repetytorium

podręcznik do szkół ponadpodstawowych

Język angielski

POZIOM ROZSZERZONY

Marta Rosińska Lynda Edwards
with Monika Cichmińska

Nr MEN 1226/2024

macmillan education

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

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01 CZŁOWIEK

GET READY

Work in pairs. Take turns to describe the appearance of the people in the photo. Then imagine what their characters might be like and describe their personality.

Dane personalne

1 **Complete an extract from a talk about personal data and privacy with the correct words. Use the wordlist on page 16 to help you. Discuss the final question in pairs.**

So, when it comes to filling in forms or **(1)** _____ **out** your personal **information**, what you're asked will depend a lot on who's asking! Like, for a passport application, you'll need to enter things **like** your full name, including your forename, **(2)** _____ **name** and family name, **marital (3)** _____, and **(4)** _____ **name** if you've officially changed it because you got married, and also any **(5)** _____ **features**. They'll need your nationality and your **country of (6)** _____ along with your full address. Any forms to do with health will require your **next of (7)** _____, and census forms or anonymous surveys may ask about your **ethnic (8)** _____, **assigned (9)** _____ at birth and your **(10)** _____ **pronouns**. Government forms will practically always want your **National (11)** _____ **Number**, if you have one. There are a lot of privacy laws protecting our personal data, but recording and keeping **(12)** _____ **data** – think of fingerprints, DNA samples and so on – is still a controversial issue. And that's what I'd like you to reflect on today. How confidential should this remain?

Okresy życia

2 **Complete the questions with the correct words. Use the wordlist on page 16 to help you. Then answer the questions in pairs. Give reasons.**

1 When people refer to being **in the p**_____ **of life**, what age do you think they mean?
2 People expect **ma**_____ from you when you move from **ado**_____ to **adu**_____. Do you think this is fair?
3 Who would you say can give the best **par**_____ advice to people with a **n**_____ baby?
4 If someone is **on the v**_____ **of retirement**, what sort of plans should they make for the future?
5 Why do you think some couples opt for a **r**_____ **office wedding**, or **civil pa**_____, rather than a **white wedding**?
6 At the moment I'm not allowed to drive because I'm **u**_____. Do you think the age limit should be lowered?

Wygląd zewnętrzny

3 **Complete the collocations with the correct forms of the verbs in the box.**

blend conform do dress get grow let straighten wear (x2) whiten

1 When I'm _____ **up** for a special occasion, I like to _____ **my hair loose** because my glossy auburn locks add a touch of elegance and perfectly _____ **to the style** of the event.
2 I _____ **my fringe out** last year, and now it's all the same length.
3 I've been _____ **a brace** to _____ **my teeth**. Soon I'll get them _____ because they look really dull.
4 I guess you could describe my appearance as nondescript – I certainly _____ **into the crowd**.
5 I bought the wrong size shirt and I can hardly _____ **up** the buttons. It makes me look plump – but I'm not!
6 I've really _____ **myself go** and I need to _____ **back into shape** fast. Any advice on a good routine to help out?

Rzeczy osobiste

4 **Complete the online advertisement with the correct words. Use the wordlist on page 16 to help you.**

Craft recycling

Think your wardrobe's a bit **(1) d**___**b** or **(2) d**_____**d**, and want a new look? Don't just bin those **(3) r**_____**d** jeans, fluffy **(4) s**_____**s** or **(5) l**_____**r** boots that have **(6) s**___**n** better days. Even if the items are a bit **(7) s**_____**y** and **(8) w**___**n** out, we might be able to transform them into something new and **(9) f**____**y**, and give them a new **(10) l**____**e** of life! Brandon works magic producing award-winning **(11) e**_____**d** waistcoats, while Emma can create **(12) f**_____**y**, lacy dresses from old materials. Alex works with fabrics and can transform practically anything made of things like denim, **(13) v**____**t** and **(14) l**___**n** into **(15) q**_____**d** jackets or amazing **(16) t**____**h** coats. Do send us photos of what you think we could use. Also, check out our gallery for some unique pieces for sale. My favourite this week from the team is an incredible embroidered silk **(17) d**_____**g** **g**___**n** in an intense, **(18) d**___**p** blue and gold. The magic of craft recycling!

5 **How might the team from exercise 4 craft recycle these items? Discuss in pairs.**

green wellies faded dungarees a striped blazer
lightweight overalls baggy, beige combat pants

6 **Name an item of clothing or accessory that you have ...**

1 with a patch
2 with a clasp
3 which often comes undone
4 which you can slip on quickly
5 which is frayed
6 which is often creased
7 which you can roll up
8 which you tie and untie every day

Cechy charakteru

7 **Choose the correct options to complete the definitions. Then take turns to define the wrong options.**

If someone is ...

1 ___, they think they are very intelligent, skilful or attractive, and like to tell others about themselves.
a assertive **b** conceited **c** conscientious

2 ___, they believe something they are told even if it's not true.
a gullible **b** humble **c** cynical

3 ___, they care a lot about the welfare of others.
a discerning **b** timid **c** compassionate

4 ___, they take risks without considering the danger.
a resilient **b** reckless **c** resourceful

5 ___, they consider themselves better than others and talk down to people.
a grumpy **b** spiteful **c** condescending

6 ___, they have a clever sense of humour.
a witty **b** shrewd **c** patronising

8 **Match words in the two boxes to create compound adjectives. Don't forget to add hyphens. Then use some of the compound adjectives to complete the extracts from news articles.**

absent big broad down laid quick
self short soft two well

back behaved centred faced headed minded (x2)
spoken tempered to-earth witted

1 The minister is being called _____ as information has come to light about inconsistencies between what she says publicly and her private actions.
2 The environmentalist interviewed about the protest was so _____ that it was difficult to hear him.
3 A _____ bystander used a plank of wood to help rescue a girl who had fallen through the ice.
4 A recent survey shows that parents on average believe that they were not as _____ as their children are, and got into trouble more often.
5 Scientists and doctors are reporting that being _____, and not stressed out, is good for our health in many ways.
6 We need politicians who are _____ and genuinely connect with the everyday worries of ordinary citizens.

9 **Work in pairs. Use the remaining five compound adjectives from exercise 8 to tell each other about some family members or friends, giving examples.**

10 CD 1.01 **Listen to six people's comments about applying for a job. Which personality trait (a–g) is each speaker talking about? There is one extra trait.**

a objectivity
b humility
c efficiency
d courtesy
e perseverance
f naivety
g cynicism

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

01 VOCABULARY

Uczucia i emocje

11 **Replace the phrases in italics with the correct adjectives in the box. Then work in pairs and tell each other about situations where you have recently felt like this.**

apprehensive bewildered devastated elated intimidated petrified speechless

1 There were so many choices of courses to apply for I was *completely confused*. _____
2 I was *extremely happy* when I learned I'd got a distinction in my exams. _____
3 I was *a little worried* about starting at a new college, but it turned out fine. _____
4 When I was a child, I was *really upset* to learn that fairies didn't really exist. _____
5 I was *totally surprised and shocked* when my friends bought me a guitar for my birthday. _____
6 I am, and have always been *very, very frightened* of going in elevators. _____
7 I once had to see the head teacher and I felt *nervous and scared* because she was so tall and serious and made me sit on a low chair. _____

12 **Work in pairs. Take turns to make nouns from the adjectives in the box and give examples of situations when people might experience these feelings.**

affectionate desperate distressed envious furious miserable sympathetic terrified

13 CD 1.02 **Choose the correct words to complete the idioms and phrases in the conversation. Listen and check.**

Ann: My brother's really **(1)** ***set*** / ***put*** **my back up** this morning. He worked out my passcode and used my laptop because his is broken. I **(2)** ***hit*** / ***struck*** **the roof** when I found out!

Zoe: That sort of thing **(3)** ***lets*** / ***makes*** **my blood boil**. It's all about privacy, isn't it? What did he say?

Ann: Oh, he just **(4)** ***burst*** / ***shouted*** **out laughing**. I **wasn't in the (5)** ***feeling*** / ***mood*** **for** a big argument, so I just **walked off in a (6)** ***puff*** / ***huff***. Honestly, I'm **at my (7)** ***nerves'*** / ***wits'*** **end**. He seems to think he has the right to borrow my stuff, read through my private letters and generally treat my things like his own. He knows exactly how to **(8)** ***rattle*** / ***shake*** **my cage** and he thinks it's great fun to see his big sister **blow her (9)** ***head*** / ***top*** and I know he doesn't feel even a **(10)** ***twinge*** / ***touch*** **of guilt** about anything he does. I don't want to moan about him to my parents – I've always been able to **fight my own (11)** ***wars*** / ***battles*** – but it's **getting me (12)** ***up*** / ***down***. I guess he'll grow out of it.

Zoe: Well, to be honest – it's never good to **(13)** ***squeeze*** / ***bottle*** **things up**. Maybe sit down and **(14)** ***have*** / ***take*** **it out** with him – a serious conversation. Otherwise, you may have to **(15)** ***eat*** / ***swallow*** **your pride** and ask your parents to step in.

Umiejętności i zainteresowania

14 CD 1.03 **Listen to three people talking in different situations. Match speakers (1–3) with their roles (a–e). There are two extra roles.**

a employer **b** parent **c** colleague **d** teacher **e** trainer

1 _____ **2** _____ **3** _____

15 CD 1.03 **Complete the extracts from the recording. Listen again and check.**

1 Although you may not be a _____ **leader**, entertainer, journalist or whatever, it is good to at least **have a** _____ **for** something.
2 What we can do on this course is help you develop a **strong work** _____.
3 Learning _____ **skills** starts early, and you'll find our students engage in _____ **thinking** tasks every day.
4 We realise that **digital** _____ is vital today, so this starts early too.
5 Even an awareness of **time** _____ can begin at a young age.
6 What we try to encourage is a _____ **to learn**.
7 You will be required to have good **conflict** _____ **skills** when dealing with clients and colleagues, as well as _____ **skills** to overcome problems.
8 It is quite obvious to us that you have excellent _____ **skills** – you appear able to interact with people from a range of backgrounds well.
9 Your CV shows definite _____ **flair**, with the start-up you launched.
10 Your creativity and ability to **think outside the** _____ is exactly what this company needs.

Społeczny i osobisty system wartości

16 **Complete the chat exchange with nouns formed from the words in brackets. Then write your own post in the chat.**

What values are important to you?

Something I really value in a friend is **(1)** _____ **(loyal)** – I need to know that I can trust them and that they'll be there for me. Also, I like people to show **(2)** _____ **(commit)** to whatever they undertake and know that they can **accept their own (3)** _____ **(short)**. We all have our weaknesses but acknowledging them is important.

I completely agree. I personally detest **(4)** _____ **(hypocritical)** – saying one thing and doing another, that is. And something else I believe is that it's vital for people to **have the courage of their (5)** _____ **(convict)** and be prepared to take risks and follow through on things with perseverance. Oh, yes, and **(6)** _____ **(tolerate)**, for me that is really important in people – to accept other points of view and want **(7)** _____ **(include)** and **(8)** _____ **(diverse)** in life. It's all about **(9)** _____ **(moral)** too, and a person's moral code, isn't it?

17 **Complete the survey questions with the correct prepositions. Then work in pairs and answer the questions, giving reasons and examples.**

Do you ...

1. **back** ___ in an argument if proved wrong?
2. always **comply** ___ regulations, even if you disagree with them?
3. **put your hands** ___ to admit you were wrong or made a mistake?
4. usually **stand** ___ **your words** and promises?
5. generally **abide** ___ **a decision** once you've made it, without changing your mind?
6. disapprove of people who **discriminate** ___ others on grounds of race or gender?
7. **look** ___ **for** your friends when they're going through a bad time?
8. sometimes **back** ___ **of** a commitment without a good reason?

Autorytety

18 **Complete the statements with the correct forms of the verbs in the box. Give an example for each statement.**

bring challenge earn gain hold live put set

1. People in authority need to _____ **our respect**.
2. Sometimes we _____ people **on a pedestal** who shouldn't be there.
3. A good role model is someone who is inspiring and _____ **a good example**.
4. Sometimes we need to _____ **authority** in order to _____ about necessary change.
5. If we _____ someone **in high esteem**, it is not always easy to _____ up to their standards.
6. Not all those who deserve it _____ **recognition** for their achievements.

Poczucie tożsamości

19 **Read about identity and translate the phrases into English.**

I would say that most of us go through some form [1] _____ (***kryzysu tożsamości***) at some point in our lives. Who am I? Where is my place in the world? What are my beliefs? What do I want from life? [2] _____ (***Czy definiują mnie***) my gender, my race, my [3] _____ (***status społeczny***), or by my politics? Generally, our [4] _____ (***poczucie tożsamości rozwija się***) as we mature and [5] _____ (***zaczynamy pojmować***) where we stand. What most of us want is some [6] _____ (***poczucie przynależności***) and [7] _____ (***dostosowujemy się***) in order to fit in. But sometimes we take on the opinions and characteristics of a group without question and this carries the risk of [8] _____ (***utraty naszej odrębności***). Also, we can become overly concerned [9] _____ (***naszym obrazem samych siebie***) and with how others see us. However, in general, we ultimately [10] _____ (***kształtujemy tożsamość***) for ourselves which has our [11] _____ (***wyjątkowość***) at its heart.

Pronunciation activity ▶ p. 276

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

20 CD 1.04 **Listen to a short talk and answer the questions.**

1. At what point in her life did the speaker see the doctor on television?
2. Describe the doctor and her manner during the interview.
3. What similarity did the doctor have with the speaker?
4. What was surprising about the fact that she became a doctor?
5. How did the speaker's plans and her parents' plans differ?
6. What did the speaker learn from what the doctor said?
7. How did the interview change the speaker's life?
8. What is her wish at the end of the talk?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

21 **Work in pairs. Take turns to describe the picture and answer the questions.**

1. What do you think the girls are doing, and why?
2. Which creative activity do you enjoy or admire?
3. Tell us about a time when you had to design something.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the question below.

Some computers can recognise people's feelings. How could they do this, in your opinion? Name three things that might help them.

01 LISTENING

Zoom in

1 **Work in pairs and discuss the questions.**

1 Do you thrive on collaboration or competition? What makes you say that?
2 Would the world be a better place without competition?
3 Is cooperation always a good thing?
4 Some researchers claim that the culture of a society or a nation can be either 'collectivist' or 'individualist'. What do you think these terms mean?
5 How do you understand the idea of 'culture clash'?

Practise

GET SMARTER

Zadania polegające na dobieraniu zdań do wypowiedzi mogą sprawdzać umiejętność wyszukiwania określonych informacji. Taki typ zadania wymaga dużego skupienia i wychwycenia kluczowych słów lub wyrażeń, które pomogą dopasować zdanie do konkretnej wypowiedzi. Pamiętaj, że w treści zadania będą pojawiały się tzw. dystraktory, czyli informacje, które mają Cię zmylić. Na przykład, słowa użyte w jednym ze zdań mogą pojawić się w którymś z nagrań, ale wcale nie oznacza to, że właśnie to nagranie będzie pasowało do tego konkretnego zdania.

2 CD 1.05 **Work in pairs. Read the sentences and try to paraphrase them. Then listen to the recording and compare your answers with what the speaker says.**

1 The idea of being better than others and winning is a motivating factor for many people.
2 People who like rivalry believe that they become successful by competing.
3 When you lose, you feel downhearted.

DOBIERANIE

3 CD 1.06 **Usłyszysz dwukrotnie cztery wypowiedzi na temat współpracy i rywalizacji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker

A admits to being surprised when learning certain findings.
B warns against the possible negative social consequences of a certain attitude.
C changed his/her perspective on an issue.
D explains why he/she disagrees with a scientific theory.
E understands the reasons behind culture clashes.

1	2	3	4

Fish for words

4 **Work in pairs. Explain the expressions in bold and discuss the questions.**

1 Why do some people want **to stand out from the crowd**?
2 What may cause **communication breakdowns**?
3 What are your **core values**? What matters the most to you in life?
4 What helps young people **gain self-esteem**?
5 How can schools **foster cooperation**?

CULTURE

With their emphasis on personal achievement, independence, self-determination and mistrust of authority, the English-speaking countries, and especially the United States, are widely regarded as the most individualist societies of all. Asian countries on the other hand, are usually classified as more collectivist. According to latest research, Poland is an individualist society in which individuals usually take care of themselves and their immediate families only.

Wrap it up

5 **Work in pairs. Make a list of benefits that cooperation between school students may bring. Compare with the others in class and make a class poster.**

Zoom in

1 **ROZMOWA WSTĘPNA** **Work in pairs and discuss the questions.**

1 What are you into? How did you start your hobby?
2 Why might some people prefer indoor to outdoor activities, and vice versa?

