable	/'riːpleɪsəb(ə)l, ˌɪriːpleɪsəb(ə)l/	wymienialny / niezastąpiony
respected / disrespected	/'respektɪd, ˌdɪsriːspektɪd/	szanowany, / uznany / ignorowany, niezadowolony
respectful / disrespectful	/'respektf(ə)l, ˌdɪsriːspektf(ə)l/	pełen szacunku / lekceważący, obraźliwy
satisfactory / unsatisfactory	/'sætɪs'fækt(ə)ri, ˌʌnsætɪs'fækt(ə)ri/	satysfakcjonujący / niezadowolający
satisfied / dissatisfied	/'sætɪsfaɪd, ˌdɪs'sætɪsfaɪd/	usatysfakcjo- nowany / niezadowolony / niezadowolony
satisfying / unsatisfying	/'sætɪsfaɪɪŋ, ˌʌn'sætɪsfaɪɪŋ/	porządny, dający dużo satysfakcji / niezadowolający
serve	/sɜː(r)v/	serwis; serwować
shoot	/'ʃuːt/	strzelać (np. do bramki)
slalom	/'slɑːləm/	slalom
slam dunk	/'slæm dʌŋk/	wsad (w koszykówce)
slope	/sləʊp/	stok (narciarski)
successful / unsuccessful	/'sʌk'sesf(ə)l, ˌʌnsʌk'sesf(ə)l/	odnoszący sukcesy / nieudany, przegrany
tolerant / intolerant	/'tɒlərənt, ɪn'tɒlərənt/	tolerancyjny / nietolerancyjny

VOCABULARY

1 Complete the sentences with the correct prepositions only where necessary.

- Unfortunately, more and more sportspeople turn performance-enhancing drugs to boost their athletic performance.
- The match ended a draw, but it looked like a fight the finish till the last minute.
- The swimmer is great form, and that's why he is the lead in this race.
- The runner was stripped all his medals and banned life after the doping scandal.
- Mark had been a winning streak for months, so when he suffered a loss, it shocked everyone.
- The athlete was suspended further races after she admitted bribery and doping.

2 Translate the Polish parts of the sentences in brackets into English using the correct forms of the phrasal verbs below. There are two extra phrasal verbs.

get into drop out of give up warm up catch on fall behind catch up

- Kitesurfing (*ostatnio stał się popularny*) in Poland.
- I wasn't able to compete with the others, so I (*zrezygnowałam*).
- The athlete (*odpadł z*) the marathon long before the race finished.
- Charlie (*rozgrzewał się*) for an hour when it started to rain.
- When Jessica realised that she (*zostaje w tyle*), she sped up and overtook the runner in front.

GRAMMAR

3 Correct five mistakes in the text.

What's the story of your sporting career? Mine is quite unusual. I was born in a small village in Austria. I had to dream of leaving it for most of my childhood. I have been into sports since I could remember, so when I turned 11, I decided to focus on that and train hard to become a football player. My parents agreed to send me to football practice once a week, but most of the time, I just should have played in a field outside my house hoping against hope that someone would spot my talent. Surprisingly, my dreams come true one day! During one of the football practices, the coach of the local team approached me and invited me to a professional training session! I must have done really well because they asked me to come again. After that, I was coming every day, and I did my best to impress my coach. Things just got better from then on. Now I'm playing for a top team in the English Premier League.

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

When Eric Moussambani Malonga went to the Olympics in Australia in 2000, he ¹ (*never / take part*) in a competition. In fact, he ² (*be*) there only because the International Olympic Committee ³ (*set up*) a lottery system before to allow athletes from developing countries to compete on an international stage. Moussambani, who is from Equatorial Guinea in Africa, ⁴ (*swim*) regularly since he left school, but he ⁵ (*never / prepare*) to compete in any sport. By the time he arrived in Sydney, he ⁶ (*train*) for less than three months, and he ⁷ (*still / never / see*) an Olympic-size swimming pool. He ⁸ (*fail*) to qualify for the main events, but some members of the public ⁹ (*feel*) inspired by his fighting spirit.



SKILLS PRACTICE

5 Choose the correct option to complete the dialogue.

- A** What would you ¹*think / imagine* of organising a sports day at the school gym? It is big enough.
- B** I'm not sure I could ²*go along / need* with you on that. ³*Couldn't / Wouldn't* it be better to hold it outside, in the schoolyard?
- A** I'm ⁴*for / with* you, but what ⁵*about / if* it rains? The gym would be a safer option.
- B** I heard that the weather will be fine next week, so it ⁶*should / can* work.
- A** Fine then, we are ⁷*in / at* agreement.

6 Complete the text with the correct phrases using the prompts in brackets. Then replace the words and phrases in italics (a–g) to avoid repetition.

Harry's BLOG

I ^a*took up* squash when I was 15. ¹ (beginning), I found it rather difficult because it's very hard to practise this sport professionally, and ² (then), I hadn't done much ^b*hard* exercise. However, ³ (soon) I got used to it, it became easier. In fact, it was not ⁴ (long) I learned most of the tricks of this ^c*sport*, and I enjoyed it a lot. Squash is ^d*a great* sport. ⁵ (with), it keeps you fit. ⁶ (from) this, it improves your concentration and helps you feel ^e*great*. ⁷ (all), it's a ^f*great sport*. I believe it's really worth taking up as long as you ^g*don't practise too much*.

7 Work in pairs and test each other.

Student A: go to page 139.
Student B: go to page 145.

ENGLISH IN USE

8 TRANSFORMACJE ZDAŃ ZE SŁOWEM

KLUCZOWYM Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1** Nordic walking became popular again during the pandemic as people got interested in it when gyms were closed. **UP**
Nordic walking became popular during the pandemic as people () when gyms were closed.
- 2** The divers started their exercise regime as soon as their coach arrived. **UNTIL**
The divers didn't start their exercise regime ().
- 3** In the past, our players never underwent medical tests more than once a year. **USE**
Our players () medical tests more than once a year.

- 4** Everyone was surprised when the former Olympic champion withdrew from the competition due to personal reasons. **OUT**
Everyone was surprised when the former Olympic champion () the competition due to personal reasons.
- 5** On Saturday mornings, they would jog around the pond in Green Park in order to keep in shape. **HABIT**
On Saturday mornings, they were () around the pond in Green Park in order to keep in shape.
- 6** She signed a contract and soon became the best defender on the team. **LONG**
She signed a contract and it () she became the best defender on the team.

9 GRAMATYKALIZACJA Uzupełnij zdania. 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. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1** The swimmer in lane one () (be / lead) until the last lap when he got a cramp in his calf.
- 2** Minutes before the match, it was still unclear whether () (he / suspend) playing in it or not.
- 3** I wouldn't () (put / event) like that in the middle of August because of the high temperatures.
- 4** Some of my teammates () (always / show) their skills and expect to be admired by everyone.
- 5** It was only the () (two / time / they / suffer) a loss in a match playing at home that season.
- 6** The young athlete might () (strip / medal) after testing positive for performance-enhancing drugs.

READING

10 ZDANIA Z LUKAMI Uzupełnij luki w zdaniach 1–7 zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

GOOD NEWS FOR TEENAGERS – EXERCISE CAN BE BAD FOR YOU

One of the few modern articles of faith is our belief in exercise. Even if you don't do it, you know what its powers are. Exercise makes you thinner, more energetic and happier. We are constantly urged to do more of it – especially our children, who will otherwise spend their whole lives lying on the sofa sending texts. The NHS advises that children aged 5 to 18 should do at least an hour a day of mixed-intensity aerobic exercise, as well as muscle-strengthening activities such as sit-ups.

Now, I don't doubt that a bit of running around is good for children. I dutifully drag mine to the playground most days, for an hour of moaning and shivering in their welly boots. If nothing else, it makes us all doubly happy to get home. But an actual



exercise regime? Isn't that the price you pay for being a grown-up? Pumping weights seems to me a poor use of the time that could be spent battling superheroes, drawing on the carpet, or – best by far – reading.

When I was little, in the seventies, no British person of any age knowingly took exercise. They might have done it unwittingly – while going for a nice walk, say – but the idea of exercise as a virtuous activity in its own right had yet to cross the Atlantic.

The first time I ever saw someone jogging, I was driving through Richmond Park with my family. Dad pointed out of the window and said: 'What's that man running away from?' Mum said: 'Look at his tiny shorts!' We concluded that he must be either crazy or on the run from the police, so we didn't stop to help.

It was another decade or so before men in tiny shorts became a common sight on British streets. In the meantime, apart from unavoidable movements (such as walking to school) and occasional fun ones (sledding down the stairs in a sleeping bag), I hardly used my body at all. Mostly, I was either lying down to read, or sitting up to eat. This doesn't seem to have done much physical damage. And I still believe that the habit of reading was – and is – at least as good for my mental health as any exercise regime.

The good news is, science may be coming round to this view. Indeed, a report published by Swiss researchers claims that too much exercise can make teenagers miserable. The distinguished paediatrician Joan-Carles Suris found that a moderate amount of physical activity did make them happier. But those who were exercising for two or more hours a day reported lower levels of emotional well-being.

Dr Suris argues that doctors may be putting too much faith in the magic of exercise. "As paediatricians, we ask children if they practise sport. If they say, 'Yes, three hours a day,' we think, 'Great – this guy has no problems.' Maybe, though, we should ask, 'Are you happy? Would you prefer to read a book?'"

Less jogging, more novels: I like this doctor's orders.

- 1 It is believed that physical activity can help you feel content and bursting with .
- 2 The author implies that her children are because it's cold and wet.
- 3 The idea that people could work out deliberately originated in .
- 4 When the author's father saw the first jogger, he thought that someone the man.
- 5 Some ten years later, people in the UK seeing runners in tiny shorts.
- 6 The report published in Switzerland suggests that young people who spend too much time exercising to feel unhappy.
- 7 According to Dr Suris, we cannot measure a level of children's happiness by checking .

SPEAKING

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

Dyrekcja Twojej szkoły postanowiła rozszerzyć ofertę sportową i poprosiła uczniów o wybranie zupełnie nowego typu zajęć sportowych. Rozmawiasz o tym z przedstawicielem/przedstawicielką Samorządu Uczniowskiego. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

typ zajęć

niezbędny sprzęt

prowadzący/
prowadząca zajęcia

promocja zajęć wśród
uczniów

Uczeń B

Jesteś przedstawicielem/przedstawicielką Samorządu Uczniowskiego w Twojej szkole. Rozmawiasz z jednym z uczniów / jedną z uczennic o pomysły dyrekcji szkoły, która postanowiła rozszerzyć ofertę sportową. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, czy kiedykolwiek brał udział w zajęciach danego typu,
- przypomnij uczniowi A, że szkoła dysponuje ograniczonym budżetem na zakup sprzętu,
- zasugeruj, że gdy jest dobra pogoda, zajęcia mogłyby odbywać się na zewnątrz.

WRITING

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

Czasopismo młodzieżowe ogłosiło konkurs na tekst o doping w sporcie. Napisz **artykuł** do tego czasopisma i opisz historię osoby, której kariera sportowa zakończyła się, gdy ta osoba została złapana na stosowaniu doping, oraz wyjaśnij, dlaczego ludzie nigdy nie powinni sięgać po środki dopingujące.





Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Wybór wielokrotny

1 **CD 1.18** Usłyszysz dwukrotnie trzy nagrania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrań.

Tekst 1.

- 1 In the advertisement, the speaker
- A gives reasons for celebrating family events.
 - B explains how the company works.
 - C explains who would benefit from their services.
 - D gives tips on how to plan your own event.

Tekst 2.

- 2 What is the purpose of Cal's call?
- A to receive some news about the state competition
 - B to get some reassurance about his skills
 - C to ask the girl a favour
 - D to ask for advice about changing his coach

Tekst 3.

- 3 The speaker
- A criticises her listeners.
 - B encourages a change of behaviour.
 - C describes a specific experience.
 - D expresses her disappointment.

Rozumienie tekstu pisanego

Dobieranie zdań do luk w tekście

2 Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A–E) w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

HABITS FOR SUCCESS

Many people ask themselves what it takes to be a highly successful person. Especially in the working world, it is often difficult to understand why one person advances steadily to the top of their profession while others fall behind. ¹ Those who have not been very successful seem to believe that if they could unlock the secrets of the 'winners', they might be able to find the keys to success themselves. However, people succeed in their careers in different ways and for different reasons. ² Learning to avoid distractions is one of the main habits that successful people share. During their most productive times of the day, they shut off their phones, close their office doors and concentrate. This both reduces stress and makes it easier to focus. Another common factor is getting enough rest. ³ This also ties in with taking care of your physical health in general. Make time for exercise, good meals and fun activities, and you'll be much more effective in your work. But the most important habit that successful people share is the ability to prioritise. Many 'winners' start the day by deciding what exactly they need to accomplish. ⁴ A sense of accomplishment comes from crossing those tasks off as they are fulfilled, and you avoid the stress that comes with having an endless to-do list. So, try following these simple tips and you may become successful yourself!

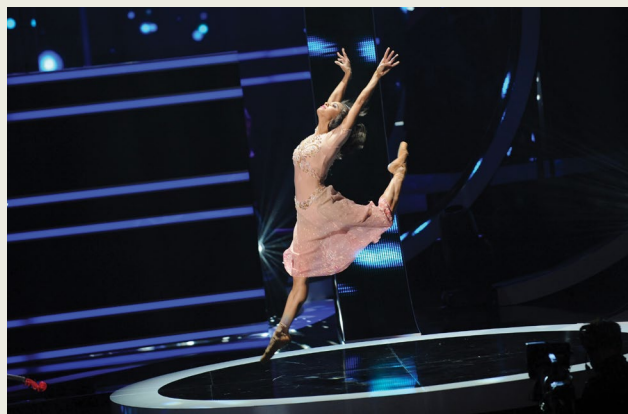
- A Of course, there are some who manage to be very successful and maintain unusual sleep habits.
- B But it's also a fact that those who are on an endless winning streak do have certain things in common.
- C Many studies have shown that people who get less than seven hours of sleep per night are less effective than those who allow more time for sleep.
- D Then they choose five of those goals and put them in order of importance.
- E Could it simply be a matter of personality differences, or is there more to it than that?

Znajomość środków językowych Słowotwórstwo

3 Przeczytaj poniższy tekst. Wpisz w każdą lukę jeden wyraz w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

active difficult hope nature invite
extreme believe

Not everyone discovers early in life which sports or other ¹ they are good at. Normally, when you hear the stories of great sports stars, it seems that they were the best on the soccer field or the basketball court at a(n) ² young age. But there are some notable exceptions to this rule. An outstanding example of a late start leading to a great career is Misty Copeland, a ballerina with American Ballet Theatre. It is ³ in the ballet world that if you haven't started training by the age of five or six, you will never be able to dance, or at least not at a professional level. But Misty had never even tried ballet until she was thirteen years old. She showed so much ⁴ talent during her first classes that her teacher offered to train her for free and gave an open ⁵ for Misty to live with her family so that she could concentrate on her dance training. Against all the odds, it paid off, and she is now a principal dancer with one of the greatest dance companies in the world.





Znajomość środków językowych Sety leksykalne

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

1

- Mary struck a ... and lit a candle to let them see their way through the dark corridor.
- To my surprise, I found an earring that's an exact ... of the one I had lost.
- Jake is an equal ... for Steve in backstroke.

2

- The formal ... for the French president is going to be a black tie event, so please dress accordingly.
- I can't listen to any of my favourite radio stations here because the ... is so bad in the area.
- Mick's latest novel has met with a very warm ... from fans and critics alike.

3

- Jack had always been one of the most well-liked employees, so everyone was determined to make his retirement ... a memorable event.
- Arthur belongs to a political ... which fights for economic freedoms and low taxes.
- The contract can be resolved by either ... with prior notice.

4

- Understandably, Fiona found it quite a challenge to stay motivated after three defeats in a ...
- The middle ... of the table shows how the numbers of students have changed in the last five years.
- Let's not sit in the first ..., please. It's going to be uncomfortable to watch the film from there.

Mówienie Rozmowa z odgrywaniem roli

5 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń B.

Uczeń A

Wraz z kolegą/koleżanką z Kanady organizujecie dla uczniów Twojej szkoły Dzień Sportu. W rozmowie z uczniem B omów poniższe cztery kwestie:

jakie wymagania mają spełnić uczestnicy

kiedy i gdzie zorganizujecie tę imprezę

jak podzielicie się pracą

czy będziecie przyznawać nagrody (jakie?)

Uczeń B

Jesteś kanadyjskim kolegą / kanadyjską koleżanką ucznia A. Przebywasz w Polsce na wymianie szkolnej. Rozmawiacie na temat organizacji Dnia Sportu w szkole. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz wszystkie/wybrane kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- powiedz, że chciałbyś/chciałabyś, aby impreza odbyła się w weekend,
- uważasz, że wymagania stawiane uczestnikom, które zaproponował uczeń A, są zbyt wygórowane.

Mówienie

Rozmowa na podstawie materiału stymulującego

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

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami ze szkoły międzynarodowej organizujecie spotkanie uczniów z okazji zakończenia roku szkolnego. Masz do wyboru dwa miejsca, w których można zorganizować takie spotkanie.

- Wybierz miejsce, które bardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 What forms of entertainment are popular among your peers? Why?
- 2 Why do you think some people find it difficult to be active in their free time?

Wypowiedź pisemna List do redakcji

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

Niedawno przeczytałeś/przeczytałaś artykuł, którego autor uważa, że gry komputerowe mają negatywny wpływ na młodych ludzi. Napisz **list do redakcji** czasopisma, w którym nie zgodzisz się z autorem artykułu. Opisz swoje doświadczenia związane z takimi grami. Wyjaśnij, w jaki sposób gry komputerowe pozytywnie wpływają na Twoich kolegów / Twoje koleżanki.

3

HOW WE SHOP

VOCABULARY

department store • types of shopping • shopping preferences

1 How do you feel about shopping? Do you look forward to a major shopping trip, or do you dread it? Why? How often do you regret having bought something?

2 Divide the items below into the correct categories. Then add at least one item to each category.

shredder helmet steaks cardigan spiral notebook
duvet cover flour belt memory stick knee pads
paperclips place mats markers dressing gown tights
salad dressing handheld games console 3D pen
blinds skateboard cushions file folders pasta
wireless earbuds

Clothing / Apparel	Electronics	Groceries	Stationery	Sporting gear	Home goods / Décor

3 Read the article. What advantages of online and in-person shopping does the writer mention?

ARE STORES DISAPPEARING?

Every year, more and more people decide to shop online. There are many reasons for this: a **wide selection** to choose from, the ability to **comparison-shop** and, of course, the comfort of staying at home while **stocking up on** home goods or **hunting down** the perfect outfit. But does this mean that bricks-and-mortar stores are on the way out? Far from it, according to most experts – and there are several reasons for this. On the practical side, handling and **trying out** items, such as electronics, reassure us that they are really what we want. The ability to **shop local** and **support small businesses** is another motivation for **in-person shopping**. **Browsing the shops**, coming across a **special find** that the shop has **marked down**, sharing your discoveries with friends – these are the things that make us believe that real-world shopping will always be with us.

4 Complete the sentences with the correct form of the words and phrases in bold from exercise 3.

- Department stores have a of different items, so you don't need to visit other shops.
- I always a mobile phone before I buy it, just to make sure it feels right and is easy to use.
- My sister loves clothing shops, even if she doesn't really need anything.
- These sunglasses were a special ! I paid less than 50% of the normal price.

- I always on different websites before I buy something so that I know I'm getting the best price.
- At the end of a season, shops often clothes by as much as 80%, so it's a good time to the things you need.
- There is a movement to and by avoiding department stores and other large retailers.
- Stacey is really good at great clothes at reasonable prices.

5 **CD 1.19** Listen to four people talking about their approach to shopping. Match the speakers with the statements. There's one extra statement. Which speaker's attitude to shopping is closest to your own?

This speaker	
a is willing to delay making purchases to get good deals.	
b has unique shopping tastes for his/her age group.	
c prefers to do most of his/her shopping in a department store.	
d supports a certain type of business.	
e puts a lot of effort into shopping for one type of item.	

VOCABULARY CHALLENGE! Unit 3, page 129, exercise 1

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

- Do you prefer in-person or online shopping? Why? Do you tend to try on or try out things before you buy them?
- 'Material things don't bring happiness. Only our relationships with other people can do that.' What do you think about this quote?

Critical thinking



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

- What attracts people to go shopping in places like these?
- Do you think that one day we're all going to want to wear second-hand clothes to help the environment? Why? / Why not?
- What hand-made items would you be interested in buying from a market seller? What would you avoid buying? Why?

- 1 Is there something you plan or hope to buy soon? Why do you want it, and when might you get it?

- 2 **CD 1.20 LANGUAGE IN CONTEXT** Listen to the dialogue and answer the questions.

- 1 What is Sue buying online?
- 2 What happens on Friday? How does Sue describe the time she'll be away?
- 3 What does Sue promise Miles? What is going to make this possible?



- 3 **ANALYSE** Go to the transcript on page 163. Look again at the dialogue and find examples to illustrate the following uses of future forms.

SCHEDULES

- a We use **the present simple** to talk about fixed schedules.

INTENTIONS, DECISIONS and ARRANGEMENTS

- b We use **will** for decisions made at the time of speaking.
- c We use **the present continuous** for appointments or previous arrangements.
- d We use **be going to** for things we intend to do.

PREDICTIONS and PROMISES

- e We use **will** for promises.
- f We use **will** for predictions based on past experience or knowledge or on guesswork.
- g We use **be going to** for predictions based on present evidence.

- 4 **PRACTISE** Choose the correct option to complete each sentence. Then decide which of the meanings from exercise 3 is used.

- 1 Our flight **leaves / will leave** at 6.00 a.m.
- 2 'I can't work out how to pay on this website.'
'Don't worry, I **will help / am going to help** you.'
- 3 Tina's shop is doing so well that she **opens / is going to open** a second location in December.
- 4 'I thought Jay was coming shopping with us.' 'He is.
We **are meeting / will meet** at the entrance to the mall.'
- 5 These prices are great! Everything **will sell / is going to sell** very quickly!
- 6 Can you pay for this jacket for me? I swear I **am paying / will pay** you back on Friday.

- 5 **Work in pairs. Explain the difference in meaning between the pairs of sentences below.**

- 1 It's too early to go to the station.
a Our train leaves four hours from now.
b Our train won't leave until the snowstorm passes.
- 2 I'm looking forward to visiting my grandparents.
a I'm going to see some old friends there.
b I'll probably see some old friends there.
- 3 Don't bother trying on that dress.
a I can see it's not going to fit you.
b I'm pretty sure you won't ever wear it.
- 4 Steve is flying from Canada to visit me.
a I'll definitely come and meet Steve at the airport.
b I'm meeting Steve at the airport this afternoon.

- 6 **Find and correct the mistakes in the sentences.**

- 1 My flight is going to leave at seven in the morning, so I think I am waking up at four.
- 2 I will go to the opening of Casey's shop because I think she is disappointed not to see me there.
- 3 I don't believe that online shopping ever replaces in-person shopping.
- 4 I am not exchanging this jacket for a larger one because I hope I am losing enough weight to wear this size.

- 7 **Complete the text with the correct form of the verbs in brackets. Use future forms.**

Hi Stella,
It's so nice of you to invite me to come to Milan to do some shopping and see the fashion shows! You ¹ (obviously / be) very busy since your company ² (show) a new line of teen fashions on Wednesday night, but I imagine we ³ (be able) to spend some time together after your show is over. I just wanted to let you know that my flight ⁴ (arrive) on Monday at 8.00 p.m. I ⁵ (probably / get) a taxi from the airport since I suspect you ⁶ (be) at work at that time, and I don't want to interrupt you. I ⁷ (come) to your office on Tuesday morning to have a look at the new collection. See you soon,
Katie



GRAMMAR CHALLENGE! Unit 3, page 129, exercises 1 and 2

- 8 **NOW YOU DO IT** **Work in pairs. Ask and answer the questions.**

- 1 Do you have specific plans for this evening? If so, what are they? If not, what do you think you'll do?
- 2 Describe your life five years from now. Choose the correct tenses depending on how certain you are of your plans.

1 Work in pairs and discuss the questions.

- 1 Do you use your mobile phone or tablet when you shop? What do you use it for?
- 2 Do you follow a particular shop or brand on social media? What are the benefits of doing this?

2 What do you see people doing in the pictures? Which picture shows a better way to use new technologies for shopping? Give reasons for your answers.

3 **CD 1.21** Listen to the dialogue between two friends and answer the questions.

- 1 Where are the speakers?
- 2 How does each speaker feel about the situation they are discussing?

4 **CD 1.21** Listen again and answer the questions.

- 1 What does Mike find annoying about getting notifications from shops?
- 2 Why does Mike mention security cameras?
- 3 In Amanda's opinion, what is the main advantage of receiving notifications from shops?
- 4 What is Mike NOT interested in as part of his shopping experience?
- 5 What does Mike plan to do in the future?

5 Match 1–8 with a–h to form phrases related with shopping.

- | | |
|-----------------|-----------------------------|
| 1 redeem | a your shopping experience |
| 2 receive | b your privacy |
| 3 give up | c your personal information |
| 4 be tracked | d with advertisements |
| 5 score | e mobile alerts |
| 6 personalise | f online |
| 7 share | g some great deals |
| 8 get bombarded | h online coupons |

6 Complete the questions with the correct form of some phrases from exercise 5. Sometimes more than one answer is possible. Then ask and answer the questions in pairs.

- 1 Do you often for different shops on your mobile phone while you are shopping?
- 2 Talk about the last time you while shopping. What did you buy and how much did you save?
- 3 How do you feel when you realise you are or being recorded by security cameras?
- 4 Are you willing to in order to get better deals from shops? Why? / Why not?
- 5 Have you ever with your mobile? What other ways are there to get discounts?
- 6 Do you ever from shops? If so, do you get annoyed, or do you appreciate being contacted in that way?

7 Work in pairs and discuss whether you are influenced by advertising. Why? / Why not? If yes, in what ways?

8 **CD 1.22** Listen to an expert talking about changes in advertising. Are the statements facts or opinions?

- 1 Marketing is mainly aimed at young people.
- 2 Shopping is not as pleasurable as it used to be.
- 3 Being exposed to a lot of marketing reduces the quality of people's lives.
- 4 It is natural not to notice everything that happens around us.
- 5 Marketers try to connect with consumers on the most personal level.
- 6 It is easy to ignore personalised marketing.

9 **CD 1.22** Listen again and complete the notes with the information from the recording.

- Advertising ¹ on the young people because in the developed countries it is them who ² .
- What the speaker finds really annoying is the fact that ³ .
- People are only aware of ⁴ of the thousands of adverts and brands they're exposed to every day. What's more, they ⁵ only 12 of them.
- Adverts placed on mobile phones are most likely to ⁶ .

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

- 1 Do you think it's helpful or annoying that businesses can contact you directly? Why?
- 2 H.G. Wells said, 'Advertising is legalised lying.' What do you make of this quote? If adverts lie, then in what ways? How can you control the effects they have on you?
- 3 Describe a situation when an advert convinced you to buy something. Were you satisfied with the purchase?

1 Do you have a favourite item of clothing which you have kept for an unusually long time? By the end of the year, how long will you have been wearing it?

2 **CD 1.23** **LANGUAGE IN CONTEXT** Read and listen to an interview with a business owner. Answer the questions.

- How is the Bellweather Bookshop going to celebrate its anniversary?
- What problems do many bookshops in town face?
- How did the Bellweather Bookshop manage to survive?

Amy So, the Bellweather Bookshop is celebrating an anniversary soon. Tell me about it.

Jim Yes, that's right. The Bellweather will have been open for 50 years at the end of January. We definitely think that's worth celebrating!

Amy What will you be doing for the anniversary?

Jim Oh, we'll be having all sorts of special events. Some writers will be reading their work, and we'll be giving away a lot of prizes too.

Amy Sounds interesting. So, you obviously weren't here when the business started.

Jim No, the shop was opened by my parents. I will have been working here for 20 years by the day of the anniversary.

Amy Bookshops in this town don't have an easy time of it, do they?

Jim No, they certainly don't. By the end of the year, four bookshops will have closed in the town centre alone. They can't cope with the competition from big online booksellers.

Amy How do you explain your shop's survival?

Jim We've been very flexible. When the shop opened, it was strictly books. But come December, we will have had a café in the shop for 20 years, and we will have been selling games, toys and other novelties for almost as long.

3 **ANALYSE** Copy and complete the table below with the correct examples from the dialogue in exercise 2.

DESCRIPTION	FORM	EXAMPLE
an action completed by a specified time in the future	will + have + past participle	1
an action continuing up to a specified time in the future	will + have been + -ing form	2
an action in progress at an unspecified time in the future	will + be + -ing form	3

4 **WHAT'S RIGHT?** Choose the correct set of sentences.

- At 9.00 p.m. tomorrow, we'll be watching a match.
By 10.00 p.m., the match will have finished.
- At 9.00 p.m. tomorrow, we'll have been watching the match. By 10.00 p.m., the match will finish.

5 **PRACTISE** Sophie is a sportswear designer. Imagine that next year is 2040. Look at the events in Sophie's life. Write sentences using the future perfect or future perfect continuous form of the verbs in brackets.

SOPHIE'S PLAN

- 2030** - began designing sportswear
- 2031** - began selling her clothes online
- 2032** - opened her own shop
- 2034** - bought her own flat
- 2035** - opened her second shop



- By 2040, Sophie (design / sportswear) for ten years.
- By 2040, Sophie (sell / her clothes online) for nine years.
- By 2040, Sophie (have / her own shop) for eight years.
- By 2040, Sophie (live / in her own flat) for six years.
- By 2040, Sophie (have / two shops) for five years.

6 Rewrite the sentences using the future continuous or future perfect tenses.

In 2030, Sam will celebrate being married to Minda for ten years.
By 2030, Sam will have been married to Minda for ten years.

- The end of the month will mark five years since Sara began managing the shop.
- I plan to be touring the Louvre at this time next week.
- In 2029, the department store will celebrate 80 years in business.
- They are sure to be moving house at this time next month.
- Patrick has sent 17 application letters come the end of the month.
- You'll find Mary waiting for you at the reception.

7 **NOW YOU DO IT** Complete the statements with your own ideas.

- By the end of the lesson, I will have ...
- By the time I graduate, I ...
- By the time I'm 30, I ...
- I don't think I ... by the end of the day.

- 1 Work in pairs and answer the questions. Use the names of the service providers below. There are two extra names.

bookkeeper carpenter beautician pet groomer
mobile locksmith plumber upholsterer house sitter

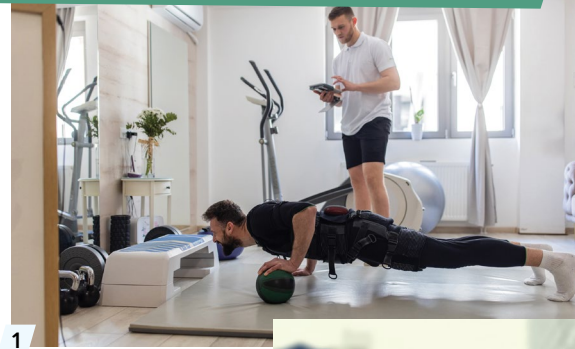
Whose service do you need to

- 1 have your dog's hair trimmed?
- 2 have a wooden chest of drawers made?
- 3 have a leaking tap fixed or the pipes in your toilet unblocked?
- 4 have your tax returns completed?
- 5 have the front door opened when you lock yourself out of the house?
- 6 have your sofa recovered?

- 2 Work in pairs. What services do the following people or places offer? Have you or your parents ever used them?

proofreader errand runner estate agent private tutor interpreter tailor/seamstress
care provider life coach website designer social media manager dry-cleaner's

- 3 **CD 1.24** Read the text below. Explain what each of the services shown in the pictures (1–3) involves.



1



2

At your service

In the UK people say they are number one, in the USA they are called kings, and in Japan they are referred to as gods. Who are they? They are none other than consumers of the 21st century – individuals with a hectic life but a greater disposable income, ready to pay extra for someone else to **provide** a service that they need. Obviously, people have been prepared to meet the costs of services such as childcare, takeaway delivery or dry-cleaning before. ¹ One of them is that they **require** services which are made-to-order, delivered to their doorstep in a flash and appear to be a luxury rather than necessity.

So, what is that modern consumers will be increasingly more eager to pay for? It seems that highly personalised services, aimed at particular person's needs, are set to be in high demand. Some of these may include hiring a private top chef for a party or a fitness concierge for a run. ²

A personal chef, for example, will do anything from doing the shopping to

cooking and serving the meal while a fitness concierge will take charge of packing your sports bag as well as establishing your exercise routine and will even exercise with you to keep you company. However, if these two kinds of services sound too immoderate to you, there are also other, less pricey options to take advantage of, such as pet sitters, dog walkers or personal shoppers.

Another trend to observe has to do with the speed of delivery of the ordered products or services. Since customers have been making more and more online purchases, e-commerce companies have no choice but to **offer** more than just good value for money or cut-price deals. ³ This means big e-tailers have to invest even more money in technologies such as drones to ensure that the time between **placing an order** and **receiving** it is the shortest possible.

Last, but not least, there are more and more smartphone applications that enable new services. ⁴ Soon we

may be able to use the so-called interactive corridors in shops. Customers will stroll through a corridor equipped with sensors that will analyse their age, gender and figure and supply suggestions on what outfit and accessories to go for. Another technology, called Hyperlocal, already used in some countries, gives people and small businesses from the same neighbourhood the chance to exchange goods and services, from home-grown vegetables or knitted gloves to services such as house-sitting or tutoring, all by means of the smartphone.

The question remains, of course, to what extent these novelties are really indispensable and to what extent they will make us bank on someone else, or on technology, to think and do things for us. ⁵ To **please** the more choosy customers, companies will have to listen to them and adapt to their needs as fast as possible, no matter how innovative their products may be.

- 4 Match sentences a–f with gaps 1–5 in the text in exercise 3. There is one extra sentence.

- a To **guarantee** 100% satisfaction, safe and immediate delivery is likely to become a must.
- b One thing seems more than certain, though, and cannot be ignored.
- c Professionals provide **comprehensive** services and supervise all the duties from beginning to end.
- d These apps allow you to pay by tapping your phone against an electronic reader.
- e However, there are some characteristics which make modern clients unique.
- f Some may not yet be available everywhere but will surely become part of our shopping experience in the foreseeable future.



- 5 Complete the summary of the text in exercise 3 with appropriate words or phrases. Use no more than three words in each gap.

The text describes ¹ in customer services. The customers of today and the past ² in terms of their needs. One of the trends described points towards providing highly ³ by specialists in a given field, whose job is ⁴ for the client from start to finish. Another trend is connected with the ⁵ of the ordered products, which will probably become a key factor for potential customers. How fast the product is delivered will be more important than offering just good ⁶ . Finally, there are apps which provide new types of services. They may not be common everywhere yet, but are likely to become ⁷ in the future. The author concludes that both innovation and traditional customer care will determine the client's satisfaction in the future.

- 6 Work in pairs and discuss the questions.

- Which of the services mentioned in the text in exercise 3 do you find the most useful? Why?
- What other services do you imagine being invented in the future?
- Imagine you want to set up a small business yourself. Which of the following services could you offer to other people? How would you advertise your services? How much would you charge for them?

babysitting repairing computers housekeeping
designing websites offering private tuition
chauffeur doing the grocery shopping

Vocabulary development

- 7 Complete the phrases below with some of the highlighted words from the text. Then decide if any expressions in the same line have a similar meaning.

- (good) value for money / cut-price deals / substantial discounts
- deliver / / enable a service
- / appeal to / reassure customers
- derive / / ensure 100% satisfaction
- place / withdraw / receive
- / essential / full service

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

- (*Złożę zamówienie*) tomorrow. I'm too tired to deal with this now.
- Trend watchers can usually tell what (*będzie się podobać klientom*).
- In the future, companies which (*będą oferowały tylko dobrą jakość za korzystną cenę*) will not be the most successful.
- I need to have my grass cut. I'm looking for someone who (*mógłby świadczyć takie usługi*).
- This company claims that they (*zapewniają stuprocentowe zadowolenie klienta oraz oferują liczne promocje*).

- 9 Translate the expressions in bold into Polish.

- Can you give an example of a **comprehensive service**?
- What goods **are in high demand** in the summer?
- How often do you **make online purchases**?
- What does it mean to **have a disposable income**?
- When was the last time you **had something delivered to your doorstep**?
- When something **becomes a must**, what happens?

- 10 Work in pairs and answer the questions in exercise 9.

VOCABULARY CHALLENGE! Unit 3, page 129, exercises 2 and 3

- 11 Work in pairs and make a list of some unusual services that could be offered to the groups of people below. Then write a short advertisement to promote one of your services. Use the example below to help you. Present your advertisement to the class and vote for the best ideas.

- teenagers
- rich businesspeople
- busy mothers or fathers
- teachers



PROFESSIONAL HAMSTER SITTERS

Why don't you hire one of our super professional hamster sitters and stop worrying about your beloved animal when you want to go away on holiday? We'll look after and entertain your friend like no one else. Check us out!

- 1  Work in pairs and describe the pictures. Which scene looks more appealing to you for a shopping expedition? Why?



- 2 Read the speaking task below. Which of the factors (1–10) would you use to explain your choice of the best place for a shopping expedition?

Z grupą znajomych z zagranicy, którzy chcieliby kupić odzież w Polsce, wybierasz się na zakupy. Masz do wyboru dwa miejsca.

- Wybierz to miejsce, które najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

- number of visitors
- gender of visitors
- selection/variety of products
- quality of products
- prices
- special offers and discounts
- atmosphere
- quality of service
- display of products
- other attractions

- 3 **CD 1.25** Now listen to a student doing the speaking task. Which points from exercise 2 does she mention?

- 4 **CD 1.25** Listen again. Which of the phrases below does the student use in her answer?

PHRASE BANK

Expressing preferences

*I would (definitely) choose/prefer ... | To my mind, ...
For me, the best choice would be ...
I would rather ... | My preference is / would be ...*

Justifying a choice / Giving reasons for a choice

*The reasons for my choice are ...
One more good reason for choosing X is that ...
There is also the fact that ...
I'd choose this because ...
As we can see from the photo, X seems ...
I wouldn't choose X for several reasons.*

- 6 **CD 1.26** Now listen to a student answering the question below. What is her opinion? What arguments does she give to support it?

Do you think cash money will disappear entirely in favour of credit and debit cards and paying with a mobile phone?

- 7 **CD 1.26**  Listen again and complete the phrases. Use no more than three words in each gap.

- I  that cash money will disappear ...
- I can see  why this is likely to happen.
- In , more and more people are paying ...
-  is that you can run out of cash ...
- A  of cash is that ...
- ... and an  is that if you lose ...

- 8 Imagine that you have the opposite opinion. Use the following sentence beginnings to give reasons for your opinion.

- I believe that cash will remain important because ...
- Many people still rely on cash for the following reasons: ...
- It is often more secure to pay in cash. For example, ...
- Using cash makes it easier to control spending because ...

- 9  Translate the sentences into English.

- Zdecydowanie wybrałabym zakupy w galerii handlowej z następujących powodów.
- Wolałabym zapłacić kartą niż gotówką.
- Jeszcze jeden dobry powód, aby wybrać bazar, to duża różnorodność owoców i warzyw.
- Dla mnie najlepszym wyborem byłoby kupowanie potrzebnych mi ubrań przez Internet.

- 10 **CD 1.27** Now listen to another student answering the question below. What is the problem with his answer? What could you say to improve it?

'Whoever said that money doesn't buy happiness didn't know where to shop.' What do you think about this statement?

- 5  Work in pairs. Take turns doing the task in exercise 2. Use the expressions from the Phrase Bank.

- 11  Work in pairs. Go to page 134 and take turns doing the speaking task.

1 Read the task and the example essay. Then answer the questions.

Coraz częściej sieciowe sklepy wielkopowierzchniowe wypierają małe lokalne sklepy osiedlowe. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz swoją opinię na temat tego zjawiska, uwzględniając aspekty ekonomiczne, a także wygode robienia zakupów.

- 1 What opinion does the author state in the introduction?
- 2 What arguments does the author give to refer to the two underlined elements of the task?
- 3 What is the aim of the final paragraph? Does the author use the same or different words than in the previous paragraphs?

Recently, there has been an increase in the number of big chain supermarkets that are gradually replacing small local shops. As I see it, the change is for the better, and this essay is an attempt to justify this position.

From an economic standpoint, it appears that large chain supermarkets offer goods at more competitive prices. Additionally, they regularly provide their customers with special offers and rewards cards. Small local shops, no matter how well-run, are unlikely to beat supermarket prices. Obviously, they may try to compete in terms of the quality of food items or the friendliness of the staff. However, this is not enough to win customers.

As regards convenience, this is, indeed, what makes big supermarkets so popular with shoppers. Some people believe that small shops are handy as they are close by. However, unlike supermarkets, they do not offer such a wide selection of products or the possibility of doing all your grocery shopping under one roof, as they usually specialise, e.g. sell meat or bread only. Another advantage of larger shops is that they have facilities like car parks, cashpoints or bike stands. Moreover, they allow customers to pay by card, a service which small shops do not always provide.

On balance, I firmly believe that big supermarkets have more to offer than small local shops, especially concerning the range of goods, value for money and facilities. Consequently, I am confident that the number of independent shops will decrease dramatically in the next few years.



2 Complete the Phrase Bank with the missing expressions from the text for each category.

PHRASE BANK

Expressing opinions

Personally, I think that ... | It is my belief/opinion/view/conviction that ... | As far as I can tell, ... | ... I am confident that ... | 1 | 2

Referring to different aspects

In terms of ... | When it comes to ... | As for ... | 3 | 4

3 Copy and complete the table with the words below.

decline slow rise gradual decrease slight go down
considerable increase sharp steady drop fall rapid
drastic go up dramatic

Nouns/Verbs for upward trends	Nouns/Verbs for downward trends	Adjectives which describe the speed of a change

4 Rewrite the following sentences using the words from exercise 3.

There has been a rapid increase in the number of shops offering rewards cards.

The number of shops offering rewards cards has been increasing rapidly.

- 1 There will be a gradual fall in the number of small independent shops.
- 2 The number of mobile services is rising rapidly.
- 3 There is a considerable increase in the number of ecological products in the shops.
- 4 The number of kiosks has dropped dramatically.

5 Translate the Polish parts of the sentences in brackets into English. Use the language from the Phrase Bank and exercise 3.

- 1 (Jestem przekonana, że) the number of small independent shops (stopniowo się zmniejsza).
- 2 (Z praktycznego punktu widzenia), buying clothes in traditional shops is much easier.
- 3 (Jeśli chodzi o) the number of mobile services, I think there (będzie szybki wzrost) in it.
- 4 (Z finansowego punktu widzenia, zdecydowanie uważam) that online stores offer better deals than traditional shops.

6 Work in pairs. Read the writing task and discuss the questions below. Then do the writing task. Remember to structure your essay into logical parts and use different phrases to describe trends, express opinions or refer to the two aspects of the task.

Coraz więcej osób decyduje się na zakup odzieży przez Internet. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat, uwzględniając kwestie finansowe oraz aspekty praktyczne.

- 1 What financial considerations could you mention in the first paragraph?
attractive prices • value for money • special deals • the possibility to redeem points • substantial discounts
- 2 What practical considerations could you discuss in the second paragraph?
trying on clothes • shopping from home • waiting for the delivery • returning unsuitable/faulty items • cashless payments

1 Work in pairs and answer the questions.

- What are loyalty cards and loyalty programmes? Do you or your parents use them? Why? / Why not?
- What do you think makes a customer loyal to a particular brand? Are you a loyal customer? Why? / Why not?

2 LANGUAGE IN CONTEXT Read the text. What strategies have retailers used to keep customers loyal?

Loyalty cards come under different names. Sometimes we call them *rewards cards* or *points cards*, sometimes *advantage* or *club cards*, and we **come across** them in most large shops. Businesses **give** them **away** because customer loyalty is a key to success and a sign that they **look after** their customers. Although loyalty cards may sound like a modern marketing strategy, their history **dates back to** the late 18th century when some American shop owners started **giving out** copper tokens that could be redeemed for another product during a future purchase. The idea **caught on**, and in the 19th century, the tokens were replaced by much cheaper green stamps. Then, in the 20th century, they were replaced by loyalty programmes. Now, we can **throw** our plastic loyalty cards **out** and use mobile apps instead. Every time we pay with our mobile device, we'll **pick up** points to exchange for other products later on. Certainly, companies will be doing their best to prove that they are looking after us. So, as soon as the app novelty **wears off**, there will be something else to surprise us.



LOYALTY PROGRAMME

3 Match the phrasal verbs in bold in exercise 2 with their definitions below.

- | | |
|----------------------------|--|
| 1 collect | 6 gradually disappear |
| 2 take care of | 7 distribute |
| 3 give something for free | 8 get rid of |
| 4 become popular | 9 begin at a particular time in the past |
| 5 find something by chance | |

! Tip

- A phrasal verb is a verb + one or two other words called **particles**.
- Transitive verbs take an object. Intransitive verbs do not take an object.
- Inseparable phrasal verbs:** the verb and the particle always come together: *look after your customers*; *look after them*. (Not: *look your customers after*)
- Separable phrasal verbs:** the verb and the particle can be separated by an object: *turn off the adverts*; *turn the adverts off*.

The pronoun must come between the verb and the particle: *turn them off*. (Not: *turn off them*)

4 ANALYSE Read the Tip. Copy and complete the table with the correct example sentences from the text in exercise 2 to illustrate each pattern.

Transitive (separable)	
Verb + particle + noun	
Verb + noun + particle	
Verb + pronoun + particle	
Transitive (inseparable)	
Verb + particle + noun	
Verb + particle + pronoun	
Intransitive	
Verb + particle	

5 PRACTISE Translate the Polish parts of the sentences in brackets into English. Use the phrasal verbs from exercise 2.

- UOKiK is a government office which  (*dba o interesy*) consumers.
- I cut all my old credit cards in half and then  (*wyrzuciłam je*).
- At first, we liked the city very much, but  (*nasza fascynacja szybko minęła*).
- I  (*będę rozdawał ulotki*) in the street to earn some money.

6 Replace the verbs in the underlined parts of the sentences with the phrasal verbs below. Then decide which verbs are separable and inseparable.

look into set up come into turn down take after
hunt down pay back go through

- I complained and the bank promised to examine the problem.
- When will you return the money you borrowed from me?
- My sister resembles our father when it comes to their materialistic attitude.
- I must examine the receipts to tell you exactly how much I have spent.
- More and more young people are establishing their own businesses.
- Why did you reject their job offer? It seemed good enough.
- My mother always manages to find bargains.
- Everyone would like to inherit a large fortune.

7 NOW YOU DO IT Complete the questions with the correct phrasal verbs from exercises 2 and 6. Then ask and answer the questions in pairs.

- Do you tend to  things you don't need anymore? Why? / Why not?
- What would you do if you  a lot of money?
- Is  points on one's loyalty cards an attractive option for the customer? Why? / Why not?
- What would you do if someone refused to  the money they borrowed from you?

1 Add one missing word to each sentence.

- I will doing the shopping this time tomorrow.
- By the end of June, we will have selling our organic fruit for three years.
- I think this service will appeal our customers.
- Big shopping malls stock on goods before Christmas.

! Watch out

We can use the following structures to talk about events which have been planned to take place in the future. They differ a little in meaning.

- The chemist's **is about to close**, so hurry up if you want to get your medicine. (will happen almost immediately in the very near future)
- The mayor **is to open** the new public market on the first of the month. (will happen with certainty; often used about official arrangements)
- Sylvia **is due to arrive** in 20 minutes. (will happen in the future because it has been prearranged)

2 Complete the sentences using the words in brackets and the structures in Watch out!.

- Hurry up! The shops **(close)**, and I need to buy a few things.
- The store manager **(receive)** a pay rise. It's been two years since her last increase.
- Steve **(start)** school in September.
- Kayla **(present)** her first fashion line to the media.
- The CEO **(make)** a speech at our next meeting.
- They **(reduce)** prices on these phones, so I'll buy mine when they are cheaper.

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.

- Do you have any plans for this time on Saturday? **DOING**
What **()** this time on Saturday?
- It will be five years in July since we opened up our corner shop. **OWNED**
By July, we **()** our corner shop for five years.
- I wonder if our customers will find this service attractive. **APPEAL**
I wonder if **()** our customers.
- I'm taking care of my neighbour's dog while she's in hospital. **AFTER**
I'm **()** my neighbour's dog while she's in hospital.
- Jemma will be arriving any time, so let's wait for her. **DUE**
Jemma **()** any time now, so let's wait for her.
- What time is your train? **ARRIVE**
What time **()**?
- It will take me until the end of the week to buy all the Christmas presents. **WILL**
By the end of the week, I **()** all the Christmas presents.

4 CD 1.28 Listen to sentences and questions (1-4) and choose the correct reactions (a-c).

- I hate receiving mobile alerts!
 - It was really good value for money.
 - We were considering supporting local businesses.

- It serves you right!
 - You mustn't complain.
 - I'd rather you stocked up on organic food.
- I wouldn't choose a salad if I were you.
 - Why are you asking?
 - Yes, I believe so.
- You just place an order online.
 - You've just scored a great deal.
 - Why did you turn it down?

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

- This time tomorrow, **(I / shop)** Harrods, one of the most luxurious department stores in London.
- (which / these / tops / appeal)** you the most?
- Please let me know **(soon / you / find)** my charger. I can't use my phone without it.
- My parents **(run)** their grocery shop for 20 years this Friday.
- Sir, your complaint **(look)** at the moment. Please allow us ten more minutes.

6 Complete the text with appropriate words. Put one word in each gap.

When you come to think of it, cafés and restaurants are ¹ **()** provide people with drinks and food rather than good manners. However, more and more food outlets want to try ² **()** a different approach and promote certain values.

One example is an initiative called *BFF Timeout*.

The organisers want to encourage the customers to give up using their mobile phones while in the restaurant and talk to each other ³ **()** than stare at the screens. So, groups of friends are asked to download a special app. The ⁴ **()** the friends open it, the timeout begins and points are scored for every second that phones are not touched. The points can then be exchanged ⁵ **()** valuable prizes.

Critical thinking



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

- What do you think the man is doing? Does it seem like an easy task? What makes you say that?
- Why may a person give up their office job for a manual job?
- Do you think that being creative with your hands is going to be needed in the future? If so, in what way?

Vocabulary MP3 19

3D pen	/θriːˈdiːˈpen/	długopis 3D
belt	/bɛlt/	pasek
blind	/blaɪnd/	roleta
bricks-and-mortar store	/ˈbrɪks ən ˈmɔː(r)tə(r)ˈstoː(r)/	sklep tradycyjny, stacjonarny
browse the shops	/ˈbraʊz ðə ˈʃɒps/	oglądać towar, rozglądać się w sklepie
cardigan	/ˈkɑː(r)dɪɡən/	sweter rozpinany
clothing / apparel	/ˈkləʊðɪŋ, əˈpæ(ə)l/	ubrania / odzież
comparison-shop	/kəmˌpæns(ə)nˈʃɒp/	porównywać ceny
cushion	/ˈkʊʃ(ə)n/	poduszka (ozdobna)
department store	/dɪˈpɑː(r)tmentˈstoː(r)/	dom towarowy
dread	/dred/	strach, obawa
dress gown	/ˈdresɪŋ ˈɡaʊn/	szlafrok
duvet cover	/ˈduːveɪ ˈkʌvə(r)/	poszewka na kołdrę
electronics	/ˈelekˈtrɒnɪks/	sprzęt elektroniczny
file folder	/ˈfaɪl ˈfəʊldə(r)/	segregator
flour	/ˈflaʊə(r)/	mąka
groceries	/ˈɡrəʊsərɪz/	produkty spożywcze
handheld games console	/hændˌheld ˈgeɪmz kənˌsəʊl/	przenośna konsola do gier
helmet	/ˈhelmlt/	kask
home goods / décor	ˈhəʊm ˈɡʊdz, ˈdekoː(r)/	wyposażenie / dekoracja wnętrz
hunt down	/hʌnt ˈdaʊn/	wyszukać, wyszperać
in-person shopping	/ɪnˈpɜː(r)s(ə)n ˈʃɒpɪŋ/	zakupy w sklepie stacjonarnym
knee pad	/ˈniːˌpæd/	ochraniacz na kolano
make ends meet	/ˈmeɪk ˈendz ˈmiːt/	wiązać koniec z końcem
mark down	/mɑː(r)k ˈdaʊn/	obniżyć (cenę)
marker	/ˈmɑː(r)kə(r)/	marker
memory stick	/ˈmem(ə)rɪ ˈstɪk/	pamięć przenośna USB
paperclip	/ˈpeɪpə(r)ˌklɪp/	spinacz do papieru
pasta	/ˈpæstə/	makaron
place mat	/ˈpleɪs mæt/	podkładka pod talerz
reasonable	/ˈriːz(ə)nəb(ə)l/	rozsądny
retailer	/ˈriːteɪlə(r)/	sprzedawca detaliczny
salad dressing	/ˈsæləd ˈdresɪŋ/	sos do sałatki
shop local	/ˈʃɒp ˈləʊk(ə)l/	kupować od lokalnych sprzedawców
shopping preferences	/ˈʃɒpɪŋ ˈpref(ə)r(ə)nsɪz/	preferencje zakupowe
shredder	/ˈʃredə(r)/	niszczarka
skateboard	/ˈskeɪtbɔː(r)d/	deskorolka
special find	/ˈspeʃ(ə)l ˈfaɪnd/	wyjątkowa okazja
spiral notebook	/ˈspair(ə)l ˈnəʊtbʊk/	kołnotatnik
sporting gear	/ˈspɔː(r)tɪŋ ˈɡiə(r)/	sprzęt sportowy
stationery	/ˈsteɪʃ(ə)n(ə)rɪ/	artykuły biurowe
steak	/steɪk/	stek
stock up on sth	/ˌstɒk ˈʌp ɒn ˌsʌmθɪŋ/	uzupełniać zapasy czegoś
support small businesses	/səˈpɔː(r)t ˌsmɔːl ˈbɪznəsɪz/	wspierać drobnych przedsiębiorców
tights	/taɪts/	rajstopy
try out	/traɪ ˈaʊt/	wypróbować
types of shopping	/ˈtaɪps əv ˈʃɒpɪŋ/	sposoby zakupów
wide selection	/ˈwaɪd sɪˈlekʃ(ə)n/	szeroki wybór
wireless earbuds	/ˈwaɪə(r)ləs ˈiə(r)bʌdz/	bezprowadowe słuchawki douszne

Grammar 1 MP3 20

guesswork	/ˈɡeswɜː(r)k/	domysły
interrupt	/ˌɪntəˈrʌpt/	przerwać, przeszkadzać
judging by	/ˈdʒʌdʒɪŋ baɪ/	sądząc po
tight schedule	/taɪt ˈʃedʒuːl/	napięty harmonogram

Listening and vocabulary MP3 21

advertising	/ˈædv(ə)rtaɪzɪŋ/	reklama
be tracked online	/biˌˈtrækt ɒnˈlaɪn/	być śledzonym w Internecie
engagement	/ɪnˈɡeɪdʒmənt/	zaangażowanie
get bombarded with advertisements	/get bɒmˌbɑː(r)dɪd wɪð ədˈvɜː(r)tɪsmənts/	być zasypywanym reklamami
give up your privacy	/ɡɪv ˈʌp jə(r)ˈprɪvəsi/	poświęcać swoją prywatność
personalise your shopping experience	/ˈpɜː(r)s(ə)nəlaɪz jə(r)ˈʃɒpɪŋ ɪkˌspɪəriəns/	dostosowywać zakupy do indywidualnych potrzeb klienta
receive mobile alerts	/rɪˌsɪv ˌməʊbaɪl əˈlɜː(r)ts/	dostawać powiadomienia na komórkę
redeem online coupons	/rɪˌdiːm ɒnˈlaɪn ˈkuːpɒnz/	wykorzystywać / realizować kupony internetowe
score some great deals	/ˌskɔː(r) səm ˈɡreɪt ˈdiːlz/	trafić na kilka okazji
share your personal information	/ˌʃeə(r) jə(r)ˈpɜː(r)s(ə)n(ə)l ˌɪnfə(r)ˈmeɪʃ(ə)n/	udostępniać informacje o sobie

Grammar 2 MP3 22

flexible	/ˈfleksəb(ə)l/	elastyczny / elastyczna
novelty	/ˈnɒv(ə)lti/	nowinka, ciekawostka
sportswear	/ˈspɔː(r)tsweə(r)/	odzież sportowa
strictly	/ˈstriktli/	wyłącznie

Reading and vocabulary MP3 23

appeal to / please / reassure the customers	/əˌpiːl tə ˌpliːz ˌriːəˈʃʊə(r) ˈkʌstəmə(r)z/	podobać się klientom / zadowalać / rozwiewać obawy klientów
beautician	/ˈbjuːˈtɪʃ(ə)n/	kosmetyczka
bookkeeper	/ˈbʊkˌkiːpə(r)/	księgowo / księgowy
care provider	/ˈkeə(r) prəˌvaɪdə(r)/	opiekun / opiekunka (np. osób starszych)
carpenter	/ˈkɑː(r)pɪntə(r)/	stolarz
comprehensive / essential / full service	/kəmˌpriˌhensɪv ˌɪsenʃ(ə)l ˌfʊl ˈsɜː(r)vɪs/	wszechstronna / konieczna / pełna obsługa
customer services	/ˈkʌstəmə(r)ˌsɜː(r)vɪsɪz/	usługi
derive / ensure / guarantee 100% satisfaction	/dɪˌraɪv ɪnˈʃʊə(r) ˌɡæərənˈtiː ˈhʌndrəd pə(r)ˈsent sɪsˌfɜː(r)kʃ(ə)n/	czerpać / zapewniać / gwarantować 100% satysfakcji
disposable income	/dɪˌspəʊzəb(ə)l ˈɪnkʌm/	dochód netto
doorstep	/ˈdɔː(r)step/	próg domu
dry-cleaner's	/ˈdraɪ ˈkliːnəz/	pralnia chemiczna
errand runner	/ˈerənd ˌrʌnə(r)/	goniec
estate agent	/ˈiːsteɪt ˌeɪdʒ(ə)nt/	pośrednik / pośredniczka w handlu nieruchomościami
extravagant	/ɪkˈstrævəɡ(ə)nt/	ekstrawagancki
house sitter	/ˈhaʊs ˌsaɪtə(r)/	osoba zajmująca się zawodowo opieką nad domami podczas nieobecności właścicieli
in (high) demand	/ɪn ˈhaɪ dɪˈmɑːnd/	cieszący się (dużym / wysokim) popytem

interpreter	/ɪnˈtɜː(r)prətə(r)/	tłumacz ustny
life coach	/ˈlaɪf ˌkəʊtʃ/	trener umiejętności społecznych, osobistych
made-to-order	/ˌmeɪd tə ˈɔː(r)də(r)/	robiony na zamówienie
mobile locksmith	/ˌməʊbaɪl ˈlɒksmiθ/	ślusarz dojeżdżający do klienta
offer value for money / cut-price deals / substantial discounts	/ˌɒfə(r) ˌvæljuː fə(r)ˈmʌni ˌkʌtˌpraɪs ˈdiːlz ˌsəbˌstænʃəl ˈdɪskaʊnts/	oferować dobrą jakość za korzystną cenę / oferty zniżkowe / konkretne obniżki cen
pet groomer	/ˈpet ˌɡruːmə(r)/	osoba zajmująca się zawodowo pielęgnacją zwierząt
place / receive / withdraw an order	/pleɪs ˌrɪˌsɪv ˌwɪðˈdrɔː ən ˌɔː(r)də(r)/	składać / otrzymać / wycofywać zamówienie
plumber	/ˈplʌmə(r)/	hydraulik
private tutor	/ˌpraɪvət ˈtjuːtə(r)/	korepetytor / korepetytorka
proofreader	/ˈpruːfriːdə(r)/	korektor / korektorka tekstów
provide / deliver / enable a service	/prəˌvaɪd ˌdɪˌlɪvə(r) ˌɪneɪb(ə)l əˈsɜː(r)vɪs/	świadczyć / dostarczać usługę / umożliwiać świadczenie usługi
require a service	/rɪˌkwaɪə(r) əˈsɜː(r)vɪs/	potrzebować, wymagać, żądać usługi
seamstress	/ˈsiːmstrəs/	krawcowa, szwaczka
social media manager	/ˌsəʊʃ(ə)l ˈmiːdiə ˌmænɪdʒə(r)/	osoba zarządzająca obecnością w mediach społecznościowych
tailor	/ˈteɪlə(r)/	krawiec / krawcowa
upholsterer	/ˌʌpˈhəʊlstə(r)ə(r)/	tapicer
website designer	/ˈwebsaɪt dɪˌzaɪnə(r)/	projektant / projektantka stron internetowych

Speaking MP3 24

charge on a card	/ˌtʃɑː(r)dʒ ɒn ə ˈkɑː(r)d/	obciążenie karty
keep track of sth	/kiːp ˈtræk əv ˌsʌmθɪŋ/	naśladować za czymś, pilnować czegoś
leisurely	/ˈleɪʒə(r)li/	spokojny, niespieszny
stroll	/strɒl/	przechadzać się
variety of products	/vəˌraɪəti əv ˈprɒdʌkts/	różnorodność produktów

Writing MP3 25

considerable / considerably	/kənˈsɪd(ə)rəb(ə)l ˌkənˈsɪd(ə)rəbli/	znaczący / znacząco
drastic / drastically	/ˈdræstɪk ˈdræstɪkli/	drastyczny / drastycznie
dramatic / dramatically	/drəˈmætɪk ˌdrəˈmætɪkli/	dramatyczny / dramatycznie
go down / fall / decrease / decline / drop	/ɡəʊ ˈdaʊn ˌfɔːl ˌdiːˈkriːs ˌdɪˈklaɪn ˌdrɒp/	zmniejszać się, spadać, obniżać się
gradual / gradually	/ˈɡrædʒʊəl ˈɡrædʒʊəli/	stopniowy / stopniowo
rapid / rapidly	/ˈræpɪd ˈræpɪdli/	gwałtowny / gwałtownie
rise / increase / go up	/raɪz ɪnˈkriːs ˌɡəʊ ˈʌp/	rosnąć, zwiększać się
sharp / sharply	/ʃɑː(r)p ˌʃɑː(r)pli/	ostro / ostro
slight / slightly	/slaɪt ˌslaɪtli/	nieznaczny / nieznacznie
steady / steadily	/ˈstiːdi ˈstiːdili/	stały, miarowy / stale, miarowo



Complete all the exercises from this section in your notebook.

English in Use MP3 26

catch on	/kætf 'ɒn/	przyjąć się, zyskać popularność
come into sth	/kʌm 'ɪntə ,sʌmθɪŋ/	odziedziczyć, wejść w posiadanie
come across sth	/kʌm ə'krɒs ,sʌmθɪŋ/	natknąć się na coś
date back to	/deɪt 'bæk tə/	pochodzić (z jakiegoś okresu)
give sth away	/gɪv ,sʌmθɪŋ ə'weɪ/	rozdawać coś (za darmo)
give sth out	/gɪv ,sʌmθɪŋ 'aʊt/	rozdawać, emitować
go through sth	/gəʊ 'θruː ,sʌmθɪŋ/	przejrzeć, przeszukać, sprawdzić coś
loyalty / rewards card	/'lɔɪəlti, rɪ'wɔː(r)dʒ ,kɑː(r)d/	karta lojalnościowa
look after sb/sth	/'lʊk 'ɑːftə(r) ,sʌmbədi, ,sʌmθɪŋ/	zajmować się, opiekować się kimś/czymś
look into sth	/'lʊk 'ɪntə ,sʌmθɪŋ/	zająć się czymś, zbadać (jakąś sprawę)
pay back	/peɪ 'bæk/	zwracać pieniądze, spłacać
pick sth up	/pɪk ,sʌmθɪŋ 'ʌp/	zbierać, gromadzić coś
token	/'təʊk(ə)n/	żeton
set up	/set 'ʌp/	zakładać, otwierać (firmę)
take after sb	/teɪk 'ɑːftə(r) ,sʌmbədi/	być do kogoś podobnym
throw sth out	/θrəʊ ,sʌmθɪŋ 'aʊt/	wyrzucać coś
turn sth down	/'tɜː(r)n ,sʌmθɪŋ 'daʊn/	odrzucać coś, odmawiać
wear off	/weə(r) 'ɒf/	mijać, ustępować

Challenge! MP3 27

at a (10%) discount	/ət ə ,ten pə(r),sent 'dɪskaʊnt/	z (10%) rabatem
bargain	/'bɑː(r)ɡɪn/	okazja
clearance	/'kliərəns/	całkowita wyprzedaż, czyszczenie magazynów
deal	/diːl/	(dobry) interes
exchange	/'ɪks'tʃeɪndʒ/	wymieniać (coś w sklepie)
fit	/fɪt/	pasować (rozmiarem)
in stock	/ɪn 'stɒk/	w sprzedaży
match	/mætʃ/	pasować (kolorem, stylem)
market (n/v)	/'mɑː(r)kɪt/	rynek zbytu; wprowadzać na rynek
on order	/ɒn 'ɔː(r)də(r)/	na zamówienie
on sale	/ɒn 'seɪl/	UK na sprzedaż, US w promocji, w przecenie
pick up in store	/pɪk ,ʌp ɪn 'stɔː(r)/	odbierać w sklepie
price (n/v)	/praɪs/	cena, koszt; wyceniać
purchase online	/pɜː(r)tʃəs 'ɒn,lain/	nabywać przez Internet
refund	/'rɪːfʌnd/	zwrot pieniędzy
return	/'rɪːtʃː(r)n/	zwracać (zakup do sklepu)
rip-off	/'rɪp,ɒf/	zdzierstwo
service (n/v)	/'sɜː(r)vɪs/	usługa; obsługiwać, serwisować
steal	/stiːl/	prawdziwa okazja
store (n/v)	/stɔː(r)/	sklep; przechowywać, składować
suit	/suːt/	odpowiadać, pasować komuś
value (n/v)	/'væljuː/	wartość, znaczenie; cenić sobie, oszacować

VOCABULARY

1 Are the sentences true or false? Correct the false ones.

- 1 A beautician will paint your nails.
- 2 A tailor will make some furniture for you.
- 3 You can get paperclips in the stationery department of a shop.
- 4 You can get a helmet in a home and décor department.
- 5 A mobile locksmith will wash your car.

2 Complete the sentences with the correct pairs of words. There are two extra pairs.

support / shop wide selection / please place / redeem value / deliver
points / provide get bombarded / receive make / exchange

- 1 This company offers for money, but it takes them a week to the service.
- 2 With every order you , you get two coupons you can on your later purchases.
- 3 Customers with adverts and mobile alerts from stores all the time.
- 4 A of goods will always the customer.
- 5 More and more people realise the need to local businesses and local.

GRAMMAR

3 Complete the sentences with the correct particles to form phrasal verbs. Then complete the follow-up sentences in 2, 4 and 6 with the same phrasal verb and the correct pronoun.

- 1 Some people always manage to hunt a perfect outfit no matter where they shop.
- 2 'Next week, we are going to mark a lot of items in this shop.' 'Why are you going to ?'
- 3 People will always want to wear jeans. Their fascination with them will never wear .
- 4 The shop manager has promised to look my complaint within one week. When is she going to ?
- 5 The businesses which look their customers will always be appreciated.
- 6 How could he turn this brilliant offer? I would never .

4 Complete the sentences with the correct form of the verbs in brackets. Use future forms.

- 1 My plane (leave) at 4.00 a.m., so I need to get up very early tomorrow.
- 2 'You must come. I'm sure you (enjoy) the party.'
- 3 By next Tuesday, they (finish) building the new shopping mall in the centre.
- 4 Our store is doing so well that we (open) a second location in March.
- 5 My uncle (sell) his organic fruit for a year next week. It's been a great success.
- 6 'Where (we / meet) Thomas? By the entrance?'

5 Complete the sentences using the prompts in brackets. Use different structures to express the future.

- 1 Monica (due / arrive / ten minutes). Is everything ready?
- 2 I (do / shopping / five o'clock) tomorrow.
- 3 We (see) each other tonight. I hope we (go) to a nice restaurant.
- 4 My friends (organise) a surprise party for my boyfriend. We must decide which venue to book.
- 5 This shoemaker's (about / go out of business) because people don't have their shoes repaired anymore.
- 6 We (work) in this store for five years next month. It'll be the time to celebrate.



SKILLS PRACTICE

6 Complete the sentences with the missing words.



If it was up to me, I'd definitely c e to do the shopping in a supermarket. The r n for my choice is simply convenience. I'd r r save time than waste it going from shop to shop.



To my m d, the best choice would be a local market. My p e is actually always to shop at outdoor markets. One good reason for c g this place for shopping is that markets are the only places selling good quality organic produce.

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

- I think that there has been a steady fall in the number of newsagents across the country.
As far as I , the number of .
- I believe that people are likely to be paying by card rather than in cash in the future.
I am that people will .
- When it comes to the economic aspect, online stores offer better deals than traditional shops.
From , traditional shops .
- When it comes to the number of mobile services, I think there will be a rapid increase.
As the number of mobile services, .

8 Work in pairs and test each other.

Student A: go to page 139.

Student B: go to page 145.

ENGLISH IN USE

9 UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

ONLINE RETAILERS AND COMPLAINTS

Imagine you desperately need a new dressing ¹ that will keep you warm on those chilly autumn evenings. You hunt ² the right style and colour and place an order with a retailer that promises customer satisfaction and express delivery. A week later, you still don't have your purchase even though it was ³ to have arrived in 48 hours. And when the parcel has finally been delivered to your doorstep, there's a pair of kid-sized knee pads but no information about the shop's return policy. What can you do?

Some people ⁴ probably go online and try to contact the seller through social media channels.

Others might ask a chatbot to help with the issue. Chatbots are gaining popularity and, in the near future, most companies are ⁵ to use artificial intelligence to communicate with customers. Still, the results of a recent survey in the UK prove there are better ways of filing a complaint. In fact, the most efficient way of having your complaint looked ⁶ and dealt with is by talking to a staff member. If face-to-face communication is not possible, talking to a real human being on the phone or via a video call should be equally effective. On the other hand, the survey results suggest that the least effective communication method is sending a complaint by traditional post.

10 TŁUMACZENIE FRAGMENTÓW ZDAŃ Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- Mr Thomas is very experienced. He (*będzie pracować jako*) a proofreader for 20 years when the book is published.
- I love this cardigan, but while it's the right size for me, I feel it (*nie będzie pasować do*) most of my clothes.
- By the end of the summer, the Morgans (*splątą*) the loan they took out to open an estate agency.
- The price of electronics (*stopniowo spada*) over the last year, but this trend is unlikely to continue for long.
- Most sources agree that the Black Friday tradition (*sięga*) the 1950s or 1960s.
- The carpenter (*ma naprawić*) my kitchen cupboards today, but he hasn't arrived yet.





LISTENING

- 11** CD 1.29 **TEKST Z LUKAMI (NOTATKA)** Usłyszysz dwukrotnie wypowiedź na temat odpowiedzialnej konsumpcji. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–7 w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

The Green Pound

Unlike the grey pound which refers to the money which ¹ are willing to spend, the green pound stands for the ways in which we can spend money and ² at the same time.

Clothes

- issue: ³ consumption
- industry solution: use ⁴
- better solution: buy less or in ⁵

Food

- issue: meat less sustainable than plant products
- industry solution: meat-free meals (even ⁶ than meat)
- optimal solution: ⁷ in advance

- 12** CD 1.29 **ODPOWIEDZI NA PYTANIA** Wysłuchaj wypowiedzi dotyczącej odpowiedzialnej konsumpcji ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- 1 How much water is needed to produce a single pair of denim trousers?
- 2 According to the speaker, how are beef and chicken meat different?
- 3 What does the speaker say about the recent changes in the consumption of meat?
- 4 What two ideas does the speaker suggest in order to eat in a more environmentally-conscious ways without spending too much money?

SPEAKING

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

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3. Przebywasz u znajomych w kraju, w którego języku znasz tylko kilka podstawowych słów. Obiecałeś/Obiecałaś przygotować kolację i musisz kupić niezbędne składniki.

- Wybierz miejsce, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Why do you think more and more grocery shops have self-service checkouts installed?
- 2 What could an owner of a bricks-and-mortar grocery store do to compete with online shops?
- 3 Some people think that authorities should impose tougher restrictions on where new supermarkets and shopping centres can be built. Do you agree? Why? / Why not?
- 4 Do you agree that 'the customer is always right'? Why? / Why not?

WRITING

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

Coraz częściej po dokonaniu zakupu w sklepie internetowym lub skorzystaniu z usługi jakiejś firmy jesteśmy zachęceni do podzielenia się naszą opinią (np. wystawienia oceny lub napisania krótkiej recenzji). Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat zamieszczania recenzji w Internecie, biorąc pod uwagę punkt widzenia konsumentów i sprzedawców.

1 Can you name some ways in which our world is interconnected? What evidence of this do you see in your own life?

2 Work in pairs. Look at the list of global issues and number them in order of importance. Which are the most urgent where you live?

- poverty and hunger
- loss of national identity and culture
- pollution and climate change
- access to good education
- political and personal freedom
- income gap between the rich and the poor

3 Read the opinions about globalisation below. What positive and negative aspects of globalisation do the people mention?

4 Match the parts of the phrases. Check your answers in the text in exercise 3. Then divide the phrases into positive (P) and negative (N).

- | | |
|-------------|---|
| 1 promote | a communication |
| 2 increase | b cultural understanding |
| 3 create | c unfair competition |
| 4 destroy | d prejudice |
| 5 reduce | e the gap between the rich and the poor |
| 6 encourage | f the natural environment |
| 7 improve | g vibrant workplaces |
| 8 end | h unemployment |
| 9 widen | i international trade |

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

- The government plans to by creating new jobs in wind and solar energy production.
- By bringing together young people from all parts of the world, our organisation hopes to against other cultures.
- I believe that companies which to increase their profits should pay large amounts of money to repair the damage they have caused.
- Widespread access to the Internet has certainly between people of different nationalities.
- In order to attract the best employees, companies are making an effort to where people are really motivated to work.

6 **CD 2.01** Listen to the conversation. Put one to three words in each gap.

- Victor believes the summit is a good way to between countries.
- The journalist says he support globalisation.
- Victor says that globalisation is a good thing, but also that it has .
- According to Victor, large companies do not always to improve local life.
- Victor says it's difficult for workers to when they move to the cities.
- The journalist says that Victor's experiences will what is really happening in his country.

VOCABULARY CHALLENGE! Unit 4, page 130, exercise 1

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

'I have no country to fight for. My country is the Earth. I am a citizen of the world.' What do you think about this quote?

WHAT IS YOUR OPINION OF GLOBALISATION? LEAVE YOUR COMMENTS HERE!



1 As a young person from Cambodia, I can see both sides of globalisation. For me, the most positive aspect is that it **improves communication** between people and **promotes cultural understanding**. I have online friends from all over the world, and I think we understand each other through photos, videos and social media posts. In this way, we get closer to **ending prejudice** because we can see how similar we are and how much we have in common.

Chanthavy, 17, Cambodia

People are always pointing out the positive aspects of globalisation, but they don't like talking about the negative ones. When multinational companies come to developing countries, it does **increase international trade**, but I think it's at the expense of the inhabitants of those countries. In many cases, they **destroy the natural environment** in order to use the resources, and they also **encourage unfair competition** because small local businesses don't have the money or technology to compete. It's also true that working conditions are often bad, and the workers make very little money, which just **widens the gap between the rich and the poor**.

Ajani, 17, Nigeria



3 Personally, I don't see many downsides to globalisation. In my country, it's been great to see all the new foreign investment in growing fields like information technology and research. Big businesses are **creating vibrant workplaces** where young people can use their knowledge and skills. Also, the economic growth has **reduced unemployment** and helped improve the quality of life.

Pavel, 18, Czechia

- 1 What was the last promise you made to someone? Did you keep it? What was the last suggestion you gave someone? Did they follow it?

- 2 **LANGUAGE IN CONTEXT** Read the email below. Why didn't Bill attend the meeting? What does he suggest and why?

Hi Kim!