2 **Work in pairs. Discuss which of the hobbies below would interest you the most. Explain your choices.**

yoga • knitting • learning an Asian language • graphic design • game development • writing music • sushi making • speed reading

Activate

KNOW YOUR PHRASES

- *I'm interested in taking up a new hobby.*
- *I'd like to sign up for one of your courses.*
- *Can you tell me what you are keen on in particular / what exactly you have in mind?*
- *I'm not sure at all what hobby I'd like to pursue.*
- *How frequently do you meet up?*
- *Our instructors are highly experienced and genuinely enthusiastic professionals.*
- *It should be something creative / sporty / intellectual / out of the ordinary.*
- *I adore / greatly enjoy doing something creative / creative activities.*
- *I'm good / brilliant / hopeless at sports.*
- *I'm afraid it isn't really my thing / my cup of tea.*
- *What are your expectations concerning the course?*
- *There is a substantial discount if you pay the whole fee upfront.*

3 **Complete the task below.**

Powiedz, że:
1 szukasz hobby związanego ze sztuką;
2 chciałbyś/chciałabyś zapisać się na kurs rysunku;
3 nie wiesz, co dokładnie chcesz robić;
4 jesteś beznadziejny/beznadziejna w sportach drużynowych;
5 gra na perkusji to nie Twoja bajka;
6 ośrodek oferuje sporą zniżkę na kursy twórczego myślenia pod warunkiem płatności z góry;
7 osoby, które prowadzą kursy, mają ogromne doświadczenie i są pełne entuzjazmu.

Practise

GET SMARTER

Pamiętaj, że podane tematy należy rozwinąć w co najmniej dwóch pełnych zdaniach. Np. rozmawiając o interesującej Cię tematyce zajęć, możesz powiedzieć: *I'm afraid sport isn't really my thing. I adore doing original and creative activities, so it should be something out of the ordinary.*

Jeżeli nie zrozumiesz jakiegoś pytania, poproś o powtórzenie go. Pamiętaj, że egzaminator zada Ci dodatkowe pytania, których nie widzisz w zestawie dla zdającego.

4 **Read the questions and find four pairs with a similar meaning. Then specify why someone would ask them.**

a What do you think might suit me?
b Could you clarify, please?
c Would you like to have a go at horse-riding?
d What are you after in particular?
e Could you be a bit more specific, please?
f Why don't you have a stab at pool yoga?
g What exactly do you wish to do?
h What would you recommend I do?

5 **Work in pairs. Read the task and role-play the situation. Use the questions from exercise 4.**

Podczas wakacji spędzanych za granicą przebywasz w hotelu, który oferuje gościom ciekawe zajęcia. Dzwonisz do pracownika hotelu, który przyjmuje na nie zapisy. Poniżej podane są cztery kwestie, które należy omówić.

Twoje zainteresowania | grupy wiekowe | terminy zajęć | tematyka zajęć

ROZMOWA Z ODGRYWANIEM ROLI

6 **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

UCZEŃ A

Jesteś studentem/studentką, który/która szuka nowego hobby. Kontaktujesz się z firmą zajmującą się organizacją kursów dla młodych ludzi. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

oferta kursów | osoby prowadzące kurs | Twoje potrzeby | cena i organizacja kursu

UCZEŃ B

Podczas studiów za granicą odbywasz praktyki w firmie organizującej kursy dla młodych ludzi. Odbierasz telefon od osoby zainteresowanej ofertą firmy i udzielasz jej informacji.
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,
- dowiedz się, czego uczeń A spodziewa się po tym kursie,
- zaproponuj zniżkę za kurs w przypadku opłaty z góry.

Speaking Bank ▶ p. 217

Wrap it up

7 **Work in pairs. Suggest a suitable hobby for a sociable person, a senior citizen or your best friend. Say why.**

Speaking Set 01 ▶ p. 203

01 READING

Zoom in

1 **Work in pairs and discuss the questions.**

1 What physical or personality characteristics do you share with members of your family?
2 What will people look like in a hundred years' time?

Practise

GET SMARTER

Rozwiązując zadania polegające na udzieleniu odpowiedzi na pytania otwarte, pamiętaj, że te pytania mogą dotyczyć konkretnych informacji zawartych w tekście, intencji autora, kontekstu wypowiedzi lub wniosków, które można z danego tekstu wyciągnąć. Odpowiedź na pytanie może zależeć od więcej niż jednego fragmentu tekstu, więc pamiętaj, aby przed udzieleniem odpowiedzi przeczytać uważnie cały tekst.

2 **Read the text and answer the questions using your own words.**

1 Who might read this article and why?
2 What is the writer's reaction to the book?
3 How far is the book a work of fiction?
4 Is it a fact that the book is popular or is that just the writer's opinion? Say why.

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John Carter's most recent book, *Your Perfect Child*, has clearly ticked many people's boxes, and is currently topping the bestseller list. However, my personal reaction was mixed. Admittedly, it is excellently written, like all Carter's novels, but some of the ideas that he expresses in the book give me the shivers. To be able to determine every physical and personality trait of a future child, from whether it will have high cheekbones down to how materialistic it might be, seems both relatively far-fetched and at the same time, unnervingly close to home. I know it is science fiction, and people are always writing about nightmares that will never happen, but this feels possible, and the thought of letting loose those groups of near identical fair-haired, self-assured, ambitious little boys and girls on the planet gives me goosebumps. I'm thinking that inevitably, those little cherubs will grow into single-minded, big-headed whizzkids! However, the amount of research that has clearly gone into the novel is admirable. Much of the technological development is imagined, but obviously has a basis in current science, and is thought-provoking. So, despite my misgivings, I'm definitely buying Carter's next book when it comes out next month.

ODPOWIEDZI NA PYTANIA

3 **Przeczytaj tekst na stronie 13. Odpowiedz na pytania (1–5). Na pytania należy odpowiedzieć w języku angielskim.**

1 What has made the writer think about evolution?
2 What have been the main causes for changes in the human body since our hunting days?
3 What specific examples does he give of long-term evolutionary changes?
4 How does he explain the idea that humans are getting taller?
5 What fact does he mention to illustrate a more recent change?

Fish for words

4 **Choose the correct words to complete the sentences.**

1 In some countries children do not always _____ **their full growth potential** because of poor diets.
a make **b** reach
2 It is possible that in the future parts of our brains will _____ **in size** to allow other parts to grow larger.
a cut down **b** reduce
3 Parents can _____ **on** resistance to some diseases to their children.
a give **b** pass
4 Improved diet definitely _____ our life expectancy.
a increases **b** grows
5 We all need to _____ **in** physical activity of some description to keep our weight down and our bodies in shape.
a take **b** engage

5 **Work in pairs. Translate the sentences into English. Then compare your translations to the sentences in the text in exercise 3.**

1 Obecnie więcej dzieci pokonuje choroby wieku dziecięcego i osiąga pełny potencjał wzrostu.
2 Nasi przodkowie musieli angażować się w polowania.
3 Z biegiem czasu nasze kości szczęki zmniejszyły się.
4 Rodzice mogą przekazać swoim dzieciom odporność na te choroby.

Wrap it up

6 **Work in pairs and discuss the questions.**

1 How likely do you think it is that advances in medical science will continue to extend life expectancy?
2 How do you think our lifestyles today will influence changes in our appearance in the future?

Constant changes

Most people would think that we, as humans, have reached an evolutionary point where our bodies have stopped changing. But I've noticed that people in their early twenties today are much taller than my generation, now in our late sixties, with much larger feet! This begs the question of whether the human body might still be evolving.

According to some scientists the topic is complex, but the simple answer is yes, it is. The human body has altered quite significantly over the centuries, and this is down to changes in lifestyle, habitat and developments in our ability to use tools and technology. Our ancestors ate a plant-based diet, which involved chewing raw leaves, so their teeth and digestive systems developed to deal with that. But as we incorporated meat into our diet about 2.6 million years ago, our bodies have adapted to that change too. Over time, our jaw bones have reduced in size and we need fewer teeth. That's why these days many people are always having problems with teeth overcrowding, and some of us need to have dental braces fitted to straighten them. In fact, today many people's wisdom teeth, those at the very back, simply do not come through at all! Our bones are getting lighter too, because they don't need to support the running and climbing our ancestors used to have to engage in to hunt. But these changes have happened over a very long period of time.

To pick up on height and foot size, humans are, in general, regardless of their ethnic origin, taller than they were a hundred years ago – by up to ten centimetres. Records show that the entrances to many old houses built then were much lower than today's. Scientists believe that this is a result of improved childcare and diet over the last century. And, of course, better medical care. More children are surviving childhood diseases and reaching their full growth potential. Then they might pass the immunity to those diseases on to their children. There is also evidence that our bodies are adapting to the higher fat content in modern fast food that results in a much sturdier build, as well as to our increasing life expectancy. So, humans are generally getting bigger in several ways!

1 **What types of biometric technologies do you know? How often do you use them and what for?**

2 **Read the sentences and decide if they are true for you. Then compare your answers in pairs.**

1 I **believe** my current ID **runs out** soon.
2 I **don't look** my age, so everyone **is constantly asking** me how old I am!
3 **I'm getting** more and more concerned about the security of the data I **share** online.
4 **I'm currently applying** for a new passport.
5 I hardly ever **use** facial recognition technology.
6 **I'm meeting** my friend tonight to study together.

3 **Read the rules for using the present tenses in the Grammar Reference on page 228. Which of them apply to the sentences in exercise 2?**

4 **Scan the texts on pages 12–13 and find all the examples of the present continuous. Which rules do they follow?**

GRAMMAR POINT

Generally, I'm patient.
I'm being as patient as I can at the moment!

5 **Complete the sentences with the correct forms of the verbs in brackets.**

1 I _____ (**not joke**). I _____ (**be**) as serious as possible.
2 No matter where I _____ (**go**), they _____ (**forever** / **ask**) me to spell my surname. So annoying!
3 More and more foreigners _____ (**apply**) for the Polish visa these days.
4 When _____ (**school ID** / **run**) out?
5 _____ (**you** / **do**) anything tonight?

6 **Which present tenses would you normally use these time expressions with?**

as a rule as we speak at this stage currently
every now and again every so often invariably
off and on once in a blue moon presently temporarily

7 **Read the sentences. Which time expressions from exercise 6 can you use to replace those in bold? Rewrite the sentences where necessary.**

1 I **rarely** travel abroad.
2 They are **now** processing your application, so please wait a minute.
3 Customs officers **sometimes** run spot checks on passengers.
4 The border guards are working in another office **at the moment**.

8 **Use six of the time expressions to write three true and three false sentences about yourself/your family and friends/your country etc. Then work in pairs and guess which of your partner's sentences are true.**

Grammar Reference and Practice ▶ pp. 228–229

01 USE OF ENGLISH

Zoom in

1 Work in pairs. How far do you agree with the following statements?

1 There should be just one card which is your ID, your passport and your debit card.
2 People should be allowed to design their ID cards the way they fancy.
3 ID cards should contain information about the holder's gender, marital status and occupation.

Practise

GET SMARTER

Gdy rozwiązujesz zadania wielokrotnego wyboru, przeczytaj tekst i podane do wyboru odpowiedzi, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Przeanalizuj fragment tekstu przed luką i po niej, aby zdecydować, którą z podanych odpowiedzi należy wybrać. Pamiętaj, że często testowane są też kolokacje i utarte zwroty. Warto prowadzić swój mini-słowniczek takich fraz.

2 Read the sentences and choose the correct verbs. One, two or three answers may be correct. When you finish, copy the correct expressions into your notebook.

1 The police in many countries may ask you to ***produce*** / ***reveal*** / ***show*** / ***present*** your ID card.
2 More and more countries are ***introducing*** / ***phasing*** / ***implementing*** / ***leading*** in eIDs.
3 The way you use your keyboard ***distinguishes*** / ***differs*** / ***varies*** / ***opposes*** from person to person.
4 When you travel abroad, make sure you ***hold*** / ***keep*** / ***carry*** / ***catch*** on to your passport and belongings.

WYBÓR WIELOKROTNY

3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstała spójna i logiczna wypowiedź. Zakreśl jedną z liter: A, B, C albo D.

In the past when people wanted to apply for a passport, they were instructed to state their height and describe their **(1)** ____ features such as birthmarks, large moles, scars or tattoos, which could be used to quickly identify them. When they were having their photos taken, they had to reveal their ears, stare blankly **(2)** ____ the camera and avoid smiling. Nowadays, more and more countries are phasing in new passports and ID cards which **(3)** ____ the holder's biometric data, e.g. a scan of their face, of their irises, and of their fingerprints. Probably, as we speak, most governments **(4)** ____ on new systems of citizen identification. It'll be interesting to see which country is likely to **(5)** ____ about most changes. Time will tell!

1	**A** differing	**B** distinguishing	**C** differentiating	**D** different
2	**A** on	**B** to	**C** at	**D** down
3	**A** contain	**B** involve	**C** attach	**D** consist of
4	**A** work	**B** are working	**C** have been working	**D** are due to work
5	**A** make	**B** take	**C** bring	**D** set

WYBÓR WIELOKROTNY

4 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstała spójna i logiczna wypowiedź. Zakreśl jedną z liter: A, B, C albo D.

Do you tend to ask tons of questions? I do, and my father says that I **(1)** ____ the most bizarre and tricky questions in the world. He makes a living as a biometric scientist and his team is **(2)** ____, working towards some new solutions for biometric ID cards. Biometric data include both physical and behavioural human traits used for the digital identification of a person. Right now, my dad is looking **(3)** ____ some behavioural patterns which could help a company distinguish between a human being and a robot. The typing style or finger movements on touch-sensitive screens appear to be **(4)** ____ to each individual. Isn't it fascinating? In fact, I aspire **(5)** ____ like my father one day, and figure out what happens when such sensitive data is leaked or stolen. Even more thrilling!

1	**A** am forever asking	**B** get used to asking	**C** am on the point of asking	**D** get asked
2	**A** invariably	**B** hourly	**C** as a rule	**D** currently
3	**A** across	**B** into	**C** down on	**D** up to
4	**A** typical	**B** characteristic	**C** distinctive	**D** unique
5	**A** to be	**B** being	**C** to being	**D** having been

Wrap it up

5 Work in pairs and compare your fingerprints, eyes and ears, the way you walk and your voice in the most detailed way possible.

Use of English – Extra Practice 01 ▶ p. 268

Zoom in

1 **Work in pairs. To what extent do you agree with the following quotations?**

> *The opposite of love is not hate, it's indifference. If you hate someone, you still care.*
>
> – Elie Wiesel

> *The most destructive criticism is indifference.*
>
> – E.W. Howe

Activate

2 **Read the sentences in the *Know your phrases* box and translate them into Polish.**

KNOW YOUR PHRASES

- *As far as I am concerned, / To my mind, / From my point of view, contemporary societies are to some extent characterised by indifference.*
- *It goes without saying / It must be said / It seems to be the case that people focus more on their own lives than the lives of people around them.*
- *Indifference may come / result / stem from the fact that …*
- *Indifference may be caused / brought about by …*
- *A selfish attitude may lead to / result in / give rise to indifference towards people in need.*
- *One of the solutions / remedies / ways of solving the problem could be …*
- *To combat / overcome / confront the problem, we should …*

3 **Complete the task below.**

Powiedz, że:

1. w Twoim przekonaniu współczesne społeczeństwa w pewnym stopniu charakteryzuje obojętność;
2. obojętność wynika z samolubnego sposobu życia współczesnych ludzi;
3. brak współczucia i empatii często prowadzi do zobojętnienia na problemy innych;
4. lekarstwem na problem zobojętnienia może być lepsza edukacja dzieci i młodzieży;
5. aby zwalczyć ten problem, powinniśmy częściej pytać innych, czy nie potrzebują naszej pomocy.

Practise

GET SMARTER

Pamiętaj, że dobrze napisany artykuł powinien mieć przyciągający uwagę tytuł, wstęp zachęcający do kontynuowania lektury oraz pytania skłaniające czytelnika do dalszych przemyśleń na temat poruszony w tekście. Staraj się używać wyrażeń bliskoznacznych, aby nie powtarzać tych samych słów i zwrotów, np.: *compassion / being compassionate / empathy / good-heartedness / helping others.*

4 **Read the possible beginnings of an article about the importance of compassion (a–d) and match them with the techniques for article openings (1–4). Which do you like the most? Why?**

a Do you know that being compassionate can bring you personal pleasure? Do you know that helping others triggers the brain activity associated with reward?

b Discovering the origins of a word can sometimes help us gain a better understanding of its meaning. 'Compassion' is a case in point. It comes from Latin where it means 'co-suffering'.

c Anne Frank said that no one has ever become poor by giving. Let us consider what it tells us about the nature of compassion. Is good-heartedness really so necessary?

d I'll never forget the time I helped an elderly lady in the street. She dropped her shopping, and I tripped on the carton of milk that had fallen out of her bag. She came to my rescue and then I helped her. It felt so nice. Small tokens of compassion are worth so much!

1 definition of a word
2 personal story
3 quotation
4 rhetorical questions

5 **Imagine you have to write an article about the importance of loyalty in friendship. Use one of the techniques from exercise 4 to write the opening paragraph of your article.**

6 **Read the questions. What theme do they have in common? Discuss the questions in pairs.**

1. When would you call a person **trustworthy**? How important is **trustworthiness** to you?
2. Would you forgive a friend who turned out to be **disloyal** to you? Can **disloyalty** ever be forgiven?
3. How **dependable** are you as a friend? Is **dependability** something you can learn?

7 **Use one of the techniques from exercise 4 to write the opening paragraph of an article about the importance of loyalty in friendship.**

ARTYKUŁ

8 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażeń z ramki *Know your phrases*.**

Obojętność to, według niektórych, cecha społeczeństw XXI wieku. Napisz **artykuł**, w którym omówisz możliwe przyczyny zobojętnienia ludzi na los innych i zaproponujesz, w jaki sposób można by zapobiec temu zjawisku.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

Wrap it up

9 **Work in pairs and discuss the questions. Give details.**

Have you ever

- helped a stranger in the street?
- stopped to console a person in distress?
- offered to help someone even though it wasn't convenient?

MP3 01 VOCABULARY
Personal data / Dane personalne

assigned gender /əˌsaɪnd ˈdʒendə/ przypisana płeć
biometric data /ˌbaɪəʊˌmetrɪk ˈdeɪtə/ dane biometryczne
census form /ˈsensəs fɔːm/ formularz spisu ludności
country of residence /ˌkʌntri əv ˈrezɪdəns/ kraj zamieszkania
distinguishing features /dɪˌstɪŋgwɪʃɪŋ ˈfiːtʃəz/ znaki szczególne
enter information /ˌentər ɪnfəˈmeɪʃən/ wprowadzić informacje
ethnicity/ethnic origin /eθˈnɪsəti/ˌeθnɪk ˈɒrɪdʒɪn/ pochodzenie etniczne
forename/first name /ˈfɔːˌneɪm/ˌfɜːst ˈneɪm/ pierwsze imię
give out information /ˌgɪv ˌaʊt ˌɪnfəˈmeɪʃən/ udzielać informacji
iris/retinal scan /ˈaɪrɪs/ˈretɪnəl skæn/ skan tęczówki/siatkówki
legal guardian /ˌliːgəl ˈgɑːdiən/ opiekun prawny
maiden name /ˈmeɪdən neɪm/ nazwisko panieńskie
marital status /ˌmærɪtəl ˈsteɪtəs/ stan cywilny
middle name /ˌmɪdəl ˈneɪm/ drugie imię
National Insurance Number (BrE)/Social Security Number (AmE) /ˌnæʃənəl ɪnˈʃʊərəns ˌnʌmbə/ˌsəʊʃəl sɪˈkjʊərɪti ˌnʌmbə/ numer ubezpieczenia społecznego
next of kin /ˌnekst əv ˈkɪn/ najbliższy krewny
preferred pronoun /prɪˌfɜːd ˈprəʊnaʊn/ preferowany zaimek
produce/present your ID /prəˌdjuːs/prɪˌzent jər ˌaɪˈdiː/ wylegitymować się dowodem osobistym
run out /ˌrʌn ˈaʊt/ tracić ważność
voice/facial recognition /ˌvɔɪs/ˌfeɪʃəl rekəgˈnɪʃən/ technologia rozpoznawania mowy/twarzy

MP3 02 Life stages / Okresy życia
adolescence /ˌædəˈlesəns/ wiek dojrzewania
adolescent /ˌædəˈlesənt/ nastolatek, młodociany
adulthood /ˈædʌltˌhʊd/ dorosłość
civil partnership /ˌsɪvəl ˈpɑːtnəʃɪp/ związek partnerski
grow to/come to/reach maturity /ˌgrəʊ tə/ˌkʌm tə/ˌriːtʃ məˈtʃʊərəti/ osiągnąć dojrzałość
in the prime of life /ɪn ðə ˌpraɪm əv ˈlaɪf/ w kwiecie wieku
infancy /ˈɪnfənsi/ niemowlęctwo
infant /ˈɪnfənt/ niemowlę
newborn (n, adj) /ˈnjuːˌbɔːn/ noworodek; nowonarodzony
on the verge of retirement /ɒn ðə ˌvɜːdʒ əv rɪˈtaɪəmənt/ u progu emerytury
parenting/child-rearing /ˈpeərəntɪŋ/ˈtʃaɪld ˌrɪərɪŋ/ rodzicielstwo, wychowywanie dziecka
puberty /ˈpjuːbəti/ okres dojrzewania
registry office wedding (BrE)/civil wedding /ˈredʒɪstri ˌɒfɪs ˌwedɪŋ/ˌsɪvəl ˈwedɪŋ/ ślub cywilny
toddler /ˈtɒdlə/ dziecko w wieku 1–2 lat
underage /ˌʌndərˈeɪdʒ/ niepełnoletni
white wedding /ˌwaɪt ˈwedɪŋ/ ślub kościelny

MP3 03 Appearance / Wygląd zewnętrzny
auburn-/fair-/ginger-/grey-haired /ˌɔːbən/ˌfeə/ˌdʒɪndʒə/ˌgreɪ ˈheəd/ o kasztanowatych/jasnych/rudych/siwych włosach
close-/deep-/wide-set eyes /ˌkləʊs/ˌdiːp/ˌwaɪd set ˈaɪz/ blisko/głęboko/szeroko osadzone oczy
contact lenses/contacts /ˈkɒntækt ˌlenzɪz/ ˈkɒntækts/ soczewki kontaktowe
dandruff /ˈdændrəf/ łupież
glossy/shiny/greasy hair /ˌglɒsi/ˌʃaɪni/ˌgriːsi ˈheə/ lśniące/przetłuszczone włosy
high cheekbones /ˌhaɪ ˈtʃiːkbəʊnz/ wystające kości policzkowe
mole /məʊl/ pieprzyk
nondescript /ˈnɒndɪˌskrɪpt/ bez wyrazu, nijaki
obese /əʊˈbiːs/ otyły
plump /plʌmp/ pulchny
sallow/flawless complexion /ˌsæləʊ/ˌflɔːləs kəmˈplekʃən/ ziemista/nieskazitelna cera
stubble /ˈstʌbəl/ kilkudniowy zarost
sturdy/stocky /ˈstɜːdi/ˈstɒki/ mocnej budowy
wig /wɪg/ peruka
wrinkles /ˈrɪŋkəlz/ zmarszczki

Verb phrases / Zwroty
be out of condition /bi ˌaʊt əv kənˈdɪʃən/ być w złej kondycji
blend into the crowd /ˌblend ˌɪntə ðə ˈkraʊd/ wtapiać się w tłum
conform to a style /kənˌfɔːm tu ə ˈstaɪl/ dopasować się do stylu
get back into shape /ˌget ˌbæk ˌɪntə ˈʃeɪp/ wracać do formy
grow out a fringe /ˌgrəʊ ˌaʊt ə ˈfrɪndʒ/ zapuścić grzywkę
let yourself go /ˌlet jəˌself ˈgəʊ/ zaniedbać się
straighten your teeth /ˌstreɪtən jə ˈtiːθ/ wyprostować zęby
wear a dental brace /ˌweər ə ˈdentəl breɪs/ nosić aparat ortodontyczny
wear your hair loose/up /ˌweə jə ˌheə ˈluːs/ˈʌp/ nosić rozpuszczone/spięte włosy
whiten your teeth /ˌwaɪtən jə ˈtiːθ/ wybielić zęby

MP3 04 Personal possessions / Rzeczy osobiste
Clothes and footwear / Ubrania i obuwie
blazer /ˈbleɪzə/ marynarka
cargo/combat pants /ˈkɑːgəʊ/ˈkɒmbæt pænts/ spodnie bojówki
clasp /klɑːsp/ klamerka, sprzączka
dressing gown /ˈdresɪŋ gaʊn/ szlafrok
dungarees (BrE)/overalls (AmE) /ˌdʌŋgəˈriːz/ˈəʊvərɔːlz/ ogrodniczki
overalls /ˈəʊvərɔːlz/ kombinezon
patch /pætʃ/ łata
slippers /ˈslɪpəz/ kapcie
strap /stræp/ pasek, ramiączko, troczek
trench coat /ˈtrentʃ kəʊt/ trencz, prochowiec
waistcoat /ˈweɪstˌkəʊt/ kamizelka
wellingtons/wellies /ˈwelɪŋtənz/ˈweliz/ kalosze
zip /zɪp/ suwak

Describing clothes / Opisywanie ubrań
beige/nude /beɪʒ/nju:d/ beżowy/cielisty
creased /kriːst/ pognieciony
dated /ˈdeɪtɪd/ staroświecki
deep colour /ˌdiːp ˈkʌlə/ głęboki odcień koloru
drab /dræb/ bury, ponury
embroidered /ɪmˈbrɔɪdəd/ haftowany
faded /ˈfeɪdɪd/ wyblakły
floaty /ˈfləʊti/ zwiewny, powiewny
fluffy /ˈflʌfi/ puchaty
frayed /freɪd/ postrzępiony
funky /ˈfʌŋki/ czadowy
lacy /ˈleɪsi/ koronkowy
leather /ˈleðə/ skórzany
lightweight /ˈlaɪtweɪt/ lekki
linen /ˈlɪnɪn/ lniany
quilted /ˈkwɪltɪd/ pikowany
ripped /rɪpt/ podarty
scruffy /ˈskrʌfi/ niechlujny
velvet /ˈvelvɪt/ aksamitny, welurowy
worn out /ˌwɔːn ˈaʊt/ zniszczony

Verbs and phrases / Czasowniki i zwroty
button (up)/unbutton /ˌbʌtən (ˈʌp)/ʌnˈbʌtən/ zapiąć na guziki/rozpiąć
clasp/unclasp /klɑːsp/ʌnˈklɑːsp/ zapiąć na klamerkę/rozpiąć
come undone/unhooked /ˌkʌm ʌnˈdʌn/ʌnˈhʊkt/ rozpinać się
do up/undo the buttons /ˌduː ˌʌp/ʌnˌduː ðə ˈbʌtənz/ zapiąć/rozpiąć guziki
dress up/down /ˌdres ˈʌp/ˈdaʊn/ ubrać się elegancko/niezbyt starannie
dress up as sb /ˌdres ˈʌp əz/ przebrać się za kogoś
give sth a new lease of life /ˌgɪv ˌsʌmθɪŋ ə ˌnjuː ˌliːs əv ˈlaɪf/ dać czemuś drugie życie
roll up /ˌrəʊl ˈʌp/ podwinąć
slip/throw sth on /ˌslɪp/ˌθrəʊ ˌsʌmθɪŋ ˈɒn/ zarzucić coś na siebie
sth has seen better days /ˌsʌmθɪŋ həz ˌsiːn ˌbetə ˈdeɪz/ coś jest zniszczone
tie up/untie the shoes/laces /ˌtaɪ ˌʌp/ʌnˌtaɪ ðə ˈʃuːz/ˈleɪsɪz/ zawiązać/rozwiązać buty/sznurówki
zip up/unzip /ˌzɪp ˈʌp/ʌnˈzɪp/ zapiąć na suwak/rozpiąć

MP3 05 Personality traits / Cechy charakteru
absent-minded /ˌæbsənt ˈmaɪndɪd/ roztrzepany
affectionate /əˈfekʃənət/ czuły
assertive /əˈsɜːtɪv/ asertywny
broad-/narrow-minded /ˌbrɔːd/ˌnærəʊ ˈmaɪndɪd/ o szerokich/wąskich horyzontach
broad-/narrow-mindedness /ˌbrɔːd/ˌnærəʊ ˈmaɪndɪdnəs/ szerokie/wąskie horyzonty
compassion /kəmˈpæʃən/ współczucie
compassionate /kəmˈpæʃənət/ pełen współczucia
conceit /kənˈsiːt/ zarozumialstwo
conceited/big-headed /kənˈsiːtɪd/ˌbɪg ˈhedɪd/ zarozumiały
condescending/patronising /ˌkɒndɪˈsendɪŋ/ˈpætrənaɪzɪŋ/ protekcjonalny
conscientious /ˌkɒnʃiˈenʃəs/ sumienny
courteous /ˈkɜːtiəs/ uprzejmy
courtesy /ˈkɜːtəsi/ uprzejmość
cowardice /ˈkaʊədɪs/ tchórzostwo
cowardly /ˈkaʊədli/ tchórzliwy
cynical /ˈsɪnɪkəl/ cyniczny
cynicism /ˈsɪnɪsɪzm/ cynizm
discerning /dɪˈsɜːnɪŋ/ wnikliwy, bystry
down-to-earth /ˌdaʊn tʊ ˈɜːθ/ twardo stąpający po ziemi
efficiency /ɪˈfɪʃənsi/ efektywność
greed/greediness /griːd/ˈgriːdɪnɪs/ chciwość
grumpy /ˈgrʌmpi/ zrzędliwy
gullibility /ˌgʌləˈbɪləti/ łatwowierność
gullible /ˈgʌləbəl/ łatwowierny
humble /ˈhʌmbəl/ skromny
humility /hjuːˈmɪləti/ pokora, skromność
indecisive /ˌɪndɪˈsaɪsɪv/ niezdecydowany
laid-back /ˌleɪd ˈbæk/ wyluzowany
mischievous /ˈmɪstʃɪvəs/ figlarny, szelmowski
naivety /naɪˈiːvəti/ naiwność
objectivity /ˌɒbdʒekˈtɪvəti/ obiektywizm
open-mindedness /ˌəʊpən ˈmaɪndɪdnəs/ otwartość, brak uprzedzeń
perseverance /ˌpɜːsɪˈvɪərəns/ wytrwałość
quick-witted /ˌkwɪk ˈwɪtɪd/ bystry, rozgarnięty
quirky /ˈkweːki/ ekscentryczny
reckless /ˈrekləs/ lekkomyślny
recklessness /ˈrekləsnəs/ lekkomyślność
resilience /rɪˈzɪlɪəns/ wytrzymałość
resilient /rɪˈzɪlɪənt/ wytrzymały
resourceful /rɪˈsɔːsfʊl/ zaradny
self-centred /ˌself ˈsentəd/ egocentryczny
self-pity /ˌself ˈpɪti/ rozczulanie się nad sobą
self-pitying /ˌself ˈpɪtɪɪŋ/ rozczulający się nad sobą
short-tempered /ˌʃɔːt ˈtempəd/ porywczy
shrewd /ʃruːd/ bystry, sprytny
single-minded /ˌsɪŋgəl ˈmaɪndɪd/ wytrwały
soft-spoken /ˌsɒft ˈspəʊkən/ o łagodnym głosie
spiteful /ˈspaɪtfʊl/ złośliwy
timid /ˈtɪmɪd/ nieśmiały, bojaźliwy
timidity /tɪˈmɪdəti/ lękliwość, płochliwość
trustworthiness /ˈtrʌstˌwɜːðɪnəs/ bycie godnym zaufania
trustworthy /ˈtrʌstwɜːði/ godny zaufania

The orange-highlighted words are practised in the vocabulary lesson.

two-faced /ˌtuː ˈfeɪst/ dwulicowy
uptight /ʌpˈtaɪt/ spięty, skryty
vain /veɪn/ próżny
vanity /ˈvænɪti/ próżność
well-behaved /ˌwel bɪˈheɪvd/ grzeczny
witty /ˈwɪti/ bystry, błyskotliwy