I finally got hold of Bill last night and asked him to explain why he hadn't been at the World Talk meeting on Wednesday. He explained that his mum had asked him to babysit at the last minute, and he promised that he would call first if it happened again. When I accused him of being bored with the group, he denied feeling that way and insisted that he still wanted to be a part of it. I warned him to be careful about missing meetings, and he agreed that the group couldn't function unless everyone attended. Then, he suggested meeting less often since all of us are so busy with schoolwork. I offered to bring up the issue at the next meeting, and I asked him to remind me to do so. Before we hung up, he congratulated me on winning the essay prize and advised me to keep writing, saying that I could become a journalist in the future. I claimed not to be that ambitious, but of course you know that I really am! Later,

Pamela

- 3 **ANALYSE** Copy and complete the table with the reporting verbs from the email in exercise 2. Some reporting verbs follow more than one pattern.

REPORTING STRUCTURE	REPORTING VERBS
verb + <i>that</i> + verb clause	
verb + <i>to</i> + infinitive	
verb (+ object) + preposition + <i>-ing</i>	
verb + <i>-ing</i>	
verb + object + <i>to</i> + infinitive	

- 4 Add the following reporting verbs to the table in exercise 3.

admit demand invite order object to mention
 assure sb reply state regret report beg
 boast convince propose urge

! Tip

We use **add** when someone continues to talk about the same subject, e.g. *Maria reminded me to return the book to her and added that someone else wanted to read it.*

- 5 **PRACTISE** What did the people actually say? Write the sentences in direct speech.

- Marla promised to give a presentation at the next meeting.
- My friends insisted that I apply for money to go to the conference.
- Paul congratulated Tina on having given such a fascinating speech.
- Lois offered to help us set up the conference.
- Amat claimed that he was the son of a prince.

- 6 Write the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than six words.

- Larry (accuse / we / not / tell / he) about the change of time of the meeting.
- The doctor (instruct / me / dad / rest) and suggested taking some vitamins.
- Jane (threaten / tell / mum) about the fact that I played truant last Friday.
- (teacher / admit / film) had been available on the school website before the test.
- My sister (apologise / give / Greg) the wrong time for the TV documentary about globalisation.

- 7 Report the following mini-dialogues. Use the reporting verbs given.

- 'You showed someone else my speech!' Mike said.
'I absolutely did not show anyone else your speech!' Kayla said. 'I would never do a thing like that.' (accuse, add, deny)
- 'It's great that you've won a scholarship to go to the conference!' David said.
'It's wonderful, isn't it?!' Ina said. 'I wouldn't be able to attend without it.' (exclaim, congratulate, add)
- 'Are you definitely going to take part in the global conference next week?' Shane asked.
'Yes, I really am, and I think you should go as well,' Patty said. (assure, ask, suggest)
- 'I got more comments on my web page than anyone else!' Milo said.
'You really shouldn't brag like that,' Jane said. 'It makes you sound conceited.' (boast, advise, warn)

GRAMMAR CHALLENGE! Unit 4, page 130, exercise 1

- 8 **NOW YOU DO IT** Work in pairs. Complete the sentences so that they are true for you.

- Recently, I've decided ...
- Lately, I refused ...
- Not long ago, a lot of people in my class complained about ...
- A lot of teachers expect teenagers ...

- 1 Work in pairs. Describe the pictures. What natural disasters may have caused the problems shown in the pictures?



- 2 What recent natural or humanitarian disasters have you heard about? Look at the list below and discuss how a disaster could affect these aspects of daily life. What can people from other countries do to improve the situation?

physical health food and water housing
crime transportation schools and public facilities
government wildlife

- 3 **CD 2.02** Listen to three speakers. Answer the question below.

Which text is ...?

- a formal b semi-formal c informal

- 4 **CD 2.02** Listen again and choose the correct answers.

- What sort of experience did the first speaker have?
 - eye-opening
 - discouraging
 - inspiring
 - frightening
- The second speaker's main point is that
 - Haiti is making no progress at all.
 - sending money to Haiti is pointless.
 - not enough has improved in Haiti.
 - disease is destroying Haiti.
- The third speaker's purpose is to
 - thank people for their help in Australia.
 - remind people of the ongoing problems in Australia.
 - reassure people about the situation in Australia.
 - criticise people for their lack of concern about Australia.

- 5 Read the words and phrases from the recording and put them into the correct categories.

please consider sending due to corruption
really cool deeply disturbing really heavy sort of
really gross has tragically prevented
I am here to tell you you don't have a clue
some aspects have deteriorated
many things have improved I'm definitely in!

Formal

Informal

- 6 Replace the underlined parts of the sentences with the words below.

facilities corruption privileged move forward fade
donate fundraiser

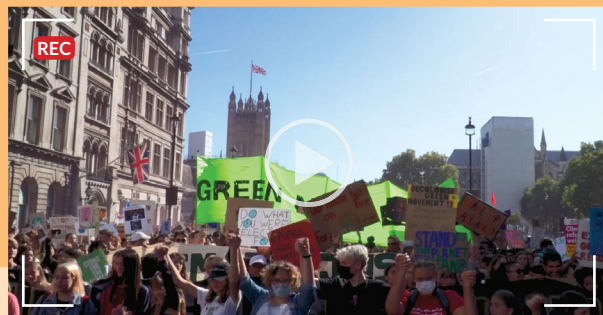
- Our interest in disasters and tragedies tends to diminish as the months pass.
- We organised a money-raising event to help the animals that suffered.
- The dishonest behaviour of politicians in some countries means that the money we give doesn't always go to the victims.
- It is often hard for wealthy people to understand the challenges in poor countries.
- There are certain organisations that I give money to every year.
- This village needs space and equipment for education and clean water.
- With all the help they have received, the economy should recover quickly after the disaster.

- 7 **CD 2.03** Listen to someone being interviewed about the antiglobalisation movement. What is the woman's area of expertise? What has she just done?

- 8 **CD 2.03** Listen to the interview again and complete the summary. Put one to four words in each gap.

According to Ms Martins, the term 'antiglobalisation' is confusing because it is not ¹ . On the one hand, liberal activists fear that ² will gain control of the world economy. They also fear that countries will lose their ³ and will no longer have a say over their own futures. Furthermore, they see a threat to the environment because they think companies can ⁴ rules. On the other hand, there is another type of antiglobalisation activists who want to protect ⁵. Ms Martins believes that this second attitude doesn't encourage ⁶ between nations.

Critical thinking



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

- What might these people be protesting against?
- Would you join a protest like this? Why? / Why not?

impersonal and personal constructions with passive voice • it as a preparatory object

1 Work in pairs. Look at the picture in exercise 2. Who is the girl? What do you know about her?

2 **CD 2.04** **LANGUAGE IN CONTEXT** Read and listen to the story. What factors make Greta's achievement surprising?

When Greta Thunberg began speaking out about the dangers of climate change in 2018, it was assumed that she was a person of little influence. After all, she was only 15 years old, and she was the only person in front of the Swedish Parliament calling for action to solve the climate crisis. Very soon, however, she was being talked about worldwide. Greta is now said to be one of the most influential people in the world. Interestingly, it is believed that her Asperger's syndrome* has given her the ability to speak honestly and not to be put off by criticism. Actually, she doesn't seem to mind it when famous people make fun of her. When a world leader said she needed to work on her 'anger management problem' and go see a movie like a normal teen, she changed her Twitter biography to read: 'A teenager working on her anger management problem. Currently chilling and watching a good old fashioned movie with a friend.' She may have started an international movement, but she still has a sense of humour!



* Since 2022 Asperger's syndrome has been classified by WHO as Autism Spectrum Disorder.

3 **ANALYSE** Copy and complete the table with the examples from the text in exercise 2.

ACTIVE	IMPERSONAL PASSIVE (it + passive + that clause)	PERSONAL PASSIVE
People now say that she is one of the most influential people in the world.	It is now said that she is one of the most influential people in the world.	1
People believe that her Asperger's syndrome has given her the ability to speak honestly and not to be put off by criticism.	2	Her Asperger's syndrome is believed to have given her the strength to speak honestly and not to be put off by criticism.
People assumed that she was a person of little influence.	3	She was assumed to be a person of little influence.

4 Choose the correct words to complete the rules.

- We use passive reporting structures to report **opinions and facts** / **events** without naming the **source** / **reason**.
- Passive reporting structures are usually used in **informal** / **formal** situations.

5 Read the rules in the table and the text in exercise 2 again. Complete the table. Find an example of one of the structures below.

<i>hate / like / love / mind + + when / that ...</i>
<i>would appreciate + it + if ...</i>
<i>leave / owe + it + to sb ...</i>
<i>consider / find / think + it + adjective / noun / prepositional phrase + that ...</i>

! Watch out

It is sometimes used as a preparatory object. This happens when the object of a verb is an infinitive expression or a clause with an adjective or noun complement.

subject + verb + it + complement + infinitive/clause

I find it difficult to talk to strangers. ('it' stands for the object: to talk to strangers)

6 **PRACTISE** Rewrite each sentence in two different ways using impersonal constructions.

- People say that this organisation connects youth from many different countries.
- Many people believe that Gandhi spread the concept of civil disobedience around the world.
- They hoped that globalisation would eliminate poverty in developing countries.
- Experts claim that social media has become a huge influence on global opinions.

7 Write sentences from the prompts using impersonal constructions.

- it / say / important cultural sites / be at risk / in unstable countries
- young people today / believe / have / stronger political opinions / than previous generations
- it / assume / world peace / be a reality / by the end of the 20th century
- scientists / think / be / our best example / international cooperation

8 Rewrite the sentences using constructions with *it* and the verb given.

- It doesn't bother me when organisations ask me for donations. **MIND**
- Does it strike you as sad that so many languages are dying out around the world? **FIND**
- Could you please send me the conference schedule very soon? **APPRECIATE**
- I enjoy being contacted by people from other countries on social media. **LOVE**

9 **NOW YOU DO IT** Work in pairs and discuss the statements below. Use some impersonal constructions.

- Most young people are assumed to have little interest in international affairs.
- Social media is thought to spread negative influences from other countries.

- 1 Work in pairs and do the quiz on the right. Check your answers on page 138.

- 2 Work in pairs. Ask and answer the questions.

- How important do you think it is for young people in Poland to have a good command of the English language?
- What do young people use English for in their everyday lives?
- What do you find the hardest and the easiest about learning English at B2+ level? What are the main challenges that you're facing?

- 3 **CD 2.05** Read the text and choose the correct answer.

What is the main purpose of the text?

- to bluntly warn against simplifying English
- to discourage students from learning Globish
- to familiarise the reader with the concept of Globish
- to dismiss the idea of Globish as a necessary communication tool

HOW WIDESPREAD IS ENGLISH?

- Which language has the most native speakers?
a Spanish b English c Mandarin Chinese
- What percentage of the world population speaks English as their mother tongue?
a 5% b 20% c 30%
- How many people speak English as a foreign language?
a 400 million b 600 million c 1.1 billion
- What percentage of the information stored in the world's computers is in English?
a 60% b 70% c 80%



Emerging trends in English



A How much English is enough to claim that you know it? Is it necessary for you to sound as close to a native speaker as possible, or doesn't it matter as long as you can get by? As most communication in English across the world happens between non-native speakers, these and similar questions have puzzled linguists, policymakers, teachers and students alike for a number of decades now. One of the **emerging global trends** is the so-called Globish, a very simple form of English codified by Jean-Paul Nerrière, a former vice president of IBM in the USA. His idea is to massively reduce the number of words or phrases to learn in English from around 20 to 30 thousand (remembered by an average native speaker) to a mere 1,500 required to enter a conversation or conduct a business deal with people the world over. Multinational, non-native contexts need no complex phraseology or highly advanced grammar constructions.

B Mr Nerrière has come up with the 1,500-strong Globish vocabulary list and encourages users to communicate by means of these expressions only. He also advises against producing any metaphors or using humour, and instead urges speakers to rely on gestures and visual aids. According to his advice, neither should people learn synonyms as it's enough to say 'strange' rather than cram 'bizarre', 'eerie', 'weird', etc. The software he developed allows anyone to check if the text is Globish-friendly. For example, in the following fragment, it underlines the words in red as unnecessarily difficult:

*One of the **toughest** things about English is that although there are rules, there are **countless** exceptions to those rules – so just when you think you can **handle** a rule, something comes along to **shatter** the rule you thought you've **mastered** by **contradicting** it.*

C Mr Nerrière claims that Globish is already spoken by millions of people and there's no going back. And what he proposes actually makes a lot of sense. If two people for whom English isn't a native language want to communicate, why should they master the Queen's English? Also, he adds that 'if you lose a contract to a Moroccan rival because you're speaking an English that no one apart from another anglophone understands, then you've got a problem'. The same goes for people gaming. The way they talk has to be simple and efficient, so why bother using fancy language?! Such an approach to English, if implemented, would have **far-reaching implications** for what happens in class. Some of the **likely consequences** would be acquiring far less vocabulary and grammar, which may not please those for whom English is just a beautiful language to learn regardless of all its oddities.

D Globish may have a **major impact** on the world of business and an **increasing influence** on some language instructors who emphasise the importance of communication in the classroom at the expense of perfecting your grammar and lexis. **Changes** are **inevitable**, but there are still millions of people who need advanced English for study and work purposes or simply to enjoy a TV series in its original form, where Globish won't be enough. Think about yourself: if you hadn't studied English hard, you wouldn't be able to understand this text! So, keep on studying English! You could always simplify it if it's required of you. Anyway, some will always view the Globish trend with suspicion, some will reject the idea flatly while others may incorporate some of its principles into their learning or teaching. How do you feel about it?

4 Match the paragraphs (A–D) with the questions (1–5). One paragraph matches two questions.

In which paragraph does the author

- 1 mention non-linguistic means speakers can depend on in communication?
- 2 exemplify the point he's trying to make?
- 3 justify why in some situations Globish prevails?
- 4 give the reason why different people may consider Globish useful?
- 5 show his awareness of different attitudes to Globish?

5 Read the text again. Write questions for the answers given. Use your own words as much as possible.

- 1  He wanted to simplify international communication.
- 2  He suggests that people should avoid metaphors, humour and advanced grammar structures in international contexts.
- 3  He regards it as pointless because you don't need to learn so many similar words.
- 4  Yes, it is, especially with the teachers who value communication over complexity.
- 5  They include academic or professional needs.

6 Complete the sentences so that they are true according to the text in exercise 3.

- 1 The author begins the text with a couple of questions in order to make the reader consider .
- 2 The numbers 20–30 thousand and 1,500 are provided in order to .
- 3  can help you check if a text is compatible with Globish.
- 4 The features which  simplicity and efficiency in communication.
- 5 The author advises young people to study English hard and suggests that if they know standard English,  if necessary.

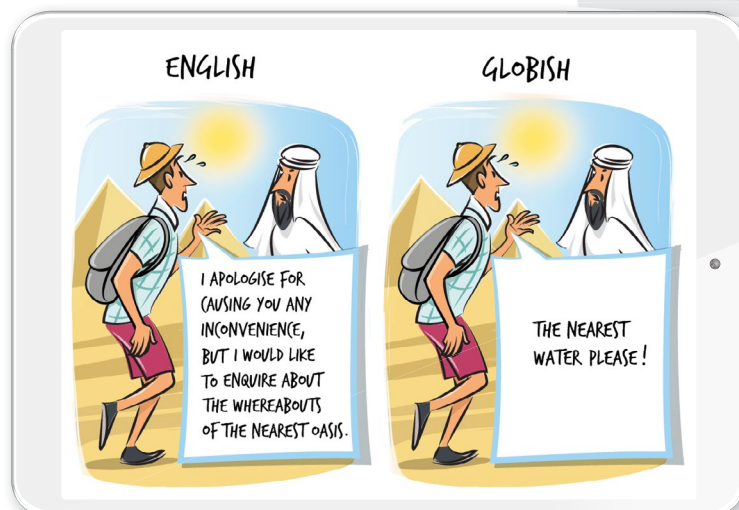
7 Work in pairs and answer the questions.

- 1 What do you think about the idea of Globish?
- 2 Why exactly are you learning English? How do you imagine using it in the future?
- 3 What would you like to study more of and less of in English? Why?

Vocabulary development

8 Find the adjectives which match the meaning of the words in brackets in the text in exercise 3 to complete the phrases below.

- 1  (*probable*) consequences
- 2  (*significant*) implications
- 3  (*new, developing*) global trends
- 4  (*growing*) influence
- 5  (*big*) impact
- 6  (*impossible to avoid*) changes



9 Rewrite the following sentences using the words in brackets. Make any necessary changes.

- 1 The way non-native speakers use English will significantly affect its grammar. (*major*)
- 2 According to linguists, English is going to change. (*inevitable*)
- 3 We should always think about our actions and what they may lead to. (*likely*)
- 4 Bilingual schools are developing all over the world. (*emerging*)
- 5 Globalisation has a strong effect on the development of English. (*far-reaching*)

10 Find the verbs which collocate with the following expressions in the text in exercise 3. What nouns are formed from these verbs?

- 1  the number of words to learn
- 2  on gestures and visual aids
- 3  far less vocabulary and grammar
- 4  the importance of communication

11 Work in pairs. Test each other on the vocabulary from this lesson.

What does X mean? What is the synonym/antonym of X?
Can you make a sentence with X?

VOCABULARY CHALLENGE! Unit 4, page 130, exercises 2 and 3

12 Work in pairs and make a list of things you could not do without knowing English. Then compare your list with another pair. The pair whose list is the longest wins.



1 Work in pairs. Describe the pictures (1–3). Which illustrate(s) a positive effect of globalisation, and which illustrate(s) a negative effect? Give reasons for your answers.

2 Work in pairs. Which of the statements below do you find most surprising or thought-provoking? Which ones don't surprise you at all?

- The 48 least developed countries in the world account for just 0.4% of world trade.
- The proportion of people living in poverty keeps falling, but the wealthiest 20% receive around half of the world's income.
- Of the world's 100 largest economies, 50 are transnational corporations.
- In 2017, more than 36 million jobs (one in seven) in the EU were supported by exports to countries outside the EU.

3 Work in pairs. Read the topic of the presentation and then suggest three bullet points for the topic that you could discuss in the exam.

Jaki jest wpływ globalizacji na zmiany zachodzące we współczesnym świecie?

-
-
-

4 **CD 2.06** Listen to a student giving a presentation on a topic in exercise 3. Write down the following information:

- 1 what three points he develops and what arguments he gives to develop each point;
- 2 what stand-alone linking phrases he uses to connect ideas;
- 3 what sentences and longer phrases he uses to connect ideas;
- 4 what expressions he uses to introduce his opinions.

5 Study the Phrase Bank. Find expressions which do not match the two headings below. What do they express?

PHRASE BANK

Organising your presentation in clear stages and linking ideas

I would like to begin my presentation by saying ...
In this presentation I wish to discuss ...
Would you agree that ... | What makes me say so is ...
Let me start with ... | When it comes to ...
Last but not least, ... | Furthermore, ...
Therefore, it is worth mentioning that ... | I'm in favour of ...
Other aspects which deserve merit are ...
To sum up, ... | It leads to ...

Expressing result and talking about influence

It influences the lives of ... | to my way of thinking ...
It is visibly affected by ... | due to the fact that ...
it may lead to / result in ... | I would like to point out that ...
This means ... | It goes without saying that ...
It has had a tremendous impact on ... | it is likely to cause ...
I doubt anyone could deny ... | As a consequence, ...



6 Work in pairs. Create a bank of at least five phrases which could help you express your personal opinion.

! Tip

When you have to deliver a presentation, remember to:

- use the 2 minutes preparation time to make good notes on the points to discuss,
- cover all the three points fully, not superficially,
- develop your arguments and say why you have a particular opinion,
- give examples for the situations you refer to,
- organise your presentation into clear stages by using linking words,
- use synonyms and avoid repeating the same language.

7 Read the presentation topic and do tasks 1–4 below.

Czy globalizacja kształtuje zachowania i poglądy współczesnego człowieka?

- Wygląd i moda
- Postrzeganie świata
- Poczucie przynależności narodowej

- 1 Decide how you would answer the question in relation to each of the bullet points.
- 2 Make a list of arguments you could use in your presentation and examples you could use to support them.
- 3 Think of how to start the presentation and choose some linking words to connect your ideas from point 1.
- 4 Turn your ideas into extended notes that you could use to deliver your presentation.

8 Work in pairs and listen to each other's presentations for the topic in exercise 7. Did you use the same arguments? What linking words did you use in the introduction, the main body and the conclusion?

9 Read the examiner's questions to the task in exercise 7 and take turns to answer them.

Questions for Student A

- 1 How has popular culture been affected by globalisation?
- 2 What can you learn by taking part in an exchange programme?
- 3 Why do you think some people oppose the idea of globalisation?

Questions for Student B

- 1 Do you think it would be a good idea if people could live and work in any country they liked without restriction?
- 2 Cities across the world have started to look the same in terms of the shops and entertainment options. Do you think it's a welcome development?
- 3 How would you like modern societies to develop?

1 Work in pairs. Answer the questions.

- 1 What well-known Polish brands can you name?
- 2 Do you think that more should be done to promote Polish products? Why? / Why not?

2 Read the text and choose the correct answers.

As an antiglobalist at heart, when I travel, I look for places which have their own cultural identity. Last year, I was in the UK, where a friend of mine suggested ¹ a small town called Totnes. I had not heard of the place before, so my friend ² to me what made Totnes so special. It was a historical town which had hit the headlines after its citizens made a successful attempt to stop the opening of chain coffee shops in the High Street. When I went there, I stopped for a coffee at a local café and asked the owner how they ³ to prevent a large international company from moving to Totnes. The man said that the citizens knew that such a decision would pose a threat to their businesses and would turn Totnes into another clone town, so they had campaigned fiercely against it. Almost 6,000 people signed a petition and around 300 wrote to the council to object to the idea. The man clearly took pride in what they ⁴ despite all the difficulties.

- | | | | |
|-------------|-------------|------------|-----------|
| 1 a visit | b to visit | c visiting | d a visit |
| 2 a told | b explained | c said | d advised |
| 3 a managed | b have | c had | d would |
| | managed | managed | manage |
| 4 a had | b achieved | c have | d would |
| | achieved | achieved | achieve |

Watch out

Observe the different uses of **speak**, **tell** and **say**:

Monica **said** (to Liz) that she would join the protest.

Monica **told** Liz that she would join the protest.

Robert **is speaking**, so please be quiet.

Can I **speak** to Joe, please? I'd like to **speak** to him about an important issue.

3 Which of the words and phrases below do not go with the verbs in capitals?

SAY: goodbye, sorry, the truth, what you think, the obvious, the same

SPEAK: a foreign language, a secret, your mind, in favour / against something, highly of someone

TELL: a lie, the time, your age, a prayer, a joke, the difference

4 Complete the sentences with the correct form of the verbs **speak**, **say** or **tell**.

- 1 I promised I in favour of promoting local businesses.
- 2 me what the representative of the local council to you.
- 3 She keeps lies. I won't to her until she the truth.
- 4 Martin usually his mind even if people criticise him for it.
- 5 'Hello, this is Amanda . Can I to Paula, please?'

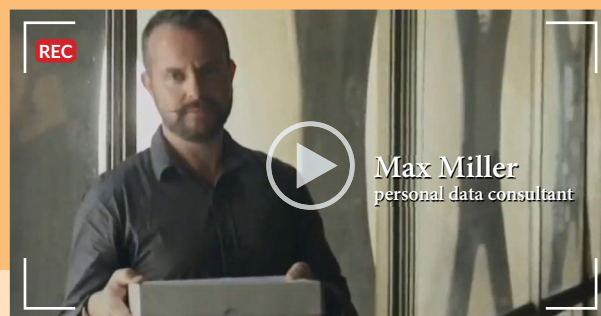
5 Complete the second sentence so that it means the same as the first one using the word given. Write no more than five words. Do not change the word given.

- 1 The protesters said that the mayor was guilty of ignoring their problems. **ACCUSED**
The protesters their problems.
- 2 My father said, 'Well done!' when I passed my exams. **CONGRATULATED**
My father my exams.
- 3 We set up our coffee shop five years ago. The anniversary is tomorrow. **WILL**
Tomorrow, we our coffee shop for five years.
- 4 Mike is always telling everybody about his great sporting achievements. **BOASTING**
Mike his sporting achievements are great.

6 Complete each set of sentences with the same word.

- 1
 - The income ... between the rich and the poor is increasing.
 - Mind the ... between the chairs when sitting down.
 - Ellen didn't want to talk any more, and there was an awkward ... in our conversation.
- 2
 - What a good campaign! I'm definitely ...
 - Globalisation has resulted ... greater movement of people.
 - I haven't enjoyed myself like this ... years.
- 3
 - Piotr has ... a good knowledge of Japanese.
 - I have recently ... a taste for green olives.
 - Has the council ... more land for a new school?
- 4
 - How can you explain the ... of interest in your studies? Are they too difficult for you?
 - Are you worried that globalisation could cause a ... of national identity?
 - The company is making a big ... after the closure of its main factory.

Critical thinking



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

- 1 What do you think the man does for a living?
- 2 What would someone be able to find out about you (looks, personality, interests, etc.) by looking at your social media accounts?

1  Look at the poster on the right. Work in pairs and answer the questions.

- 1 Would you be interested in taking part in a programme like this? Why? / Why not?
- 2 What skills would you expect to learn or develop during the Erasmus+ programme?

2  Read the example article below and complete the missing information in the writing task.

Uczestniczyłeś/Uczestniczyłaś w europejskim projekcie współpracy międzyszkolnej, umożliwiającym zdobywanie nowych umiejętności. Chcesz zachęcić rówieśników do skorzystania z tej możliwości rozwoju. Napisz **artykuł** (200–250 wyrazów), w którym ¹  oraz wyjaśnisz, jakie ² .

How many experiences in your life would you call truly unforgettable? When my teacher asked me this question, I did not realise that it was her way to encourage me to participate in a programme called Erasmus+. I did not hesitate to take advantage of this opportunity to travel and learn.

The aim of the project was to teach young people some universal work-related skills. Together with ten other students from my school, we spent an enormously productive week in a secondary school in Germany, where we learnt how to apply for a job in the EU and practised for future interviews. Additionally, we worked with students from all over the EU and exchanged ideas about our career plans. It was an immensely rewarding experience.

I can assure you that such a project is highly beneficial to young people. Initiatives of this kind bring people from different countries together and offer them a chance to learn something genuinely useful for their future lives. Also, it is a golden opportunity for putting interpersonal skills to the test while interacting with people from different backgrounds. Last but not least, programmes like this promote cultural understanding as young people from various countries learn about different traditions and beliefs.

In brief, I strongly believe that programmes like Erasmus+ are a must for any school interested in teaching practical skills. There are numerous schemes on offer, so if I were you, I would consider getting involved in one of them.



JOIN ERASMUS+

and become one of the 4 million young people across Europe to share knowledge and experience, acquire transferable skills and increase your employability in the future. It's also a great opportunity to practise foreign languages and develop sports skills.

3 Answer the questions.

- 1 Who is the target reader of this article? What is its purpose?
- 2 Do you think the article will appeal to the target reader? Why? / Why not?
- 3 Can you think of an interesting title for this article?

4  Read the Phrase Bank and choose the correct options. Which phrases sound more formal, and which sound informal?

PHRASE BANK

Persuading

I can ¹**assure** / **ensure** you that ...

I believe it would be ²**benefit** / **beneficial** for you to ...

Programmes like Erasmus+ are ³**a must** / **a need** for any school interested in ...

If I were in your ⁴**shoes** / **places**, I would ...

I suggest that you ⁵**participate** / **part** in this activity since it will ...

Don't ⁶**pass** / **miss** up the chance to ...

Taking part in this project will certainly ⁷**bring** / **give** you the opportunity to ...

Why don't you ⁸**have** / **give** it a go?

By engaging in this activity, you will ⁹**profit** / **acquire** a number of skills.

5 Read the topics of four articles below. Decide who the target reader is in each case.

- 1 a school magazine article encouraging students to take part in an antiglobalisation march
- 2 an article in a local newspaper convincing people that they should get involved in voluntary work
- 3 an article on an international forum persuading young people to apply for EU funds to learn a foreign language
- 4 an article encouraging teachers to participate in the Erasmus+ programme with their students

! Tip

Interesting titles often include one of the following:

- 1 a rhetorical question, e.g. *Could globalisation be both good and bad?*;
- 2 a quotation, e.g. *'We make a living by what we get, but we make a life by what we give.'* – Winston Churchill;
- 3 some astonishing (but real!) statistics, e.g. *Seventy per cent of students in our school claim not to have helped anyone in their life!*;
- 4 a surprising fact, e.g. *'Erasmus' means 'beloved'.*

- 6 Use the techniques in the *Tip* to suggest a catchy title for each of the articles from exercise 5. Compare your titles with your partner and choose the best ones.
- 7 Choose two topics from exercise 5 and write a few sentences to encourage the readers to take part in the projects described. Use the language from the Phrase Bank.

Do the negative consequences
of GLOBALISATION bother you?
Why don't you join us and show others that young
people care about social and economic issues?
Don't pass up the chance to meet
a bunch of passionate young activists who ...

- 8 In the example article in exercise 2, find the adverbs which go before the adjectives in bold. Then, complete the sentences with your own ideas.
- 1 For me, the **unforgettable** experience was ...
 - 2 The weekend was **productive** because ...
 - 3 I believe that taking part in this exchange programme will be **rewarding** since ...
 - 4 Teamwork seems **beneficial**, especially to people who ...
 - 5 I found the course **useful** due to the fact that ...

! Watch out

When you start working on a written assignment, it is advisable to begin with listing all the ideas connected with the task that come to your mind. It is called the **brainstorming method**. The next step is to choose the ones that would be the most interesting for your target readers. Also, decide which ideas you are able to describe in more detail.

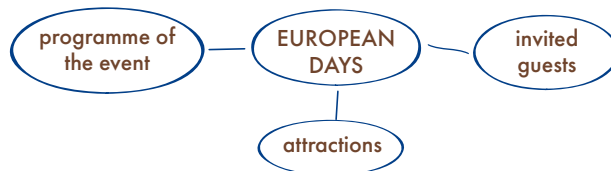


- 10 Work in pairs. Use the expressions from exercise 9 to answer the questions. Justify your opinions.
- 1 How may young people benefit from taking part in school exchanges?
 - 2 Why is teamwork considered so beneficial at schools and companies?
 - 3 What are the potential benefits of helping other people?

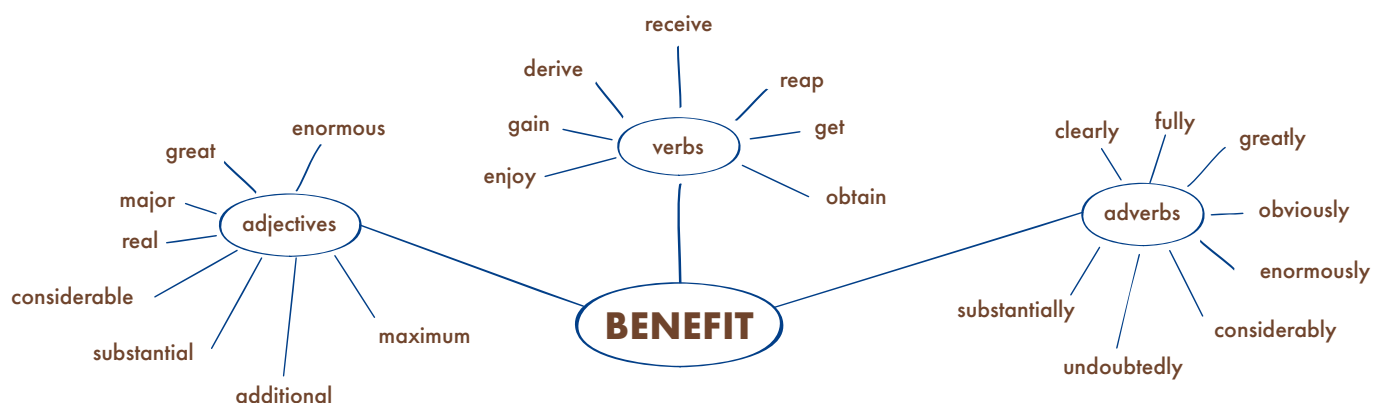
- 11 Read the writing task and the questions. In your notebook, brainstorm ideas using the map below. Then, do the writing task.

Uczestniczysz w organizowaniu w Twojej szkole Dni Europejskich. Chcesz zachęcić rówieśników do udziału w tej imprezie. Napisz **artykuł** (200–250 wyrazów), w którym opiszysz program imprezy i wyjaśnisz, jakie korzyści daje młodym ludziom integracja europejska.

- 1 Why is it worth attending?
- 2 Who will they meet?
- 3 What will teenagers find out during the event?



- 9 Read the word map for *benefit*, which is both a noun and a verb. Work in pairs and make sure you understand all the words.



Vocabulary MP3 28

at the expense of sth	/æt ði ɪks'pens əv ,sʌmθɪŋ/	kosztem czegoś
create vibrant workplaces	/kri'eɪt ,vaɪbrənt 'wɜː(r)kpleɪsɪz/	tworzyć pełne życia miejsca pracy
destroy the natural environment	/dɪ'strɔɪ ðə ,nætʃ(ə)rəl ɪn'vaɪə(r)nmənt/	niszczyć środowisko naturalne
encourage unfair competition	/ɪn,kʌrɪdʒ ʌn,fəə(r) ,kɒmpə'tɪʃ(ə)n/	promować nieuczciwą konkurencję
end prejudice	/end 'predʒʊdɪs/	wyzbywać się uprzedzeń
hunger	/'hʌŋɡə(r)/	głód
improve communication	/ɪm'pruːv kə'mjuːnɪ'keɪʃ(ə)n/	ułatwiać kontakt, komunikację
income gap	/'ɪŋkʌm ,ɡæp/	różnica dochodów
increase international trade	/ɪn,kriːs ɪntə(r)'næʃ(ə)nəl treɪd/	zwiększać zakres handlu międzynarodowego
national identity	/'næʃ(ə)n(ə)l aɪ'dentɪti/	tożsamość narodowa
personal freedom	/'pɜː(r)s(ə)n(ə)l 'friːdəm/	wolność osobista
poverty	/'pɒvə(r)tɪ/	bieda, ubóstwo
promote cultural understanding	/'prɒməʊt ,kʌltʃ(ə)r(ə)l ʌndə(r)'stændɪŋ/	promować porozumienie międzykulturowe
reduce unemployment	/'riːdʒuːs ʌnɪm'plɪmənt/	zmniejszać bezrobocie
resources	/'riːsɔː(r)sɪz/	bogactwa naturalne
summit	/'sʌmɪt/	szczyt, zjazd
widen the gap between the rich and the poor	/'waɪd(ə)n ðə 'ɡæp bɪ'twiːn ðə 'rɪʃ ænd ðə 'puːə(r)/	zwiększać przepaść między bogatymi i biednymi (ludźmi)

Grammar 1 MP3 29

boast	/'bəʊst/	chwalić się
get hold of sb	/'get 'həʊld əv ,sʌmbədi/	złapać kogoś, spotkać się z kimś
hang up	/'hæŋg 'ʌp/	odłożyć słuchawkę, zakończyć rozmowę telefoniczną
insist	/'ɪn'sɪst/	nalegać
object to sth	/'ɒb'dʒekt tə ,sʌmθɪŋ/	sprzeciwiać się czemuś
play truant	/'pleɪ 'truənt/	chodzić na wagary
state sth	/'steɪt ,sʌmθɪŋ/	oznajmiał coś
urge	/'ɜː(r)dʒ/	nakłaniać, namawiać

Listening and vocabulary MP3 30

antiglobalisation activist	/'æntɪɡləʊbəlaɪzəɪ'zɪv(ə)n ,æktɪvɪst/	antyglobalista
corruption	/'kɒ'rʌpʃ(ə)n/	korupcja
deeply disturbing	/'diːpli dɪ'stɜː(r)bɪŋ/	głęboko niepokojący
deteriorate	/'diːtɪəriəreɪt/	pogorszyć się
diminish	/'dɪ'mɪnɪʃ/	zmniejszać (się), maleć
donate	/'dɒnə'teɪt/	dawać (datek), ofiarować
due to corruption facilities	/'djuː tə kə'rʌpʃ(ə)n/	z powodu korupcji
fade	/'feɪd/	urządzenia, infrastruktura
fundraiser	/'fʌnd'reɪzə(r)/	blaknąć, słabnąć
go to waste	/'gəʊ tə weɪst/	zbiórka pieniędzy
I'm definitely in!	/'aɪm 'defɪnɪtli 'ɪn/	zmarować się
		Wchodzę w to!

left-wing /'left'wɪŋ/
money-raising event /ˌmʌni'reɪzɪŋ 'ɪvent/
move forward /ˌmuːv 'fɔː(r)wəd(r)d/

please consider sending prevent /'pliːz kən'sɪdə(r) 'sendɪŋ/ /'priːvent/

privileged really cool really gross really heavy /'prɪv(ə)lɪdʒd/ /ˌnəli 'kuːl/ /ˌnəli 'grɒs/ /ˌnəli 'hevi/

self-determination sort of /'selfdɪ'tɜː(r)mɪ'neɪʃ(ə)n/ /'sɔː(r)t ɪv/

utilities volunteer /'juːtɪ'lɪtɪz/ /ˌvɒləntə(r)/

wealthy you don't have a clue /'welθi/ /jə ,dʌənt ,hæv ə 'kluː/

Grammar 2 MP3 31

call for action	/'kɔːl fɔːr 'æksj(ə)n/	wzywać do działania
civil disobedience	/'sɪvl ,dɪsə'biːdɪəns/	obywatelskie nieposłuszeństwo
conference schedule	/'kɒnfərəns 'ʃedʒuːl/	harmonogram konferencji
die out	/'daɪ 'aʊt/	wymierać, zanikać
make fun of sb	/'meɪk 'fʌn əv ,sʌmbədi/	wyśmiewać się z kogoś
speak out	/'spiːk 'aʊt/	mówić o czymś publicznie, otwarcie

Reading and vocabulary MP3 32

acquire far less vocabulary	/'ækwɪə(r) fɑː(r) 'les və'kæbjəl(ə)rɪ/	przyswajać o wiele mniej słownictwa
anglophone	/'æŋɡləfəʊn/	osoba, dla której język angielski jest językiem ojczystym
emerging trends	/'ɪmɜː(r)dʒɪŋ 'trendz/	wytapiające się trendy
emphasise the importance of sth	/'emfəsaɪz ði ɪm'pɔː(r)t(ə)ns əv ,sʌmθɪŋ/	podkreślać wagę czegoś
far-reaching implications	/'fɑː(r) riːtʃɪŋ ɪm'pli'keɪʃ(ə)nz/	dalekosiężne skutki
get by	/'get 'baɪ/	radzić sobie
implement	/'ɪmplɪment/	zastosować
increasing influence	/'ɪn,kriːsɪŋ ɪnfluəns/	rosnący wpływ
inevitable changes	/'ɪn,evɪtəb(ə)l 'tʃeɪndʒɪz/	nieuniknione zmiany
likely consequences	/'laɪkli 'kɒnsɪkwənsɪz/	prawdopodobne konsekwencje
major impact	/'meɪdʒə(r) 'ɪmpækt/	znaczący wpływ
odddity	/'ɒdətɪ/	osobliwość
perfect	/'pə(r)'fekt/	doskonałość
puzzle	/'pʌz(ə)l/	wprawiać w zdziwienie, zastanawiać
reduce the number of words	/'riːdjuːs ðə ,nʌmbə əv 'wɜː(r)dz/	ograniczyć liczbę słów
rely on gestures	/'riːlaɪ ɒn 'dʒestʃə(r)z/	polegać na gestach, zdawać się na gesty
view sth with suspicion	/'vjuː ,sʌmθɪŋ wɪð səs'pɪʃ(ə)n/	podchodzić do czegoś z podejrzliwością

Speaking MP3 33

competitive edge	/'kæmpetɪtɪv 'edʒ/	przewaga konkurencyjna
economic downturn	/'iːkə'nɒmɪk 'daʊntɜː(r)n/	spowolnienie gospodarcze
endeavour	/'ɪn'devə(r)/	przedsięwzięcie
tension	/'tenʃ(ə)n/	napiecie, konflikt
mould reality	/'maʊld rɪ'ælɪti/	kształtować rzeczywistość
keep abreast of sth	/'kiːp ə'breɪst əv ,sʌmθɪŋ/	być na bieżąco z jakąś kwestią

English in Use MP3 34

chain coffee shop	/'tʃeɪn 'kɒfi ʃɒp/	kawiarnia należąca do sieci
cultural identity	/'kʌltʃ(ə)r(ə)l aɪ'dentɪti/	tożsamość kulturowa
fiercely	/'fɪə(r)sli/	zaciekle, zawzięcie
pose a threat to sth	/'pəʊz ə 'θret tə ,sʌmθɪŋ/	stanowić dla czegoś zagrożenie
say goodbye / sorry / the obvious / a prayer / what you think / the same	/'seɪ ,ɡʊd'baɪ, 'sɒri, ði 'ɒbvɪəs, ə 'preə(r), wɒt jə 'θɪŋk, ðə 'seɪm/	pożegnać się / przeprosić / stwierdzić oczywistość / modlić się / powiedzieć, co się myśli / powiedzieć to samo
speak your mind / highly of someone / a foreign language / in favour of sth / against sth	/'spiːk jə(r) 'maɪnd, 'haɪli əv ,sʌmwʌn, ə ,fɒrən 'læŋɡwɪdʒ, ɪn 'feɪvə(r) əv ,sʌmθɪŋ, ə'genst ,sʌmθɪŋ/	mówić to, co się myśli / wychwalać kogoś / mówić w obcym języku / wypowiadać się na czyjąś korzyść / przeciwko czemuś
take pride in sth	/'teɪk 'praɪd ɪn ,sʌmθɪŋ/	być z czegoś dumnym, szcycić się czymś
tell the truth / the time / the difference / a secret / a lie / a joke	/'tel ðə 'truːθ, ðə 'taɪm, ðə 'dɪfrəns, ə 'siːkrət, ə 'laɪ, ə dʒəʊk/	powiedzieć prawdę / podać godzinę / rozróżnić coś / zdradzić sekret / skłamać / opowiedzieć dowcip

Writing MP3 35

enormously productive	/'ɛnɔː(r)məslɪ prə'dʌktɪv/	wysoce produktywny
genuinely useful	/'dʒenjuɪnli 'juːsf(ə)l/	rzeczywiście przydatny
highly beneficial	/'haɪli ,benɪ'fɪʃ(ə)l/	niezmiernie korzystny
immensely rewarding	/'ɪmensli nɪ'wɔː(r)dɪŋ/	niezwykle satysfakcjonujący
truly unforgettable	/'truːli ʌnfə(r)'getəb(ə)l/	niezapomniany



Complete all the exercises from this section in your notebook.

Challenge! MP3 36

accept / acceptance	/ək'sept, ək'septəns/	akceptować / akceptacja
admit / admission / admittance	/əd'mit, əd'mɪʃ(ə)n, əd'mɪt(ə)ns/	przyznawać; wpuszczać / wstęp / dostęp
bring about	/,brɪŋ ə'baʊt/	spowodować, doprowadzić
bring up	/,brɪŋ 'ʌp/	poruszać (jakąś kwestię)
bring together	/,brɪŋ tə'geðə(r)/	zgrupować
complex / complexity	/'kɒmpleks, kəm'pleksəti/	złożony / złożoność
conclude / conclusion	/kən'kluːd, kən'kluːʒ(ə)n/	wnioskować / wniosek, konkluzja
defend / defence	/dɪ'fend, dɪ'fens/	bronić / obrona
discuss / discussion	/dɪ'skʌs, dɪ'skʌʃ(ə)n/	dyskutować / dyskusja
eager / eagerness	/'iːgə(r), 'iːgə(r)nəs/	chętny / zapał, chęć
exist / existence	/ɪg'zɪst, ɪg'zɪst(ə)ns/	istnieć / istnienie
expand / expansion	/ɪk'spænd, ɪk'spænj(ə)n/	rozszerzać się, powiększać / wzrost, ekspansja
forgetful / forgetfulness	/fə(r)'ɡetf(ə)l, fə(r)'ɡetf(ə)lnəs/	zapominalski / rozpatargnienie
guide / guidance	/gaɪd, 'gaɪd(ə)ns/	przewodzić, wskazywać / wskazówki
invade / invasion	/ɪn'veɪd, ɪn'veɪʒ(ə)n/	najeżdżać / inwazja
kind / kindness	/kaɪnd, 'kaɪn(d)nis/	miły / uprzejmość
make a difference	/,meɪk ə 'dɪfrəns/	zmienić coś
make a good impression	/,meɪk ə 'ɡʊd ɪm'preʃ(ə)n/	robić dobre wrażenie
make an attempt	/,meɪk ən ə'tempt/	podjąć próbę
make sb aware	/,meɪk ,sʌmbədi ə'weə(r)/	uświadamiać coś komuś
motivate / motivation	/'mɒtɪveɪt, 'mɒtɪ'veɪʃ(ə)n/	motywować / motywacja
permit / permission	/pə(r)'mɪt, pə(r)'mɪʃ(ə)n/	zezwalać / pozwolenie
possible / possibility	/'pɒsəb(ə)l, 'pɒsə'bɪləti/	możliwy / możliwość
prefer / preference	/'priːfə(r), 'pref(ə)r(ə)ns/	woleć / preferencja
probable / probability	/'prɒbəb(ə)l, 'prɒbə'bɪləti/	prawdopodobny / prawdopodobieństwo
ready / readiness	/'redi, 'redɪnəs/	gotowy / gotowość
real / reality	/riəl, ri'æləti/	prawdziwy / rzeczywistość
responsible / responsibility	/rɪ'spɒnsəb(ə)l, rɪ'spɒnsə'bɪləti/	odpowiedzialny / odpowiedzialność
tidy / tidiness	/'taɪdi, 'taɪdɪnəs/	czysty / czystość
tolerate / tolerance	/'tɒləreɪt, 'tɒlərəns/	tolerować / tolerancja
willing / willingness	/'wɪlɪŋ, 'wɪlɪŋnəs/	chętny, skłonny / chęć, gotowość

VOCABULARY

1 Choose the correct options to complete each sentence.

- There is a lot of opposition to globalisation because people think it **encourages** / **makes** unfair competition and **fades** / **destroys** the natural environment.
- The decision to join the Eurozone would have **far-reaching** / **heavy** implications for our country's economy, so I don't approve of it.
- I **said** / **told** Mark that I take pride in the fact that my country is involved in aid projects in many parts of the world.
- Some political changes are **inevitable** / **emerging**, even if they may not be popular with some people.
- I'll always **speak** / **talk** in favour of greater EU integration, which I find highly **beneficial** / **rewarding** to my country. It **widens** / **increases** international trade.

2 Are the sentences true or false? Correct the false ones.

- Privileged** people have a lot of money and/or high social status.
- '**Deteriorate**' means the same as 'get better'.
- If something has a **major impact on** something else, it does not affect it too much.
- A **fundraiser** is a type of an event when people try to collect money for a cause they support.
- If you **donate** money, you give it away, e.g. to a charity.

GRAMMAR

3 Find and correct mistakes in the sentences below. Two sentences are correct.

- Daniel accused that I cheated in the exam.
- Jane boasted that she'd won the first place in a swimming competition.
- The man denied to steal the money from the teacher.
- Mark announced that he would never refuse to help people in need.
- Frank offered me to help with the problem.
- I asked what time did the conference start.

4 Complete the dialogue using the words in brackets in the correct form. Add other words if necessary.

- A:** How could the police release the man who ¹ (boast / break) into a number of homes? He ² (admit / do) it, so why did they set him free?
- B:** I think that the man convinced the police that he ³ (do) it again and ⁴ (beg) freed.
- A:** What? The public will demand ⁵ (the police / explain) why they decided to take such action. It's insane!
- B:** Well, giving someone another chance might work – though I think the police might regret it.
- A:** Good! I've also heard that the council ⁶ (urge / bring) the man back in for questioning again. What a mess!

5 Translate the sentences using the verb given and it in each sentence.

- Nie znoszę, kiedy ludzie nie mają własnego zdania na ważne tematy społeczne. **HATE**
- Życzyłabym sobie, abyście zainteresowali się sytuacją we własnym kraju. **APPRECIATE**
- Moja mama uwielbia mieć czas dla siebie. **LOVE**
- Hannah zostawiła Wam decyzję, na kogo chcecie głosować. **LEAVE**
- Zakładano, że Kate jest osobą o niewielkim wpływie w radzie szkolnej. **ASSUMED**
- Uważa się, że głosowanie w referendum jest obowiązkiem każdego obywatela. **BELIEVED**



SKILLS PRACTICE

6 Complete the text with the words below.

proven opponents point firmly partly
leave opinion



I am ¹ against the ² that our government should hold a referendum on every single issue the citizens disagree with. It may be ³ true that a referendum is the most democratic option. However, I'd like to ⁴ out that this is a very costly solution. It is also a ⁵ fact that few people go to cast a vote, and then the referendum is not valid. My ⁶ make some good arguments, but they ⁷ out the two important facts I have just mentioned.

7 Rewrite the sentences so that they sound either more or less formal using the words given. Write I (informal) or F (formal) next to each of the sentences rewritten by you.

- If I were in your shoes, I'd go for this exchange programme. (*suggest / participate*)
- It would not be a good idea to miss this opportunity to go to London. (*don't / pass*)
- If you want nations to cooperate, you have to promote cultural understanding. (*a must / anyone*)
- You will surely profit from this exchange programme. (*assure / beneficial*)

8 Work in pairs and test each other.

Student A: go to page 139.

Student B: go to page 145.

ENGLISH IN USE

9 SETY LEKSYKALNE W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisanych wyrazów.

- It seems ... unlikely that these measures will help reduce unemployment before the end of the year.
 - Learning another foreign language can be ... beneficial to young people.
 - People in my country generally admire the president and speak ... of her.
- Why didn't you ... up this subject in the meeting? It was the perfect opportunity to clarify some concepts.
 - Do you ever wonder what the future will ... ? Are you an optimist?
 - The goal of this campaign is to ... people from different parts of the world together.
- For some people, it's more and more difficult to ... a living even if they have a full-time job.
 - The job adviser talked about different ways to ... a good first impression during a job interview.
 - It's really important to ... an effort to speak your mind.

4

- I was surprised to hear the prime minister speak in ... of the proposal. I thought he opposed it!
- Thanks for all your help. I'll return the ... one day.
- To be a good judge, you can't show any ... or hold any kind of prejudice.

10 WYBÓR WIELOKROTNY Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

DOES POWER CORRUPT?

In an 1887 letter, the British politician Lord Acton wrote: 'Great men are almost always bad men.' And he ¹ that: 'Power tends to corrupt, and absolute power corrupts absolutely.' To ² the truth, I was really surprised to read this famous quote, as I didn't expect it to be so old.

If you wonder why corrupt politicians risk behaviours that might end their careers, you should turn to science. ³ now believed that people in power tend to have the leadership gene (rs4950) – a DNA sequence first identified by British scientists in 2013. A few years later, a group of researchers in the USA made another ⁴ disturbing discovery, this time about businesspeople: it turns out that CEOs and senior managers are much more likely to exhibit psychopathic traits than an average person.

These findings might have far-reaching implications. We should probably stop insisting ⁵ the idea that power corrupts people. It is possible that corruptible people are attracted to power and authority in the first place.

- A discussed B expanded C concluded D summarised
- A talk B speak C say D tell
- A There is B It is C Experts are D Politicians are
- A immensely B slavishly C deeply D likely
- A on B with C in D of

READING

11 DOBIERANIE Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania (1–5) go dotyczące. Do każdego pytania dopasuj właściwą część tekstu. Wpisz właściwe litery do tabeli. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author	
1 mention how the comprehension of a difficult accent can be made easier?	
2 point out how non-verbal communication might differ between regions?	
3 talk about a ruler who employed a local dialect to consolidate a country?	
4 illustrate how physical appearance can be used to reinforce an untrue belief about speakers with a certain accent?	
5 refer to the territorial expansion of a country after it achieved freedom?	



ACCENTS IN EUROPE

It's a common stereotype in the UK that speakers from the north of England are less educated or more close-minded than people from the south simply because of the way they speak.

Still, people in other countries also have prejudices about different accents. Here are a few examples.

A GREECE

Although Greece officially gained independence in 1832, many islands, including Crete, were occupied until much later and didn't unite with Greece until the start of the 20th century. In a bid to encourage cohesion, the government at the time hit on the idea of *katharevousa*, a universal version of 'proper Greek', which was subsequently taught in schools. From the 1950s onwards, therefore, accents and dialects from the islands were mocked: people who spoke dialects such as Tsakonian – totally unintelligible to most Greeks – were seen as peasants. Luckily, there's been a recent revival of interest for these magical dialects. Nowadays even the poshest Athenians play *Dopiolalia*, a board game based on different types of Greek patois¹.

B PORTUGAL

Flick on a Portuguese news broadcast from São Miguel, the largest island in the Portuguese archipelago of the Azores, and you'll often see subtitles. The locals are speaking Portuguese, but mainlanders find the thick accent almost impossible to fully understand. On the mainland from north to south, on Madeira and across the Azores islands, Portugal has dozens of unique accents. 'On TV, if they want to portray someone less educated, they will put someone as a farmer with a big moustache and a strong northern accent,' says Rui Coimbra, founder of a popular educational website. Beyond playful stereotypes, Coimbra says no one with an accent from Portugal will be prejudiced in a job interview or when renting a house; however: 'If a Brazilian tries to rent a room, for example, as soon as they call and the person hears a Brazilian accent they are probably turned down,' he says. 'It's really sad because it's very irrational.'

C SPAIN

The most 'proper' Spanish is historically considered to be that of Castille and León, the region just above Madrid, thanks to the fact that Spain's first queen was from the region and her dialect was used to unify the peninsula. The accent of southern Spain, as well as that of the Canary Islands, was historically viewed as inferior, most likely a function of the economic challenges of an agricultural South. However, since the end of the 20th century, regional accents have been defended with pride. Jokes continue to be made in poor taste, and the southern accent and the accent of the Canary Islands continue to bear the brunt of it². But these two are also consistently ranked as the most beautiful Spanish accents.

D ITALY

Italy is a relatively young country formed from a cluster of regions. Rather than a single north-south divide, you find a multitude of accents and dialects. Partly thanks to reverence for Dante's *Divine Comedy*, the foundation text of Italian literature, Tuscan emerged gradually as the 'correct' form of Italian. Class is less of a factor in how Italians speak. There is one fascinating north-south divide, however. Italians from Magna Grecia – those areas of the south colonised by the Ancient Greeks – don't shake their heads to say 'no'. Instead, they tilt their head back while clicking their tongue against their top teeth. The first time this happened to me, I took it as a yes. Bad move.

Glossary

¹ **patois** – a type of spoken language used by people in a particular area that is different from the main language in a country

² **bear the brunt of something** – to receive the worst part of something that has a bad effect

SPEAKING

12 PREZENTACJA Pracujcie w parach i wykonajcie obie części zadania.

1

Uczeń A

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy w dzisiejszych czasach warto uczyć się innych języków niż język angielski?

- porozumiewanie się z obcokrajowcami
- szanse rozwoju kariery zawodowej
- możliwość poznania innych kultur i języków

Uczeń B

Zadaj uczniowi A poniższe pytania nawiązujące do tematyki jego/jej prezentacji.

- What are the reasons why English has become the language of international communication?
- How would the world be different if all people were bilingual?
- If you had to move to a foreign country, what would you find difficult to adapt to? Why?

2

Uczeń B

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

W jaki sposób wielkie globalne koncerny wpływają na nasze życie?

- produkty, które koncerny oferują
- rynek pracy
- dostęp do informacji

Uczeń A

Zadaj uczniowi B poniższe pytania nawiązujące do tematyki jego/jej prezentacji.

- Do you think globalisation widens the gap between the rich and the poor or helps to make it smaller? Why? / Why not?
- Some people believe that big companies are now more powerful than some governments. To what extent do you agree with this opinion?
- Should large corporations be allowed to continue their business even if they destroy the natural environment? Justify your opinion.

WRITING

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

W dzisiejszych czasach młodzi ludzie coraz częściej angażują się w wolontariat na rzecz różnych organizacji. Napisz **artykuł**, w którym opisziesz swoje doświadczenia pracy jako wolontariusz/ wolontariuszka oraz wyjaśnisz, jakie korzyści można czerpać z tej formy pracy na rzecz społeczeństwa.



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Dobieranie

- 1** **CD 2.07** Usłyszysz dwukrotnie wypowiedzi czterech osób dotyczące zakupów. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A** was ready to blame someone else for an error. **D** did not take a shop assistant's advice.
B found a great deal by looking online. **E** happily bought a faulty product.
C was shocked by an experience in a shop.

Speaker 1	☐
Speaker 2	☐
Speaker 3	☐
Speaker 4	☐

Rozumienie tekstu pisanego Odpowiedzi na pytania

- 2** Przeczytaj tekst i odpowiedz na pytania.

CAN TEENAGERS SAVE THE PLANET?

When 'climate emergency' was chosen as Oxford Dictionary's 2019 Word of the Year, I was inspired to explore the reasons why 2019 seems to have been a turning point for the climate movement. I felt not so much surprise as deep encouragement when I discovered that the actions of young people were the driving force behind the dramatic growth in climate awareness.

One of the problems with upping the awareness of climate change and its consequences has been that many of us simply didn't want to acknowledge it. Those of us fortunate enough to have comfortable lifestyles are unwilling to give up our petrol-guzzling cars, unnecessary air travel and wasteful consumption habits in order to help to alleviate a problem that, up to now, has seemed fairly abstract. Countries which have only recently begun to leave widespread poverty and deprivation behind want nothing more than to copy the excesses which wealthier countries have been enjoying for many decades. This explains the dramatic year-on-year increase in harmful carbon emissions from developing and recently developed nations.

But now, it seems we are being forced to acknowledge the scope and severity of the problem. The increasing number of disastrous climate events have been shifting our attention towards environmental issues for some time. With record-breaking wildfires and mega-hurricanes, it is becoming more difficult to adopt a 'not my problem' attitude. But what it has really taken to wake people up is the organised actions of young people highlighting the extent of the emergency. As one expert has said, 'They did it through their tenacity, their numbers and their moral authority.'

As far as numbers go, the youth climate movement started out very small indeed, with Swedish student Greta Thunberg staging a one-person climate strike. As other students joined her and images of the strike spread over social media, the idea attracted the attention of millions of students worldwide. Soon enough, there were climate strikes, walk-outs and marches all over the planet, and the driving force behind them was – and has remained – the young people. Interestingly, Thunberg, who is articulate, determined and simply unwilling to back down, has become a worldwide celebrity, speaking at global conferences and receiving awards such as *Time* magazine's Person of the Year.

But Greta Thunberg is simply the figurehead of an entire generation, who has really made some people from the older generation sit up and pay attention. After all, they have an argument which is impossible to dismiss. As the climate emergency worsens, it is *their* lives which are going to be disrupted and *their* futures which are put in jeopardy. They are demanding that their inheritance – Planet Earth – be protected so that they too can lead healthy and fulfilling lives in the future. And it seems that governments, businesses and individuals are finally beginning to pay attention.



- 1 What was the author prompted to do by the choice of 'climate emergency' as word of the year?
- 2 According to the text, what has prevented people from accepting the severity of the climate crisis?
- 3 In what way have developing countries contributed to the problem?
- 4 What effect has the increase in the severity of natural disasters had?
- 5 According to the article, what marked the very beginning of the youth climate movement?
- 6 By what means did young people learn about and become involved in the movement?
- 7 According to the author, why have young people in particular succeeded in raising awareness of the climate emergency?
- 8 What is the author's general opinion of the climate movement?





Znajomość środków językowych Słownotwórstwo

- 3 Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

SHOPPING STEREOTYPES

It used to be believed that women enjoy shopping while men hate it, but recent ¹ (compare) between female and male shopping habits seem to be challenging that assumption. Changing shopping habits can be partly explained by the ² (consider) increase in shopping in general over the past few years. Furthermore, online purchases have been ³ (steady) growing, and this has eliminated many of the typically male objections to shopping itself: long lines, check-out delays and slowly plodding through shops trying to find the right products. The biggest advantage of shopping via the Internet is that searches can be ⁴ (personal), thus eliminating the element of endless wandering. On the other hand, while both males and females are just as likely to make impulsive purchases, the endless ⁵ (advertise) which come along with your online searches can be a big drawback. Since men tend to spend a lot more on impulse buys than women, their bank accounts may suffer more in the end.

Znajomość środków językowych Transformacje zdań

- 4 Uzupełnij luki w zdaniach tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podane wyrazy w niezmienionej formie. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

- Marcus said that I did not show enough interest in global issues. **ACCUSED**
Marcus enough interest in global issues.
- If you order now, the company promises to deliver the product by the end of the week. **HAVE**
If you order now, the product by the end of the week.
- The authorities are planning to investigate the leak at the oil refinery. **LOOK**
The authorities are planning the leak at the oil refinery.
- Global markets went up so sharply yesterday that investors made millions. **SHARP**
There was in global markets yesterday that investors made millions.
- I'm curious whether you have decided to buy a conventional car or a hybrid one. **GOING**
I'm curious whether a conventional car or a hybrid one.
- Jim has decided against accepting the job in Brussels. **TURN**
Jim has the job in Brussels.

Mówienie

Rozmowa na podstawie materiału stymulującego

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

Chciałbyś/Chciałabyś zachęcić uczniów Twojej szkoły do zaangażowania się w wolontariat w schronisku dla zwierząt. Masz do wyboru dwa plakaty zachęcające do wzięcia udziału w wolontariacie.

- Wybierz ten plakat, który będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- Why is it so important to help lost or neglected animals?
- What volunteering opportunities would you consider taking part in? Why?

Wypowiedź pisemna Rozprawka

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

Niektóre osoby twierdzą, że należy nakłaniać obywateli do kupowania produktów przyjaznych środowisku oraz do ograniczenia konsumpcji. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tej propozycji. Uwzględnij argumenty odnoszące się do kwestii związanych z ochroną środowiska naturalnego oraz do wolności człowieka.

5

PEOPLE AND INFLUENCES

VOCABULARY

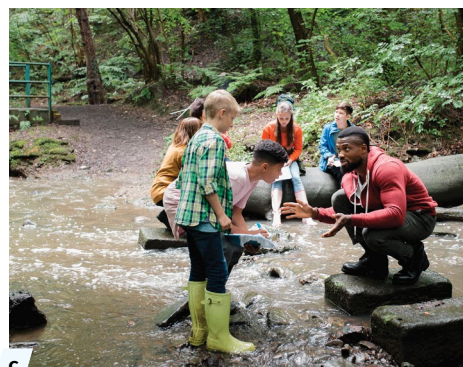
personality and character



a



b



c

- 1 Study the list of personality traits below. Which qualities do you think would be needed for the jobs in the pictures? Which do you think you possess?

attentiveness motivation persistence imagination
diplomacy creativity intelligence likeability
integrity courage

- 2 Read the descriptions of four summer jobs for students. Which of the jobs would you be interested in applying for? What personal qualities do you possess that would make you a suitable candidate?

OUTSTANDING SUMMER JOBS

Nature Guide

Our Youth in Nature day camps let city kids explore the great outdoors. We need **knowledgeable** people aged 16–18 who are **patient** and **caring** to guide our groups. Being **upbeat** and **confident** is also a plus.

Art Studio Assistant

You may be talented as an artist, but are you hard-working and **reliable**? Are you also **courageous** enough to speak up about your own ideas? Assist a famous artist and learn something new every day!

Laboratory Partner

If you are **passionate** about science or technology, we can find the right lab for you. You should be **self-motivated** and **detail-oriented** to help us carry out exciting research projects.

Theatre Assistant

Love the bright lights of the theatre? We need **enthusiastic** young people who are **flexible** enough to take on many different projects and who are **autonomous** enough to work without supervision.

- 3 Match the highlighted words in the text in exercise 2 with their opposites below. Use a dictionary to help you.

ignorant cowardly impatient stubborn insensitive
pessimistic insecure undependable careless/sloppy
indifferent dependent unmotivated apathetic

- 4 Complete the questions below with the adjectives from exercises 2 and 3 or their noun derivatives. Then ask and answer the questions in pairs.

- Do you consider yourself to be an **a**us person, or are you more **d**t on others for guidance?
- In what situations do you need the most **p**ce? Why?
- How **f**e are you? Give an example of a situation when you were open to sudden changes.
- What are some of your **p**s? Do you think these interests could lead to a career?
- Do you display **c**e in your daily life, or do you have doubts about your abilities?
- What jobs would require you to be **d**-**d** and precise? Would this sort of work suit you?
- 'The source of most problems is **c**ss.' Do you agree with this statement? Why? / Why not?

- 5 **CD 2.08** Listen to two people talking about candidates for the theatre assistant job in exercise 2. Answer the questions.

- What negative qualities does the man notice about Matthew?
- What impression does the woman have of him?
- What concerns does the man have about Jessica?
- What positive aspects does the woman point out about Jessica?
- What positive qualities do the man and woman notice about Rachel?
- What are the man and woman hoping to accomplish soon?

VOCABULARY CHALLENGE! Unit 5, page 130, exercise 1

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

- What personality trait(s) do you lack but you would like to acquire? How do you think you could develop it/them?
- 'Appearances make impressions, but it is the personality that makes impact.' How do you understand this quote?

1 Think of a person in your life who has helped you to achieve a goal. What exactly did they do? How would you describe this person?

2 **CD 2.09 LANGUAGE IN CONTEXT** Read and listen to the dialogue. What is true of both of the teachers that the students talk about?

- Amy Are you going to miss high school when we graduate? I think it's a time ¹which I'll always remember positively. There are so many great teachers and students here who have helped me in so many different ways.
- Bart Tell me about the teacher who has helped you the most.
- Amy I think I'd have to say Mrs Williams. I found her class really inspiring. I mean, this is a school ²where a lot of great teaching happens, but there was something special about her positive approach.
- Bart But what did she do for you exactly? Was she the teacher ³whose classes everyone was talking about so much?
- Amy Yes, exactly. She was our English teacher in the winter term. Her lessons, ⁴which I'll never forget, were really motivating and enjoyable. She prepared us for the exam really well, ⁵which I appreciate. How about you? Do you have a teacher ⁶that has taught you more than just information?
- Bart Absolutely. You know that biology is the subject ⁷that I'm hoping to study at college. Mr Adams, ⁸who is the biology teacher, has convinced me that it really is a direction for me.
- Amy It's wonderful when teachers go the extra mile for you, isn't it?

3 ANALYSE Look at the underlined fragments in exercise 2 and answer the questions.

- Which relative pronouns do we use to
 - refer to people?
 - refer to things?
 - refer to both people and things?
 - refer to places?
 - talk about possession?
- In which sentences is it possible to leave out the relative pronoun? Why?
- Which sentences
 - include information in a relative clause which is essential to understand the meaning of the whole sentence (a defining relative clause)?
 - include information in a relative clause which gives more information, but is not essential (a non-defining relative clause)?
- In which type of relative clause (defining or non-defining) do we use commas to separate the clause from the body of the sentence?

! Tip

We can use **who** as the subject of a relative clause and **whom** as the object.

Bob is a teacher **who** works in a primary school. (subject)

The girl **whom** you met is an aspiring rap singer. (object – formal)

The girl (**who**) you met is an aspiring rap singer. (object – informal)

4 PRACTISE Complete the sentences with relative pronouns only where necessary. Which noun in the main clause do the pronouns refer to?

- Many of the students studied with me have gone on to work in law firms, is really very exciting.
- Tina's idols, are mainly famous musicians, inspire her to continue writing songs.
- I want to do a job allows me to help people and to work with colleagues ideals match my own.
- My best friend, of I've always been really fond, is moving away at the end of the month.
- 'Did you apply for the job I told you about?' 'Do you mean the one involves working with children?'

5 Rewrite each pair of sentences as one sentence. Use defining or non-defining relative clauses. In which sentences can you leave out the relative pronoun?

- This is the primary school. I met many friends there.
- James is a friend from high school. I studied at his house all the time.
- The case has now been solved. We discussed it yesterday.
- Steve used to work in the bank. He is now a teacher.
- Ivy's house is nearly finished. It was designed by a great architect.
- This is our new teacher. I told you about her last week.

6 Correct six mistakes in the use of relative clauses in the article below.

I am a person who family has always had very modest ambitions. My parents, that I admire very much, are satisfied with the positions they have reached. My father is a department manager, what suits him well as he is detail-oriented and good with his employees, whom really respect him. My mother, who is qualified as a nurse, supervises other nurses and cares for patients, which can be difficult work. These jobs, pay fairly well, have allowed my parents to have a stable life. It has given me the chance to pursue my own ambition, which is to become a chef. My parents give me a lot of support, and that is something for whom I am very grateful.

GRAMMAR CHALLENGE! Unit 5, page 131, exercises 1 and 2

7 NOW YOU DO IT Complete the sentences with your own ideas.

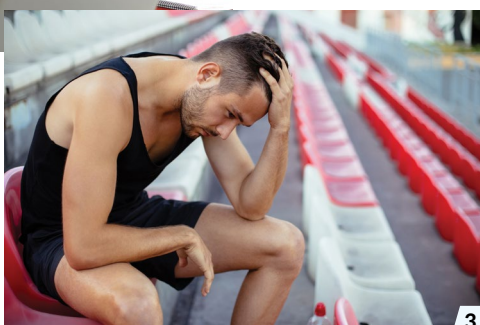
- I get on well with people who ...
- I love spending time with my friends, who ...
- People who ... drive me crazy.
- The place where I met ...
- My most memorable moment was when ...



1



2



3

- 1 Look at the pictures. How are the people feeling? What do you think they could do to improve their mood? What could you say or do to help them?

- 2 Work in pairs. Describe a difficult situation you have been through and what you did to pull yourself together.

- 3 **CD 2.10** Listen to four people describing difficult situations and how they coped with them. Which areas below are the speakers talking about?

sports creative writing shoe sales fashion design
acting performing home repair

- 4 **CD 2.10** Listen again. Match the statements (A–E) with the speakers (1–4). There is one extra statement.

This speaker		
A	gave up because of the amount of competition.	☐
B	was disappointed/disillusioned by an experience.	☐
C	came up with a solution for someone else.	☐
D	suffered rejection before they were able to display their skills.	☐
E	gave up certain activities to pursue a goal.	☐

- 5 Divide the phrases below into positive and negative. Are there any expressions which could be both? Use a dictionary to help you.

be dead set on stick to sth give up hope
miss out on sth make sth work
feel like (it's) the end of the world make a go of sth

- 6 Complete the sentences using the phrases from exercise 5. Make any necessary changes.

- Jeannie was ☐ becoming a dancer, but several injuries slowed her progress.
- When Meryl lost her first competition, it felt ☐, but eventually she did become a champion.
- People say I'm crazy to dream of being an actor, but I'm going to ☐ it and not give up trying.
- As a child performer, Damon ☐ on many normal activities, but he doesn't regret anything.
- Very few customers have come to their new shop, but they are sure they can ☐ if they advertise more.

- 7 **CD 2.11** Listen and answer the questions.

- What is the speaker's occupation?
- What is the general subject of her talk?
- What is her general attitude?
- What is her general advice on developing resilience?
- What is her comment on social media?

- 8 **CD 2.11** Listen again and choose the correct answers.

- What 'difference' is the speaker talking about?
 - between success and failure
 - between people who are happy and those who are not
 - between optimism and pessimism
 - between people who persist and those who stop trying
- According to the speaker, one good way to become resilient is to
 - seek encouragement from others.
 - keep track of your successes and failures.
 - listen carefully to others' criticisms.
 - accept your failures and move on.
- According to the speaker, which of these statements is NOT true?
 - Criticising yourself can be helpful.
 - A positive attitude is the key to succeeding.
 - You should ignore negative comments from others.
 - A healthy body is an aid to success.

Critical thinking



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

- What do you think the slogan on the T-shirt may want to communicate?
- How optimistic or pessimistic is your vision of the future? What are your hopes and worries?

- 1** **CD 2.12 LANGUAGE IN CONTEXT** Read and listen to the radio report. What was the purpose of the event? Why did Debrovic thank his mother?



The annual Football League Awards, hosted by the mayor yesterday evening, turned out to be a memorable event. Attendees, **waiting** in the queue outside, were mostly concerned with staying warm, and the snow **falling** heavily throughout the city did not improve matters. The mayor, **held up** by the weather, arrived nearly half an hour late. The ceremony, **opened** with a song of welcome **sung** by a student choir, was quite emotional. Milan Debrovic, **chosen** to receive the Player of the Year award, thanked his coaches, but also thanked his mother – for her support and hard work. ‘My amazing mother, **working** very long hours every day, still had time to encourage and support me,’ he said. Debrovic, **joined** on stage by his teammates and coaches, was obviously very moved. The mayor then returned to the stage and gave out the other awards.

- 2 ANALYSE** Copy and complete the table with the examples of reduced relative clauses from the text in exercise 1 which correspond to the sentences below.

FULL CLAUSE	REDUCED CLAUSE
The annual Football League Awards, which was hosted by the mayor yesterday evening, turned out to be a memorable event.	1
Attendees, who were waiting in the queue outside , were mostly concerned with staying warm.	2

- 3** Choose the correct option to complete each rule.
- We can only make reduced relative clauses when the subject is **the same** / **different** in both clauses.
 - Active verbs in various tenses are replaced with the **-ing** / **past participle** forms of the verb.
 - Passive verbs are replaced with the **-ing** / **past participle** forms of the verb.
- 4** Study the highlighted examples of reduced clauses in the text in exercise 1 and write their full version.
- 5 PRACTISE** Choose the correct forms to complete the text.

As a successful student, ¹**enjoying** / **enjoyed** the benefits of an excellent university, I would like to thank a person who has helped me get to where I am now. Recently, I was reading a book about the life of a famous scientist, and it made me remember my favourite science teacher. Mr Calvert, ²**teaching** / **taught** for the first time in his life, was a little unsure of himself at first. Most teachers, ³**being** / **been** much less flexible, know exactly what comes next in their lessons. Mr Calvert's lessons, carefully ⁴**organised** / **organising**, but not always going according to plan, were much more exciting. For example, the students, ⁵**expecting** / **expected** a routine lesson, were given the task of explaining how crystals grew, but were not told what to look for. ‘Pretend you are ancient people ⁶**seen** / **seeing** crystals in nature, and use your own experience to explain what you see ...’ The chemistry lessons ⁷**giving** / **given** by Mr Calvert opened my mind to new possibilities.

- 6** Rewrite the sentences using reduced relative clauses. One sentence cannot be reduced.

- There is a black car which is parked outside with two police officers who are sitting in it.
- The teacher asked the students who were waiting outside her classroom to make less noise.
- My brother, who is an excellent cricket player, hopes to join a professional team.
- The boy, who had been left alone by his friends, soon began to cry.
- The film script, which was written by the author of the novel, is brilliant.
- The football club, which several of my friends are involved in, sounds like a lot of fun.
- My best friend Julia, who doesn't have any brothers or sisters, has a large room of her own.

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

- The girl given the prize for the work she had done was obviously thrilled.
- The girl was given the prize for the work she had done was obviously thrilled.
- The girl giving the prize for the work she had done was obviously thrilled.

- 8 NOW YOU DO IT** Work in pairs. Complete the statements with your own ideas. Give reasons for your answers.

- Teenagers, given the chance to speak out, will often ...
- Students working very hard at school will probably ...
- Children allowed to follow their own interests ...
- Young people displaying persistence and self-motivation are likely to ...
- People experiencing a setback or disappointment should ...



1 Work in pairs and answer the questions.

- 1 What books do you have at home? What genres are they? Which is your favourite book? Why?
- 2 Do you agree with the statement that books can change people? Why? / Why not? If they can, in what way?
- 3 Do you find books which explore relationships between people interesting or boring? Why?

2 Read the title of a short story by Roald Dahl and look at pictures a–d. Work in pairs. Speculate what the story may be about.

3 Now read the extract from the short story and answer the questions.

- 1 Who are the two characters? What is the relationship between them?
- 2 What can you say about their personalities? What kind of people do they appear to be?
- 3 What did the man tell the woman? How did she feel about it?
- 4 What did the woman do in the end?

4 **CD 2.13** Match sentences A–F with gaps 1–5 in the text. There is one extra sentence.