MP3 06 Feelings and emotions / Uczucia i emocje

affection /əˈfekʃən/ przywiązanie, czułość
affectionate /əˈfekʃənət/ przywiązany, czuły, serdeczny
apprehensive /ˌæprɪˈhensɪv/ bojaźliwy, lękliwy
bewildered/confused /bɪˈwɪldəd/kənˈfjuːzd/ zdumiony
bewilderment/confusion /bɪˈwɪldəmənt/kənˈfjuːʒən/ zdumienie
contempt/disdain /kənˈtempt/dɪsˈdeɪn/ pogarda
cross (with sb/at/about sth) /ˈkrɒs wɪð/ət/əˌbaʊt/ zły (na kogoś/coś)
despair/desperation /dɪˈspeə/despəˈreɪʃən/ rozpacz, desperacja
despise /dɪsˈpaɪz/ gardzić
devastated/shattered /ˈdevəsteɪtɪd/ˈʃætəd/ zdruzgotany
dismayed /dɪsˈmeɪd/ przerażony, zaniepokojony
distraught/distressed /dɪsˈtrɔːt/dɪsˈtrest/ zrozpaczony
distress /dɪsˈtres/ ból, cierpienie
downhearted /ˌdaʊnˈhɑːtɪd/ przygnębiony
elated /ɪˈleɪtɪd/ uszczęśliwiony
envious /ˈenvɪəs/ zawistny
envy /ˈenvi/ zawiść
gobsmacked/speechless /ˈgɒbˌsmækt/ˈspiːtʃləs/ oniemiały
grief/sorrow /griːf/ˈsɒrəʊ/ głęboki smutek, żal
grieve (over/for sb) /ˈgriːv (ˌəʊvə/fə)/ opłakiwać (kogoś)
hatred (of/for sb) /ˈheɪtrɪd (əv/fə)/ nienawiść (do kogoś)
indifferent (to sth) /ɪnˈdɪfrənt (tə)/ obojętny (w stosunku do czegoś)
intimidated /ɪnˈtɪmɪdeɪtɪd/ onieśmielony
miserable /ˈmɪzərəbəl/ smutny, przygnębiony
misery /ˈmɪzəri/ cierpienie, niedola
petrified /ˈpetrɪfaɪd/ sparaliżowany strachem
sadden /ˈsædən/ zasmucać
self-doubt /ˌself ˈdaʊt/ zwątpienie w siebie
shake with fury /ˌʃeɪk wɪð ˈfjʊəri/ trząść się z wściekłości
sheer/pure terror/amazement /ˌʃɪə/ˌpjʊə ˈterə/əˈmeɪzmənt/ głębokie przerażenie/zdumienie
sob /sɒb/ łkać
sympathetic /ˌsɪmpəˈθetɪk/ pełen współczucia
sympathy /ˈsɪmpəθi/ współczucie
twinge of guilt/envy/sadness/jealousy /ˌtwɪndʒ əv ˈgɪlt/ˈenvi/ˈsædnəs/ˈdʒeləsi/ ukłucie poczucia winy/zawiści/smutku/zazdrości
worn out /ˌwɔːn ˈaʊt/ wyczerpany

Verb phrases and idioms / Zwroty i idiomy

be at a loss/at your wits' end /ˌbi ət ə ˈlɒs/ət jə ˌwɪts ˈend/ być w rozterce
be in the mood (for sth) /ˌbi ɪn ðə ˈmuːd (fə)/ być w nastroju (do czegoś)
blow one's cool/lid/stack/top/a fuse/a gasket /ˌbləʊ wʌnz ˈkuːl/ˈlɪd/ˈstæk/ˈtɒp/ə ˈfjuːz/ə ˈgæskɪt/ wpaść w szał, wściec się
bottle sth up /ˌbɒtəl ˌsʌmθɪŋ ˈʌp/ dusić coś w sobie
burst into tears/out laughing /ˌbɜːst ˌɪntə ˈtɪəz/ˌaʊt ˈlɑːfɪŋ/ wybuchnąć płaczem/śmiechem
fight your own battle /ˌfaɪt jər ˌəʊn ˈbætəl/ zmagać się z czymś bez pomocy innych
get on sb's nerves /ˌget ɒn ˌsʌmbədiz ˈnɜːvz/ wkurzać kogoś
get sb down /ˌget ˌsʌmbədi ˈdaʊn/ zasmucać kogoś
get/put sb's back up /ˌget/ˌpʊt ˌsʌmbədiz ˈbæk ʌp/ irytować kogoś
give sb a new lease of life /ˌgɪv ˌsʌmbədi ə ˌnjuː ˌliːs əv ˈlaɪf/ przywrócić komuś radość życia
go/walk off in a huff /ˌgəʊ/ˌwɔːk ɒf ɪn ə ˈhʌf/ obrazić się i odejść
have it out with sb /ˌhæv ɪt ˈaʊt wɪð/ rozmówić się z kimś
hit the roof /ˌhɪt ðə ˈruːf/ wpaść w szał
make sb's blood boil /ˌmeɪk ˌsʌmbədiz ˈblʌd bɔɪl/ bardzo kogoś zdenerwować
my heart sank /ˌmaɪ ˈhɑːt sæŋk/ załamałem się
rattle sb's cage /ˌrætəl ˌsʌmbədiz ˈkeɪdʒ/ sprowokować kogoś
swallow your pride /ˌswɒləʊ jə ˈpraɪd/ schować dumę do kieszeni

MP3 07 Skills and interests / Umiejętności i zainteresowania

born artist/leader /ˌbɔːn ˈɑːtɪst/ˈliːdə/ urodzony artysta/przywódca
conflict resolution skills /ˈkɒnflɪkt ˌrezəˌluːʃən skɪlz/ umiejętność rozwiązywania konfliktów
critical thinking skills /ˌkrɪtɪkəl ˈθɪŋkɪŋ skɪlz/ umiejętność krytycznego myślenia
digital literacy /ˌdɪdʒɪtəl ˈlɪtərəsi/ umiejętności cyfrowe
entrepreneurial flair /ˌɒntrəprəˌnɜːrɪəl ˈfleə/ smykałka do interesów
have an aptitude/a gift/faculty/flair for sth /ˌhæv ən ˈæptɪtjuːd/ə ˈgɪft/ˈfækəlti/ˈfleə fə/ mieć dar/predyspozycje/zdolności/smykałkę do czegoś
interpersonal skills /ˌɪntəˌpɜːsənəl ˈskɪlz/ kompetencje społeczne
soft/people skills /ˈsɒft/ˈpiːpəl skɪlz/ kompetencje miękkie
strong work ethic /ˌstrɒŋ ˈwɜːk ˌeθɪk/ wysoka etyka zawodowa
think outside the box /ˌθɪŋk aʊtˌsaɪd ðə ˈbɒks/ myśleć w nieszablonowy sposób
time management skills /ˈtaɪm ˌmænɪdʒmənt skɪlz/ umiejętność zarządzania czasem
troubleshooting/problem-solving skills /ˈtrʌbəlˌʃʊtɪŋ/ˈprɒbləm ˌsɒlvɪŋ skɪlz/ umiejętność rozwiązywania problemów
willingness to learn /ˌwɪlɪŋnəs tə ˈlɜːn/ gotowość do uczenia się

MP3 08 Social and personal value system / Społeczny i osobisty system wartości

abide by a decision /əˌbaɪd baɪ ə dɪˈsɪʒən/ podporządkować/trzymać się decyzji
accept your own shortcomings /əkˌsept jər əʊn ˈʃɔːtˌkʌmɪŋz/ zaakceptować swoje wady
acknowledge your weaknesses /əkˌnɒlɪdʒ jə ˈwiːknəsɪz/ przyznać się do swoich słabości
affluent /ˈæfluənt/ zamożny
back down /ˌbæk ˈdaʊn/ dać za wygraną
back out of sth /ˌbæk ˈaʊt əv/ wycofać się z czegoś
commitment /kəˈmɪtmənt/ poświęcenie, oddanie
comply with regulations /kəmˌplaɪ wɪθ ˌregjʊˈleɪʃənz/ stosować się do uregulowań
compromise (n, v) /ˈkɒmprəmaɪz/ kompromis; iść na kompromis
detest sth /dɪˈtest/ gardzić czymś
discriminate against sb /dɪˈskrɪməneɪt əˌgenst/ dyskryminować kogoś
diversity /daɪˈvɜːsɪti/ różnorodność
have the courage of your convictions /ˌhæv ðə ˌkʌrɪdʒ əv jə kənˈvɪkʃənz/ mieć przekonanie o swojej słuszności
hypocrisy /hɪˈpɒkrəsi/ hipokryzja
inclusivity /ˌɪnkluːˈsɪvəti/ inkluzywność
integrity /ɪnˈtegrəti/ uczciwość
look out for sb /ˌlʊk ˈaʊt fə/ dbać o kogoś
loyalty /ˈlɔɪəlti/ lojalność
moral code /ˌmɒrəl ˈkəʊd/ kodeks moralny
morality /məˈrælɪti/ moralność
privileged /ˈprɪvəlɪdʒd/ dobrze sytuowany, uprzywilejowany
put/hold one's hands up /ˌpʊt/ˌhəʊld wʌnz ˈhændz ʌp/ wziąć odpowiedzialność za błędy
stand by your statement/words /ˌstænd baɪ jə ˈsteɪtmənt/ˈwɜːdz/ podtrzymywać swoje słowa
tolerance /ˈtɒlərəns/ tolerancja
virtue /ˈvɜːtjuː/ zaleta, cnota
welfare of others /ˌwelfeər əv ˈʌðəz/ dobro innych

MP3 09 Authority figures / Autorytety

aspire to do sth /əsˌpaɪə tə ˈduː/ dążyć do zajmowania się czymś
bring about change /ˌbrɪŋ əˌbaʊt ˈtʃeɪndʒ/ doprowadzić do zmian
challenge authority /ˌtʃælɪndʒ ɔːˈθɒrɪti/ kwestionować autorytet/władzę
earn respect /ˌɜːn rɪsˈpekt/ zyskać szacunek
gain recognition /ˌgeɪn ˌrekəgˈnɪʃən/ zdobyć uznanie
hold sb in high/great esteem /ˌhəʊld ˌsʌmbədi ɪn ˌhaɪ/ˌgreɪt ɪsˈtiːm/ darzyć kogoś ogromnym szacunkiem
live up to sb's standards /lɪv ˌʌp tə ˌsʌmbədiz ˈstændədz/ sprostać czyimś standardom
look down on sb /ˌlʊk ˈdaʊn ɒn/ pogardzać kimś
put sb on a pedestal /ˌpʊt ˌsʌmbədi ɒn ə ˈpedɪstəl/ stawiać kogoś na piedestale
set a good example /ˌset ə ˌgʊd ɪgˈzɑːmpəl/ stanowić dobry przykład
talk down to sb /ˌtɔːk ˈdaʊn tə/ traktować kogoś z wyższością

MP3 10 Sense of identity / Poczucie tożsamości

carve out an identity /ˌkɑːv ˌaʊt ən aɪˈdentɪti/ kształtować tożsamość
conform (to/with sth) /kənˈfɔːm (tə/wɪð)/ dostosować się (do czegoś)
define /dɪˈfaɪn/ definiować, określać
develop/strengthen a sense of identity /dɪˌveləp/ˌstreŋθən ə ˌsens əv aɪˈdentɪti/ rozwijać/umacniać poczucie tożsamości
figure out /ˌfɪgər ˈaʊt/ zrozumieć
fit in with sb/sth /ˌfɪt ˈɪn wɪð/ dopasować się do kogoś/czegoś
go through an identity crisis /ˌgəʊ ˌθruː ən aɪˈdentɪti ˌkraɪsɪs/ przechodzić kryzys tożsamości
retain/lose your individuality /rɪˌteɪn/ˌluːz jər ˌɪndɪˌvɪdʒuˈæləti/ zachować/stracić swoją odrębność
self-image /ˌself ˈɪmɪdʒ/ obraz samego siebie
sense of belonging /ˌsens əv bɪˈlɒŋɪŋ/ poczucie przynależności
social status /ˌsəʊʃəl ˈsteɪtəs/ pozycja społeczna
uniqueness /juːˈniːknəs/ wyjątkowość

MP3 11 LISTENING

communication breakdown /kəˌmjuːnɪˈkeɪʃən ˌbreɪkdaʊn/ nieporozumienie
core values /ˌkɔː ˈvælјuːz/ fundamentalne wartości
foster cooperation /ˌfɒstə kəʊˌɒpəˈreɪʃən/ promować współpracę
gain self-esteem /ˌgeɪn ˌself ɪˈstiːm/ zyskać poczucie własnej wartości
stand out from the crowd /ˌstænd ˌaʊt frəm ðə ˈkraʊd/ wyróżnić się z tłumu

MP3 12 READING

engage in sth /ɪnˈgeɪdʒ ɪn/ zaangażować się w coś
increase /ɪnˈkriːs/ zwiększyć
pass on /ˌpɑːs ˈɒn/ przekazać
reach one's full potential /ˌriːtʃ wʌnz ˌfʊl pəˈtenʃəl/ osiągnąć pełnię swoich możliwości
reduce in size /rɪˌdjuːs ɪn ˈsaɪz/ zmniejszyć wymiary

Listening

DOBIERANIE

1 CD 1.07 **Usłyszysz dwukrotnie cztery wypowiedzi na temat mody. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

This speaker mentions

A the dual role of fashion designers.
B an admiration for alternative ways of acquiring clothes.
C examples of clothes choices that indicate personality traits.
D a different attitude to fashion older people might have.
E where and when a sense of style starts to develop.

1	2	3	4

ODPOWIEDZI NA PYTANIA

2 CD 1.07 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Na pytania należy odpowiedzieć w języku angielskim.**

1 Why does Speaker 1 think that we should not always copy what others are wearing?
2 Why does Speaker 2 mention Mary Quant?
3 Which particular groups does Speaker 3 mention and why?
4 According to Speaker 4, what is the fashion industry responsible for?

Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 You should check when _____ (*kończy ci się ważność paszportu*) before you go on holidays outside of the European Union.
2 My eyesight _____ (*się pogarsza*) – I'm afraid I will have to wear glasses or contact lenses really soon.
3 She _____ (*ciągle mówi*) about jogging and working out – I'm really fed up with that.
4 I look up to President Strong as he _____ (*zawsze dotrzymuje*) his words.
5 I'm sorry I can't go shopping with you – I _____ (*farbuję włosy*) tomorrow afternoon.
6 My brother _____ (*zapuszcza brodę*) to look older every few months, but he always gets fed up with it and shaves it off.

SETY LEKSYKALNE

4 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Just look at my flabby arms and legs – I've really let myself ... since last holidays.
I'm not sure these combat trousers ... with that velvet blazer – to me, it looks a bit extravagant.
Do all young teenagers ... through a phase of knowing all the answers and being condescending?

2 _____
You should be more careful about what kind of personal information you give ... on social media.
I've been helping my mum in the garden all day – I'm so worn ...!
Going to the gym made me realise that I was ... of shape and I had to start working out regularly.

3 _____
My grandfather decided to ... early retirement and start travelling to the places he had never been to.
Gina asked her mum to ... in her dress for the prom as it was too big.
Please don't ... my comments personally – you are so sensitive!

4 _____
One should always take pride ... one's achievements and celebrate one's successes, no matter how small they might seem to others.
Please stop being so childish – I'm not ... the mood for your silly jokes.
My brother Ken is proficient ... four languages, but he lacks interpersonal skills.

5 _____
Rather than bottle ... our emotions, we should learn how to confront and handle them.
My Aunt Hyacinth is really strict and it's very difficult to live ... to her standards.
Sammy, roll ... your sleeves – it'll be easier for you to cook.

TRANSFORMACJE ZDAŃ

5 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 My headmistress is always considerate and open-minded – I respect her a lot. **ESTEEM**
My headmistress is always considerate and open-minded – I _____.
2 Mr Petersen doesn't think highly of people who don't have a university education. **DOWN**
Mr Petersen _____ people who don't have a university education.
3 Carla keeps complaining about her hair – she's so annoying! **IS**
Carla _____ about her hair – she's so annoying!
4 My brother Greg is very apprehensive about his first job interview tomorrow. **HE**
My brother Greg is quite nervous because _____ his first job interview tomorrow.
5 There is a tendency for a lot of young people nowadays to put celebrities and influencers on pedestal. **MORE**
More and _____ celebrities and influencers on pedestal nowadays.
6 I get on well with my sister, but every now and again she really makes my blood boil. **GETS**
I get on well with my sister, but every now and again she really _____.
7 From my point of view, compassion and integrity are the most important values. **BE**
I find compassion and integrity _____ the most important values.

SŁOWOTWÓRSTWO

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

Can a politician be a good role model for young generations? Can they set a good example to youngsters who might want to follow them? Are there any **(1)** _____ **(politics)** who are guided by integrity and **(2)** _____ **(loyal)** towards their compatriots, rather than personal ambitions and greed for power? Can we expect politicians to adhere to their principles and ideals even when political compromises need to be **(3)** _____ **(make)**? Justin Trudeau, the Canadian PM, is often given as an example of a politician who is an **(4)** _____ **(inspire)** role model to many people. He is praised especially for his policy of **(5)** _____ **(diverse)** and inclusivity when it comes to selecting Cabinet ministers. They represent different cultures: not only Canadian and French, but also Native, Sikh, Indian, Persian and more, and half of his ministers are women. This is what Trudeau believes Canada looks like – a country of people with diverse backgrounds and different **(6)** _____ **(race)** and ethnic identities – and this is what his multicultural government looks like.

GRAMATYKALIZACJA

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

1 I know I'm quite short and thin, and I keep my hair short, but why _____ (**people** / **constantly** / **ask**) me about my age?
2 My mother _____ (**always** / **cry** / **eyes**) when she watches children's films, like *The Lion King*.
3 Jimmy, why _____ (**you** / **unbutton**) your jacket? It's cold and windy.
4 You've got terrible bags under your eyes – you _____ (**not** / **get** / **enough** / **sleep**) these days.
5 Hurry up, kids – _____ (**concert** / **start**) at 7 pm, and they won't let us in if we're late.
6 Daniel _____ (**get** / **more**) assertive because he's taking part in assertiveness training.
7 As far _____ (**I** / **concern**), a lot of young people lack people skills nowadays.

WYBÓR WIELOKROTNY

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

Adolescence is the time when individuals **(1)** _____ a sense of identity, which is of crucial importance for healthy psychological development. Yet many adults, parents and educators alike, often feel **(2)** _____ or confused when their children or students try to understand who they really are. Teenagers **(3)** _____ not only with their appearance, for example, matching dreadlocks with a suit to look funky. They also try out different activities and hobbies to figure **(4)** _____ what they really like doing – and, most importantly, they might challenge authority as they need to find their own beliefs and values. Unfortunately, because of peer pressure to **(5)** _____ – or to engage in risky behaviour – the path to carving out one's identity isn't always easy, and they need adults who will provide a safe environment, and will always have their back. No matter how cheeky, spiteful or **(6)** _____ a teen may seem, a supportive adult should not **(7)** _____ their fuse, but show some empathy and promote honest communication.

1 **A** discover **B** develop **C** accomplish **D** make
2 **A** dismay
B hatred
C bewildered
D self-doubt
3 **A** are experimenting
B experiment
C are on the verge of experimenting
D are due to experiment
4 **A** up **B** on **C** into **D** out
5 **A** fit in **B** go with **C** blend with **D** fill in
6 **A** courteous
B efficient
C big-headed
D likeable
7 **A** blow **B** burst **C** screw **D** turn

02 MIEJSCE ZAMIESZKANIA

GET READY

What different types of houses do you pass on your way to school? Choose one that you would like to live in and say why.

Dom i jego okolica

1 Complete the posts from a website called *View From My Window* with the words in the boxes.

basement cobbled converted estate landmark stately terraced

Mia_65 My bedroom is a **(1)** _____ **loft** and I have a great view! We live in a village, and I can see rows of **(2)** _____ **houses**, linked by **(3)** _____ **streets**. There's a **council (4)** _____ on the edge of the village, and beyond that, hills with a few farmsteads and tractors. I know there's a(n) **(5)** _____ **home** just over the hill, but I can't see it from here. However, I can see a circle of large stones on the hilltop, which is a **local (6)** _____.

Merry_Berry I live in a(n) **(7)** _____ **flat**, so the view from my window is a stone wall!

halls housing high-rise huts sheltered residential reach seafront stone's

Co_Op4 We live in a(n) **(8)** _____, on the tenth floor, and I have a view of the whole town! It's a seaside town and I can see the **(9)** _____ properties that are just a **(10)** _____ **throw from** the beach, and there are some brightly coloured **beach (11)** _____ too. Opposite us there are some properties that have recently been converted for **social (12)** _____ and because the population here is older than average, there are several **(13)** _____ **homes** for the elderly and **(14)** _____ **accommodation** for those who need it. It's a university town too, so I can also see a couple of **(15)** _____ **of residence** for the students, **within easy (16)** _____ **of** the university itself. It's a good view.

Pomieszczenia i wyposażenie

2 Look at the downstairs floor plan of a detached house and label rooms 1–12 with the words in the box.

cellar conservatory corridor downstairs cloakroom drawing room integral garage pantry patio playroom porch storage space utility room

3 **Think of another room to add to the downstairs floor plan in exercise 2. Then draw the upstairs floor plan of the house. Use the wordlist on page 30 to help you.**

4 **Replace the underlined words with their American English equivalents in the box.**

base comforter counter deck
faucet flatware rod stove yard

1 We need a new worktop in the kitchen, because the old one is scratched and has burn marks on it. _____
2 Can you ask Dad to fix the tap in the bathroom – it's dripping? _____
3 It's lovely to sit on the patio and watch the sun go down. _____
4 We always used to play in the garden after school until dusk. _____
5 It's important to have a lightning conductor on the roof to protect the house. _____
6 I have a thick quilt on my bed because I hate being cold at night. _____
7 People used to give newlyweds cutlery as a present, but I don't think that happens so much today. _____
8 I've got something on the cooker. Could you keep an eye on it, please? I don't want it to boil over. _____
9 If we paint the walls, we must do the skirting boards too. _____

5 **Complete the definitions. The first letters have been given.**

1 **B**_____ prevent you from falling down the stairs.
2 A **b**_____ heats the water in your house.
3 **C**_____ includes cups, saucers and plates.
4 **F**_____ can be covered with carpet to make a room warmer for our bare feet.
5 Electrical **s**_____ are used to plug in electrical appliances, like kettles.
6 Kitchen **u**_____ include wooden spoons and tin openers and other things we need for cooking.
7 Double **g**_____ for windows keeps our rooms warmer.
8 A **m**_____ is a shelf above an open or electric fire.
9 A **m**_____ is what we sleep on and should be good enough to support our backs.
10 **S**_____ are used in many countries to let light in or keep a room dark.

6 **Choose the correct words to complete the invitation.**

Hey guys!
I've hit the jackpot! My new home is a **self- (1)** ***contained*** / ***reliant*** flat with **(2)** ***fitted*** / ***fitting*** carpets throughout, and a **(3)** ***fully-*** / ***completely-*** **equipped** kitchen. It's got **(4)** ***ample*** / ***wide*** storage space for all my clutter, and there's a small but **well- (5)** ***grown*** / ***maintained*** garden (not overgrown!) It's in a **(6)** ***leafy*** / ***grassy*** suburb on a **tree- (7)** ***grown*** / ***lined*** street. Who could wish for more? It also has a **good- (8)** ***sizable*** / ***sized*** sitting room, so I'm inviting you all round for a **(9)** ***housewarming*** / ***windowsill*** party! Friday 17th, 7.30 pm. RSVP

Cheers,
Drew

7 **Work in pairs. Describe a room in your house or flat to your partner in as much detail as you can.**

8 **Decide if the adjectives in the box are positive or negative.**

airy cluttered cosy cramped dilapidated dingy draughty homely
pristine run-down secluded spacious squalid stuffy stylish tranquil

9 CD 1.08 **Use the adjectives from exercise 8 to complete the conversation about some online viewings. Listen and check.**

Lou: The window in the second bedroom looks very small – it could get very **(1)** _____ in there. And the brown walls make it look **(2)** _____.
Eve: And – oh look at the kitchen – it's tiny – you couldn't cook in such a **(3)** _____ space!
Lou: I know – just a few cookery books and it would look cluttered! But click next and you'll see the garden. I like it. It's really **(4)** _____ – no view of any other houses, and from the map it looks as if it's away from all the noisy traffic, so it should be a peaceful and **(5)** _____ area.
Eve: You're right, and going back to the master bedroom – it's very **(6)** _____ – lots of room for furniture. And unlike the last house we looked at, which was really **(7)** _____, this one shouldn't need much work doing on it – maybe an extension to the kitchen? Apart from the second bedroom, most of the decoration is modern and **(8)** _____ – I mean, the paintwork downstairs is in **(9)** _____ condition – not a mark or stain on it.
Lou: Yes – let's organise a viewing with the estate agent.

10 Work in pairs. Extend the conversation in exercise 9 using the adjectives from exercise 8 that weren't used.

11 Work in pairs and play the memory game. Look at the picture and name the items found or used in the garden. Look at the picture again for ten seconds and then cover it. How many items can you remember?

Prace domowe

12 Complete the collocations with the correct verbs in the box. Sometimes more than one answer is possible. Then decide which are regular chores and which are one-off jobs. Add two more chores and two more jobs.

do do up draw fix hang lag load put scrub sort tile unblock unload

1 _____ the kitchen floor
2 _____ a dripping tap
3 _____ the blinds
4 _____ the drains
5 _____ an outside pipe
6 _____ a property
7 _____ a picture
8 _____ the laundry
9 _____ and _____ the dishwasher
10 _____ and _____ out the rubbish
11 _____ the walls

13 Which jobs from exercise 12 would you or your family do yourselves, and which jobs would you call an expert in for?

Wynajmowanie mieszkania

14 Complete the advice with the translations of the words in brackets. Use the wordlist on page 30 to help you.

Advice to tenants

Before signing a **(1)** _____ (***umowy najmu***), make sure you check out the **(2)** _____ (***warunki umowy najmu***). Landlords get a bad press, but sometimes they have a reason. If you **(3)** _____ (***zalegasz z opłatą za wynajem***) or **(4)** _____ (***nie dokonasz kilku opłat***), it can affect their finances significantly. You must be aware of the consequences of **(5)** _____ (***wzięcia na siebie wyższych opłat za wynajem***) than you can afford. There will be clauses in the agreement that forbid you **(6)** _____ (***podnajmowania***) any part of your property, and also **(7)** _____ (***długość okresu wypowiedzenia***) you need to give when you want to leave. You will probably be asked for a **(8)** _____ (***kaucję***), and you may also have to provide a guarantor and references before the landlord agrees to **(9)** _____ (***wynająć dom***) or flat to you. Always read the **(10)** _____ (***informacje napisane drobnym drukiem***).

Kupno i sprzedaż mieszkania

15 One word in each of the collocations 1–12 is incorrect. Identify and correct these words.

We want to know all about your buying and selling experiences. Post yours!

Helter_skelter12

We viewed a house and **(1) made in an offer**, just a thousand under the **(2) demanded price**. The sale was agreed, and we **(3) put out a mortgage application**. The agents kept the property on their website, but indicated it was **(4) on offer**. Someone else booked a viewing, gazumped us and we lost the house. So disappointed and angry. Can they do this?

TomTomx

We had the house valued and **(5) put it on the stall**. The agent arranged a(n) **(6) appointed viewing**, and we had loads of people on the day and received several offers. We accepted the highest – they **(7) got a check-out done** and everything was **(8) going on**. Then, just before **(9) swapping contracts**, the buyers **(10) pulled down of the sale**. I don't think they'd properly **(11) factored through the full costs** involved. So, we had to start again. But there's a **(12) tall demand for properties** in this area, so I'm fairly optimistic.

Przeprowadzka

16 Complete the blog with the correct words. The first letters have been given.

Jen's Blog

What a disastrous day! I'd **booked a (1) r**_____ **company** to move everything to my new flat and I'd done all the packing up myself – against my mum's advice – she'd told me to get it all done by a **packing (2) s**_____. But no, I did it myself to cut down costs. I'd **(3) d**_____ and thrown out everything I wouldn't need, I'd **(4) b**_____ **wrapped** all the **(5) f**_____ items. Clothes, ornaments, books and crockery went into **(6) s**_____ **moving boxes** and they were all **(7) l**_____. I'd even **(8) d**_____ some **furniture** that I knew wouldn't get through the doors. And I waited. But the removal van didn't show up. So, I had to get a friend with a small van to help me out. It took umpteen journeys back and forth to the new place and lots of aching muscles after **(9) l**_____ everything **up and down the stairs**, but we did it. And we managed to get the stuff I didn't immediately need to a **long-term storage (10) f**_____. Thank you, Edward – you're a star!

Architektura

17 Complete the review with the correct words in the box.

blueprints drawn eyesore façade flagstones foundations new build on board oversee permission plot restoration touches

AMAZING DESIGNS

Channel 8 Thursday 8.30

Whether you're thinking of restoring a property, building your own house, or are simply interested in seeing how it's done, this series is a must-watch. From buying a **(1)** _____ **of land**, obtaining **planning (2)** _____ and **getting an architect (3)** _____, to **putting the final (4)** _____ **to** a dream home, we follow every step. And there are many more steps than we realise. **(5)** _____ are created, plans **(6)** _____ **up**, and every aspect of the new building considered before the **(7)** _____ are **laid**. The homeowner has their dream, but the architect and other experts **(8)** _____ **the project** at every point. First in the series is a castle **(9)** _____ **project** with its ancient **(10)** _____ and incredible stately **(11)** _____, and that is followed by an ultra-modern **(12)** _____, an environmentally friendly house in a forest. Are the final results of these projects iconic or an **(13)** _____? Your decision. Don't miss some great stories – of both success and failure.

★★★★★

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

18 CD 1.09 Listen to a person talking about a home they remember. Answer the questions.

1 The speaker mentions three types of houses she lived in. What was a) her previous home b) The Nook and c) the next home?
2 What characteristics of an old house does the speaker mention as being part of the attraction of The Nook for her?
3 How does she describe the secret house next door to The Nook?
4 Why did she not live in The Nook for a long time?
5 Why do you think she would rather not find out the fate of the secret house?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

19 Work in pairs. Take turns to describe the picture and then answer the questions.

1 What do you think the man is showing the woman? Why?
2 What is your favourite place in your home and why?
3 Tell us about a time improvements or changes were made to your home.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the question below.

What might be exciting or difficult for someone moving from the countryside to live in a city? Name three exciting and three difficult things.

02 LISTENING

Zoom in

1 **Which of these can you find in the area where you live?**

brick houses • concrete blocks of flats • derelict buildings • building sites • traditional farmhouses • skyscrapers • gated housing estates • modernist office buildings • historic buildings • commercial buildings • real eyesores

Practise

GET SMARTER

Pamiętaj, że informacje podane w treści zadania są zazwyczaj sformułowane inaczej niż w nagraniu, np.: informacja wyrażona przymiotnikiem może być sparafrazowana za pomocą rzeczownika: *single-storey residential building = a bungalow*. Identyczna treść może być wyrażona za pomocą różnych struktur gramatycznych: *We were allowed to have our house built. = We got the planning permission.*

2 CD 1.10 **Work in pairs. Read the sentences and try to paraphrase them. Then listen to the recording and compare your answers with what the speaker says.**

1 Brutalism emerged in the 1950s and grew out of modernist architecture.
2 Brutalist structures come across as unwelcoming.
3 The style became popular in the 50s and 60s.
4 A lot of brutalist constructions were pulled down.
5 Habitat 67 was put up to celebrate Canada's centennial as an independent nation.

WYBÓR WIELOKROTNY

3 CD 1.11 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.**

Tekst 1.

1 From what we hear, we may speculate that Mr Wilson is
A a historian.
B an architect.
C an expert in ethnography.
D a descendant of royalty.

Tekst 2.

2 What is the conversation about?
A Inventive house designs
B The workings of a floating house
C Flood-proof building materials
D The pros and cons of a can-float house

3 Which information is true about a can-float building?
A It's got extra storage space.
B It remains in the same position in all weather conditions.
C It is mainly built out of wood.
D It usually looks similar to a boat.

Tekst 3.

4 In his podcasts, the author
A talks about his dream holiday destinations.
B shares his wide professional knowledge of architecture.
C reveals he is mostly fascinated by monumental structures.
D tends to talk about his actual trips.

5 How many of the described places does the author consider to be a real architectural achievement?
A All of them **B** One of them
C Two of them **D** None of them

6 Which of these statements is expressed as a fact, not an opinion?
A Gardens by the Bay are the most famous place in Singapore.
B Gardens by the Bay's design reflects Singapore's cultural heritage.
C The 'supertrees' are the Gardens' main feature.
D Gardens by the Bay are a perfect destination for people who care about the environment.

Fish for words

4 **Put the words from the recording in exercise 3 into the correct columns. Can you explain their meaning?**

arch chamber dome edifice gate landmark monument post staircase temple walkway

building/place	parts of a building	could be both

Wrap it up

5 **Find some interesting information about a man-made wonder and prepare a short podcast about it. Share your podcasts, and vote for the most interesting one.**

Zoom in

1 ROZMOWA WSTĘPNA Work in pairs and discuss the questions.

1 Describe your favourite room in your house or flat. What makes it your favourite place?
2 Why do people decide to refurbish their houses or flats?

Activate

2 Complete the sentences in the *Know your phrases* box with one word in each gap.

KNOW YOUR PHRASES

- *(1) _____ the photograph, I can see / The photograph shows a teenage girl (2) _____ on the floor.*
- *She's holding a book in her hands.*
- *It looks (3) _____ though she's studying something.*
- *She (4) _____ to be listening to music at the same time.*
- *She is wearing a T-shirt and jogging bottoms.*
- *The girl gives the (5) _____ of feeling worn-out/exhausted/focused/distracted.*
- *The room couldn't be (6) _____ cluttered.*
- *In my opinion, the place is in urgent (7) _____ of renovation/refurbishment.*

3 Complete the task below.

Powiedz, że:
1 na zdjęciu widzisz nastolatki robiące notatki;
2 nastolatka przedstawiona na zdjęciu siedzi w fotelu w swoim pokoju;
3 nastolatek przedstawiony na zdjęciu wydaje się wyczerpany;
4 zdjęcie pokazuje posprzątane biurko;
5 Twoim zdaniem osoby przedstawione na zdjęciu wyglądają na bardzo skoncentrowane;
6 wygląda na to, że dziewczyna przedstawiona na zdjęciu patrzy przez okno zamiast się uczyć.