- A** 'But I've thought about it a good deal and I've decided the only thing to do is tell you right away.'
- B** Everything was automatic now – down the steps to the cellar, the light switch, the deep freeze, the hand inside the cabinet taking hold of the first object it met.
- C** It occurred to her that perhaps he hadn't even spoken, that she herself had imagined the whole thing.
- D** Her eyes waited on him for an answer, a smile, a little nod, but he made no sign.
- E** Not knowing what else they could do, the couple stared at each other for a while before she eventually got up and left the room.
- F** Her skin – for this was her sixth month with child – had acquired a wonderful translucent quality, the mouth was soft, and the eyes, with their new placid look, seemed larger and darker than before.

5 Complete the sentences so that they are true according to the text in exercise 3.

- 1 Before her husband came back, Mary was occupied .
- 2 Mary's husband refused to eat because he .
- 3 Straight after Mary had heard her husband's words, she .
- 4 When Mary was on the way to get some supper, she felt .
- 5 Mary hit her husband on his head while he .

6 **CD 2.14** Listen to the ending of the story, where Mrs Maloney is talking to the police officers who came to investigate the death of her husband and their close colleague. What happens at the end? Did you expect the story to end in this way? Do you like the ending? Why? / Why not?



Lamb to the Slaughter

Mary Maloney was waiting for her husband to come back from work.

Now and again she would glance up at the clock, but without anxiety, merely to please herself with the thought that each minute gone by made it nearer the time when he would come. There was a slow smiling air about her, and about everything she did. The drop of a head as she bent over her sewing was curiously tranquil. ¹ When the clock said ten minutes to five, she began to listen, and a few moments later, punctually as always, she heard the tires on the gravel outside and the car door slamming, the footsteps passing the window, the key turning in the lock. She laid aside her sewing, stood up, and went forward to kiss him as he came in. [...]

'Darling,' she said. 'Would you like me to get you some cheese? I haven't made any supper because it's Thursday.' 'No,' he said.

'If you're too tired to eat out,' she went on, 'it's still not too late. There's plenty of meat and stuff in the freezer, and you can have it right here and not even move out of the chair.'

²

'Anyway,' she went on, 'I'll get you some cheese and crackers first.'

'I don't want it,' he said.

She moved uneasily in her chair, the large eyes still watching his face. 'But you must eat! I'll fix it anyway, and then you can have it or not, as you like.' She stood up and placed her sewing on the table by the lamp.

'Sit down,' he said. 'Just for a minute, sit down.'

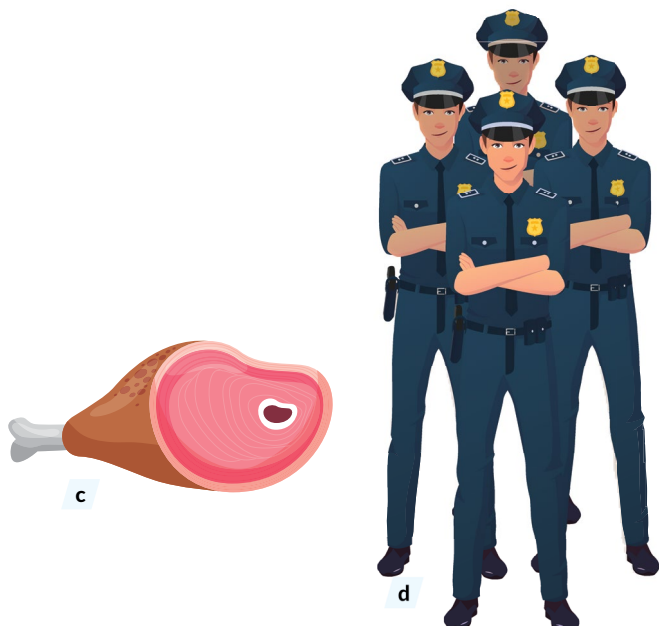
It wasn't till then that she began to get frightened.

'Go on,' he said. 'Sit down.'

She lowered herself back slowly into the chair, watching him all the time with those large, bewildered eyes. He had finished the second drink and was staring down into the glass, **frowning**.

'Listen,' he said. 'I've got something to tell you.'

'What is it, darling? What's the matter?'



He had now become absolutely motionless, and he kept his head down so that the light from the lamp beside him fell across the upper part of his face, leaving the chin and mouth in shadow. She noticed there was a little muscle moving near the corner of his left eye.

'This is going to be a bit of a shock to you, I'm afraid,' he said. ³ I hope you won't blame me too much.'

And he told her. It didn't take long, four or five minutes at most, and she **sat** very **still** through it all, watching him with a kind of dazed horror as he went further and further away from her with each word.

'So there it is,' he added. 'And I know it's kind of a bad time to be telling you, but there simply wasn't any other way. Of course I'll give you money and see you're looked after. But there needn't really be any fuss. I hope not anyway. It wouldn't be very good for my job.'

Her first instinct was not to believe any of it, to reject it all.

⁴ Maybe, if she went about her business and acted as though she hadn't been listening, then later, when she sort of woke up again, she might find none of it had ever happened.

'I'll get the supper,' she managed to **whisper**, and this time he didn't stop her.

When she walked across the room, she couldn't feel her feet touching the floor. She couldn't feel anything at all – except a slight nausea and a desire to vomit. ⁵

She lifted it out, and looked at it. It was wrapped in paper, so she took off the paper and looked at it again.

A leg of lamb.

All right then, they would have lamb for supper. She carried it upstairs, holding the thin bone-end of it with both her hands, and as she went through the living-room, she saw him standing over by the window with his back to her, and she stopped.

'For God's sake,' he said, hearing her, but not turning round. 'Don't make supper for me. I'm going out.'

At that point, Mary Maloney simply walked up behind him and without any pause she swung the big frozen leg of lamb high in the air and brought it down as hard as she could on the back of his head.

7 Work in pairs and discuss the questions.

- 1 Why do you think Mr Maloney may have wanted to leave his wife?
- 2 What do you think led Mrs Maloney to kill her husband?
- 3 Do you think she feels guilty because of what she did? Should she be brought to justice for the crime of passion she committed? Why? / Why not?
- 4 Describe a situation when you did something under the influence of strong emotions.

Vocabulary development

8 Match the verbs with the definitions.

sit still beg whisper giggle frown hesitate

- a move your eyebrows together to show e.g. anger
- b laugh in a nervous, excited or silly way
- c pause before doing or saying something because you are nervous or not sure
- d ask for something in a desperate way
- e speak quietly
- f not move

9 Complete the text with the correct form of the words from exercise 8. Write your own ending for the story. Make it as intriguing as possible.

Tom knew Rebecca didn't love him anymore, but somehow he couldn't bear the truth that she might leave him one day. He ¹ her not to go a dozen times before, and yesterday wasn't any different. When Rebecca came back from work, she was on the phone ². Tom knew someone on the other end of the phone was making her laugh. When she saw her husband, she ³ something to that person, making sure Tom wouldn't hear a thing. He ⁴ at the table, not moving for a while, waiting for her to explain herself, but she didn't say anything. She just ⁵ at him as if she was angry with him. He ⁶ for a while, not knowing what to do, and then ...

10 Match the clusters of letters to make correct words. Check with the text in exercise 3.

tran motion ed less un quil easily bewilder

11 Do the words in exercise 10 imply pleasant, unpleasant or neutral feelings? Refer to the text to help you.

VOCABULARY CHALLENGE! Unit 5, page 131, exercises 2 and 3

12 Work in pairs. Choose a fragment of the story in exercise 3 (about 60–80 words) and translate it into Polish. Do not translate the text word for word. Think of how the same meaning could be expressed naturally in Polish. Present your translation to the class.

1 Work in pairs. Describe the pictures using the language below. Answer questions a–d to help you.

- a Who are the people? What are they like?
b Where is the situation taking place?

- c What is happening?
d What might happen next?



- mother and father, in their 40s
- daughter in her late teens
- well-dressed / casual clothes
- a family discussion
- parents not angry but calm and patient
- girl defensive but calm
- attempt to make someone see sense / reason
- may be able to reach an understanding

- three teenage friends in a car
- laugh about something that is happening
- a moment among friends
- share a joke
- get a lot of enjoyment from sth

- a teacher with his student
- calm and patient
- focused and attentive
- a private music lesson
- show patience and dedication
- share knowledge and experience

2 **CD 2.15** Listen to a student describing picture 1. Make notes of how she answers questions a–d in exercise 1. Are her answers similar to yours?

3 In pairs, ask and answer questions 1–3 about the pictures in exercise 1. Then think of other possible questions to ask about the pictures.

- 1 What do you think the parents are saying to the girl?
- 2 Why do you think the boys are laughing?
- 3 How do you think the boy feels about his teacher?

4 **CD 2.16** Listen to a student describing a memorable time with his friends. Which of the points a–i below does he refer to?

Describe a memorable time you spent with some of your friends.

- a Who was involved?
- b Where did it take place?
- c What were the circumstances?
- d What were you nervous about?
- e How did your friends behave during the call?
- f What exactly did the girl you were calling say?
- g How did you feel after the call?
- h What did your friends say after the call?
- i What do you think is the role of a good friend?

5 **CD 2.16** Listen again. Which of the phrases below does the speaker use?

PHRASE BANK

Introducing the topic

I'm going to talk about the time (when) ...

I'll never forget the time I ... | I remember that at first ...

Creating interest

What I remember most was ... | What stays with me the most vividly is ... | What started out as an ordinary day became ...

Ordering / Defining events

The first thing that happened was ... | What happened next was ... | The next thing to happen was ... | In the end, I was relieved / happy / surprised when ...

Concluding the account

When I look back now, I feel ... | This / What happened made me realise that ... | What happened will stay with me forever because ...

6 Choose one of the questions and plan your story. Use the points in exercise 4 and the language from the lesson to help you. Present your story to the class.

- 1 Describe a situation in which you or a friend had a conflict with someone which was difficult to resolve.
- 2 Describe a time when an older person gave you help and what effect it had on you.

7 Work in pairs. Go to page 134. Take turns doing the speaking task and answering the three questions.

1 Work in pairs and answer the question.

Can you name any famous young people who try to make a positive difference in the world?

2 Read the writing task and the example letter. What information does the author include in the two paragraphs in the main body of the letter?

Dom kultury w Twojej miejscowości zamierza zorganizować wystawę o znanych osobach ze świata kultury zatytułowaną „Daj się zainspirować”. Napisz **list** (200–250 wyrazów) do organizatorów tego przedsięwzięcia, w którym opisziesz osiągnięcia wybranej przez Ciebie osoby oraz wyjaśnisz, w jaki sposób może ona zainspirować młodzież.

Dear Sir/Madam,

I am writing in reference to the exhibition on inspirational people, advertised on your website. For this purpose, I propose the British actress Emma Watson.

Emma Watson appears to be a person who has successfully managed to combine her career with involvement in charity work. As for her accomplishments in the film industry, this gifted actress has been nominated for numerous prestigious awards, winning the Britannia Award for the Best Actress of the Year and the MTV Movie Award, to name but two. However, what few people realise is that she is deeply involved in the *HeForShe* initiative for gender equality as a UN ambassador, where, among other activities, she actively campaigns for girls' rights to education in some developing countries.

The reason why I consider her a suitable candidate is that, being talented and self-motivated, she may act as a role model for teenagers who hope to develop their artistic talents. She has devoted herself to performing and, thanks to her persistence, succeeded as an actress. Her dedication to the UN's worthy cause will also inspire others. Another noteworthy fact is that, unlike many other celebrities, she demonstrates that there is more to success than money and fame.

I hope that my proposal will meet with your approval. I believe that Emma Watson's achievements will motivate other young people to pursue their dreams and become more aware of social issues such as gender equality.

Yours faithfully,
XYZ

PHRASE BANK

Giving examples

for example / for instance

among ¹ activities | to ² but two / a few ... | such ³

Another / A great example which proves this is ...

In particular, ... | To be specific, ...

This is shown / exemplified by / in ...

Describing someone's achievements and involvement

She appears to be a person who has ⁴ managed to ...

As for her ⁵ in the film industry, ... | She is ⁶ involved in ... |

She ⁷ campaigns for ... | She has ⁸ herself to ...

⁹ to her persistence, she has succeeded as an actress.

3 Complete the Phrase Bank with the correct words from the letter in exercise 2.

4 Find more formal equivalents of the words and phrases below in the letter in exercise 2.

- | | |
|---|--|
| a comes across as | d I hope you will like my idea/suggestion. |
| b many / lots of | e make their dreams come true |
| c giving a lot of time and attention to | |

5 Read the information in the **Watch out!** box. Find examples of emphatic sentences in the letter in exercise 2.

! Watch out

- We use the following types of clauses to emphasise the point we are trying to make.

People admire her social involvement.

What / The thing that people admire is her social involvement.

We need more people like him.

What we need is more people like him.

The actress launched the 'HeForShe' campaign.

It was the actress who launched the 'HeForShe' campaign.

Her dedication to the UN's worthy cause will also inspire others.

It is also her dedication to the UN's worthy cause that will inspire others.

6 Rewrite the sentences, starting with the words given.

- She devotes a lot of time to helping others. People appreciate it.
What .
- I admire the musician's talent the most. It is .
- His incredible life story will certainly draw people to the meeting.
What .
- We need to invite a well-known person that would inspire young people.
Who .

7 Choose one famous person you would like to meet and complete the sentences. You may use the phrases below.

have an outstanding personality accomplish a lot
come top in all the major competitions
work hard for what he/she has achieved
have numerous talents
be praised for his/her involvement
do a lot for the local community

- The reason I'd like to meet  is that .
- What makes him/her appealing to young people is the fact that .
- The reason why I think he/she is a suitable choice is that .

8 Go to page 144 and do the writing task.

1 Work in pairs and answer the questions.

- Do you believe that people from different cultures can live peacefully side by side? Why? / Why not?
- Would you like Poland to be a truly multicultural society? What benefits could this bring? Are there any potential dangers?
- What are the advantages and disadvantages of people moving freely across European national borders?

2 **CD 2.17 LANGUAGE IN CONTEXT** Complete the dialogue with the correct prepositions. Then listen and check. What arguments do the speakers give for and against a borderless Europe?

- Marek Look at this article. Once again, some people are **insisting** ¹ passport checks at borders within the EU. I don't **approve** ² this. Surely, this isn't the best possible **solution** ³ European citizens. To me, it verges on the **lack** ⁴ tolerance, if not social discrimination. What's your **view** ⁵ this?
- Stella Well, some countries may simply be less **fond** ⁶ the idea of a 'borderless Europe' and **believe** ⁷ the need for some control in order not to have to **deal** ⁸ 'unwanted guests'.
- Marek What exactly are they **frightened** ⁹ ? An **increase** ¹⁰ the number of foreigners in their country or what? In fact, it is believed that multicultural societies foster open-mindedness and tolerance. Also, a lot of people are travelling **due** ¹¹ work commitments.
- Stella I guess some countries have always been less **open** ¹² people from other cultures. They may also fear terrorism, which may pose a **threat** ¹³ their citizens' safety. This could be the reason why they are not too **keen** ¹⁴ the idea of open borders.
- Marek But if we **decide** ¹⁵ passport checks and visas again, it will have a terrible **impact** ¹⁶ EU citizens' mobility, and in many cases also family life. I can't imagine it will be **popular** ¹⁷ EU citizens. There will be a lot of **opposition** ¹⁸ it.
- Stella Well, it won't make people happy, that's for sure. I do wonder if anyone will be **successful** ¹⁹ their attempts to extend border controls.

3 **ANALYSE** Copy and complete the table with the examples of adjectives, nouns and verbs from the dialogue in exercise 2 which go with the following prepositions.

Adjectives, nouns and verbs are often followed by dependent prepositions which are fixed.

on	of	with	in	to

4 Which of the words in each line do not go with the preposition in bold? Say what preposition it goes with.

- OF:** typical, a lack, similar, take care
- WITH:** dissatisfied, famous, compare, an argument
- ON:** depend, an opinion, laugh, based
- TO:** engage, object, opposed, an attitude
- IN:** a specialist, aware, take pride, involved

5 Complete the sentences with the correct prepositions.

- I am not a specialist multinational societies, but I am opposed the idea of stopping people from travelling freely.
- It is sometimes claimed that politicians ignore the problems average people face. What's your opinion this?
- Recently, I had an argument my brother about a charity event in our school. He's against it, but I take pride my school participating in WOŚP.
- Neighbours could focus more on how to support one another. Some families are not capable dealing financial or health problems on their own.
- Some sociologists are dissatisfied global social changes.
- I haven't been aware the fact that Louisiana was famous Cajun and Creole cuisine.
- It's good of you to always object people laughing other student's looks.

Watch out

Sometimes a different preposition may indicate a different meaning of the word.

- good at something** (competent), **good with somebody/something** (able to deal well with), **good for somebody** (beneficial)
- care about** (think and worry about), **care for** (look after)
- result in** (lead to), **result from** (be caused by)

6 Choose the correct option to complete each sentence.

- a This vet is good **at** / **with** horses. He knows how to talk to them.

b Hiding difficult emotions is never good **for** / **to** you and may make you feel overwhelmed.
- a Introducing CCTV cameras in our town resulted **in** / **from** great excitement among some citizens.

b Social and gender discrimination result **from** / **in** prejudice.
- a There are so many people who don't care **for** / **about** environmental problems.

b My mother cares **for** / **about** my sick grandmother. She's there every day, helping her out.

7 **NOW YOU DO IT** Use the prompts to make questions. Then take turns asking and answering the questions in pairs.

- what / make / people / more open / other cultures?
- how / Poland / compare / other countries / when / come / tolerance?
- how / we / fight / prejudice / discrimination / schools?
- how / we / improve / understanding / people / different views?
- what / boundaries / tolerance / other cultures?

- 1 Decide which of the words below are adjectives and which need suffixes to become adjectives. Add suffixes where necessary. Then work in pairs and say what may make people feel this way.

emotion low upset thrill cross anxious envy
hurt tense amuse eager tear energy guilt

! Watch out

- We use the **-ing** form after the phrases in bold below:
*It's **no use** crying.* Let's think of how to get out of this situation.
***There is no point/sense in** trying to convince her to change her mind.*
*It's **no good** / **not much good** starting class on time since most of the students will be late anyway.*
*It's **worth** talking to young people about their emotions.*

- 2 Rewrite the sentences using the words given.

- It is a good idea to find someone with whom you can talk openly about your negative emotions like anger or fear. **WORTH**
- Don't bother to convince our grandfather to be less pessimistic. It's pointless. **USE**
- We shouldn't simply hope that young people will always tell us how they feel. We need to ask them. **GOOD**
- Forcing people to talk about their personal problems seems senseless to me. **POINT**
- I'm not going to give you any more advice unless you start listening to me. **SENSE**

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

remember conscience surround willing scare face
remind interpret focus talk

Most of us know that we can learn a lot about another person by paying close attention to their body language and emotional reactions. ¹ expressions, gestures or the tone of voice all help us work out how someone is feeling. However, when ² on the others, we hardly ever realise how much we mimic their reactions and adopt their state of mind. Researchers confirm that emotions are contagious as we tend to copy them ³, almost automatically. Studies into the contagious nature of our feelings have found that both positive and negative feelings cause reactions in our brain that lead us ⁴ those feelings as our own. That's why when we ⁵ by cheerful people, we have a tendency to smile more often and show more ⁶ to do things. Similarly, when we are interacting with people who feel ⁷ or anxious, we begin to feel likewise. This has a serious effect on our relationships, both domestic and professional, and it is worth ⁸ next time you are in a bad mood.

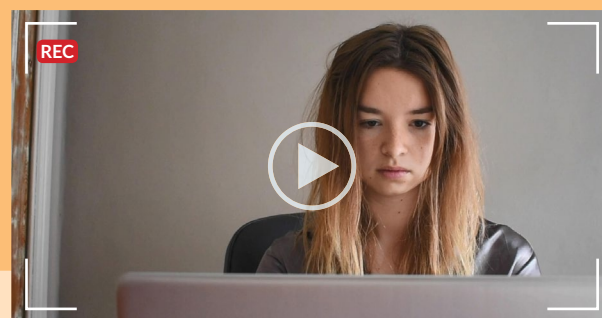
- 4 Translate the Polish parts of the sentences in brackets into English.

- (*Pogratulowałam Lucy zdania*) her exams.
- I don't know what (sprawia, że Ken czuje się) so insecure.
- Jeff has helped me many times. (za co jestem mu wdzięczny).
- The nurse (opiekująca się moją babcią) is very kind to her.
- I'm sure Tamara (nie mogła popełnić tego błędu). She is too detail-oriented.
- My boss asked me if I (skończę mój projekt) by the end of the day.
- Did you manage (zniechęcić Jima do uczestniczenia) in this protest march?
- Do you know the girl (rozmawiającą z) Greg?
- Frank helped me with the housework yesterday. (co było miłe z jego strony).
- Some people are frightened of terrorism, (który może zagrozić) national safety.

- 5 Rewrite each sentence in two different ways, using the words given.

- Karen was feeling low, but I managed to cheer her up.
a ABLE b SUCCEEDED
- I tend not to like the company of people who are insensitive and stubborn.
a FOND b HANG
- Patrick seems to be quite a likeable character.
a STRIKES b APPEAR
- Jessica said something quite rude.
a WHAT b WHICH
- What exactly are they afraid of?
a FRIGHTENED b SCARED
- Our form tutor said that she was proud of our test results.
a SATISFIED b PRIDE

Critical thinking



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

- How do you think the girl is feeling? What may have made her feel this way?
- How do you interpret the statement 'Emotions are OK'? How do different situations determine how we feel?



Vocabulary MP3 37

attentive / attentiveness	/ə'tentv, ə'tentvɪnəs/	uważny, skupiony / uwaga
apathetic	/æpə'tetik/	apatyczny
autonomous	/ɔ:'tɒnəməs/	niezależny
careless / carelessness	/'keə(r)ləs, 'keə(r)ləsnəs/	niedbały, beztroski / niedbałość, nonszalancja
caring	/'keənɪŋ/	troskliwy, opiekuńczy
confident / confidence	/'kɒnfɪd(ə)nt, 'kɒnfɪd(ə)ns/	pewny siebie / pewność siebie
courage / courageous	/'kʌrɪdʒ, kə'reɪdʒəs/	odwaga / odważny
cowardly	/'kəʊə(r)dli/	tchórzliwy
creativity	/'kri:ei'tɪvəti/	kreatywność
dependent	/'di:pəndənt/	zależny (od kogoś / czegoś)
detail-oriented	/'di:teɪl ɔ:'rɪəntɪd/	dbający o szczegóły
diplomacy	/'di:pləməsi/	dypłomacja
enthusiastic	/'ɪn,θju:zɪ'æstɪk/	entuzjastyczny
flexible	/'fleksəb(ə)l/	elastyczny
ignorant	/'ɪgnərənt/	niedouczony
intimidating	/'ɪn'tɪmɪdeɪtɪŋ/	oniemiający
imagination	/'ɪmædʒɪ'neɪ(ə)n/	wyobraźnia
impatient	/'ɪm'peɪʃ(ə)nt/	niecierpliwy
indifferent	/'ɪn'dɪfrənt/	obojętny
insecure	/'ɪnsɪ'kjʊə(r)/	niepewny, bez wiary w siebie
insensitive	/'ɪn'sensɪtv/	gruboskórny, niewrażliwy (na coś)
integrity	/'ɪn'tegreɪti/	uczciwość
intelligence	/'ɪn'telɪdʒ(ə)ns/	inteligencja
knowledgeable	/'nɒlɪdʒəb(ə)l/	mądry, znający się na rzeczy
likeability	/'laɪkə'bɪləti/	sympatyczność
motivation	/'məʊtɪ'veɪʃ(ə)n/	motywacja
passionate / passion	/'pæʃ(ə)nət, 'pæʃ(ə)n/	zapałczywy, żarliwy / pasja, zamiętowanie
patient / patience	/'peɪʃ(ə)nt, 'peɪʃ(ə)ns/	cierpliwy / cierpliwość
perseverance	/'pə'reɪ'stəns/	wytrwałość, upór
pessimistic	/'pesə'mɪstɪk/	pesymistyczny
reliable	/'ri:əɪəb(ə)l/	godny zaufania
self-assured	/'selfə'ʃʊ:(r)d/	pewny siebie
self-motivated	/'self məʊtɪ'veɪtɪd/	mającą silną motywację wewnętrzną
sloppy	/'slopi/	niedbały, niechlujny
strike sb as	/'straɪk ,səmbədi əz/	wydawać się komuś jakimś
stubborn	/'stʌbə(r)n/	uparty
undependable	/'ʌndɪ'pendəb(ə)l/	zawodny
unmotivated	/'ʌn məʊtɪ'veɪtɪd/	bez motywacji, zniechęcony
upbeat	/'ʌpbi:t/	optymistyczny

Grammar 1 MP3 38

appreciate	/ə'pri:ʃeɪt/	doceniać
approach	/ə'prəʊtʃ/	podejście
convince	/kən'vɪns/	przekonywać
direction	/dɪ'rek(ə)ʃn/	kierunek
go the extra mile	/'gəʊ ðɪ 'ekstrə maɪl/	pójść o krok dalej (w swojej pracy, działaniach), wkładać więcej wysiłku niż to oczekiwane / wymagać
modest	/'mɒdɪst/	skromny
supervise sb	/'su:pə'vaɪz ,səmbədi/	nadzorować kogoś

Listening and vocabulary MP3 39

be dead set on sth	/bi 'ded 'set ɒn ,səmbədi/	być niezwykle zdeterminowanym (aby coś osiągnąć)
--------------------	----------------------------	--

feel like (it's) the end of the world

/fi:l laɪk ðɪ ,end əv ðə 'wɜ:(r)ld/

give up hope
make a go of sth

/gɪv ,ʌp 'həʊp/
/'meɪk ə 'gəʊ əv ,səmbədi/

make sth work

/'meɪk ,səmbədi 'wɜ:(r)k/

miss out on sth

/'mɪs 'aʊt ɒn ,səmbədi/

resilience

/'ri:zɪliəns/

stick to sth

/'stɪk tə ,səmbədi/

czuć się, jakby świat się zawalił

stracić nadzieję
odnieść sukces w czymś, rozkręcić interes
sprawić, żeby coś się udało
przepaść coś

odporność na niepowodzenia
trzymać się czegoś (np. planu)

Grammar 2 MP3 40

attendee	/ə'ten'di:/	uczestnik
concerned	/'kɒn'sɜ:(r)nd/	zainteresowany, zaniepokojony
experience a setback	/'ɪk,sprɪəriəns ə 'set,bæk/	napotkać problemy, komplikacje
mayor	/'meɪə/	burmistrz
moved	/'mu:vɪd/	wzruszony, poruszony
song of welcome	/'sɒŋ ɒv 'welkəm/	pieśń powitalna

Reading and vocabulary MP3 41

anxiety	/æŋ'zaɪəti/	niepokój, niepewność
beg	/'beg/	błagać
bewildered	/'bi:wɪldə(r)d/	zdezorientowany, oszołomiony
crime of passion	/'kraɪm əv 'pæʃ(ə)n/	zabójstwo z miłości, przestępstwo popełnione w afekcie
frown	/'fraʊn/	marszczyć czoło
fuss	/'fas/	zamieszanie, afera, ceregiele
giggle	/'gɪg(ə)l/	chichotać
gravel	/'græv(ə)l/	żwir
hesitate	/'hezɪteɪt/	wahać się
lamb	/'læm/	jagnię
leg of lamb	/'leg əv 'læm/	udziec jagnięcy
lock	/'lɒk/	zamek w drzwiach
motionless	/'məʊʃ(ə)nləs/	nieruchomy
nausea	/'nɔ:ziə/	nudności, mdłości
sewing	/'səʊɪŋ/	szycie, robótka
sit still	/'sɪt 'stɪl/	siedzieć nieruchomo
slaughter	/'slɔ:tə(r)/	rzeź
tranquil	/'træŋkwɪl/	spokojny
tyre	/'taɪə(r)/	opona
uneasily	/'ʌn'i:zɪli/	nervowo, z trudem
vomit	/'vɒmɪt/	wymiotować
whisper	/'wɪspə(r)/	szeptać

Speaking MP3 42

break a rule	/'breɪk ə 'ru:l/	złamać zasadę
defy	/'di:'faɪ/	być nieposłusznym
get one's way	/'get wʌnz 'wei/	stawić na swoim
make sb see reason	/'meɪk ,səmbədi si: 'ri:zn/	sprawić, aby ktoś zachowywał się racjonalnie
reach an understanding	/'ri:tʃ ən ,ʌndə'stændɪŋ/	osiągnąć porozumienie
relieved	/'ri:li:vd/	odczuwający ulgę
vivid	/'vɪvɪd/	jaskrawy, wyrazisty
work up the courage	/'wɜ:(r)k ,ʌp ðə 'kʌrɪdʒ/	zdożyć się na odwagę

Writing MP3 43

accomplishment	/'ækəmplɪʃmənt/	osiągnięcie
gender equality	/'dʒendər i'kwɒləti/	równość płci

gifted
noteworthy fact

/'gɪftɪd/
/'nəʊtɜ:(r)ði 'fækt/

utalentowany
fakt godny zapamiętania

English in Use MP3 44

amused	/ə'mju:zd/	rozbawiony
anxious	/'æŋkʃəs/	zaniepokojony
approve of sth	/'ə'pru:v əv ,səmbədi/	pochwalać coś
attitude to sth	/'ætɪtju:d tə ,səmbədi/	podejście, stosunek do czegoś
care about sth / care for sb	/'keə(r) ə ,baʊt ,səmbədi, 'keə(r) fə(r) ,səmbədi/	troszczyć się, dbać o coś / zajmować się kimś
contagious	/'kən'teɪdʒəs/	zaraźliwy
cross	/'kros/	rozgniewany
deal with sth	/'di:l wɪθ ,səmbədi/	radzić sobie z czymś
decide on sth	/'di:'saɪd ɒn ,səmbədi/	zdecydować się na coś
depend on sth	/'di:pənd ɒn ,səmbədi/	zależać od czegoś
dissatisfied with sth	/'dis'sætɪsfɑɪd wɪθ ,səmbədi/	niezadowolony z czegoś
eager	/'i:ɡə(r)/	chętny, entuzjastyczny
emotional	/'ɪməʊʃ(ə)nəl/	emocjonalny, łatwo dający się ponieść emocjom
energetic	/'enə(r)'dʒetɪk/	energiczny
engage in sth	/'ɪn'geɪdʒ ɪn ,səmbədi/	angażować się w coś
envious	/'enviəs/	zazdrosny, zazwistny
good at sth / with sb / good for sb	/'ɡʊd ət ,səmbədi, wɪθ ,səmbədi, 'ɡʊd fə(r) ,səmbədi/	dobry w (jakiejś dziedzinie) / dobrze sobie z kimś radzić / dobry, korzystny dla kogoś
guilty	/'ɡɪlti/	winny
hurt	/'hɜ:(r)t/	zraniony, urażony
impact on sth	/'ɪmpækt ɒn ,səmbədi/	wpływ na coś
insist on sth	/'ɪn'sɪst ɒn ,səmbədi/	nalegać na coś
involved in sth	/'ɪn'vɒlvɪd ɪn ,səmbədi/	zaangażowany w coś
lack of sth	/'læk əv ,səmbədi/	brak czegoś
laugh at sb low	/'lɑ:f ət ,səmbədi/	śmiać się z kogoś
object to sth	/'ɒb'dʒekt tə ,səmbədi/	przyszybyć, sprzeciwiać się czemuś
opposed to sth	/'ə'pəʊzd tə ,səmbədi/	przeciwny czemuś
opposition to sth	/'ə'pəʊzɪʃ(ə)n tə ,səmbədi/	sprzeciw wobec czegoś
popular with sb	/'pɒpjələ(r) wɪθ ,səmbədi/	popularny wśród (w jakiejś grupie)
pose a threat to sth/sb	/'pəʊz ə 'θret tə ,səmbədi, ,səmbədi/	stanowić zagrożenie dla czegoś/kogoś
result in sth / result from sth	/'rɪzlt ɪn ,səmbədi, 'rɪzlt frəm ,səmbədi/	doprowadzać do czegoś / wynikać z czegoś
specialist in sth	/'speʃəlist ɪn ,səmbədi/	specjalista w (jakiejś dziedzinie)
take pride in sth	/'teɪk 'praɪd ɪn ,səmbədi/	być dumnym z czegoś
tearful	/'tiə(r)f(ə)l/	płaczący
tense	/'tens/	spięty
thrilled	/'θrɪld/	podekscytowany, zachwycony
typical of sth/sb	/'tɪpɪk(ə)l əv ,səmbədi, ,səmbədi/	typowe dla czegoś/kogoś
upset	/'ʌp'set/	zmartwiony, zdenerwowany
view on sth	/'vju: ɒn ,səmbədi/	pogląd na coś, zdanie na jakiś temat



Complete all the exercises from this section in your notebook.

Challenge! MP3 45

be a (real) team player	/bi ə (ˌrɪəl) ˈtiːm ˌpleɪə(r)/	umieć pracować w zespole
come across as	/ˌkʌm əˈkrɒs əz/	sprawić wrażenie, uchodzić za
fit in with sb	/fɪt ˈɪn wɪθ ˌsʌmbədi/	pasować do kogoś
have a confident air about oneself	/hæv ə ˌkɒnfɪd(ə)nt ˈeər əˌbaʊt wʌnˌself/	emanować pewnością siebie
make sth of sb	/ˈmeɪk ˌsʌmθɪŋ əv ˌsʌmbədi/	sądzić coś o kimś, mieć opinię o kimś
take to sb/sth	/teɪk tə ˌsʌmbədi, ˌsʌmθɪŋ/	polubić kogoś/coś, przekonać się do kogoś/czegoś
turn into sb / sth	/tɜː(r)n ˈɪntə ˌsʌmbədi, ˌsʌmθɪŋ/	zmieniać się w kogoś/coś
turn out	/tɜː(r)n ˈaʊt/	okazać się (kimś/czymś)
turn round	/tɜː(r)n ˈraʊnd/	odwracać się (od kogoś)
turn sb away	/ˌtɜː(r)n ˌsʌmbədi əˈweɪ/	odprawiać kogoś
turn sth down	/tɜː(r)n ˌsʌmθɪŋ ˈdaʊn/	odrzucać coś
turn to sb	/ˈtɜː(r)n tə ˌsʌmbədi/	zwracać się do kogoś
turn up	/tɜː(r)n ˈʌp/	pojawiać się, przychodzić

VOCABULARY

- 1 Make nouns and adjectives from the words given. Then decide which words have a negative connotation.

attentive, persist, diplomatic, likeable, creative

Nouns:

know, envy, depend, passion, courage, autonomy, coward

Adjectives:

- 2 Choose the correct option to complete each sentence.

- If you are **eager** / **insecure**, you are likely to be uncomfortable in large groups.
- Jane always **frowns** / **giggles** when she is angry.
- I think it was **insensitive** / **stubborn** of Paul to comment on Julia's new hairstyle.
- Ruth is a cheerful and optimistic person with **an upbeat** / **a flexible** personality.
- No boss would appreciate **sloppy** / **knowledgeable** employees.

GRAMMAR

- 3 Rewrite each group of sentences as one sentence. Use defining or non-defining relative clauses. Start with the words in bold. In which sentences can you omit the relative pronoun?

- My father worked with **many people**. They became his best friends. It was great.
- Leo** helped me a lot with my English project. I'm very grateful to him.
- I dream of a job. It would allow me to develop my interests. It won't be easy to find.
- We** met a young man. His father works as a psychologist.
- Rebecca** wants to change her lifestyle. She is tired of living in the city.
- Peter was talking to **the woman**. She was his colleague from work.

- 4 Complete the sentences with the correct prepositions.

- In my opinion, the majority of adults are not aware the problems of average teenagers.
- Some students are dissatisfied the headmaster's decision not to organise a Halloween party this year.
- It is impossible to compare the problems we face the situation in schools in developing countries.
- Is it good sportspeople to constantly measure their achievements?

- 5 Complete the text. Use reduced relative clauses or the correct form of the verbs in brackets.

My friend Thomas, ¹ (**nominate**) for the Best Local Musician award, is a truly talented artist, ² (**work**) very hard for his success. The awards ceremony he's going to attend will take place next Sunday, and Thomas, ³ (**be**) shy, is quite worried about it. He says that if he wins, he will have to make a speech. I told him that there is no point in ⁴ (**get**) too stressed about it, and that it is worth ⁵ (**prepare**) a few words to say beforehand. I hope he'll listen to my advice.

- 6 Complete the text using the prompts in brackets.

I ¹ (**talk about** / **time**) I met my boyfriend. What ² (**start out** / **ordinary day**) turned out to be the day I fell in love. I ³ (**never forget** / **time**) I sat next to him on the train. Well, what ⁴ (**stay** / **me** / **vividly**) is his smile when he looked at me. I didn't fancy a conversation at first, but he kept smiling at me. ⁵ (**What** / **happen** / **next** / **be**) like a scene from a romantic movie. He just asked me if I'd go on a date with him, and I said yes. ⁶ (**when** / **I** / **look**) now, I realise it was one of the best decisions in my life.



SKILLS PRACTICE

- 7 Read the note below and use the information to complete the gaps in the letter in a more formal style.

Hi Ms Johnson,

Just like you asked, here is my suggestion for a candidate for student representative.

I'd go for Kate Smith as my choice.

I guess she will be the right person because she is popular with other students and comes across as being very self-confident. The other students like her because she does lots for the school. When I think of her personality, on top of being assertive, she is also very nice and reliable.

I hope you will like my idea.

Love,

Daniel

1 ,

I 2 to your request to suggest a candidate to become a student representative. I 3 Kate Smith for this purpose. I 4 that she will be 5 . 6 to be an appropriate person is that she is liked by other students and 7 to be self-confident. Kate is appreciated by everybody at school for being 8 in school matters. 9 her personality, 10 to being assertive, she seems very kind and reliable.

I hope my proposal 11 .

12 ,

Daniel Jackson

- 8 Complete the sentences by inserting the missing words and writing the correct form of the words in brackets.

- John Nash a to be a person who has (success) managed to combine his career with his private life.
- Julia has (number) (accomplish) in the film industry: two Best Actress awards and the Personality of the Year award, to n but a few.
- I hope that my (propose) will meet with your (approve).
- Jack has previously been p and awarded for his dedication to charity work. His positive attitude is also (example) by the fact that he regularly helps his classmates with maths and chemistry.

- 9 Work in pairs and test each other.

Student A: go to page 139.
Student B: go to page 145.

ENGLISH IN USE

- 10 **SŁOWOTWÓRSTWO** Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z podanych wyrazów w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

energy imagine insist knowledge likeable
live survey

MUSIC AND PERSONALITY

Music has the power to elicit a strong emotional reaction from listeners, and it has been the object of many research projects over the years. Most recently an interesting study of music genres and personality traits has been conducted by a(n) ¹ team of scientists at the University of Cambridge. The group, led by Dr David Greenberg, ² over 300,000 people in 50 countries around the world. The results of their project suggest that people who listen to the same type of music have similar personalities, despite ³ on different continents.

According to the researchers, fans of smooth, relaxing music – who often listen to reggae or folk artists – are characterised by their ⁴ and willingness to cooperate. People considered extroverts are more social and they show more enthusiasm for pop and rap songs. They are likely to listen to such popular artists as Justin Bieber or Beyoncé. On the other hand, people with a vivid ⁵ and great creativity prefer less popular musical genres like jazz. Finally, people who often feel angry or anxious opt for music styles that the researchers labelled as 'intense'. Their favourite musical styles are typically grunge and punk rock.

Perhaps in the future, music could be used to help us understand people from other parts of the world, even if we don't understand their culture or language.





11 TRANSFORMACJE ZDAŃ Uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- Do you know anything about the university that he has applied to?
Do you know anything about the university applied?
- You will never convince your boss that your idea works – it's pointless.
There trying to convince your boss that your idea works.
- It's a pity that he didn't get the scholarship.
He didn't get the scholarship, a pity.
- If you are a first-year student and your exam has not been marked yet, please contact Professor Ricklan.
All first-year students marked yet should contact Professor Ricklan.
- The woman Joshua talked to just a moment ago is a prominent surgeon.
The woman Joshua talked just a moment ago is a prominent surgeon.
- It took him many attempts, but eventually the writer managed to come up with an original idea for a story.
Eventually, coming up with an original idea for a story, even though it took him many attempts.

LISTENING

12 CD 2.18 DOBIERANIE Usłyszysz dwukrotnie cztery wypowiedzi o niecodziennych wydarzeniach. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz właściwe litery do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

- A somebody insisting on a certain way of working.
- B somebody giving up hope.
- C lacking motivation to do something important.
- D his/her own persistence and its result.
- E feeling confused about an unexpected discovery.

1	
2	
3	
4	

13 CD 2.18 ODPOWIEDZI NA PYTANIA Wysłuchaj ponownie czterech wypowiedzi. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- Speaker 1 offered Carla to take Winston for a walk .
- Speaker 2 found his/her task difficult because the dog wouldn't stop .
- Speaker 3 received some money after a company used his/her photo to without his/her permission.
- Speaker 4 left some food outside because the dog him/her at first.
- All speakers talk about unusual events and explain how they in each situation.

SPEAKING

14 ROZMOWA NA PODSTAWIE ILUSTRACJI

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie. Następnie zamieńcie się rolami.

Uczeń A



- How might the waitress be feeling? Why?
- What do you normally do when you are dissatisfied with a product or a service?
- Tell me about me the last time someone was rude to you.

Uczeń B



- How might the man in the photo be feeling? Why?
- Do you like being the centre of attention? Why? / Why not?
- Tell me about the last time you had to give a presentation in front of your classmates.

WRITING

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

Redakcja międzynarodowego czasopisma dla młodzieży postanowiła zorganizować konkurs dla młodych działaczy społecznych. Zwycięzcy mają zostać ogłoszeni w trakcie uroczystej gali, a nagrody mają wręczyć znane i inspirujące młodzież osobistości z różnych krajów. Napisz **list do redakcji**, w którym opisz osiągnięcia osoby, która Twoim zdaniem powinna wręczyć jedną z nagród, oraz wyjaśnisz, w jaki sposób może ona stać się inspiracją dla młodzieży.

6

CITY AND COUNTRY

VOCABULARY

qualities of places • describing a place



- 1 Divide the adjectives below into two categories: positive and negative. Choose some of them to describe pictures 1–3. Which adjectives could you use to describe the place where you live?

happening shabby vibrant dull picturesque quaint
bustling overcrowded noisy relaxing depressing
peaceful lively charming expensive isolated polluted
touristy unspoilt fascinating scenic

- 2 Read some forum entries from young people describing where they live. Who is completely satisfied? Who points out some difficulties with their living arrangement? Who mentions some tourist attractions in the place where they live?

I live in a big block of flats in central Bangkok, Thailand. Living right in the centre of things is cool, and it's great to **be close to all the amenities**. I really enjoy the vibrant life of the big city. Unfortunately, we have to **put up with traffic jams** and pollution, but it's worth it to **be at the centre of everything**.

Achara (Bangkok, Thailand)

My family and I live in a village in Yorkshire, UK. We lived in a big city before, but we really **enjoy the slower pace of life** here. It's relaxing to **be surrounded by** such picturesque countryside, and we're very happy to have **escaped the rat race** of the big city.

Kenneth (North Yorkshire, UK)

My family and I live in Sandomierz, Poland, and I enjoy it very much. It is one of the oldest towns in Poland with important old public buildings and quaint charming cobblestone streets. I enjoy the **peace and quiet** and the **sense of community** that comes with living in a smaller town. It's also easy to reach the countryside, so there is still **a connection with nature**.

Aleksy (Sandomierz, Poland)

- 3 Match the phrases in bold from the texts in exercise 2 with the definitions below.

- 1 get away from a competitive atmosphere
- 2 be where everything is happening
- 3 calm and silent atmosphere
- 4 deal with terrible traffic
- 5 take pleasure in a relaxed lifestyle
- 6 feeling of connecting with your neighbours
- 7 have something all around you
- 8 be near the shops and other conveniences
- 9 feeling of being close to the natural world

- 4 Complete the sentences with the words below.

polluted overcrowded community amenities
rat race shabby vibrant

- 1 I know the cottage looks a bit now, but with some cleaning and painting it will be great.
- 2 Surprisingly, people who live close together in urban areas often feel very little sense of because residents tend to protect their privacy.
- 3 Jo moved to the countryside to escape the of the city.
- 4 Although this area is quite because of the heavy traffic and factories, there is a very street life, with food vendors, performers and tourists.
- 5 I love living near all the such as museums and shops.

- 5 **CD 2.19** Listen to a couple of friends talking about what they like about their new living situations. Complete the text. Use two to five words in each gap.

The boy had heard that Kelly was frustrated because of the ¹ from the school. She denied saying that but admitted that she was still ² the new place, as it didn't feel like home, partly because of the ³ the house. Kelly stated that it's nice to be living in the countryside anyway and that there is a ⁴ from the upper storey of her house. The boy explained that his family had recently moved to a new place because their old one was ⁵ . He added that the new place is at the top of a block, so the views are amazing, and there is ⁶ than in the old place.

VOCABULARY CHALLENGE! Unit 6, page 131, exercise 1

Critical thinking



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

- 1 Why do you think people choose to live on canal boats?
- 2 What may the pluses and minuses be of such a lifestyle?

1 Think about different holiday destinations you have visited. Which did you like most? Why?

2 Copy and complete the table with the comparative and superlative forms below. Correct four incorrect forms. Four forms fit more than one category.

harder faster (the) most conveniently less confusing
the most affordable crowdeder more easily
fater happier more effectively the eldest
(the) most beautifully worse (the) most worst politer
the least expensive friendlier

Comparative adjectives	Superlative adjectives	Comparative adverbs	Superlative adverbs

3 **CD 2.20** **LANGUAGE IN CONTEXT** Read and listen to the voicemail message. Why is Danielle refusing the invitation? What are her main reasons?

Hi Susan. I don't think I'll be coming to Ken's country house with you this weekend. I've got by far the most difficult exams of the term coming up, and I'm getting more and more worried about them. All said, it's not the best time for me, so I think it's better if I stay at home. I'm so stressed that I'm afraid I wouldn't be anywhere near as fun as my usual self even if I did come! If I do need to escape, I'll go to my grandparents' beach house. It would be far more practical for me than going to Ken's because I could study better there. There are a lot fewer distractions, and I know my grandparents are way less likely than my friends to interrupt me. Some of my classes are getting harder and harder, so I really need to concentrate. Also, Ken's place is about three times farther away, so it's not nearly as short a drive to get there. The more I think about it, the more I'm beginning to realise that staying at home is probably the best thing for me to do. Anyhow, thank Ken for the invitation, and I'll see you in class next week. I'm back to the books.

4 ANALYSE Find example sentences in the text in exercise 3 which correspond to the patterns below.

a comparatives with modifiers
(slightly, far, a lot, a bit, etc.)

b superlatives with modifiers
(by far, easily, probably, etc.)

c (not) as / so ... as with modifiers
(just, nearly, almost, not quite, barely, etc.)

d the ... the comparisons

e comparative + comparative

! Tip

- We use the prepositions **in** / **on** while stating which person or thing stands out from others.
She is the tallest person in the class.
This is the best beach on the island.
- We use the preposition **of** to compare one thing with many things.
Santorini is the most fascinating of the Cycladic islands.
Delos is the hardest island of all to get to.

5 PRACTISE Choose the correct option to complete each sentence.

- Poland is **just** / **by far** as interesting **than** / **as** France.
- The more I travel, the **more** / **most** I appreciate where I live.
- Our new house is not **so** / **more** spacious as the old one, but it is by far the **most** / **more** beautiful one we've ever lived in.
- My brother is the shortest person **in** / **on** my family, but he is **easy** / **easily** the most athletic **of** / **than** us all.
- As our town gets **large** / **larger** and larger, there are fewer and **fewer** / **fewest** green spaces to enjoy.
- While this cruise line is **slightly** / **nearly** more expensive, it offers by far **widest** / **the widest** selection of destinations.
- Calley makes **just** / **quite** as much money as I do, but as her rent gets dramatically **high** / **higher** every year, it becomes **far** / **as far** harder for her to afford holidays or other treats.

6 Rewrite the sentences using the words in brackets.

My neighbourhood is crowded compared to a few years ago. (**more**)

My neighbourhood is more crowded than it was a few years ago.

- It is much more difficult than it used to be to find a place to park in my neighbourhood. (**nearly**)
- I have never visited a more interesting city than Edinburgh. (**easily**)
- Flats are increasingly expensive in this area of town. (**less** / **affordable**)
- As cities, Rome and Paris are equally romantic. (**as**)
- As they build taller buildings, the streets get darker. (**the ... the**)
- I have never lived in a better flat than this one. (**by far**)

7 NOW YOU DO IT Work in pairs. Write down examples of the following. Then try to persuade your partner to accept your point of view. Use various comparative and superlative forms.

- the most exciting holiday destination
 - the most engaging film / (TV) series / video game
 - the most talented actor / writer / music performer today
- A** *Italy is easily the coolest European country to spend a holiday. There are far more attractions there than, for example, in Spain, and the food is much better.*
- B** *I'm not sure I agree. There aren't as many great beaches as in Spain, and Italian cities are becoming more and more touristy. I think Spain is a far more exciting place to visit.*

1 What is the most remote place you have ever visited? What was the life there like?

2 Look at the pictures of three places. What do you think the life there would be like?

3 **CD 2.21**   Listen to a man talking about some distant places he has visited. Answer the questions.

- 1 Why has he not posted his comments for a while?
- 2 What is the only way to reach Whittier, Alaska?
- 3 Where do most residents of Whittier live?
- 4 What are the two ways you can reach Supai village?
- 5 What two natural wonders are near Supai village?
- 6 What is unique about the postal service in Supai?
- 7 How can you reach the oasis in Egypt?
- 8 What contrast does the speaker mention while describing the oasis?



Whittier, Alaska, USA



Supai, Arizona, USA



Siwa Oasis, Egypt

4 **CD 2.21**   Listen again and complete the summary.

The author of the vlog describes his trips to remote locations and shares his observations with his followers. In general, he is ¹  his travels. The first place he mentions is a small village in Alaska. It is very much off the beaten track, so he recommends this destination to people ²  hustle and bustle of the city. Then, he moves on to Supai, a small town in Arizona, ³  Native Indians. In order to visit it, you need to hike eight miles or hire a helicopter. The author of the vlog warns his viewers not to visit it ⁴  as it can be scorching hot. The last place described in the podcast is an oasis in Egypt. As a result of living in isolation, the inhabitants of this place ⁵  by civilisation. According to the author, the most mesmerising thing about the oasis is the incredibly lush flora that contrasts with the ⁶  surrounding the place.

5  Replace the underlined parts of the sentences with the phrases below. If necessary, use a dictionary to help you.

out of place off the beaten track be up for
beyond belief hustle and bustle out of the way
beyond my ability out of this world

- 1 That modern hotel looks as if it doesn't belong in such unspoilt natural surroundings.
- 2 The scenery in the Andes in Peru is absolutely stunning! I've never seen anything like it.
- 3 Our village is truly far from civilisation. The nearest town is nearly an hour away.
- 4 I'm afraid that climb is more than I'm capable of doing.
- 5 I enjoy the noise and busyness of the big city, but it's also nice to escape to the countryside now and then.
- 6 If you are willing to undertake a real adventure, you should go on an Amazon boat trip.
- 7 The way they have managed to preserve the ecosystem here while making it comfortable for visitors is incredible.
- 8 Our cottage isn't in the village – it's a bit hard to find, at the end of an unpaved road.

6  Work in pairs. Discuss what you imagine will be different about where you live in ten years. Will you be living in the same city/town/village? Will your quality of life improve or get worse? Why? In what way?

7 **CD 2.22** Listen to three recordings. Answer the questions.

- 1 What population trend is the first speaker talking about?
- 2 What is the second speaker's opinion of where she lives? Is it likely to change?
- 3 What is the third speaker describing? What is unique about it?

8 **CD 2.22**   Listen again. Choose the correct answers.

- 1 Which of the following is a fact, not an opinion?
 - a New inhabitants of Chinese cities have trouble adapting to life there.
 - b China will have more than 200 very large cities in the near future.
 - c City governments make half their money from land sales.
 - d The primary reason for the population movement is to find work.
- 2 According to the second speaker,
 - a a number of her peers share her opinions.
 - b it bothers her when neighbours discuss her private business.
 - c it is easier to work in a small town than it used to be.
 - d a strong sense of community can be found everywhere.
- 3 The third speaker says that the new style of living
 - a is only suitable for young people.
 - b is not necessarily economical.
 - c may discourage people from moving to the city.
 - d has not been tried yet.

9 **WHAT DO YOU THINK?**  Work in pairs and role-play the task below.

Your town wants to encourage more young people to move there. What steps should the local government take to make it more appealing? Think about:

- housing;
- facilities for young people and families;
- employment;
- entertainment.

1 Think of a place which is particularly important to you. Why do you feel so strongly about it?

2 LANGUAGE IN CONTEXT Read two extracts from travel blogs. What do the authors like about the places they have visited? Would you like these places for the same reasons?

I haven't travelled abroad much, but I think ¹ most interesting city I've visited so far is ² London. It is ³ exciting place, and ⁴ people who live in the city seem full of energy. Since I like ⁵ shopping so much, I especially enjoyed ⁶ area of ⁷ city called Camden. It is ⁸ exciting neighbourhood where you find all sorts of crazy fashions. I enjoyed ⁹ museums too. There's also the fact that London is ¹⁰ urban environment which is full of beautiful green spaces. I think every young person should go there!



If you are visiting ¹¹ Europe for ¹² first time, don't miss a visit to ¹³ Frankfurt! Of course I'm ¹⁴ student here, so it's ¹⁵ place I know very well, but I think it's ¹⁶ fascinating city for anyone who visits. ¹⁷ ancient monuments are interesting, of course, but just wandering through ¹⁸ streets of ¹⁹ older neighbourhoods is fun too. ²⁰ nightlife is really lively, so it's ²¹ ideal place for ²² young people.



3 CD 2.23 Complete the texts in exercise 2 with *a/an, the* or *-* (for no article). Then listen and check.

4 ANALYSE Answer the questions below. Then find example sentences from the texts in exercise 2 which correspond to the rules.

Which article (*a/an, the* or no article) is used

- before singular countable nouns?
- before plural and uncountable nouns?
- when we mention something for the first time?
- to refer to something which has already been mentioned or is defined immediately afterwards?
- to classify people or things (to say that it is a member of a category)?
- before superlative adjectives / ordinal numerals?
- when we talk about things in general?

! Tip

The with geographical names

- There is normally **no article** before names of cities, countries, or continents unless they include words like: *state, republic, kingdom*, etc. *Morocco, Poland, England* BUT *the Czech Republic, the United Kingdom*; exceptions: *the Netherlands, the Philippines* (because they imply a group).
- We use **the** with the names of bodies of water (oceans, seas, rivers, gulfs), deserts, and groups of mountains or islands: *the Atlantic, the Caribbean Sea, the Danube, the Persian Gulf, the Gobi, the Alps, the Falklands*.
- There is **no article** before the names of individual mountains, islands or lakes: *Mt Everest, Corfu, Lake Geneva*.

5 PRACTISE Complete the text with *the* or *-* (for no article).

Northern Italy is quite different from the south of the country. The cities are more like those in colder parts of ¹ Europe, with more indoor facilities and sheltered spaces. ² Milan is a large industrial and business base, and it is more famous for fashion than scenery. Of course, the northern part of the country isn't lacking in appeal. ³ Lake Como is just one of the many beautiful lakes in the region, and on the border with Switzerland you can find ⁴ Alps, with their beautiful villages and ski resorts. There is also access to open water at ⁵ Gulf of Genoa in ⁶ Ligurian Sea to the west, and ⁷ Gulf of Venice to the east. But if you prefer sunshine, beaches and island life, southern Italy is your best bet. Nothing compares to ⁸ Aeolian Islands in ⁹ Tyrrhenian Sea, and cities like ¹⁰ Venice and ¹¹ Naples are amazing too. I suppose my point is that ¹² Italy has something for everyone, even quite a threatening volcano – ¹³ Mt Vesuvius – for those interested in the extremes of nature.



Naples with Mt Vesuvius in the background

GRAMMAR CHALLENGE! Unit 6, page 131, exercise 1

6 Complete the statements below with *a/an, the* or *-* (for no article).

Finding ¹ perfect home to buy or rent is ² impossible task. There either won't be ³ view or ⁴ location will be inconvenient. But houses are like ⁵ friends. As you get to know them, ⁶ flaws they have become less important.

As ⁷ teenager, I don't care much about ⁸ specific house or flat I live in. As long as I'm close to ⁹ friends, have access to ¹⁰ good school and can easily get to ¹¹ amenities like ¹² skate park, ¹³ sports field and ¹⁴ good café, then it's ¹⁵ perfect place for me.

It is always ¹⁶ exciting adventure when you move ¹⁷ house or flat for ¹⁸ first time in your life. Of course, you shouldn't be surprised if you have to do some rewiring or repair ¹⁹ plumbing, especially if you have chosen ²⁰ older place. Still, ²¹ feeling of moving to a new place is wonderful.

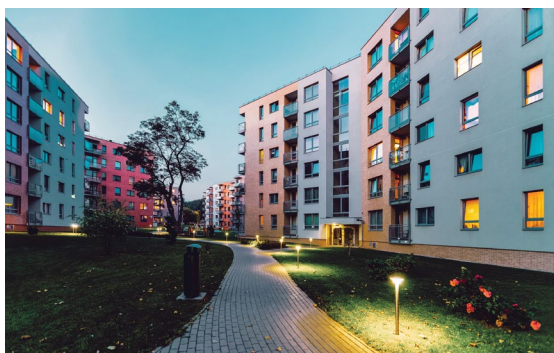
7 NOW YOU DO IT Describe a country or a region you have visited which is worth recommending to young travellers.

- 1  Work in pairs. Read the list of amenities and features below. Imagine two of them could be introduced to improve the life of residents in your neighbourhood. Choose the possible investments and give reasons for your choice.

cycle lane nursing home benches pedestrian zone
new shopping centre barbecue spot wi-fi access point
playground gated community youth club city bike rental
fitness trail / outdoor gym in a park outdoor concert hall
communal deck/lounge charging point for electric cars
amusement park high-rise apartment blocks

- 2  Work in pairs. Describe pictures 1–2 and answer the questions.

- 1 Do these places seem attractive to you? Why?/ Why not?
- 2 Which of these places would you rather live in? Why?



- 3 **CD 2.24** Read the two texts. Summarise what each text is about using your own words. Use the phrases below to help you.

The text may come from ... It may be addressed to ...
The text is mainly about ... It describes ...
The text may appeal to ... It also mentions ...
One of the most interesting aspects it talks about / discusses is ...

- 4  Read text A again and choose the correct answers.

- 1 From the first paragraph, we learn that
 - a city dwellers themselves are the root of the problem of loneliness.
 - b sociologists worry about the lack of accommodation for newcomers the most.
 - c people move to cities because they are fed up with living in the countryside.
 - d sociologists and city planners share the same opinion about isolation in the city.

- 2 Which of the following was mentioned first?
 - a Urban strategists have responded to the new needs.
 - b The place you live may affect your health.
 - c The young should be able to hang out close to home.
 - d It is possible to change cities with some determination.
- 3 Which of the following sentences is NOT true?
 - a New Zealand is a prime example of a pro-active country in terms of space design.
 - b There is evidence that people in cities find it hard to cope with loneliness.
 - c Urbanists cannot do anything when it comes to the revitalisation of blocks of flats.
 - d Loneliness impacts all members of urban communities.

Text A

Cities are expanding like never before. In 2008, more than half of the world's population were **city dwellers**, with the United Nations projecting that by 2030 five billion people will be living in **built-up areas** rather than the quiet countryside. People **flock to** big towns as these promise a life free of hardship where job, education and entertainment opportunities abound. While it is true that living in a city is associated with more comfort and convenience, it has its downsides, and it's not the crime rate or housing problems which sociologists dwell on the most. It is a nagging feeling of isolation that people are overcome by. There is growing evidence that urban loneliness is touching the whole strata of society, not just the elderly, with research showing young people often feel disconnected from their peers and young professionals find themselves going weeks without talking to people. You may blame the people themselves, but sociologists and urban experts alike point out that it's also down to the way cities are designed which triggers alienation. Think about the very limited number of places where people can sit down and talk, parks with very few benches, private gardens, gated communities, huge apartment blocks where neighbours do not recognise each other.

Luckily, there are ways to reverse these trends, and more and more city councils are putting measures in place to prevent loneliness and encourage **community spirit**. One of the many countries tackling the problem is New Zealand, which has been implementing the concept of *whakawhanaungatanga* – or kinship. The idea is to repurpose housing communities so that they feel homely and **are conducive to** social interaction. There are communal vegetable gardens, common houses, communal decks or lounges for people to rest, shared barbecue spots, cycle lanes and pedestrian zones, all to foster connectedness. Experts say that urban planning of this kind does the job. On average, around 90% of people who are residents in such communities report that their quality of life has improved, which then, in turn, has a positive impact on their physical and mental well-being.

Urban trends which promote interaction can thankfully be seen in most parts of the world. Architects and urban planners give more thought to spaces between buildings and think harder about how buildings

shape spaces. More and more of the so-called barefoot neighbourhoods with pocket parks and playgrounds are being created to make the **quarter** contact-friendly. The belief is that if children from the same area grow up together, the community will benefit in the long run.

There are plenty of other ideas too. One of them is revitalising dark alleyways with plant gardens and garden furniture to make them more pleasant places to stop and have a chat. Another one is encouraging people to eat at the same table in a restaurant to claim some discount for your meal or designing kindergartens next to nursing homes so that the children and the elderly can interact, read stories and engage in games. High-rise apartment blocks could also be fitted with social interaction spaces or common large balcony-like platforms for people to meet. Where there's a will, there's a way, as they say!

Text B

Hi everyone!

What are you up to? Hope you're are having a whale of a time during your hols, like I am! I'm in Poland, in the city of Łódź (pronounced 'Wooge'). I came here because I got an invite to my Polish mate's birthday do. I kind of expected to fly in and fly out, but I've fallen head over heels in love with the place, really. It's an example of a postindustrial city, full of **disused** factories which are being turned into shopping malls, lofts and cafés. I'm staying put for a bit, and let me explain what is keeping me here. As a student of architecture, I'm always after cutting-edge ideas to liven up cities, and that's exactly what I came across here. At the party, I bumped into this bloke, Jacek – it turns out that he's an aficionado of modern design. He took me on a trip round Łódź – three things caught my eye, and this in only one day! Never thought there'd be so much amazing stuff here. For a start, there are the so-called woonerfs, which is a Dutch word for 'living streets'. Woonerfs are small, vibrant streets or alleyways with cafés, lights and plants galore, where car traffic is limited – very popular with the people here. To be honest, I wouldn't mind hangouts like these where I come from. There is also the heart of the city called 'OFF Piotrkowska,' where old redbrick factories have been **revamped** into trendy bars and diners. Fab food is served there. In fact, places like Ogrody Geyera or Bulwary Północne with their green communal areas are popping up all around.

But by far the most stunning are all the murals created to jazz up the walls of **run-down** apartment blocks, warehouses and factories. You can follow a map and see them all in under a couple of hours. Incredible stuff! And it makes Łódź different from so many other places I've set foot in. Wandering around the city, you are also bound to stumble across perhaps less visible little creative acts. I just love the painted and stencilled gas and electricity boxes which are dotted all over the town.

Well, one way or another, I'm really fired-up by the city and its **ambience** – so much inspiration for an urban freak like me! The more I think about it, the more I fancy designing a woonerf as part of my final uni project. After all, back home, there are none. It should be a place which is a pedestrian zone, where people can chill out, maybe with some benches, street book nooks, flowerbeds and evergreen trees? Any brainwaves, guys? What do you reckon the ideal woonerf should look like? All ideas welcome.

Urban Freak

5 Read Text B again and complete the sentences.

- 1 Urban Freak uses the expression 'I've fallen head over heels in love' to suggest .
- 2 As regards urban design, Urban Freak's main interest .
- 3 Urban Freak gives the example of OFF Piotrkowska as  meet.
- 4  the author to come up with his own idea for a woonerf.

6 Find examples of formal and informal structures (vocabulary and grammar) in the two texts.

7 Work in pairs and answer the questions.

- 1 Are loneliness and anonymity a substantial problem in big cities? Does urban design contribute to this problem?
- 2 Would you like to interact with your neighbours more often? Why? / Why not?

Vocabulary development

8 Match the highlighted words and phrases in the texts with the definitions below.

- | | |
|--|---|
| 1 atmosphere | 6 not used any more |
| 2 in very bad condition | 7 making something easier |
| 3 improve / make modern | 8 area with many buildings and few green spaces |
| 4 people who live in cities | 9 go in large numbers |
| 5 strong feeling of belonging/togetherness | 10 district / part of a city |

9 Work in pairs and answer the questions.

- 1 What contributes to the ambience of a place?
- 2 Should run-down buildings be pulled down or revitalised? Why? / Why not?
- 3 What activities are conducive to building community spirit?

VOCABULARY CHALLENGE! Unit 6, page 131, exercises 2 and 3

Critical thinking



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

- 1 What do you think the people are discussing?
- 2 In the future, would you like to move around the world or settle down in one place? Why?

- 1 Work in pairs. What would be your ideal place to stay a) while on holiday? b) while studying at university? How would you explain your choice?
- 2 Read the speaking task and the points below. Which of the points below would influence your decision? Which are not relevant to you?

Zamierzasz rozpocząć studia w innym mieście. Szukasz pokoju lub mieszkania do wynajęcia. Masz do wyboru poniższe dwa ogłoszenia.

- Wybierz tę ofertę, która bardziej Ci odpowiada, i uzasadnij swój wybór.
 - Wyjaśnij, dlaczego odrzucasz drugą propozycję.
- space
 - location
 - appearance
 - views
 - furnishings
 - sharing with others
 - total price

Room to let. Shared kitchen and bathroom. Thirty-minute bus ride to the university. Great price, includes utilities.



Beautiful studio flat in the university district. Spacious main room plus kitchen and bathroom. Utilities not included in the rent.



- 3 **CD 2.25** Listen to a student talking about the two adverts in exercise 2. Answer the questions.
- Which place does the speaker choose? How does he justify his decision?
 - What reasons does he give for rejecting the other option?
 - What choice do you think you would make? Would you have similar reasons? Can you think of any other issues/concerns that might come into play?

- 4 **CD 2.25** Listen again. Which phrases does the student use?

- The advert also suggests that ...
- They attempt to convince readers that ...
- It gives the impression that ...
- It also states that ...
- The advert makes me think that ...
- The advert tries to make it appealing by ...
- The advert makes it clear that ...

- 5 Work in pairs. Think of some arguments for choosing a flat or student housing while studying. Use points a–c below to help you. Justify your answers.

- | | |
|-----------------|--------------------------|
| 1 a flat | 2 student housing |
| a social life | a money |
| b surroundings | b convenience |
| c convenience | c social life |

Student housing doesn't cost as much as a flat. It's more affordable for students who don't work or have little financial support from their parents.

- 6 **CD 2.26** Listen to two speakers answering the question below. Write down their arguments and explanations.
- Do you think it's better for a student to rent a flat or apply for a place in a student dorm? Why?
- 7 Complete the phrases with the missing words. Then go to the transcript on page 169 and check your answers.

PHRASE BANK

Expressing and justifying your choice

- Since I ..., I have given this question quite a bit of t...t.
- I have come to the c... that ...
- ... I have a n... of reasons for this.
- The first is that ...
- An additional reason for my c... is that ...
- A third i... on my choice is that ...
- Since I will ..., it could be a big advantage to ...
- Considering my ..., I'd d...y choose ...
- My m... reason is that ...
- Another big advantage ... renting a flat is ...
- The p... with a dorm room is that ...
- One d...de of living ... is that ...
- A final p... is that ...

- 8 Work in pairs or small groups. Discuss one of the following questions. Use the phrases from exercise 7 to state your opinion and explain your reasoning.

- What could be done to make the place where you live more attractive to young people?
- What, in your opinion, transforms a house into a home?

- 9 Go to page 135 and do the speaking task.

- 1** Study the list of activities associated with living in the countryside. Which of these do you know how to do? Which seems the easiest/hardest to learn? Why?

plant and harvest crops pick fruit cultivate land
drive a tractor feed the farm animals breed cattle
grow wheat/rye

! Watch out

- **Question tags** are the short phrases that we put at the end of sentences to turn them into questions. To form question tags, we use auxiliary verb for the given tense or modal verbs. A positive statement has a negative tag and vice versa.
He lives in the city centre, doesn't he?
You haven't moved yet, have you?
- Observe the examples of question tags below.
Don't forget to call me, will you? (after imperatives)
I am staying here, aren't I? (the tag for *I am*)
Let's stay, shall we? *No one came, did they?*

- 2** Complete the sentences with appropriate words.

- Let's grow our own vegetables, ?
- Tamara loves gardening, ?
- Joanna hasn't planted any trees yet, ?
- There isn't much point in watering the grass before the rain, ?
- Mark and Diana come to visit us on the farm, will they?
- I'm a farmer, ? So I know how to look after the animals.
- Someone forgot to lock the garden shed, ?
- likes being criticised, do they?
- Don't forget to do the weeding, ?
- The Browns used to own an orchard, ?

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

- Both cottages are equally beautiful.
This cottage is the other one.
- We moved house because we couldn't tolerate all this noise in the city centre.
We moved house because we couldn't with all this noise in the city centre.
- Some picturesque villages surround the medieval castle.
The medieval castle by some picturesque villages.
- If you study harder, you'll pass the exam with a higher mark.
The , the higher the mark you will get on the exam.
- I suggest going to the countryside to rest. What do you think?
 to the countryside to rest, shall we?
- It's a shame I did not buy my own flat when the property prices were lower.
I regret my own flat when the property prices were lower.

- 4** Read the text and choose the correct answers.

A recent poll in the USA has shown that more and more young people are choosing farming as their career path. Working on your own farm, especially an organic one, is ¹ as trendy, which comes as a bit of a surprise. For years, it seemed to an average success-hungry graduate nowhere ² as exciting as any job in a large company in the city. Recently, however, interest in university farmer training programmes ³ . The main reason why young people decide to train as farmers is that they've grown tired of their stressful jobs in the city. They've also noticed that it's no ⁴ spending your entire career working for someone else. Another factor is that the demand ⁵ organic foods has been rising. In fact, experts predict that the market for home-grown produce will ⁶ to grow. Would you consider this career for your future?

- | | | | |
|-------------------|----------------------|------------|----------|
| 1 a considered | b thought | c believed | d seen |
| 2 a close | b far | c near | d more |
| 3 a has increased | c was increasing | | |
| b increases | d has been increased | | |
| 4 a point | b sense | c chance | d use |
| 5 a of | b in | c on | d for |
| 6 a keep | b go on | c continue | d remain |

- 5** Complete each set of sentences with the same word.

- Jenny was scared because she heard footsteps ... behind her.
 - I'm happy living ... to all the amenities.
 - Our birthdays are quite ... together, which means one party.
- After the war, the countries are finally at ... with each other.
 - Moving to the countryside means ... and quiet.
 - I wish you would just leave me in I need a rest.
- New York is by ... the most fun city to live in.
 - They got as ... as painting the kitchen. The rest will have to wait.
 - It isn't We can go on foot.
- There are too many built-up ... in my town and hardly any parks.
 - The course covers four main subject ..., and it's very interesting.
 - There are some ... of our brain that we still don't know much about.

- 6** **WHAT DO YOU THINK?** Work in pairs and answer the questions.

- Is farming a popular career option in Poland? Is it likely to catch on like it has in the USA? Why?/Why not?
- Do you agree with the opinion that young people who choose to live in the countryside have limited career prospects? Why?/Why not?

1 What do the headlines below suggest? What trends do they reflect?



More and more city dwellers wishing to escape the rat race. Will cities become empty?

Every third Pole wants to live in the countryside. Countryside folks happier and healthier.



2 Read the writing task below and answer the questions.

- 1 What is the topic of the opinion essay?
- 2 What two points of view on the topic should be discussed in the essay?
- 3 What arguments could you use to refer to the two aspects mentioned?

Coraz więcej mieszkańców miast jest zainteresowanych przeprowadzką na wieś. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz swoją opinię na temat tego zjawiska, odnosząc się do aspektów zdrowotnych oraz nowych możliwości zatrudnienia.

3 Read the example opinion essay. What is the author's opinion on the issue mentioned in the writing task? What arguments does he/she use to support their opinion? Are they similar to the arguments you listed in exercise 2?

According to a recent poll, more and more city dwellers would like to move to the countryside. While I agree with those who say that life outside a large town improves people's health, I also believe that **it** may not be so beneficial to **their** career prospects.

As regards life in the countryside, it seems to have a number of health benefits. Firstly, **such a way of life** is far more peaceful than living in a busy town since there is a lot less traffic congestion and no industry. Secondly, as a result of there being less noise, traffic and industry, which are said to negatively affect people's well-being, are significantly reduced. Finally, by being in close contact with nature, people can feel less stressed.

In contrast, with regard to one's professional life, living far from major cities does not appear equally favourable. In comparison with cities, villages offer less in terms of employment opportunities since the vast majority of businesses with better-paid positions are located in urban areas. Likewise, the jobs which are available in the countryside tend to be seasonal and low-paid. Needless to say, **they** often do not meet young people's professional aspirations.

To summarise, I believe that life in the countryside, when compared with **that** in the city, may actually be quite satisfying, despite all the disadvantages. Rural areas offer plenty of space to spend time outside. Young people can go for bike rides or simply rest in their gardens.

4 What does the author say in the conclusion of the opinion essay in exercise 3? Do you think the conclusion sums up the essay in an appropriate way? Why? / Why not?

5 Which of the phrases in the Phrase Bank have been used in the essay in exercise 3?

PHRASE BANK

Comparing and contrasting

While/Whereas I agree with those who say that ...

In contrast (to) ..., / By contrast, ...

X is entirely/completely different from ... / X and Y are different in every respect.

X is similar to / comparable to / practically the same as ...

When compared to ... / In comparison with ...

In the same way, ... / Likewise, ... / Similarly, ...

Stating the obvious

It goes without saying that ... / Obviously, ...

Needless to say, ... / Clearly, ... / Naturally, ...

Referring to different aspects

As for ... / As to ... / As regards ... / With regard to ...

When we take ... into account/consideration ...

6 Choose the correct option to complete each sentence. Sometimes more than one answer is correct.

- 1 **Whereas** / **While** / **As** living in a rented flat is much more comfortable, student dorms offer more opportunities to socialise with fellow students.
- 2 A city has more entertainment facilities on offer. **Likewise**, / **Naturally**, / **Similarly**, when it comes to education, there are plenty more schools and universities to choose from there.
- 3 Is life in Polish cities **comparable** / **practically the same** / **similar** to life in other European cities?
- 4 **In contrast to** / **In comparison with** / **By contrast**, living in a block of flats, living in a detached house seems far more comfortable.
- 5 Living in a dorm is **entirely** / **similarly** different **from** / **to** living in rented accommodation.
- 6 Everybody would like to live in a well-kept and safe neighbourhood. **Needless to say**, / **It goes without saying that** / **In the same way**, life in such a place may contribute to residents' well-being.
- 7 **As for** / **With regard to** / **In comparison with** the financial aspect, living in a flat is often cheaper than living in a house.



7 Read the writing task below. Write one paragraph of an essay related to the first underlined aspect. Use the model below and the prompts in brackets.

Małe miejscowości są czasami postrzegane jako nieatrakcyjne miejsca do życia. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do jakości życia oraz dostępu do edukacji.

I believe that life in a small town can be as attractive as life in a larger city. As regards the quality of living, (explain the possible benefits of living in a smaller town when compared to large cities, e.g. a slower pace of life, convenient transport, being close to nature). In the same way, (compare another aspect of life in the city and the countryside).

8 Work in pairs. Brainstorm ideas you could use in the second paragraph of the essay in exercise 7. Then write your paragraph, using some of the expressions from the Phrase Bank to help you.

9 Read the example essay in exercise 3 again and say what the words and phrases in bold in the essay refer to.

! Watch out

When writing an opinion essay, pay special attention to consistency and logic of expression. Remember to:

- use synonyms to avoid repetition: *neighbourhood – residential area*;
- write compound sentences with conjunctions (*since, because, so, etc.*) and use various linking devices to indicate logical connection between parts of the text (*therefore, nevertheless, by contrast*);
- replace nouns with pronouns: *The residents have access to a number of amenities. They can also use public transport to travel round the city.*;
- use relative clauses in order not to repeat the subject of the sentence: *It is a big house. It is situated in the suburbs. It is a big house which is situated in the suburbs*;
- use various expressions to present information: *Visit places such as parks and cafés. The following places are worth visiting. One of them is ... etc.*

10 Rewrite the sentences so that they are linked in a more coherent way. Use the tips in the **Watch out!** box to help you.

- 1 Small towns are losing their young people. The young people are leaving in search of work or study opportunities.
- 2 City dwellers often get caught up in the so-called rat race. This rat race may affect city dwellers' mental and physical well-being.
- 3 Life in a small town has a few benefits: a slower pace of life, a sense of community and lower property prices.

11 Translate the sentences into English.

- 1 W Polsce koszt wynajmu pokoju w akademiku jest zwykle niski. Oznacza to, że wielu studentów składa wnioski o tego rodzaju zakwaterowanie.
- 2 Wsie powinny promować swoje lokalne atrakcje, ponieważ może to pomóc w przyciągnięciu większej liczby turystów.
- 3 W jaki sposób nastolatki mieszkające na wsi spędzają wolny czas? Niektórzy uprawiają sport na świeżym powietrzu, a inni pomagają rodzicom w pracy w gospodarstwie.
- 4 Pomimo że nasza wieś jest jedną z najlepiej zachowanych w okolicy, z jakiegoś powodu ma spośród wszystkich wsi w powiecie najmniejszą liczbę odwiedzających.

12 Replace the words in bold with the appropriate equivalents below to avoid repetition.

it is less expensive apartment outside the city centre
in suburban areas/neighbourhoods in central locations
properties on the outskirts of a city
also tends to be not so pricey

As regards the economic aspect, the suburbs seem less expensive than the city centre. In contrast to houses and flats **in the city centre**, houses and flats **in the suburbs** cost significantly less. People can afford to buy a larger and more comfortable **flat** for the price of a more centrally located studio flat. The cost of services and products in shops also tends to be lower **in the suburbs**. **It costs less** to have your hair cut or your car serviced. Eating out **is usually less expensive too**. People who live **in the suburbs** are likely to pay less for their living expenses.

13 Put the phrases below in the correct places in the paragraph in exercise 12.

What's more, ... This means that ... For example, ...
Taking everything into consideration, ... Similarly, ...

14 Read the writing task. Match the phrases below with the two aspects mentioned in the task. Decide on the type of the investment and add your own ideas to each group. Which ideas do you think will be the easiest for you to develop in your essay? Do the writing task.

Organizacje proekologiczne blokują rozpoczęcie ważnej inwestycji gospodarczej w Twojej okolicy. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie w tej sprawie, uwzględniając aspekt ekonomiczny i ekologiczny.

- put wild animals at risk
- create more job opportunities
- lead to the destruction of the ecosystem
- build better infrastructure in the area
- increase traffic congestion
- cause more pollution and noise
- attract more investors
- leave/produce more waste

Vocabulary MP3 46

be at the centre of everything	/bi ət ðə 'sentə(r) əv 'evriθiŋ/	być w centrum wszystkiego
be close to all amenities	/bi ,kləʊs tə ,ɔ:l ə'mi:nəti:/	być blisko wszystkich obiektów miejskich
be surrounded by	/bi sə'reʊndəd baɪ/	być otoczonym przez
bustling	/'bʌs(ə)liŋ/	tętniący życiem
charming	/'tʃɑ:(r)mɪŋ/	uroczy, urokliwy
cobblestone	/'kɒb(ə)lstəʊn/	bruk, kocie łby
connection with nature	/kə ,nekʃ(ə)n wɪθ 'neɪtʃə(r)/	kontakt z naturą
creak	/'kri:k/	skrzypieć, trzeszczeć
depressing	/dɪ'presɪŋ/	przygnębiający
dull	/dʌl/	monotonny, nudny
enjoy a slower pace of life	/ɪn dʒɔɪ ə ,sləʊə(r) ,peɪs əv 'laɪf/	cieszyć się wolniejszym tempem życia
escape the rat race	/ɪ ,skeɪp ðə 'ræt ,reɪs/	uciekać od wyścigu szczurów
expensive	/'ɪk'spensɪv/	drogi
fascinating	/'fæsmɪneɪtɪŋ/	fascynujący
happening	/'hæp(ə)nɪŋ/	modny, popularny
isolated	/'aɪsəleɪtɪd/	odizolowany, odludny
lively	/'laɪvli/	ruchliwy, tętniący życiem
noisy	/'nɔɪzi/	hałaśliwy
overcrowded	/'əʊvə(r)'kraʊdɪd/	załoczony
peace and quiet	/'pi:s ən 'kwaɪət/	cisza i spokój
peaceful	/'pi:sf(ə)l/	spokojny
picturesque	/'pɪktʃə'resk/	malowniczy
polluted	/'pɒ'lju:tɪd/	zanieczyszczony
put up with	/'pʊt ,ʌp wɪθ 'træfɪk ,dʒæmz/	znosić korki uliczne
quaint	/'kweɪnt/	uroczy, staroświecki
relaxing	/'rɪ'læksɪŋ/	odprężający, spokojny
scenic	/'si:nɪk/	malowniczy
sense of community	/'sens əv kə'mju:nəti/	poczucie wspólnoty
shabby	/'ʃæbi/	obskurny, zaniedbany
touristy	/'tʊərɪsti/	turystyczny, pełen turystów
unspoilt	/'ʌn'spɔɪlt/	nieskażony
vibrant	/'vaɪbrənt/	dynamiczny, tętniący życiem

Grammar 1 MP3 47

affordable / unaffordable	/ə'fɔ:(r)dəb(ə)l, ʌnə'fɔ:(r)dəb(ə)l/	w przystępnej cenie / nieprzystępny cenowo
athletic	/æθ'letɪk/	wysportowany, dobrze zbudowany
cruise line	/'kru:z ,laɪn/	firma oferująca rejsy
distraction	/dɪ'strækʃ(ə)n/	wycieczkowe zakłócenie spokoju, coś, co rozprasza
green space	/'gri:n 'speɪs/	teren zielony
rent	/rent/	czynsz, wynajmować
treat	/tri:t/	przyjemność, nagroda za wysiłek

Listening and vocabulary MP3 48

arid	/'æɪrɪd/	suchy, bez deszczu
barrenness	/'bær(ə)nəs/	nieurodzaj
be up for	/bi 'ʌp fə(r)/	mieć ochotę na
beyond belief	/bi ,jɒnd bɪ'li:f/	nie do wiary
beyond sb's ability	/bi ,jɒnd ,səmbədɪz ə'bɪləti/	ponad czyjeś umiejętności
co-living	/'kəʊ,lɪvɪŋ/	wspólne mieszkanie
condominium	/'kɒndə'mɪniəm/	blok z mieszkaniami
decent job	/di:s(ə)nt 'dʒɒb/	własnościowymi
hustle and bustle	/'hʌs(ə)l ən 'bʌs(ə)l/	porządna praca
lifeblood	/'laɪfbʌd/	zgiełk, zamieszanie
migration	/maɪ'greɪʃ(ə)n/	siła napędowa, fundament
off the beaten track	/'ɒf ðə ,bi:t(ə)n 'træk/	migracja z dala od cywilizacji
out of place	/'aʊt əv 'pleɪs/	nie na miejscu
out of the way	/'aʊt əv ðə 'wei/	na uboczu
out of this world	/'aʊt əv ðɪs 'wɜ:(r)ld/	nieziemski
relocate	/'ri:ləʊ'keɪt/	przeprowadzać się, przenosić
remote	/'ri:məʊt/	odległy, oddalony

Grammar 2 MP3 49

ancient monument	/'eɪnfənt 'mɒnjumənt/	zabytek
appeal	/'ə'pi:l/	urok
gulf	/'gʌlf/	zatoka
industrial	/'ɪn'dʌstriəl/	przemysłowy
rewire	/'ri:'waɪə(r)/	wymienić instalację elektryczną
sheltered	/'ʃeltə(r)d/	osłonięty, kryty
wander	/'wɒndə(r)/	wędrować

Reading and vocabulary MP3 50

ambience	/'æmbiəns/	atmosfera
amusement park	/'æmjʊ:zmənt ,pɑ:(r)k/	wesołe miasteczko
barbecue spot	/'bɑ:(r)bɪkju: ,spɒt/	miejsce do grillowania
bench	/bentʃ/	ławka
built-up area	/'bɪltʌp 'eəriə/	teren zabudowany
charging point for electric cars	/'tʃɑ:(r)dʒɪŋ pɔɪnt fə(r) i'lektɪk 'kɑ:(r)z/	stacja ładowania samochodów elektrycznych
chill out	/'tʃɪl 'aʊt/	relaksować się, wypoczywać
city bike rental	/'sɪti baɪk 'rent(ə)l/	wypożyczalnia rowerów miejskich
city dweller	/'sɪti ,dwelə(r)/	mieszkaniec miasta
communal deck/lounge	/'kɒmjʊ:n(ə)l 'dek, 'ləʊndʒ/	ogólnodostępny taras, strefa odpoczynku
community	/'kə'mju:nəti/	społeczność, wspólnota
community spirit	/'kə'mju:nəti ,spɪrɪt/	poczucie wspólnoty
conductive	/'kɒn'dju:sɪv/	sprzyjający
cycle lane	/'saɪk(ə)l ,leɪn/	ścieżka rowerowa
disused	/'dɪs'ju:zd/	wycofany z użytku, opuszczony
fitness trail / outdoor gym in a park	/'fɪtnəs ,treɪl, 'aʊtdɔ:(r) 'dʒɪm ɪn ə ,pɑ:(r)k/	ścieżka zdrowia / siłownia w parku

flock	/flok/	tłumnie się
flowerbed	/'flaʊə(r),bed/	gdzieś udawać, klomb, rabata
gated community	/'geɪtɪd kə'mju:nəti/	zamknięte osiedle
high-rise apartment block	/'haɪraɪz ə'pɑ:(r)tment ,blɒk/	wielopiętrowy apartamentowiec
liven up	/'laɪv(ə)n 'ʌp/	ożywiać
loft	/loft/	loft, duże mieszkanie w budynku pofabrycznym
mural	/'mjʊərəl/	mural, malowidło ścienne
nursing home	/'nɜ:(r)sɪŋ ,həʊm/	dom opieki
outdoor concert hall	/'aʊtdɔ:(r) 'kɒnsə(r)t hɔ:l/	amfiteatr
pedestrian zone	/'pæ'destriən ,zəʊn/	deptak
playground	/'pleɪgraʊnd/	plac zabaw
quarter	/'kwɔ:(r)tə(r)/	dzielnica, część miasta
resident	/'rezɪd(ə)nt/	rezydent, mieszkaniec
revamp	/'ri:'væmp/	odnowić, zreorganizować
run-down	/'rʌn 'daʊn/	podupadły, zaniedbany
urban	/'ɜ:(r)bən/	miejski
warehouse	/'weə(r)haʊs/	magazyn
well-being	/'wel'bi:ŋ/	dobrostan, dobre samopoczucie
wi-fi access point	/'waɪfaɪ 'ækses pɔɪnt/	punkt dostępu do wi-fi
youth club	/'ju:θ ,klʌb/	klub młodzieżowy

Speaking MP3 51

furnishings	/'fɜ:(r)nɪʃɪŋz/	umeblowanie, wyposażenie
priority	/'praɪ'ɒrɪti/	priorytet
student dorm	/'stju:d(ə)nt ,dɔ:(r)m/	akademik
student grant	/'stju:d(ə)nt ,gra:nt/	stypendium

English in Use MP3 52

breed cattle	/'bri:d 'kætt(ə)l/	hodować bydło
cultivate land	/'kʌltɪveɪt 'lənd/	uprawiać ziemię
drive a tractor	/'draɪv ə 'træktə(r)/	jeździć traktorem
feed the farm animals	/'fi:ð ðə ,fɑ:(r)m 'ænim(ə)lz/	karmić zwierzęta gospodarskie
grow wheat/rye	/'grəʊ 'wi:t, 'raɪ/	uprawiać pszenicę/żyto
home-grown	/'həʊm'grəʊn/	z własnego ogródka
orchard	/'ɔ:(r)tʃə(r)d/	sad
pick fruit	/'pɪk 'fru:t/	zbierać owoce
plant/harvest crops	/'plɑ:nt, 'hɑ:(r)vɪst 'krɒps/	sadzić rośliny / zbierać plony
poll	/'pɒl/	sondaż, ankieta
produce	/'prɒdju:s/	produkty rolne
property	/'prɒpə(r)ti/	nieruchomość

Writing MP3 53

low-paid	/'ləʊ'peɪd/	niskopłatny
outskirts	/'aʊtska:(r)ts/	obrzeża
rural	/'rʊərəl/	wiejski
seasonal	/'si:z(ə)n(ə)l/	sezonowy
suburb	/'sʌbə:(r)b/	przedmieście/ podmiejski
suburban	/'sʌbə:(r)b(ə)n/	natężenie ruchu
traffic congestion	/'træfɪk kɒn,dʒestʃ(ə)n/	ulicznego



Complete all the exercises from this section in your notebook.

Challenge! MP3 54

among/between	/ə'mʌŋ, bi'twi:n/	pośród/pomiędzy
amount/number	/ə'maʊnt, 'nʌmbə(r)/	ilość/liczba
be (all) fired up about sth	/biːɔ:l ˈfaɪə(r)d 'ʌp əˌbaʊt ˌsʌmθɪŋ/	nakrecony, podekscytowany
be after sth	/biː'ɑːftə(r) ˌsʌmθɪŋ/	poszukiwać czegoś, rozglądać się za czymś
bloke/guy	/bləʊk, gaɪ/	facet
bump into sb	/bʌmp 'ɪntə ˌsʌmbədi/	wpadać na (kogoś)
do	/duː/	impreza
economic/economical	/iːkə'nɒmɪk, iːkə'nɒmɪk(ə)/	ekonomiczny, gospodarczy / oszczędny
fab	/fæb/	super, bajeczny
farther/further	/'fɑː(r)ðə(r), 'fɜː(r)ðə(r)/	dalszy (o odległości fizycznej) / dalszy, kolejny
freak	/friːk/	świr, maniak
hangout	/'hæŋaʊt/	miejscówka
have a whale of a time	/'hæv ə ˌweɪl əv ə 'taɪm/	świetnie się bawić
historic/historical	/'hɪstɒrɪk, 'hɪstɒrɪk(ə)/	dziejowy, wiekopomny / historyczny
hols	/hɒlz/	wakacje
house/home	/haʊs, hæʊm/	dom (budynek) / dom (rodzinny)
invite	/'ɪnvait/	zaproszenie
jazz up	/dʒæz 'ʌp/	uatrakcyjnić coś, podkręcić
mate	/meɪt/	kumpel, kolega
motorway/runway	/'məʊtə(r)weɪ, 'rʌnweɪ/	autostrada / pas startowy
reckon	/'rek(ə)n/	uważać, sądzić
stay put	/steɪ 'pʊt/	nie ruszać się z miejsca
uni	/'juːni/	uniwersytet

VOCABULARY

1 Complete the sentences with the words below. There are three extra words.

disused amenities escaping isolated centre quiet run-down attractions touristy relax happening

- In the countryside, you are far away from all the , such as shopping centres or sports clubs. You also have to commute to work in the city.
- I love city life. It's just great to be at the of everything.
- My sister has a very stressful life in the city and dreams of the rat race. She'd like to find some peace and in the countryside.
- This part of the city is quite , and it needs revitalising. Some of the old factories could be turned into shops or markets.
- My home town used to be quite a few years ago, but now, with hundreds of visitors coming every summer, it's become rather .

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

- We live in an area surrounded by (picture) countryside.
- The residents of this housing estate enjoy spending their time in the (commune) gardens.
- I really love the (ambient) of this baroque royal residence.
- It's not easy to live in a (pollute) city full of car exhaust fumes.
- Large cities are getting (crowd).

GRAMMAR

3 Rewrite the sentences using the words given.

- The weather at the seaside is improving all the time. **BETTER**
- There aren't any more exciting cities to live in than London. **BY FAR**
- Wrocław is much bigger than Kielce. **NEARLY**
- If you study a lot, you will have better school results. **THE**
- In Warsaw, there is no taller building than the Varso Tower. **ALL**
- Do you sell cheaper flats than this? **LEAST**
- Lucy can drive just as well as Mark. **ISN'T**
- This hotel has the best location in town. **CONVENIENTLY**

4 Complete the text with *a/an, the* or *-* (for no article).

My cousin Tony, who lives in ¹ UK, loves travelling solo. Every two years, he travels from ² Manchester to far away places. Last year, for example, he went to ³ Philippines, then to ⁴ New Zealand, and finally he sailed to ⁵ Cape Town in ⁶ South Africa across ⁷ Indian Ocean. In his life, he has also climbed ⁸ Mount Kilimanjaro and crossed ⁹ Gobi. Isn't he amazing?



5 Choose the correct options.

- My parents want to buy *a* / *the* new flat. *The* / *A* flat they dream of should be big and somewhere in *-* / *the* suburbs of our city.
- We had *-* / *a* / *the* delicious dinner in *a* / *the* new restaurant in *a* / *the* city centre.
- / *The* homelessness is *the* / *a* serious problem in *the* / *-* big towns.
- A* / *The* most exciting place I've ever visited is New York.
- Finding *a* / *an* interesting place to visit in my *the* / *-* county is not so difficult.
- The* / *-* people who live in our village are very hospitable and friendly towards tourists.



SKILLS PRACTICE

6 Complete the sentences, using the prompts in brackets.

- 1 (*advert / state*) that the apartment is affordable, but it does not (*make / clear*) how much it actually costs.
- 2 Where shall I study? I (*give / this question / thought*), and I've (*come / conclusion*) that it would suit me best to study abroad.
- 3 I have (*number / reasons*) why I'd rather live in a small flat than a house. First, I don't have a well-paid job, so economy (*be / issue*).
- 4 (*consider*) my limited budget, I (*definitely / choose*) to share a room with other students.

7 Complete the phrases in bold with the missing words. Give examples of other expressions with similar meanings which could be used in the sentences.

- 1 When to people living in the countryside, city dwellers usually lead busier lives.
- 2 The costs of renting a flat have gone up in recent years. In the way, fuel prices have increased quite considerably.
- 3 Working long hours is stressful, and to say, it doesn't leave much time for socialising.
- 4 When we take health into , life in the countryside is more beneficial than living in a city.

8 Work in pairs and test each other.

Student A: go to page 139.

Student B: go to page 145.

ENGLISH IN USE

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

- 1
 - We stayed at a nice bed and breakfast in the historic ... of the city.
 - When asked about their holiday preferences, 75% of Britons said they wanted to go abroad and only a ... of the respondents preferred a domestic holiday.
 - School finishes at two o'clock. Let's meet at a ... past.
- 2
 - Most farmers in this region usually ... wheat or maize.
 - Economists now estimate that the tourism industry will ... slower than previously expected.
 - The actor had to ... a moustache and gain weight to get a role in the film.
- 3
 - He looked ... from his newspaper and noticed a hand reaching into his backpack to steal his wallet.
 - If you want to jazz ... your living room, try adding some cushions or a rug in bold colours.
 - I don't have enough money to take out a loan for a house, so for now I have to put ... with renting this small flat.

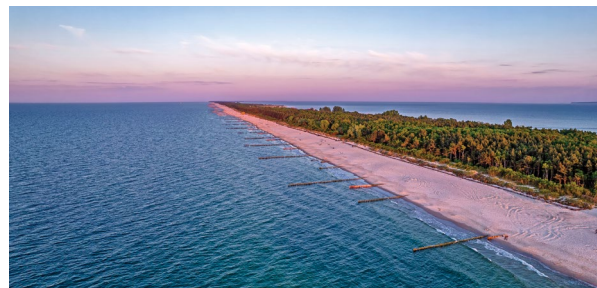
4

- The company has promised to install another charging ... in the underground car park.
- There's something wrong with my tablet – I cannot connect to any wi-fi access ...
- During the debate, each speaker will express their ... of view and then other participants will try to challenge it.

5

- My friend says that she loves her village because it still has a strong ... spirit.
- I've never wanted to live in a gated ... – I think they offer a false sense of security.
- The international ... agreed to reduce the production of chemicals that might harm the environment.

10 WYBÓR WIELOKROTNY Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.



A TRIP TO THE POLISH SEASIDE

I used to spend my holidays in the Mediterranean, but this year I chose a destination that is ¹ popular with Britons as Spain or Greece. I went to Gdańsk and Hel on the Baltic Sea.

I discovered that the Gdańsk Old Town, almost completely destroyed during the final months of World War II and then rebuilt, is at the centre of everything. I'm sure you'll be charmed by its ² squares and buildings. The historic part is a paradise for pedestrians, but the ³ streets might be a trap for high heels, so you'd better leave them in your suitcase.

Then, I went to Hel, a seaside port located on the tip of the Hel Peninsula. I rented a car and got stuck in ⁴ enormous traffic jam. It turns out the peninsula is only wide enough for one main road, which often gets very busy. But once I arrived at my destination, I was pleasantly surprised. There are relatively few large hotels or high-rise apartment blocks. It's still possible to escape the crowds, take a breath of fresh air and ⁵ with nature. It's also a perfect spot for surfing and kitesurfing.

- | | | |
|------------|---------------------|-----------------|
| 1 A by far | 2 A shabby | 3 A cobblestone |
| B just | B dull | B bustling |
| C not as | C run-down | C unspoilt |
| D less | D picturesque | D conducive |
| 4 A a | 5 A bump | |
| B an | B stay put | |
| C – | C be surrounded | |
| D the | D feel a connection | |



READING

- 11 TEKST Z LUKAMI** Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–5 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

The Manchester Marriage

Mr and Mrs Openshaw came from Manchester to settle in London. He had been, what is called in Lancashire, a salesman for a large manufacturing firm, who were extending their business, and opening a warehouse in the city, where Mr Openshaw was now to supervise their affairs. He rather enjoyed the change, having a kind of curiosity about London, which he had never yet been able to satisfy in his brief visits to the metropolis. At the same time, he had an odd, shrewd contempt for the inhabitants, whom he always pictured to himself as fine, lazy people, caring nothing but for fashion and aristocracy, and lounging away their days in Bond Street*, and such places, ruining good English, and ready in their turn to despise him as a provincial. The hours that the men of business kept in the city scandalised him too, accustomed as he was to the early dinners of Manchester folk and the consequently far longer evenings. Still, he was pleased to go to London, though he would not for the world have confessed it, even to himself, and always spoke of the step to his friends

* Bond Street – a street in central London famous for its expensive shops

as one demanded of him by the interests of his employers, and sweetened to him by a considerable increase of salary. This, indeed, was so liberal that he might have been justified in taking a much larger house than the one he did, if he hadn't thought himself bound to set an example to Londoners of how little a Manchester man of business cared for show. Inside, however, he furnished it with an unusual degree of comfort, and, in the winter-time, he insisted on keeping up as large fires as the grates would allow, in every room where the temperature was in the least chilly. Moreover, his northern sense of hospitality was such that, if he were at home, he could hardly suffer a visitor to leave the house without forcing meat and drink upon him. Every servant in the house was well warmed, well fed, and kindly treated for their master scorned all petty saving in anything that conduced to comfort while he amused himself by following out all his accustomed habits and individual ways, in defiance of what any of his new neighbours might think.

Adapted from Elizabeth Gaskell, *The Manchester Marriage*

Mr Openshaw and his wife moved from Manchester to London because he'd been offered a job in ¹ belonging to his company. He was happy to relocate to the capital, even though he didn't ² of Londoners. He was worried they might disrespect him because he hadn't been born there. He was also shocked by ³ in the capital. Thanks to ⁴, he'd have been able to live in a more spacious house, but he didn't want to show off. Still, he spent a lot of money on making it a comfortable place to live, e.g., by making sure that it was ⁵ inside. Mr Openshaw was a great host and all his guests were offered a meal. He was also kind to his servants.

SPEAKING

- 12 ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO** Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedźcie na pytania.

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3. Szukasz miejsca, gdzie mógłbyś/mogłabyś spędzić rodzinne wakacje z dala od zgiełku i pośpiechu dużego miasta. Masz do wyboru trzy opcje.

- Wybierz miejsce, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- What does 'a slower pace of life' mean for you?
- In your opinion, what will cities look like in 50 years' time?
- In many countries, people from the countryside move to big cities. What could be the causes of this phenomenon?
- Some people say it's impossible to have a sense of community in a high-rise apartment block. Do you agree? Why? / Why not?

WRITING

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

Krótkoterminowy wynajem mieszkań staje się coraz bardziej popularny, a mieszkania w centrach miast są często wynajmowane turystom. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tego zjawiska, uwzględniając punkt widzenia turystów oraz osób, które zamieszkują te miasta na stałe.



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Wybór wielokrotny

1 CD 2.27 Usłyszysz dwukrotnie wywiad z psychologiem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

- 1 What does Dr Caldwell say about explaining where personality traits come from?
 - A Not enough money is being spent on research.
 - B There is no genetic influence on personality.
 - C The answer was found centuries ago.
 - D There will never be a single explanation.
- 2 What is significant about twins who grow up apart?
 - A Their differences are more obvious.
 - B They allow accurate comparisons based on genes.
 - C Their personalities are often totally different.
 - D They disprove the idea that personality is based on genes.
- 3 Which factor, according to Dr Caldwell, does NOT have a major influence on personality?
 - A education
 - B nutrition
 - C parenting
 - D wealth
- 4 When answering the last question, Dr Caldwell
 - A expresses her pessimism about ever finding an answer.
 - B stresses the need to be open-minded about the topic.
 - C explains what her conclusions about the topic are based on.
 - D expresses optimism that answers will be found.

Rozumienie tekstów pisanych Dobieranie

2 Przeczytaj teksty A–C. Do każdego pytania (1–4) dobierz tekst, który na nie odpowiada. Jeden z tekstów pasuje do dwóch pytań.

In which text does the author

- 1 disagree with the general assessment of their city?
- 2 draw a contrast to a widespread stereotype?
- 3 praise the multicultural aspects of their city?
- 4 point out a curious fact about the natives of their city?



A

Having grown up in a tiny, rather isolated village in Derbyshire, I wanted nothing more than to head for the bright lights of the big city when I was old enough. In fact, hard work at my school-leaving exams won me a place at a university in London, and I have lived here ever since. Like so many transplants to the British capital, I fell in love with the hustle and bustle, the sense of history in its buildings and elegant squares, and the idea that everything you could ever want to do is at your fingertips. I must admit that a certain amount of disillusionment has set in as the city becomes increasingly expensive, polluted and overcrowded. But when I walk out into my neighbourhood, hear different languages spoken by my neighbours and visit the colourful shops lining the High Street, I realise that I was right to move here.

B

When people from other countries picture the United States, they inevitably think of cities like New York and Los Angeles, places which are hardly typical of the US in general. Columbus, Ohio, where I grew up and still live, is what I think of as a typically American city. With a population of nearly a million, and still growing, Columbus retains a small-town feel. There are plenty of locally-owned businesses, the people are friendly, and it has a forward-looking attitude which typifies the 'real' America. What I love about my city is the fact that, while there are plenty of great museums, top-notch performing groups and a huge variety of international food choices, just outside of the centre of town you can still find tranquil green areas where kids ride their bikes in the streets and neighbours chat over their fences. Admittedly, the winters here are pretty frigid, but I wouldn't trade my city for anywhere else in the world.



C

Having been a resident of Wellington, New Zealand, for ten years, what sticks in my mind is that native Wellingtonians rarely have anything positive to say about it. They are among the friendliest people in the world, but when discussing their city they can be pretty negative: it's too windy, the earthquakes are unnerving, traffic congestion is terrible, and so on. While true – but, mind you, traffic is *only* bad during rush hour – it is still an amazing place to live. Everywhere you look there is stunning scenery, from ocean to mountains, the air is clean thanks to the constant wind, the cost of living is affordable, and there is plenty of art, culture, good food and outdoor activity. Also, with a population of just over 200,000, it rarely feels overcrowded or hectic. So, while the more cosmopolitan city of Auckland may have given Wellington a feeling of inferiority, I couldn't ask for a better place to live.





Znajomość środków językowych

Uzupełnianie luk w tekście jednym wyrazem

- 3 Uzupełnij poniższy tekst, wpisując w każdą lukę jeden wyraz, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

COPING WITH FEAR AND UNCERTAINTY

It goes without saying that all of us will experience fear and uncertainty at some point in our lives, whether as a result of everyday changes, such as going to a new school, or a major event, like a natural disaster. Feeling safe depends partly on the extent to ¹ we feel in control and whether or not we can predict what ² results of a situation will be, so unknowns will always be unsettling. In comparison to smaller events, moving house for instance, larger events like disasters might be assumed to cause a ³ greater degree of fear, but this is not necessarily so. Fear and anxiety are feelings, after all, and our feelings are not always proportionate to the events that trigger them. In fact, this is one of the things we should remember – allowing ourselves to give in to fear can make coping even ⁴ difficult. Other helpful approaches include: putting your fear into a more logical perspective, counting the things you're grateful for in your life and – ⁵ importantly of all – reminding yourself that many people share your feelings. ⁶ bad the situation, you are not in it alone.

Znajomość środków językowych Gramatyzacja

- 4 Uzupełnij zdania. 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 sześć wyrazów, wliczając w to wyrazy już podane.

- 1 Fortunately, the location of our new house is (far / suitable) our old one.
- 2 Lucy is dead (set / gain) admission to one of the best universities.
- 3 Karl (strike / me / be) an extremely conscientious worker.
- 4 My mother, (be / person / prepare) for everything in advance, has already designed the garden of our new house.
- 5 Luke Jones, with (my father / collaborate) several books, is now something of a celebrity.
- 6 Sharing a house doesn't cost (much / rent / flat) on your own.
- 7 The Hague, (in / Netherlands), is known as the city of peace and justice.
- 8 It was her dedication (cause / environmental justice) which earned her that prestigious prize.

Znajomość środków językowych Słownictwo

- 5 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

knowledge confide expense depend suit time
enthuse courage support

Hi Kim,
It's been really hard trying to find a ¹ summer job. I felt really ² going to so many interviews, where I tried to come across as an ³ and competent person. Unfortunately, most people can see that I don't really have a lot of ⁴ in myself. What they don't see is that I'm very ⁵ about many subjects. I'm also extremely reliable and able to work ⁶, which means I don't have to be watched all the time. I guess I just need to come out of my shell and tell the interviewers what I'm really like. Thanks for being so ⁷ during this time, and hope to see you soon.
Bill

Mówienie Rozmowa na podstawie ilustracji

- 6 Pracujcie w parach. Kolejno opiszcie zdjęcie, a następnie odpowiedzcie na pytania.



- 1 What do you think has brought these people together?
- 2 What makes a good friend? Why?
- 3 Talk about a time when you learnt something important from a friend.

Wypowiedź pisemna Artykuł, List do redakcji

- 7 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.

- 1 Jedno z lokalnych czasopism zapytało czytelników, co można zmienić w najbliższej okolicy, aby życie było łatwiejsze zarówno dla młodzieży, jak i dla osób starszych. Napisz **artykuł**, w którym opisziesz zalety swojej rodzinnej miejscowości oraz zaproponujesz zmiany, jakie można w niej wprowadzić.
- 2 Napisz **list do redakcji** gazety, w którym opisziesz cechy osobowości, jakimi – Twoim zdaniem – powinien charakteryzować się dobry polityk, oraz uzasadnisz, dlaczego te właśnie cechy mogą przyczynić się do poprawy życia obywateli.

7

A PLACE OF LEARNING

VOCABULARY

the education system •
planning your education



- 1 Describe the pictures (1–4). What levels of education do they show?
- 2 Copy and complete the table with the phrases below. Which phrases describe British and which American system of education? Some phrases fit more than one category.

preschool crèche major in a subject kindergarten
primary school secondary school high school degree
sixth form college (the) SAT take out a student loan
community college pay tuition elementary school
vocational school win a scholarship/grant A level exams
pursue a doctorate / a PhD / an advanced degree
receive a bachelor's degree / master's degree

Ages 0–5	Ages 6–13	Ages 14–18	Ages 19 and over

- 3 Read the comments below. Whose opinions and plans are similar to your own? Why?

I'm **sitting my exams** soon and hope to **pass with high marks!** I'm planning to **follow in my mum's footsteps** and **go into journalism** after **getting my degree**. It's not an easy field to break into, though, so I might **go for a master's degree** before beginning my job search.



I'm studying too, but I need more time to get a better idea of **what path to take**. I'm interested in so many things that it's hard to **make a commitment** at this stage. I'm planning to take a gap year after the exams are over. It will give me more time to **explore my options**, so maybe I'll be able to **form a clearer picture** of what I want my future to look like by the time I start university.

Personally, I'm having doubts about trying to get a degree at all. I mean, how many graduates actually **find a job in their field** anyhow? I'm thinking about trying to **do on-the-job training** in an interesting field or maybe **getting an apprenticeship** at a computer graphics and design firm. I'd really like to **get a qualification** and start **earning a living** instead of spending so much time and money – and here in the US, it's *extremely* expensive to get a degree!



- 4 Find the words and phrases in exercises 2 and 3 which match the definitions below.

- 1 take a definite decision
- 2 study in a particular field
- 3 a facility to care for very young children (x3)
- 4 make enough money to pay for all of one's needs
- 5 learn a job or skill while working in the relevant field (x2)
- 6 pursue a degree or qualification which is the same as that of someone who has gone before you
- 7 try different fields of study in order to find out what they are like
- 8 follow a course of study to get a master's or PhD degree
- 9 give money to an institution to study there

- 5 **CD 3.01** Listen to two students talking about their school experiences and answer the questions. Write K (Kelly) or M (Mark).

Which speaker

- 1 feels the teachers are unsympathetic?
- 2 has no trouble remembering things?
- 3 feels pressured by their own expectations?
- 4 finds one of their exam subjects particularly difficult?
- 5 points out the speakers' differences?
- 6 is planning a quick break from studying?

VOCABULARY CHALLENGE! Unit 7, page 132, exercise 1

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

- 1 What sort of career do you hope to have in the future? What preparations are you making now with this goal in mind? What qualifications or degree will you need to reach your goal?
- 2 Is taking a gap year common in your country? Do you think it is something you would consider, or are you afraid it would be a waste of time?

1 LANGUAGE IN CONTEXT Read the dialogue. Why is Sarah worried about the project? What does James suggest Sarah should do?

James So, how's the big school project going?
 Sarah Well, if we ¹ (finish) it on time, it ² (be) a miracle!
 James What's going on? If I ³ (know) you were having problems, I ⁴ (offer) to help.
 Sarah It's mostly one of the group members, Stephen. If he ⁵ (not be) so ambitious, we ⁶ (finish) by now. But, out of the blue, he decided he wanted to add a video element to the presentation. If he ⁷ (not suggest) that, we ⁸ (not fall) so far behind!
 James What's the project about again?
 Sarah It's about public education. We wanted to show how things have changed and if it's really for the better. Stephen decided we should do video interviews with older people, getting their impressions of their schooling experience. Our final question for everyone was: 'If your schooling ⁹ (be) different, ¹⁰ (your life / turn out) better?'
 James Sounds really interesting. So what's the problem?
 Sarah Well, Stephen came up with this idea just last week! If he ¹¹ (suggest) it sooner, we ¹² (not be) in this situation now. And we only have a few days until the due date. If I ¹³ (have) more confidence, I ¹⁴ (tell) him that we simply couldn't do this and finish on time.
 James Well, if you ¹⁵ (finish) a little late, it ¹⁶ (not be) a big deal. And if you ¹⁷ (explain) to the teacher what's going on, she ¹⁸ (probably give) you an extension.
 Sarah You're right. I'll do that. Thanks for the advice, James!

2 CD 3.02 Complete the dialogue in exercise 1 with the correct conditional forms of the verbs. Highlighted sentences require mixed conditionals. Then listen and check.

3 ANALYSE Answer the questions.

- Which of the conditional sentences in exercise 1 refer to
 - situations which are likely to happen in the future?
 - imaginary/hypothetical situations in the present?
 - imaginary/hypothetical situations in the past?
- In which types of conditionals do we use: a) present tenses, b) past tenses?

4 Copy and complete the table below.

Mixed conditionals		Example sentence
A present situation which has a past result	¹ If + , <i>would</i> +	²
A past situation which has a present result	³ If + , + verb	⁴

5 Translate the fragments in brackets into English. Which conditional each sentence uses: zero, first, second or third?

- (*Jeśli Mary będzie się dalej pilnie uczyć*) for her final exams, (zda) all of them easily.
- (*Gdybym wygrała te zawody pływackie, byłabym*) the happiest girl in our school.
- I'm afraid my mum (*będzie wściekła, jeśli zobaczy*) my maths grades.
- Tom (*poszedłby*) to the concert last month, (*gdyby nie miał*) the flu.
- (*Jeśli chcesz zatrzymać film, kliknij*) the blue button.
- Our team (*wygrałby, gdyby napastnik nie skrzył kostki*) just before the end of the first half.

6 Write mixed conditional sentences to describe the following situations.

- Lily spent all her money on clothes, so she won't be able to go on the school trip.
- Carl has a lot of revision to do, so he didn't go to the party.
- Maria wants to be an opera singer, so she has attended many of the opera company's performances.
- Julian's family is going to travel to the States next week, so he didn't sign up for summer classes.
- Deb didn't accept the place at Leeds University, so she won't be moving to the UK.

7 WHAT'S RIGHT? Choose the correct sentence.

- Unless you leave now, you will get to class on time.
- Unless you leave now, you will be late for class.
- Unless you don't leave now, you will be late for class.

8 Write conditional sentences using the linking words in brackets.

- You can go to the party, but you have to finish your homework first. (*on condition that*)
- They didn't go to the project meeting, so they don't know about the changes. (*otherwise*)
- They arrived late because they hadn't been given the directions to the meeting place. (*provided that*)
- You'd better get to work – your term paper will be late. (*or*)
- You must have read the book because you have so much to say about it now. (*unless*)

GRAMMAR CHALLENGE! Unit 7, page 132, exercise 1

9 NOW YOU DO IT Complete the mixed conditional sentences so that they are true for you. Use the beginnings below.

- If I had more money, ...
- If I didn't have so much homework, ...
- If I had practiced more, ...
- If I were better at science, ...

- 1 Read the headlines (a–d). Do these kinds of issues come up in your country? What do you think should be done about them?

- a **THE NUMBER OF UNEMPLOYED PEOPLE WITH HIGHER EDUCATION IS RISING**
- b **AVERAGE US STUDENT GRADUATES WITH \$37,172 IN STUDENT LOAN DEBT**
- c **COMPETITION TO GET INTO BEST UNIVERSITY PROGRAMMES TOO TOUGH?**
- d **STUDENT GROUP SAYS HIGH SCHOOL STUDENTS NEED TO BE PREPARED FOR JOB MARKET REQUIREMENTS**

- 2 **CD 3.03** Listen to three speakers talking about their education. Answer the questions.

- 1 What jobs are mentioned by the speakers?
- 2 How many speakers mention the cost of education?
- 3 How many speakers would consider studying in another country?
- 4 Which speakers are considering a change of direction?

- 3 **CD 3.03**  Listen to the speakers again and answer the questions.

Which speaker suggests that

- a they were initially pleased with a situation?
- b they are determined to reach a goal despite poor study habits?
- c competition is their main obstacle?
- d they plan to attend two types of higher learning institutions?
- e they have experienced some disillusionment with their studies?

- 4 **CD 3.03**   Complete the sentences so that they are true according to the texts in exercise 2.

- 1 Speaker 1 has definitely decided .
- 2 He plans to study at two different institutions in order to .
- 3 Speaker 2 doubts that she will be .
- 4 She supposes that she might have to consider .
- 5 The third speaker is currently studying .
- 6 He is considering switching to a subject which .

- 5  Match the phrasal verbs below with their meanings.

stand out from fall behind with give up on get into
cut back on keep up with live up to sail through

- 1 not keep to the planned schedule
- 2 be accepted to a university or other programme
- 3 decide to stop doing something
- 4 show oneself as exceptional compared to others
- 5 succeed easily and with little effort
- 6 make progress or learn at the same speed as somebody
- 7 be as good as reputation suggests
- 8 reduce the amount of something

- 6  Complete the text with the correct form of the phrasal verbs from exercise 5.

Selima is an excellent student who ¹  the others in her school because of her intelligence and positive personality traits. Although some of her friends have tried to discourage her by saying it's too unrealistic, Selima refuses to ²  the goal of becoming an astrophysicist. She tries not to ³  the schoolwork and she does manage to ⁴  most of it, though she has been late with a couple of assignments. Selima is determined to ⁵  her reputation as a student who is most likely to succeed. She hopes to ⁶  one of the best universities, which means spending a lot of time studying. In fact, she has even made the difficult decision to ⁷  the number of dance classes she attended because they took up a lot of time.

- 7 Look at the pictures and discuss the questions.

What sort of school do you think this is? In what ways is it similar or different to your own school?



- 8 **CD 3.04**  Listen to a talk about a democratic school in England. Answer the questions.

- 1 When was it founded?
- 2 What did people think about the school?
- 3 What sort of parents sent their children there at first?
- 4 What is the speaker's opinion of the school?

- 9 **CD 3.04**   Listen again. Complete the summary.

Summerhill School was founded in Austria, and it ¹  times before establishing its base in England. The founder believed that children need the freedom ²  and that their ³  would lead them to the subjects of real importance to them. Many criticised the school a lot because ⁴  what the school was about. They questioned whether the children actually ⁵  at all or if they just ran wild. In fact, there are strict rules at the school, and students and teachers decide together ⁶  breaking them will be. Students are free to choose which ⁷  to attend. They can also pursue their own interests or do some chores on the school premises.

- 10 **WHAT DO YOU THINK?**  Work in pairs and discuss the questions.

- 1 Would you have any interest in attending a democratic school? Why?/Why not?
- 2 Imagine you have been asked to teach a lesson in your favourite subject. What would you focus on in the lesson? What tasks or projects would you assign? How would you gather and present the information?

1 Do you have any regrets about the choices you have made in your studies so far? What do you imagine you might do in the future regarding your education and your career?

2 **CD 3.05 LANGUAGE IN CONTEXT** Listen to three students talking about their hopes and regrets. Are the statements true or false?

- The first speaker doesn't have enough time to practise.
- She started playing when she was six years old.
- The second speaker's dream has caused him to neglect his schoolwork.
- He believes he has a good chance of becoming a professional football player.
- The third speaker has similar abilities to the rest of her family.
- Her father has made her feel better about her ambitions.



3 ANALYSE Go to the transcript on page 171 and find examples of structures with *I wish* / *If only* referring to the following:

- wishes about the present or future;
- wishes about the past;
- something we would like to happen.

4 Copy and complete the table with examples from the transcript on page 171.

USE

We can use a past tense to refer to a hypothetical present or future situation after certain words or phrases.

Word / Phrase	Example
it's about / high time ...	... it's high time I ¹ on my studies, ...
suppose / imagine ... / supposing / what if ...	... what if my parents ² disappointed in me? Supposing I ³ a novelist, do you think people would be interested in my books?
would sooner / rather you / he / she / it ...	We would rather you ⁴ a career that you enjoy, ...
as if / though ...	... it's as if I ⁵ from a different family!

5 PRACTISE Translate the Polish parts of the sentences into English.

- If only I (*nie kupiła*) this car. It's giving me lots of trouble.
- Pam wishes the teachers (*nie zadawali*) her so much homework.
- If only I (*mógł studiować*) in London. I would have so many cool experiences!
- Do you sometimes wish (*żeby być*) a completely different person?
- Peter wishes he (*urodził się*) very rich. He wouldn't have to look for a job.

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

- It's high time you (*start*) taking your lessons seriously, or you'll never get into a good university.
- I would rather you (*help*) me with my homework after I've tried to do it myself. I want to see what I know.
- Supposing you (*begin*) studying French sooner, you'd speak it even better now!
- I wish you (*enter*) the science competition. I'm sure you would have won a prize.
- Imagine you (*can see*) what the future (*hold*).
- My parents would sooner I (*pursue*) my own interests instead of trying to fulfil their ambitions.

7 Rewrite the sentences using the words in brackets.

- He is so quick that it seems like he understands new ideas immediately. (*though*)
- Think about the possibility of getting into Harvard or Yale. It would be so exciting! (*suppose*)
- I'm really sorry I gave her the wrong homework assignment! (*only*)
- I think you should spend more time studying. (*rather*)
- You waited a long time to take your piano playing seriously. (*about*)
- Think about the possibility of winning a lot of money! Would you spend it on your education? (*imagine*)

8 NOW YOU DO IT Work in pairs and look at the list below. Decide which of the items apply to you (or your partner) and make sentences using the structures from the lesson. Get your partner to respond.

- A** *I wish you hadn't copied your friend's homework!*
B *Yes, you learn more if you do the work yourself.*

- copy my friend's homework
- forget to study for a test
- win a place at a prestigious university
- have more self-confidence
- help out my friends more often

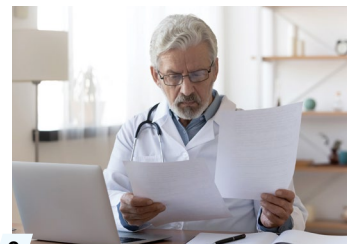
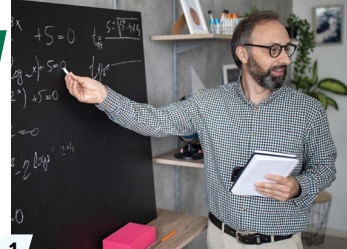
- 1  Read the list of some of the skills which are considered to be 21st-century skills and literacies. Work in pairs and answer the questions.

ICT (digital) literacy critical thinking teamwork creativity leadership/initiative
communication cultural awareness civic literacy persistence/grit

- 1 What do you think each skill involves?
- 2 Why is having these skills important?
- 3 Which skills are taught at your school? Which skills would you like to practise more?
- 4 Do you think these skills are only valuable now, or do you think some of the skills were important in previous generations? Why?

- 2  Work in pairs. In your opinion, how important are the skills in exercise 1 in the professions shown in the pictures (1–3)? Give reasons to support your answers.

- 3  **CD 3.06** Read the text below. What 21st-century skills does each person mention? How do they justify their importance?



The term '21st-century skills' is often used to refer to some core competencies that help people succeed in today's fast-changing world. To get an insight into what these skills are, we have asked three different people to share their views.

A



William Burke, an entrepreneur

The term '21st-century skills' is so broad that it is difficult to define. However, if I had to come up with a short explanation, I would say that these skills are a combination of various key competencies which may help people become more employable. One such competency that business owners test during the recruitment process is critical thinking. The term may sound abstract, and people often think it is beyond their abilities to learn this skill, but, in fact, it's perfectly learnable. So, what is critical thinking? It's the ability to reason and use

your mind to evaluate information as well as reflect on it in order to determine if it is reliable, useful or relevant. Why is this such a crucial skill? It is fundamental in all situations where logic must be used to solve a problem or take quick but sensible decisions, for example, with regard to making new investments. I always try to find open-minded and solution-oriented people who can look at both sides of an argument, study the evidence to support different solutions as well as think of how their ideas could be successfully put into practice. Critical thinkers are, therefore, more likely to be recruited than candidates without this skill.

B

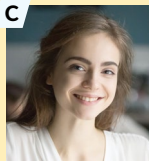


Rita Friedman, a teacher

For me, 21st-century competencies involve a mixture of more traditional skills, the so-called three Rs: reading, writing and arithmetic, and more modern skills such as digital literacy or civic literacy. First of all, I strongly believe that the three Rs are still essential. I always explain to my students that anyone who wants to understand the world around them simply must be able to comprehend what they read, to communicate their thoughts in writing as well as in speech and to have at least a basic knowledge of maths in order to manage their personal finances. However, at the same

time, I stress that the 21st century needs people who can demonstrate ICT skills well beyond just being able to google information. Digital literacy has to do with the competent and creative use of digital tools. It involves the ability to use technology in order to collect, examine, classify and share information. Finally, on a different note, there is civic literacy, that is the knowledge of how to participate in the life of your community. Teaching it is important as it makes young people more aware of the problems faced by others who live in their neighbourhood. The more engaged young people are in what is going on around them, the more influence they will have on the world in which they live.

C



Natasha Bowen, a high school student

I must admit that for a 19-year-old girl like me the idea of 21st-century skills was completely new until I attended a workshop on this subject organised by my history teacher. We discussed the importance of skills such as initiative, cultural awareness as well as the need to be involved in the life of your community. We also completed different hands-on tasks and problem-solving activities. However, what was most useful for me was to learn more about grit. Grit means being persistent, having the self-discipline to finish a task you've started, to stick to your plans and never give up.

The thing that has stayed with me since that workshop is the information that gritty people tend to focus on the things they can change, ignoring the ones that they can't. Such an attitude can help people succeed in life, and I think it's particularly relevant to me as I'm not too self-confident, and I never thought things like determination or optimism could be mastered like any other skill. In fact, I've now realised that certain personal attributes can be considered skills that you can acquire or improve. The major advantage of the workshop was that it made me realise what my strengths are and taught me how to overcome my weaknesses, or at least some of them.

- 4  Match the paragraphs (A–C) in exercise 3 with the questions (1–5) below. There are two extra questions which do not match any of the texts.

In which paragraph does the author

- 1 explain why social involvement is important?
- 2 believe that social skills are as important as critical thinking?
- 3 claim there is a skill which gives you an advantage over other people?
- 4 explain how a certain experience helped them learn about themselves?
- 5 mention the need to revolutionise education to meet the needs of the 21st century?

- 5  Answer the questions. Use full sentences and your own words as much as possible.

- 1 How does William Burke define 21st-century skills?
- 2 What does being digitally literate mean according to Rita Friedman?
- 3 Why is grit so important according to Natasha Bowen?
- 4 What similar conclusions do all the three authors draw about 21st-century skills?

- 6  Work in pairs and answer the questions.

- 1 Which of the skills mentioned in the text appears the most essential to succeed in your future professional life?
- 2 Can you give examples of everyday situations when skills such as critical thinking or creativity may be necessary?
- 3 Do you agree with people who say that grit is a learnable skill? Why?/Why not?
- 4 How important is it for everyone to be socially involved? Why is this a crucial skill?

Vocabulary development

- 7  Find the words which go with the nouns below in the text in exercise 3. Then answer the questions.

- 1 verbs which go with **skills**: m  / a  / d  / i 
 - Which verb means 'show', and which means 'learn something very well'?
- 2 adjectives which go with **skills**: e  / c  / f  / l 
 - Which of the adjectives mean 'basic', and which mean 'important'?
- 3 verbs which go with **information**: e  / c  / s 
 - Which of the verbs means 'get', and which means 'form an opinion about'?

- 8  Complete the sentences with the correct form of the words from exercise 7. In pairs, discuss whether you agree or disagree with the statements.

- 1 It is easy to  any skill if you try hard enough. You can be perfect at anything you want to do.
- 2 Digital literacy is a  skill for everybody to have these days. You can't function in the modern world without it.
- 3 If there was no Internet, young people would not know where else to  information.
- 4 Creativity is a  skill. People who say it cannot be taught are wrong.

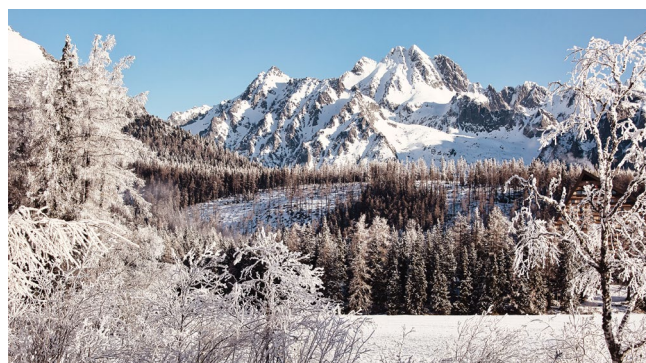
- 5 Students who cannot  at least some basic communication skills should not get well-paid jobs.
- 6 Young people are not interested in  any new skills apart from digital ones, and they don't even want to perfect those.

- 9  Make nouns from the following verbs. Choose four nouns and write sentences that are true for you.

explain combine recruit invest solve mix
understand know determine engage create succeed

VOCABULARY CHALLENGE! Unit 7, page 132, exercise 2

- 10  Work in groups of 4–5. Read the scenario and use your problem-solving skills to decide on the best course of action. Give reasons to support your answers.



You are a group of students whose plane has just crashed in the middle of Northern Canada. You have survived, but both of the pilots are dead. It's -40°C and about 30 km to the nearest town. You rescued the items below. You need to decide how you could use them to help you get to safety and put them in order of importance.

- a ball of steel wool
- a small axe
- a loaded pistol
- magazines (one per person)
- a damaged map
- a piece of heavy-duty canvas
- a compass
- chocolate bars (one per person)
- a matchbox with four matches in it

Critical thinking



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

- 1 Where and why could the picture have been taken?
- 2 Why may taking part in a public debate be challenging?

- 1 Work in pairs. Look at the photographs. Who do they show? Who and why may have taken them?



- 1 Why could being close to nature be a valuable learning experience for children?



- 2 What are the advantages and disadvantages of studying in such a way?

- 2 Read the question for photograph 1 in exercise 1. Make a list of ideas you could include in your answer to the question. Then compare your list with a partner.

- 3 **CD 3.07** Listen to two students answering question 1 in exercise 1. What are the key points the speakers make? Which answer do you think is better? Why?

- 4 Go to the audioscript on page 171 and study the answer of Student 2. Find words and phrases the speaker uses which have a similar meaning to those below.

- | | |
|-----------------|----------------------|
| a It is obvious | e being outside (x2) |
| b many | f learn about |
| c good sides | g watch |
| d benefits | h nature |

- 5 Go to the transcript again and look at the answer of Student 1. Use the points to expand and improve his answer.

- **Include more varied vocabulary:** think of alternative words and phrases, e.g. *important, close, learn, things*.
- **Use phrases to introduce arguments and order ideas,** e.g. *What's more, for example, the main reason is that, another reason.*
- **Use more complex sentence structures,** connect single sentences using, e.g. *since, as, so.*

- 6 Read the question for photograph 2 in exercise 1. Work in pairs and make a list of three advantages and three disadvantages of studying in such a way.

- 7 Read a possible answer to question 2 in exercise 1. Complete it with your own ideas and add a short conclusion. Make any necessary changes and rewrite the text in your notebook. Then work in pairs and present your answers to each other.

From my point of view, studying in such a way may have potential advantages and disadvantages. Let me, first of all, consider the pluses. One of them could certainly be ¹ . which I believe is true because ² . Another good side of studying with your friends is connected with the fact that ³ . This clearly helps you ⁴ . One more point in favour is to do with ⁵ . The way this may prove useful is ⁶ . Now, when it comes to disadvantages, let me present three possible minuses. Firstly, I am more than convinced that such a way of studying may not help those who ⁷ because ⁸ . Secondly, we must bear in mind that revising in a group may sometimes ⁹ , and that's why ¹⁰ . Finally, what came to mind when looking at this photograph is the fact that ¹¹ . All in all, ¹² .

- 8 Read the last question for the pictures in exercise 1. Work in pairs and come up with two differences and similarities between the photos.

- 3 What do the situations presented in the photographs have in common and how do they differ as far as remembering things is concerned?

- 9 Complete the sentences with one word.

PHRASE BANK

These two pictures ¹ very similar / alike / completely different / quite dissimilar.

The people/situations shown in the photos bear a/no resemblance ² each other.

There is a striking / a close / a considerable / little / hardly any similarity ³ the two pictures.

While/Whereas the first photograph shows ..., the ⁴ one depicts ...

What these pictures have/share in ⁵ is the places/people/situations they portray.

On the surface / ⁶ first glance the photos seem unconnected, but in fact they have something in common / they're linked by the fact that ...

- 10 **CD 3.08** Listen to a student answering question 3 in exercise 8. Which phrases from the Phrase Bank does she use? Which two other phrases to compare and contrast does she include?

- 11 Work in pairs and say what advice you would give to a student taking this part of the speaking exam. Make a list of three top tips.

- 12 Go to page 135 and do the speaking task.



1 Describe the picture and answer the questions.

- Do you think that exams are a fair way of testing students' knowledge? Why? / Why not?
- Describe the last time you took an important test or exam.

2 Read the writing task below and the three example essay introductions. Which introductory paragraph presents the thesis of the essay in the most appropriate way? Why are the other answers incomplete?

System edukacji w wielu krajach opiera się na testowaniu wiedzy uczniów za pomocą obowiązkowych egzaminów państwowych po każdym etapie nauki. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego sposobu oceniania umiejętności uczniów.

- In my opinion, formal standardised exams seem unfair. They tend to put students under a lot of unnecessary pressure.
- Formal standardised school examinations are commonly used in order to test students' knowledge and skills. Whereas some people regard it as an optimal solution, others question its usefulness and fairness.
- More and more students have to take formal standardised exams during their school education. However, are such exams a good way of testing students' knowledge and skills?

3 Read the first paragraph of the essay from exercise 2 and write the topic sentence.

One major advantage is the fact that the assessment criteria are always available to everyone. As a result, it is easier for students to prepare, and everyone is assessed in the same way. An additional benefit is the fact that the results of all the exams are analysed so that any common problems can be noticed and dealt with by educators. Then, if need be, some changes may be introduced to the country's educational system.

4 Use the prompts in brackets to develop the second paragraph of the essay.

However, there are also drawbacks to this form of assessment. One of the serious disadvantages of formal testing is in the fact that standardised exams hardly ever test real-life competencies such as creativity, teamwork or problem-solving. (*Explain how this may affect what students learn / do not learn.*) Another argument against this form of assessment is the unnecessary stress the students experience while completing the exams within a time limit. (*Explain how stress may influence students' performance and exam scores.*)

5 Read the correct introduction to the essay in exercise 2 and the two paragraphs in exercises 3 and 4 again, and write your own conclusion. Remember to refer to the main points of the essay. Do not use more than 50 words.

6 Work in pairs. Think of arguments for and against the problems below. Then take turns being for or against each topic. Use the phrases below to help you.

- studying abroad
FOR: opportunity to learn about other cultures, ...
AGAINST: higher costs involved, ...
 - giving homework
FOR: class time is not enough, so extra practice is needed, ...
AGAINST: too many assignments, reduced amount of free time, ...
- One serious/considerable disadvantage of ... is ... •
 Another negative aspect seems to be connected with ...
 • An additional / A substantial benefit/drawback could be ... • Another key/definite advantage is ... • A further argument for/against may be ...

! Watch out

We use a number of structures to express purpose and result in English.

- Tests include multiple-choice tasks **so that** they can be easily marked.
- Exams are conducted **in order to** / **so as to** / **to** test students' knowledge.
- Tests are **for** checking what the students have learnt.
- Exams **are so stressful** / **such a stressful experience** / **cause so much** / **such stress** that some students lose their self-confidence.

7 Rewrite each pair of sentences as one using the words and phrases in bold. Make any necessary changes.

- I took a gap year. I decided to complete a graphic design course. **SO AS**
- Angela decided to take a year off. She wanted to travel round Europe. **SO THAT**
- Some graduates take a gap year. They want to earn some money to support themselves. **ORDER**
- Students take gap years. They want to get a break from studying. **FOR**
- I was under a lot of stress during the school year. I sometimes couldn't sleep at night. **SO MUCH**
- Taking all the exams was a lot of effort for me. I need a break now. **SUCH**

8 Read the instructions and do the writing task.

Absolwenci szkół średnich coraz częściej decydują się na rok przerwy przed pójściem na studia, czyli na tzw. *gap year*. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz wady i zalety takiego rozwiązania.

1 Which subjects would you choose as compulsory and which as optional at the secondary school level? Why?

2 LANGUAGE IN CONTEXT Read the texts below. Would you like to take any of the more unusual college courses? Why? / Why not?



If I could choose any subjects to study, I would definitely go for a course devoted to celebrities or fictional characters. It may sound a bit unusual, but the educators at the University of South Carolina have developed a course which enables their students to broaden their knowledge of what experts call the 'sociology of **fame**', despite the criticism they sometimes face for their less traditional approach. The participants of the course learn about the meaning of being famous or infamous in today's **society**. The course looks **broadly** and critically at the singer and performer Lady Gaga and discusses her as a sociological phenomenon by analysing her achievements in the world of music, stage **performance** and fashion. I would love to attend such a course at my university.

I **imagine** it would be great to attend the **Science** from Superheroes to Global Warming course at the University of California. The teachers use imaginary characters such as Superman and Spider-Man to broaden the way they teach about the laws of physics, such as the physics of flight. The tutors say this approach to **education** gives them the opportunity to clarify real scientific problems in a context which is familiar to young people. The course proves very useful and is **clearly** popular with students, who often have to queue to sign up for it.



3 ANALYSE Study the highlighted words in the text in exercise 2. Then, find other examples of words which belong to the same word families (group of words created from the same root) in the text.

4 Copy and complete the table with the correct form of the words given.

Person noun	Abstract noun	Verb	Adjective	Adverb
1		criticise		
2 x			able	
3		educate		
4 x			clear	
5			social,	
6 x		know		
7	science	x		
8		use		
9		achieve		x
10 x			broad	



5 PRACTISE Complete the sentences with the correct form of the words in brackets.

- I'm amazed by Harry's of astronomy. He's really about it. (**know**)
- Bill likes . He comes across as very . (**social**)
- This application is very . All the recommend it to others. (**use**)
- constantly think of inventing new games for children. (**educate**)
- Climbing Mt Everest would be a real for me, but I doubt it's in the nearest future. (**achieve**)

! Watch out

There are a number of prefixes in English used to change the meaning of the word such as:

de- (opposite), **in-** / **un-** / **ir-** / **il-** / **im-** / **non-** / **dis-** (opposite / not), **mis-** (wrongly), **over-** (too much), **under-** (too little), **re-** (again), **inter-** (between, among)

6 Add the correct prefix to each group of words. Can you add any other words to each group?

- | | |
|--|---|
| 1 <input type="text"/> motivate, <input type="text"/> rail | 7 <input type="text"/> understand, <input type="text"/> inform |
| 2 <input type="text"/> -smoker, <input type="text"/> sense, <input type="text"/> -stop | 8 <input type="text"/> eat, <input type="text"/> worked |
| 3 <input type="text"/> usual, <input type="text"/> educated | 9 <input type="text"/> logical, <input type="text"/> legal |
| 4 <input type="text"/> mature, <input type="text"/> partial | 10 <input type="text"/> take, <input type="text"/> arrange, <input type="text"/> assure |
| 5 <input type="text"/> paid, <input type="text"/> developed | 11 <input type="text"/> courage, <input type="text"/> approve |
| 6 <input type="text"/> responsible, <input type="text"/> regular | 12 <input type="text"/> national, <input type="text"/> action |

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

work mature understand regular approve
courage take pay

- My father said I was too to make my own decisions. He of my choice of studies.
- If you study on such an basis, you'll have to all your exams.
- The student completely the instructions of the task, so he did not do it well.
- I feel and . I have too much to do and don't earn enough for it.
- Bad marks can really me from studying.

8 NOW YOU DO IT Work in pairs. Create as many related words from the ones given as you can. Then compare your answers with another pair and count the points: one point for the same word, two points for a word the other pair does not have.

satisfy • apply • agree • success • doubt • inform

- 1 Read the list of activities which help people learn different subjects. Which do you think would be useful for you and for which subject(s)? Why?

doing team projects writing assignments
watching/creating multimedia presentations rewriting
listening to lectures studying/reading alone
doing experiments taking school notes
learning by heart doing speaking activities
drawing mind maps doing problem-solving tasks

- 2  Complete the text with the correct form of the words in brackets.

What could make education more engaging for every student? Most ¹  (**educate**) agree that one possible solution is to adjust teaching methods to the individual needs of the students. For example, introverted and extroverted learners differ ²  (**consider**) in the amount of outside stimulation they need. While introverts require little sensory stimulation, extroverts need much more of it to activate their brain. Extroverts appreciate an environment which offers them plenty of stimuli. On the other hand, when there is too much going on, an introvert's brain becomes overstimulated and quickly gets tired. This fact has serious ³  (**imply**) for lesson planning. Extroverted learners get ⁴  (**enjoy**) from frequent changes in topics during the lesson while introverted students would rather concentrate on one topic in greater depth. Open discussions and other tasks in which students can ⁵  (**act**) with each other suit the more extroverted types. Conversely, introverted students would rather attend lectures or do reading tasks. Obviously, teachers want to encourage their students to learn, not ⁶  (**motivate**) them. The best way to do this is to ask students about their individual preferences. What would you tell your teacher?

- 3  Complete the sentences with the correct form of the words in brackets. Add any extra words where necessary. Use no more than five words.

- It's about time you  (**learn / deal**) the exam stress.
- I wish I  (**fall**) the other students in my class. It's so hard to catch up now.
- Patrick behaves  (**if / he / know**) everything! Why is he so arrogant?
- If Sam  (**get / university / degree**) when he was younger, it would be easier for him to get a job now.
- Mark's parents will buy him a new tablet  (**provided / he / succeed**) his exams at the end of the year.
- Imagine you  (**earn / living**) as a successful lawyer. Wouldn't it be great?

! Watch out

- To describe how one event depends on another, we use the following structures:
If it wasn't for my teacher's constant support, I wouldn't be such a good student.
If it hadn't been for my parents, I wouldn't have learnt two foreign languages.
But for some extra classes, I wouldn't have passed my history exam.

- 4  Rewrite the sentences, using *If it wasn't / hadn't been for* and *But for*.

My physics teacher helped me a lot. I did well in my final test.

If it hadn't been for my physics teacher's help / But for my physics teacher's help, I would not have done well in my final test.

- Ann's final exam results were rather poor. Otherwise she would have got into her dream school.
- Our teachers use varied teaching methods, so we find it easy to learn.
- Nathaniel was ill. He didn't prepare well for his class test.
- I only succeeded because of my determination.
- Jenny is very hard-working. That is why she gets top marks.

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

- By the end of this month, I  (**będę studiowała na**) this university for three years.
- Lucy  (**nie mogła przekazać**) the information on to Tony because she knew nothing about the problem.
- If Alice  (**nie popełniła tylu**) mistakes, she wouldn't have failed the test.
-  (**Gdyby nie**) his hard work, Bob wouldn't have sailed through his exams.
- Suppose Sheila  (**odrzucała Twoje zaproszenie**), would you be angry?
-  (**Mówi się, że Japończycy**) be more hard-working than other nations.
- Ann could easily move back to the city centre  (**gdyby nie to**) that she'd miss her friends from the suburbs.

- 6 Imagine you could create the best secondary school in the world. Work in pairs and decide on the following aspects. Then, present your ideas to the rest of the class and vote for the best proposal.

the subjects taught • the location • the timetable • the extracurricular activities

Critical thinking



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

- What do you think may be happening in the picture? Think of a positive and negative situation.
- In what way could group learning be beneficial to students?

Vocabulary MP3 55

A level	/ˈeɪ lev(ə)l/	UK egzamin dojrzałości uprawniający do podjęcia studiów
community college	/kəˈmjuːnəti ˈkɒlɪdʒ/	UK szkoła średnia kształcąca osoby dorosłe, US dwuletnia szkoła przygotowująca do studiów
crèche	/kref/	UK żłobek
do on-the-job-training	/duː ɒnðəˈdʒɒb ˈtreɪnɪŋ/	odbywać praktyki zawodowe
earn a living	/ˌɜː(r)n ə ˈlɪvɪŋ/	zarabiać na życie
elementary school	/elɪˈment(ə)ri ˈskuːl/	US szkoła podstawowa
explore your options	/ɪkˈsplɔː(r) ɪə(r) ˈɒpʃ(ə)nz/	rozważać różne możliwości
find a job in one's field	/ˌfaɪnd ə ˈdʒɒb ɪn wʌnz ˈfiːld/	znaleźć pracę w swojej dziedzinie
follow in sb's footsteps	/ˌfɒləʊ ɪn ˌsʌmbədɪz ˈfʊtstɛps/	pójść w czyjeś ślady
form a clear picture of sth	/ˌfɔː(r)m ə ˈkliə(r) ˈpɪktʃə(r) əv ˌsʌmθɪŋ/	tworzyć jasny obraz czegoś
get a qualification	/ˌget ə ˈkwɒlɪfɪˈkeɪʃ(ə)n/	zdobywać kwalifikacje
get an apprenticeship	/ˌget ən əˈprentɪʃɪp/	odbywać praktykę zawodową
get your degree	/ˌget ɪə(r) dɪˈɡriː/	skończyć studia
go for a master's degree	/ˌɡəʊ fə(r) ə ˈmɑːstə(r) dɪˈɡriː/	iść na studia magisterskie
go into journalism	/ˌɡəʊ ɪntə ˈdʒɜː(r)nəˈlɪz(ə)m/	zająć się dziennikarstwem
grind	/ɡraɪnd/	harówka, wkuwanie
high school	/ˈhaɪ ˈskuːl/	US liceum, szkoła średnia
kindergarten	/ˈkɪndə(r)ˌɡɑː(r)t(ə)n/	US przedszkole
major in a subject	/ˌmeɪdʒə(r) ɪn ə ˈsʌbdʒɪkt/	studiować jakiś kierunek
make a commitment	/ˌmeɪk ə kəˈmɪtmənt/	wziąć na siebie zobowiązanie
pass with high marks	/ˌpɑːs wɪð ˈhaɪ ˈmɑː(r)ks/	zdać z bardzo dobrym wynikiem
pay tuition	/peɪ ˈtjuː ˈfɪʃ(ə)n/	płacić czesne
preschool	/ˈpriːskuːl/	przedszkole
primary school	/ˈpraɪməri ˈskuːl/	UK szkoła podstawowa
pursue a doctorate/ PhD / an advanced degree	/pə(r)ˈsjuː ə ˈdɒkt(ə)rət ˌpiːtɪf ˈdiː ˌən ədˌvɑːnst dɪˈɡriː/	robić doktorat / ubiegać się o tytuł lub stopień wyższy od tytułu licencjata
receive a bachelor's degree / a master's degree (the) SAT	/rɪˈsiːv ə ˈbætʃələ(r)z dɪˈɡriː ˌə ˈmɑːstə(r)z dɪˈɡriː/	uzyskać tytuł licencjata / magistra
second year school	/ˈsekənd(ə)ri ˈskuːl/	US egzaminy kończące naukę w szkole średniej
sit one's exams	/ˌsɪt wʌnz ɪɡˈzæmz/	UK szkoła ponadpodstawowa przystępować do egzaminu
sixth form college	/ˈsɪksθ fɔː(r)m ˈkɒlɪdʒ/	UK szkoła przygotowująca uczniów do egzaminu dojrzałości (A level)
take a path	/ˌteɪk ə ˈpɑːθ/	wybierać jakąś drogę
take out a student loan	/ˌteɪk ˌaʊt ə ˈstjuːd(ə)nt ˈləʊn/	brać kredyt studencki
vocational school	/vəʊˈkeɪʃ(ə)n(ə)l ˈskuːl/	szkoła zawodowa
win a scholarship/ grant	/ˌwɪn ə ˈskɒlə(r)ʃɪp ˌɡrɑːnt/	dostać stypendium

Grammar 1 MP3 56

due date	/ˈdjuː ˈdeɪt/	data oddania projektu
extension	/ɪkˈstɛnʃ(ə)n/	przedłużenie terminu oddania projektu
impression	/ɪmˈpreʃ(ə)n/	wrażenie
out of the blue	/ˌaʊt əv ðə ˈbluː/	ni stąd, ni zowąd
term paper	/ˈtɜː(r)m ˈpeɪpə(r)/	praca semestralna

Listening and vocabulary MP3 57

boarding school	/ˈbɔː(r)dɪŋ ˈskuːl/	szkoła z internatem
breeze	/ˈbriːz/	bryza, wietrzyk; łatwizna
cut back on sth	/ˌkʌt ˈbæk ɒn ˌsʌmθɪŋ/	ograniczać coś
fall behind with sth	/ˌfɔːl bɪˈhaɪnd wɪθ ˌsʌmθɪŋ/	mieć w czymś zaległości
get into (a school)	/ˌget ɪntə ə ˈskuːl/	dostać się (do szkoły)
give up on sth	/ˌɡɪv ˈʌp ɒn ˌsʌmθɪŋ/	rezygnować z czegoś
keep up with sth	/ˌkiːp ˈʌp wɪθ ˌsʌmθɪŋ/	być na bieżąco z czymś, robić postępy w czymś
live up to sth	/ˌlɪv ˈʌp tə ˌsʌmθɪŋ/	spełniać (np. oczekiwania)
sail through	/ˌseɪl ˈθruː/	łatwo sobie radzić
stand out from sb	/ˌstænd ˈaʊt frəm ˌsʌmbədɪ/	wyróżniać się na tle jakiejś grupy

Grammar 2 MP3 58

be on the right track	/ˌbi ɒn ðə ˈraɪt ˈtræk/	być na dobrej drodze
excel	/ɪk ˈsel/	być wybitnym, wyróżniać się
neglect	/nɪˈɡlekt/	zaniedbywać
pro footballer	/ˌpraʊ ˈfʊtbɔːlə(r)/	zawodowy piłkarz

Reading and vocabulary MP3 59

acquire/ demonstrate/ improve/ master a skill	/ə ˈkwəɪə(r) ˌdɛmənstreɪt ɪmˈpruːv ˌmɑːstə(r) ə ˈskɪl/	nabywać/ demonstrować/ udoskonaląć/ opanować umiejętność
civic literacy	/ˌsɪvɪk ˈlɪt(ə)rəsi/	świadomość obywatelska
collect/ evaluate/ share information	/kəˈlekt ɪˌvæljueɪt ʃeə(r) ɪnfə(r)ˈmeɪʃ(ə)n/	zbierać/oceniać/ udostępniać informacje
communication	/kəˈmjuːnɪˈkeɪʃ(ə)n/	komunikacja
creativity	/ˌkriːɪˈtvəti/	kreatywność
critical thinking	/ˌkrɪtɪk(ə)l ˈθɪŋkɪŋ/	krytyczne myślenie
crucial	/ˈkruːʃ(ə)l/	istotny, decydujący
cultural awareness	/ˌkʌltʃ(ə)r(ə)l ə ˈweə(r)nəs/	świadomość kulturowa
essential	/ɪˈsenʃ(ə)l/	niezbędny, podstawowy
fundamental	/ˌfʌndəˈment(ə)l/	podstawowy
grit	/ɡrɪt/	charakter, odwaga
heavy-duty canvas	/ˌhevi ˈdjuːtɪ ˈkænvəs/	wytrzymałe płótno
ICT / digital literacy	/aɪsɪˈtiː ˌdɪdʒɪt(ə)l ˈlɪt(ə)rəsi/	umiejętność korzystania z narzędzi cyfrowych
initiative	/ɪˈnɪʃɪətv/	inicjatywa
leadership	/ˈliːdə(r)ʃɪp/	przywództwo
learnable	/ˈlɜː(r)nəb(ə)l/	możliwy do opanowania
persistence	/pə(r)ˈsɪstəns/	wytrwałość, upór
teamwork	/ˈtiːm ˈwɜː(r)k/	praca zespołowa

Speaking MP3 60

habitat	/ˈhæbɪtæt/	środowisko życia
jetty	/ˈdʒeti/	pomost
marvellous	/ˈmɑː(r)v(ə)ləs/	cudowny, wspaniały
swan	/swɒn/	łabędź

Writing MP3 61

assessment criteria	/əˈsesmənt kriˈtɪəriə/	kryteria oceniania
common	/ˈkɒmən/	wspólny
gap year	/ˌɡæp ɪə(r)/	rok przerwy w nauce między szkołą średnią a rozpoczęciem studiów
substantial	/ˌsʌbˈstænʃ(ə)l/	znaczący, pokaźny

English in Use MP3 62

able/enable/ ability/ably	/ˈeɪb(ə)l ɪnˈeɪb(ə)l ˈæbɪləti ˈeɪbli/	zdolny/ umożliwiać/ zdolność/ umiejętnie
achieve/ achievable/ achievement/ achiever	/əˈtʃiːv ˈəːtʃiːvəb(ə)l ˈəːtʃiːvmənt ˈəːtʃiːvə(r)/	osiągać/osiągalny/ osiągnięcie / człowiek sukcesu
broad/ broaden/ broadly/ breadth	/brɔːd ˈbrɔːd(ə)n ˈbrɔːdli ˈbredθ/	szeroki/ poszerzać/ szeroko/ szerokość
clear/clarify/ clarification/ clarify/clearly	/ˈkliə(r) ˈklaɪəfaɪ ˈklaɪəfɪˈkeɪʃ(ə)n ˈklaɪəri ˈklaɪə(r)li/	jasny/wyjaśniać/ wyjaśnienie/ jasność/jasno
critic/criticism/ criticise/ critical/ critically	/ˈkrɪtɪk ˈkrɪtɪsɪz(ə)m ˈkrɪtɪsaɪz ˈkrɪtɪk(ə)l ˈkrɪtɪkli/	krytyk/krytyka/ krytykować/ krytyczny/ krytycznie
derail	/diːˈreɪl/	wykolejać się
disapprove	/ˌdɪsəˈpruːv/	nie pochwałać czegoś
discourage	/dɪsˈkʌrɪdʒ/	zniechęcać
educator/ education/ educate/ educational/ educated/ educationally	/ˈedʒukeɪtə(r) ˌedʒʊˈkeɪʃ(ə)n ˈedʒukeɪt ˌedʒʊˈkeɪʃ(ə)n(ə)l ˈedʒukeɪtɪd ˌedʒʊˈkeɪʃ(ə)nli/	nauczyciel/ nauczycielka / edukacja/ edukować/ edukacyjny/ wykształcony/ edukacyjnie
illogical	/ɪˈlɒdʒɪk(ə)l/	nielogiczny
impartial	/ɪm ˈpɑː(r)ʃ(ə)l/	bezzstronny, obiektywny
international	/ˌɪntə(r)ˈnæʃ(ə)nəl/	międzynarodowy
irregular	/ɪˈregjələ(r)/	nieregularny
know/ knowledge/ knowledgeable/ knowledgeably	/nəʊ ˈnɒlɪdʒ ˈnɒlɪdʒəb(ə)l ˈnɒlɪdʒəb(ə)li/	wiedzieć/wiedza/ obeznany, mądry / mądrze
misinform	/ˌmɪsɪnˈfɔː(r)m/	wprowadzać w błąd
misunderstand	/ˌmɪsʌndə(r)ˈstænd/	opacznie zrozumieć
nonsense	/ˈnɒnsəns/	nonsens
overeat	/ˌəʊvəˈiːt/	przejadać się
overworked	/ˌəʊvə(r)ˈwɜː(r)kt/	przepracowany
rearrange	/ˌriːəˈreɪndʒ/	przearanżować, przestawiać, zmieniać
reassure	/ˌriːəˈʃʊə(r)/	zapewniać (kogoś o czymś)
science/ scientific/ scientist/ scientifically	/ˈsaɪəns ˌsaɪənˈtɪfɪk ˈsaɪəntɪst ˌsaɪənˈtɪfɪkli/	nauka/naukowy/ naukowiec/ naukowo
sociologist/ society/ sociology/ socialise/ social/ sociological/ socially/ sociologically	/ˌsəʊsɪˈblɒdʒɪst ˌsəˈsaɪəti ˌsəʊsɪˈblɒdʒi ˌsəʊʃ(ə)laɪz ˌsəʊʃ(ə)l ˌsəʊsɪəˈlɒdʒɪk(ə)l ˌsəʊʃ(ə)li ˌsəʊsɪəˈlɒdʒɪk(ə)li/	socjolog/ społeczeństwo/ socjologia/ socjalizować/ społeczny/ socjologiczny/ społecznie/ socjologicznie
underdeveloped	/ˌʌndə(r)ˈdɛləpt/	słabo rozwinięty
underpaid	/ˌʌndə(r)ˈpeɪd/	źle opłacany
uneducated	/ˌʌn ˈedʒukeɪtɪd/	niewykształcony
user/usage/ use/useful/ usable/ usefully	/juːzə(r) ˌjuːsɪdʒ ˌjuːz ˌjuːsf(ə)l ˌjuːzəb(ə)l ˌjuːsf(ə)li/	użytkownik/ użycie/używać/ użyteczny/ użytkowy/ użytecznie



Complete all the exercises from this section in your notebook.