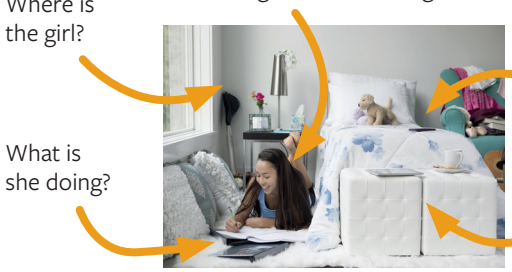
Practise

GET SMARTER

Opisując zdjęcie, pamiętaj, aby uwzględnić następujące informacje: kogo widzisz, gdzie znajduje się ta osoba i jak wygląda jej otoczenie, a także co robi osoba ukazana na zdjęciu, jak wygląda, jak jest ubrana oraz – jeżeli można to wywnioskować – jak się czuje.

Spekulując na temat tego, co widzisz na zdjęciu, możesz użyć konstrukcji: czasownik modalny + *be* + gerund, np.: *She might be studying for a test., He could be travelling to school or college., She must be feeling lonely.*

4 Look at the photograph and answer the questions.



ROZMOWA NA PODSTAWIE ILUSTRACJI

5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.

UCZEŃ A

1 Why do you think the people are arguing?
2 What pieces of furniture are absolutely essential for you to have in your room? Why?
3 Describe the last time you or someone you know changed things around their house.

UCZEŃ B

1 Why is the boy sitting on the floor?
2 Do you like spending time in your bedroom? Why (not)?
3 Describe the last time you had time to relax at home.

Speaking Bank ▶ p. 218

6 Work in pairs. Look at the options below and say what your preferences are when you have to study for school. Add extra options if you want to.

- tidy bedroom / messy bedroom
- lie on the bed / sit at the desk
- bright lights on / just the desk lamp on
- no post-it notes / lots of post-it notes
- music on / music off
- social media on / social media off

Wrap it up

7 Read the statements below. How true are they for you on a scale from 1 to 10? Work in pairs and compare your ideas.

1 I go for bright colours in my flat. I avoid dull ones.
2 I'm a minimalist. No pictures, no ornaments, no carpets and no curtains in my house.
3 My room is my castle. It's my precious personal space.
4 I don't like messy bedrooms. I keep mine as tidy as possible.

Speaking Set 02 ▶ p. 204

02 READING

Zoom in

1 **Work in pairs. House renovation programmes are becoming popular nowadays. Why do you think this is? Do you have a favourite one?**

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu zdań do luk w tekście, pamiętaj, że zdanie wyjęte z tekstu może rozwijać myśl wyrażoną w zdaniu poprzedzającym lukę lub zawierać przykłady, które ilustrują coś, o czym wspomniano ogólnie.

2 **Read the text and choose which sentence (A or B) is most suitable for each gap. Explain your choice.**

ARTICLE

Are you looking to rent or buy a property and feel intimidated by the time you will need to spend viewing places that may not meet your expectations? **(1)** ____ It is a shift away from being physically shown around by an estate agent, to going virtual. And this is a move that will be relevant to everyone involved, from students looking to share a flat to the prospective buyers of a substantial house. **(2)** ____ Do the bedroom dimensions feel right for you? Is there enough storage space in the kitchen? 360-degree 3D tours of a property can also highlight any defects in the structure – cracked plaster, ill-fitting shutters and so on. **(3)** ____ So, if you are seriously considering making an offer on a house or putting down a deposit for a rental, a physical visit is always advised. Although much more convenient than the way our parents would check out a house years ago, a virtual tour will not tell you about the incessant noise of a busy street, how superbly located it actually is (or isn't), or whether there is rising damp hidden behind the wardrobe!

1 **A** Then the most recent trend in checking out possible new homes will be of interest.
B As a result, a new activity is becoming fashionable.
2 **A** Some people, in spite of this, will not be happy using technology to look round a property.
B Virtual viewings are now becoming commonplace, and it is possible to 'walk through' places on your short list at your own pace, and see how suitable they are.
3 **A** You can also go round the property with an estate agent and see for yourself, when you have the time.
B However, it must be pointed out that these tours should serve mainly to eliminate possible choices, saving everyone precious time.

DOBIERANIE

3 **Przeczytaj tekst ze strony 27, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A The first one is that much of this is down to people's basic curiosity about looking inside other people's homes.
B However, it has also given me a chance to catch up on what types of programme people are watching these days.
C It's about time the kitchen wall was taken down, creating an open-plan dining area, and an extension across the patio (with planning permission, of course) could give me a bigger study.
D In spite of my initial reservations I have come to admire and respect what has been achieved.
E In addition to this, many of the shows offer a certain amount of drama when there are unexpected hitches in the plans like leaky pipes or blocked drains.

Fish for words

4 **Choose the correct words to complete the sentences.**

1 If you have a problem with ***lifting*** / ***rising*** **damp**, you need to call in a professional.
2 Heating a room can be costly when there are ***ill-*** / ***bad-*** **fitting** shutters or window frames.
3 The bottom of our garden flooded because of ***running*** / ***leaky*** **pipes** quite deep underground.
4 We double-checked the **bedroom** ***dimensions*** / ***extents*** and found that we had not measured it correctly the first time.
5 People who take on **large-** ***scale*** / ***degree*** **projects** often move into temporary accommodation while the building work is underway.
6 Today, having enough ***packing*** / ***storage*** **space** is a top priority when it comes to installing a new kitchen.
7 On its own, ***broken*** / ***cracked*** **plaster** is not a big problem, but it might be a sign of some more fundamental structural damage.
8 The **drain** is ***blocked*** / ***connected*** again – you need to call the plumber!

Wrap it up

5 **Work in pairs. Plan your ideal house. Write notes about location, house type, rooms and decoration and present it to the class.**

Home Articles Contact

Reporter Sally Thatcher writes from her sofa

The recent enforced immobilisation has seen me imprisoned in front of the television for what feels like an eternity. **(1)** ___ It has been a revelation. I used to watch house design programmes on the odd occasion when I was home alone, but not that often. Who knew that people today have become so obsessed by programmes on building renovations? And, indeed, who knew that so many people out there are actively involved in large-scale projects? It appears that the passion for giving accommodation a facelift is sweeping our nation.

Having little else to occupy my mind, I set out to think about just why these programmes have become so popular, and I have come to a few conclusions. **(2)** ___ I have a friend who regularly checks out local houses for sale online just because he wants to look beyond the exteriors to see what people have done to improve their homes.

Secondly, I believe people are interested in what these programmes can teach them about what is and what is not possible as far as renovation is concerned, perhaps confirming ideas that they'd already been considering. **(3)** ___ Thirdly, there are also some interesting life stories. You might have seen a series about volunteers who were helping to transform houses for people who'd been living in accommodation not appropriate for their disabilities or other special needs. The final reveal scenes of the transformations can be quite tear-jerking.

So, after initial exasperation over the number of these shows, I have to admit that I have been studying my own surroundings, my cramped little basement flat, and taking notes about what I could change here. **(4)** ___ And as for the garden – well, there is so much scope ...

1 **Work in pairs. Read the tweet below. What would you do if you had a neighbour like Damien? Have you or someone you know experienced any problems with the neighbours? If so, describe the situation.**

Damien
@damien_

My neighbour knocked on my door this morning at 2:30 AM! Can you believe that – 2:30 AM? Luckily for him, I was still drilling holes for my new kitchen units.

3:55 PM - Sep 7, 2023

2 **Look at the underlined sentences in exercise 3 on page 26 and in the text *Reporter Sally Thatcher writes from her sofa* on this page. Which past tenses can be found in them? What are the rules for using these tenses? If you are not sure, check the Grammar Reference on page 230.**

GRAMMAR POINT

We moved in here ages ago. It's been ages / It's ages since we moved in here.

3 **Read the *Grammar point* box. Then translate the fragments in brackets into English in the text below.**

I **(1)** ___ (***nigdy nie słyszałam***) of European Neighbours' Day until my neighbours invited me round to celebrate it. One May morning, a perky teen boy **(2)** ___ (***pojawił się***) at our doorstep with an invite to a barbecue party that afternoon. I was largely taken aback by the situation, and I **(3)** ___ (***właśnie szykowałam się do wyjścia na zakupy***) anyway, so I mumbled that I was going to be busy and that I **(4)** ___ (***nie mogę przyjść***). After he left, I realised that I **(5)** ___ (***przegapiłam swój autobus***) and decided to stay home. As I **(6)** ___ (***przygotowywałam lunch***), I was thinking about my friendly young neighbour and I **(7)** ___ (***zaczęło mi być głupio***) about treating him so harshly. It dawned on me that even though we **(8)** ___ (***mieszkaliśmy***) in this neighbourhood for over six months, I still didn't know anyone, so I thought to myself: 'It's high time you **(9)** ___ (***zaprzyjaźniła się***) with the people living next door,' and decided to go. Now it's been ages since **(10)** ___ (***się poznaliśmy***) and we've been great friends.

4 **Work in pairs. Do you know what your neighbourhood used to look like 50 years ago? Do you think people met up more often and used to get along better than they do now? Discuss.**

Pronunciation activity ▶ p. 276

Grammar Reference and Practice ▶ pp. 230–231

02 USE OF ENGLISH

Zoom in

1 **Work in pairs and discuss the questions.**

1 Why is it increasingly rare for people to have a close relationship with their neighbours?
2 Can you think of five positive and five negative characteristics of a friendly neighbourhood?

Practise

GET SMARTER

Zanim przystąpisz do tłumaczenia fragmentu zdania, zastanów się, jakiego czasu należy użyć, i poszukaj elementów, które pomogą Ci to ustalić. Może to być np. czasownik posiłkowy lub określenie czasu. Zwróć uwagę, że niektóre określenia czasu mogą występować w więcej niż jednym czasie gramatycznym, np. *I'm **just** moving into my studio flat. I've **just** moved into my new studio flat. I had **just** moved into my new studio flat when you came to visit me.* Uważaj też na mniej typowe struktury, np. *It's time I **moved** out.*

2 **Read the pairs of sentences. Then work in pairs and decide why different tenses were used in each case. Translate the sentences into Polish.**

1 a We'd already found a flat when the estate agent rang with his offer.
b We've already found a flat, so we told the estate agent we weren't looking for offers.
2 a They moved to Málaga last year. They're happy in their new neighbourhood.
b They've moved to Málaga and they seem to be happy there.
3 a Are you ready to move out now?
b My parents had sold all their property. Now they were ready to move on.
4 a It's the first time I've used this removal company.
b It was the first time I'd used that removal company.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

3 **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. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 When I got home, I realised that I (*zostawiłem klucze do domu*) _____ in the car.
2 It was the second time we (*zorganizowaliśmy*) _____ a barbecue party for the neighbours.
3 My neighbour (*zawsze włączał*) _____ loud music when I was about to go to sleep.
4 How long is it since you (*pokłóciliście się*) _____ with your next door neighbours?
5 Why (*nie pościeliłeś*) _____ your bed yet? It's almost midday!
6 We (*zawsze mogliśmy liczyć na*) _____ our neighbours. That's why we liked them so much.
7 That area (*nigdy nie miała dużego wzięcia*) _____, but that changed when a draft plan to build a new metro line was announced.
8 This penthouse (*był do remontu*) _____ when we bought it.
9 It's about time they (*rozebrali*) _____ this old dilapidated building.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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1 It's the first time (*kiedy spotkałem*) _____ our new landlord.
2 Neither of us (*nie znał żadnego z sąsiadów*) _____. It was really strange.
3 My grandfather would (*grabił swój ogród*) _____ at least once a day.
4 We (*szukaliśmy*) _____ a house in a leafy suburb for two years before we found it.
5 I was shattered because I (*pieliłam grządki kwiatowe*) _____ all day.
6 Who (*robił pranie*) _____ at your house when you were little?
7 (*Podczas gdy tata przygotowywał*) _____ dinner, I was making a shopping list for the party.
8 People in Australia celebrate Neighbour Day (*po to, aby*) _____ promote better community cooperation.
9 I (*nigdy nie chciałam*) _____ to move out of our villa, but at some point it became too expensive to live there.

Wrap it up

5 **Work in pairs. Read the meaning of the acronym KIPPERS and discuss when you think is a good time to leave the nest and move out. Why do you think young people delay this decision?**

Kids In Parents' Pockets Eroding Retirement Savings *(KIPPERS) is a slang term for adult children who are still living at home with their parents even after finishing school and reaching working age.*

Use of English – Extra Practice 02 ▶ p. 268

Zoom in

1 **Look at the photos. Answer the questions.**

Same time, same city, two different streets

1 What problem are the photographs trying to convey? Is it a problem in your area? If so, how serious?
2 Would you join a protest against concreting over towns and cities? Why (not)?

Activate

2 **Complete the *Know your phrases* box with the words in the box.**

collaboration confront daunting direct favour
stand united suggest worsened wrong

KNOW YOUR PHRASES

- *The aim of this letter is to **draw** / (1) _____ your attention to a difficulty most towns are currently facing.*
- *I am writing this letter with a view to highlighting a problem most cities must **tackle** / (2) _____.*
- *As far as I am concerned, the situation has **gone from bad to worse** / (3) _____.*
- *I find it **unacceptable** / (4) _____ that our towns are being concreted over despite climate changes.*
- *Living in a place deprived of green spaces and trees seems to be a **bleak** / (5) _____ prospect.*
- *Therefore, I wholeheartedly believe that what we need is **concerted effort** / (6) _____.*
- *It is worth showing to the authorities that we **want to act together** / (7) _____ for a good cause.*
- *Another argument in **support** / (8) _____ of our cooperation is that we can exchange our views.*
- *What we **propose** / (9) _____ is organising an online meeting to discuss our ideas.*

3 **Complete the task below.**

Powiedz, że:
1 celem Twojego listu jest zwrócenie uwagi na problem wybetonowanych placów miejskich;
2 większość miast na świecie musi stawić czoła podobnym problemom;
3 sytuacja w Twojej miejscowości bardzo się pogorszyła, jeżeli chodzi o dbałość o środowisko;
4 tereny zielone w Twojej miejscowości są przekształcane (*converted*) w betonowe place i trzeba przeciw temu działać wspólnie;
5 warto się jednoczyć w słusznej sprawie.

Practise

GET SMARTER

Pamiętaj, że list do uczniów i uczennic innej szkoły to list formalny i nie powinien zawierać:
- zbyt potocznych zwrotów rozpoczynających i kończących list, np. *Hi*, *Take care*, *See you* itp.;
- skróconych form czasowników, np. *would've*;
- języka charakterystycznego dla wypowiedzi ustnych, np. *We're gonna organise …*;
- czasowników frazowych, np. *Urban spaces need doing up.*

4 **Rewrite the sentences in more formal English using the prompts in brackets.**

1 Our towns need doing up, but we want more green areas, not concreted squares. (in need, however, wish)
2 Teens who're eco-conscious would like more places where they can chill out. (environmentally-aware, appreciate, amenities)
3 I'd say we could organise a get-together and think up some ideas. (believe, solutions, could be, suggest)
4 Why not show everyone that we care about our towns and cities? (propose, manifest, urban)

5 **Read the task in exercise 6. Then work in pairs and think of at least two types of projects you could suggest to include in your letter. Describe and evaluate your ideas.**

LIST FORMALNY

6 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażeń z ramki *Know your phrases*.**

Ostatnio wiele się mówi o trendzie polegającym na betonowaniu przestrzeni miejskich. Twoja szkoła chciałaby zorganizować akcję mającą na celu przeciwdziałanie temu zjawisku i zachęcić do udziału w niej kolegów ze szkoły partnerskiej w Londynie. Napisz **list** do uczniów tej szkoły, w którym podasz powody, dla których warto zorganizować taką akcję, oraz przedstawisz pomysł na wspólny projekt.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 226

Wrap it up

7 **Work in pairs. Imagine you have been asked by the city council to vote which of the following amenities to build. Choose one amenity from each pair and justify your opinion.**

- more cycling paths or free city scooters
- brick or steel public buildings
- an interactive museum or an outdoor gym

MP3 13 VOCABULARY
The house and its surroundings / Dom i jego okolica /

Rodzaje domów / Types of houses

basement flat /ˌbeɪsmənt ˈflæt/ mieszkanie poniżej poziomu ulicy
beach hut /ˈbiːtʃ hʌt/ domek na plaży
bedsit /ˈbedsɪt/ kawalerka na wynajem
bungalow /ˈbʌŋgəˌləʊ/ bungalow
converted loft/loft conversion /kənˌvɜːtɪd ˈlɒft/ ˈlɒft kənˌvɜːʃən/ zaadaptowane poddasze
council house/estate /ˈkaʊnsəl haʊs/ɪˌsteɪt/ lokal komunalny/osiedle bloków komunalnych
gated housing estate /ˌgeɪtɪd ˈhaʊzɪŋ ɪˌsteɪt/ grodzone osiedle
hall of residence (BrE)/dorm/dormitory (AmE) /ˌhɔːl əv ˈrezɪdəns/dɔːm/ˈdɔːmɪtri/ akademik
houseboat /ˈhaʊsˌbəʊt/ łódź mieszkalna
maisonette /ˌmeɪzəˈnet/ dwupoziomowe mieszkanie z osobnym wejściem
manor /ˈmænə/ posiadłość ziemska
mobile home/motor home/trailer /ˌməʊbaɪl ˈhəʊm/ ˈməʊtə həʊm/ˈtreɪlə/ przyczepa mieszkalna
penthouse /ˈpentˌhaʊs/ luksusowy apartament na najwyższym piętrze
residential home/nursing home /ˌrezɪˌdenʃəl ˈhəʊm/ˈnɜːsɪŋ həʊm/ dom opieki
self-contained apartment /ˌself kənˌteɪnd əˈpɑːtmənt/ samodzielne mieszkanie
sheltered accommodation /ˌʃeltəd əˌkɒməˈdeɪʃən/ mieszkania dla osób niesamodzielnych
social housing /ˌsəʊʃəl ˈhaʊzɪŋ/ mieszkania socjalne
stately home /ˌsteɪtli ˈhəʊm/ piękna zabytkowa rezydencja
tenement building/house/block /ˈtenəmənt ˌbɪldɪŋ/haʊs/blɒk/ budynek czynszowy
terraced houses/terrace (BrE)/row houses (AmE) /ˌterəst ˈhaʊsɪz/ˈterəs/ˈrəʊ ˌhaʊsɪz/ domy szeregowe
thatched cottage /ˌθætʃt ˈkɒtɪdʒ/ dom kryty strzechą
tower block/high-rise /ˈtaʊə blɒk/ˈhaɪ raɪz/ wieżowiec
townhouse /ˈtaʊnhaʊs/ dom w centrum miasta

Location and surroundings / Położenie i otoczenie

a stone's throw from /ə ˈstəʊnz θrəʊ frəm/ rzut beretem od czegoś
adjacent to /əˈdʒeɪsənt tə/ w sąsiedztwie czegoś
cobbled street /ˌkɒbəld ˈstriːt/ brukowana ulica
cul-de-sac/dead end /ˈkʌl də ˌsæk/ˌded ˈend/ ślepa uliczka
dirt track/road /ˈdɜːt træk/rəʊd/ droga gruntowa
footpath /ˈfʊtpɑːθ/ ścieżka dla pieszych
highly sought-after/desirable area /ˌhaɪli sɔːt ˌɑːftə/dɪˌzaɪərəbəl ˈeərɪə/ rejon cieszący się dużym wzięciem
inner city /ˌɪnə ˈsɪti/ biedne śródmieście
in the middle of nowhere /ɪn ðə ˌmɪdəl əv ˈnəʊweə/ na odludziu, w szczerym polu
incessant noise /ɪnˌsesənt ˈnɔɪz/ nieustanny hałas
local amenities /ˌləʊkəl əˈmiːnɪtiz/ lokalne udogodnienia
local landmark /ˌləʊkəl ˈlændmɑːk/ miejscowy punkt orientacyjny
off-street parking /ˌɒfstriːt ˈpɑːkɪŋ/ osobny parking
on the seafront /ɒn ðə ˈsiːˌfrʌnt/ nad brzegiem morza
prime/vibrant location /ˌpraɪm/ˌvaɪbrənt ləʊˈkeɪʃən/ najlepsze/tętniące życiem miejsce
residential road /ˌrezɪˈdenʃəl rəʊd/ droga osiedlowa
superbly/conveniently/centrally located /suːˌpɜːbli/kənˌviːniəntli/ˌsentrəli ləʊˈkeɪtɪd/ wspaniale/dogodnie/centralnie położony
well-served by public transport /ˌwel ˌsɜːvd baɪ ˌpʌblɪk ˈtrænspɔːt/ dobrze skomunikowany
within easy reach of/allowing easy access to /wɪˌðɪn ˌiːzi ˈriːtʃ əv/əˌlaʊɪŋ ˌiːzi ˈækses tə/ umożliwiający łatwy dostęp do czegoś
within walking distance of /wɪˌðɪn ˌwɔːkɪŋ ˈdɪstəns əv/ w bezpośrednim sąsiedztwie czegoś

MP3 14 Rooms and home furnishings / Pomieszczenia i wyposażenie

Pomieszczenia / Rooms in the house

cellar/basement /ˈselə/ˈbeɪsmənt/ piwnica
conservatory /kənˈsɜːvətri/ oranżeria
corridor /ˈkɒrɪdɔː/ korytarz
(downstairs) cloakroom /(ˌdaʊnˌsteəz) ˈkləʊkrʊm/ toaleta (na parterze)
drawing/sitting room /ˈdrɔːɪŋ/ˈsɪtɪŋ ruːm/ salon, bawialnia
extension /ɪksˈtenʃən/ przybudówka
integral garage /ˌɪntɪgrəl ˈgærɑːʒ/ garaż połączony z domem
master bedroom /ˌmɑːstə ˈbedruːm/ główna sypialnia
pantry /ˈpæntri/ spiżarnia
patio/terrace (BrE)/deck (AmE) /ˈpætɪəʊ/ˈterəs/ dek/ patio, taras
playroom /ˈpleɪrʊm/ pokój zabaw
porch /pɔːtʃ/ ganek
roof terrace /ˈruːf ˌterəs/ taras na dachu
spare room/guest room /ˌspeə ˈruːm/ˈgest ruːm/ pokój gościnny
storage space /ˈstɔːrɪdʒ speɪs/ przestrzeń do przechowywania
utility room /juːˈtɪləti ruːm/ pomieszczenie gospodarcze
walk-in wardrobe/closet /ˌwɔːk ɪn ˈwɔːdrəʊb/ ˈklɒzɪt/ garderoba

Furnishings, facilities, equipment / Wyposażenie

all modern conveniences/all mod cons /ˌɔːl ˌmɒdən kənˈviːniənsɪz/ˌɔːl mɒd ˈkɒnz/ wszystkie wygody
banister /ˈbænɪstə/ poręcz
bedding /ˈbedɪŋ/ pościel
boiler /ˈbɔɪlə/ kocioł, bojler
bunk beds /ˌbʌŋk ˈbedz/ łóżko piętrowe
cat flap (BrE)/pet door (AmE) /ˈkæt flæp/ˈpet dɔː/ klapka w drzwiach dla zwierząt
cooker (BrE)/stove (AmE) /ˈkʊkə/stəʊv/ kuchenka
crockery /ˈkrɒkəri/ naczynia stołowe, porcelana
cutlery (BrE)/flatware/silverware (AmE) /ˈkʌtləri/ˈflætweə/ˈsɪlvəweə/ sztućce
doorstep /ˈdɔːstep/ próg
doorway /ˈdɔːweɪ/ otwór drzwiowy
double glazing /ˌdʌbəl ˈgleɪzɪŋ/ podwójne szyby w oknach
duvet/quilt (BrE)/comforter (AmE) /ˈduːveɪ/kwɪlt/ ˈkʌmfətə/ kołdra
electrical socket /ɪˌlektrɪkəl ˈsɒkɪt/ gniazdko elektryczne
fitted carpet /ˌfɪtɪd ˈkɑːpɪt/ wykładzina dywanowa
fitted kitchen units /ˌfɪtɪd ˈkɪtʃɪn ˌjuːnɪts/ meble kuchenne na wymiar
floorboards /ˈflɔːrbɔːdz/ deski podłogowe
French windows /ˌfrentʃ ˈwɪndəʊz/ przeszklone drzwi tarasowe
kitchen utensils /ˌkɪtʃɪn juːˈtensəlz/ przybory kuchenne
lightning conductor (BrE)/lightning rod (AmE) /ˈlaɪtnɪŋ kənˌdʌktə/ˈlaɪtnɪŋ rɒd/ piorunochron
mantelpiece /ˈmæntəlˌpiːs/ półka nad kominkiem
mattress /ˈmætrɪs/ materac
shutters /ˈʃʌtəz/ okiennice
skirting board (BrE)/baseboard (AmE) /ˈskɜːtɪŋ bɔːd/ˈbeɪsbɔːd/ listwa przypodłogowa
skylight /ˈskaɪlaɪt/ okno dachowe
sliding/revolving door /ˌslaɪdɪŋ/rɪˌvɒlvɪŋ ˈdɔː/ drzwi przesuwne/obrotowe
tap (BrE)/faucet (AmE) /tæp/ˈfɔːsɪt/ kran
window pane /ˈwɪndəʊ peɪn/ szyba okienna
windowsill /ˈwɪndəʊˌsɪl/ parapet
worktop/work surface (BrE)/counter (AmE) /ˈwɜːktɒp/ˌwɜːk ˈsɜːfɪs/ˈkaʊntə/ blat kuchenny

Description / Opis

airy /ˈeəri/ przewiewny, dobrze wentylowany
ample /ˈæmpəl/ pokaźny
cluttered (up) with sth /ˌklʌtəd (ˈʌp) wɪð/ zagracony czymś
cosy /ˈkəʊzi/ przytulny
cramped /kræmpt/ ciasny
creaking /ˈkriːkɪŋ/ skrzypiący
damp /dæmp/ wilgotny
derelict /ˈderəlɪkt/ opuszczony
dilapidated /dɪˈlæpɪdeɪtɪd/ zniszczony, w ruinie
dingy /ˈdɪndʒi/ ciemny i zapuszczony
draughty /ˈdrɑːfti/ pełen przeciągów
eyesore /ˈaɪˌsɔː/ szkarada
fully equipped /ˌfʊli ɪˈkwɪpt/ w pełni wyposażony
good-sized /ˌgʊd ˈsaɪzd/ sporych rozmiarów
homely /ˈhəʊmli/ przytulny
in need of renovation /ɪn ˌniːd əv ˌrenəˈveɪʃən/ do remontu
leafy /ˈliːfi/ pełen zieleni
overgrown with sth /ˌəʊvəˈgrəʊn wɪð/ zarośnięty czymś
pristine /ˈprɪstiːn/ nieskazitelny
run-down /ˌrʌn ˈdaʊn/ zapuszczony, zniszczony
secluded /sɪˈkluːdɪd/ ustronny, odosobniony
single-storey/multi-storey /ˌsɪŋgəl ˈstɔːri/ˌmʌltɪ ˈstɔːri/ jedno-/wielokondygnacyjny
spacious /ˈspeɪʃəs/ przestronny
squalid /ˈskwɒlɪd/ obskurny
stately /ˈsteɪtli/ okazały
stuffy /ˈstʌfi/ duszny
stylish /ˈstaɪlɪʃ/ stylowy
tranquil /ˈtræŋkwɪl/ cichy, spokojny
tree-lined /ˈtriː laɪnd/ wysadzany drzewami
ultra-modern /ˌʌltrəˈmɒdən/ supernowoczesny
unfurnished/sparsely furnished /ʌnˈfɜːnɪʃt/ˌspɑːsli ˈfɜːnɪʃt/ nieumeblowany/skąpo umeblowany
welcoming/unwelcoming /ˈwelkəmɪŋ/ ʌnˈwelkəmɪŋ/ przyjemny, gościnny/niegościnny
well-maintained /ˌwel meɪnˈteɪnd/ dobrze utrzymany, zadbany

Garden / Ogród

driveway /ˈdraɪvweɪ/ podjazd
flowerbed /ˈflaʊəˌbed/ grządka z kwiatami
flowerpot /ˈflaʊəpɒt/ doniczka
garden shears /ˌgɑːdən ʃɪəz/ sekator
glasshouse/greenhouse /ˈglɑːshaʊs/ˈgriːnhaʊs/ szklarnia
hedge /hedʒ/ żywopłot
hose/hosepipe /həʊz/ˈhəʊzˌpaɪp/ wąż ogrodowy
lawn mower /ˈlɔːn ˌməʊə/ kosiarka
rake (n, v) /reɪk/ grabie; grabić
shed /ʃed/ szopa
spade (n, v) /speɪd/ łopata; przerzucać łopatą
trowel /ˈtraʊəl/ łopatka
vine/climber /vaɪn/ˈklaɪmə/ pnącze
weed (n, v) /wiːd/ chwast; pielić
yard (AmE) /jɑːd/ dziedziniec, ogród

MP3 15 Housework / Prace domowe

bin liner (BrE)/trash bag/garbage bag (AmE) /ˈbɪn ˌlaɪnə/ˈtræʃ bæg/ˈgɑːbɪdʒ bæg/ worek na śmieci
change a fuse /ˌtʃeɪndʒ ə ˈfjuːz/ wymienić bezpiecznik
do/fold the laundry /ˌduː/ˌfəʊld ðə ˈlɔːndri/ robić/składać pranie
drill (n, v) /drɪl/ wiertarka; wiercić
fix a dripping tap /ˌfɪks ə ˌdrɪpɪŋ ˈtæp/ naprawić cieknący kran
give sth a fresh coat/lick of paint /ˌgɪv ˌsʌmθɪŋ ə freʃ ˌkəʊt/ˌlɪk əv ˈpeɪnt/ pomalować coś
grime/dirt /graɪm/dɜːt/ brud
hang a picture /ˌhæŋ ə ˈpɪktʃə/ powiesić obrazek

The orange-highlighted words are practised in the vocabulary lesson.

hang/put/peg the washing out /ˌhæŋ/ˌpʊt/ˌpeg ðə ˈwɒʃɪŋ aʊt/ rozwiesić pranie
hoover/vacuum the carpet /ˌhuːvə/ˌvækjuəm ðə ˈkɑːpɪt/ odkurzyć dywan
lag an outside pipe/the hot-water tank /ˌlæg ən ˌaʊtsaɪd ˈpaɪp/ðə ˌhɒt ˈwɔːtə tæŋk/ obłożyć rurę zewnętrzną/zbiornik gorącej wody warstwą izolującą
load/unload the dishwasher /ˌləʊd/ʌnˌləʊd ðə ˈdɪʃˌwɒʃə/ załadować/rozładować zmywarkę
plaster (n, v) /ˈplɑːstə/ gips; gipsować
pull down/draw/open the blinds /pʊl ˌdaʊn/ ˌdrɔː/ˌəʊpən ðə ˈblaɪndz/ zaciągnąć/otworzyć żaluzje
put/take out the rubbish /ˌpʊt/ˌteɪk ˌaʊt ðə ˈrʌbɪʃ/ wynosić śmieci
redecorate/renovate/refurbish/restore/do up /ˌriːˈdekəreɪt/ˈrenəʊveɪt/ˌriːˈfɜːbɪʃ/rɪsˈtɔː/ˌduː ˈʌp/ odnowić
redecoration/renovation/refurbishment/restoration /ˌriːˌdekəˈreɪʃən/ˌrenəʊˈveɪʃən/ ˌriːˈfɜːbɪʃmənt/ˌrestəˈreɪʃən/ remont
scour/scrub /ˈskaʊə/skrʌb/ szorować
screw (n, v)/unscrew /skruː/ʌnˈskruː/ śruba; przykręcić/odkręcić śrubę
sort the rubbish /ˌsɔːt ðə ˈrʌbɪʃ/ sortować śmieci
tile/paper the walls /ˌtaɪl/ˌpeɪpə ðə ˈwɔːlz/ położyć kafelki/tapetę na ścianach
unblock the drain /ʌnˌblɒk ðə ˈdreɪn/ odetkać odpływ
wipe (n, v) /waɪp/ chusteczka nawilżana; wycierać

MP3 16 Renting a flat / Wynajmowanie mieszkania

amount of notice/notice period /əˌmaʊnt əv ˈnəʊtɪs/ˈnəʊtɪs ˌpɪərɪəd/ długość okresu wypowiedzenia
at three/six months' notice /ət ˌθriː/ˌsɪks mʌnθs ˈnəʊtɪs/ z trzy-/sześciomiesięcznym okresem wypowiedzenia
evict /ɪˈvɪkt/ eksmitować
eviction /ɪˈvɪkʃən/ eksmisja
fall behind with/miss your rent payments /ˌfɔːl bɪˈhaɪnd wɪð/ˌmɪs jə ˈrent ˌpeɪmənts/ zalegać z opłatami za wynajem
fixed-term tenancy /ˌfɪkst tɜːm ˈtenənsi/ wynajem na czas określony
give sb notice to quit their flat /ˌgɪv ˌsʌmbədi ˈnəʊtɪs tə ˌkwɪt ðeə ˈflæt/ wręczyć komuś nakaz opuszczenia mieszkania
lease runs for/runs out in /ˌliːs ˈrʌnz fə/ˌrʌnz ˈaʊt ɪn/ najem jest ważny przez/kończy się w
let out a house/flat /ˌlet ˌaʊt ə ˈhaʊs/ˈflæt/ wynająć komuś dom/mieszkanie
provide a guarantor/references /prəˌvaɪd ə ˌgærənˈtɔː/ˈrefərənsɪz/ wskazać poręczyciela/ dostarczyć referencje
occupy a house/flat /ˈɒkjʊpaɪ ə haʊs/flæt/ zajmować, zamieszkiwać w domu/mieszkaniu
put down a (holding) deposit /pʊt ˌdaʊn ə (ˈhəʊldɪŋ) dɪˌpɒzɪt/ wpłacić kaucję
read the small print /ˌriːd ðə ˌsmɔːl ˈprɪnt/ czytać informacje napisane drobnym drukiem
sign a lease/rental contract/agreement /ˌsaɪn ə ˈliːs/ˈrentəl ˌkɒntrækt/əˌgriːmənt/ podpisać umowę najmu
sublet /sʌbˈlet/ podnajmować
take (in) a lodger /ˌteɪk (ɪn) ə ˈlɒdʒə/ przyjąć sublokatora
take on a high rent /teɪk ˌɒn ə ˌhaɪ ˈrent/ wziąć na siebie płacenie wysokiego czynszu
tenant /ˈtenənt/ lokator
terminate a contract /ˌtɜːmɪneɪt ə ˈkɒntrækt/ rozwiązać umowę
terms of a lease/the tenancy/the contract /ˌtɜːmz əv ə ˈliːs/ðə ˈtenənsi/ðə ˈkɒntrækt/ warunki umowy najmu
verbal agreement /ˈvɜːbəl əˌgriːmənt/ umowa ustna