Challenge! MP3 63

course of action	/ˈkɔː(r)s əv ˈækʃ(ə)n/	sposób postępowania
enrol in a course	/ɪnˈrɒl ɪn ə ˈkɔː(r)s/	zapisywać się na kurs
get behind schedule	/get bɪˈhaɪnd ˈʃedjuːl/	mieć opóźnienie
get a pass	/get ə ˈpɑːs/	dostać pozwolenie
key competencies	/ˈkiː ˌkɒmpɪtənsɪz/	kluczowe kompetencje
key in	/kiː ˈɪn/	wpisywać (na klawiaturze)
key to success	/ˈkiː tə səkˌses/	klucz do sukcesu
language certificate	/ˈlæŋɡwɪdʒ sə(r)ˈtɪfɪkət/	certifikat językowy
learn by heart	/ˈlɜː(r)n baɪ ˈhɑː(r)t/	uczyć się na pamięć
make mistakes	/ˈmeɪk mɪˈsteɪks/	popępiać błędy
mark essays	/ˈmɑː(r)k ˈeseɪz/	oceniać wypracowania
mark the occasion	/ˈmɑː(r)k ðɪ əˈkeɪz(ə)n/	upamiętnić okazję
master a language	/ˈmɑːstər ə ˈlæŋɡwɪdʒ/	opanować język
master at sth	/ˈmɑːstər ət ˌsʌmθɪŋ/	mistrz w czymś
pass on information	/ˈpɑːs ɒn ˌɪnfə(r)ˈmeɪʃ(ə)n/	przekazywać informacje
pass with flying colours	/ˈpɑːs wɪθ ˈflaɪɪŋ ˈkɒlə(r)z/	zdać (egzamin) celująco
play truant	/pleɪ ˈtruːənt/	chodzić na wagar
raise one's hand	/ˈreɪz wʌnz ˈhænd/	podnosić rękę
swot	/swɒt/	zakuwać
take a course in sth	/ˈteɪk ə ˈkɔː(r)s ɪn ˌsʌmθɪŋ/	chodzić na kurs czegoś
teacher's pet	/ˈtiːtʃə(r)z ˈpet/	ulubieniec/ ulubienica nauczyciela
top mark	/tɒp ˈmɑː(r)k/	wysoka ocena
two-course meal	/ˈtuːkɔː(r)s ˈmiːl/	posiłek dwudaniowy
work hard	/wɜː(r)k ˈhɑː(r)d/	ciężko pracować

VOCABULARY

1 Choose the correct option to complete each sentence.

- Tomorrow, I'm **passing** / **sitting** my English exam. If I do well, it'll help me **form** / **paint** a clearer picture of what I can do in the future.
- I want to go **into** / **on** law and **pursue** / **major** a master's degree in this **topic** / **field**.
- To learn practical skills, you can **make** / **do** some on-the-job training. My brother **did** / **performed** an apprenticeship as a computer technician, and he considered it very useful.
- To get into a PhD programme, you must **demonstrate** / **achieve** excellent academic skills.
- Critical thinking is a skill that you should **evaluate** / **acquire** if you want to get a good job these days.



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

- Steve passed his exams very well. He passed with .
- Paula decided to become a gardener like her mum. Paula followed in .
- I had to borrow money from a bank to finance my studies. I took to finance my studies.
- Jeremy had to reduce the number of extra activities to concentrate on his exams. Jeremy had to on the number of extra activities to concentrate on his exams.

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

- I am afraid I will have to (**take**) the maths test next week.
- Helen did not understand why her parents (**approve**) of her decision to go to a (**vocation**) school.
- Cultural (**aware**) is a 21st-century skill. It is very (**use**), especially if you work for an (**nation**) company. It's a (**learn**) skill.
- You must have (**understand**) what I said. I never called you (**mature**)!
- This course will (**able**) you to (**broad**) your (**know**) of ancient history.

GRAMMAR

4 Rewrite the sentences using the words and phrases in bold.

- Sam took a gap year. He wanted to get some rest. **SO AS**
- I'll help you with your essay this time, but promise you'll try yourself next time. **CONDITION**
- It looks like Tony knows all the answers. He's really knowledgeable. **AS THOUGH**
- If you don't study hard, you won't receive your bachelor's degree. **UNLESS**
- Jane regrets sending her son to kindergarten as he was not ready for it. **WISHES**
- You must start revising for your exam soon. **ABOUT TIME**
- My father encouraged me to continue my studies. I almost gave up. **BUT FOR**



5 Complete the sentences with the correct form of the verbs in brackets.

- If Tom (**pay**) attention in class last week, he (**have**) to catch up on all the material now.
- I wish my younger brother (**not be**) so overambitious.
- What if I (**fail**) my last exam? I can't imagine what (**happen**) then.
- Some people say you (**succeed**) as long as you (**not give**) up on your goals.
- My parents would rather I (**study**) medicine than psychology.
- I know you don't play the lottery, but supposing you (**win**) a lot of money, what (**you / do**)?
- Jerry (**get**) the scholarship if he (**do**) better in his final exam last June.

SKILLS PRACTICE

6 Write an appropriate introduction to the essay below.

Uczenie się na pamięć jest częstą formą przyswajania wiedzy. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiej formy uczenia się.

7 Read the question and a student's answer. Suggest some changes to improve the range of language.

Is homeschooling a good idea in your opinion?

I think that homeschooling is not a good idea. It is not good because if you study at home, you do not have the chance to socialise with other students. You do not learn to build relationships with other people. You may feel lonely as well. Your parents become your teachers, and that's also not good.

8 Work in pairs and test each other.

Student A: go to page 139. **Student B:** go to page 145.

ENGLISH IN USE

9 TRANSFORMACJE ZDAŃ Uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- I think Patricia should start working on her term paper on digital literacy soon.
It's about on her term paper on digital literacy.
- I failed this subject because I played truant too often.
If so often, I wouldn't have failed this subject.
- We use four different versions of each test because we want to stop students from cheating.
We use four different versions of each test so cheating.
- Kuba will need a language certificate if he wants to study abroad.
Kuba will need a language certificate should abroad.
- Grandad is disappointed because my mum didn't follow in his footsteps.
Grandad wishes his footsteps.
- I'll help you with maths if you clean the whole flat this weekend.
I'll help you with maths on clean the whole flat this weekend.

10 UZUPEŁNIANIE LUK Uzupełnij każdą lukę (1–5) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

University Life in England in the 1700s

Have you ever wondered what your life would have been like if you ¹ been a student in 18th-century England? In those days, there were only two universities (Oxford and Cambridge) and most students were young aristocratic men. They were the only ones who could afford to pay the ² fees. On the other hand, women were not allowed to enrol ³ any of the degrees offered there.

If you think that studying was ⁴ demanding that undergraduates didn't have any free time, you are wrong. Students had very few lectures and plenty of time for themselves. Hunting and horse-racing were popular hobbies then. Young men didn't have to worry about failing an exam, either. There were only oral exams, and most students expected to pass them, even with ⁵ colours, at the first attempt. In fact, some historians even say that all you had to do in ⁶ to get a degree was to spend a certain number of semesters on campus.

The standards of teaching improved considerably in the early 19th century when written exams were introduced and when a new university was founded in London.

LISTENING

11 CD 3.09 UZUPEŁNIANIE LUK Usłyszysz dwukrotnie wywiad na temat edukacji. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–6 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- The woman believes that the changes to the education system should be .
- Primary education has been obligatory in Austria since .
- Creativity and inventiveness were for most workers in the past.
- The expert explains that literacy and financial literacy are considered important these days.
- One of the reasons why High Tech High is unusual is the fact that the families of about 50% of the students .
- does not guarantee that you will be admitted to High Tech High.



12 **CD 3.09** **ODPOWIEDZI NA PYTANIA** Ponownie wysłuchaj wywiadu na temat edukacji. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- 1 What does the presenter want the woman to express her opinion about?
- 2 Which two skills were prioritised by Frederick the Great?
- 3 How does the woman describe the work done in factories in the past?
- 4 According to the expert, which expression has become very fashionable lately?
- 5 Who is allowed to take part in the lottery and get admitted to High Tech High?

SPEAKING

13 **ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO** Pracujcie w parach. Zadawajcie sobie nawzajem pytania związane ze zdjęciami i odpowiadajcie na nie. Następnie zamieńcie się rolami.

Uczeń A

A

Why might the woman in the photo have chosen this type of course?



B

How likely is it that group work and project work will become popular in most schools in Poland in the near future?



C

What do these photos have in common and how do they differ regarding the use of technology in education?

Uczeń B

A

What might the students have been doing for the librarian to lose her patience?



B

How likely would you and your classmates be to stay at school after lessons if you could study in a similar place? Why?



C

What do these photos have in common and how do they differ regarding school libraries?

WRITING

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

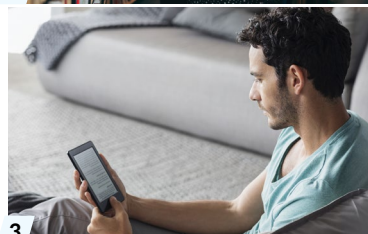
Niektórzy pedagodzy uważają, że nauczanie biologii, chemii i fizyki jako osobnych przedmiotów utrudnia uczniom zrozumienie otaczającego ich świata przyrody i jego zjawisk. Napisz **rozprawkę**, w której przedstawisz możliwe wady i zalety nauczania w szkołach jednego przedmiotu, który łączyłby treści z tych dziedzin.

8

STORIES WE REMEMBER

VOCABULARY

literature • books and publishing



1 Describe the pictures (1–3). What aspects of reading and literature do they show? Have you ever been in similar situations?

2 Match the words below with the correct categories. Can you add more words to any of the categories?

autobiography font (size) fantasy romance e-book
crime fiction paperback front cover cookbook
science fiction non-fiction magazine dust jacket blurb
suspense hardback poetry instalment graphic novel
short story cover art chapters series illustrations
audio book drama/play self-help book

Genres of writing

Elements of books

Types of publications

3 Divide the adjectives below into positive and negative.

imaginative engaging compelling engrossing fast-paced
(un)convincing slow-going fascinating gripping humorous

4 Read the three book reviews below. Would you like to read any of these books? Why? / Why not?

Veronica Roth's first book, the story of a girl's struggle to survive in a terrifying future world, was imaginative and engaging, but this second book **knocked me off my feet**. *Insurgent* is a truly compelling read. The action is fast-paced and exciting, and every reader will relate to the problems the characters face. I **couldn't put it down**. I'm hoping to **get my hands on** the other books of this author as soon as I've finished this one.'

I expected the fourth instalment of the *A Song of Ice and Fire* series, which takes place in a fantasy world inspired by the medieval times, to be **a page-turner**, but instead it's really disappointing. I can't recommend this book. The characters are still convincing, but the plot is not too interesting and feels very slow-going. It just feels like barely anything is happening at all. **Give this one a miss**. JASONB

Hey Sal! I've just **picked up** this book by Monica Hesse called *Girl in the Blue Coat*. It's about a young Dutch girl, Hanneke, and it's fascinating! Hanneke is trying to help support her family in the difficult times of Nazi occupation and to forget about her late boyfriend. Soon, she is drawn into mysterious disappearance of a young girl. I usually **steer clear of** this genre, but this particular story is both gripping and thought-provoking. I can really **identify with** Hanneke because she's smart and persistent in her actions. I would highly recommend it for anyone interested in the history of World War II. Check it out!

5 Match the highlighted phrases from the texts in exercise 4 with their meanings below.

- | | |
|---|--------------------------------|
| a physically buy or take into one's possession | d surprise or impress greatly |
| b feel a connection with someone because of similar characteristics/circumstances | e a book that is very exciting |
| c not bother to try something | f manage to find/get |
| | g be unable to stop reading |
| | h avoid |

6 Complete the sentences with the correct form of the highlighted phrases from exercise 4. Make any necessary changes. Which of them are true of you? Explain why.

- I normally **steer clear of** sad or violent novels because they upset me too much.
- I don't often find books that **knock me off my feet**. I enjoy lots of different books, but not many of them impress me a lot.
- I love a crime or suspense novel that is a real **page-turner** and that I can read in one sitting. My highest praise for a book is 'I **couldn't put it down**!'
- When I read about an exciting new book, I become really frustrated if I can't **get my hands on** a copy right away. If I can't **find** a copy at a local bookshop, I usually order one online.
- I enjoy books that allow me to **identify with** the main character because that helps me to understand their actions and feelings better.

7 Work in pairs. Think of a book you really enjoyed or disliked very much. Try to convince your partner to read or avoid the book by talking about the plot, characters, genre and style. Use the vocabulary from the lesson.

8 **CD 3.10** Listen to four speakers talking about their reading habits and preferences. Match the statements with the speakers. Two statements match one speaker.

This speaker	
a used to enjoy a particular series when he/she was younger.	☐
b often follows his/her friends' lead in choosing what to read.	☐
c mainly enjoys the visual aspect of the reading material.	☐
d is drawn in by the personalities of a book's characters.	☐
e prefers hearing stories to reading them.	☐

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

Do you read for pleasure? If you do, do you prefer fiction or non-fiction? If you don't, what might convince you to read more?

1 Think about a situation in which you did something that led to negative consequences or bad feelings. What could you have done to make things turn out differently?

2 **CD 3.11 LANGUAGE IN CONTEXT** Read and listen to the dialogue. What news does Mark break? What is his reason? How does Laura react? What does Mark suggest?

Mark Hi Laura.

Laura Oh, hi Mark. What's going on?

Mark Well, I'm afraid I have some bad news. I won't be able to do the presentation at the book fair tomorrow. I am sorry, but something has just come up, so I really can't come.

Laura Oh, Mark, you really ought to have told me sooner! Now, what am I supposed to do? There's no way I can find someone else to speak at such short notice! You needn't have agreed to do it in the first place if you were going to back out at the last minute. You could have given me a few days' warning at least!

Mark I am really sorry, Laura. And you're right, I probably shouldn't have said I'd do it because there are so many things going on at home. The truth is my parents are taking me to York tomorrow to help deal with a family emergency.

Laura Oh, well ... I'm sorry too. I shouldn't have shouted at you. I hope the emergency isn't too serious.

Mark Actually, my sister is having some trouble at university, and she needs my support. Look, why don't you call Marie Davis? She's in my youth writing group, and she's a really good public speaker. I think she'd like to do it.

Laura OK. I'll give her a try. Just give me her number, and I'll give her a ring.

3 ANALYSE Find the structures in the dialogue in exercise 2 which mean the following:

- 1 Someone didn't do something which was possible to do.
- 2 Someone didn't do something which was advisable to do.
- 3 Someone did something which was not necessary.

! Tip

Phrases such as *You should have ...* and *You needn't have ...* can sound very critical. You can make the comments sound more polite by using phrases like *Wouldn't it have been better to ...* or *I wish you hadn't ...*

4 PRACTISE  Rewrite the sentences so they include *should/shouldn't have*, *ought to*, *could/might have* or *needn't have*.

- 1 It wasn't necessary for you to buy all the groceries. I had ordered them online.
- 2 It was advisable for Cindy to tell her parents where she was going before she left.
- 3 It was possible for Mary to put off their marriage until she knew Stephen better, but she didn't.
- 4 It wasn't necessary for Cameron to walk away during the argument. It would have been better for him to stay and make his case.
- 5 It was a bad move for Kelly to destroy the note from her grandfather.

5  Write sentences about the situations from fiction and TV series. Use modal verbs from exercise 4.

- 1 Bran decided to ignore his mother's warnings and climb the Winterfell tower. It almost cost him his life. (*A Game of Thrones*, G.R.R. Martin)
- 2 Their families were at war, but Juliet still decided to meet Romeo in secret. (*Romeo and Juliet*, William Shakespeare)
- 3 Katniss voted for the second Hunger Games, although she knew it would harm people. (*The Hunger Games: Mockingjay*, Suzanne Collins)
- 4 Aragorn let Wormtongue go free, which led to a deadly battle. (*The Two Towers*, J.R.R. Tolkien)
- 5 Scott McCall decided to go to the forest with his friend Stiles to look for a dead body in spite of knowing that it was dangerous. (*Teen Wolf*)

6  Find and correct five mistakes in the article. All of the mistakes relate to criticising past actions.

They say that bad decisions make for interesting stories in fiction. There are times, however, when characters make decisions which seem totally illogical. For example, in the *Twilight* series Bella should have decided to become a vampire. It's obvious to the reader that she needn't have made a different choice. After all, she couldn't have taken such a drastic step. The same is true for Katniss Everdeen, who oughtn't to have voted against the second Hunger Games and saved everyone a lot of grief. Of course, we can say the authors needn't have made better choices, but if they had, their stories wouldn't have been as interesting.



GRAMMAR CHALLENGE! Unit 8, page 133, exercises 1 and 2

7 NOW YOU DO IT  Work in pairs. Think of a novel or film plot that you believe could have been better if the characters had acted differently. Tell your partner about the characters' bad choices and ask them to suggest alternatives. Look at the ideas in exercise 5 to help you.

1 Have you read any English-language books? Which would you like to read? Do you find reading longer texts in English challenging? How do you deal with it?

2 **CD 3.12** Listen to three recordings about important or influential books and choose the correct answers.

- Which of the following is stated in the text as a fact, not an opinion?
 - Everyone can benefit from reading the book.
 - The book offers instructions rather than direct persuasion.
 - The book is unlike any other self-help book.
 - The book can help people who are feeling unhappy.
- The girl recommends a book for her friend's presentation based on
 - what she knows about him.
 - what she knows about his teacher.
 - what she would choose herself.
 - what her teachers have recommended.
- By giving his talk, the speaker intends to
 - reveal the main influences on his work.
 - promote the work of another writer.
 - promote his latest work of fiction.
 - correct some misunderstandings about his influences.

3 Rewrite the underlined parts of the sentences using the phrases below. Make any necessary changes.

make a difference to leave sb cold
see the point of come to sb's mind
take sb by surprise

- Reading fiction can cause a change in your life because it helps you see how other people feel.
- One book that didn't impress me at all is *War and Peace*. It's so long and complicated that I couldn't follow it.
- If you are looking for an adventure book, it occurs to me that you might enjoy *The Hunger Games* books. I could lend you the first one if you want.
- The reviews were rather negative, but I enjoyed this book very much, which I really did not expect.
- I don't understand the reason for graphic novels, though I know many people love them. Maybe I should give them another try.

4 Look at the illustration below. You are going to hear an extract from a story called *Freedom Hackers: The First Attempt*. What do you think the story is about? What kind of characters do you think are involved?



5 **CD 3.13** Listen to the first part of the story. Complete the sentences so that they are true according to the text.

- Edward's friends appreciate .
- Edward's absence from the meeting at Marty's Café makes his friends .
- Carl thinks Edward's mum .
- Jay suddenly decides .
- Sara suspects that Edward has become involved in .

6 **CD 3.14** In pairs, discuss what you think the situation really is and what might happen next. Then listen to the second part of the story and check your answers. Were your guesses correct? How do you think the whole story will end?

7 Complete the summary of the text in exercise 6.

As Sara was speaking, she received a strange text from Edward. The three in the café ¹ at first they couldn't speak. Then Carl explained that Jay was mixed up in a plan to ² , and he thought that the authorities ³ him. He then explained that he was able to ⁴ had come from and that they could go and help. The group suddenly went silent when ⁵ approached their table. He who spoke was ⁶ . The man knew Sara's and Kevin's names, and he wanted to ⁷ Edward and Jay. Suddenly, Sara saw that Carl ⁸ .

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

- Do you have a favourite book? If you do, why does it mean a lot to you, and how has it influenced you? If not, think of a book you would like to read and explain why.
- How do you feel about having to study literature at school? Does the fact that a book is 'assigned' influence your feelings about it?
- Imagine that one of you is an avid reader and the other doesn't really see the point of reading. Give arguments to support your points of view.

- 1 Think of the best crime story or thriller you have read or seen recently. Why did it appeal to you? Why do you think people enjoy watching or reading about crime or other frightening situations?

- 2 **CD 3.15 LANGUAGE IN CONTEXT** Listen to the fragment of a story. Answer the questions.



- How does Delia know that someone has been in her flat?
- Who is David? What does he know?
- What is Delia's 'secret' and how did it come about?
- What does she plan to do now?

- 3 **ANALYSE** Go to the transcript on page 173. Copy and complete the table with examples of inverted sentences that have similar meaning to those in the left column.

INVERSION AFTER NEGATIVE ADVERBS

Standard sentence structure	Inverted sentence structure: negative expression + auxiliary + subject + verb
<i>Delia had scarcely entered the flat when she realised ...</i>	1
<i>A lamp was not only burning, but also ...</i>	2
<i>This thought had no sooner entered her mind than the phone ...</i>	3
<i>He had hardly been arrested when Delia's world ...</i>	4
<i>She had rarely needed to worry ...</i>	5

- 4 Choose the correct option to complete each rule.
- We use inversion after negative adverbs to emphasise **a particular action** / **the person who did an action**.
 - Inversion is normally used in **formal** / **informal** situations.
 - Most negative adverbs refer to the **time when** / **place where** something happened.

- 5 **PRACTISE** Rewrite each sentence from a story using inversion.

- Miriam could not understand what her sister had told her. (*little*)
- She was not only upset about the past, but also worried about the future.
- It had never occurred to her to wonder why their family was so wealthy.
- In fact, she had seldom questioned the idea that they were amongst the best families in England.
- Yet she had no sooner finished school than she was sent to the US to study.
- Then, she had hardly arrived back in England when her sister revealed the truth.
- She had seldom felt so shocked as when she learned her mother was a criminal mastermind, and not the successful barrister she had assumed.

- 6 **WHAT'S RIGHT?** Choose the correct sentence.

- No sooner than she had entered the room, she realised someone was there.
- No sooner she entered the room than had she realised someone was there.
- No sooner had she entered the room than she realised someone was there.

- 7 Rewrite the sentences using the negative adverbials below. Some negative adverbials match more than one sentence.

barely seldom rarely hardly only later never little
not only no sooner

- Stella did not visit her family very often.
- This is the most boring book I have ever read!
- I have almost never seen a film that didn't have any faults.
- I had just arrived at the station when the train left.
- His stories are not only exciting, but also well-written.
- I wake up and immediately start thinking about the tasks of the day.
- She didn't really know how many problems joining the group would cause her.
- Lily was shocked when the police questioned her. Some time after that, she realised they had been following her for days.
- When Sheila joined the basketball team, their results improved immediately.
- You don't have an opportunity to try such a tasty dish very often.
- Our cruise holiday was a disaster: we lost lots of money and got a terrible food poisoning.
- I didn't realise how tough the race would turn out before taking part in it.

- 8 **NOW YOU DO IT** Work in pairs. Read the first line of a story. Discuss what you think will happen and write the first paragraph of the story. Use inverted sentences where possible.

Barely had the train started to pull out of the station when Tom realised he was making the biggest mistake of his life.

We all know the power of an engrossing story. It's an effective tool to capture people's attention, to connect with them, to stir up their emotions and engage their imagination. Stories move us and provide entertainment, which makes them appealing across generations. To find out what exactly contributes to a successful young adult story, I turn to Zoe Baker, a seasoned publisher of teenage and young adult fiction and a budding story writer herself. We meet at a buzzing London bookshop.

I = Interviewer Z = Zoe

I Frankly, I find it hard to believe your claims that young people are avid readers. Hasn't the interest in reading among young people decreased a lot in the recent years?

Z Quite the contrary. In fact, it has gone up. Teen and young adult fiction titles are selling like hot cakes, and their number has grown by over a hundred percent in the last two decades. ¹ Though, on the whole, I guess vividly told stories allow you to lose yourself in a different world, and that's what makes reading unbeatable. Wouldn't you agree?

I Sure, and if what you're saying is true, reading books has a future, which is delightful news! So, what's the recipe for a page-turner? You, out of all people, have first-hand experience, both working as a publisher and being a writer yourself.

Z Well, it's all about crafting authentic, relatable characters and compelling stories which resonate with the younger reader. What usually works is a story that depicts the world through the eyes of a particular generation. ² Apart from that, you also have to allow your characters to make mistakes which are similar to those young people are often guilty of. It is what captivates the audience, the thought that you can see another young person in the same boat. It's to do with making the reader feel important.

I What stories, then, are popular with teens and young adults?

Z Those that capture the gravity of their experience. The most sought-after topics are, unsurprisingly, first crushes, unrequited love, cases of bullying, the ups and downs in friendships, depression, to mention just a few. ³ It's just what we're drawn to.

I So, what you are saying is that young people get attracted to stories about themselves. You also often talk about the difficulty of writing dialogues in stories. What makes them so hard to put together?

Z Successful books are all about so-called emotional truth, and the dialogues must sound natural, real-life-like, so the author has to envisage what a typical young person could say in a given situation to another young person and reproduce that using the language that the reader follows. It's tough because adults communicate in a different way and use different vocabulary. Slang changes all the time. It's a real challenge. ⁴ I recommend it to authors who feel they need some updating.

I Oh! Sounds like a job for me! Going back to the most craved topics and genres, it's not just books about romance that have grown in popularity, is it? Lots of young people are fond of fantasy or crime books, many get engrossed in comic books. Are the principles for inventing a story the same here?

Z Yes! Not everyone wants to read lovey-dovey stories. Many young readers appreciate a darker story. ⁵ They stimulate our imagination both through a persuasive narrative and their graphic design, but yes, the principles are the same.

I Finally, what have been the most often read titles in the last few decades?

Z Not easy to name only a few, but I'd go for the *Harry Potter* series, *The Perks of Being a Wallflower*, *Red White Royal Blue* and *The Fault in our Stars*, but there have been plenty of others.

- 1** Work in pairs. Look at the list of different elements of an interesting story. Which of them would encourage you to read a story? Give reasons to support your answers.

INTRIGUING PLOT
vivid language
humour moral lesson
UNEXPECTED ENDING
full of suspense
twists in the story
appeals to the emotions
CONVINCING CHARACTERS
interesting/unusual setting

- 2** Work in pairs and answer the questions.

- 1** Do you like reading fiction and watching films? Why? / Why not?
- 2** What were your favourite stories when you were a child? Who was your favourite character? Why?

- 3** **CD 3.16** Read the interview with an expert on young adult literature. What do you learn from it about the process of writing books for these readers?

- 4** Match sentences a–g with gaps 1–5 in the text in exercise 3. There are two extra sentences.

- a** Crime fiction thrives on our curiosity and desire to solve problems, so it's hardly surprising that it's so popular. They usually have quite compelling characters with lots of personal problems. Likewise, comic books grab our attention for similar reasons as other types of literature.
- b** What authors have to avoid is creating so-called 'narrative distance', which means that the readers cannot make any connections with the main hero or the period in which the story is set. It also explains why set books at school aren't students' favourites.
- c** Not only is it important to engage them in a story but also to include characters who exhibit similar features of personality and have to handle the same problems as them. It certainly draws you into the story.
- d** Submitted book proposals which have stilted dialogues are rejected most often. That's why writers often cooperate with young people and pick their brains regarding what's in and what's out. It's tremendously helpful.

- e Obviously, reading books isn't everyone's cup of tea, but there are lots of teens and university students I know personally who devour books. One of the reasons perhaps was the COVID-19 pandemic, with people being stuck at home and in need of some entertainment.
- f Nevertheless, both monologues and dialogues have to be written in simple language which avoids idiomatic expressions and archaic phrases. No young person can possibly relate to a hero or heroine who speaks the jargon they don't get.
- g Also, references to popular celebrities and current hot topics go a long way. For example, a fight for human rights or green issues, when smartly interwoven into the story, are likely to go down well. It's what you want to read about because it's trending.

5 Choose the correct answer.

In the interview, Zoe Baker

- a clarifies why reading is still a popular pastime.
- b explains why certain books do not sell as well as others.
- c encourages new authors to write for young adults.
- d offers hints to prospective authors of literature for young adults.

6 Complete the sentences with the information from the text in exercise 3.

- 1 Zoe has plenty of experience , but she's just embarked .
- 2 A story must contain a number sell well.
- 3 Characters who make mistakes are likely to young people.
- 4 Zoe recommends authors to young people to get to know their world.
- 5 Hotly debated topics may help the book to sell well provided the author knows how .

7 Complete the fragment of a blog entry with the correct information from the text in exercise 3.

Hi guys.

I've just read an interview with a publisher of books for young adults. She talked about the main ¹ and what authors should do to capture our attention. What caught mine was that writers often ² to understand the world of young people. Apparently, authors often make ³ a little old-fashioned, which is hardly surprising as the language changes so fast. Well, I might get in touch with some publishers and find out if I could be of any help. Another thing that resonated with me was that young readers have ⁴ when it comes to genres. It's so true! I'd much rather read a dark thriller than a romance!

8 Work in pairs and discuss the questions.

- 1 What makes reading interesting/uninteresting for you? What would encourage you to read more?
- 2 Would you like to work for a publishing house and advise authors on teenage-related issues? Why? / Why not?

Vocabulary development

9 Find the word which does not collocate with the noun in bold. In two cases, all the options are correct.

- 1 make up / pass on / invent a **story**
- 2 connect with / captivate / catch an **audience**
- 3 take / capture / grab **attention**
- 4 persuasive / vividly told / narrative **story**
- 5 be engaged / be engrossed / be fascinated in a **story**
- 6 engage / wake / stimulate **imagination**

10 Translate the Polish parts of the sentences in brackets into English. Use the phrases from exercise 9.

- 1 Paul's stories really (*przykuwają uwagę ludzi*).
- 2 Not only (*historia powinna być barwnie opowiedziana, ale także przekonująca*).
- 3 I was (*tak zauroczony*) the story that I read it again.
- 4 Family anecdotes (*są często przekazywane*) from generation to generation.
- 5 The children (*były zaabsorbowane historią*) the teacher was telling them.
- 6 A performer must be capable (*nawiązać kontakt z publicznością*).

11 Complete each sentence with one word. Find these phrases in the text in exercise 3.

- 1 Stories are popular everyone, from children to adults.
- 2 Our brains thrive stories because they look for sense and meaning.
- 3 Stories provide us both education and entertainment.
- 4 Apart having interesting characters, stories need to have an engaging plot.
- 5 I often lose myself a good story.
- 6 Young adult literature will certainly grow popularity.

VOCABULARY CHALLENGE! Unit 8, pages 132-133, exercises 1, 2, 3, 4 and 5

12 Prepare a slideshow presentation about your favourite book or film adaptation of a book. Include the information about the plot, your favourite character or scene and an alternative ending to the story.

Critical thinking



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

- 1 What question(s) could you ask this writer?
- 2 Why do you think comic books are so popular?

1 Look at the pictures (1–3) on the right and answer the questions.

- What sorts of events are shown? What do you think is the focus of each event?
- Have you ever had a book fair or other reading-focused event at your school? If so, how successful was it, and how could it have been better? If not, do you think it would be a good idea to organise such an event?

1



2 **CD 3.17** Read the speaking task below. Listen to students doing the task and write down the two missing points of the task.

Wraz z kolegami i koleżankami ze Szwecji, przebywającymi na wymianie w Twojej szkole, organizujecie kiermasz książek. W rozmowie z uczniem/uczennicą ze Szwecji omów poniższe kwestie:

- promocja tego wydarzenia,
- 1
- 2
- podział pracy.



2

3 **CD 3.17** Listen again. To what extent do the two students negotiate in order to reach compromises? Look at the transcript on page 173. Would you suggest any changes? If so, what would they be?



3

4 **CD 3.18** Listen to another pair of students discussing the same issue. Answer the questions.

- Why does the girl insist that posters are a good idea?
- What is the boy's objection to letting the buyers decide how much to pay?
- What do the two speakers agree on regarding the division of work?
- Why does the girl think donating the money for uniforms might be a good idea?

5 **CD 3.18** Label the expressions in each group of the Phrase Bank with the headings below. Then complete the phrases. Listen again and check.

Compromising Suggesting ideas
Agreeing/Disagreeing

PHRASE BANK

a

First off, we 1 to talk about ...
I think it would be a great idea to ...
How 2 letting the customers decide ...?
We still have to discuss ...
Look, why don't we decide all that when ...?
Perhaps we 3 ...?

b

I can 4 where you're going with that, but ...
I can't really agree ... | I see your 5 , but ...
I agree on one 6 .
I like the idea of ..., but ... | I think the third idea is terrible.
Surely, we should ... | I really can't 7 . | Fair enough.

c

OK, if you're willing to ..., that certainly works for me.
OK, I think that's a fair 8 .

6 In pairs, role-play the situations below. Try to reach a compromise using the expressions from the Phrase Bank.

- At an English camp, you are sharing a room with a person who often stays up late at night watching movies, making it hard for you to sleep. Discuss the issue with the roommate.
- Your teacher has told you that you can choose some books which are not on the set list to discuss in class. Talk to a friend about books that could interest and stimulate your classmates.
- Your writing teacher wants everyone in class to keep a daily diary of events, thoughts and feelings to be shared with the class. Many students object to the idea. Try to find a compromise that everyone can agree on.

7 Work in pairs and role-play the speaking task below. Decide who is playing each role.

Przebywasz aktualnie na wymianie uczniowskiej w Irlandii. Wraz z kolegami i koleżankami z klasy organizujecie szkolny konkurs literacki na najciekawsze opowiadanie. W rozmowie z kolegą/koleżanką z Twojej klasy omów poniższe kwestie:

promocja
imprezy

wyбір
sędziów

organizacja

nagrody dla
zwycięzców

1  Look at the picture on the right of a girl reading a 'wearable book' – a new technological device. Work in pairs and say how you think such a book might work.

2  Read the text and complete it with appropriate words. Put one word in each gap.

Technology knows no limits, which is what researchers at Massachusetts Institute of Technology (MIT) have demonstrated yet again. They have ¹  up with a book which can directly affect the body. The invention lets the readers experience the protagonist's physical emotions as ²  they were experiencing them themselves. The engineers called their project Sensory Fiction, and tested their device using the science fiction novella *The Girl Who Was Plugged In* by James Tiptree, Jr. In the story, the protagonist has to deal with all kinds of extreme emotions ³  passionate love to complete despair. In ⁴  to experience the same emotions, the reader has to wear a special vest, connected to the e-book, which is equipped with special sensors. The book also gives off light, which changes to reflect the mood of the main character. ⁵  the fact that the prototype works well, the creators of the book admit that the book won't be manufactured on a commercial scale yet. As one of its designers said, the invention of the wearable book ⁶  only meant to 'provoke discussion' on new ways of 'experiencing' books.

! Watch out

We use **reflexive pronouns**:

- for emphasis: *I wrote the story **myself**.* (on my own)
- with some verbs to refer back to the subject: *I enjoyed **myself** at the book club. Be careful or you'll hurt **yourself**.*

Note that some verbs which are reflexive in Polish are not reflexive in English, e.g.: *relax, meet, concentrate, feel, open, sell, hurry, marry.*

I can't concentrate with all that noise.

(Not: ~~I can't concentrate myself ...~~)

To say that two or more people are involved in a certain action, we use **each other** / **one another**, e.g. *Emma and Diana talk to each other / one another a lot.*

Observe the difference in meaning:

*The students introduced **each other**.*

(Each student introduced another one.)

*The students introduced **themselves**.*

(Each student introduced himself or herself.)

3  Complete the sentences with the correct reflexive pronouns or **each other** / **one another** only where necessary.

- 1 Laura and Steve enjoyed  at the book fair.
- 2 We smiled at , and we both knew we would be good friends.
- 3 Crime stories sell  very well in most countries.
- 4 Alan composed this piece of music . No one helped him.
- 5 Rob and Helen rely on  in difficult situations.
- 6 The bookstore opens  at 9.30 a.m.



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

- 1 I'd prefer you not to read aloud. **RATHER**
I'd  aloud.
- 2 We did not realise that the film was so violent. **LITTLE**
 that the film was so violent.
- 3 I wish you had told me that you were going to be late. **OUGHT**
You  that you were going to be late.
- 4 We are next-door neighbours, so we meet very often. **EACH OTHER**
We  so we meet very often.
- 5 As soon as I read the blurb, I knew the book would be perfect for me. **SOONER**
 the blurb than I knew the book would be perfect for me.

5  Translate the sentences into English using the words given in the correct form.

- 1 Od miesiący nie mogłam się doczekać spotkania z tym autorem. Przyszedł punktualnie, aby niczego nie przegapić. **LOOK FORWARD** / **TURN**
- 2 Żałuję, że opuściłam tyle lekcji. Mam teraz zaległości. **WISH** / **FALL**
- 3 Nie ma sensu czekać dłużej na Nicka. Najwyższy czas, żebyśmy wyszli do kina. **POINT** / **HIGH TIME**
- 4 Trzymam się z dala od horrorów, odkąd polecieś mi obejrzenie *A Quiet Place*. **CLEAR** / **RECOMMEND**
- 5 Gdyby nie wciągająca fabuła, ta powieść nie przypadłaby młodzieży do gustu. **BUT** / **APPEAL**

Critical thinking



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

- 1 What three conclusions can you draw about the place's owner?
- 2 What may make collecting things a demanding hobby?

- 1 Work in pairs. How do you understand the quotations below? Do you agree with them? Why?/ Why not?

“If you don't like to read, you haven't found the right book.”
1 J.K. Rowling

“I find television to be very educating. Every time somebody turns on the set, I go in the other room and read a book.”
2 Groucho Marx

“Literature is the most agreeable way of ignoring life.”
3 Fernando Pessoa

- 2 Discuss the questions below.

- 1 According to some statistics published by the Polish National Library, about 60% of people in Poland don't read books. Why do you think this is?
- 2 What could be done to encourage young people to read more books?

- 3 Read the writing task below and the three introductory paragraphs. Which of the introductions do you think are more likely to engage the reader? Why?

Wiele osób uważa, że współczesna młodzież nie czyta książek. Napisz **artykuł** do magazynu młodzieżowego (300–350 wyrazów), w którym przedstawisz swoją opinię na temat czytelnictwa wśród młodzieży, zrecenzujesz książkę, która okazała się popularna wśród Twoich znajomych, oraz zachęcisz czytelników Twojego artykułu do zorganizowania wirtualnego wydarzenia dla miłośników czytania.

SCREENAGERS READ MORE THAN YOU THINK!

- 1 I keep hearing that the culture of reading is lost among young people. While this may be true for some teens, nothing could be further from the truth when it comes to me and my friends. I would like to use this article to demonstrate how reading inspires and influences my generation.
- 2 I disagree with the opinion that young people do not read books. In my article, I will present some arguments to prove why this statement is wrong and will review a book that is very popular with my friends.
- 3 If I told you that the 44% of Poles who read books are people aged 15–19, you probably wouldn't believe me, would you? Our reading habits may have changed, but books have never lost their appeal, which my article will clearly demonstrate.

- 4 Which of the following techniques to engage the readers are used in the introductions in exercise 3?

- a telling a short anecdote or a joke
- b asking the reader a direct question
- c including some statistics
- d including a quotation

- 5 Read the main body and the conclusion of the article written to answer the task in exercise 3. Then answer the questions below.

- 1 What arguments does the author give to support his point of view on young people's reading habits?
- 2 Have you read the book mentioned in the article? Have you read any similar stories? What do you think of them?
- 3 What do you think of the idea of an online book fair for young people?

As far as I can see, and contrary to popular belief, reading for pleasure remains a common pastime for a significant number of young people. It is true that we may not read many printed books and tend to opt for different literary genres than our parents, but by no means can you make claims that we never read.

First and foremost, we do prefer to read off the screens of our smart devices, simply for convenience. That is why people who are watching us wrongly assume that we are just mindlessly browsing the Net while, in fact, we have buried ourselves in a story. Secondly, we enjoy booktubing, that is, reviewing books for our peers via webcam, which allows us to share our opinions with other avid readers. What is more, young generations go for modern popular fiction rather than the classics, and we truly look forward to the new releases of our favourite crime stories or thrillers. What captures our attention are stories which are full of suspense and which are set in present times. The reason is that contemporary novels **reflect** current problems and **depict** 21st-century characters we can identify with.

A perfect example of a book that has turned out to be a real **winner** among my friends is *Żmijowisko* by the Polish writer Wojciech Chmielarz. The novel is a **nail-biting**, exciting and compelling thriller which **revolves around** the themes of past regrets, shameful secrets, betrayal and resentment. When a 15-year-old girl, the daughter of the **protagonist**, goes missing, the reader is drawn into the world of the characters and their painful memories. As the novel **unfolds**, we learn more and more about the conflicts between the main characters, which is intriguing. The novel is a real page-turner. It is so incredibly suspenseful that you cannot put the book down. Not only is the plot fast-paced, but there are many **twists** in the story. The book was also made into a popular and star-studded TV series, which we watched and enjoyed immensely.

Taking all of this into account, I suggest that we organise an online book fair during which we could exchange our ideas about the books we adore reading, offer some recommendations and even discuss the themes presented in the novels. This day and age it is relatively easy to hold a meeting online for many people, and I wholeheartedly believe that it would draw crowds. We could divide the fair into themes and genres so that readers of crime fiction, fantasy or love stories could chat in separate virtual rooms.

I hope that my article has **shed some light on** the issue of teen reading. To sum up, I am not saying that every young person is a bookworm, but many of us do devour books for entertainment.

- 6 The article above contains about 500 words, including the introduction in exercise 3. Think how you can shorten it to about 350 words. Use the points below to help you.

- Avoid using too many adjectives of similar meanings: *This fascinating, engrossing, amazing book ...*
- Replace longer phrases with shorter ones: *as far as I am concerned ...* – *I believe ...*, *come up with* – *invent ...*
- Use reduced relative clauses, e.g. *People who read books usually write better.* – *People reading books usually write better.*
- Cross out any information which is repeated or not relevant.

7 Match the highlighted words and phrases from the text in exercise 5 with the definitions below.

- | | |
|------------------------------------|--------------------------------|
| 1 main character | 6 show the nature of something |
| 2 have something as a main subject | 7 something which is popular |
| 3 unexpected changes | 8 extremely exciting |
| 4 develop (about a story) | 9 make something clearer |
| 5 show | |

8 Complete the sentences with the correct form of the words below. Which of the sentences refer to books, which to films, and which to both?

side blockbuster letdown insightful cast tears
hype portray edge heavy going

- It keeps you on the of your seat until the last scene.
- It's unlikely to become a box-office hit. It's a bit dull and rather on the predictable .
- The characters are skilfully and easy to identify with.
- It's such a moving story that you can't hold back your .
- It is, sadly, a total . It does not live up to all the around it.
- It will appeal to those who enjoy thought-provoking, non-fiction.
- Unlike the previous sagas by this author, this one is a bit .
- It's a like no other before. Its star-studded and powerful story leave you speechless.

9 Work in pairs. Name some books or films which the sentences in exercise 8 may refer to. Give reasons to support your answers.

10 Match the linking words and phrases below with categories 1–4.

- Adding information / Enumerating
- Explaining reasons and results
- Comparing and contrasting
- Summarising/Generalising

therefore nonetheless by and large whereas
furthermore to sum up first and foremost
as a result this is due to the fact that
for this reason apart from this on the whole
in the first place consequently in a nutshell
in conclusion finally since in contrast all the same
on balance while secondly

11 Complete the sentences with your own ideas.

- The story is written in vivid language, and therefore, .
- First and foremost, that graphic novel keeps you in suspense until the last page. Secondly, .
- The book is full of convincing characters. Apart from this, .
- In contrast to so many other fantasy films, this one .
- What's the film about? In a nutshell, .
- This crime story may be a best-seller. All the same, .
- The TV series is certainly worth watching since .

12 Read the writing task below as well as a fragment of an article written by a student. In order to improve the answer, do the following:

- find grammatical, lexical and spelling mistakes;
- replace more common words with more advanced equivalents;
- where necessary, connect sentences using linking words or relative clauses.

Niedawno przeczytałeś/przeczytałaś książkę, która wywarła na Tobie duże wrażenie. Napisz **artykuł** (300–350 wyrazów) na stronę internetową poświęconą literaturze, w którym opisziesz tę książkę, wyjaśnisz, w jaki sposób wpłynęła na Twój sposób myślenia, oraz przedstawisz jednego z jej bohaterów, z którym się najbardziej utożsamiasz.



James Bryce, a British historian and politician, once said, 'The worth of a book is to be measured by what you can carry away from it.' I think this is true, and in my article, I would like to say you about a book which has made me to think in a different way about what makes people good or bad.

The book which I recently liked a lot is *Ostatnie Życzenie* (*The Last Wish*). It is an interesting collection of short stories. It was written by the polish fantasy writer Andrzej Sapkowski. This interesting story is setting in a fictional land in the very distant past. The story describes how its major character, Geralt, is fighting against bad monsters who attack inocent people across the land. Geralt is a witcher. His magic powers make him a brilliant fighter, and a hero but also a merciless killer. No sooner you read the first few pages than you become part of the hero's world and find about his motives and dilemmas. As the story is told, the hero understands more and more what makes his enemies bad. The book has fictional characters and describes an imagined world, but also realistically describes the human nature and its dark sides.

13 Read the instructions and do the writing task.

Księgarnia internetowa ogłosiła konkurs na tekst dotyczący najciekawszej postaci fikcyjnej. Napisz **artykuł** (300–350 wyrazów), w którym przedstawisz, w jaki sposób bohaterowie książek mogą wpływać na nasze życie, opisziesz bohatera książki, który Cię zaintrygował, i wyjaśnisz, czego się od niego nauczyłeś/nauczyłaś.

Vocabulary MP3 64

audio book	/ˈɔːdiəbʊk/	audiobook
autobiography	/ˌɔːtəbaɪˈɒɡrəfi/	autobiografia
blurb	/blɜː(r)b/	notka wydawnicza na okładce książki
can't put it down (about a book)	/ˈkɑːnt pʊt ɪt ˈdaʊn/	nie móc się oderwać (od książki)
chapter	/ˈtʃæptə(r)/	rozdział
compelling	/kəmˈpeliŋ/	fascynujący, zajmujący
convincing/unconvincing	/kənˈvɪnsɪŋ, ˌʌnkənˈvɪnsɪŋ/	przekonujący/nieprzekonujący
cookbook	/ˈkʊkbʊk/	książka kucharska
cover art	/ˈkʌvər ɑː(r)t/	sztata graficzna okładki
crime fiction	/ˈkraɪm ˈfɪk(ə)n/	powieść kryminalna
drama/play	/ˈdrɑːmə, pleɪ/	dramat/sztuka
dust jacket	/ˈdʌst ˈdʒækt/	obwoluta
e-book	/ˈiːbʊk/	książka elektroniczna
engaging	/ɪnˈɡeɪdʒɪŋ/	ciekawy, ujmujący
engrossing	/ɪnˈɡrəʊsɪŋ/	wciągający, trzymający w napięciu
fantasy	/ˈfæntəsi/	fantastyka
fascinating	/ˈfæsnɪeɪtɪŋ/	fascynujący
fast-paced	/ˈfɑːstˈpeɪst/	wartki
font / font size	/font, ˈfont ˈsaɪz/	czcionka / rozmiar czcionki
front cover	/ˈfrʌnt ˈkʌvə(r)/	przednia okładka
genre	/ˈʒɒnrə/	gatunek (literacki)
get one's hands on sth	/ˌget wʌnz ˈhændz ɒn ˌsʌmθɪŋ/	zдобыć coś, dorwać
give sth a miss	/ˌɡɪv ˌsʌmθɪŋ ə ˈmɪs/	darować coś sobie
graphic novel	/ˌɡræfɪk ˈnɒv(ə)l/	powieść graficzna
gripping	/ˈɡrɪpɪŋ/	wciągający, porywający
hardback	/ˈhɑː(r)dbæk/	twarda oprawa / książka w twardej oprawie
humorous	/ˈhjuːməərəs/	dowcipny
identify with sb	/aɪˈdentɪfaɪ wɪθ ˌsʌmbədi/	utożsamiać się z (kims)
illustration	/ˌɪləˈstreɪʃ(ə)n/	ilustracja
imaginative	/ɪˈmædʒɪnətɪv/	pomysłowy, oryginalny
instalment	/ɪnˈstɔːlmənt/	część, odcinek
knock sb off their feet	/nɒk ˌsʌmbədi ˈɒf ðeə(r) ˈfiːt/	zwalcać kogoś z nóg
magazine	/ˌmæɡəˈziːn/	magazyn
non-fiction	/ˌnɒnˈfɪk(ə)n/	literatura faktu
page-turner	/ˈpeɪdʒˌtɜː(r)nə(r)/	pasjonująca książka
paperback	/ˈpeɪpə(r)bæk/	miękka oprawa / książka w miękkiej oprawie
pick up (a book)	/pɪk ˈʌp ə bʊk/	wybierać, kupować (książkę)
poetry	/ˈpəʊtri/	poezja
romance	/ˈrəʊməns/	romans
science fiction	/ˌsaɪəns ˈfɪk(ə)n/	fantastyka naukowa
self-help book	/ˌselfˈhelp ˌbʊk/	poradnik
series	/ˈsiəriːz/	seria, cykl
set book	/ˌset ˈbʊk/	lektura
short story	/ˌʃɔː(r)t ˈstɔːri/	opowiadanie
slow-going	/ˌsləʊˈɡəʊɪŋ/	powolny, dłuży się
steer clear of sth	/ˌstiə(r) ˈkliə(r) əv ˌsʌmθɪŋ/	uniknąć czegoś, trzymać się z daleka
struggle	/ˈstrʌɡ(ə)l/	walka, zmaganie
suspense	/ˈsʌspens/	suspens, napięcie

Grammar 1 MP3 65

back out	/ˈbæk ˈaʊt/	wycofać się
book fair	/ˈbʊk ˈfeə(r)/	targi książki
make one's case	/ˌmeɪk wʌnz ˈkeɪs/	przedstawić swoją sprawę, swoje argumenty

Listening and vocabulary MP3 66

assign	/əˈsaɪn/	wyznaczać, przydzielać
avid reader	/ˌæɪvɪd ˈriːdə(r)/	zapałony czytelnik
come to sb's mind	/ˌkʌm tə ˌsʌmbədɪz ˈmaɪnd/	przychodzić komuś na myśl
dependable	/dɪˈpendəb(ə)l/	niezawodny
leave sb cold	/ˌliːv ˌsʌmbədi ˈkəʊld/	nie wywrzeć na kims wrażenia
make a difference	/ˌmeɪk ə ˈdɪfrəns/	zmienić coś, wpłynąć na coś
ping	/pɪŋ/	dzwonić, brzęczeć
see the point of sth	/ˌsiː ðə ˈpɔɪnt əv ˌsʌmθɪŋ/	widzieć sens czegoś
shrug	/ʃrʌɡ/	wzruszać ramionami
take sb by surprise	/ˌteɪk ˌsʌmbədi baɪ saɪ(r) ˈpraɪz/	zaskakiwać kogoś

Grammar 2 MP3 67

exact revenge	/ɪɡˌzækt rɪˈvendʒ/	wziąć odwet
out of place	/ˌaʊt əv ˈpleɪs/	nie na swoim miejscu
startle	/ˈstɑː(r)t(ə)l/	przestraszyć, zaskoczyć
testify	/ˈtestɪfaɪ/	zeznać w sądzie

Reading and vocabulary MP3 68

apart from sth	/əˈpaː(r)t frəm ˌsʌmθɪŋ/	oprócz czegoś
appeal to emotions	/əˈpiːl tə ɪˈməʊʃ(ə)nz/	oddziaływać na emocje
be engaged/engrossed in a story	/bi ɪnˌɡeɪdʒd, ɪnˌɡrəʊst ɪn ə ˈstɔːri/	być zaangażowanym / pochłoniętym historią
budding	/ˈbʊdɪŋ/	początkujący, obiecujący
capture/grab attention	/ˌkæptʃə(r), ˌɡræb əˈtenʃ(ə)n/	zwracać/przyciągać uwagę
connect with / captivate an audience	/kəˌnekt wɪð, ˌkæptɪveɪt ən ˈɔːdiəns/	nawiązywać nić porozumienia z odbiorcami / urzekać odbiorców
convincing character	/kənˈvɪnsɪŋ ˈkærɪktə(r)/	przekonująca postać
engage/stimulate imagination	/ɪnˈɡeɪdʒ, ˌstɪmjəleɪt ɪˌmædʒɪˈneɪʃ(ə)n/	zająć/stymulować wyobraźnię
grow in sth	/ˌɡrəʊ ɪn ˌsʌmθɪŋ/	rosnąć w coś
humour	/ˈhjuːmə(r)/	humor
inspiring	/ɪnˈspaɪərɪŋ/	inspirujący
intriguing plot	/ɪnˈtriːɡɪŋ ˈplɒt/	intrygująca fabuła
lose oneself in sth	/ˌluːz wʌnˌself ɪn ˌsʌmθɪŋ/	zatracać się w czymś
make up / pass on / invent a story	/meɪk ˌʌp ˌpɑːs ɒn, ɪnˌvent ə ˈstɔːri/	zmyślać/przekazywać/wymyślać historię
moral lesson	/ˈmɒrəl ˈles(ə)n/	morał
narrative story	/ˌnærətɪv ˈstɔːri/	opowiadanie
persuasive	/pəˈsweɪsɪv/	przekonująca/przekonywająca
popular with sb	/ˈpɒpjələ(r) wɪð ˌsʌmbədi/	lubiany przez kogoś
provide sb with sth	/prəˈvaɪd ˌsʌmbədi wɪð ˌsʌmθɪŋ/	dostarczać komuś czegoś
thrive on sth	/ˈθraɪv ɒn ˌsʌmθɪŋ/	rozwijać się dzięki czemuś
twists in the story	/ˈtwɪsts ɪn ðə ˈstɔːri/	zwoły akcji

unexpected ending	/ˌʌnɪkˌspektɪd ˈendɪŋ/	zaskakujące zakończenie
unusual setting	/ˌʌnˌjuːʒəəl ˈsetɪŋ/	nietypowe miejsce akcji
vivid language	/ˌvɪvɪd ˈlæŋɡwɪdʒ/	barwny język
vividly told	/ˌvɪvɪdli ˈtəʊld/	barwnie opowiedziany

Speaking MP3 69

donation	/ˈdəʊˌneɪʃ(ə)n/	datek, darowizna
flyer	/ˈflaɪə(r)/	ulotka
proceeds	/ˈprəʊsiːdɪz/	wpływy, zyski
staff	/stɑːf/	obsadzić stanowiska

English in Use MP3 70

equipped with	/ɪˈkwɪpt wɪð/	wyposażony w
manufacture	/ˌmænɪʃəˈfæktʃə(r)/	wytwarzać, produkować
despair	/dɪˈspeə(r)/	rozpacz
sensors	/ˈsensəz/	czujniki

Writing MP3 71

blockbuster	/ˈblɒk ˈbʌstə(r)/	hit kinowy
box-office hit	/ˌbɒksɒfɪs ˈhɪt/	hit kasowy
cast	/kɑːst/	obsada
depict	/dɪˈpɪkt/	obrazować, przedstawiać
dull	/dʌl/	nudny, nieciekawny
heavy going	/ˈhevi ˌɡəʊɪŋ/	trudny do przebrnięcia
hold back one's tears	/həʊld ˌbæk wʌnz ˈtiə(r)z/	powstrzymywać łzy
insightful	/ɪnˈsaɪt(ə)l/	wnikliwy
leave sb speechless	/liːv ˌsʌmbədi ˈspiːtʃləs/	odebrać komuś mowę
merciless	/ˈmɜː(r)sɪləs/	bezlitosny, okrutny
nail-biting	/ˈneɪl ˈbaɪtɪŋ/	pasjonujący, trzymający w napięciu
not live up to the hype around it	/nɒt lɪv ˌʌp tə ðə ˈhaɪp əˈraʊnd ɪt/	być przereklamowanym, nie spełniać oczekiwań
on the edge of your seat	/ɒn ðɪ ˈedʒ əv ʃə(r) ˈsiːt/	w napięciu
on the predictable side	/ɒn ðə ˌprɪˌdɪktəb(ə)l ˈsaɪd/	przewidywalny
protagonist	/prəˈtæɡənɪst/	główny bohater / główna bohaterka
reflect	/rɪˈflekt/	odzwierciedlać
revolve around sth	/rɪˈvɒlv əˈraʊnd ˌsʌmθɪŋ/	obracać się wokół czegoś
shed light on sth	/ˌʃed ˈlaɪt ɒn ˌsʌmθɪŋ/	rzucić światło na coś
skilfully	/ˌskɪlf(ə)li ˌpɔː(r)ˈtreɪd/	zrećnie
portrayed	/ˌpɔː(r)ˈtreɪd/	przedstawiony
star-studded	/ˈstɑː(r)ˌstʌdɪd/	z gwiazdorską obsadą
suspenseful	/səˈspens(ə)l/	pełen napięcia
thought-provoking	/ˈθɔːt prəˈvəʊkɪŋ/	dający do myślenia
total letdown	/ˌtəʊt(ə)l ˈletdaʊn/	kompletne rozczarowanie
unfold	/ˌʌnˈfəʊld/	rozwijając, toczyć się (o fabule)
winner	/ˈwɪnə(r)/	hit, sukces



Complete all the exercises from this section in your notebook.

Challenge! MP3 72

as blind as a bat	/əz 'blaɪnd əz ə 'bæt/	ślepy jak kret
as busy as a bee	/əz 'bɪzi əz ə 'bi:/	pracowity jak pszczołka
as good as gold	/əz 'gʊd əz 'gəʊld/	złoty człowiek, grzeczne dziecko
as tough as old boots	/əz 'tʌf əz əʊld 'bu:ts/	twardy jak kamień
crawl	/kro:ɪ/	pełzać, czołgać się
eat like a horse	/i:t laɪk ə 'hɔ:(r)s/	jeść za dwóch, mieć wilczy apetyt
gaze	/geɪz/	wpatrywać się, przyglądać
glance at sth	/'glɑ:ns ət ,sʌmθɪŋ/	zerkać, rzucić na coś okiem
march	/'mɑ:(r)tʃ/	maszerować
mutter	/'mʌtə(r)/	mamrotać
peep	/'pi:p/	podglądać, zaglądać
rush	/'rʌʃ/	pędzić, bieć
scream at sb	/'skri:m ət ,sʌmbədi/	krzyczeć na kogoś
sigh	/'saɪ/	wzdychać
sing like an angel	/'sɪŋ laɪk ən 'eɪndʒ(ə)l/	śpiewać jak słowik
sleep like a log	/'sli:p laɪk ə 'lɒg/	spać jak suset
sprint	/'sprɪnt/	bieć szybko, sprintem
stare at sb	/'steə(r) ət ,sʌmbədi/	gapić się na kogoś
study	/'stʌdi/	analizować, przyglądać się
wander	/'wɒndə(r)/	wędrować, włóczyć się
whisper	/'wɪspə(r)/	szeptać
work like a dog	/'wɜ:(r)k laɪk ə 'dɒg/	tyrać jak wół
yell	/'jel/	wrzeszczeć, krzyczeć

VOCABULARY

- 1 Replace the underlined words and phrases with the correct form of their synonyms below. There are two extra words.

dust jacket engage cast leave capture make up captivate suspense intriguing protagonist twist blurb instalment

- A book must be very interesting to read in order to grab young people's attention.
- Good storytellers invent stories which stimulate our imagination.
- The story was full of unexpected changes, and it really interested the audience.
- This director is good at creating tension and making the main characters of his films convincing.
- I love this TV series, especially the actors, and I always look forward to the next part.
- Hardback editions of books are often protected by a paper cover.



- 2 Rewrite the sentences using the words given.

- I try to avoid books about murders or death. Quite simply, they scare me. **CLEAR**
- The novel was so compelling that I could not stop reading it. **PUT**
- I didn't expect the book to end in this way. **BY SURPRISE**
- This writer's books will always affect you one way or another. **COLD**
- This thriller was just amazing. It really blew me away. **FEET**

GRAMMAR

- 3 Translate the Polish parts of sentences in brackets into English.

- ☐ (Powinieneś być mi powiedzieć) that the film was so scary.
- ☐ (Czy nie byłoby lepiej kupić) a book rather than perfume for Julia?
- ☐ (Rzadko czytam) books when I'm on holiday.
- ☐ (Niepotrzebnie na ciebie czekałam). What a waste of time!
- ☐ (Mogłeś mi powiedzieć) about the book fair. I'd have gone to see it.
- ☐ (Ledwie skończyłam czytać) one book in the series when I started another.

- 4 Find and correct one mistake in each sentence.

- No sooner had the TV programme started when the electricity went off.
- We looked at ourselves in disbelief. We were both wearing the same dresses!
- I didn't know what had happened to Nina. Only later I found out she'd had an accident.
- Tina and Jan relaxed themselves on the beach reading books.
- You needn't to have cooked the meal. I've already ordered some sushi.



SKILLS PRACTICE

5 Choose the correct options.

- How about **to sign / signing** up for a singing course?
- I can **see / realise** where you are going **with / on** this, but I'd like you to consider other options too.
- I **agree / see** your point, and I'll agree to your suggestion **on / after** one condition.
- Fair / Fairly** enough! Why **don't / not** we decide all that when everybody comes?
- OK, if you're **in favour / willing** to do that, that certainly works **for / by** me.

6 Replace the underlined words with their more advanced equivalents below. Make any necessary changes. Then fill the gaps with appropriate phrases.

as well keep you on the edge of your seat engaging
convincing unfold a winner among
live up to the hype around it nail-biting

If you asked me to recommend a very exciting British TV crime series, I'd recommend *Sherlock*. It's very popular with my friends and is as good as people say it is. ¹ it has fantastic actors, with Benedict Cumberbatch playing the main role of a detective trying to solve difficult cases. All the other characters seem real too. ² the plot is so interesting that it makes you focus all your attention on the film. As the story is told, the viewers are constantly surprised by the series of events until the last episode. ³ this is the best series for anyone who enjoys films full of suspense.

7 Work in pairs and test each other.

Student A: go to page 139.
Student B: go to page 145.

ENGLISH IN USE

8 TRANSFORMACJE ZDAŃ ZE SŁOWEM

KLUCZOWYM Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- I got so engrossed in his latest novel that I found it difficult to stop reading it. **PUT**
I got so engrossed in his latest novel that I couldn't .
- Fiona ordered all her textbooks online even though her father had already bought them. **NEED**
Fiona all her textbooks online because her father had already bought them.
- This is the longest poem I have ever read. **SUCH**
Never long poem.
- I'm sure you will find the suspenseful plot of the film exciting till the very end. **EDGE**
The suspenseful plot of the film will surely keep you on till the very end.

- The design of this dust jacket is awful – it's a pity you didn't ask me for help. **OUGHT**
You me for help with the design of this dust jacket.
- It has both convincing characters and an unexpected ending. **ONLY**
Not convincing characters but also an unexpected ending.

9 TŁUMACZENIE FRAGMENTÓW ZDAŃ Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- After six hours in the car, I was exhausted and (*spalełem jak suseł*) last night.
- The poet and her editor (*znają się*) for over ten years now.
- The success of his second book took everyone by surprise and, finally, he (*nie musiał się martwić*) about making a living as a writer any more.
- Little (*wiedziała jak*) popular her protagonist would become with teenagers.
- You (*mogłeś mi powiedzieć*) you were going to the book fair – I was there all day.
- Only then (*zorientowałam się*) I'd left the book on the train and I wouldn't be able to read the final chapter.



READING

10 ODPOWIEDZI NA PYTANIA Odpowiedz krótko na pytania 1–5 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

- Why does the author of the article mention small children in the second paragraph?
- What is the importance of the saplings with red ribbons for the project?
- How did the author of this article react to the Future Library project initially?
- What can a Future Library author reveal about their book?
- Which metaphorical expression does David Mitchell use to describe a large amount of something in the fifth paragraph?



David Mitchell's book in the Future Library

On a drizzly day in 2016, the novelist David Mitchell walked into Nordmarka forest on the outskirts of Oslo and prepared to bury his latest work. There was just the right amount of rain, he later said; 'graceful rain'. Half a mile into the woods, he came to a clearing where about 100 people had gathered. The local foresters had made a fire, brewed some coffee, and tied a small red ribbon around each of one thousand knee-high saplings to indicate that they were not to be harmed.

Though the audience included small children, it is unlikely that any of them will be beneficiaries of the strange legacy this ceremony was designed to mark. In order to picture the result, it is necessary to imagine at least one unborn generation further. Mitchell's book – a 90-page novella about which we can know no more than the title – will be kept hidden for 98 years and only published when the saplings, having reached maturity, can provide the paper on which to print it.

Mitchell was the second author of a hundred who will be part of Future Library, a project conceived by the Scottish artist Katie Paterson. The first was Margaret Atwood, who delivered her manuscript, *Scribbler Moon*, a year earlier in a grey archival box wrapped in purple ribbon.

When I first heard about Future Library some years ago, I assumed it was some kind of hoax. Katie Paterson was proposing to ask a different author to write a brand new book each year for 100 years. Well, she couldn't ask all of them because at some point she herself would be dead, but that was the project. None of these books would be read until 2114, at which point all 100 would be published. The authors would be sworn to secrecy about their contents. In the meantime, Paterson would plant enough trees to print the books when the time came to unearth them.

Mitchell suggested that Future Library is 'a vote of confidence in civilisation'. Writing a book for the Future Library was a way to express the belief, as Mitchell put it, that 'things that are important to me will still exist and that the orchestral blast of bad news that you get when you open newspapers and click on websites – all the dystopian stuff about climate change, about terrorism, about demagogues seizing control of large, industrial countries – that that side won't win.' Here, he said, was 'a tiny way for me to do a little bit more than hoping'.

SPEAKING

11 ROZMOWA Z ODGRYWANIEM ROLI Wykonajcie zadanie w parach. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Samorząd Uczniowski Twojej szkoły chce zorganizować festiwal literacki, w ramach którego chce zaprosić autora z Wielkiej Brytanii. Rozmawiasz o tym z uczniem B, Brytyjczykiem, który przebywa w Twojej szkole na wymianie uczniowskiej, aby poprosić go o pomoc. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

promocja tego wydarzenia

osoba, która poprowadzi spotkanie

pytania do gościa

drobny prezent dla gościa

Uczeń B

Przyjechałeś/Przyjechałaś z Wielkiej Brytanii do Polski na wymianę uczniowską. Samorząd Uczniowski szkoły, w której przebywasz, chce zorganizować festiwal literacki i w jego ramach zaprosić do szkoły na spotkanie pisarza/pisarkę z Wielkiej Brytanii. Uczeń A prosi Cię o pomoc w zorganizowaniu tego spotkania. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zasugeruj, że polscy uczniowie mogą nie znać zaproszonej osoby i mogą nie być zainteresowani udziałem w spotkaniu,
- zapytaj, czy uczniowie powinni mieć możliwość swobodnego zadawania pytań podczas spotkania,
- powiedz, że może być konieczne zatrudnienie profesjonalnego tłumacza do tłumaczenia spotkania.

WRITING

12 ARTYKUŁ Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 300 do 350 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wielu uczniów i wiele uczennic twierdzi, że nie ma czasu czytać książek dla przyjemności. Napisz artykuł do szkolnego czasopisma, w którym wyjaśnisz, dlaczego, według Ciebie, czytanie jest najlepszą wakacyjną rozrywką, polecisz czytelnikom dobrą książkę na lato i wyjaśnisz, skąd uczniowie i uczennice mogą czerpać informacje o ciekawych książkach dla nastolatków.



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Odpowiedzi na pytania

1 CD 3.19 Usłyszysz dwukrotnie trzy teksty. Odpowiedz na pytania 1–6 zgodnie z treścią tekstów.

- 1 According to the first speaker, what big change needs to be made to high school learning?
- 2 What is the main difference between high school and university educational approaches?
- 3 What doubt does the boy express about the writing camp at the beginning of the dialogue?
- 4 What information does the girl give the boy, and what does she suggest he should do?
- 5 What is the speaker's opinion of dyslexic teenagers?
- 6 What does the speaker say Sir Richard Branson exemplifies?

Rozumienie tekstów pisanych Tekst z lukami

2 Przeczytaj poniższy tekst i uzupełnij e-mail zgodnie z treścią tekstu.

As a 17-year-old person who is an avid reader, I obviously know that I am a member of a shrinking minority. I do have a few friends who read for pleasure, and we always recommend books to each other. But when I tell my other friends about a book I'm reading, they tend to give me a blank look and shrug. 'Really? I've got enough reading for school!' I admit that I understand what they're saying, and around exam time even I don't have as much time as I'd like to read for pleasure. On the other hand, I know that they do not spend all of their time reading assigned books or memorising the periodic table. In fact, after a lot of observation and thought, I am pretty sure I know what is keeping others of my age from getting lost in a good book: screen time.

It's much easier, after all, to flick through your electronic device and read bits and pieces that make you cringe or laugh and then move on to the next one. A recent study has shown that teenagers actually read more words per day than ever before. However, the fact that what they read are usually short comments, messages and snippets of gossip seems to affect their ability to read long texts. Suppose you had never read anything longer than a social media comment or short news article, it would be hard to imagine reading thousands of words at one time and even harder to work out how it could possibly be enjoyable. For people who have never grasped the concept of reading for pleasure, taking on a long novel just looks like hard work. I was lucky to have picked up the habit of reading from an early age.

For those who are less fortunate, it may be much more difficult to understand the appeal of turning page after page while your mind fills with images brought to life by good writing. Unfortunately, students are under so much pressure to succeed in exams that reading for pleasure isn't a priority. However, it is a mistake to give up reading exciting novels or intriguing pieces of non-fiction. I just wish I could make more of my friends understand that.



Hi Justin,
Just read a text by a young person about reading for pleasure. He says that while there ¹ he shares book recommendations with, most of his classmates use the excuse that they already ² to read for school without adding more reading. The writer goes on to say that he is sure they do not spend ³ on school assignments. Then, he points out a study which shows that the ⁴ by young people each day has increased, but he argues that constantly reading only short bits of news and comments ⁵ for young people to gain enjoyment from reading long texts. He also expresses his belief in the fact that there is ⁶ on students to succeed in school exams, which means that reading for pleasure just isn't very important to them. I have to say I agree on that!
Later.
Sam

Znajomość środków językowych Wybór wielokrotny

3 Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą tak, aby powstał logiczny, spójny i gramatycznie poprawny tekst.

A historic school building is stirring up a great deal of controversy amongst local residents. It was built in the 1870s and has been in continuous use since that time. The controversy is centred around whether or not the building should be demolished and replaced ¹ a brand new school, along with commercial and retail space. The alternative is to repair and upgrade the current building. 'Seldom ² so much disagreement over a single building,' a local council member has stated. 'Personally, I'm a hundred per cent for refurbishing the school and keeping it going. It's a beautiful building which ³ in with the look of the neighbourhood.' Another council member ⁴ that the cost of renovating the school would be much higher than demolishing and building a new one. 'I would sooner it ⁵ to this,' she said. 'But the building is in very poor repair, and I think a new building would benefit everyone in the area.'

- | | |
|-----------------|-----------------|
| 1 A for | 4 A speaks up |
| B with | B turns out |
| C into | C points out |
| D from | D takes up |
| 2 A I have seen | 5 A hasn't come |
| B it is seen | B doesn't come |
| C have I seen | C won't come |
| D I see | D hadn't come |
| 3 A goes | |
| B suits | |
| C looks | |
| D fits | |



**Znajomość środków językowych****Transformacje zdań (zadanie otwarte)**

4 Uzupełnij luki w zdaniach tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podane wyrazy w niezmienionej formie. W podanych fragmentach zdań nie wolno niczego zmieniać. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

- As soon as Jeanette entered the building, she realised that something was wrong. **SOONER**
No the building than she realised that something was wrong.
- It's possible that Lewis borrowed the book without telling you. **HAVE**
Lewis without telling you.
- This book has been praised so much that I don't expect it to be as good as they say. **LIVE**
This book has been praised so much that I don't expect it to reputation.
- I really should decide what to study at university. **HIGH**
It's what to study at university.

Mówienie Rozmowa z odgrywaniem roli

5 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Twój znajomy / Twoja znajoma ze Szkocji zamierza podjąć studia medyczne w Polsce. Rozmawiacie na ten temat. W rozmowie z uczniem B omów poniższe cztery kwestie:

wybór uczelni

zasady
rekrutacjikoszty studiów
i utrzymaniarodzaj
zakwaterowania**Uczeń B**

Jesteś szkockim kolegą / szkocką koleżanką ucznia A. Zamierzasz podjąć studia medyczne w Polsce. W zależności od tego, jak potoczy się rozmowa, porusz wszystkie/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,
- uważasz, że koszt studiów w języku angielskim jest wyższy niż zakłada uczeń A,
- nie odpowiada Ci rodzaj zakwaterowania, który zaproponował uczeń A.

Mówienie Rozmowa na podstawie materiału stymulującego

6 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami.

Look at the pictures and answer the questions.

A

In the future, robots may be doing more jobs than humans. Do you see this as a positive or a negative development? Why?

**B**

'Without a thorough knowledge of science, you cannot succeed in today's world.' How far do you agree with this statement?

**C**

What do these pictures have in common and how do they differ regarding the approach to education?

Wypowiedź pisemna Rozprawka za i przeciw, Artykuł

7 Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów (rozprawka za i przeciw) lub od 300 do 350 wyrazów (artykuł) i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

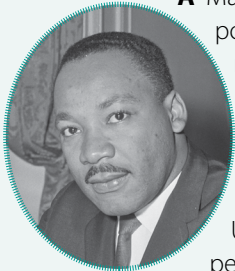
- Nowe technologie są coraz powszechniej wykorzystywane w edukacji. Napisz **rozprawkę**, w której opisziesz dobre i złe strony tego zjawiska.
- Wielu młodych ludzi chętnie sięga po wieloczęściowe powieści fantasy. Napisz **artykuł**, w którym przedstawisz powody popularności tego typu książek wśród młodzieży, wyjaśnisz, jakie cechy powinna mieć taka powieść, aby spodobać się młodym czytelnikom, oraz napiszesz, co jest, Twoim zdaniem, największą zaletą tego typu literatury.

1 Work in pairs and discuss the questions.

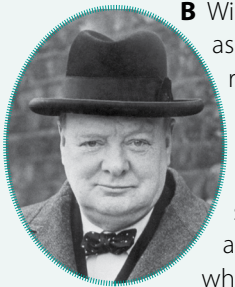
- 1 How would you define 'a hero'?
- 2 What Polish, American and British heroes do you know?
- 3 Do you agree with the quotes on the right? Why? / Why not?

2 Look at the pictures of three well-known figures in exercise 3. What do you know about them?

3 Read the three texts below. Whose achievements do you consider the greatest? Why?



A Martin Luther King Jr. (1929–1968) is a truly iconic figure in the USA. This Baptist minister and social activist was a key political figure during the 1950s and 1960s. Unlike many other leaders, King advocated non-violence as the only means of fighting for justice and civil rights for African Americans and other racial minorities. His peaceful protests and public rallies, attended by crowds of people, eventually led to the passing of two landmark bills of legislation: the Civil Rights Act of 1964 and the Voting Rights Act of 1965. The first document outlawed discrimination based on race, colour, religion, sex or national origin, while the latter secured voting rights for racial minorities in the USA. King's dream was coming true, and to acknowledge his efforts, he was awarded a Nobel Peace Prize in 1964. Unfortunately, he paid the ultimate price for his social involvement when he was assassinated at the age of 39. Most people agree that without Martin Luther King the struggle for freedom would likely have been much more violent.



B Winston Churchill (1874–1965) was a British politician, an emblematic wartime leader and author, who is best known as Prime Minister of the United Kingdom during the Second World War. His strong leadership, determination and resilience were instrumental in making the British believe that they could win the war against Nazi Germany. He insisted that Britain keep fighting and gave his countrymen the faith that the Allies would overcome the enemy. He delivered frequent radio speeches that were listened to by millions of people across the country. They were always impassioned and articulate, including the famous 'We shall never surrender' speech in 1940, and kept the British spirit up. His military decisions resulted in a number of crucial WWII victories. However, apart from his wartime achievements, Churchill was also a gifted writer and an accomplished historian. His literary merit was recognised when he was awarded the Nobel Prize for Literature in 1953, which makes him the only British Prime Minister to have received such an honour.



C Irena Sendler (1910–2008) was a nurse and social worker who served in the Polish Underground during WWII. She also cooperated with *Żegota* – the only state-sponsored organisation in occupied Europe which was set up to save Jews. This organisation provided food supplies, medical care, money and false IDs to Polish Jews hiding in the 'Aryan side' of the German occupation zone in Warsaw. Irena Sendler, together with other female workers from the Warsaw Department of Social Welfare and Public Health, managed to save the lives of about five hundred children. In 1943, she was arrested by the Gestapo for helping Jews, which was illegal at the time. After her colleagues bribed one of the Gestapo officers, she was eventually let free. She remained devoted to helping people during the Warsaw Uprising and in the communist era. For her devotion, she was given a number of prestigious awards, among others, the title 'Righteous Among the Nations' by the State of Israel. Irena Sendler became a symbol of people who did not remain indifferent to human suffering.

4 Read the texts again and decide if the statements below refer to one, two or all three historical figures.

- 1 This person risked his/her life while serving others.
- 2 This person achieved international recognition for their actions.
- 3 This person's actions prevented further possible casualties.
- 4 This person had a large following.
- 5 This person helped people who were persecuted as an ethnic group.

5 Work in pairs and answer the questions.

- 1 What do you consider to be the most extraordinary thing about the people mentioned in the texts?
- 2 Why might people sometimes disagree on who to call a national hero?

In the 21st century, I think the heroes will be the people who will improve the quality of life, fight poverty and introduce more sustainability.

Bertrand Piccard

The being cannot be termed rational or virtuous, who obeys any authority, but that of reason.

Mary Wollstonecraft

6 Complete the phrases below with the correct prepositions. Check your answers in the texts in exercise 3. Choose four expressions and write your own sentences.

- a pay the (ultimate) price  sth
- b  the age of 39
- c struggle  freedom
- d result  a number of victories
- e provide medical care  Polish Jews
- f devoted  helping others
- g indifferent  human suffering

7 Prepare a short speech about a hero or an authority figure you admire.

- 1 Which of the following human rights organisations have you heard of? Who do you think they help in particular? In what way?

Amnesty International Human Rights Watch
UN Watch Helsinki Committee in Poland
Human Rights Without Frontiers International

- 2 Look at the infographic and complete it with the words below.

detainment treatment discriminated innocent equal
freedom asylum law

SOME OF THE HUMAN RIGHTS:

- 1 The right to be free and
- 2 The right not to be against
- 3 The right to life
- 4 The right to a nationality
- 5 The right to own property
- 6 The right to be protected by the
- 7 The right to fair by fair courts
- 8 The right to education
- 9 The right to be considered until proven guilty
- 10 The right to privacy
- 11 The right to no unfair
- 12 The right to a fair trial
- 13 The right to to move
- 14 The right to
- 15 The right to freedom of opinion and information

- 3 Answer the questions.

- 1 Which of the human rights from exercise 2 do you consider the most important? Why?
- 2 Which do you think are abused more often across the world?

- 4 **CD 3.20** Listen to an interview with a human rights volunteer and write down what these numbers refer to.

- 1 10th
- 2 1 out of 6
- 3 1 in 18,000–20,000
- 4 10
- 5 30

- 5 **CD 3.20** Listen again and answer the questions. Use your own words as much as possible.

- 1 How are today's teenagers different from past generations according to Dylan?
- 2 What does #IStandWithHer campaign stand up for?
- 3 What do you learn about albinism from Dylan?
- 4 How would you sum up Dylan's stance in three sentences?

- 6 Work in pairs and answer the questions.

- 1 Why do you think some people take greater interest in human rights than others? What does it depend on?
- 2 If you could get involved in a campaign to promote human rights, which would you want to support the most? Why?
- 3 Why do so many people commit hate crimes? What should the punishment be for hate crime? Why?
- 4 Do you try to keep abreast of current news? Why? / Why not?

- 7 Work in pairs. Look at the transcript on page 174 and find the English equivalents to the expressions (1–5). Write them in the infinitive form.

- 1 łamać prawa człowieka
- 2 walczyć z problemem
- 3 promować równość płci
- 4 być prześladowanym
- 5 poświęcić się szczytnemu celowi

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

- 1 The politician made a(n) (*passion*) speech against (*race*) prejudice.
- 2 I think most people in my country show a lot of (*aware*) of gender (*equal*).
- 3 This campaign helps women (*subject*) to sexual (*harass*).
- 4 Albinism strikes people (*regard*) of gender or (*ethnic*).
- 5 I can't remain (*differ*) to people who suffer from any kind of abuse and (*tolerant*).

- 9 Read the sentences from the recording in exercise 4. What does Dylan mean when he says them? Use a dictionary if needed.

- 1 We are in the thick of it at the moment.
- 2 We want to celebrate it big time this year.
- 3 I just strive to make a difference.
- 4 I feel strongly about it.
- 5 I appreciate it that famous people do their bit.
- 6 Who spurned me on was a football player.

- 10 Work in pairs and test each other on the expressions from exercises 7–9. Ask each other questions like:

What does ... mean?
Can you use ... in a sentence?
Can you translate ... into Polish?

- 11 Work in pairs. Look for some information about a commonly abused human right, including statistics, interesting facts, etc. Prepare an infographic with your findings. When ready, display your infographics in the classroom. Vote for the most interesting one.



A 30 St Mary Axe (Gherkin), London



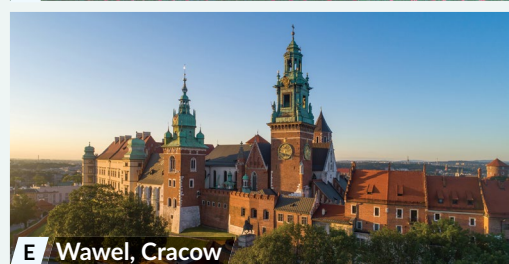
B Warsaw Spire, Warsaw



C Sydney Opera House, Sydney



D Buckingham Palace, London



E Wawel, Cracow

- 1 Read the words and divide them into categories. Which words don't fit any of the categories? Use the relevant words to describe buildings A-E.

concrete Gothic bland huge gargoyle gorgeous
impressive iconic Art Nouveau Baroque brick
kitsch medieval Romanesque courtyard multi-storey
Renaissance timber plate glass ornate run-down
well-kept single-storey plain spacious stunning
hideous an eye-sore belfry over-the-top ruined
turret derelict moated tall imposing marble

Material	Style	Impression	Condition	Size

- 2 Read texts A-C and match them with the questions (1-5). There are two extra questions.

Which text

- points to a remarkable historical achievement?
- describes the process of constructing the building?
- recommends learning more about the history of the place?
- concentrates mostly on one highlight of the visit to the building?
- will probably not be found in a tourist brochure?

- 3 Work in pairs and answer the questions.

- Which of the places described in exercise 2 would you like to visit? Why?
- Which of the architectural styles appeals to you the most? Why?

- 4 Work in pairs and say why the following are usually built. Use a dictionary if needed.

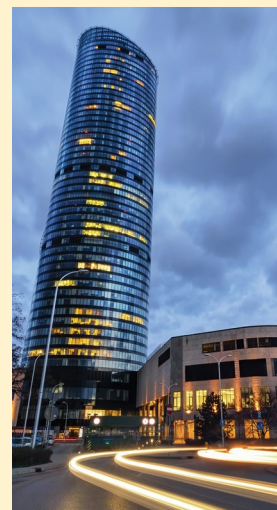
abbey monastery chamber skyscraper tower
spire fortifications settlements

- 5 Work in pairs. Look for some information about famous or unusual buildings and prepare a 10-item quiz for the class.

A The Shard is a high-rise glass building in London. It was built in a neo-futuristic style in 2012, and it is the fourth tallest building in Europe (2020) with 72 floors. It was designed by Renzo Piano, the creator of Paris's Pompidou Centre. The architect came up with the irregular pyramidal shape of the tower inspired by the London spires in the paintings of the 18th-century Venetian painter Canaletto. It has become one of London's many landmarks with its viewing gallery and open-air observation deck. It houses offices, apartments, restaurants and a hotel. What's also praiseworthy is that an impressive 95% of the construction materials are recycled!



C Erected in 2012, the Sky Tower in Wrocław is one of the tallest buildings in Poland, rising up to about 212 m. The skyscraper, covered with specially produced glass, is undoubtedly one of the city's star attractions. Apart from the usual shops, places of entertainment and restaurants, Sky Tower boasts a year-round indoor viewing point on the 49th floor, making it the highest panoramic view point in Poland. You will be taken there by a super-fast lift which takes under one minute to get you to the very top. It also offers luxurious apartment accommodation for those more well-off!



B Wales offers a great number of heritage attractions, and the county of Gwynedd is a good example as it provides a trail of imposing castles to visit. One of such places are the fortifications surrounding the town of Conwy. This UNESCO World Heritage site was built in the 13th century by Edward I, the king of England, to pacify the militant princes of northern Wales. The castle was completed in only four years, quite an astonishing feat in those times! The defensive walls of the castle and the town itself had to be very strong as the king had to protect himself and his English court from the hostile Welsh. This listed castle is worth visiting for its stunning location and the well-preserved walls. Come to see for yourself!



Some people claim that the process of globalisation towards the end of the 20th century contributed to the end of many traditional political and social ideologies. Others, however, believe that it simply made room for more alternative ideologies to develop. Let's have a look at some of the more and less traditional ideologies that are coexisting in the first half of the 21st century.

Conservatism

The main tenets of conservatism include respect for tradition, authority and property rights. Conservatives adhere to convention and the existing order of society, and they are often against rapid changes. Unlike liberals, they wish to safeguard traditional institutions such as parliament or the church. They also maintain that people should have strong leadership and stricter moral codes for societies not to disintegrate. Conservatives also advocate for the preservation of heritage and culture as a gesture to preserve traditions. This doctrine is often criticised for not being progressive enough.

Environmentalism

Environmentalism is considered to be a 21st-century ideology, which is both a philosophy and a growing social movement. Its proponents are concerned with environmental protection at all costs, which includes issues such as climate change, preservation of biodiversity, a sustainable way of life and responsible business practices. Interestingly, some companies are accused of greenwashing, which is an attempt to make a company appear more green than it really is. Environmentalists are regarded as quite forceful in what they say and do. They often clash with anti-environmentalists who hold that the Earth is in a far better condition than it's been claimed and that environmental movements oppose human advancement.

Feminism

Feminism is a diverse set of ideologies and theories which strives to achieve equal rights for both genders. It refers to any actions and campaigns to end social patterns that have made women inferior to men in political, social, cultural and economic ways. Advocates of feminism claim that most societies favour the male point of view and deprive women of the chance to make decisions. Feminists put forward the idea that since women make up half of the world's population, social progress can never be achieved without the full participation of women. Some feminist movements come across as quite radical and are criticised as a result.

Liberalism

The principles behind liberalism are based on individual liberty, freedom of speech and equality. People who hold liberal views subscribe to the idea of free markets, free trade, limited government intervention, civil and human rights and a secular state. Liberals support policies to put an end to inequalities, as a result of which they are seen as very progressive. They also believe that it's the government's duty to provide citizens with affordable healthcare, decent education and a clean environment. For some, liberalism is viewed as being too 'permissive' and breaking away from traditional values.

- 1 **CD 3.21** Listen to the beginning of an interview. Write the definition of *ideology* and the examples of ideologies given by the speaker.

- 1 An ideology is .
- 2 Examples of ideologies: .

- 2 **CD 3.21** Listen again. What else do the speakers say about ideologies?

- 3 Read the text on the left and summarise in Polish what each ideology is about. Use the language below.

W tej ideologii chodzi o...
Ta ideologia mówi, że...
W przypadku tej ideologii mamy do czynienia z...
Główną doktryną tej ideologii jest...

- 4 Read the text again and answer the questions.

- 1 How do liberal and conservative views differ? What do you think is the main bone of contention between these two fractions?
- 2 Why are environmentalists' actions sometimes disapproved of?
- 3 Why do feminists believe their voice should be heard? What do they fight for exactly?
- 4 What do you think all these ideologies have in common?

- 5 Work in pairs and answer the questions.

- 1 Which of the ideologies in exercise 3 are close to your idea of society? Why?
- 2 Do you feel strongly enough about the environment to join an environmentalist movement? Why? / Why not?

- 6 Match the words which have a similar meaning. Find how these words have been used in the texts in exercise 3.

a tenet to subscribe to a principle to preserve
an advocate to favour a proponent to hold
to maintain to safeguard a doctrine

- 7 Work in pairs and explain the following terms. Use a dictionary if needed.

- | | |
|----------------------|---------------------|
| 1 utopian ideology | 4 secular state |
| 2 authoritarian rule | 5 moral code |
| 3 progressive ideas | 6 human advancement |

- 8 Choose another ideology and prepare a short presentation about it. Include the information about:

- its history;
- its tenets, its advocates and its opponents;
- your opinion of it.

CHALLENGE

UNIT 1 VOCABULARY CHALLENGE

- 1 Complete the comments with the words and phrases below.

life of the party good sport wet blanket gregarious
centre of attention scream approachable loner

- Kate is always coming out with the funniest statements. She really is a(n) !
- Josh will do almost anything to get people to notice him. He always wants to be the .
- Kelly has a(n) personality. She'll start up conversations with perfect strangers, and she makes friends wherever she goes.
- My best mate is really a(n) . She doesn't mind at all if you make jokes about her or laugh at the things she does.
- Everyone wants Tracy to come to their gatherings because she is always the .
- Tim can think of reasons not to do almost anything. He is such a(n) .
- I don't enjoy socialising much. I suppose I'm a bit of a(n) .
- Everyone finds it easy to start a conversation with Michael because he is so friendly and .

- 2 Find the word which does not collocate with the word or phrase in bold. Then translate the phrases into Polish.

- socialise / mess about / join / hang out **with your friends**
- pursue / accomplish / achieve / go to **a goal**
- nudge / make / encourage / enable **a child to play**
- engage in / take part in / make / perform **tasks**
- interact / chatter / chat / explain **to a robot**

- 3 Translate the Polish parts of the sentences in brackets into English using the collocations from exercise 2.

- The last time (*miałam czas, aby się powygłupiać*) with my friends was last summer.
- I usually (*próbuję angażować się w zadania*) which are creative.
- (*Cel, który chcę osiągnąć to*) speak fluent English by the time I finish my school.
- (*Nikt nigdy nie musiał mnie zachęcać*) to do sports.
- How (*wytłumaczyłabyś robotowi*) what love feels like?

UNIT 1 GRAMMAR CHALLENGE

To talk about general possibilities, we use **can**. To talk about specific possibilities we use **may** and **might**. **Could** is used in both cases.

- Organising large parties **can** be very stressful.
(Not: ... ~~may be very stressful~~)
- Mark's party **may** prove to be a big success because he has put so much effort into organising it.
(Not: ... ~~can prove to be ...~~)

- 1 Choose two correct answers in each sentence

- Don't stand so close to the pool. You **can** / **may** / **might** fall in!
- Turn on your GPS or you **could** / **may** / **can** get lost on the way to the party.
- People who don't socialise on a regular basis **may** / **could** / **can** become increasingly shy.
- Large dogs **might** / **can** / **could** be dangerous to small children.
- Don't drink so much coffee. You **might not** / **cannot** / **may not** be able to sleep!
- Write down the date of the get-together, or you **could** / **may** / **can** forget it.
- People who seldom exercise **might** / **could** / **can** have health problems later in life.

UNIT 2 VOCABULARY CHALLENGE

- 1 Match the words and phrases with the sports they refer to. Some words and phrases match more than one group. Can you add any other words to each group?

backboard racket flip turn lane slope penalty
net poles backstroke defender slalom slam dunk
dive dribble downhill serve pitch shoot
header backhand

swimming	basketball	tennis	football	skiing

- 2 Divide the following affixes into negative prefixes and suffixes.

ir ant able un ing il ed im dis ful
ous ive in al ory

Negative prefixes | | Suffixes |

- 3 Form adjectives from the words below using the suffixes from exercise 2.

compete succeed comfort logic expense respect
satisfy person tolerate replace
law prepare adventure

4 Add the correct negative prefix to each of the adjectives in exercise 3.

5 Rewrite the underlined parts of the sentences using some of the adjectives from exercises 3 and 4. Make any other necessary changes.

- 1 The swimmer felt no satisfaction after the competition as he came in fourth in the race.
- 2 She did not prepare for the race.
- 3 My favourite team did not succeed in the finals.
- 4 Using steroids is against the law.
- 5 The coach's decision to change the team captain had no logic to it.
- 6 John is such a brilliant footballer that he simply cannot be replaced by anyone else.
- 7 We bought these rackets because they did not cost too much.

UNIT 2 GRAMMAR CHALLENGE

I used to swim for an hour every day. (I no longer do it.)

I am used to swimming for an hour every day.

(It is normal behaviour for me.)

I have got used to swimming for an hour every day.

(It wasn't easy before, but now I am in the habit of doing it.)

1 Complete the sentences using the correct form of the words in brackets.

- 1 It took me a while, but I eventually (used / eat) whole grains instead of refined foods.
- 2 Maria (used / practise) golf every day, but lately she's switched to doing it once or twice a week.
- 3 I (used / run) in all sorts of weather – even snow doesn't bother me!
- 4 I will never (used / cool down) after I exercise! I'd rather just jump into the shower.
- 5 'Don't you get upset when the coach shouts at you?' 'No, I (used / hear) him lose his temper.'
- 6 Dana (used / eat) lots of junk food, but now she follows a healthy diet.
- 7 I can't (used / get up) at 5 a.m. for skating practice! I'm just not a morning person.

UNIT 3 VOCABULARY CHALLENGE

1 Complete the sentences with the correct words in brackets.

- 1 I got several great during the sale. Many items were at an 80% . (clearance, discount, on sale, bargains)
- 2 I'm afraid that item is not just now, but it is available . Of course, you can purchase it and then pick it up if you like. (on order, in stock, in store, online)
- 3 These shoes do the colour of my graduation outfit, but they don't very well, and they don't really me – I'd prefer something more elegant! (suit, fit, match)
- 4 If you are not satisfied with your purchase, you can the item for a different one, or you can it for a full . (refund, exchange, return)
- 5 At such a low price, the tablet seemed like a , and I assumed I was getting a good , but it turns out it was a total because the thing barely works. (deal, rip-off, steal)

2 Work in pairs. What do the following words mean as nouns and verbs? If necessary, use a dictionary to help you.

store service market price value

3 Complete the sentences with the correct forms of the words from exercise 2.

- 1 We need to these items before we them. The customers will be asking how much they cost. How about £9.99?
- 2 How do you know what products or will appeal to customers? Who can tell what types of products should sell to succeed?
- 3 The estate agent said we could get a good for our house as the market of the properties in the neighbourhood has gone up.
- 4 I wanted to open up a T-shirt shop, but my father says that there is no for businesses like this any more.
- 5 I always expert advice when it comes to business matters.
- 6 My brother wanted to have his bike last week, so he chose the nearest bike shop.
- 7 We don't these products in the shop, so please look for them online.

UNIT 3 GRAMMAR CHALLENGE

1 Look at these examples of past-future forms. Which may or may not have happened? Which definitely did not happen? How do you know?

- 1 a Kelly was to compete in the 200 metre sprint.
b Kelly was to have competed in the 200 metre sprint.
- 2 a They were supposed to leave an hour ago.
b They were supposed to have left an hour ago.

2 Rewrite the sentences using past-future forms.

- 1 Bob planned on taking part in the game, but he dropped out.
- 2 The race was meant to start at 5 p.m., but there may have been a delay.
- 3 Shouldn't you have left already? You'll miss your flight!
- 4 The plan was to hand out the medals last night, but they hadn't been delivered yet.
- 5 The new coach was scheduled to start work today. Do you know if she's arrived yet?

UNIT 4 VOCABULARY CHALLENGE

- 1 Complete the sentences with the correct form of the phrases below.

make sb aware bring together bring up
make an attempt make a good impression
bring about make a difference

- We should to understand what they're saying. I don't think we're trying hard enough.
- He is a wonderful speaker, and he issues that others avoid talking about.
- I want to in the world by pursuing a public service career.
- Meeting more people from the developing countries will of the problems globalisation can cause.
- James always at meetings because he is a very logical and yet passionate speaker.
- We should students from different parts of the city to discuss the positive things we can do.
- It's possible that meetings like this can positive changes in the world.

- 2 Make nouns from the words below using the suffixes given. There are three extra words which do not go with any of the suffixes. One word can go with more than one suffix.

-ance / -ence -tion / -sion -ity -ness

accept ready exist tend possible expand permit
complex conclude responsible tidy guide defend
invade linguist tolerate prefer eager discuss
forgetful invest admit kind willing probable
real motivate

- 3 Complete the text with the correct form of the nouns from exercise 2.

The global ¹ of English means that if you want to be part of the modern world, you must speak this language. There are endless ² of learning the language, offline or online, and I must say I have always had the desire to study it, but the trouble is that English is not the easiest language to learn for me because of its ³ when it comes to pronunciation and grammar. In ⁴, learning English usually entails hours of practice, which I don't seem to have the time for. Students often blame the teachers and say that it is their ⁵ to teach them, but I think it's students' job to sit down and study. In ⁶, I'd say that teachers can offer ⁷ on how to learn, but we must find the ⁸ to do it.

UNIT 4 GRAMMAR CHALLENGE

Shifting the tenses one step into the past is optional when we report:

- a general truth, e.g. *He said the Earth **circles** around the Sun.*
- something that is true at the moment, e.g. *Robyn just said the traffic **is not moving** because of flooding.*
- future plans or possibilities, e.g. *The expert said that they **are going to** need more help and donations.*

Shifting tenses is necessary when we report something that is no longer true.

- 1 Complete the text with the correct form of the verbs in brackets. If two answers are possible, write both.

Hi Kelly,
I really enjoyed yesterday's lecture about what young people can do to help increase understanding between countries. The speaker admitted that there ¹ (*be*) many difficulties with cooperation between countries, but she said that things ² (*improve*) quickly if more young people ³ (*become*) involved. She explained that she ⁴ (*visit*) many countries around the world, and seen how young people generally ⁵ (*show*) a lot of sympathy and ⁶ (*be*) willing to listen to new ideas. She said that people of our age ⁷ (*can join*) organisations like the Youth Assembly at the United Nations. Afterwards, some people claimed that she ⁸ (*seem*) overly optimistic, but I said that she ⁹ (*have*) enough real-world experience to be a real expert, and I told them that I ¹⁰ (*volunteer*) for sure in the near future.

UNIT 5 VOCABULARY CHALLENGE

- 1 Rewrite the underlined parts of the sentences using the phrases below. Make any necessary changes.

take to sb/sth be a (real) team player
make sth of sb fit in with sb come across as
have a confident air about oneself

- Mark seems to be an ambitious and knowledgeable young man.
- What impression did you have of Kayla? She seemed very capable and creative to me.
- I started liking my new boss immediately – he was really helpful.
- Susan doesn't become a part of big groups very easily. She prefers hanging out with a few close friends.
- Lauren seems very sure of herself. She'd make a good team leader.
- I suspect that Tom would be good at working with others. He really wanted to hear our ideas.

2 What does each underlined phrasal verb mean?

Choose the correct option in brackets.

- 1 Paula was crying. She didn't want anyone to see it, so she turned round. (*stand with her back to someone / face someone*)
- 2 Jim asked Mary out to dinner, but unfortunately she turned his invitation down. (*reject / accept*)
- 3 It's hard to understand how so-called normal people can turn into murderers. (*get fascinated by / become*)
- 4 Lucy believed that Mark loved her, but it turned out that it wasn't true. (*be discovered / result in*)
- 5 We waited, but Jessica did not turn up. I think she forgot about the meeting. (*come / call*)
- 6 We were too young to enter the club, so they turned us away. (*refuse to let in / invite in*)
- 7 I have a problem, but I don't know who to turn to. (*blame / ask for help*)

3 Complete the sentences with the correct form of the phrasal verbs from exercise 2.

- 1 I don't like it when people  late for meetings.
- 2 Kate was very upset. It  that Jack  the invitation to her birthday party.
- 3 Olaf is in trouble, so he  his best friend for advice.
- 4 The restaurant was full, so they  us . We just  and walked away to look for another place.
- 5 For years, Sylvia had been an unknown writer, and then, with one great book, she  a best-selling author.

UNIT 5 GRAMMAR CHALLENGE

1 Study the pairs of sentences and explain the differences in meaning.

- 1 a My brothers, who live in L.A., are successful actors.
b My brothers who live in L.A. are successful actors.
- 2 a The athletes who were injured did not run in the race.
b The athletes, who were injured, did not run in the race.

2 What does *which* refer to in each sentence?

- a Sam bought a large country house, which surprised his wife.
- b Sam bought a large country house which needed a lot of work.

UNIT 6 VOCABULARY CHALLENGE

1 Complete the sentences with the pairs of words below. If necessary, use a dictionary to help you.

house/home amount/number among/between
historic/historical farther/further
economic/economical motorway/runway

- 1 We are moving to a smaller flat, so we have to reduce the  of furniture we have, not to mention the  of books and paintings!
- 2 My grandparents live in a  house. It's of  significance because an important general lived there in the 18th century.
- 3 I don't like our new flat very much because it's  from the centre of town than the old one. A  reason for disliking it is that it's very dark.

- 4 Our house is  the oldest buildings in the village, but unfortunately it is situated  two new blocks of flats, so it isn't very visible.
- 5 Someone broke into our  before we got  yesterday evening. It was very upsetting!
- 6 Many retired people, who are living off their pensions, move house for  reasons. A large house is not very  to keep up, as heating can be rather expensive.
- 7 Living near the  can be quite noisy, with cars rushing by day and night, but it's even worse to live near an airport . The whole house shakes every time a plane takes off!

2 What do these abbreviations used in informal English stand for?

a uni hols an invite fab

3 Replace the underlined phrases with their less formal equivalents below. Then translate the sentences into Polish.

be after bloke/guy jazz up mate do reckon
(all) fired-up bump into whale of a time stay put
freak hangout

- 1 Are you having a party to celebrate your friend's birthday?
- 2 I'm not leaving this place. I'm having lots of fun here.
- 3 I always look for new recipes for exotic dishes.
- 4 I met by chance this man at the club. He was obsessed with football.
- 5 The new club is a great place to spend time for everyone who loves house music.
- 6 She's really excited about modern design.
- 7 Why don't you make this bar a little more exciting by painting the walls yellow?
- 8 I think that Ian had a good time when he was last in Szczecin.

UNIT 6 GRAMMAR CHALLENGE

1 Study the following pairs of sentences. Can you explain the difference in meaning? Translate the sentences into Polish.

- 1 a They bought a house with a huge back garden.
b They bought the house with the huge back garden.
- 2 a Magda has been in hospital for several days.
b Magda knows several people who work at the hospital.
- 3 a The politician surprised several people with his remarks.
b A politician should think carefully before giving his or her opinions.
- 4 a Chinese is not easy to learn because it has so many characters.
b The Chinese are hard-working and ambitious people.

UNIT 7 VOCABULARY CHALLENGE

1 Choose the correct option to complete each sentence.

- 1 People always thought I was the teachers' **favourite** / **pet** just because I always got called on when I **raised** / **rose** my hand in class.
- 2 Tina has played **absent** / **truant** so often this year that she's going to have to work **hard** / **hardly** to catch up with her classes.
- 3 I don't have any trouble learning things by **hand** / **heart**, but when it comes to sitting exams, I tend to make careless **mistakes** / **faults**.
- 4 She is trying not to get behind **timetable** / **schedule** with her studies, but she is so tired of **swotting** / **grinding** that it's hard for her to stay motivated.
- 5 If you **enrol** / **sign** in an intensive Spanish **lecture** / **course**, you can get a basic **certificate** / **degree** in the language in a couple of months.

2 Complete each group of sentences with one correct word. What part of speech is the word in each sentence (a-c)? What does each phrase mean? Use a dictionary to help you if necessary.

- 1 a Digital skills are competencies in the 21st century.
b To withdraw the money, you must in your PIN.
c Working well as a team often holds the to success.
- 2 a I need to this exam with flying colours to get into any top university.
b Did you get a to leave your English class early?
c Can you this information on to Jake, please?
- 3 a Louis is a at negotiating. He's the best in our company.
b It's never easy to more than one foreign language.
c I have just completed my of Arts degree.
- 4 a Robert got a top in his final English test.
b Our grandfather celebrated his 80th birthday, and we gave him a gold watch to the occasion.
c Teachers have a lot of essays to .
- 5 a I'm taking a in graphic design.
b Leaving university is not the most sensible of action.
c We've had a two- meal, so we aren't hungry.

UNIT 7 GRAMMAR CHALLENGE

Remember that we can use inversion with conditional sentences. We use it mainly in formal or literary English to add emphasis, e.g.

Should you need more information, please contact our headquarters in Milan.

In negative clauses with inversion, we don't use contracted forms.

1 Rewrite the sentences using the beginnings given.

- 1 I don't trust Phoebe, so I didn't vote for her in the last election to the school council.
If .
- 2 If Mark had not become involved in this project, he would still have time for his football practice.
Had .
- 3 I don't like any of the team sports on offer, so I didn't apply to any school sports teams.
I don't like any of the team sports on offer, otherwise .
- 4 Selma didn't keep her promises, so she won't be preparing the next school book fair.
Had .
- 5 They included an unpopular subject in the curriculum, so they probably won't have a lot of candidates for this major.
Had .

UNIT 8 VOCABULARY CHALLENGE

To make the story sound more dramatic, you may use more vivid language, e.g.

- replace some common words with more precise equivalents: look – gaze, beautiful – stunning;
- use similes and metaphors, e.g. as old as the hills, fight like cat and dog;
- use adverbs of manner with verbs: act calmly, watch impatiently.

1 Copy and complete the table with the verbs below. Then translate them into Polish. Use a dictionary to help you if necessary.

gaze yell march mutter scream at glance at
whisper stare at wander sprint rush sigh study
peep crawl

Ways of looking	Ways of moving	Ways of speaking

2 Complete the phrases with the correct words below. Mark them as positive (P) or negative (N). Are any of them neutral? What are the Polish equivalents of these phrases?

a dog a log gold a bee a bat an angel
old boots a horse

- 1 as blind as
- 2 as good as
- 3 sleep like
- 4 as busy as
- 5 sing like
- 6 as tough as
- 7 work like
- 8 eat like

- 3 Match the verbs below with the adverbs they collocate with.

eat smile listen say

- 1 widely/sweetly
- 2 something angrily/gently
- 3 patiently/eagerly
- 4 hungrily/slowly

- 4 Read the script of a TV commercial. Replace the underlined words with more descriptive ones from exercises 1–3.

A beautiful young woman is talking on the phone. First, she argues with her boyfriend, then with her best friend. She slams down the phone and goes to sleep. When she wakes up, she goes to the bathroom. She is 1looking at the mirror in disbelief and 2looking at her face carefully. She now looks ugly and has an angry expression on her face. Shocked, she starts 3speaking loudly to the mirror: *Mirror, Mirror on the wall, why am I not the fairest of all?* but there is no reaction. The mirror, 4fast asleep, is ignoring her. Then a strange and unpleasant voice 5quietly says something in her ear: *Use your cream if of a beautiful face you dream.* She applies the cream like she does every day, but she still looks unattractive and angry. The woman repeats her question, and then another voice says 6nicely: *What a pity! Angry can't be pretty!* The woman realises the problem. The people she argued with appear in the mirror, looking upset as well. She smiles 7nicely, and puts the cream on once more. Her face looks beautiful again. She 8runs out of her house quickly to see her boyfriend. Everybody in the street is 9looking at her because she looks so pretty. The slogan 'Beauty within' appears.

- 5 Work in pairs or small groups. Imagine you are copywriters who need to develop an advert to promote one of the products below. Write a script for the advert in which you tell a convincing story to encourage customers to buy the product.

car perfume ice cream a pair of jeans

UNIT 8 GRAMMAR CHALLENGE

- 1 Which sentence (1–3) below suggests that a) something was done *even though* it wasn't necessary? b) something wasn't done *because* it wasn't necessary? c) *there is evidence* that something was done?
 - 1 I knew the teacher was going to cancel the quiz and I didn't need to read the chapter.
 - 2 Tom must have read the chapter because he got 100% on the quiz.
 - 3 The teacher cancelled the quiz, so I needn't have read the chapter.
- 2 Complete each sentence with the correct form of the verb in brackets and *didn't need to*, *needn't have* or *must have*. Explain your choices.
 - 1 Katie (*memorise*) the poem. She already knew it by heart.
 - 2 Sam (*see*) us coming. He wasn't at all surprised to see us when he opened the door.
 - 3 'Why are you home so early?' 'I (*stay*) for the last lesson.'
 - 4 I (*buy*) this book. I found a copy of it on the shelf after I got home. What a waste of money!
 - 5 Maura (*leave*) the mall before we got there. We couldn't find her anywhere.
 - 6 You (*give*) me a gift! I just expected you to wish me a happy birthday.

EXTRA ACTIVITIES

Unit 1 page 10, exercise 9

Work in pairs. Take turns describing a picture and answering the three questions that follow. Make sure your partner mentions: a) who is in the picture, b) where the people are, c) what they are doing.



Student A

- 1 What is the relationship between the young people?
- 2 Do you enjoy meeting and chatting with friends in public places? Why? / Why not?
- 3 Tell us about the last time you met up with some friends.



Student B

- 1 What do you imagine has just happened?
- 2 Do you prefer small gatherings or large parties? Why?
- 3 Talk about the last party or celebration you attended.

Unit 3 page 40, exercise 11

Work in pairs. Take turns doing the speaking task and answering the two questions. Use phrases from the speaking lesson.



Rodzice poprosili Cię, żebyś spędził/spędziła popołudnie ze swoimi kuzynami, którzy na co dzień mieszkają za granicą. Masz do wyboru dwa miejsca.

- Wybierz to miejsce, które najbardziej Ci odpowiada.
 - Wyjaśnij, dlaczego odrzucasz jedno z miejsc.
- 1 Do you think there will always be a place for active forms of entertainment, or do you think they will be replaced by virtual alternatives?
 - 2 'Play is just as important as work.' Do you agree with the statement? Why? / Why not?

Unit 5 page 70, exercise 7

Work in pairs. Describe one picture each and answer the questions.



Student A

- 1 Why do you think the girl and the woman are smiling? What sort of relationship do they have?
- 2 Do you enjoy spending free time with your parents or grandparents? Why? / Why not?
- 3 Tell us about the last time you had to ask a family member for help or offered help to a family member.



Student B

- 1 What do you think the woman is so upset about?
- 2 Do you express your feelings freely to friends and classmates, or do you control them? In what situations is it OK to be more emotional? Why?
- 3 Talk about the last time you had an intense discussion with classmates or friends.

Unit 6 page 84, exercise 9

Work in pairs. Take turns doing the speaking task and answering the two questions. Use phrases from the speaking lesson.

Masz możliwość podjęcia studiów na jednej z poniższych uczelni.

- Wybierz tę uczelnię, która bardziej Ci odpowiada.
- Wyjaśnij, dlaczego nie skorzystasz z jednej z ofert.

STUDY, LEARN AND GROW right in the centre of things!



*Peace and quiet, natural surroundings
and a faculty like no other.*

- 1 Would you choose a place to study based on its location? Why? / Why not?
- 2 Do you think that the place where you grow up influences your future opportunities? Why? / Why not?

Unit 7 page 100, exercise 12

Work in pairs. Take turns to describe the pictures and answer the questions.

A

What may make this learning experience interesting for the boy?



B

Why did the woman choose to study by herself?



C

To what extent the situations presented in the photographs are different and what do they have in common in terms of the means used to study?

Unit 1

Speculating about a picture Wyrażanie przypuszczeń na temat ilustracji

It looks as if the photo was taken in a café. Wygląda na to, że to zdjęcie zostało zrobione w kawiarni.

The place/location/setting/café seems to be very light and clean-looking. To miejsce/otoczenie / Ta kawiarnia wydaje się jasne i czyste / jasna i czysta.

Judging from their appearance, I would say that the young people are in their early twenties. Sądząc po ich wyglądzie, powiedziałbym/powiedziałabym, że ci młodzi ludzie mają około dwudziestu lat.

I would guess that they are students. Wydaje mi się, że to są uczniowie/studenci.

He is looking at his watch as if he is checking the time, and he appears fairly calm. Zerka na swój zegarek, jakby sprawdzał godzinę, i wygląda na raczej spokojnego.

I imagine she's calling someone who is not answering. Podejrzewam, że osoba, do której ona dzwoni, nie odbiera telefonu.

I'm pretty sure ... Jestem niemalże pewien/pewna...

I suppose ... Domyślam się, że...

I've never been in that situation, but ... Nigdy nie byłem/byłam w takiej sytuacji, ale...

Chances are that ... Wszystko wskazuje na to, że...

It's highly probable that ... To bardzo prawdopodobne, że...

He/She is bound to feel ... On/Ona musi czuć się...

Phrases with seem Zwroty z seem

..., or so it seems. ..., tak przynajmniej się wydaje.

I don't seem to ... Chyba nie...

It seems to me that ... Wydaje mi się, że...

It seems unlikely/possible/certain that ... Wydaje się nieprawdopodobne/możliwe/pewne, że...

It doesn't seem like (a big deal) ... To chyba nie jest (duży problem)...

Seemingly, ... Pozornie / Na pozór...

It seemed (a bit strange) to me ... To wydało mi się (trochę dziwne)...

Unit 2

Raising a point Poruszanie jakiejś kwestii

So we're here to discuss ideas for ... Spotkałiśmy się tutaj, żeby omówić pomysły na...

What about organising ...? A może zorganizować...?

We need to decide how to promote the event. Musimy zdecydować, jak wypromować to wydarzenie.

Agreeing and disagreeing Zgadanie się i niezgadanie

I'm not sure I agree because ... Raczej się z tym nie zgadzam, ponieważ...

That's an excellent idea! To wspaniały pomysł!

OK, we're in agreement about that. OK, w tej kwestii się zgadzamy.

Oh no, I can't go along with that. Nie mogę się z tym zgodzić.

I'm with you, though, if you mean ... Zgadzam się z Tobą, choć jeśli masz na myśli to, że...

That would be great. Byłoby świetnie.

That should work. To powinno się sprawdzić.

Phrases with would Zwroty z would

I would think that ... Wydaje mi się, że...

I'd imagine that everyone will be less busy ... Wydaje mi się, że wszyscy będą mniej zajęci...

Wouldn't it be better to ...? Czy nie lepiej byłoby...?

What would you think of doing it during the second week ...?

Co byś powiedział/powiedziała, gdybyśmy zorganizowali to w następnym tygodniu?

I'd have thought that it would be pretty booked up ...

Przypuszczałbym/Przypuszczałabym, że będzie zarezerwowany...

How would you prefer to ...? Jak wolałbyś/wolałabyś...?

OK, if you wouldn't mind typing up our ideas, ...

OK, jeśli możesz zapisać nasze pomysły, to...

Unit 3

Expressing preferences Wyrażanie preferencji

I would (definitely) choose / prefer ... (Zdecydowanie)

Wybrałbym/Wybrałabym / Wolałbym/Wolałabym...

To my mind, ... Moim zdaniem...

For me, the best choice would be ... Moim zdaniem najlepszy wybór to...

I would rather ... Wolałbym/Wolałabym...

My preference is / would be ... Wolę / Wolałbym/Wolałabym...

Justifying a choice Uzasadnianie wyboru

The reasons for my choice are ... Uzasadnieniem mojego wyboru są...

One more good reason for choosing X is that ... Kolejnym powodem, dla którego warto wybrać X, jest...

There is also the fact that ... Trzeba też wziąć pod uwagę fakt, że...

I'd choose this because ... Wybrałem/Wybrałam tę opcję, ponieważ...

As we can see from the photo, X seems ... Jak można zauważyć na zdjęciu, X wydaje się...

I wouldn't choose X for several reasons. Nie wybrałbym/wybrałabym X z kilku powodów.

I am convinced that cash money will disappear ... Jestem pewien/pewna, że w przyszłości gotówka wyjdzie z użytku...

I can see several reasons why this will likely happen. Jest kilka powodów, dla których to się prawdopodobnie wydarzy.

In the first place, more and more people are paying ...

Po pierwsze, coraz więcej ludzi płaci...

Another reason is that you can run out of cash ... Kolejnym powodem jest to, że może Ci się skończyć gotówka...

A further disadvantage of cash is that ... Kolejną wadą płacenia gotówką jest to, że...

... and an additional advantage is that if you lose ...

... dodatkowym atutem jest to, że jeśli zgubisz...

Unit 4

Organising your presentation in clear stages and linking ideas Układanie prezentacji w wyraźnie zaznaczone etapy oraz pomysły na łączenie ze sobą kolejnych myśli lub argumentów

I would like to begin my presentation by saying ... Chciałbym/Chciałabym rozpocząć moją prezentację, mówiąc o tym, że...

In this presentation I wish to discuss ... W tej prezentacji, chciałbym/chciałabym omówić...

Let me start with ... Pozwólcie, że zacznę od...

When it comes to ... Jeśli chodzi o...

Last but not least, ... Co nie mniej ważne, ...

Furthermore, ... Co więcej, ...

Therefore, it is worth mentioning that ... Z tego właśnie powodu warto powiedzieć, że...

Other aspects which deserve merit are ... Innymi ważnymi aspektami są...

To sum up, ... / It leads to ... Podsumowując, ... / Prowadzi to do...

Expressing result and talking about influence Opisywanie skutków i omawianie wpływu oraz wzajemnych relacji

It influences the lives of ... Ma to wpływ na życie...

It is visibly affected by ... Pozostaje pod wyraźnym wpływem (wydarzenia, zjawiska)...

Due to the fact that ... Z tego powodu, że...

It may lead to / result in ... To może prowadzić do / zaowocować tym, że...

This means ... To oznacza...

It has had a tremendous impact on ... / It is likely to cause ... Miało to olbrzymi wpływ na... / Prawdopodobnie spowoduje to, że...

As a consequence, ... Co za tym idzie, ...

Expressing opinion Wyrażanie opinii

Would you agree that ... Czy zgodzilibyście się (ze stwierdzeniem), że...

What makes me say so is ... Mówię tak ponieważ...

I'm in favour of ... Jestem za...

To my way of thinking ... W moim przekonaniu...

I would like to point out that ... Chciałbym/Chciałabym zwrócić uwagę na to, że...

It goes without saying that ... Nie trzeba dodawać, że...

I doubt anyone could deny ... Nie sądzę, że ktokolwiek mógłby zaprzeczyć, że...

Unit 5

Introducing the topic Przedstawianie tematu

I'm going to talk about the time (when) ... Będę mówić o wydarzeniach, które miały miejsce, gdy...

I'll never forget the time I ... Nigdy nie zapomnę momentu, w którym...

I remember that at first ... Pamiętam, że na początku...

Creating interest Wzbudzanie zainteresowania

What I remember most was ... Najlepiej pamiętam...

What stays with me most vividly is ... To, co najbardziej zapadło mi w pamięć, to...

What started out as an ordinary day became ... Choć na początku wydawało się, że to będzie kolejny zwykły dzień, okazało się, że...

Ordering/Defining events Opisywanie wydarzeń

The first thing that happened was ... Najpierw...

What happened next was ... Potem...

The next thing to happen was ... Następnie...

In the end, I was relieved/happy/surprised when ... Na koniec odczułem/odczułam ulgę / byłem szczęśliwy / byłem szczęśliwa / byłem zaskoczony / byłem zaskoczona, gdy...

Concluding the account Kończenie relacji

When I look back now, I feel ... Kiedy teraz to wspominam, czuję...

What happened / This made me realise that ... To, co się stało, / To pozwoliło mi zrozumieć, że...

What happened will stay with me forever because ... To wydarzenie na zawsze pozostanie w mojej pamięci, ponieważ...

Unit 6

Expressing and justifying your opinion

Wyrażanie i uzasadnianie swojej opinii

Since I ..., I have given this question quite a bit of thought.

Ponieważ..., długo zastanawiałem się / zastanawiałam się nad tą kwestią.

I have come to the conclusion that ... Doszedłem/Doszłam do wniosku, że...

I have a number of reasons for this. Jest wiele powodów.

The first is that ... Pierwszy z nich to...

An additional reason for my choice is that ... Kolejny powód, dla którego to wybrałem/wybrałam, to...

A third influence on my choice is that ... Trzeci czynnik, który miał wpływ na mój wybór, to...

Since I will ..., it could be a big advantage to ... Skoro będę..., to dużą zaletą mogłoby być...

Considering my ..., I'd definitely choose ... Biorąc pod uwagę moją/moje..., zdecydowanie wybrałbym/wybrałabym...

My main reason is that ... Główny powód to...

Another big advantage of renting a flat is ... Kolejną istotną zaletą wynajmu mieszkania jest...

The problem with a dorm is that ... Problem w tym, że akademik...

One downside of living ... is that ... Jedną z wad mieszkania... jest...

A final point is that ... Ostatnią kwestią jest...

Unit 7

A stimulus-based discussion Rozmowa na podstawie materiału stymulującego

These two pictures are very alike/similar / completely different / quite dissimilar. Te dwa zdjęcia są bardzo podobne / zupełnie inne / dość niepodobne do siebie.

The people/situations shown in the photos bear a/no resemblance to each other. Ludzie pokazani / Sytuacje pokazane na zdjęciach wykazują podobieństwo / nie wykazują żadnego podobieństwa.

There is a striking/close/considerable/little / hardly any similarity between the two pictures. Między tymi zdjęciami jest uderzające/znaczące/male podobieństwo. / Między tymi zdjęciami brak jakiegokolwiek podobieństwa.

While/Whereas the first photograph shows ..., the other one depicts ... Podczas gdy pierwsza fotografia pokazuje..., ta druga przedstawia...

What these pictures have/share in common is the places/people/situations they portray. To, co łączy te zdjęcia, to miejsca/ludzie/sytuacje, które te zdjęcia ukazują.

On the surface / At first glance the photos seem unconnected, but in fact they have something in common / they're linked by the fact that ... Na pierwszy rzut oka zdjęcia wydają się nie być ze sobą powiązane, ale w rzeczywistości mają coś wspólnego / są powiązane tym, że...

Unit 8

Suggesting ideas Wysuwanie sugestii

First off, we need to talk about ... Na początek musimy porozmawiać o...

I think it would be a great idea to ... Myślę, że dobrym pomysłem byłoby...

How about letting customers decide ...? Może pozwolimy klientom zdecydować...?

We still have to discuss ... Musimy jeszcze omówić...

Look, why don't we decide all that when ...? Słuchaj, może zdecydujemy o tym, gdy...?

Perhaps we could ...? Może moglibyśmy...?

Agreeing and disagreeing Zgadzanie się i niezgadzanie się

I can see where you're going with that, but ... Widzę, do czego zmierzasz, ale...

I can't really agree. Naprawdę nie mogę się z tym zgodzić.

I see your point, but ... Rozumiem twoje stanowisko, ale...

I agree on one condition. Zgadzam się pod jednym warunkiem.

I like the idea of ..., but ... Podoba mi się pomysł..., ale...

I think the third idea is terrible. Myślę, że trzeci pomysł jest fatalny.

Surely, we should ... To oczywiste, że powinniśmy...

Fair enough. W porządku.

Compromising Osiąganie kompromisu

OK, if you're willing to ..., that certainly works for me.

OK, jeśli zgodzisz się..., to mnie to zdecydowanie odpowiada.

OK, I think that's a fair solution. Myślę, że to uczciwe rozwiązanie.

Quizzes – answer key

Unit 4, page 52, exercise 1

1 c 2 a 3 c 4 c

Review 1 page 16, exercise 9

Are the sentences below true or false? Check the answers, and then test your partner.

- 1 A *fad* is a fashion that lasts for a long time.
- 2 A *baby shower* is a party for children.
- 3 *Thrilled* means the same as *very happy*.
- 4 *Noughts and crosses* is a pencil-and-paper game.
- 5 A *reception* is an informal party.

Review 2 page 30, exercise 7

Read the questions and make sure you can answer them. Then test your partner.

- 1 Why do the authorities *run checks* on the bikes used by professional cyclists?
- 2 When you say that something *does more harm than good*, are you in favour of it?
- 3 What may happen when you *overdo* physical exercise?
- 4 How do you think a swimmer who is *undefeated* feels?

Review 3 page 46, exercise 8

Translate the sentences into Polish and write them in your notebook. Then ask your partner to translate them back into English.

- 1 I was browsing the shops because I was looking for some good quality knee pads.
- 2 Do you know any good shops that sell electronics?
- 3 Online shopping will certainly replace in-person shopping.
- 4 People will be giving up more and more of their privacy in the future.
- 5 I'm going to take my suit to the dry-cleaner's.

Review 4 page 60, exercise 8

Answer the questions. Then test your partner.

- 1 Are the phrases: 'You don't have a clue.' and 'This is really gross.' formal or informal? What do they mean?
- 2 Which preposition follows the adjective *typical*? Use the phrase in a sentence.
- 3 Which nouns go with the verb *tell*? Give two examples.
- 4 What do you do if you *speak highly* of someone?
- 5 Can you give an example of something which may be *immensely rewarding*?

Review 5 page 76, exercise 9

Complete the questions with the correct form of the words below. There are two extra words. Write the answers in your notebook. Then use the questions to interview your partner.

create pursue campaign emotion thrill low

- 1 What news would make you feel ? Why?
- 2 What cause would you be ready to for? Why?
- 3 How important is it to your dreams?
- 4 Would you consider yourself a person? Why? / Why not?

Review 6 page 90, exercise 8

Decide if the following sentences are true or false. Correct the false statements in your notebook. Then test your partner.

- 1 When you harvest crops, you gather them from the fields.
- 2 If a house is shabby, it is well looked after.
- 3 *Self-sufficient* means relying on help from others.
- 4 A pedestrian zone is where people cannot walk.
- 5 The meaning of *quaint* is positive.

Review 7 page 106, exercise 8

In your notebook, complete the sentences with the correct form of the words below. There are two extra words. Then in pairs, discuss your opinions about these statements.

inventive crèche grade persistence qualification essential

- 1 Small children should be looked after by parents, not sent to a .
- 2 Creativity is an skill in the modern world.
- 3 Everybody should get a in first aid. It should be compulsory.
- 4 is a feature you are born with. It can't be learnt.

Review 8 page 120, exercise 7

Make sure you understand the questions below. Then use them to interview your partner.

- 1 What is the most *insightful* book you have ever read?
- 2 Which book characters do you *identify with* the most?
- 3 Whose *autobiography* would you like to read? Why?
- 4 What makes a *blockbuster*?
- 5 Are you into *poetry*? Why? / Why not?

Rozprawka za i przeciw

Wiele krajów ubiega się o organizowanie ważnych międzynarodowych konferencji z udziałem polityków z różnych państw. Napisz **rozprawkę** przedstawiającą dobre i złe strony organizacji takich imprez dla danego kraju lub miasta. Wypowiedź powinna zawierać od 200 do 250 wyrazów.

Hosting important international political conferences is appealing to many countries and cities around the world, and they compete with each other to organise them. However, those which have already held them have found that there are both advantages and disadvantages to taking this step.

The main advantage is the large increase in revenue for hotels, restaurants and other businesses in a given area. An influx of customers from around the world can also improve and expand a business's reputation, leading to further opportunities. Another argument in favour of hosting such an event is that a relatively unknown city can display its culture and infrastructure, boosting its standing on the international stage.

On the negative side, bringing a large international conference to a city with modest resources can put a strain on budgets as the money spent on organising and securing the event is often taken away from more urgent local needs. Yet, the major disadvantage of hosting large political events is that they may inspire disruptions in the form of protests against the political stance of the group in question. This can result in economic and reputational losses which are difficult to recover from.

To sum up, while the appeal of these events for countries or cities is understandable from the point of view of generating positive publicity, playing host to such an event may also cause a public uproar. I believe that city leaders should think twice before deciding to hold an international political summit.

TEZA: Autor odnosi się do tematu rozprawki (organizowanie międzynarodowych konferencji) oraz sygnalizuje strukturę rozprawki – nadmienienia, że omawiane będą zarówno zalety, jak i wady.

ROZWINIĘCIE: Autor przedstawia oba elementy tematu: zalety oraz wady organizowania międzynarodowych konferencji.

PODSUMOWANIE: Autor podsumowuje treść rozprawki zgodnie z przedstawioną argumentacją.

Rozprawka wyrażająca opinię

Ostatnio coraz więcej firm oferuje wynajem hulajnóg na minuty. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tej formy transportu, odnosząc się do kwestii bezpieczeństwa oraz ochrony środowiska. Wypowiedź powinna zawierać 200–250 wyrazów.

Scooter rental companies are growing in cities all over the world, offering a convenient way to move from place to place without being held up by traffic jams or having to find a proper parking space. While some people object to scooters as being dangerous, I am very much in favour of using this means of transport in a congested city.

One of the concerns raised about these services is safety. Some riders do not wear the recommended helmets or they exceed the speed limit. Moreover, scooter users often leave the vehicles in the most improper places, creating a hazard for elderly or disabled citizens. Yet, considering how few negative incidents have occurred since the introduction of scooter-hiring, I feel that this concern is unjustified.

However, this new mode of transport is causing not only problems. From an ecological point of view, for example, using electrical scooters significantly contributes to a reduction of air pollution. Therefore, they can be promoted as a green means of transport in contrast to taxis or ridesharing drives. A further advantage is that when riding a scooter, you are out in the open air and actually getting a bit of exercise on the way to your destination.

I firmly believe that drivers and pedestrians will become more accustomed to the presence of scooters on the streets. As scooter-users learn to follow the rules, there will be fewer accidents and increasing numbers of people will recognise the numerous advantages that riding scooters brings to both the environment and their health.

TEZA: Autor nawiązuje do tematu rozprawki (omawia zjawisko wypożyczania hulajnóg i używania ich w celu przemieszczania się po mieście) oraz przedstawia własną opinię na ten temat.

ROZWINIĘCIE: Autor omawia obie kwestie wskazane w poleceniu: 1) bezpieczeństwo oraz 2) ochronę środowiska. Argumentacja jest zgodna z opinią autora przedstawioną we wstępie rozprawki.

PODSUMOWANIE: W zakończeniu autor nawiązuje do treści zaprezentowanych w rozwinięciu i ponownie przedstawia opinię ze wstępu, używając innych sformułowań.

List formalny

Dowiedziałeś się / Dowiedziałaś się, że ze względów finansowych podjęta została decyzja o rezygnacji z planowanej budowy siłowni plenerowej w okolicy, w której mieszkasz. Napisz **list do redakcji** lokalnej gazety, w którym przedstawisz negatywne skutki takiej decyzji oraz zaproponujesz sposób pozyskania niezbędnych funduszy.

Wypowiedź powinna zawierać 200–250 wyrazów.

List zawiera odpowiednie zwroty rozpoczynające i kończące list oraz jest podzielony na logiczne akapity.

→ Dear Sir/Madam,

I am writing to express my displeasure with the fact that the city council has decided against building an outdoor gym in our neighbourhood due to financial difficulties. Many local residents strongly supported this project, and I would like to point out some of the negative effects of abandoning it.

We wstępie autor wyjaśnia cel napisania listu.

Since in our district there is only one gym with high membership fees, an outdoor gym would be beneficial for lower-income residents and also for teenagers and elderly citizens, giving them a chance to improve their physical fitness. The lack of running tracks and cycle lanes means that the opportunity for vigorous outdoor activity is very limited. An outdoor gym would address this issue. Moreover, I strongly believe that the presence of an outdoor gym in the neighbourhood would help to prevent health problems in our local society.

W rozwinięciu autor w sposób przejrzysty i logiczny omawia oba elementy tematu: 1) przedstawia negatywne skutki decyzji o rezygnacji z budowy siłowni plenerowej oraz 2) proponuje sposób pozyskania funduszy.

The council claims that it has had to use the money set aside for the outdoor gym for other projects. To solve this problem, I would suggest organising a fund-raising campaign in order to keep this project alive. I am sure there are many willing to make a one-time donation in order to support this worthwhile project. I would also recommend that the city channel the funds set aside for building a skateboard park into improving life for citizens of all ages.

I hope the city councillors read this letter and reconsider their short-sighted decision regarding the outdoor gym. This project is a necessity for our neighbourhood and its residents.

Zakończenie listu nawiązuje do treści zaproponowanych w rozwinięciu.

→ Yours faithfully,

XYZ

Artykuł

Ostatnie badania wykazały spadek zainteresowania młodych ludzi muzeami. Napisz do czasopisma młodzieżowego **artykuł**, w którym omówisz zalety uczestnictwa młodych ludzi w wystawach oraz polecisz wystawę, którą ostatnio oglądałeś/oglądałaś.

Wypowiedź powinna zawierać 200–250 wyrazów.

Artykuł ma ciekawy, przykuwający uwagę czytelnika, tytuł.

NEW WAYS TO SEE THE WORLD

The number of young people visiting museums and galleries has dropped by 10% in the last decade. Among the possible explanations for this, I believe that one of the biggest importance is that young people don't see what relevance a museum could have to their lives. Yet, museums can expand our world view and offer a new perspective on everyday life.

First of all, I believe it is beneficial for young people to visit both historical and modern museums. Historical exhibitions show us how things have changed and, at the same time, how little human needs and desires have altered through the ages. Seeing domestic objects from the past can connect us with how people once lived. Exhibitions of modern art can open our eyes to the expressive ability of shape and colour and provoke different reactions, helping a person understand his or her own emotions.

I recently visited an exhibition at the Tate Modern, and I must admit I was deeply impressed by it. The show focuses on artists' views of social and political aspects of the world. Some of the works offer a very direct commentary through photography, but even very abstract pieces affected me in surprising ways so that when I left the gallery, I seemed to see the world more vividly.

I am therefore confident that experiencing historical museums and innovative galleries may change the way we perceive the world around us and reveal its deeper meanings. I hope that more people will come to realise this and return to museum halls.

We wstępie autor stara się zachęcić czytelnika do przeczytania artykułu, przywołując dane statystyczne. Zgodnie z tematem odnosi się do kwestii spadku zainteresowania młodych ludzi muzeami.

W rozwinięciu autor szczegółowo omawia oba elementy tematu: 1) zalety odwiedzania muzeów 2) rekomendację niedawno obejrzanej wystawy.

Zakończenie wypowiedzi jest ściśle związane z treścią artykułu i adekwatne do tematu. Autor unika sztamowych i schematycznych wypowiedzi.

Writing checklist

Oceń swoją pracę pod kątem poniższych kryteriów:

- ✓ **TREŚĆ** – Czy treść pracy jest zgodna z tematem? Czy nie pominąłeś/pominęłaś istotnego elementu tematu? Czy przedstawione argumenty są poparte przekonującymi wyjaśnieniami i przykładami?
- ✓ **FORMA** – Czy praca jest uporządkowana i podzielona na części (wstęp, rozwinięcie i zakończenie)? Czy długość pracy nie wykracza znacznie poza podany limit słów?
- ✓ **SPÓJNOŚĆ I LOGIKA WYPOWIEDZI** – W jakim stopniu wypowiedź funkcjonuje jako całość? Czy poszczególne zdania i akapity są ze sobą w klarowny sposób powiązane? Czy wstęp i podsumowanie pracy są zgodne z jej rozwinięciem? Czy praca jest jasna i czytelna dla odbiorcy?
- ✓ **ZAKRES ŚRODKÓW JĘZYKOWYCH** – Czy zastosowałeś/zastosowałaś urozmaicone słownictwo i różnorodne struktury gramatyczne?
- ✓ **POPRAWNOŚĆ** – Czy praca nie zawiera błędów gramatycznych, leksykalnych, ortograficznych lub interpunkcyjnych?

Unit 1 A LETTER TO THE EDITOR List do redakcji

It is commonly believed that ... Powszechnie uważa się, że...
 It is often thought that ... Często uważa się, że...
 I believe this is a common misconception. Uważam, że jest to powszechne, błędne, przekonanie.
 As far as I am concerned, ... Jeśli o mnie chodzi...
 From my point of view, ... Z mojego punktu widzenia...
 It appears to me that, ... Widzę to tak, że...
 It goes without saying that ... Nie ulega wątpliwości, że...
 Let me emphasise the fact that ... Chciałbym/Chciałabym podkreślić fakt, że...

Unit 2 AN ARTICLE Artykuł

Narrating Narracja

In the beginning, ... Originally, ... Initially, ... One day, ...
 Na początku..., Pierwotnie..., Początkowo..., Pewnego dnia...
 Within days, ... In no time ... Soon afterwards, ... W ciągu paru dni..., Błyskawicznie..., Zaraz potem...
 When ..., As soon as ..., It wasn't long before ..., The moment ...,
 Kiedy..., Jak tylko..., Zaraz potem..., W chwili, gdy...
 In the end, ... Finally, ... Eventually, ... Ostatecznie..., W końcu...
 By then ..., Until that moment ..., Till the time when ...,
 By the time ... Dotąd..., Do tamtej chwili..., Do momentu, gdy..., Zanim...

Ordering your points Wymienianie w kolejności

First of all, ... In the first place, ... Firstly, ... To begin with, ... First and foremost, ...
 Po pierwsze..., Najpierw..., Na początek..., Przede wszystkim...
 Furthermore, ... Additionally, ... Besides this, ... Moreover, ...
 Ponadto..., Oprócz tego..., Co więcej...
 In conclusion, ... To conclude, ... To sum up, ... To recap, ...
 All in all, ... Podsumowując, ..., Ogólnie rzecz biorąc, ...

Unit 3 AN OPINION ESSAY

Rozprawka wyrażająca opinię

Expressing opinions Wyrażanie opinii

Personally, I think that ... Uważam, że...
 It is my belief/opinion/view/conviction that ... Uważam, że..., Moim zdaniem..., Jestem przekonany/przekonana, że...
 As far as I can tell, ... O ile wiem...
 I am confident that ... Jestem pewien/pewna, że...
 As I see it, ... Moim zdaniem...
 I firmly believe that ... Zdecydowanie uważam, że...

Referring to different aspects

Omawianie różnych aspektów

In terms of ..., When it comes to ..., As for ..., As regards ...,
 From an economic standpoint ... Pod względem..., Biorąc pod uwagę..., Jeżeli chodzi o..., Z ekonomicznego punktu widzenia...

Unit 4 AN ARTICLE Artykuł

Persuading Przekonywanie

I can assure you that ... Mogę Was zapewnić, że...
 I believe it would be beneficial for you to ... Myślę, że korzystne byłoby dla Was...
 Programmes like Erasmus+ are a must for any school interested in ... Programy takie jak Erasmus+ to sprawa priorytetowa dla szkół zainteresowanych...
 If I were in your shoes, I would ... Gdybym był/była na Waszym miejscu...
 I suggest that you participate in this activity since it will ... Proponuję, żebyście wzięli udział w tym wydarzeniu, ponieważ...
 Don't pass up the chance to ... Nie przegapcie szansy na...
 Taking part in this project will certainly give you the opportunity to ... Udział w tym projekcie z pewnością umożliwi Wam...
 Why don't you give it a go? Warto spróbować.
 By engaging in this activity, you will acquire a number of skills. Biorąc udział w tym projekcie, zdobędziecie wiele nowych umiejętności.

Unit 5 A LETTER TO THE EDITOR List do redakcji

Giving examples Podawanie przykładów

For example, ... For instance, ... Na przykład...
 Among other (activities) ... Między innymi...
 To name but two / a few ... To tylko dwa / tylko niektóre spośród...
 such as ... takie jak...
 Another / A great example which proves this is ... Innym / Dobrym przykładem na poparcie tej tezy...
 In particular ... W szczególności...
 To be specific, ... Przechodząc do szczegółów, ...
 This is shown/exemplified by/in ... Pokazuje to..., Widać to na przykładzie...

Describing someone's achievements and involvement

Opisywanie czyichś osiągnięć i zaangażowania

She appears to be a person who has successfully managed to ... Sprawia wrażenie osoby, której udało się...
 As for her accomplishments in the film industry, ... Jeśli chodzi o jej osiągnięcia w przemyśle filmowym...
 She is deeply involved in ... Jest głęboko zaangażowana w...
 She actively campaigns for ... Aktywnie działa na rzecz...
 She has devoted herself to ... Poświęciła się...
 Thanks to her persistence, she has succeeded as an actress. Dzięki swojemu uporowi osiągnęła sukces jako aktorka.

Unit 6 AN OPINION ESSAY

Rozprawka wyrażająca opinię

Comparing and contrasting Porównywanie**While/Whereas I fully agree with those who say that ...**

Mimo że całkowicie zgadzam się z osobami, które uważają, że...

In contrast to ... By contrast, ... W przeciwieństwie do...

Natomiast...

X is entirely/completely different from ... X jest zupełnie/ całkowicie inny/inna niż...**X and Y are different in every respect.** X i Y różnią się pod każdym względem.**X is similar to / comparable to / practically the same as ...**

X jest podobny do / porównywalny z / prawie taki sam jak...

When compared to ..., In comparison to/with ...

W porównaniu do...

In the same way, ... Likewise, ... Similarly, ... W podobny sposób, ... Podobnie...**Stating the obvious** Stwierdzenia oczywistych faktów**It goes without saying that, ... Obviously, ...** Oczywiście jest, że..., Jak wiadomo, ...**Needless to say, ... Clearly, ... Naturally ...** Nie trzeba nadmieniać, że..., Bez wątpienia...**Referring to different aspects**

Odnoszenie się do różnych kwestii

As for ... As to ... As regards ... Jeżeli chodzi o...**With regard to ...** W odniesieniu do...**When we take into account/consideration ...** Biorąc pod uwagę...**Unit 7 A FOR AND AGAINST ESSAY**

Rozprawka za i przeciw

One serious/considerable disadvantage of ... is ... Poważną wadą... jest...**Another negative aspect seems to be connected with ...**

Kolejny negatywny aspekt związany jest z...

An additional / A substantial benefit/drawback could be ...

Dodatkową/Istotną zaletą/wadą może być...

Another key/definite advantage is ... Inną kluczową /

niekwestionowaną zaletą jest...

A further argument for/against may be ... Kolejnym

argumentem za tym / przeciw temu może być...

Unit 8 AN ARTICLE Artykuł**Reviewing** Recenzowanie**It keeps you on the edge of your seat until the last moment.**

Trzyma w napięciu do ostatniej chwili.

It's unlikely to become a box-office hit. It's a bit dull and rather on the predictable side. Raczej nie stanie się hitem kasowym. Jest trochę nudny i dość przewidywalny.**The characters are skilfully portrayed and easy to identify with.** Postacie są umiejętnie przedstawione i łatwo się z nimi utożsamić.**It's such a moving story that you can't hold back your tears.**

To tak poruszająca historia, że nie można powstrzymać się od płaczu.

It is, sadly, a total letdown. Niestety, bardzo rozczarowuje.**It does not live up to all the hype around it.** Jest mocno przereklamowany.**It will appeal to anyone who's into thought-provoking, insightful non-fiction.** Spodoba się fanom pobudzającej do refleksji, wnikliwej literatury faktu.**Unlike previous sagas by this author, this one is a bit heavy going.** W odróżnieniu od poprzednich sag tego autora tę czyta się z trudem.**It's a blockbuster like no other before. Its star-studded cast and powerful story leave you speechless.** Jest to wielki przebój kasowy. Gwiazdorska obsada i niezwykła fabuła robią duże wrażenie.**Adding information / Enumerating** Wyliczanie**First and foremost, ... In the first place, ... Secondly, ...**

Przede wszystkim..., Po pierwsze..., Po drugie...

Furthermore, ... Apart from this ... Ponadto, ..., Oprócz tego, ...**Finally, ...** Na koniec...**Explaining reasons and results**

Wyrażanie przyczyn i skutków

Therefore, ... As a result, ... Dlatego ... W związku z tym ...**This is due to the fact that ...** Jest to spowodowane tym, że...**For this reason ... Consequently, ... Since ...** Z tego powodu..., Dlatego..., Jako że...**Comparing and contrasting**

Porównywanie i kontrastowanie

Nonetheless, ... All the same, ... Niemniej jednak...,

Tak czy inaczej...

In contrast ..., While/Whereas ... Natomiast, ... Podczas gdy...**Summarising/Generalising**

Podsumowywanie/Uogólnianie

On the whole, ... On balance, ... By and large, ... W sumie...,

W ostatecznym rozrachunku..., Ogólnie rzecz biorąc, ...

To sum up, ... In a nutshell, ..., In conclusion, ...

Podsumowując, ..., Krótko mówiąc, ..., Na zakończenie...

Unit 5 page 71, exercise 8**Read the instruction and do the writing task.**

Jedno z młodzieżowych czasopism zapytało czytelników o znaną osobę, którą najbardziej chcieliby poznać osobiście. Napisz **list do redakcji** (200–250 wyrazów), w którym opisziesz dokonania tej osoby i wyjaśnisz, dlaczego warto ją poznać.

Review 1 page 16, exercise 9

Are the sentences below true or false? Check the answers, and then test your partner.

- 1 *To throw a big do* means the same as *to organise a party*.
- 2 'Congratulations to the newlyweds' may be heard at a wedding party.
- 3 *Hopscotch* is a board game.
- 4 *Beneficial* means *bad for you*.
- 5 *Scavenger hunt* is an outdoor game.

Review 2 page 30, exercise 7

Read the questions and make sure you can answer them. Then test your partner.

- 1 Think of a sports star / a famous sports team. Give an example of an athlete or a team who is *no equal match* for this person/team.
- 2 What do sportspeople do to *boost their athletic performance*?
- 3 If you are running *neck and neck* with someone, are you in front of them?
- 4 Which sports do you think *pose the greatest danger* to people practising them?

Review 3 page 46, exercise 8

Translate the sentences into Polish and write them in your notebook. Then ask your partner to translate them back into English.

- 1 Can you recommend a good website designer?
- 2 My mother often comparison-shops before she buys a product.
- 3 What else am I to get apart from the flour?
- 4 I will have been working as a bookkeeper for ten years by the end of this year.
- 5 Please remember to buy some groceries.

Review 4 page 60, exercise 8

Answer the questions. Then test your partner.

- 1 Which of these phrases sounds more formal to you: *really heavy* or *deeply disturbing*? What do they mean?
- 2 What are *facilities*?
- 3 Which preposition follows the adjective *successful*? Use the phrase in a sentence.
- 4 What do you do when you *move forward* after a difficult time in your life?
- 5 Which nouns go with the verb *say*? Give two examples.

Review 5 page 76, exercise 9

Complete the questions with the correct form of the words below. There are two extra words. Write the answers in your notebook. Then use the questions to interview your partner.

devote stubborn rely spend self-motivate persist

- 1 Give an example of a person who has his/her life to his/her passion.
- 2 Who is the most person you know, someone you can always count on?
- 3 How are you? Describe a situation when you refused to change your mind.
- 4 Would you consider yourself a person? Why? / Why not?

Review 6 page 90, exercise 8

Decide if the following sentences are true or false. Correct the false statements. Then test your partner.

- 1 People living in large cities usually have a sense of community.
- 2 An inhabitant is a person who lives in a particular place.
- 3 Unspoilt areas are usually free from pollution.
- 4 When you breed cattle, you keep animals such as cows on your farm.
- 5 If a town is happening, it is a boring place.

Review 7 page 106, exercise 8

In your notebook, complete the sentences with the correct form of the words below. There are two extra words. Then in pairs, discuss your opinions about these statements.

pay degree go take commitment grant

- 1 Students should tuition for MA university courses.
- 2 Parents should never tell their children which path to in their lives.
- 3 should only be offered to the best students.
- 4 It's wrong to ask 16-year-old students to choose what they want to study. It's too early to make a .

Review 8 page 120, exercise 7

Make sure you understand the questions below. Then use them to interview your partner.

- 1 What is the most *heavy going* book you have read recently?
- 2 Why do you think *graphic novels* appeal to people?
- 3 Do you buy books based on their *blurbs*? Why? / Why not?
- 4 How important is the *front cover* in encouraging people to buy books? Why?
- 5 What have you learned from the stories your parents or grandparents have *passed on* to you?

GRAMMAR 1 tense contrast: present perfect simple, present perfect continuous, past simple

Czasu **present perfect simple** używamy, aby opisać swoje lub czyjeś doświadczenia bez określania, kiedy one powstały.

Aby opisać czynności i sytuacje, które miały miejsce w określonym momencie w przeszłości, stosujemy czas **past simple**.

I've met some of my dad's relatives.

I met some of my cousins last summer.

Czasu **present perfect simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który się jeszcze nie zakończył. Czasu **past simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który już się zakończył.

I've taken part in two wedding receptions this year.

As a child, I didn't take part in many family meetings.

Czasu **present perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce do chwili obecnej i mogą wydarzyć się ponownie. Czasu **past simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce w przeszłości i już się nie wydarzą.

As a journalist, Mark has written more than 20 front-page articles.

Charles Dickens wrote more than ten novels.

Czasów **present perfect simple** oraz **present perfect continuous** używamy, aby opisać czynności i wydarzenia, które rozpoczęły się w przeszłości i nadal trwają. Aby podkreślić skutek jakiejś czynności, stosujemy **present perfect simple**. Aby podkreślić samą czynność i czas jej trwania, stosujemy **present perfect continuous**.

John has sent out 50 invitations.

John has been sending out invitations all morning.

Past simple – typowe określenia czasu:
(two days) ago, in (2019), last (month),
When ...?, then, after that.

Present perfect – typowe określenia czasu:
this (morning), never, ever, so/far, since (November),
How long ...?, recently, lately, for (the past few months),
just, already, yet.

GRAMMAR 2 speculating about the present and past: may/might/could/can't/must

Konstrukcji **may/might/could/can't/must + bezokolicznik bez to** oraz **may/might/could/can't/must + be + -ing** używamy, aby wyrazić przypuszczenie dotyczące teraźniejszości lub przyszłości.

The film starts in 5 minutes. I'm afraid we might be late.

They can't be friends – they never talk to each other.

The lights are on. They must be at home.

Call them. They may be waiting for you in a different café.

Konstrukcji **may/might/could/can't/must + have + past participle** używamy, aby wyrazić przypuszczenie dotyczące przeszłości.

The lights are off – Sue must have left.

Look at this mess! Who may have made it?

Czasowników: **may, might i could** używamy, gdy chcemy powiedzieć, że jakieś zdarzenie jest prawdopodobne.

Lucy may/might/could be at home now.

(It is likely that she is at home.)

She may/might/could have forgotten about the party.

(She probably forgot about the party.)

She's not answering the phone – she may/might/could be sleeping. (Perhaps she is sleeping.)

Czasownika modalnego **must** używamy, gdy jesteśmy pewni naszych przypuszczeń.

You must be tired. (I'm sure you are tired.)

He must have returned by now.

(I'm sure that he has returned by now.)

She must be waiting at the bus stop.

(I'm sure she's waiting at the bus stop.)

Czasownika modalnego **can't** używamy, gdy jesteśmy pewni, że coś się nie dzieje lub się nie wydarzyło.

She's got naturally blonde hair. She can't be Japanese.

(I'm sure she's not Japanese.)

She can't have done it. (I'm sure she didn't do it.)

Tom can't be telling the truth. (I'm sure Tom isn't telling the truth.)

GRAMMAR CHALLENGE! Student's Book, page 128, UNIT 1

W odniesieniu do zdarzeń ogólnych używamy czasowników **can i could**; natomiast aby powiedzieć, że coś jest możliwe w konkretnej sytuacji, używamy czasowników: **may, might i could**:

A tennis match can/could last for a couple of days.

Sally may/might/could be at home now.

GRAMMAR 1 past tenses

Czasu **past simple** używamy, aby opisać kilka wydarzeń z przeszłości, które nastąpiły po sobie.

*Laura **took part** in the competition, **won** the first prize and **joined** the national team.*

Czasu **past continuous** używamy, aby opisać czynność, która trwała, kiedy wydarzyło się coś innego. **Past continuous** używany jest wówczas często z czasem **past simple**.

*I **was exercising** in the gym when the lights **went out**.*

*We **were warming up** when someone **ran onto** the pitch.*

Czasu **past continuous** używamy również, aby opisać dwie czynności, które wydarzyły się w tym samym czasie.

*While the players **were warming up**, the coach **was talking** to the press.*

Czasu **past perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce przed innym wydarzeniem w przeszłości.

*When I **turned on** the TV, the match **had already started**.*

*They **were** tired because they **had just left** the gym.*

Czasu **past perfect continuous** używamy, aby opisać czynności, które trwały do pewnego momentu w przeszłości.

*I **was very tired** because I **had been jogging**.*

*He **had been playing** for the Bulls for five years before he **moved** to France.*

Czasu **past perfect simple** używamy do podkreślenia skutku czynności/wydarzenia, a czasu **past perfect continuous** do podkreślenia, jak długo ona trwała / ono trwało.

*They **knew** the score because they **had watched** the game.*

*When I **arrived**, they **had been watching** the game for almost an hour.*

Past perfect continuous

Zdania twierdzące i przeczące

I/You/We/They/	had been playing	football.
He/She/It	hadn't been playing	

Pytania i krótkie odpowiedzi

Had	I/you/we/they/ he/she/it	been playing	football?	Yes, she had. No, she hadn't.
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GRAMMAR 2 talking about present and past habits

Aby opisać czynności i sytuacje, które w przeszłości powtarzały się regularnie, używamy konstrukcji **used to / would + czasownik**.

*My sister **used to / would go** to a dietician once a month.*

*The team **used to / would fight** to the finish, but now they give up easily.*

Uwaga!

Would nie używamy w zdaniach przeczących ani do opisywania stanów i uczuć.

*He **didn't use to study** hard, but now he's top of the class.*

Aby podkreślić, że przeszłe nawyki obecnie nie mają już miejsca, używamy **used to**.

*I **used to be** a fan of the Chicago Bulls, but now I support the Washington Wizards.*

*He **used to be** a very popular tennis player when he was young.*

Do opisanie czynności powtarzających się regularnie w teraźniejszości używamy czasu **present simple** z przysłówkami **always, every day, often**, etc.

*Barry **always warms up** for at least an hour before a match.*

*I **often take part** in sports competitions.*

Aby opisać czynności, które powtarzają się w określonym przedziale czasowym, stosujemy czas **present continuous**.

*This month I **am going** swimming every day in order to get back in shape.*

Do opisanie czynności powtarzających się w przeszłości lub teraźniejszości, które nas irytują, używamy czasu **past continuous** lub **present continuous** (z **always, constantly**).

*As a teenager, Helen **was always losing** everything.*

*You're **always arriving** late for practice sessions.*

*Tim **is always refusing** to be goalkeeper!*

GRAMMAR CHALLENGE!

Student's Book, page 129,
UNIT 2

Konstrukcji **be used to + czasownik + -ing** używamy, aby powiedzieć, że jesteśmy do czegoś przyzwyczajeni.

*I'm **used to jogging** early in the morning.*

Konstrukcji **get used to + czasownik + -ing** używamy, aby powiedzieć, że przyzwyczajamy się do czegoś, do czego wcześniej nie byliśmy przyzwyczajeni.

*As a popular sportsperson, he will soon **get used to giving** autographs.*

GRAMMAR 1 future forms**Harmonogramy / Rozkłady**

Aby opisać wydarzenia, które będą miały miejsce, gdyż tak wynika z ustalonego harmonogramu / ustalonych rozkładów, stosujemy czas **present simple**.

*The evening marketing course **starts** at 8 p.m.*

Plany i zamierzenia

Konstrukcji **be going to** używamy, aby opisać czynności, które zamierzamy wykonać.

*I'm **going to buy** some stationery for the new school year tomorrow.*

Aby opisać ustalone przez nas plany na niedaleką przyszłość, stosujemy czas **present continuous**.

*We're **meeting** at 4 p.m. at the shopping mall.*

Gdy w chwili mówienia spontanicznie podejmujemy jakąś decyzję, stosujemy **will**.

*OK, I'll **go** and get some flour.*

Przewidywania i obietnice

Will stosujemy, gdy przewidujemy, co zdarzy się w przyszłości na podstawie przeszłych zdarzeń, wiedzy lub przypuszczeń.

*Marketing via mobile devices **will become** even more popular.*

Gdy na podstawie teraźniejszych przesłanek przewidujemy przyszłe wydarzenia, stosujemy **be going to**.

*Look! He's **going to fall** off the bike.*

Will stosujemy również, gdy coś komuś obiecujemy.

*I **won't tell** anyone your secret. I promise!*

GRAMMAR CHALLENGE! Student's Book, page 129, UNIT 3

Istnieje kilka sposobów mówienia o wydarzeniach, które miały miejsce w przeszłości, jednak w momencie mówienia o nich stanowiły dla nas przyszłość.

Gdy mówimy o wydarzeniach, które w rzeczywistości miały później miejsce, używamy konstrukcji:

was/were to + infinitive

*A lot of people from my music school **were to become** professional musicians.*

Gdy mówimy o wydarzeniu, które miało się wydarzyć, ale w rzeczywistości się nie wydarzyło, używamy konstrukcji:

was/were to have + past participle

*I **was to have taken part** in the concert, but I got flu the day before.*

GRAMMAR 2 future continuous, future perfect and future perfect continuous

Czasu **future continuous** używamy, aby opisać czynność, która będzie trwać w określonym momencie w przyszłości. Zdania tworzymy następująco:

- **will + be + -ing form**

*This time tomorrow, I'll **be shopping** for groceries with my mum.*

Czasu **future perfect** używamy, aby opisać czynność, która będzie zakończona przed określonym momentem w przyszłości. Zdania tworzymy następująco:

- **will + have + past participle**

*By the end of this year, I **will have bought** a new car.*

Czasu **future perfect continuous** używamy, aby powiedzieć, jak długo dana czynność będzie trwała do określonego momentu w przyszłości. Zdania tworzymy następująco:

- **will + have been + -ing form**

*By the end of this month, I'll **have been using** this laptop for five years.*

GRAMMAR 1 reporting verbs and patterns

Przytaczając wypowiedzi w mowie zależnej, możemy stosować różne czasowniki.

Reporting structure	Reporting verbs
verb + <i>that</i> + verb clause	admit, advise, agree, assure sb, boast, demand, explain, insist, mention, promise, propose, reply, report, say, state, suggest, urge, warn <i>Dean boasted that he was the fastest runner in his class.</i> <i>She explained that she was tired.</i>
verb + <i>to</i> + infinitive	agree, ask, beg, claim, demand, offer, promise <i>We agreed to take part in the show.</i> <i>Helen offered to help me with organising the party.</i>
verb (+ object) + preposition + <i>-ing</i> form	accuse sb of, admit to, congratulate sb on, insist on <i>They insisted on taking the bus.</i> <i>They accused me of hacking into the secretary's computer.</i>
verb + <i>-ing</i> form	admit, advise, deny, mention, object to, propose, regret, report, suggest <i>We denied taking part in the protest.</i> <i>Fiona suggested going for a walk.</i>
verb + object + <i>to</i> + infinitive	advise, ask, beg, convince, invite, order, remind, urge, warn <i>We advised them to call the police.</i> <i>The doctor warned me not to eat any sweets.</i>

GRAMMAR CHALLENGE! Student's Book, page 130, UNIT 4

W niektórych przypadkach mowy zależnej zasada następstwa czasów nie obowiązuje. Nie trzeba zmieniać form czasowników, jeżeli przytaczamy:

- ogólnie przyjęte prawdy, niezmiennne fakty:
*The teacher **explained** that water **freezes** at 0°C.*
- wypowiedzi, które są aktualne:
*Sue **said** that she **works** for charity. (= nadal pracuje)*
- czyjeś plany na przyszłość (które dopiero będą zrealizowane):
*The Prime Minister **stressed** that the government **is going to help** the flood victims.*

GRAMMAR 2 impersonal and personal constructions with passive voice; *it* as a preparatory object

Impersonal constructions with passive voice

W bardziej oficjalnym języku, aby przytoczyć jakieś informacje (np. fakty, czyjeś opinie) bez określania ich źródła, stosujemy konstrukcje bezosobowe w stronie biernej.

Konstrukcje bezosobowe tworzymy w następujący sposób:

- It + is/was + believed/knowntought/said/assumed + that:*
***It is said that** he is rich.* (Mówi się, że on jest bogaty.)
*For many centuries, **it was believed that** the Earth was flat.* (Przez wiele wieków wierzono, że Ziemia jest płaska.)
- subject + is/was + believed/said/thought/knownto + infinitive:*
*He **is said to be** rich.* (Mówi się, że on jest bogaty.)
*Einstein **was assumed to be** a rather unintelligent child.* (Zakładano, że Einstein jest mało inteligentnym dzieckiem.)

Aby powiedzieć, co obecnie sądzi się o jakimś przeszłym wydarzeniu, stosujemy bezokolicznik w formie *have + past participle*:

*The Vikings **are believed to have sailed** to North America.* (Obecnie uważa się, że Wikingowie przyплыли do Ameryki Północnej.)

It as a preparatory object

Wyraz *it* jest niekiedy używany jako dopełnienie. Dzieje się tak, gdy dopełnienie czasownika/orzeczenia w zdaniu jest wyrażeniem bezokolicznikowym lub zdaniem podrzędnym z dopełnieniem w formie przymiotnika lub rzeczownika.

Konstrukcje z *it* w roli dopełnienia tworzymy w następujący sposób:

- subject + verb + it + complement + infinitive/clause*
*Mary loves **it** when her students ask a lot of questions during her lessons.*

GRAMMAR 1 relative clauses

Zdania przydawkowe definiujące (defining relative clauses) zawierają istotne informacje o rzeczowniku w zdaniu głównym, bez których całe zdanie nie miałoby sensu. Tych zdań nie oddzielamy przecinkami od zdania głównego.

*The girl **who is standing by the window** is my older sister.*

W zdaniach przydawkowych używamy następujących zaimków względnych:

- **who/that** do opisu osoby:
*This is the girl **who joined our class last week**.*
- **which/that** do opisu przedmiotu:
*The subject **which I absolutely hated at school** was physics.*
- **where** do opisu miejsc:
*Do you remember **where we first met**?*
- **whose** do opisu przynależności:
*I really can't understand people **whose lives revolve around work only**.*

Zaimki względne who / which / that można pominąć, jeśli pełnią funkcję dopełnienia zdania (zdanie przydawkowe ma podmiot).

*The boy (who/that) **I met at the party last night** was very handsome.*

*Is that the woman **who gave you the money**?*

(NIE: *Is that the woman gave ...*)

Zdania przydawkowe niedefiniujące (non-defining relative clauses) zawierają dodatkowe informacje o rzeczowniku w zdaniu głównym, bez których zdanie to zachowałoby logiczny sens. Od zdania głównego oddzielamy je przecinkiem/przecinkami.

*Our first dog, **which was called Penne**, was extremely stubborn.*

- Zaimek **that** nie jest używany w zdaniach niedefiniujących.
*The teacher, **who** (NIE: ~~that~~) **taught me maths in primary school**, was very kind.*

W stylu bardziej oficjalnym, możemy stosować zaimek **whom** zamiast **who**.

*This is the boy **whom** I have known for several years. (formal)*

GRAMMAR CHALLENGE! Student's Book, page 131, UNIT 5

Zwróć uwagę na różnice w znaczeniu poniższych zdań:

*My cousin, **who is a journalist**, lives right across the street.*

(Mam jednego kuzyna, który jest dziennikarzem i mieszka po drugiej stronie ulicy.)

*My cousin **who is a journalist** lives right across the street.*

(Mam kilku kuzynów, a ten, który jest dziennikarzem, mieszka po drugiej stronie ulicy.)

*The climbers, **who reached the top of the mountain**, were exhausted.* (Wszyscy alpinści dotarli do szczytu i byli tym zmęczeni.)

*The climbers **who reached the top of the mountain** were exhausted.*

(Ci alpinści, którzy dotarli do szczytu, byli wycieńczeni.)

*We threw a party, **which annoyed the neighbours**.*

(Urządziliśmy przyjęcie, co zdenerwowało sąsiadów; **which** odnosi się do całego zdania głównego)

*We threw a party **which ended by midnight**.* (Urządziliśmy przyjęcie, które skończyło się przed północą; **which** odnosi się do wyrazu party)

GRAMMAR 2 reduced relative clauses

Zdania przydawkowe można skrócić poprzez opuszczenie zaimka względnego i czasownika posiłkowego **be**:

- w zdaniach w stronie czynnej czasownik w zdaniu wyjściowym zastępujemy formą z **-ing**:
*Students **arriving** (= who arrive) late for class will not be allowed to enter the classroom.*

- w zdaniach w stronie biernej czasownik w zdaniu wyjściowym zastępujemy formą **past participle**:
*The film, **based on true events** (= which is based), tells the story of a young woman.*

Uwaga!

Podrzędne zdania przydawkowe można skracać tylko wtedy, gdy ich podmiot jest taki sam jak podmiot zdania głównego.

*The book, **which my sister gave me**, was boring.*

*The book, **written by a teenager** (= which was written), soon became a bestseller.*

GRAMMAR 1 making comparisons

Stopień wyższy i najwyższy przymiotników tworzymy, dodając końcówkę **-er/-est** do krótkich, często jednosylabowych przymiotników, oraz **more / the most** (lub **less / the least**) przed przymiotnikami dłuższymi, wielosylabowymi:

happy – happier – the happiest

difficult – less difficult – the least difficult

Stopień wyższy i najwyższy przysłówków tworzymy poprzez dodanie **more / (the) most** (lub **less / (the) least**) przed przysłówkiem. Do przysłówków, które mają taką samą formę jak przymiotniki, dodajemy **-er/-est**.

beautifully – more beautifully – the most beautifully

fast – faster – the fastest

Niektóre przymiotniki i przysłówki stopniujemy w sposób nieregularny:

bad – worse – the worst

far – further – the furthest

badly – worse – the worst

well – better – the best

Aby wyrazić, jak bardzo różnią się opisywane osoby i rzeczy, przed przymiotnikami i przysłówkami możemy stosować następujące wyrazy:

- w stopniu wyższym: **slightly, a bit** (odrobinę, trochę), **far, a lot, much** (dużo, znacznie):

The hotel was far more expensive than we'd thought.

Mum came home slightly earlier than me.

- w stopniu najwyższym: **by far** (zdecydowanie), **easily** (bez wątplenia), **probably** (prawdopodobnie):

My grandpa is by far the nicest person I know.

- w konstrukcji **(not) as/so ... as** możemy stosować wyrazy: **just, nearly, not quite, almost, barely**:

The village was just as charming as I had imagined.

Ze stopniem wyższym przymiotnika stosujemy poniższe konstrukcje:

- the + stopień wyższy przymiotnika, the + stopień wyższy przymiotnika, ...** (im..., tym...)

The better the grades I get, the happier my parents seem to be.

- aby opisać stopniowo zachodzące zmiany, stosujemy konstrukcję: **przymiotnik w stopniu wyższym + and + przymiotnik w stopniu wyższym**:

The days are getting shorter and shorter. (Dni stają się coraz krótsze.)

Uwaga!

Aby powiedzieć, że coś lub ktoś wyróżnia się na tle jakiegoś miejsca, używamy przyimka **in** oraz **on**:

Martha is the best student in the school.

Aby powiedzieć, że coś lub ktoś wyróżnia się spośród grupy wielu podobnych ludzi/rzeczy, używamy przyimka **of**:

She is the best of all the students in our class.

GRAMMAR 2 articles: review;
the with geographical names

Przedimka nieokreślonego a/an używamy:

- kiedy mówimy o czymś po raz pierwszy:
A man walked into a restaurant.
- z rzeczownikami policzalnymi w liczbie pojedynczej:
We visited a small village.
- kiedy ktoś lub coś należy do pewnej kategorii:
My dad is an engineer.

Przedimka określonego the używamy:

- kiedy mówimy o osobie lub rzeczy, która została wspomniana wcześniej lub jest określona w zdaniu:
I met a girl. The girl was older than me.
- przed przymiotnikami w stopniu najwyższym oraz przed liczebnikami porządkowymi:
the biggest room the first time

Przedimków nie używamy:

- przed rzeczownikami policzalnymi w liczbie mnogiej lub rzeczownikami niepoliczalnymi w zdaniach o charakterze stwierdzeń ogólnych:
Wild cats are dangerous. I don't eat bread.

Przedimki z nazwami własnymi

Przedimek określony the stosujemy:

- przed nazwami krajów, które w nazwie mają takie wyrazy jak stan, republika, królestwo, np.:
the USA, the UK, wyjątki: *the Netherlands, the Philippines*
- przed nazwami rzek, mórz, oceanów, łańcuchów górskich, archipelagów, pustyń:
the Nile, the Baltic Sea, the Pacific, the Himalayas, the Caribbean Islands, the Gobi

Przedimków nie stawiamy przed nazwami państw, miast oraz pojedynczych szczytów górskich, jezior i wysp:

Greece, Paris, Mount Everest, Lake Michigan, Mallorca

GRAMMAR CHALLENGE! Student's Book, page 131,
UNIT 6

Zwróć uwagę na poniższe różnice w zastosowaniu przedimków:
I went to hospital to have an operation on my knee. (jako pacjent)
I went to the hospital to visit my grandma. (jako osoba odwiedzająca)

French is a very difficult language. (język francuski)

The French are known to be very good cooks. (Francuzi)

Remember the last time we went shopping together? Well, I finally bought the CD.

(Przedimka określonego używamy, gdy przedmiot, o którym mowa, jest znany zarówno mówiącemu jak i odbiorcy).

I bought her a CD for her birthday.

(Mówiący informuje, że kupił jakąś płytę; nie może zakładać, że odbiorca wie, o jaką konkretnie płytę chodzi).

A teacher must be very patient.

(Zdanie ma charakter ogólny – dotyczy nauczycieli jako grupy zawodowej).

The teacher was not very patient during the last class.

(Zdanie dotyczy konkretnej osoby).

GRAMMAR 1 conditionals, mixed conditionals: review

- **Zerowego okresu warunkowego (0 conditional)** używamy, kiedy mówimy o tym, co się dzieje zawsze, jeśli pewne warunki są spełnione (np. fakty naukowe). Tworzymy go następująco:
If + present simple, present simple
*If you **put** sugar into water, it **dissolves**.*
- **Pierwszego okresu warunkowego (1st conditional)** używamy, kiedy opisujemy możliwe/prawdopodobne skutki przyszłych zdarzeń i czynności. Tworzymy go następująco:
If + present simple, will + infinitive
*If we **don't arrive** on time, mum **will be** mad.*
- **Drugi okres warunkowy (2nd conditional)** stosujemy, gdy mówimy o mało prawdopodobnych, hipotetycznych sytuacjach w teraźniejszości lub przyszłości. Tworzymy go następująco:
If + past simple, would + infinitive
*If I **had** more money, I **would travel** across Europe.*
- **Trzeci okres warunkowy (3rd conditional)** stosujemy, gdy mówimy o hipotetycznych przeszłych skutkach zdarzeń, które nie miały miejsca. Tworzymy go następująco:
If + past perfect, would have + past participle
*If she **had asked**, I **would have helped** her.*

W zdaniach warunkowych można użyć następujących spójników:

on condition that (pod warunkiem, że): *I will lend you my car **on condition that** you wash it.*

provided / providing that (pod warunkiem, że): *We'll catch the bus **provided that** we leave now.*

unless (chyba że nie): *I wouldn't be telling you this **unless** I knew for sure.*

or (albo): *Call her now, **or** she will leave without you saying goodbye.*

otherwise (w przeciwnym razie): *Please help me with this task. **Otherwise**, I won't be able to do it.*

W języku angielskim występują również mieszane tryby warunkowe. Mieszanych trybów warunkowych używamy wtedy, gdy odniesienie czasowe w zdaniu podrzędnym jest inne od tego w zdaniu głównym, np.

*If he **were** a better player, he **would have won** last year's competition.*

(Gdyby był lepszym graczem [w ogóle], to w zeszłym roku wygrałby zawody.)

[If + past simple, would have + past participle]
teraźniejszość – 2nd conditional, przeszłość – 3rd conditional]

*If you **had taken** aspirin two days ago, you **wouldn't be** in bed with flu now.*

(Gdybyś dwa dni temu wzięła aspirynę, to teraz nie leżałabyś w łóżku z grypą.)

[If + past simple, would have + past participle]
przeszłość – 3rd conditional, teraźniejszość – 2nd conditional]

GRAMMAR CHALLENGE! Student's Book, page 132, UNIT 7

W zdaniach warunkowych możemy zastosować inwersję. Stosujemy ją głównie w języku formalnym lub literackim dla podkreślenia jakiejś informacji.

***Should you need** more information about the competition, please contact the school front office.*

W zdaniach przeczących z inwersją nie używamy form skróconych.

GRAMMAR 2 unreal past, expressing wishes and regrets

Konstrukcji z **I wish** oraz **If only** używamy, aby wyrazić żal dotyczący jakiejś sytuacji lub wydarzenia.

I wish / If only + past simple (Szkoda, że nie jest; Żeby tak było)

***I wish you didn't live** so far away.* (Szkoda, że mieszkasz tak daleko.)

***If only I knew** the answer.* (Gdybym tylko znał odpowiedź.)

I wish / If only + past perfect (Szkoda, że nie było; Żeby tak było)

***She wishes she hadn't dropped out** of school.*

(Żałuje, że rzuciła szkołę.)

***If only we had got** an apprenticeship.*

(Gdybyśmy tylko odbyli praktyki...)

I wish / If only + would + infinitive (Żeby tak kiedyś w przyszłości...)

Często używamy tej konstrukcji, aby wyrazić niezadowolenie z sytuacji, którą chcielibyśmy zmienić.

***I wish you would stop** complaining all the time.*

(Chciałbym, żebyś przestała ciągle narzekać.)

***If only Sandra would call** me.*

(Gdyby tylko Sandra do mnie zadzwoniła.)

Po niektórych konstrukcjach stosujemy czas przeszły, mimo że odnoszą się one do teraźniejszości lub przyszłości:

it's about time / it's high time

***It's high time you started** working hard.*

(Czas najwyższy, żebyś zaczął ciężko pracować.)

Suppose / Supposing / Imagine / What if

***Suppose you could study** abroad, where would you like to go?*

(Powiedzmy, że mógłbyś studiować za granicą. Dokąd byś pojechał?)

would sooner / would rather + you/he/she/it/we/they

***I'd rather you didn't give up** on doing sports.*

(Wolałbym, żebyś nie rezygnował z zajęć sportowych.)

as if / as though

***You look as if you needed** a good rest.*

(Wyglądasz, jakbyś potrzebował odpoczynku.)

GRAMMAR 1 criticising past actions: *should / ought to / could / might / needn't have*

W języku angielskim istnieje kilka konstrukcji wyrażających krytykę przeszłych czynności.

- **should / ought to + have + past participle** stosujemy, aby powiedzieć, w jaki sposób ktoś powinien, naszym zdaniem, postąpić w przeszłości:
You should have told me earlier.
She oughtn't to have spent so much money.
- **could / might + have + past participle** stosujemy, aby powiedzieć komuś, jakie konsekwencje mogło przynieść jego przeszłe działanie:
You could have caused an accident!
- **needn't + have + past participle** stosujemy, aby powiedzieć, że jakaś czynność została wykonana niepotrzebnie:
She needn't have taken the dog for a walk – I'd already done it.

GRAMMAR CHALLENGE! Student's Book, page 133, UNIT 8

Zwróć uwagę na różnice w znaczeniu poniższych konstrukcji:

We needn't have studied. The test was put off till next week.

(Niepotrzebnie się училиśmy, bo test został przełożony na kolejny tydzień.)

The teacher said there would be no test on Monday, so we didn't need to study. (Wiedzieliśmy, że w poniedziałek nie będzie testu, więc nie musieliśmy się uczyć.)

They must have studied hard as they all got very good grades in the test. (Z pewnością dużo się uczyli, bo wszyscy dostali bardzo dobre oceny z testu.)

GRAMMAR 2 inversion after negative adverbials

Inwersję o funkcji stylistycznej stosujemy, by położyć nacisk na najważniejsze informacje w zdaniu. Inwersja stosowana jest zazwyczaj w języku pisanym lub oficjalnych wystąpieniach, nie jest zatem typowa dla języka mówionego.

Inwersja o funkcji stylistycznej polega najczęściej na przesunięciu jednego z elementów na początek zdania i zastosowaniu szyku przestawnego podmiotu i czasownika posiłkowego, tak jak w zdaniach pytających.

Inwersję stosujemy często po następujących wyrazach o nacechowaniu negatywnym:

never, seldom, rarely, hardly, no sooner, not only, little, barely, only after/later.

Zdanie neutralne

I have **never** read such a fascinating crime story!

You **seldom** meet such famous authors.

My sister **rarely** writes letters.

I had **hardly** started doing my homework when Bill called.

We had **no sooner** killed the evil monster than a huge dragon attacked us.

Zdanie z inwersją

Never have I read such a fascinating crime story!

Seldom do you meet such famous authors.

Rarely does my sister write letters.

Hardly had I started doing my homework when Bill called.

No sooner had we killed the evil monster than a huge dragon attacked us.

Inwersję można również zastosować po **so** oraz **such**:

So humorous was the book that I couldn't stop laughing.

Such was the ending of the film that I kept crying for an hour.

LEXICAL PATTERNS

DEPENDENT PREPOSITIONS

about		
care about	troszczyć się / dbać o coś/kogoś	Everyone should care about the environment.
careful about	ostrożny, uważny	I don't trust John. Be careful about what you say to him.
concerned about	zaniepokojony	All parents are concerned about their children's education.
conclusion about	wniosek na temat czegoś	We have not come to any conclusion about this subject.
curious about	ciekawy czegoś	Students were curious about their exam results.
doubts about	wątpliwości co do czegoś	Luke has never had any doubts about his career choice.
enthusiastic about	rozentuzjasmowany czymś	The whole team are enthusiastic about the tournament.
knowledgeable about	dobrze znać się na czymś	He seems knowledgeable about ancient Greece.
laugh about	śmiać się z czegoś	Now I can laugh about that accident, but it didn't seem funny then.
optimistic about	optymistyczny w sprawie czegoś, dobrej myśli	The Party is optimistic about winning the elections.
at		
genius at	geniusz w (jakiejś dziedzinie)	He's a genius at maths. He can process numbers like a computer.
good at	dobry w (jakiejś dziedzinie)	Are you good at tennis?
laugh at	śmiać się z czegoś/kogoś	Everyone was laughing at me when I slipped on a banana peel.
master at	mistrz w czymś	My aunt is a master at baking cakes.
scream at	krzyczeć na coś/kogoś	Why are you screaming at the TV? It can't hear you.
stare at	gapić się na coś/kogoś	It's rude to stare at people on the bus.
from		
differ from	różnić się od czegoś/kogoś	Ben differs from Bill a lot even though they are twins.
different from	inny od czegoś/kogoś	The sequel is very different from the first movie.
discourage sb from	zniechęcać kogoś do czegoś	Heavy snowfall discouraged me from leaving the hotel.
prevent sb from sth	powstrzymywać kogoś od (zrobienia) czegoś	The firefighters prevented the fire from spreading.
resign from	zrezygnować z czegoś (np. pracy)	The Prime Minister resigned from office after the referendum.
result from	wynikać z czegoś	The arrests resulted from an anonymous phone call.
save sth/sb from	uchronić coś/kogoś przed czymś	You can't save me from my own mistakes.
withdraw from	wycofać (się) z czegoś	Wills withdrew from the race after he twisted his ankle.
for		
apologise to sb for	przepraszać kogoś za coś	Joey apologised to Roy for scratching his car.
argument for	argument za czymś, na poparcie czegoś	There are some good arguments for introducing this new law.
beneficial for	korzystny dla kogoś/czegoś	Cycling is highly beneficial for your health.
blame sth/sb for	winić coś/kogoś za coś	Don't blame the weather for your bad mood.
campaign for	przewodzić kampanię na rzecz czegoś	Suffragettes campaigned for women's rights.
care for sth/sb	zajmować się kimś, troszczyć się o coś	People should care for their elderly parents.
famous for	słynny (z jakiegoś powodu)	Holland is famous for tulips and windmills.
grateful for	wdzięczny za coś	I am grateful for the support of my family.
nominate sth/sb for	nominować coś/kogoś do czegoś	Who can nominate films for the Academy Awards?
reason for	przyczyna czegoś	Obesity is a reason for many diseases.
in		
believe in	wierzyć w coś/kogoś	When did you stop believing in Santa Claus?
course in	kurs z czegoś	I've signed up for a course in Spanish.
decrease/increase in	spadek/wzrost czegoś	The police have recently noticed a(n) decrease/increase in crime.
degree in	stopień naukowy w (jakiejś dziedzinie)	My brother's got a degree in business.
engage in	angażować się w coś	This is our last chance to engage in the new science project.
engaged/engrossed in	zaabsorbowany, pochłonięty czymś	He was so engaged/engrossed in the book he didn't hear the doorbell.
enrol in	zapisywać się (np. na kurs)	How many students have enrolled in this course so far?
involved in	zaangażowany w coś	They were so involved in the conversation that they missed the train.
major in	studiować jakiś kierunek	What did you major in at university?
participate in	brać w czymś udział	Everyone in the class participated in the workshop.
result in	doprowadzać do czegoś	Changes in climate can result in the extinction of life on Earth.
specialist in	specjalista w (jakiejś dziedzinie)	Bob is a specialist in theoretical physics.
successful in	odnoszący sukcesy w czymś	More and more people seek advice on how to be successful in their career.
take pride in	być dumnym z czegoś	My football team takes pride in winning nine matches in a row.
of		
accuse sb of	oskarżać kogoś o coś	The police accused John of stealing the money.
advantage/disadvantage of	zaleta/wada czegoś	What are the advantages and disadvantages of living in the city?
approve of	pochwalać coś, popierać coś	Paul's parents don't approve of his decision to quit school.
aware of	świadomy czegoś	I wasn't aware of the new regulations because I had spent a year abroad.

LEXICAL PATTERNS

consist of	składać się z czegoś	The series consists of 12 episodes.
dispose of	pozbywać się czegoś, wyrzucać coś	Please dispose of this wrapper carefully.
fond of	lubić coś	I'm very fond of Harry Potter books.
frightened of	przeżony czymś, bojący się czegoś	Don't be frightened of making mistakes.
get rid of	pozbywać się czegoś	Ann got rid of the old clothes she hadn't worn in years.
lack of	brak czegoś	Lack of sleep can lead to serious health problems.
proud of	dumny z czegoś/kogoś	Jean was proud of herself when she won the skiing contest.
remind sb of	przypominać komuś coś/kogoś	You remind me of my preschool teacher.
sense of	poczucie czegoś	How would you describe your personal sense of style?
tired of	zmęczony czymś	I'm tired of arguing over irrelevant issues.
typical of	typowe dla czegoś/kogoś	It's typical of the Browns to come uninvited.
on		
based on	na podstawie czegoś	The movie is based on a true story.
congratulate sb on	gratulować komuś czegoś	I would like to congratulate you on your marriage.
decide on	decydować się na coś	I can't decide on a movie to watch tonight.
depend on	zależać od czegoś	The success of many celebrities depends on their popularity in social media.
dependent on	zależny od czegoś	Young people are too dependent on mobile technology nowadays.
focus on	koncentrować się na czymś	I find it hard to focus on my studying when I am under stress.
impact on	wpływ na coś/kogoś	Natural disasters have a great impact on the region's economy.
influence on	wpływ na coś/kogoś	My first music teacher had a huge influence on me.
insist on	nalegać na coś	I strongly insist on getting a full refund as the stereo is out of order.
keen on	zainteresowany czymś, zapalony do czegoś	Danny is not too keen on modern art.
opinion on	opinia na temat czegoś	What's your opinion on using tablets instead of paper books at school?
plan on	planować coś	Josh is planning on throwing a big surprise birthday party for his girlfriend.
to		
access to	dostęp do czegoś	It's a private server, and I don't have access to it.
appeal to	przemawiać do kogoś, podobać się komuś	This advertisement appeals mainly to young people.
attempt to	próba czegoś	I will make an attempt to break the school swimming record.
attitude to	podejście, stosunek do czegoś	Mike has a relaxed attitude to exams.
attracted to	przyciągać do czegoś, pociągać	Why are so many people attracted to extreme sports?
bound to	zobowiązany do czegoś, zobligowany	Monica felt bound to tell her friend the truth.
close to	blisko czegoś	We live close to the city centre.
confess to	przyznawać się do czegoś	I must confess to being hopeless with numbers.
dedication to	poświęcenie się czemuś, oddanie czemuś	His dedication to work is inspiring.
determined to	zdecydowany coś zrobić	Tom is determined to finish his assignment over the weekend.
devote oneself to	poświęcić się czemuś	After his wife's accident, Chris devoted himself to his family.
drawback to/of	wada czegoś	What are the drawbacks to/of studying away from home?
explain sth to	wyjaśniać coś komuś	My friend from London explained the British educational system to my classmates.
key to	klucz do czegoś	Self-confidence seems to be the key to success.
lead to	prowadzić do czegoś	Nuclear weapons may lead to the destruction of the world.
object to	sprzeciwiać się czemuś	The local community strongly objected to closing down their only cinema.
opposed to	przeciwny czemuś	I am completely opposed to testing cosmetics on animals.
opposition to	sprzeciw wobec czegoś	There was a lot of opposition to the new legislation.
recommend sth to	polecać coś komuś	Sarah recommended this restaurant to all her friends.
similar to	podobny do czegoś/kogoś	I am not similar to any of my brothers.
solution to	rozwiązanie czegoś	Can you help me find a solution to this problem?
threat to	stanowić zagrożenie dla czegoś/kogoś	The new law is a potential threat to democracy.
(un)likely to	(nie)prawdopodobny	The latest book by this author is likely to become another bestseller.
with		
argument with	kłótnia z kimś	George has had an argument with his colleague.
associated with	powiązany z czymś/kimś	Mr Parker has been associated with our company for 15 years.
begin with	zaczynać (się) od czegoś	The story begins with the police investigating the crime scene.
charge sb with	oskarżać kogoś o coś	The FBI charged the man with hacking into a government system.
compare with/to	porównywać z czymś/kimś	Don't compare yourself with other people – everyone is different.
concerned with	dotyczyć (czegoś)	The book is mainly concerned with problems of young people.
confuse sth/sb with	mylić coś/kogoś z czymś/kimś	I don't think we've met. You must be confusing me with someone else.
connect sth/sb with	łączyć coś/kogoś z czymś/kimś	The bridge will connect the east side of the river with the west.
cope with	radzić sobie z czymś/kimś	Many students can't cope with school-related stress.

LEXICAL PATTERNS

deal with	radzić sobie z czymś/kimś	I need to learn how to deal with rude people.
dissatisfied with	niezadowolony z czegoś, rozczarowany czymś	Factory workers went on strike because they were dissatisfied with working conditions.
engage with	zaangażować się w coś	Paul is actively engaged with the local community.
familiar with	zaznajomiony z czymś	I'm not familiar with this software.
good with	umiejący obchodzić się z czymś/kimś	We need someone who is good with children.
identify with	utożsamiać się z czymś/kimś	Joy greatly identifies with the political views of the Democratic Party.
popular with	popularny wśród (w jakiejś grupie)	Nowadays, classical music isn't very popular with young people.
provide sb with	dostarczać komuś coś/czegoś	Can you provide me with more details?
relationship with	relacja, związek z kimś	Do you have a good relationship with your father?
socialise with	spędzać czas z kimś	Socialising with my friends after school is my favourite pastime.

OTHER PREPOSITIONS

fight against	walczyć przeciwko czemuś/komuś	The surgeons were fighting against time.
judge by	oceniać po czymś	Don't judge a book by its cover.
measure by	mierzyć za pomocą czegoś	Success in life can't be measured by the amount of money alone.
misunderstanding between	nieporozumienie pomiędzy kimś	There was a misunderstanding between the girls over the trip.
offended by	obrażony czymś	I was offended by what you said, and I expect an apology.
shocked by	zaskokowany przez coś/kogoś	The scientific world was shocked by the latest discovery.
step towards	krok w kierunku czegoś	A correct diagnosis is the first step towards recovery.
strike sb as	wydawać się komuś jakieś	The main character strikes me as selfish and unforgiving.
surrounded by	otoczony przez coś/kogoś	The lake was surrounded by hills.

PHRASAL VERBS

bounce back	pozbierać się, dojść do siebie	Jim bounced back after the failure as if it had never happened.
bring about	spowodować, doprowadzić do czegoś	A small change can bring about huge improvements.
bring together	zgrupować, połączyć coś/kogoś	Live music brings people together .
bring sth up	poruszać temat	I'd like to bring up the subject of wasting food at the meeting.
bump into	wpadać na kogoś	Rosie bumped into an old friend of hers in front of the club.
carry out	przeprowadzać (coś)	I love carrying out scientific experiments.
catch on	przyjąć się, zyskać popularność	Touch screens have really caught on .
catch up	nadrobić zaległości, porozmawiać	I haven't seen you in ages. Let's have coffee and catch up .
catch up with	dogonić, nadrobić stratę	Jack couldn't catch up with the other players after taking two months off.
chat up sb	zagadnąć/poderwać kogoś	I'm shy and I find it hard to chat up girls.
come across as	sprawić wrażenie, uchodzić za	Ian comes across as a very friendly man.
come down to	sprowadzać się do czegoś, chodzić o coś	As to the lost game, it all comes down to learning from our mistakes.
come into	odziedziczyć, wejść w posiadanie	What would you do if you came into a large fortune?
come up with	wymyślić coś	That's the only idea I can come up with right now.
cut back on	ograniczać coś	The doctor told me to cut back on sugar.
date back to	pochodzić (z jakiegoś okresu, z jakiegoś czasu)	This castle dates back to the 12th century.
drop out of	odpaść z, wycofać się z	Mark sprained his ankle and dropped out of the tournament.
end up with	zakończyć czymś	I was lucky because I ended up with a great summer job by the beach.
fall behind	odstawać, pozostawać w tyle	Tom fell behind because the half-marathon was too challenging for him.
fall behind with	mieć w czymś zaległości	You'd better get to work or you will fall behind with your training.
fit in with	pasować, wpasować się	Julia had problems fitting in with her classmates after her family moved to Germany.
get round to	w końcu coś zrobić	When will you get round to washing the dishes?
get behind	mieć opóźnienie w czymś	What can you do when you get behind schedule?
get into	zacząć coś, zainteresować się	Ellen really got into astronomy although she hated it at the beginning.
get into	dostać się (do szkoły)	If I don't get into college, I'll find a job and try again next year.
give away	rozdawać (za darmo)	The event sponsor is giving away T-shirts.
give out	rozdawać, emitować	The museum gives out information packs to visitors.
give up	zarzucić, przestać coś robić	My sister gave up eating meat after watching a show about vegans.
give up on sth	rezygnować z czegoś, porzucać coś	Do not give up on hope.
go for	wybrać coś, zdecydować się na coś	If I were you, I'd go for a more ambitious course.
go in for	zająć się czymś	Mary chose to go in for a career in the show business.
go off	zepsuć się	The cheese smells a bit sour. It may have gone off .
go through	przejrzeć, przeszukać, sprawdzić	I went through my pockets in search of the keys.
go up/down	rosnąć/spadać	Petrol prices often go up before a long weekend and go down after it.
hang out with	spędzać czas z kimś	Ben likes hanging out with his friends after school.
hold back	powstrzymywać	I find it difficult to hold back my emotions in stressful situations.

LEXICAL PATTERNS

hold sb up	zatrzymywać kogoś, opóźniać	A traffic jam held Dave up and he was late for a meeting.
keep up with	być na bieżąco z czymś	I can't keep up with modern technologies. They change too fast.
live up to	spełniać (np. oczekiwania)	The film did not live up to our expectations.
look after	zajmować się czymś/kimś	Kate looks after her baby brother when their parents go out in the evenings.
look forward to	nie móc się czegoś doczekać	I look forward to your reply.
look into	zająć się czymś, zbadać	The manager promised the company would look into the problem.
make up	wymyślać, zmyślać	Children have a vivid imagination and make up wild stories.
make up for	nadrabiać zaległości	Patrick was driving fast trying to make up for the delay.
mess about with	spędzać z kimś czas, wygłupiać się	Teenagers prefer messing about with friends to studying.
mess sth up	niszczyć, psuć coś	The recipe is very easy. You can't mess it up .
miss out on	stracić okazję do czegoś, przegapić coś	Matt got sick on school holidays and missed out on a trip to London.
pass sth on to	przekazywać coś	I will surely pass on your feedback to my boss.
pass sth up	tracić, przepuszczać coś	If I am offered a job overseas, I will definitely not pass it up .
pay sb back	zwracać pieniądze, spłacać	Can you lend me 20 zlotys? I'll pay you back next week.
pick up	wybierać, odbierać	To pick up a parcel from the post office, you need to show an ID.
pick up	kupić coś	Could you pick up some milk on your way home?
plug in	podłączać do prądu	Before first use, plug in the tablet and wait till it's fully charged.
point out	zauważyć coś, zwrócić uwagę na coś	As you rightly pointed out , nobody is anonymous online.
put down	odłożyć (na bok), oderwać się (od czegoś)	The novel was fascinating. I couldn't put it down .
put forward	wysunąć, zaproponować coś	The local council put forward a plan to increase security in the area.
put sb off	zniechęcać kogoś	This book has really put me off reading other horror stories.
put together	sporządzić (listę gości), zebrać, utworzyć (drużynę)	When organising a party, start with putting together a guest list.
put up with	znosić, tolerować coś/kogoś	I will not put up with such treatment any longer!
run out of	zabraknąć czegoś, skończyć się	We've run out of eggs. Can you get some on the way home?
sail through	zdać śpiewająco (egzamin)	Having studied hard, Cecil sailed through his final exams.
scroll down	przewijać w dół	Scroll down to the bottom of the page for further instructions.
set sb back	kosztować kogoś ileś	This trip will set us back £1000, which is more than we've expected.
set up	zakładać, otwierać (firmę)	Louise set up her own business at the age of 18.
set up sth (as an event)	organizować, aranżować coś	Let's set up a team meeting tomorrow.
stand out from	wyróżniać się spośród	With pink hair and a bright T-shirt, Tom stood out from the crowd.
stand sb up	nie przyjść na spotkanie, wystawić kogoś	Have you ever been stood up by anyone?
stick to	trzymać się czegoś (np. planu)	Let's stick to the facts rather than waste time on gossip.
stock up on	uzupełniać zapasy czegoś	Stock up on water, food and equipment before you go camping.
switch on/off	włączać/wyłączać	If your computer has crashed, switch it off and on again.
take after	być do kogoś podobnym	All three of their children take after their dad.
take out	uzyskać, zaciągnąć (np. kredyt)	Many American students take out huge student loans.
take part in	brać udział w czymś	Jake didn't want to take part in the school play.
take to	polubić kogoś, przekonać się do kogoś	Although Monica didn't use to like Andy, she gradually took to him.
take up	zacząć (uprawiać), zainteresować się czymś	I took up judo and swimming in high school.
throw out	wyrzucać coś	I threw out my old shoes because one had a hole in it.
try on	przymierzać (ubranie)	Try on the clothes before purchase as we don't accept refunds.
try sth out	wypróbować coś	I'd like to buy a scooter. Can I try it out first?
turn down	odrzucać (ofertę), odmawiać	Isabella turned down a job offer.
turn into	zmieniać (coś) w (coś)	Eric is a great chef. He can turn nothing into an amazing meal.
turn into	zmieniać się w coś/kogoś	Caterpillars turn into butterflies.
turn out	wytwarzać, produkować coś	The company turns out 1000 watches a week.
turn out	okazać się (czymś/kimś)	The weekend turned out fantastic despite the pouring rain.
turn round	odwracać (się od kogoś)	She turned round and saw a man pointing a gun at her.
turn sb away	odprawiać (kogoś)	The clinic is fully booked and regularly turns patients away .
turn to sb for	zwracać się do kogoś (o coś)	Bill turned to his brother for advice.
turn up	pojawiać się, przychodzić	Sue turned up for the show an hour late and she wasn't allowed inside.
type in	wpisywać (na komputerze)	Type in the password to log in.
warm up	rozgrzewać się, robić rozgrzewkę	It's important to warm up before a run.
wear off	mijać, kończyć się	Our initial enthusiasm wore off when we realised how steep the mountain was.
work out	zrozumieć coś, pojąć	Have you worked out how to access the Internet yet?
PREPOSITIONAL PHRASES		
against all the odds	pomimo wszystkich przeciwności	Veronica won the game against all the odds .
at a discount	ze zniżką	The BMW dealer is selling new cars at a discount now.

LEXICAL PATTERNS

at the centre of	w centrum czegoś	Joe enjoys being at the centre of attention.
at the expense of	kosztem czegoś	The production was increased at the expense of quality.
at the top of	na szczycie czegoś	The views at the top of the mountain are breathtaking.
away from the hustle and bustle	z dala od zgiełku	I want to move to the countryside to live away from the hustle and bustle of the city.
beyond belief	nie do wiary	Russell's stories about his encounters with aliens were beyond belief .
beyond one's abilities	ponad czyjeś umiejętności	Doing pushups is beyond my abilities .
by chance	przypadkiem	Do you believe life on Earth began by chance ?
by contrast to/with	w przeciwieństwie do czegoś/kogoś	By contrast with our previous teacher, Mr Nash does not give us many tests.
from start to finish	od początku do końca	She was responsible for the team from start to finish .
in comparison to/with	w porównaniu z czymś/kimś	Why are things more expensive in comparison to last year?
in favour of	na korzyść czegoś/kogoś	The jury gave a verdict in favour of the defendant.
in great form	w świetnej formie	The Polish team's captain was in great form throughout the World Cup.
in stock	w sprzedaży	Do you have these dresses in size 10 in stock ?
off the beaten track	z dala od cywilizacji	Martin's family always spend their holiday off the beaten track .
on account of	z powodu czegoś, na skutek czegoś	Shops are closed tomorrow on account of the public holiday.
on order	na zamówienie	This model is available on order only.
on sale	w promocji, w przecenie	There is a large selection of flat-screen TVs on sale now.
on the predictable side	dość przewidywalny	The book was a bit on the predictable side .
out of character	nietypowy (dla kogoś)	Although it was quite out of character , Kate ventured on a trip to India alone.
out of place	nie na właściwym miejscu, nieswojo	Being adventurous, Thomas has never felt out of place even in the most peculiar places.
out of reach	poza zasięgiem	Keep all medicine out of reach of children for their safety.
out of the way	na uboczu	The hotel was out of the way whereas we had hoped for a more central location.
out of this world	nieziemski	The steak was out of this world ! We're definitely going back to that restaurant.
with regard to	odnośnie do czegoś	I'm calling with regard to the job ad.

VERB PATTERNS

verb + -ing		
avoid	uniknąć czegoś	Kevin moved to the city centre to avoid commuting.
can't help	nie móc przestać, nie móc nic poradzić na coś	I can't help laughing at the thought of Bob in a Batman costume.
deny	zaprzeczać czemuś	The defendant denied seeing the victim on the day of the murder.
enjoy	lubić coś, czerpać z czegoś przyjemność	Lucy enjoys cooking and swimming.
fancy	mieć na coś ochotę	Do you fancy going out for a walk?
feel like	mieć na coś ochotę	We all felt like getting a snack before the movie.
keep	robić coś stale, kontynuować	My sister keeps telling the same old jokes.
miss	tęsknić za czymś, brakować komuś czegoś	I'll miss going to the cinema with you.
practise	ćwiczyć coś	How often do you need to practise playing the piano?
risk	ryzykować, robiąc coś	I wouldn't risk taking pictures in the rain.
spend your time	spędzać czas, robiąc coś	Josh spends most of his time doing sports.
suggest	sugerować coś	I suggested printing more invitations.
verb + infinitive		
agree	zgodzić się na coś	My neighbour agreed to look after my dog while I was away.
aim	dążyć, zmierzać do czegoś	I aim to pass my driving test by the end of the year.
arrange	ustalać, uzgadniać coś	Tim and I arranged to meet after my horse-riding lesson.
fail	nie zrobić czegoś, nie wykonać czegoś	Our team failed to qualify for this year's Olympic Games.
happen	zrobić coś przypadkiem	I happen to know the best Italian restaurant in the city.
manage	zdołać coś zrobić	Olivia managed to find decent accommodation near the university.
offer	oferować, proponować coś	I offered to dust the furniture for her.
pretend	udawać coś	Let's pretend to be tourists from Brazil.
seem	wydawać się jakieś	Monica seems to be rather upset about something.
tend	mieć w zwyczaju coś robić	Beginners tend to overestimate their skills.
volunteer	podjąć się zrobienia czegoś	My parents volunteered to help out with our school trip.
want	chcieć coś zrobić	I want to focus on my studies.
verb + object + to + infinitive		
help	pomagać czemuś/komuś coś zrobić	Can you help me understand this question?
let	pozwalać czemuś/komuś na coś	My aunt doesn't let her children play computer games.
make	zmuszać coś/kogoś do czegoś	Lee's parents make him do his homework right after school.
verb + object + infinitive		
allow	pozwalać czemuś/komuś coś zrobić	Elise's parents won't allow her to go clubbing.

LEXICAL PATTERNS

ask	prosić kogoś, żeby coś zrobić	Tom's wife asked him to take the dog to the vet.
cause	sprawiać, że ktoś coś robi	Volcano eruptions may have caused the dinosaurs to become extinct.
enable	umożliwiać coś komuś/czemuś	A bank loan enabled Jeff to open up his own business.
encourage	zachęcać kogoś do czegoś	My parents strongly encourage me to study abroad.
help	pomagać komuś coś zrobić	I'm helping my younger brother to learn how to ride a bike.
invite	zapraszać kogoś do zrobienia czegoś	The host invited the audience to take part in the debate.
motivate	motywować kogoś do czegoś	Sometimes, I find it hard to motivate myself to revise for my exam.
persuade	przekonywać kogoś do czegoś	My teacher persuaded me to take the matura exam in German.
remind	przypominać komuś o czymś	The teacher reminded us not to use dictionaries during the exam.
want	chcieć, by ktoś coś zrobił	I want you to know you can always count on me.
verb + infinitive or -ing (little or no change in meaning)		
begin	zaczynać coś robić	We began to run / running regularly when we were 17.
bother	fatygować się, sprawiać sobie kłopot	Why do I even bother to help / helping Jack when he doesn't appreciate it?
can't stand	nie cierpieć, nie znosić czegoś	Peter can't stand to be / being alone, and he is looking for a roommate.
continue	kontynuować, nadal coś robić	Will you continue to use / using this keyboard? If not, can I have it?
prefer	woleć coś robić	I prefer to study / studying in the library.
start	zaczynać coś robić	The snow started to fall / falling two days before Christmas.
verb + infinitive or -ing (with a difference in meaning)		
forget	zapomnieć, żeby coś zrobić; zapomnieć, że się coś zrobiło	Please do not forget to lock the door. I'll never forget meeting my girlfriend for the first time.
go on	przejsć do robienia czegoś; kontynuować coś	The teacher explained grammar to us and then went on to discuss the text we read. You can't go on pretending that everything is fine.
mean	mieć zamiar coś zrobić; oznaczать coś	Joe meant to call his mother but he forgot. Asking for help meant calling his mother.
regret	wyrażać ubolewanie; żałować, że się coś zrobiło	We regret to inform you that the airport is closed due to a heavy snowfall. I regret not travelling more when I was younger.
remember	pamiętać, żeby coś zrobić; pamiętać, że się coś zrobiło	Please remember to turn off the lights. I remember turning the lights off before leaving the house.
try	usiłować coś zrobić; spróbować coś zrobić	Try not to wake up the children when you get back. If your Internet isn't working, try restarting your wi-fi connection.

Word formation

ADJECTIVES SUFFIXES

-able	replaceable, comfortable
-al	logical, personal
-ant	tolerant, pleasant
-ed	satisfied, prepared
-ful	respectful, successful
-ive	competitive, expensive
-ory	satisfactory, sensory
-ous	adventurous, poisonous

NOUN SUFFIXES

-ance/-ence	guidance, existence
-ity	possibility, responsibility
-ness	readiness, forgetfulness
-tion/-sion	motivation, permission

PREFIXES

prefix	meaning	examples
de-	opposite	demotivate, derail
dis-	opposite, not	discourage, disapprove
il-		illogical, illegal
im-		immature, impartial
in-		incompetent, intolerant
ir-		irregular, irresponsible
non-	between, among	non-smoking, non-stop
un-		unusual, uneducated
inter-	between, among	international, interact
mis-	wrongly	misunderstand, misinform
over-	too much	overeate, overworked
re-	again	retake, rearrange
under-	too little	underpaid, underdeveloped

WORD FAMILIES

noun	personal noun	verb	adjective	adverb
adventure	adventurer	adventure	adventurous	adventurously
fortune	–	–	fortunate	fortunately
innovation	innovator	innovate	innovative	innovatively
invention, inventiveness	inventor	invent	inventive	inventively
prestige	–	–	prestigious	prestigiously
purity	–	purify	pure	purely
reception	recipient	receive	–	–
recognition	–	recognise	recognised	–

UNIT 1

CD 1.01

1

Marty? It's Kristen. I guess you're busy, so I'll just leave you a message and maybe text you later. Erm, about Jack's birthday ... I met up with Jack and some other friends for coffee yesterday, and it seems Jack already suspects that something is up. He mentioned that his mum was putting together a guest list of some kind, but she wouldn't tell him what it was for. And since his birthday is so soon, I'm afraid he may have worked out what the plan is. Anyhow, I'd love to come, and my sister would too, so you can plan on us turning up around 7:30. It'll be great to catch up over dinner and maybe make a night of it after the main party is over. See you soon!

2

Hey, it's Lucy. It's so nice of you to get in touch! I'd love to catch up with you and the others, but I'm so busy right now that I'm not sure when I can get away. The thing is I'm helping my mum out in her shop, and we're working all sorts of hours, what with the holidays coming up and all. Look, I'll do my best to keep Friday afternoon and evening free, and if you can get it all organised, I'll do everything I can to be there. I'm really looking forward to seeing everyone again and having a good chat. Will be waiting for your call!

3

Hello Jenny. It's your cousin David. I know it's been ages since we last saw each other, but I thought I'd ring you about the reunion. First off, I think it's amazing that you're willing to throw a big do like this. Different family members have been talking about doing something similar for ages, but nobody's been ambitious enough to actually attempt it! Second thing, I've been putting together a family history, so I'm in touch with quite a few members of the extended family. That means I'd probably be the best person to put together a guest list and maybe even send out invitations, if you'd like. Give me a ring soon and we can discuss it in more detail. Oh, and thanks again for getting this started!

CD 1.02

Maria Hey Karl! I haven't seen you lately. What have you been up to?

Karl Oh, hi Maria! I've been helping my mother get ready for our family New Year celebration all week. We celebrated at my grandparents' house until they moved into a small flat, but we've hosted the celebration at our place since then.

Maria That sounds like a lot of work! Have you finished everything yet?

Karl Well, I've been helping all week. Yesterday, I sent out the invitations. This morning, I've been putting up the decorations – I've decorated three rooms so far. But I haven't shopped for the food yet.

Maria I'm sure it will be fantastic! I've always loved celebrating New Year's Eve, but I don't have anywhere to go this year.

Karl Well, why not come to our place? You've already met my family, and they'd love to have you!

CD 1.03

1

I've never been so surprised in my life! My sister took me out shopping for things for the baby's nursery, and when we got back to her house, the place was packed with our friends and relatives. They'd put up decorations, and there were masses of gifts. I have to say, with me not working during my pregnancy, all the baby clothes, nappies and gift cards are going to come in very useful. I'm embarrassed to say that I burst into tears a couple of times during the party, but it's just because I was so surprised and so happy!

2

I really thought that hiring a professional to plan the whole event was a great idea, but I have to admit I was totally mistaken. You see, we decided to hire a friend of a friend, who was just starting out, and, well ... Let's just say that it wasn't perfect. We didn't get the venue we wanted because she'd waited too long to make the booking, the food at the reception was awful, the cars we'd hired never turned up and on and on. Still, we did manage to get married, and we had a fairly enjoyable time, even though there were so many problems.

3

I've never felt so proud in my entire life, I have to say! I'm the first in our family to get a degree, so that made it feel pretty unique. And then, during the ceremony, I was thinking back and realised how hard I'd worked, not just at my studies but also in my part-time job – and that made my achievement even more meaningful. Of course, having my family there made it really special, and so did sharing the ceremony with all the friends I'd made during my three years there. The party afterwards was outstanding as well. All in all, it was an amazing day!

4

I'll admit I never dreamed we'd make it this far. I mean to say, fifty years of marriage is definitely something to celebrate, and ours has been a very happy one for the most part. Our grandkids organised the celebration, and it was truly an evening to remember. Everything was designed to look like the year we got married – even the music took us right back to our first days together! It made us very nostalgic – but in a good way. I had heard that our eldest grandson and his family weren't going to make it since they live in Australia, so you can imagine how surprised and thrilled I was when they walked into the room just after the celebration started. Yes, it was a wonderful evening, really unforgettable!

CD 1.04

The greetings card industry is an enormous, multi-billion dollar industry, with cards produced for every possible occasion. But how long has it been going, and when did it first start? You might hazard a guess at

a hundred years or so, but you would be very wrong! The first cards were exchanged many centuries ago. The ancient Chinese gave cards at New Year, and the early Egyptians sent greetings on papyrus scrolls. Clearly, things have changed somewhat since then! Greetings cards as we know them first appeared in Europe in the 1400s, but initially they were expensive and handmade. This tradition became more affordable a few centuries later with developments in printing and the introduction of the postage stamp in 1840. It seems that the first published Christmas card in Europe was sent by Henry Cole, who specifically commissioned an artist to design and print copies of a card for his friends and family in 1843. Valentine cards began being printed regularly in the US in 1849, and then the whole greetings card industry took off in Boston, USA, in 1856 with the efforts of a German immigrant named Louis Prang, who developed the process of reproducing copies of great paintings for his cards. The beginning of the 20th century saw a new type of card, in which the wishes being sent to the recipient – often in the form of a short poem – became just as important as the picture. By the 1950s, humorous cards with funny pictures and short punch lines gained in popularity. Towards the end of the last century, 'non-occasion' cards – where a card is not related to a specific holiday or event – were introduced, and this market continues to grow today. The latest change in the greetings card owes everything to new technology, and e-cards are rapidly becoming an easy and effective way to send a word of encouragement or congratulations.

CD 1.05

Laurie I wonder what's happened to Cynthia. She said she'd meet us at 3:00, and it's already quarter past!

Sam She must have forgotten about our appointment. She may not have made a note of it in her phone. She can't have stood us up on purpose! That isn't like her at all.

Laurie No, it isn't. She must be doing something else, and our meeting just slipped her mind.

Sam She could be at the dance school. I remember she said they needed to work on some costumes. Or she might be shopping with her mum.

Laurie Yes, that must be the case. It's strange that she hasn't answered any of my texts, though. I'm afraid that something bad might have happened.

Sam No, I'm sure everything's fine. Oh, look! She's just sent me a text. She missed the bus, that's all!

CD 1.07

This photo shows a young man and a young woman who are sitting together. It looks as if the photo was taken in a café. The setting seems to be very light and clean-looking, with lots of windows and mirrors. On the table, there are a couple of electronic devices, which must belong to the people. Judging from

their appearance, I would say that the young people are in their early twenties, and I would guess that they are students. The young man is looking at his watch as if he is checking the time, and he appears fairly calm. The young woman looks extremely worried, and I imagine she's calling someone who is not answering their phone. I can understand the frustration of the girl in the picture because I know what it feels like when friends don't turn up when we plan to meet. I really dislike being stood up, and I think that is what may have happened here.

CD 1.08

1

The young woman seems quite concerned because she cares about her friend and is worried that something bad may have happened. I imagine that the friend who hasn't turned up may have been dealing with a problem he wanted to discuss with the two friends. He might have been upset about a relationship, or he could be having trouble with his studies.

2

Personally, I don't seem to get really upset in situations like this. It seems to me that you have to be pretty flexible when it comes to young people and their schedules. We're all really busy, and things are bound to come up that prevent us from meeting our friends when we plan to. It doesn't seem like a big deal to me.

3

Actually, a friend of mine stood me up just last week. We were meeting at a café. I was reading and wasn't really paying attention to the time, but when I eventually looked at my phone I saw that he was half an hour late. It seemed a bit strange to me because he's usually on time, so I gave him a ring to make sure everything was OK. He'd completely forgotten! It was during exams, so I guess it shouldn't surprise me. We all get a bit absent-minded when we're under stress.

CD 1.09

1

You're probably too young to remember what I'm going to talk about. Some of you might not have even been born then. But I'm sure your parents have vivid memories of it. In 1996 and 1997, Garry Kasparov, a world chess champion from Russia, played two games against Deep Blue, a supercomputer built by IBM. It was a momentous event in the history of Artificial Intelligence. It's not surprising that both games were all over the media for weeks, with experts and journalists analysing each move of both players in detail. Although Kasparov won the first game, in the rematch the following year he was defeated by the computer. Humanity was in shock. It seemed that, for the first time ever, AI managed to outsmart a person – who also happens to be one of the greatest human minds. Since then, we've realised that Deep Blue was not necessarily more intelligent than us. Its strength was the ability to analyse millions of possible moves per second, something that all computers are good at.

2

Boy Hi, Emily. I'm thinking of buying tickets to the Summer Music Festival. Do you fancy

going with my friends and me?

Girl Do you mean the big festival at the local airport in early August?

Boy That's the one.

Girl I don't think I can.

Boy What's wrong? Won't your parents give you permission?

Girl They're taking my young brother to a football camp then. You know, Dad hopes Jack will get on the under-16s team next year. I'm sure they'll make me stay at home and look after our dog.

Boy Rex?

Girl Yes. He gets a bit anxious if he goes away from home.

Boy Yeah, that might be a problem. Plus, I'd be really surprised if people could bring pets to the festival anyway.

Girl Even if they were, it wouldn't be a wise idea. Everyone knows how crowded and noisy it gets there. By the way, are you going to try and shoot some clips of the concert for your blog?

Boy I'd love to, but the festival rules are crystal clear: you mustn't take any electronic devices with a camera near the stage.

Girl Pity! I'm sure the festival will be a blast, though.

Boy Yes, it will!

3

Have you ever wondered how many friends you have? And by friends I don't mean online acquaintances. Even if you have 500 contacts on social media, most probably the list of people you stay in touch with on a regular basis is no longer than 150 names. And this figure is known as Dunbar's number.

In 1992, professor Robin Dunbar, an Oxford anthropologist, suggested that an average human being is not capable of maintaining lasting relationships with more people than that. He based his theory on his studies of apes in Africa. As everyone knows, primates are highly social and need to be a part of a troop, in other words, a group of animals living together. However, the size of their groups seems to be limited. The top possible number of individuals in a given troop varies from species to species. Making a group larger does not necessarily mean it will be more successful than a small one.

If you look at human history, you will find plenty of evidence to support Dunbar's theory. Researchers estimate that in Neolithic times, some six to five thousand years BC, a typical village would consist of a hundred and something people living in a few long houses, each with up to 30 individuals. Move forward a few millennia to Ancient Rome. In those days, the basic army unit had a similar size, as it was important for each man to know every soldier who fought by his side.

If Robin Dunbar is correct and our brains and memories simply can't cope with a lot of people, is there anything we can do to manage our social life better? As always, technology comes to the rescue. Many years ago, my mother used a small notebook in which she scribbled down the addresses, telephone numbers and birthdays of all family members and friends. Luckily, today, we have more sophisticated solutions like specialised software for your phone.

One such early app was called Monica. Its creator, Regis Freyd – a French-born engineer

living in Canada – was fed up with trying to keep track of his social connections with pen and paper, so he decided to write new software that could simplify the process. He made his programme available to anyone in 2016. And he even gave the app a human name – Monica, as it was the name of a character from his favourite TV show, *Friends*. It seemed like a good idea as the series protagonist could be characterised as wanting to know everything about everyone else.

Freyd received plenty of positive feedback from happy users. Others sent him some requests for extra options, which he was able to incorporate in the subsequent versions of the application. Since then, other similar apps have appeared on the market, each targeting a slightly different group of people or offering different functionalities. Despite this, Monica still has some regular users. In fact, Freyd is pleasantly surprised that Monica has turned out to be popular with people with memory loss, like dementia patients. What started as a project aimed at making his own life better ended up improving the lives of others.

UNIT 2

CD 1.10

Interviewer So, Jeremy, how does it feel to be retiring from professional tennis after such a long career?

Man Well, I certainly have some very mixed feelings about it. You know that I started competing when I was just 16, and after a number of early victories a lot of people were saying that I was going to be the next big tennis star. In fact, I was almost undefeated during my first year of competing, and I was neck and neck with some of the greatest players at that time. But, for reasons I can't really explain, my winning streak didn't last long. I managed to stay in the top 40 or so players in the world for most of my career, but I was always coming in second or lower in the big tournaments. I just couldn't get past the thing which was preventing me from becoming an international champion. But now that I'm retiring, I look back on my tennis career and I realise how lucky I am. I mean, millions of kids learn to play tennis, and I'm sure that many of them dream of competing in big-time tournaments, but very few of them ever get past school level competitions. Maybe I wasn't a champion or a big celebrity, but I worked very hard. I made a living from playing a game I love to play, and I got to compete against some of the greatest players in the world. Not many people can say that, and so I'm really very grateful, and I'm looking forward to sharing my skills with some of the best students in the country.

CD 1.11

Figure-skater Kristen Lane was practicing, as usual, early yesterday morning when she heard the news that the National Skating Committee had chosen her to be on the national team. 'I hadn't been expecting to hear anything for days,' the 16-year-old skater said. 'So I was totally surprised. I actually stopped skating for a while and sat down to take in the news.'

Kristen was a late starter by the standards of the figure skating world. 'I had never skated at all before I turned ten years old,' she explains. 'Then my mum took some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I wanted to compete at the age of thirteen, my teachers told me I hadn't been skating long enough. They thought I would be too nervous and have problems.'

After Kristen convinced her teachers to let her enter one competition, she worked harder than ever. And to everyone's surprise, she won a medal. 'I had been practising every day for about five hours, morning and evening, just because I didn't want to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'

CD 1.12

Interviewer Today in the studio, we have a young athlete, Lucy Wilson, who competes in a team sport that you may never have heard of: sepak takraw. Welcome, Lucy.

Lucy Thanks for inviting me!

Interviewer So, I had to do some research into the sport to prepare for our interview, and I found out that it's quite popular in Asia, but almost unknown in the West. What made you take up a sport that virtually no one here even knows about?

Lucy Well, it's really pretty simple. My parents worked in Singapore for a few years. I was about 12 when we moved there and 15 when we came back. I've always loved sports and competitions of all kinds, and I especially enjoyed volleyball and basketball – both playing and watching on TV. I didn't want to give up sports, obviously, so went to a gym to see what was on offer, and I saw these girls playing sepak takraw. I had no idea what it was, of course. It looked like a completely crazy kind of volleyball, and I was fascinated, so I decided to find out all about it and to learn how to play myself.

Interviewer Can you explain how the game works? I'm assuming that most of our listeners will never have heard of it.

Lucy Well, it's really very similar to volleyball, which I played in the UK, but imagine a volleyball game where you aren't allowed to touch the ball with your hands or arms. It's all done with the feet and legs. There are three players on the court for each team during a set, plus there are two backup players in case a player needs to be replaced during a set. The net is just like for volleyball or badminton. The point is to get the ball to hit the ground on the other team's side of the court. Each team can touch the ball three times before getting it over the net. The first team to get 21 points is the winner of the game. If the score is 20 to 21, it's considered a tie game and so the play has to go on.

Interviewer So in theory, it should be pretty familiar to western fans. I have to say, though, it looks very demanding physically – much more so than volleyball. I watched some video clips and saw players completely upside down in the air – almost like parkour runners or snowboarders.

Lucy Yeah, there is some crossover in the skills you need. And it is pretty demanding. I was lucky that I'd done martial arts and

gymnastics before – they helped a lot.

Interviewer So what do you have to do to get ready to play? I'm sure it's not a sport where you can just jump in unprepared.

Lucy No, not at all. It's very easy to get injured playing sepak takraw, and even well prepared players have to drop out of a game sometimes, so it's very important to warm up. You have to stretch out your muscles very carefully before you play, and you need to stretch and cool down after the game as well. All that jumping and kicking can make your muscles very tense.

Interviewer To anyone who's interested in taking up this sport, what would you suggest as preparation?

Lucy As I said, I was quite lucky because I had taken part in skateboarding, gymnastics and martial arts before I got into sepak takraw, and all of those are quite good preparation.

Interviewer And do you think this sport will catch on in the UK?

Lucy You know, it's already becoming better known. There are a few active groups, and there are plans to put together a national team. So, I'm really optimistic that it will become just as popular as football someday!

CD 1.13

Hi, everyone. This is Devin Lawson, and you're listening to my weekly podcast, 'What Devin Thinks.' I've been thinking about sports and competition lately, and about how important winning and losing are to the majority of people who take part in or follow sports. I'm not a particularly athletic sort of person or much of a sports fan, I admit – but I really enjoy certain physical activities like climbing and skateboarding, and I've even started learning how to do parkour. Now, if you think about it, none of these are really competitive sports in the true sense of the word, but instead they focus on individual achievement. There are normally no teams or scorekeepers, and nobody wins or loses. Instead, these are activities where the only competition is against yourself, and the only way you win is if you manage to do something you couldn't do before. I know that a lot of professional athletes claim that the only competitor they really think about is themselves and that the fight is always to get better than they were before. Well, maybe they are being sincere, but it must be difficult to maintain that attitude when the public is judging them by their wins and losses. The truth is, I'm not sure if that kind of competitiveness is a good thing or not. I just want to say that I don't think that we should only judge success and failure by how high someone's exam marks are or how many times their team wins a football match or a basketball game. Instead, I believe that we should learn to appreciate the attempt to always improve at whatever our chosen pursuit is. I believe that success should only be measured by how much we want to get better, and that we should see failure as one step towards success.

Thanks for listening, and let me know what you think!

CD 1.14

Kim Do you still run every morning? I'm looking for someone to go running with, and I thought maybe we could go together.

David I used to run every morning, and I would go to the gym or the pool a couple of times a week too. But now, I run twice a week and I go to the gym the other days.

Kim What made you change your routine?

David Well, when I used to run every day, I was always having problems with my knees and ankles. Now that I run less, I haven't had much trouble at all. Why are you suddenly interested in running? You didn't use to exercise at all. In fact, you're always complaining about how boring it is.

Kim I know. I used to think it was a waste of time. But my brother is planning to run in a marathon, so I've decided that I want to take part too.

David Well, you can certainly join me on the mornings when I go running. It'll be fun!

CD 1.16

Girl So, we're here to discuss the ideas for the annual sports day. Some students are saying that we should change the focus of the day, so that it's more about displaying the students' special skills. How do you feel about that?

Boy Can you explain what you mean by special skills?

Girl For example, some kids don't like contact sports, but they're good at skateboarding, hip-hop dancing or chess. Wouldn't it be great if they could show off those skills?

Boy I admit there are a lot of activities students are good at. I'm just worried that we'll lose the spirit of the day if we make too many changes.

Girl I'm not sure I agree – a lot of students feel left out. What about if we keep most of the traditional activities, but also add some new ones?

Boy That's an excellent idea! And I think that we should get ideas from the students themselves about what activities they'd like to do.

Girl OK, we're in agreement about that. What about organising the event? Normally, it's a group of teachers plus a few students who plan and organise everything, but I'd like to see more students get involved. What do you think?

Boy That might work. We could assign different students to be in charge of advertising, setting up the venues, refreshments and so on. They can report to the teachers, but the teachers will have less to do.

Girl True. What about giving prizes? I'm wondering if we could just skip that part of it.

Boy Oh no, I can't go along with that. I'm with you, though, if you mean that just giving out cups or medals is silly. I think we should give gift cards, for example, so that students get something useful.

Girl That would be great! Let's see how much money we can get together. So, is there anything else? Oh, right! We need to decide how to promote the event. There was confusion about dates and times last year, so we need to do a better job.

Boy Yeah, I know. We need to do a better job with promotion. I'm wondering if we could put an article about it on the school website – everyone is bound to see it.

Girl That should work. We can also print a flyer to send home with the students. That way, no one will be confused.

CD 1.17

A So, we're agreed that we want to organise an arts day for our high school. When do you think we should put it on?

B I would think that the end of the term is a good time. I'd imagine that everyone will be less busy studying, so they'll have more time to prepare their projects.

A I'm not sure I agree. Wouldn't it be better to do it as far from exam time as possible?

B Actually, I think you might be right. What would you think of doing it during the second week of the winter term?

A That's a great idea! So, we need to decide on a location. I was thinking that the gymnasium would be a good place.

B I'm not sure I agree. I'd have thought that it would be pretty booked up for sports practice and events.

A Yeah, you're probably right about that. I'd imagine we could use the classrooms in the arts wing of the school. I don't think anybody would object!

B Yes, that's a good plan. OK, one more thing for now. How would you prefer to let parents and other students know about it?

A Well, I'd like to use as many means as possible. The school newspaper, the school website and also flyers and posters would all be good options.

B I'm with you there. I think we could also get the word out on local radio.

A That sounds a bit ambitious! Could you explain how you'd be able to do that?

B I have a cousin who works at the local radio station. They're always interested in local stories, and I'm sure he could interest them in this.

A Great! OK, if you wouldn't mind typing up our ideas, we can present them to the faculty and go from there.

TEST PRACTICE 1-2**CD 1.18**

1
Have you been dreading planning your next special occasion? Planning a get-together can be stressful at the best of times. For those who work full-time, have busy family schedules or simply can't find enough time in the day, putting together a celebration can be a nightmare. This is where Strategic Party Planners come in. If you know you can't do it all yourself, just give us a guest list, the reason for the celebration and any theme you might have in mind. Then leave the rest to us! Our many recommendations will put your mind at ease, and our reasonable fees mean there's no reason to hesitate. Call us today!

2
Fran Oh, hi Cal! I haven't heard from you for ages!

Cal Yeah, I know. I've been meaning to call and catch up, but I've been training for the state competition. To be honest, I feel pretty discouraged. I'm working really hard, but my time isn't improving.

Fran But you're a fantastic swimmer! And you have a great coach ... I hope you're not thinking about making a change.

Cal I wouldn't even consider it. The thing is, I've been getting advice from different swimmers, but nothing has helped, so

I wondered if you could come by the pool and give me some pointers. You're so great at technique.

Fran Absolutely – so long as your coach doesn't mind. When's a good time?

3

I have to say that the holidays are becoming way too commercial for me, and I know I'm not the only one who feels that way. I mean, when the big stores start selling Christmas decorations in October, and Easter baskets appear on the shelves the day after Valentine's Day, something must be really wrong. So here's my plan. I'm going to limit my holiday-related buying to the two weeks before any given holiday. I'm also going to make, repurpose or recreate as many gifts and decorations as I can. If all of you join me in this, do you think we'll still be seeing Christmas trees on November 1st? I don't think so!

UNIT 3**CD 1.19**

1

Shopping is really not my favourite activity! If I need new clothes or something, I go into a shop, grab something that looks OK and buy it. I don't even bother to try clothes on – I'm not that concerned about how they look. It's different with electronics, when I usually buy things online. I do some comparison-shopping, then ask friends and read online reviews. If I want something, I want it now, though, so I'm not one to wait around for good deals.

2

I suppose I'm what you'd call a dedicated shopper. I love browsing in clothing shops for hours on end, and I love hunting down the perfect outfit for a special occasion. Unfortunately, I don't have a lot of money to spend, so I often find something I really like, and then I wait to see if they mark it down enough so that I can afford it. I never buy things online. The act of shopping in person is the whole point for me.

3

Both of my parents are shopkeepers with small businesses in our area. My dad has a hardware store, and my mum runs a bookshop, and I know it's not always easy for them to make ends meet. That's why I'm all about shopping local and supporting small businesses. There are too many big stores that take business away from local shop owners, and I think it's a shame – because I know my parents and their assistants go out of their way to help shoppers. A lot of big stores offer memberships and rewards and so on – but there's nothing like real personalised service.

4

My friends think I'm nuts, but I really love grocery shopping. I especially enjoy going to an outdoor market and getting fresh produce, but even the regular grocery shop is fun for me. I suppose the fact that I want to be a chef has a lot to do with it. The best are shops where they let you sample things. There's nothing like tasting things yourself to find out what's good.

CD 1.20

Miles I didn't know you shopped online. What are you looking for?

Sue Right now, I'm just browsing, but I think I'll buy some clothes on this website. The prices are great, and they promise that I'll receive them in three days. I hope that's true because our tour starts on Friday, and I definitely need them before then.

Miles It sounds a bit risky to me! Are you sure you'll get them on time?

Sue Well, it's possible they won't arrive on time. That's why I'm doing some in-person shopping tomorrow to buy a few necessary things. Oh, look at this crazy jacket! I'll order that for sure!

Miles So, where are you stopping on your tour? Are you performing in Paris this time?

Sue Yes, we are. As I've said, we depart on Friday, and we arrive in Frankfurt on Saturday. We give three performances there, and after that we spend a week in France. Judging by the tight schedule, it's going to be really tiring, but I also think it's going to be a lot of fun.

Miles Are you going to send me some videos of your performances this time?

Sue Yes, I promise I'll send you some. We have a film-maker travelling with us, so there'll be plenty to share.

CD 1.21

Mike Oh, hey Amanda. Not surprising seeing you here! Are you shopping for clothes?

Amanda Hi Mike! Actually, I'm looking for some new boots. Want to come along?

Mike Sure, why not? I am so sick of my mobile phone! I'm constantly getting bombarded with adverts for things I'm not even interested in, and there's no way to turn them off. My question is what makes them think that I'm interested in the first place? Sure, I've probably been to most of the shops they're advertising, but how do they know that? I feel like I'm being tracked online all the time, and I really don't like it!

Amanda Well, you probably are being tracked, Mike. You know if you post things on social media in public places, they can pinpoint exactly where you are, right? And there's really no way to avoid it. I agree that it's annoying, but there are some advantages to it too.

Mike Such as? We've already given up a lot of our privacy because of all the security cameras in public places. Now I can't even be private on my own device? I certainly value my privacy more than getting a few discounts!

Amanda OK, I see your point. But think about this. Say, you're shopping for some new jeans or a jacket or something, and you've already looked online. You've signed up on a store's website, so they know who you are. Then you go to one of the shops and, as you walk in, you receive a mobile alert that welcomes you to the store and also offers you a special discount that other people don't get. I've scored some great deals that way, so I'm all for it.

Mike Yeah, I'm all for getting good deals too. And I suppose it does sort of personalise your shopping experience in a way – but that's partly what bothers me. You know I'm not all that into shopping. I mean when I do buy clothes or electronics, I just want to go in, try out whatever it is I'm looking for and then pay

for it. I'm not trying to make friends with the shop assistants or anything. Nor make friends with the shop!

Amanda I totally understand what you're saying. I am a shopper, though, and it's great for me if I can redeem online coupons that I've just received from the store. I know it's silly, but it makes me feel kind of special – and it also saves me a lot of money. So, it's a win-win for me.

Mike I can see that, at least in your case. But I'm just not willing to share all my personal information just so that I can save a few pounds. Actually, I think I'll just shut down my mobile while I'm shopping from now on. I'm not going to give up my privacy that easily. I think if you take enough care, you can still be fairly secure.

Amanda Well, I'm not so sure. Anyhow, I've decided I'm not going to worry about it. The discounts and bonuses are more important to me than trying to pretend that I'm not being tracked wherever I go! I've just decided to accept it as part of everyday life.

CD 1.22

I first became interested in the sociological side of advertising because – as a young woman and a shopper – I knew that I was right at the centre of the shopping and advertising culture. It's widely known that young people have most of the spending power in the developed world, especially when it comes to clothes, toys and media – so, naturally, a lot of advertising focuses on youth and their interests. But I began to get the impression that shopping was becoming less and less enjoyable. At first, I assumed that I was just getting older and busier, so obviously I was less interested in buying new stuff. But the truth is I was just as interested in shopping. I still loved scoring good deals and finding interesting new styles. I was just getting annoyed because I felt more and more bombarded with advertising everywhere I went. And that's when I realised that advertising is affecting the quality of our lives. Actually, the idea that all this advertising is damaging our peace of mind is pretty subjective on my part – I feel that way, but not everyone does. Maybe I'm just not good at ignoring things? Research has shown that we are exposed to more than 5,000 adverts and brands every day, but we are actually only aware of about 85 of them, and we only take real notice of about 12 of them. This just goes to show that humans have a wonderful ability to ignore things that aren't of immediate interest. But that's where things are changing. The psychology of advertising calls the times when we really take notice of advertising 'engagement', and engagement is naturally what advertisers really want. And that's why they are targeting us where we are most engaged – on our mobile devices. I know that I feel good when I get personal messages, because I know someone is thinking about me – and advertisers are counting on you getting that same feeling when they send you messages and post things on your social media page. Whether this really works or not has yet to be decided – I suspect that people can ignore things anywhere if they're not interesting to them – but it's obvious that advertisers, who make millions of pounds creating these kinds of adverts, will likely only

increase their efforts, if only because they're making a very good living out of it.

CD 1.23

Amy So, the Bellweather Bookshop is celebrating an anniversary soon. Tell me about it.

Jim Yes, that's right. The Bellweather will have been open for 50 years at the end of January. We definitely think that's worth celebrating!

Amy What will you be doing for the anniversary?

Jim Oh, we'll be having all sorts of special events. Some writers will be reading their work, and we'll be giving away a lot of prizes too.

Amy Sounds interesting. So, you obviously weren't here when the business started.

Jim No, the shop was opened by my parents. I will have been working here for 20 years by the day of the anniversary.

Amy Bookshops in this town don't have an easy time of it, do they?

Jim No, they certainly don't. By the end of the year, four bookshops will have closed in the town centre alone. They can't cope with the competition from big online booksellers.

Amy How do you explain your shop's survival?

Jim We've been very flexible. When the shop opened, it was strictly books. But come December, we will have had a café in the shop for 20 years, and we will have been selling games, toys and other novelties for almost as long.

CD 1.25

I would definitely choose the street market for the following reasons. First of all, as you can see in the photo, a street market generally has a better variety of products, so there would be more to choose from. Another reason is that people my age probably don't have a lot of money, so to my mind, the quality of the products would not be a big issue, and the prices in the street market would be lower than in a department store. One more good reason for choosing the street market is that the atmosphere is more relaxed. The photo shows a sunny street where people are strolling and shopping in a leisurely and enjoyable way. I would rather take them to a place which is peaceful and fun. There is also the fact that you can find interesting food, hear live music and see lots of fascinating people in a market. And of course, when the weather is nice, as it is in the photo, it's enjoyable to be out in the open air.

I would not choose the second photo for several reasons. First of all, although a shopping mall has a wide selection of goods, you are not likely to find the unexpected or unusual things you find in a market. From the photo, it looks very clean and organised, but I'm sure there aren't many interesting products to choose from. I'm also convinced the prices would be higher than in a street market, since the shops display very expensive brands. What's more, as we can see from the photo, the mall seems quiet and not very lively or interesting, unlike the market. It also has the disadvantage of being indoors, so we wouldn't be able to enjoy the nice weather.

CD 1.26

I am convinced that cash money will disappear at some point in the future, and I can see

several reasons why this is likely to happen. In the first place, more and more people are paying with cards and mobile phones, and this is going to increase because it's more convenient than trying to keep track of a lot of cash. Another reason is that you can run out of cash, but you can always pay with a card or via your mobile phone. A further disadvantage of cash is that it's easy to lose or to count incorrectly, so you end up paying more than you should. The charges on a card or device are always accurate, and an additional advantage is that if you lose a card or phone, you can block it so no one else can use it.

CD 1.27

The quote is quite humorous, but I can't say I agree with it. My belief is that having enough money is important. If you don't have enough money, you can't think about anything else, so money is obviously important. But I certainly don't agree that buying things is a way to find happiness. I find that money doesn't really make people happy at all. People are a lot more important than money.

CD 1.28

- 1 Why did you get this particular kettle?
- 2 I have a stomach ache. I've eaten too much.
- 3 Are you ready to order?
- 4 How do I get this book?

CD 1.29

Good morning, everyone. You might remember that last week we talked about the *grey* pound, the spending power of pensioners. Today we're looking at the *green* pound – how to spend your money without harming the planet.

We'll start with the fashion industry. It's common knowledge that huge quantities of water are needed to produce each piece of garment: from 2,700 litres to make one T-shirt and up to 7,500 for a pair of jeans. Recently, some brands have started making their clothes with recycled fabrics, like polyester sporting gear made from plastic bottles. It's a step in the right direction, but even this is not completely sustainable. What the apparel companies don't want you to know is that the greenest solution is to buy fewer pieces of clothing or, alternatively, buy second-hand items. You can save a lot of resources by checking out your local charity shops, and you're much more likely to come across a special find there than at a chain store.

Let's talk about the food industry now. Most consumers still buy meat even though beef is the biggest environmental offender by far, with chicken doing just a little less harm to the planet. It's important to remember that meat production is responsible for almost 60% of all greenhouse gas emissions in agriculture. However, lately, meat consumption has been declining slightly, and food companies are bombarding us with adverts for their meat-free alternatives to get a share of the new market. While vegan products might be good for the environment, they'll certainly impact your budget. For example, a plant-based burger can cost twice as much as a traditional one. How can you help the planet without spending a fortune? To start with, real vegetables are considerably more

affordable than fancy ready-made meals. Still, I'd say the best you can do is to plan what you will eat well ahead of time. If you prepare a grocery list and only buy what's on it, you're also unlikely to waste food, which is another huge problem in our country.

The next thing I'd like to talk about ...

UNIT 4

CD 2.01

Boy Victor, I see that you are here from Nigeria. Are you enjoying the summit?

Victor Absolutely! I think it's a great way to bring together young people from different parts of the world and encourage better relations between countries.

Boy Yeah, it's great to meet people from all over the world. I have to admit, though, I'm not 100% in favour of globalisation. How do you feel about it?

Victor Well, in my country, it is having positive and negative effects. I mean, the economy is stronger, and many people are earning a better living, but I came to this conference hoping to bring up some of the more difficult issues. At least I want to make people aware that globalisation isn't always a positive thing.

Boy What bad effects have you seen yourself?

Victor Just talking about young people, the Internet has brought about many negative changes. A lot of kids and teenagers are influenced by western music and ideas, and a lot of it is not very positive. I mean, hip-hop music is so much about gang violence and money, and it's replacing traditional culture in kids' minds. I'm making an attempt to fight back by organising a group to promote traditional music, arts and language.

Boy That's fantastic that you want to make a difference! What about big companies? Are they having much of an influence?

Victor Oh, definitely. They try to make a good impression, and they make a lot of promises to help improve schools and so on, but unfortunately, they don't always follow through. It's true that people are making more money, and the middle class is growing, but so many people have given up their traditional lives to move to the city for work. A lot of the jobs don't pay much either, and it's impossible to get ahead, so the gap between the rich and the poor is getting bigger and bigger.

Boy Well, your first-hand experiences should open a lot of eyes and bring some people back down to earth.

CD 2.02

1

I went to Mozambique a year ago with a group of volunteers from a really cool organisation called Hands and Hearts. They work in some really heavy situations like helping people recover after storms or like, any kind of natural disasters. I was just going to have a sort of fundraiser or something and send the money to the organisation, but then, I heard they take volunteers and thought, 'I'm definitely in!' You don't have a clue how privileged we are until you see how other people have to live after disasters. It's really gross! We helped build safe, cyclone-resilient

school facilities. It was really hard work, but it felt fantastic to be helping like that. I wish more people would volunteer!

2

I admit that it is deeply disturbing that so many years after the earthquake in Haiti and after billions of dollars having been donated to the country by various governments and charities, insufficient progress has been made, and some aspects of daily life have actually deteriorated. It is a fact that most of the rubble has been cleared, residents have at least basic housing, and many utilities and services are functional. But due to corruption and poor organisation, much of the money has disappeared or has gone to waste, and the spread of cholera – a disease that was non-existent in Haiti before the disaster – has tragically prevented the country from moving forward. Additionally, in 2016, Hurricane Matthew destroyed the newly built homes and infrastructure.

3

When the devastating bush fires hit Australia in 2019 and 2020, the world came together to collect donations, send firefighters and animal rescue workers to help, and give emotional and spiritual support. Since then, many things have improved, but the needs have not faded along with the front-page news stories. I am here to tell you that the struggle for recovery is not over. Australian wildlife still needs your help, so please consider sending a donation or offering your services to help koalas, kangaroos, wallabies and other iconic animals. Log on to our website for detailed information about what you can do. Australia may be a wealthy country, but it still needs all the support it can get.

CD 2.03

Man In the studio today, we have Dina Martins, an expert in global political issues. She has just published a new book about the antiglobalisation movement which is called *Your World, My Culture*. Welcome to the programme.

Dina Thanks for having me.

Man My first question is a very basic one, but one which I think puzzles a lot of people. What exactly is the antiglobalisation movement about?

Dina Well, for starters, it's very natural that people should be confused because it's not really just a single movement. It really depends on what you mean by globalisation in the first place. If you look at it from the liberal or left-wing point of view, globalisation is a movement by huge international companies to control the world economy, which liberals view as a man-made disaster. Antiglobalisation activists of this kind believe that gigantic businesses will soon be in control of nearly all of the money in the world, leaving poor people with no way to make a living except by working for those companies. Activists see this as a threat to local cultures, traditions, and even languages. They also see it as the end of self-determination – because big corporations have incredible influence on governments. They also consider it to be a threat to the environment because businesses can often follow their own rules and do exactly what they want. I'm not stating this as a fact, mind you – but it is the motivation behind that kind of antiglobalisation activism.

Man So, it's really an anti-big-business movement in a way?

Dina Yes, exactly. It supports the rights of local people to develop their own countries in the direction they want. But there's another kind of antiglobalisation activist who is really only concerned about protecting his or her own country. They want to support the economy of their own countries by only buying goods that are made in those countries, by not allowing workers from other nations to take jobs in their countries and, generally, by protecting what they consider to be their own. It's all about protecting what you have inside your own borders.

Man So they're not concerned about what happens in other countries?

Dina As long as it stays in those countries, no. Unfortunately, this attitude doesn't promote cultural understanding or improve relations between countries.

Man Now, tell me, in your book you bring up the point of what we should do...

CD 2.04

When Greta Thunberg began speaking out about the dangers of climate change in 2018, it was assumed that she was a person of little influence. After all, she was only 15 years old, and she was the only person in front of the Swedish Parliament calling for action to solve the climate crisis. Very soon, however, she was being talked about worldwide. Greta is now said to be one of the most influential people in the world. Interestingly, it is believed that her Asperger's syndrome has given her the ability to speak honestly and not to be put off by criticism. Actually, she doesn't seem to mind it when famous people make fun of her. When a world leader said she needed to work on her 'anger management problem' and go see a movie like a normal teen, she changed her Twitter biography to read: 'A teenager working on her anger management problem. Currently chilling and watching a good old-fashioned movie with a friend.' She may have started an international movement, but she still has a sense of humour!

CD 2.06

I would like to begin my presentation by saying that globalisation is an established part of the modern world. Its processes have been thoroughly analysed by experts the world over and experienced by us, ordinary citizens. The definition of globalisation says that it is the spread of products, technology, information and jobs across national borders and cultures, and as such it influences the lives of all people no matter which part of the globe they come from.

In this presentation I wish to discuss three areas which, to my way of thinking, are most visibly affected by globalisation, namely the economy, social changes and education. Let me start with the economy. It's a proven fact that globalisation has been shaping economic trends for decades now. Most companies operate globally, which gives them a competitive edge due to the fact that by producing locally and then selling globally they tend to be more cost-effective and make more profit. Furthermore, by running their businesses across the world, firms gain access to millions of new customers as well

as workforce. I can see the positive effects of this trend since we all benefit from goods and services that are delivered to us by multinational corporations. While I generally view it as a positive development, I would like to point out that it also has its drawbacks. For example, an economic downturn in one country will create a domino effect through its trade partners, which may lead to a serious financial world crisis.

When it comes to social changes, globalisation has also played a major role. It goes without saying that it has resulted in the exchange of ideas, values and artistic endeavours among cultures. People travel freely for personal or professional reasons, some are forced to emigrate, others choose to move to another country. This means that modern societies are often multicultural and learn to coexist. There may be some tension as a consequence, but on the whole the effect is a positive one. Societies become more inclusive and tolerant of diversity. In economic as well as social dimensions, globalisation wouldn't have happened so quickly if it wasn't for the Internet. Therefore, it's worth mentioning that it is thanks to technology that we are part of the global village. We can search for jobs and friends the world over and build online communities, which is a sign of the times.

Last but not least, globalisation has had a tremendous impact on education. First of all, both teachers and students are more aware of what is happening in the world and what new trends are likely to mould our reality. For instance, in the case of climate change, it is much easier now to follow the news and get involved in international campaigns than ever before. Globalisation in education also means that there is far greater access to online courses. Everyone can take advantage of materials produced by other people in the most remote corners of the world, not to mention all kinds of streaming platforms or online games. Other aspects that deserve merit here are the exchange and twinning programmes between countries whose main goal is to bring the citizens of different countries together through education, examples being the Erasmus or e-twinning initiatives.

To sum up, as I have hopefully proven, globalisation is a driving force when we consider economy, social changes and education. I doubt anyone could deny its impact on these three areas, which is why it is necessary to keep abreast of the changes, understand them, weigh up their pros and cons, simply to be a well-informed citizen of the 21st century community.

TEST PRACTICE 3-4

CD 2.07

Shopping is not the same experience for everyone. Listen to four young people talking about memorable experiences while shopping.

1

I grew up in a small village, where my parents ran the village shop – one of the few locally run shops left, in fact. The shop was great, and my parents were always attentive to the customers and did everything they could to help. But when I started university in London, I discovered that shop assistants here tend

to not be so friendly. I remember shopping for some clothes and asking a shop assistant how her day was going. She looked at me and asked, 'How is that any of your business?' I was totally speechless. I'm more or less used to it now, but I still don't understand the attitude here.

2

A few months ago, I had to go out and buy myself a suit for a formal event at my university. I'm a student, so finding a decent price was my top priority. I went to a men's clothing shop and found a suit that looked all right at an amazing discount. I tried on the jacket, which seemed fine. The assistant made a real effort to get me to try on the trousers, but I couldn't be bothered. The event was the next day, and when I got dressed, I discovered that the trousers were a totally different size – way too big! I looked like a total clown. Lesson learned – try everything on, every time.

3

I buy a lot of products online, but when I need something special, I like to see what I'm getting. I was looking for an outfit for a friend's wedding recently. I knew it was a high-end affair, so I went to some pretty exclusive shops – but, being a university student, I didn't want to spend a lot. I went into a shop that sells my favourite designer, and I noticed two of the assistants inspecting a dress. Evidently, a customer had ripped a hole in the back of the dress while trying it on. I'm pretty good at mending things, so I asked how much they wanted for it. I got an amazing designer outfit for a quarter of the normal price – and that would never have happened on the Internet!

4

I buy clothes whenever I see them on sale, but I'm much more careful about buying electronics. I mean, shop assistants don't always tell you the whole truth when they want to make a sale, so I read online reviews to get the best deal. Anyhow, I needed a new laptop for my studies, so I went in and told them the model number, paid for it, got it home and – and it wasn't the one I wanted at all. At first, I was annoyed because I assumed the shop had given me the wrong product, but then I realised I'd written the model number down incorrectly. Anyhow, the shop exchanged it and suggested that I should pull up the reviews on my phone and double-check before I make another purchase.

UNIT 5

CD 2.08

Kate So, we've interviewed several candidates for the theatre assistant job. What did you think of them?

James Well, the first one – Matthew – was certainly enthusiastic, but I didn't really take to him. He struck me as being a bit distracted and impatient, as if he didn't really want to be here at all.

Kate I know what you mean. I'm not sure he'd fit in with the rest of the group anyhow. He came across as someone who wouldn't like to follow instructions.

James What did you make of Jessica? She certainly gave the impression of being

passionate about theatre, though she didn't have a very confident air about her.

Kate That's true, but you know how intimidating interviews are. I think she'd be more self-assured once she got to know people. I was quite drawn to her, to be honest. And it's not as if we're looking for a performer. We need someone who can work in the background, and who is fairly autonomous while still being a team player. That's the way I saw her.

James I see your point. I liked her as well, but what about Rachel? She's not only done theatre work before, but she's obviously very detail-oriented and knowledgeable.

Kate Yes, I agree. And I think her friendly manner would fit right in with the rest of the group. It'd be great if we could make a decision today, so let's discuss.

CD 2.09

Amy Are you going to miss high school when we graduate? I think it's a time which I'll always remember positively. There are so many great teachers and students here who have helped me in so many different ways.

Bart Tell me about the teacher who has helped you the most.

Amy I think I'd have to say Mrs Williams. I found her class really inspiring. I mean, this is a school where a lot of great teaching happens, but there was something special about her positive approach.

Bart But what did she do for you exactly? Was she the teacher whose classes everyone was talking about so much?

Amy Yes, exactly. She was our English teacher in the winter term. Her lessons, which I'll never forget, were really motivating and enjoyable. She prepared us for the exam really well, which I appreciate. How about you? Do you have a teacher that has taught you more than just information?

Bart Absolutely. You know that biology is the subject that I'm hoping to study at college. Mr Adams, who is the biology teacher, has convinced me that it really is a direction for me.

Amy It's wonderful when teachers go the extra mile for you, isn't it?

CD 2.10

1

I'm really passionate about football, and I was dead set on getting into the school football team my first year in high school. The thing is, I'm really small for my age, but I decided to try out anyhow. They took one look at me and told me to come back next year. At first, it felt like the end of the world. I was unhappy for days. But then I bounced back, and decided to become such a good player that I could never get rejected again. I'm now training at the local team that has a great coach, and I'm improving every day. So I've learnt first-hand that when you get rejected, the solution is to get out there and try harder.

2

I was determined to get an internship in a fashion house. I love fashion, I'm very knowledgeable and I'm a hard worker, so I had no doubts about getting picked, and I was right. Unfortunately, the job wasn't quite what I'd imagined. Instead of working on designs or even assisting with cutting fabric

or something, I was just running errands and answering phones all day. To make matters worse, the atmosphere there was really tense, with people getting angry and shouting all the time. It wasn't pleasant, but I suppose it was a good experience because at least now I'll have an idea of what to expect in the real world.

3

Ever since I can remember, I've wanted to be a singer. I've had a lot of training and I know I'm talented, but of course there's so much competition out there that it's pretty discouraging. I've sent out tons of sample recordings, played in coffee shops and all that. I haven't had much encouragement from agents or music companies, but I haven't given up hope. Maybe I've missed out on other things by concentrating so hard on my music – I mean, I've never played sports or anything like that. But I think when you really have a passion, you have to stick to it and try to make it work.

4

You know how they say every cloud has a silver lining? Well, I'm not sure I really believed it until last year. Both my parents lost their jobs within a couple of months, and it was a really depressing time. My dad was doing some part-time work, but I could see they were both really discouraged. Then, my brother and I suggested that they try setting up their own business. They're both really good at home decorating and repairs, so they got a loan, bought a van and started advertising. It's slow going, but I'm sure they will make a go of it.

CD 2.11

Welcome. I'm Anita Darby. I'm a student whose ambition is to become a psychologist, and this is my video blog, *Anita Knows*. Today, I'm going to talk to you about resilience and happiness. Nearly all of us have big dreams when we're young, as most of us are now. We may be dead set on becoming a great football player, a successful performer or a brilliant scientist. But why is it that some of us get rejected once or twice in the pursuit of our goal and simply give up? In contrast, other people face rejection or failure again and again, but they simply pull themselves together and keep trying. What is the difference between people who give up and those who keep going?

Well, in some ways the answer is surprisingly simple and can be stated in one word: resilience. Resilience is the ability to bounce back after a failure or rejection, holding on to the belief that you have what it takes to succeed. Part of the human condition is having to go through tough times, and resilience – whether it's physical, mental or emotional – is what ensures our survival. Maybe you feel like a person who gives up easily – you simply get so discouraged after a failure that you decide not to try again because it's too painful or just plain embarrassing. I'm sure you don't want to give up – it just feels too hard to continue fighting for what you want. Well, you need to develop your resilience, and I have a few surprising tips that might help.

First, physical health is extremely important. Eating well, getting enough sleep and

exercising regularly give us the ability to stand up and fight day after day. Second, the way you think about things really determines how they affect you. If you suffer a setback and say to yourself, 'I knew I wouldn't make it,' you are setting yourself up for discouragement and failure. But if you say to yourself, 'I did a great job, and next time I'll do even better,' or, 'Maybe I didn't succeed this time, but I can learn from the experience and become stronger,' then you're on the right track. You can choose to discourage yourself or encourage yourself, and the second option is what people who succeed always choose. There's one more point I want to make. In our social media-oriented world, it's not just your own voice that you hear when things go wrong. All of us are exposed to criticism from time to time, and some of it is just plain unfair. Don't listen. You know what you can do – your whole job is to go out and do it to the best of your ability.

Thanks for watching! I'll be back in a fortnight with more of *Anita Knows*. In the meantime, don't give up!

CD 2.12

The annual Football League Awards, hosted by the mayor yesterday evening, turned out to be a memorable event. Attendees, waiting in the queue outside, were mostly concerned with staying warm, and the snow falling heavily throughout the city did not improve matters. The mayor, held up by the weather, arrived nearly half an hour late. The ceremony, opened with a song of welcome sung by a student choir, was quite emotional. Milan Debrovic, chosen to receive the Player of the Year award, thanked his coaches, but also thanked his mother – for her support and hard work. 'My amazing mother, working very long hours every day, still had time to encourage and support me,' he said. Debrovic, joined on stage by his teammates and coaches, was obviously very moved. The mayor then returned to the stage and gave out the other awards.

CD 2.14

'Well,' she said. 'Here you all are, and good friends of dear Patrick's too, and helping to catch the man who killed him. You must be terribly hungry by now because it's long past your suppertime, and I know Patrick would never forgive me, God bless his soul, if I allowed you to remain in his house without offering you decent hospitality. Why don't you eat up that lamb that's in the oven? It'll be cooked just right by now.'

'Wouldn't dream of it,' Sergeant Noonan said. 'Please,' she begged. 'Please eat it. Personally, I couldn't touch a thing, certainly not what's been in the house when he was here. But it's all right for you. It'd be a favour to me if you'd eat it up. Then you can go on with your work again afterwards.'

There was a good deal of hesitating among the four policemen, but they were clearly hungry, and in the end they were persuaded to go into the kitchen and help themselves. The woman stayed where she was, listening to them speaking among themselves, their voices thick and sloppy because their mouths were full of meat.

'Have some more, Charlie?'

'No. Better not finish it.'

'She wants us to finish it. She said so. Be doing her a favour.'

'Okay then. Give me some more.'

'That's the hell of a big club the guy must've used to hit poor Patrick,' one of them was saying. 'The doc says his skull was smashed all to pieces just like from a sledgehammer.'

'That's why it ought to be easy to find.'

'Exactly what I say.'

'Whoever'd done it, they're not going to be carrying a thing like that around with them longer than they need.'

One of them belched.

'Personally, I think it's right here on the premises.'

'Probably right under our very noses. What you think, Jack?'

And in the other room, Mary Maloney began to giggle.

CD 2.15

The photograph shows a family of three in their home. The mother and father are well-dressed people in their forties, and the daughter is in her late teens, wearing casual clothes. The three seem to be in the middle of a family discussion. It's possible that she has broken a rule or has defied her parents in some way. The parents don't seem angry but calm and patient, though quite serious as if they are trying to make the girl see reason or change her mind about something. On the other hand, the girl appears defensive but also very calm. She looks engaged in the discussion too, as though she wants her parents to see her point of view. I suspect that the girl is a bit stubborn and used to getting her own way, but she seems willing to listen to what her parents are saying, so perhaps they will reach an understanding. Possibly, the parents will leave her on her own for a while, and then try to talk to her again once everyone has had time to think about the situation.

CD 2.16

I'm going to talk about the time I spent with my best friends and how they supported me. My friends, Darren and Carl, and I were riding in the back of the car to football practice. I was working up the courage to call our friend Dina, who is in our class at school, because I wanted to ask her to a party. I remember that at first my friends were joking about it and laughing about my nervousness, but then they encouraged me to call and told me that even if she said no, at least I'd have tried. What happened next was that I dialled her number and waited for her to answer. Unfortunately, my friends couldn't stop laughing, I think because we were all a bit nervous. In the end, I was totally relieved when Dina accepted my invitation. This made me realise that good friends can help to lighten up the mood, and we are there to support one another no matter what. I think that's what good friends are for.

CD 2.17

Marek Look at this article. Once again, some people are insisting on passport checks at borders within the EU. I don't approve of this. Surely, this isn't the best possible solution

for European citizens. To me, it verges on the lack of tolerance if not social discrimination. What's your view on this?

Stella Well, some countries may simply be less fond of the idea of a 'borderless Europe' and believe in the need for some control in order not to have to deal with 'unwanted guests'.

Marek What exactly are they frightened of? An increase in the number of foreigners in their country or what? In fact, it is believed that multicultural societies foster open-mindedness and tolerance. Also, a lot of people are travelling due to work commitments.

Stella I guess some countries have always been less open to people from other cultures. They may also fear terrorism, which may pose a threat to their citizens' safety. This could be the reason why they are not too keen on the idea of open borders.

Marek But if we decide on passport checks and visas again, it will have a terrible impact on EU citizens' mobility, and in many cases also family life. I can't imagine it will be popular with EU citizens. There will be a lot of opposition to it.

Stella Well, it won't make people happy, that's for sure. I do wonder if anyone will be successful in their attempts to restore border controls.

CD 2.18

1

Last year my family moved home. Our new next-door neighbours were Carla, an energetic woman in her early seventies, and Winston, her dog. A few months later Carla broke her leg and it felt like the end of the world for both of them. Winston got apathetic because he wasn't getting enough exercise. When I offered to take him for two daily walks, Carla was relieved. It all went great but then something weird happened. Another neighbour realised I was helping Carla and he tried to make me walk his three Yorkshire terriers for free, too. As he said, he had an extremely 'responsible' job and was often busy. When I categorically refused, he was very upset and even called me insensitive and undependable. I'm lost for words, really!

2

I've always been good with dogs. As soon as I could, I did a course and became a qualified dog groomer. You know, I learnt about washing dogs, trimming their hair, etc. My first ever client was a small dog. I started by giving the dog a bath, but it wouldn't sit still. Clearly, it was a new experience for everyone. After just a few minutes, its owner got impatient and started controlling my every move. The manager of the salon didn't like his behaviour. She frowned and didn't hesitate to tell the man he could cut his dog's hair himself providing that ... he was a fully qualified groomer. I admired my boss for the way she dealt with that situation.

3

When I was about to complete secondary education, some people suggested I should study art because I'd been running a popular blog with photos of my dog's life. Still, I never had a confident air about myself and wasn't sure if I'd fit in at an art school. It all changed when a complete stranger sent me a link to

a popular online shop. I was bewildered to discover the company had produced T-shirts with my photos. My uncle helped me take the company to court and, eventually, win a substantial sum of money for having my photos stolen. More importantly, I realised that my art was probably good enough to enter an art school.

4

A few years ago, a stray dog appeared in my neighbourhood. It had dirty hair and was very thin, so it must have been living on the streets for a while. Over the following weeks, I'd leave some food outside every single day to win the dog's trust. It took a lot of time, but eventually the dog started feeling less insecure when I was around. One evening, when a violent thunderstorm was about to start, I heard barking and scratching at the front door. I couldn't believe my eyes. It was the dog! It was anxious about the storm and was begging me to be let into my house. I was more than happy to help. We've been inseparable ever since that night.

UNIT 6

CD 2.19

Boy How are you liking your new house, Kelly? Susan's told me that you're really frustrated because it's farther from school than your old place.

Girl No, that couldn't be further from the truth! I mean, it is a longer trip, so I have to spend a bit longer on the bus, but that's not a problem. In fact, it gives me extra time to read. I did tell her, though, that I was still adjusting. The place just doesn't really feel like home yet. I mean when I get home after school, something just doesn't feel right.

Boy Why not? I saw your pictures on social media and it looks really nice!

Girl Oh, I guess it's just more of a change than I've expected. We used to live in a new house, but this is a historic building, and I suppose it just doesn't feel as relaxing. The floors creak and whatnot.

Boy Do you have any good views from your house?

Girl Actually, we do. You can see the lake if you go up to the top floor. Where we lived before, we were between two tall buildings, so we couldn't see much of anything. It's nice to be living among hills and fields. You moved house recently too, didn't you? How's your new place?

Boy It's quite nice, actually. You know we moved for economic reasons – we just couldn't afford the rent any longer. This place is more economical, and it's convenient to get to the motorway too, so it's easy to get around.

Girl Do you still have your own bedroom? Considering the number of books you have, not to mention the amount of other stuff, I certainly hope so!

Boy I do, yeah. It's actually like two rooms, so I have a special place to study. We're right at the top of the block too, so the views are amazing, and it isn't nearly as noisy as the old place.

Girl Well, I'd love to come and visit sometime. And you're welcome at our place whenever you like. Just give me a ring.

CD 2.20

Hi Susan. I don't think I'll be coming to Ken's country house with you this weekend. I've got by far the most difficult exams of the term coming up, and I'm getting more and more worried about them. All said, it's not the best time for me, so I think it's better if I stay at home. I'm so stressed that I'm afraid I wouldn't be anywhere near as fun as my usual self even if I did come! If I do need to escape, I'll go to my grandparents' beach house. It would be far more practical for me than going to Ken's because I could study better there. There are a lot fewer distractions, and I know my grandparents are way less likely than my friends to interrupt me. Some of my classes are getting harder and harder, so I really need to concentrate. Also, Ken's place is about three times farther away, so it's not nearly as short a drive to get there. The more I think about it, the more I'm beginning to realise that staying at home is probably the best thing for me to do. Anyway, thank Ken for the invitation, and I'll see you in class next week. I'm back to the books.

CD 2.21

Hey everyone! I'm happy you're still following me on my visits to some of the most remote inhabited places on the planet. Sorry I haven't been posting regularly, but my travels are so fascinating that I just don't always get around to it. I'll be uploading some videos later on, but for now, here are selections from some of the places I've been to during the past months.

Hi everyone! I'm here in Whittier, Alaska. You can only get to this town by going through a four-kilometre single-lane tunnel, and they actually close the tunnel at night, so you can guess it's pretty quiet! There are only 200 full-time residents, though a lot more people make a living from commercial fishing in the summer. Almost everyone lives in the same building, a 14-storey condominium that looks a bit out of place here. You'd think there wouldn't be much in the way of conveniences, but since all the services a person needs are in the condo, residents don't ever have to leave home! The barrenness of the scenery is beyond belief, but it has a certain unique beauty to it. If you want to get away from the hustle and bustle, this is the perfect place!

I flew from Alaska to Phoenix, Arizona – with lots of stops in between! – and now I'm in the village of Supai. This is a Native American reservation of the Havasupai people, and it's an out-of-the-way place mainly because it's impossible to get here by car. In fact, the only vehicle ever seen here is a helicopter, and if you're not willing to fly, you have to walk an eight-mile trail. They tell me that tourists do turn up out of the blue, though, because it's part of the Grand Canyon, and it's fairly close to the beautiful Havasu Falls. That said, the hike might be even beyond my abilities! Although it's still spring, it's already pretty hot here – so I wouldn't recommend coming in the summer! One interesting bit of trivia – this is the only place in the States where the post is still delivered by donkey!

I'm on a different continent now – Africa, in fact! The Siwa Oasis in Egypt is not well-known to most tourists just because it is truly off the beaten track. Like many true oases,

Siwa is surrounded by hundreds of kilometres of desert, but you can get here by hired car or bus if you are up for a real adventure. Because it's so isolated, the inhabitants of this place – tribal Berber people – have remained pretty much out of reach of the influence of civilisation, which is an incredible thing to see. The lush, green beauty of the oasis is out of this world, especially when you see it next to the dry and arid desert.

CD 2.22

1

The growth of cities and the movement of large numbers of people into those cities are happening to a certain degree all over the world. But the most dramatic movement of rural populations into cities is happening in China. It is estimated that by the year 2030, Chinese cities will be home to more than 1 billion people – or up to 70% of the population. China will soon have well over 200 cities with 1 million or more inhabitants. In comparison, today Europe has only 35 such cities. Between 1990 and 2005, over 100 million Chinese people migrated from rural to urban settings – the largest mass migration in history – and it is believed that the sale of land around cities now makes up nearly 50% of the income for local governments. Presumably, the main reason for this movement of the population is employment, though access to healthcare and education also play a role. Unfortunately, many of those who move end up living in crowded conditions, and it can be assumed that loneliness and difficulty adapting to the urban environment cause many problems for those who have relocated.

2

Many of my classmates are dying to move to the big city, but I can't say I feel the same. I live in a small town, with a population of about 20,000, and I plan to stay put. For one thing, we're close to nature. Just a short drive or bike ride and you're in very scenic countryside, with plenty of outdoor recreation opportunities. Another advantage is the sense of community. People know each other here, and they care about each other. Some of them complain that there's no privacy, but I think people everywhere can be pretty nosy. The cost of living is lower too, and you don't have to spend hours a day coping with traffic congestion, so you have more time to enjoy life. Of course, there is the problem of finding a decent job in the first place, but there are so many jobs that can be done remotely nowadays, via the Internet, that I don't see employment being a problem. I love my small town, and I'm not going anywhere.

3

No one can know for sure what the cities of the future will be like, but there are many interesting developments happening right now that give us a view of what could be to come. One of these is the idea of co-living. Young people are the lifeblood of business, but unfortunately many of them can't afford to live decently in today's overpriced cities. A new development in London offers newcomers a chance to live comfortably at a fairly reasonable cost and in a sociable and convenient way. Each inhabitant has a private apartment, which is more or less like

a hotel room, but they are given access to the communal areas, including kitchens, game and exercise rooms, and places for socialising. It may sound like your college dorm, although at 250 pounds per week it's not as cheap, but co-living could make the transition to independent living much easier for young people. It could be the way of the future for all of us.

CD 2.23

1

I haven't travelled abroad much, but I think the most interesting city I've visited so far is London. It is an exciting place, and the people who live in the city seem full of energy. Since I like shopping so much, I especially enjoyed the area of the city called Camden. It is an exciting neighbourhood where you find all sorts of crazy fashions. I enjoyed the museums too. There's also the fact that London is an urban environment which is full of beautiful green spaces. I think every young person should go there!

2

If you are visiting Europe for the first time, don't miss a visit to Frankfurt! Of course I'm a student here, so it's a place I know very well, but I think it's a fascinating city for anyone who visits. The ancient monuments are interesting, of course, but just wandering through the streets of the older neighbourhoods is fun too. The nightlife is really lively, so it's an ideal place for young people.

CD 2.25

For me, both adverts are quite appealing in their own way, but there are a lot of aspects to consider when deciding what sort of student accommodation is the most suitable. I believe the room featured in the first advert would be best for me. First of all, as we can see, the room is fully furnished. The advert also suggests that I'd be sharing common areas with other students, which would be ideal, since I don't know anyone in the city at this point. It also states that the price is affordable, and the fact that utilities are included in the price would keep costs down. It does mention one disadvantage, though, which is the distance from the university. I would obviously have to call or email and get more information about that. On the other hand, I wouldn't even consider the studio apartment in the second photo. The advert tries to make it appealing by saying it's 'beautiful' and 'spacious', but these words and the fact that it is located in the university district lead me to believe that it would be very pricey, since I know that rents are very high in such area. The photo clearly shows that the place is unfurnished, which could be a big problem in terms of time and money. On the whole, I think I wouldn't even bother enquiring about this option, since the ad gives several clear indications that it would be beyond my means.

CD 2.26

1

Since I am going away to university next year, I have given this question quite a bit of thought. I have come to the conclusion that living in a student dorm would be the best

choice for me, and I have a number of reasons for this. The first is that a dorm room is likely to be significantly cheaper than a flat. Because I will only have money from a student grant, plus whatever I can earn by working part-time, cutting costs will be a priority. An additional reason for my choice is that an affordable flat would most likely not be within easy reach of the university campus, so a lot of time would be wasted commuting back and forth. By living on campus, I would be able to walk to most places and would have more time to devote to my studies. A third influence on my choice is that dorm living would allow me to socialise easily with my fellow students. Since I will know hardly anyone when I arrive at university, it could be a big advantage to have plenty of people to meet and hang out with. I could also get help and advice if I had problems with my studies or other student-related issues.

2

Choosing between a flat and a dorm is pretty easy for me. Considering my lifestyle and habits, I'd definitely choose a flat. My main reason is that, since I'm rather introverted, a flat would give me the space and alone time that I need. I could study when I want to without interruptions and also play the kind of music I like. Another big advantage of renting a flat is that you can make it feel like home. I'm studying design, so I like to be able to have interesting furniture and modern art around me. The problem with a dorm room is that it's already furnished, so there isn't much scope for personalising it. One downside of living in a flat is that it's probably more expensive, but that isn't really an issue for me since I have a generous grant and also have help from my family. A final point is that in a dorm, you usually have to share some spaces, like the kitchen and the toilet. It must be very inconvenient to wait in a queue before you can use the toilet or cook something, not to mention having to clean up the mess other people make. So there's no question for me – I really want to find a nice flat.

TEST PRACTICE 5-6

CD 2.27

Interviewer Welcome to *Science Now* on Radio 551. I'm your host, Desmond Waller, and our guest today is a distinguished psychologist and professor, Marcia Caldwell. Welcome, Dr Caldwell.

MC Thanks for having me. I was excited to see the topic you wanted to interview me about because it's something I've been thinking about a lot, so it's great to be here.

Interviewer Yes, the topic for today is 'Where do personality traits come from?' This question has puzzled researchers for centuries, and recently huge amounts of money have been spent on making an attempt to find an answer based on genetic research. But you said recently that you were not convinced that personality is decided by genes?

MC I'm not convinced it's decided entirely by genes, no – nor by any other isolated factor. Actually, I'm glad you've brought this up first because I'm on something of

a mission nowadays. I want to make people see that there is not one answer to any of the questions about humans and how we are made. We are complicated beings, obviously, and it seems silly to even imagine that we can come up with one explanation for how we behave and who we are.

Interviewer Do you believe that genes have any influence on our personalities, though? Or do you think that this kind of research is a dead end?

MC It would be hard to argue that genes have no influence on personality. There have been a number of studies of identical twins who were raised separately, by different parents and in different environments, which have shown that the siblings had many traits in common. If one twin was confident or upbeat, for example, it was likely that the other one would be as well. Of course, knowing that the twins have exactly the same genetic make-up gives researchers a solid basis for study. But it turns out that genes are only a part of the story.

Interviewer How is that?

MC Well, going back to the twins ... if one of them was raised in a very supportive and positive environment while the other grew up with indifference or constant criticism, their level of confidence was very, very different. Both children may have been born with a tendency to be confident, but the way the children were raised and the people who raised them made a huge difference when it came to their development. And while a family being rich or poor doesn't seem to be the most important influence, even a poor diet or substandard schooling can alter personality traits in a variety of ways.

Interviewer That's fascinating. But are you saying that we may never have an explanation of what makes us who we are?

MC I wouldn't go that far. I had a teacher once who said that if you made up your mind about something first and then tried to find an explanation for it, you would never find the truth. I just think we need to be flexible in how we look at personality, and not assume that there is one simple explanation.

Interviewer Well, thank you very much for your insights, and I hope you'll come and see us again soon.

UNIT 7

CD 3.01

Mark How's revising for your exams going, Kelly?

Kelly It's going OK. I'm swotting away, but I'm still a bit behind schedule. To be honest, I'm feeling a bit beat. I could really use a break from the grind, but of course there's no chance of that, is there? I mean, the exams are coming up in two weeks, and we have to attend classes as well! I wish our teachers could see how hard it is!

Mark Well, I'm managing to keep up, more or less, but I'm almost too tired to even raise my hand during lessons. I'm sure my teachers have noticed, but I'm finding they're pretty sympathetic.

Kelly Oh, you have always been the teachers' pet anyhow!

Mark Hardly! Anyway, what subjects are you sitting?

Kelly English literature, French and Spanish.

I'm planning to get a degree in modern languages, so I thought those would be the best subjects. Of course, I have to learn a lot by heart, but that's not a problem for me.

Mark I'm not great at memorising stuff; it takes me a while to fix things in my mind. Anyway, I'm doing my A levels in chemistry, maths and physics. I want to take up pharmaceutical studies and that's what they're looking for. I just get really stressed because I don't want to make any mistakes in the exams.

Kelly You've always been a perfectionist! I just want to pass, though getting high marks would be nice. Are you managing to keep up?

Mark I'm a bit behind with physics – it's more challenging than the other subjects for me – but it's not going too badly.

Kelly No joke it's challenging! I barely made it through physics when I took it. I think you and I must have very different kinds of brains! So, are you planning to go to uni straight away, or are you going to take a gap year?

Mark I'd love some time off, but I think I'll go straight away. It takes a long time to qualify as a pharmacist even after you take your degree, so I think I should start as soon as possible.

Kelly My plan is to spend six months in France and a few in Spain. They say I have the same chance of getting a grant to help pay my way through uni whether I take a year off or not, and I really do need a break.

Mark Well, let's get together after the exams and catch up! I'm playing truant from school and taking a day off studying tomorrow to go to see a play in London, but after that it's back to the grind! See you!

CD 3.02

James So, how's the big school project going?

Sarah Well, if we finish it on time, it will be a miracle!

James What's going on? If I had known you were having problems, I would have offered to help.

Sarah It's mostly one of the group members, Stephen. If he wasn't so ambitious, we would have finished by now. But, out of the blue, he decided he wanted to add a video element to the presentation. If he hadn't suggested that, we would not have fallen so far behind!

James What's the project about again?

Sarah It's about public education. We wanted to show how things have changed and if it's really for the better. Stephen decided we should do video interviews with older people, getting their impressions of their schooling experience. Our final question for everyone was: 'If your schooling had been different, would your life have turned out better?'

James Sounds really interesting. So what's the problem?

Sarah Well, Stephen came up with this idea just last week! If he had suggested it sooner, we wouldn't be in this situation now. And we only have a few days until the due date. If I had more confidence, I would tell him that we simply couldn't do this and finish on time.

James Well, if you finish a little late, it will not be a big deal. And if you explain to the teacher what's going on, she will probably give you an extension.

Sarah You're right. I'll do that. Thanks for the advice, James!

CD 3.03

1

I'm not the best student. I tend to fall behind with homework, and I often lose my focus when it comes to exams. Anyhow, I'm determined to become a registered nurse, and it's not a goal I'm willing to give up on even if I can't get into the best university. So what I'm planning to do is to go to a 2-year community college, which cuts back on the cost of a 4-year university, and then transfer to a full-time nursing programme. I don't want to end up with a huge debt when I finish, even though I'm fairly sure to find a job. I just read somewhere that you can save more than 50,000 dollars by following that route, so I'm going to go for it!

2

I have my sights set on becoming a medical doctor, but of course it's difficult to get accepted into a medical programme in Korea. You have to be at the top of your class, which, unfortunately, I'm not, though I do keep up with all my subjects and get fairly high marks. The problem here is that the top medical schools are almost impossible to get into, and there are a huge number of students for a few places. I took the SAT and it was a breeze, so I'll probably stand out from a lot of other applicants if I decide to study in the US. The problem is the cost. Higher education isn't cheap here, but in the US it's totally out of reach. I may have to rethink my goals and aim for a less ambitious career.

3

I was thrilled to get accepted to an electronics engineering programme at a good university in Warsaw, but I'm afraid it's not living up to its reputation. I mean, the coursework is all a bit too theoretical, and I don't see how some of my classes are supposed to come into play once I'm in the working world. Really, how is all this information from books and lectures supposed to make up for hands-on, practical training? Actually, I'm thinking about changing my major, and maybe going in for theoretical mathematics instead. If I'm not going to be trained to do a particular job, I may as well study something that really interests me.

CD 3.04

Summerhill School was founded in 1921 by the educator A.S. Neill, first in Austria and then, after several moves, at its present location in the county of Suffolk, in England. Neill strongly believed that children needed freedom of choice and that their own interests and curiosity would lead them to learn more effectively than if they were told what to study. The main principle of the school is 'freedom, not licence,' an idea which has been misunderstood over the years and continues to be debated today. In fact, probably no school has received more criticism from the public and more questions from the government than Summerhill, mainly because of misunderstandings about its purpose and methods. The general public believed that the children were being left to run wild and were never offered any kind of formal education. In actual fact, the children were being offered a chance to participate in a truly democratic system, in which their wishes and opinions were as important as any adult's. In the early days of the school, this appealed to many

artistic and idealistic parents, who did not want to subject their children to the strict, almost military routine of a typical boarding school. The most important part of the school is the general meeting, which all students and teachers can attend. There, rules are decided by an equal vote, and consequences are set for cases when someone breaks the rules. The rest of the time, students can attend any lessons they choose, or can pursue their own interests if a class is not offered. They can also help in the house and grounds when jobs need doing. Although academic achievement is not the main goal of the school, many students have gone on to distinguished careers, and a number of graduates claim that they learned how to be happier, more relaxed human beings there, and that they are grateful for the experience. I was a student of the school myself, and I feel nothing but gratitude and admiration for its innovative approach.

CD 3.05

1

My ambition is to be a classical musician, and I think I'm on the right track. I wish I could practise more, though. If only I'd started at five or six, I think I'd be much better now. What a difference four more years of practice would have made! Still, it's not as if I could go back in time. I just have to work harder now.

2

I'm afraid I'm not getting as much as I should out of secondary school. If only I weren't so obsessed with football, I would spend more time studying. You see, my whole idea has been to become a pro footballer as if that were likely to happen! I wish the coach wouldn't ask me to help train the younger players. I just don't have the time. Anyway, it's high time I focused on my studies, and that's exactly what I'm going to do. Once the season is over, that is!

3

Both of my parents are doctors, and it seemed natural that I would study medicine too. My brother excels at science, but as for me, it's as if I came from a different family! I love languages and creative writing, and I'm terrible at maths and science. I worried a lot about this for a while. I mean, what if my parents were disappointed in me? But then my dad said, 'We would rather you pursued a career that you enjoy rather than one that we chose for you.' Supposing I became a novelist, do you think people would be interested in my books? I think I'd like to try!

CD 3.07

1

Being close to nature is important. It is important for many reasons. It is also a very valuable lesson for children, who learn many important things about it. As you know, children learn through experiencing things, touching them. So, when they are close to nature, they can learn a lot. They observe animals and plants and can see the changes in seasons. It teaches them that nature changes and we have no influence over it. I also think that children learn that it is important to respect nature. If you spend a lot of time close to it, you don't want to destroy it. Perhaps they also learn to be more eco-friendly. Being close to nature is a very valuable lesson.

2

It goes without saying that being close to nature has a number of benefits for everyone, including children. Apart from the more obvious gains of spending time out in the open, such as improved physical condition and mental well-being, we also greatly profit as learners. Children do so especially because at this age they learn mostly through experiencing things rather than through more formal tuition. That's why I am of the opinion that being outdoors may be an immensely valuable activity for youngsters who can observe the natural environment in action. They have a marvellous opportunity to watch animals and plants grow, and, thus, acquire the knowledge of their habits and habitats. Additionally, by observing nature they can appreciate the beauty of it, which I believe makes them respect the natural world around them. Finally, what you get to understand is that you are part of a larger eco-system which you need to look after. The younger you figure it out, the better.

CD 3.08

To my mind, these photos differ greatly in terms of what and who they show. While the first one shows a mother and her two children on the jetty, the other one depicts a group of students inside some building. The family are looking at a swan whereas the students seem to be studying, maybe for an exam. The pictures are also very dissimilar when it comes to their setting. The students are stuck inside what looks like a library and the mother with her kids are enjoying a beautiful autumn's day close to nature. In both pictures the people seem focused on their activities, and they appear to be learning about things, though they are gaining knowledge in a completely different way. The children are being taught by their mother and are learning by observing while the students have no external help and are using books and technology to revise. However, there appears to be some similarity as the two photos show some learning experiences which the people may remember in the future. I guess that the children are likely to have fond memories of that day and will associate being at the lake with something pleasant. Also, perhaps they will remember some facts about swans and their habitat. As for the students, I'd say that it won't be as memorable an experience as the one for the children because it looks like something they do routinely. I hope they will have remembered the knowledge by the time the test arrives. So, what they do have in common is what each group has learnt from the given experience.

CD 3.09

Interviewer Welcome to *Educate Talk*. Today our guest in the studio is an education expert Molly Doyle. Welcome, Molly.

Molly Doyle It's a pleasure to be here.

Interviewer From time to time, we hear politicians and parents say that the education system is outdated and should be fundamentally reformed. I'd like to know where you stand on this.

Molly Doyle Well, it definitely isn't a black-and-white issue for me. Although certain aspects need to change, I would say I'm in favour of evolution rather than revolution. To

better understand contemporary schools, it's useful to look at the history of compulsory education in Europe. It was the Prussian king Frederick the Great who, as one of the first monarchs, made primary schools obligatory as early as 1763. Then, in 1774, primary education became mandatory in Austria as well. Gradually, this system spread to other countries, including England and Wales. You could say that traditional, present-day schools are not that different from the 19th-century ones in some respects.

Interviewer Can you give us some examples of these similarities?

Molly Doyle Well, the Prussian system focused on basic literacy. Whether you wanted to work in an office or in a production plant, reading and writing were – as they still are – key skills in any profession. It was also believed that schools should teach patience, discipline and responsibility, just like today. Most people in those days worked in factories and didn't need to be particularly creative or inventive. To produce goods, they had to understand and follow instructions, make few errors while doing repetitive tasks and not question a hierarchical company structure.

Interviewer What about schools in the 21st century? A lot has changed over the last 200 years.

Molly Doyle Of course. We still start by teaching children the alphabet, but the definition of 'literacy' has broadened considerably. Apart from the traditional skills, the so-called three Rs, we also intend to teach young people ICT skills and even how to manage their finances! Critical thinking has become an important buzzword in recent years, too.

Interviewer Surely, we're all familiar with these new skills and competencies now. But let's talk about the schools where children are taught in non-traditional ways. These are often international schools, famous for their exorbitant tuition fees. Is it possible, in your opinion, for a normal, state-funded school to teach in new, creative ways?

Molly Doyle That's definitely possible. One example that comes to my mind is High Tech High. This small network of schools in California offers exceptional quality of teaching without costing students and their parents a fortune. In fact, approximately half of their students come from low-income families and about one in six students has some kind of special education needs. The admission process is academically blind, which means that the school doesn't only accept students with top marks. Instead, a postcode-based lottery is organised so that only students living close to the school can take part in it.

Interviewer That's a really clever idea. I love the fact that these schools support the local community in this way. Let's now talk about another important issue, namely the teaching profession. According to some experts ...

UNIT 8

CD 3.10

1

I'm not really a great reader, but if all my friends are engrossed in a book, and they tell me to check it out, then I'll give it a go. I tend

to enjoy books like *The Rosewood Chronicles* series and *To All the Boys I've Loved Before*, to be honest, but that's not all I read. Of course, I read the set books for school, but I can't say I enjoy most of them. Short stories are perfect for me because I don't have to spend a lot of time but can still get the satisfaction of a real conclusion. You also get to know a lot of different characters through short stories. I tend to read everything on my e-reader. It's really great to be able to download e-books from the library now.

2

I'm an avid reader, and I enjoy the classics like Dickens and Brontë, but I'll also pick up a page-turner like a crime or suspense novel when I just want some entertainment. I do look for characters I can identify with, though, so the detective or spy has to be engaging in some way or I can't get interested. I prefer paperbacks because you can read them anywhere. Reading on a screen isn't ideal because of the light problem, and audio books drive me crazy. It's like having someone telling you how to interpret the book!

3

I love reading fantasy books, and I like anything that's a series, with plenty of instalments. I couldn't put the *Harry Potter* books down when I was younger, but now I find them a bit dull. However, romances like the *Twilight* series aren't my thing at all. Strangely, though, my friends are crazy about them. I prefer a fantasy story with a compelling plot and convincing characters, so it makes me believe what ought to be unbelievable. Audio books are my favourites. The readers add so much drama to a book.

4

I'm not much of a reader. Honestly, the only novels I read are the set books for school, and they're usually pretty slow-going, but for entertainment I love graphic novels. The characters and situations are so compelling, and the art makes the stories come to life. They're short too, which suits me. Some people think they're childish, like comic books, but really some of them are works of art. They usually have gripping stories too, and that keeps me interested. I read them mostly on my laptop because you can look more closely at the artwork.

CD 3.11

Mark Hi Laura.

Laura Oh, hi Mark. What's going on?

Mark Well, I'm afraid I have some bad news. I won't be able to do the presentation at the book fair tomorrow. I am sorry, but something has just come up, so I really can't come.

Laura Oh, Mark, you really ought to have told me sooner! Now, what am I supposed to do? There's no way I can find someone else to speak at such short notice! You needn't have agreed to do it in the first place if you were going to back out at the last minute. You could have given me a few days' warning at least!

Mark I am really sorry, Laura. And you're right, I probably shouldn't have said I'd do it because there are so many things going on at home. The truth is my parents are taking me to York tomorrow to help deal with a family emergency.

Laura Oh, well ... I'm sorry too. I shouldn't have shouted at you. I hope the emergency isn't too serious.

Mark Actually, my sister is having some trouble at university, and she needs my support. Look, why don't you call Marie Davis? She's in my youth writing group, and she's a really good public speaker. I think she'd like to do it.

Laura OK. I'll give her a try. Just give me her number, and I'll give her a ring.

CD 3.12

1

Do you feel stuck in one place, dissatisfied with the way your life is going and ready for a change? Self-help books of any kind usually leave me cold. I just can't see the point of being told what to do by someone who doesn't know a thing about me. But *The Gifts of Imperfection* by Brene Brown does have something to offer people who are tired of their routine. What makes this book unique, as far as I can judge, anyhow, is that it doesn't try to convince you to do something. Instead, teaches that accepting imperfections leads to improving your self-esteem. This book has left its mark on me by giving me a new perspective on how to look at my problems and how to live a better life, and I believe it can make a difference to anyone's life. This is right at the top of my highly recommended list, and it's sure to stay there for quite a while.

2

Boy You read a lot, Meghan. I need to choose a novel for a class presentation, and I don't have a clue what to pick. Can you think of a book that's had an influence on your life and that other kids will like?

Girl Hmm, that's a hard one! So many books have affected me in different ways. When I think about your interests, though, the book that comes to mind is *Huckleberry Finn*. It's funny, filled with great characters, and it's very wise as well. Actually, the characters are so real they begin to feel like your friends, and for rather shy people like us, that's a valuable thing. The story is great too, and I think it's a book that almost anyone would enjoy.

Boy Thanks! I'll look for it at the library and give it a go. My teacher will be relieved I've picked a classic anyway.

3

Thanks, everyone! It's always great to see people come to a book signing instead of staying at home, watching TV. Now, one of the questions I'm often asked is which books are my favourites or have influenced my writing, and I tend to avoid the question by saying that there are so many I can't name them all. In a sense, I'm not making this up – I've been a devoted reader all my life, and I'm sure many books and characters have made their way into my imagination over the years. But tonight, I'm going to tell you a secret. The book that has stayed with me since I was a young teenager, and which I can still read again and again, is *I Capture the Castle* by Dodie Smith. If you know the book, that might take you by surprise, mainly because it's so different to my own work. But this is, and will probably remain, my favourite novel of all time. But my new novel is begging for some attention, so now I'll read an extract from ...

CD 3.13

Edward Martin was so dependable that it'd become a bit of a joke among his friends. If he said he'd meet you at seven, he'd be there at seven, if not a few minutes before. If he borrowed a few pounds and promised to pay you back in a week, the cash would definitely be back in your pocket in seven days. If he said he'd help you out with a computer problem – and he seemed to understand computers like nobody else – he would do exactly that, and improve your system's response times in the process. In truth, his reliability was one of the things they appreciated most about him.

So when he didn't turn up for the usual Friday evening meetup at Marty's Café, it felt to Edward's friends as if some basic law of nature had changed. If any of the rest of them had failed to show up, they would have shrugged and said, 'Must be busy,' or, 'I suppose he's found something better to do.' But for Edward to be absent was instantly a matter of deep concern.

'So no one's got a text?' Sara wondered aloud. 'He didn't say anything when you saw him yesterday?' This was directed at Kevin, who had known Edward the longest and at times acted as if he was Edward's protective elder brother. Kevin shrugged. 'He just said he'd see us here, like always. I don't see the point of worrying.'

'Maybe something happened to his mum.'

This was Carl, the youngest of the group, and possibly the most brilliant of any of them. He would definitely make his mark in the world of computing. 'You know she's been having some health problems. Maybe he had to take her to hospital or...'

'He would have let us know,' Sara said. 'You know that. No, something else is going on.'

'I'm sure it's nothing,' Jay said. Jay was new in the group – intensely serious, he was often so focused on his own thoughts that he seemed not to notice other people were even there. 'He's a big boy – he can take care of himself.' Just then his phone pinged – a text coming in. He swiped the screen on, took a casual glance, then suddenly swept the phone off the table and into the pocket of his hoodie.

Not before Sara managed to see the message, though. 'THEY FOUND US. COME NOW!' But before she could get a word out, Jay had stood up. 'Got to go,' he said. 'Have some work to do.' And he rushed off as if he was being chased.

Sara looked around desperately at the others. 'That was from Edward,' she said. 'I'm afraid Jay's got him mixed up in something crazy. Now, what are we supposed to do?'

CD 3.14

Just then Sara's phone pinged. It was a text from Edward, so she read it aloud. 'So sorry about this,' it said. 'I didn't want to get involved, but now it's too late. It was nice knowing you guys.'

Everyone sat in shocked silence for several seconds. Then Carl said, 'I think I know what this is. Jay asked me if I'd help him hack a government computer. I said, 'No way!' but I guess Edward went along with it. They must have got caught. We need to help them!' He paused for a minute, deep in thought. Then he

said, 'I can track where the text was sent from. We can go there and see if we can help them.' 'Is that really a good idea?' Sara asked. 'We don't even know what this is about.'

Two men in suits came into the café, asked a question at the counter and walked towards their table. Sara watched them, unable to move or speak. One of them walked right up to the table while the other stayed in the background. 'Sara Wilkins? Kevin Bradley? I'm Inspector David Marks. I need to ask some questions about Edward Martin and Jay Smyth.' For a split second she wondered why they weren't addressing Carl as well. Then she glanced over and realised that he had disappeared. He must have gone to the back of the café and made his way out through the alley. He would do something to help Edward – to help all of them. He had to.

CD 3.15

Scarcely had Delia entered the flat when she realised that something was wrong. At first glance, everything appeared to be untouched, but not only was a lamp burning that she knew she had switched off, but also some objects were slightly out of place. Someone had been there, she was certain of it – but who? No sooner had this thought entered her mind than the phone rang, startling her. She checked the screen and saw that it was her colleague, David. Not only was he a colleague at work and one of her best friends, but he was also the only person in the world she had ever trusted with her secret. Lost in thought, she let the phone go to voicemail as she remembered the steps that had brought her here. Her father had been a career criminal, involved in a large enterprise in which he was a powerful figure, but not the most powerful. Hardly had he been arrested when Delia's world began to fall apart. Her father had agreed to testify in court against the other members of the organisation, and in exchange she, her mother and brother would be protected. Barely had her father made this agreement when the police came to their house, allowed them to pack a few things and drove them off to their new life, in an unfamiliar place, with new names and no past at all. Now it seemed that someone had found her and was going to exact revenge for what her father had done. Her habit of secrecy was so strong that rarely had she needed to worry about being discovered. But now she knew she was in danger, and she had no idea where to turn for help.

CD 3.17

Girl So, we need to discuss some ideas for the book sale. One thing we need to decide is how to promote the event.

Boy How about passing out flyers like we did last year? I think that worked pretty well.

Girl No, I don't like the idea. Half the people just threw them away. We'd better make some big posters and put them up where everyone can see them.

Boy But if we put the flyers all around the school and ...

Girl No, it just won't work. I'll get somebody to make the posters. What about the prices of the books? It's too much work to put a different price on each book.

Boy What about having three prices: for paperbacks, hardbacks and graphic books?

Girl No, even that sounds confusing to me. I think the best idea is to set a price for all the books, and just make it clear that it's the minimum price, so people can donate more if they want to.

Boy Well, I don't like the idea. I think it would make people uncomfortable. Maybe we can discuss it with the others. Anyhow, we need to let people know what the money is going to pay for. We can either give it to the school library, like last year, or use it to pay some writers to visit the school and give workshops. And there's another idea – to pay for new uniforms for one of the sports teams. What do you think? I'm all for getting some writers to come to the school. I think some students would enjoy that.

Girl But not very many students would appreciate it. I mean, how many students are interested in writing? Let's split the money between the library and the sports team – then everyone's happy.

Boy But don't you think we should discuss it with the others first?

Girl No, I'm sure everyone will be satisfied. OK, last thing. Who's going to be doing what jobs? We have about 15 volunteers so far, so I think we should divide them up into different tasks now and just tell them what they'll be doing.

Boy I think we need to talk about that at the committee meeting next week. We're not sure who's good at doing what at this point.

Girl Oh, all right. I'd rather assign jobs now, but we can talk about it some more later.

CD 3.18

Boy So, I have some ideas for the book sale that I thought we should discuss. First off, we need to talk about how to promote the event. A lot of students weren't even aware it was going on last year.

Girl I think it would be a great idea to make some big posters this time. I'm sure my graphic art class would help, and students would definitely notice them.

Boy I can see where you're going with that, but wouldn't it be too much work for a one-day event? I think just some simple flyers would do the trick.

Girl I can't really agree. That's what we did last year, and no one paid any attention. If we put up posters in addition to the flyers and the announcement on the school website, then everyone will know about it.

Boy OK, if you're willing to organise it, that certainly works for me. So what about the prices of the books? I'm not sure how much people are willing to pay.

Girl How about just letting the customers decide on a price? That way, we won't have to bother sorting books and putting prices on them.

Boy I see your point, but I always think that those situations tend to make people feel uncomfortable. People leave thinking they've paid too little or too much! I suggest setting a minimum donation for all the books – say, two euros – and if people want to give more, they can.

Girl OK. I think that's a fair solution. So, we still have to discuss who is going to do what jobs. We need people to set up the tables, organise the books, staff the cash boxes and

all of that. How many volunteers do we have?

Boy Right now, we have 15. Look, why don't we decide all that when the whole group meets next week? I think it's fairer to ask people what they'd prefer to do.

Girl I agree on one condition. We have to decide how many people we need for each task before the meeting. OK?

Boy Fair enough. Right, one last thing. We need to let people who are buying the books know what the money is going to be for. Have we had any suggestions as to where to donate the proceeds this year?

Girl I've heard three ideas. Donating it to the school library for new books is one. Using it to pay writers to come to the school and give workshops is another. The third suggestion is to give the money to one of the sports teams for new uniforms. What do you think?

Boy Donating to the library is what we've always done, but they've just received a big public donation, so maybe that's not necessary this year. I like the idea of having writers come to the school and give workshops – but then I like writing, and I know not everyone does. I think the third idea is terrible. Surely, we should spend the money on something related to reading and literature.

Girl I really can't agree. I think a lot of sports-orientated students might come to the sale if they knew the money was going to new uniforms. And they're certainly not going to give us money to bring poets to the school!

Boy Perhaps we could split the difference and use the money for a writing programme and uniforms? That might make everyone happy.

Girl Well, let's discuss that with the others next week and see. OK, talk to you later ...

TEST PRACTICE 7-8

CD 3.19

1

I often hear university students complaining that their school experience in no way prepared them for the challenges of university study. Suddenly, they are expected to think critically, do in-depth research and write analytical essays when their school courses merely prepared them to do well in their exams. Some of them blame themselves for taking the wrong approach to studying, but in fact the school system encourages students to memorise rather than think, and this is where some big reforms are needed. Not everyone is suited to university study – true – but many more of us would be if the educational authorities changed the focus of high school education so that real learning, not exam-taking, was the main focus.

2

Boy Hey Liz. Are you planning to attend the Teen Writing Camp this summer? I'm asking because I'm seriously considering it, but I'm not sure it'll really suit me. You know my main interest is graphic novels, and I'm not sure the camp focuses on that kind of work.

Girl If I remember correctly, there's a special class in graphic novel writing and design, and I seem to remember that they have your favourite author leading a workshop.

Boy You mean Ken Watson? That would be amazing!

Girl Well, I'm 100% sure I saw his name on the syllabus, but I won't swear by the workshop part. Maybe he's just giving a presentation.

Boy Even that would be great! I'm definitely signing up even if he's not there. Which workshops and classes are you considering?

Girl I'm doing the short story workshop, for sure. Plus I'm taking a poetry class and possibly a creative non-fiction class if I can fit it in. Look, why don't you check out the website and make sure what I said about Ken Watson is true? Then call me, and we can arrange transport together if you decide to go.

3

As we know, dyslexia is a difficulty with the recognition of written words, numbers or syllables, and it can show itself in a variety of degrees and in different ways. The most outstanding fact about most teens with dyslexia, in my view at least, is their bravery and determination. It may not seem like a very pleasant way to build character, but a surprising number of highly successful people have been dyslexic, and their struggles have evidently given them the strength to fight all sorts of battles. Take Sir Richard Branson, the founder of a famous business empire, for example. His dyslexia led him to find better ways to communicate and gave him the ability to envision how his plans would take shape. My son is dyslexic, and watching the ways he has learnt to organise his time, use various tech tools to complete his schoolwork and succeed in several sports all at the same time has been inspiring.

CULTURE

CD 3.20

Radio presenter With us in the studio is Dylan Wilson. Dylan is involved with the Youth Stand Up for Human Rights project, and he's here to give us an insight into the organisation. Thanks for coming – especially that it's such a hectic time for you, isn't it?

Dylan Yes! Very hectic indeed. We are in the thick of it at the moment. Human Rights Day is December 10th, and it is fast approaching, and we really want to celebrate it big time this year.

Radio presenter How come you got so passionate about human rights in the first place?

Dylan In fact, what, or rather who, spurned me on was one football player and an impassioned speech he made against racism in sport. It was Raheem Sterling who is now a leading figure in football's war against racial prejudice. I just look up to the guy, and I thought that what he advocates makes sense. Then I read up about it and discovered that there were other human rights that were breached or abused across the world, and here I am. I guess I just strive to make a difference.

Radio presenter Would you say that it's common for young people these days to show an awareness of problems of this kind?

Dylan Young people account for one out of every six people nowadays. There are more adolescents alive today than at any other time before. We are better educated and have greater access to information. This allows

us to keep abreast of what's going on in the world, and when we hear that the only way to combat problems is to act together, we do just that, at least some of us. Our project isn't only to fight racism, you know.

Radio presenter Yes. So I've heard. The Youth Stand Up for Human Rights project also advocates gender equality and climate protection. On top of that there is the #IStandWithHer campaign which showcases the work of women who actively support those subjected to domestic violence or sexual harassment. Are you part of it too?

Dylan Not personally. My friends are. However, I am very much involved with the #NotGhosts initiative.

Radio presenter What's that?

Dylan It's to aid people with albinism. In some countries they are terribly discriminated against, even killed simply because they look different. Albinism is a genetic condition inherited from both parents that occurs worldwide, regardless of ethnicity or gender. In the USA alone, about 1 in 18,000 to 20,000 Americans have a form of albinism, including one of my friends. I feel very strongly about it and want to devote myself to this cause for now.

Radio presenter Great to see young people so into something like that! Do you think that people are generally aware of human rights?

Dylan I'm a bit sceptical. Not many people can come up with the ten basic human rights, not to mention being able to quote all 30! That's why we can't be indifferent. I also appreciate the fact that famous people make a contribution and do their bit, like Lenny Kravitz, who has recorded the 'Here To Love' song to help curb the global spread of hate crime and racism. I'm waiting for the younger generation artists to come up with something too.

Radio presenter Thank you, Dylan. It takes all of us to stand up against intolerance, xenophobia, and any breach of human rights. I hope more young people will join in.

Dylan I hope they will!

CD 3.21

Woman OK, Robert, so how would you explain what an ideology is to your students?

Robert Well, as you know I teach social sciences, and I must say that the subject of ideologies usually fascinates my students, but then again I do my utmost to explain it as plainly as possible. So, the definition I offer goes as follows: an ideology is a social and political philosophy, a set of ideas that tries to explain the world and to change it. People come up with ideologies because they have a certain set of beliefs which they think should be implemented to make the world a better place, at least in their opinion.

Woman Historically speaking, though, some ideologies have not worked for humanity, have they? They were oppressive systems which abused people.

Robert Yes, of course. Ideology, by definition, is someone's ideals which, when forced upon people, may be detrimental to society as a whole. Communism and fascism are the perfect examples here. However, we have more ideologies at our disposal which spark off controversy, like feminism, environmentalism, liberalism, conservatism or capitalism.

Woman Why don't you then explain what each of them stands for?

Robert Why not? Let's start with communism.

IRREGULAR VERBS

MP3 73

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

Infinitive	Past simple	Past participle
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

Infinitive	Past simple	Past participle
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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NEW

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 - lekcje powtórkowe w formacie maturalnym
 - obszerne kompendia maturalne i gramatyczne w zeszycie ćwiczeń
- **intensywny rozwój umiejętności przetwarzania informacji językowej:**
 - zadania otwarte do ćwiczenia mediacji w języku angielskim i polskim
 - zadania z parafrazami, transformacjami, gramatyzacją i słowotwórstwem
- **nieoceniona pomoc w nauce słownictwa:**
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 - wyraźnie wyróżnione kluczowe słownictwo
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