MP3 17 Buying and selling property / Kupno i sprzedaż mieszkania

accept an offer /əkˌsept ən ˈɒfə/ przyjąć ofertę
agree a sale /əˌgriː ə ˈseɪl/ dobić targu
apply for/take out/secure a mortgage /əˌplaɪ fə/ teɪk ˌaʊt/sɪˌkjʊər ə ˈmɔːgɪdʒ/ ubiegać się o/ wziąć/zapewnić sobie kredyt hipoteczny
asking price /ˈɑːskɪŋ praɪs/ cena wywoławcza
be gazumped /ˌbi gəˈzʌmpt/ zostać przebitym
book a viewing /ˌbʊk ə ˈvjuːɪŋ/ zarezerwować termin oględzin
close the deal on sth /ˌkləʊz ðə ˈdiːl ɒn/ zawrzeć umowę czegoś
exchange contracts /ɪksˌtʃeɪndʒ ˈkɒntrækts/ sfinalizować umowę kupna-sprzedaży nieruchomości
factor in the full/additional costs /ˌfæktər ˌɪn ðə ˌfʊl/əˌdɪʃənəl ˈkɒsts/ uwzględnić wszystkie/ dodatkowe koszty
get a survey done /ˌget ə ˈsɜːveɪ dʌn/ zamówić ekspertyzę
get your property valued/get a valuation /ˌget jə ˌprɒpəti ˈvælju:d/ˌget ə ˌvælјʊˈeɪʃən/ zamówić wycenę nieruchomości
go/fall through /ˌgəʊ/ˌfɔːl ˈθruː/ dojść/nie dojść do skutku (o transakcji)
high demand for properties /ˌhaɪ dɪˌmɑːnd fə ˈprɒpətiz/ duży popyt na nieruchomości
house hunting /ˈhaʊs ˌhʌntɪŋ/ poszukiwanie domu do kupienia
housing association /ˈhaʊzɪŋ əˌsəʊsɪˌeɪʃən/ wspólnota mieszkaniowa
open viewing /ˌəʊpən ˈvjuːɪŋ/ ogólnodostępne oglądanie domu/mieszkania
pay stamp duty /ˌpeɪ ˈstæmp ˌdjuːti/ zapłacić opłatę skarbową
pull/back out of the purchase/sale /ˌpʊl/ˌbæk ˈaʊt əv ðə ˌpɜːtʃəs/seɪl/ wycofać się z kupna/ sprzedaży
put a property on the market /ˌpʊt ə ˌprɒpəti ɒn ðə ˈmɑːkɪt/ wystawić nieruchomość na sprzedaż
put in an offer/application /pʊt ˌɪn ən ˈɒfə/ ˌæplɪəˈkeɪʃən/ złożyć ofertę/wniosek
renegotiate the price /ˌriːnɪˌgəʊʃɪeɪt ðə ˈpraɪs/ renegocjować cenę
repossess a house /ˌriːpəˈzes ə ˌhaʊs/ odebrać dom osobie nie spłacającej rat kredytu hipotecznego
the property is under offer /ðə ˌprɒpəti ɪz ˌʌndər ˈɒfə/ ktoś złożył ofertę na zakup tej nieruchomości

MP3 18 Moving house / Przeprowadzka

book a removal company/packing service /ˌbʊk ə rɪˈmuːvəl ˌkʌmpəni/ˈpækɪŋ ˌsɜːvɪs/ zamówić firmę przeprowadzkową/usługę pakowania
bubble wrap (n, v) /ˈbʌbəl ræp/ folia bąbelkowa; zapakować w folię bąbelkową
declutter /diːˈklʌtə/ pozbyć się niepotrzebnych rzeczy
dismantle the furniture /dɪsˌmæntəl ðə ˈfɜːnɪtʃə/ demontować meble
fixtures and fittings /ˌfɪkstʃəz ənd ˈfɪtɪŋz/ osprzęt i wyposażenie
fragile/breakable items /ˌfrædʒaɪl/ˌbreɪkəbəl ˈaɪtəmz/ delikatne/kruche przedmioty
housewarming (party) /ˈhaʊsˌwɔːmɪŋ (ˌpɑːti)/ parapetówka
label/number/secure the boxes /ˌleɪbəl/ˌnʌmbə/ sɪˌkjʊə ðə ˈbɒksɪz/ opisać/ponumerować/ zabezpieczyć kartony
lug boxes up and down the stairs /ˌlʌg ˌbɒksɪz ʌp ənd ˌdaʊn ðə ˈsteəz/ wnosić pudła w górę/dół po schodach
packing tape /ˈpækɪŋ teɪp/ taśma pakowa
redirect your mail /ˌriːdɪˌrekt jə ˈmeɪl/ przekierować pocztę
sturdy/heavy-duty moving boxes /ˌstɜːdi/ˌhevɪ ˌdjuːti ˈmuːvɪŋ ˌbɒksɪz/ wytrzymałe kartony do przeprowadzki
use a (long-term) storage facility /ˌjuːz ə (lɒŋ ˌtɜːm) ˈstɔːrɪdʒ fəˌsɪlɪti/ korzystać z przechowalni (długoterminowej)

MP3 19 Architecture / Architektura

blueprint /ˈbluːˌprɪnt/ projekt architektoniczny
building site /ˈbɪldɪŋ saɪt/ plac budowy
concrete /ˈkɒnkriːt/ beton
cornerstone/foundation stone /ˈkɔːnəstəʊn/ faʊnˈdeɪʃən stəʊn/ kamień węgielny
downspout/drainpipe /ˈdaʊnspaʊt/ˈdreɪnpaɪp/ rynna
draw up plans /ˌdrɔː ˈʌp plænz/ sporządzać plany
exterior /eksˈtɪərɪə/ część zewnętrzna
facade/façade /fəˈsɑːd/ fasada
flagstone /ˈflægstəʊn/ płyta chodnikowa
flight of stairs/steps /ˌflaɪt əv ˈsteəz/ˈsteps/ kondygnacja schodów
floor/ground plan /ˈfl ɔː plæn/ plan pomieszczeń
get an architect on board /ˌget ən ˈɑːkɪtekt ɒn ˌbɔːd/ zatrudnić architekta
insulation /ˌɪnsjʊˈleɪʃən/ izolacja/ocieplenie budynku
interior /ɪnˈtɪərɪə/ wnętrze
landscape architecture /ˈlænskeɪp ˌɑːkɪtektʃə/ architektura krajobrazu
lay the foundations /ˌleɪ ðə faʊnˈdeɪʃənz/ kłaść fundamenty
marble /ˈmɑːbəl/ marmur
new build /ˈnjuː bɪld/ nowe budownictwo
oversee a project /əʊvəˌsiː ə ˈprɒdʒekt/ nadzorować projekt
planning permission/consent /ˈplænɪŋ pəˌmɪʃən/ kənˌsent/ pozwolenie na budowę
plot (of land) /ˌplɒt (əv ˈlænd)/ działka
plumbing /ˈplʌmɪŋ/ instalacja wodno-kanalizacyjna
pull down/demolish /ˌpʊl daʊn/dɪˈmɒlɪʃ/ wyburzyć
put the final touches to /ˌpʊt ðə ˌfaɪnəl ˈtʌtʃɪz tə/ nadawać czemuś ostatnie szlify
put up /ˌpʊt ˈʌp/ wznosić
restoration project /ˌrestəˈreɪʃən ˌprɒdʒekt/ projekt odbudowy
sewage system /ˈsjuːɪdʒ ˌsɪstɪm/ kanalizacja
slate/roof tile /sleɪt/ˈruːf taɪl/ dachówka
stairwell/stairway/staircase /ˈsteəwel/ˈsteəweɪ/ ˈsteəˌkeɪs/ klatka schodowa
steel /stiːl/ stal
timber (BrE)/lumber (AmE) /ˈtɪmbə/ˈlʌmbə/ drewno (jako materiał budowlany)
under construction /ˌʌndə kənˈstrʌkʃən/ w budowie
wiring /ˈwaɪərɪŋ/ instalacja elektryczna

MP3 20 LISTENING

arch /ɑːtʃ/ łuk
chamber /ˈtʃeɪmbə/ komnata
dome /dəʊm/ kopuła
edifice /ˈedɪfɪs/ gmach
passage /ˈpæsɪdʒ/ korytarz
post /pəʊst/ słup
temple /ˈtempəl/ świątynia
walkway /ˈwɔːkˌweɪ/ kładka

MP3 21 READING

dimensions /daɪˈmenʃənz/ wymiary
blocked drain /ˌblɒkt ˈdreɪn/ zatkany odpływ
cracked plaster /ˌkrækt ˈplɑːstə/ pęknięty tynk
ill-fitting shutters/window frames /ˌɪl ˌfɪtɪŋ ˈʃʌtəz/ ˈwɪndəʊ freɪmz/ źle dopasowane okiennice/ramy okienne
large-scale project /ˌlɑːdʒ skeɪl ˈprɒdʒekt/ projekt na dużą skalę
leaky pipe /ˌliːki ˈpaɪp/ nieszczelna rura
rising damp /ˌraɪzɪŋ ˈdæmp/ wilgoć podciągająca od ziemi

Listening

WYBÓR WIELOKROTNY

1 CD 1.12 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 Why has Harrison built a strange house?
- **A** Because he cannot afford to live anywhere else.
- **B** To show how economically someone can live.
- **C** To highlight a housing problem.

Text 2

2 In his report the speaker
- **A** shows concern about how people will be affected by a current trend.
- **B** gives warnings about the state of the economy.
- **C** encourages tenants to stand up to landlords.

Text 3

3 Which of the following is stated in the interview as a fact, not an opinion?
- **A** 80% more people are buying houseboats these days than before.
- **B** Houseboats cost less than a normal house.
- **C** It is more difficult to get a mortgage for a houseboat.
- **D** When purchasing a houseboat, buyers avoid paying a certain tax.

4 What does Matt say about living on a houseboat?
- **A** He appreciates the fact that he can sail off when he wants.
- **B** House maintenance is more problematic than boat maintenance.
- **C** Sleeping is difficult in stormy weather due to the rocking of the waves.
- **D** Waking up to the sounds of the city while living on a boat is quite romantic.

5 Which of the following is true about Matt?
- **A** He doesn't mind untidy areas.
- **B** He is happy with the layout and furnishings.
- **C** He envies other houseboats with well-maintained flower areas.
- **D** He has put in place security measures.

6 Matt refers to a popular detective series to
- **A** show how solitary a life on a houseboat can be.
- **B** point out additional attractions of living on a houseboat.
- **C** give an example of a different type of houseboat to his own.
- **D** indicate the importance of other houseboat owners.

ZDANIA Z LUKAMI

2 CD 1.12 **Wysłuchaj nagrania jeszcze raz. 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.**

1 Harrison Marshall _____ a lot to rent the plot for his tiny house.

2 Rental prices are going up because property owners _____.

3 Sometimes it's enough to _____ unexpectedly to become homeless.

4 The majority of houseboats _____ rather than moving around using an engine or sail.

5 Matt isn't concerned with storage space limitations because he is _____.

Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Mr Potter _____ (*dopiero co wprowadził się*) his new terraced house when he was visited by the next-door neighbours who came to say hello.

2 My grandparents _____ (*zastanawiają się nad*) moving out of their house in the countryside because they want to live closer to the city.

3 The plumber _____ (*naprawiał cieknący*) tap when the water started flowing out of the pipe.

4 How _____ (*długo masz*) highlights? They look amazing!

5 I _____ (*noszę okulary dopiero od*) a few days, but I've already got used to them.

6 My friend Mark _____ (*kiedyś mieszkał na*) the suburbs, but he's recently moved into a tower block next to mine.

7 As _____ (*w moim przekonaniu*), cities should not pull down old townhouses, but renovate them.

WYBÓR WIELOKROTNY

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

I was really upset when my grandma asked me to clean up the **(1)** ___ in her house. I hated going up there because it was dark with poor lighting and one small **(2)** ___. It was also **(3)** ___ and there was dust everywhere. But I couldn't say no, because grandma **(4)** ___ her hip a few months before and it was really difficult for her to move freely. So I went up and started looking around when I **(5)** ___ sight of an old trunk hidden in the corner. It took me a while to open it, but it was worth it. When I looked at some old documents, letters and photos I found at the bottom of the trunk, I realised that my great-grandfather **(6)** ___ a member of a partisan group during World War II! I ran down the stairs to ask my grandma about her father's past.

1 **A** cellar **B** basement **C** attic **D** shed

2 **A** skylight **B** pet door **C** window pane **D** windowsill

3 **A** pristine **B** stuffy **C** self-contained **D** welcoming

4 **A** has broken **B** was breaking **C** broke **D** had broken

5 **A** has caught **B** caught **C** was catching **D** had caught

6 **A** was **B** has been **C** had been **D** would be

SETY LEKSYKALNE

5 **W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
The local authorities are going to build a council ... for the people who can't afford to live in private accommodation.
Terry has been ... hunting for months, but he hasn't found anything suitable yet.
My cousins are planning to move ... because the flat they live in is too small for them.

2 _____
A few tenement buildings have been pulled ... in the city centre to make room for new tower blocks.
Sally is so big-headed – she looks ... on people who don't live in big mansions and don't wear designer clothes.
My Uncle Jack has put a deposit ... on a new flat.

3 _____
Look, these jeans have shrunk in the wash – I can't ... them up!
I've run out of clean underwear and T-shirts – I think I need to ... the laundry.
Kelly will ... my hair before the prom – she thinks I should wear it in a bun.

4 _____
I've had to ... out the rubbish since I was seven.
My mother could ... pride in her leadership skills but she is rather humble.
If you ... on such a high rent, you might not have enough money for entertainment or holidays.

TRANSFORMACJE ZDAŃ

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

1 We redecorated the kitchen a long time ago.
It's ages _____ the kitchen.

2 Mr Hutt dismantled all the furniture before the arrival of the removals company.
By the time the removals company arrived, Mr Hutt _____ all the furniture.

3 My father was exhausted after papering the walls in my room for five hours.
My father was exhausted because _____ the walls in my room for five hours.

4 When Paul was at university, he rented a flat after living in a dormitory for two years.
When Paul was at university, first he _____ for two years and then he rented a flat.

5 Even in his late 70s, Mr Ford used to do all the gardening himself.
Even in his late 70s, Mr Ford would _____ himself.

6 The Graftons were a little worried as they had never taken a lodger before.
The Graftons were a little worried as it was the first time _____ a lodger.

7 7 As far as I'm concerned, the situation at school has worsened even further.
As far as I'm concerned, the situation at school has gone _____ worse.

SŁOWOTWÓRSTWO

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

bag bed convenient cramp share space sparse store

One of the strangest experiences I've ever had while travelling was last year when I spent a night in a capsule hotel. It was the first time I'd ever been to Tokyo and someone suggested that I might want to try this type of accommodation and recommended one to me, as it's really cheap and **(1)** _____ located in the city centre. Well ... it was cheap, clean, cosy and ultra-modern, but it was also a bit **(2)** _____ and lacked privacy. Basically, you sleep in a capsule, or a pod the size of a bed, closed with a door (which you can't lock – that's the law in Japan). You also get some **(3)** _____ space for your luggage. The hotel provides basic amenities, that is the **(4)** _____, a flat TV or some kind of radio and TV unit, electrical sockets and Wi-Fi. All the other facilities are **(5)** _____ – I mean, the showers and toilets, dining area, and kitchen. In my hotel there was also a beautiful **(6)** _____ entertainment area and a laundry room. As a woman, I slept on a female-only floor, while men slept on other floors. Basically, it felt a bit like sleeping in a dormitory, but I'm not sure I would do it again, as it was a bit too claustrophobic for me.

GRAMATYKALIZACJA

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

1 These days they _____ (**pull** / **lot**) of the old, dilapidated houses in the city to build new tower blocks.

2 I was watering the garden while my sister _____ (**swim** / **pool**).

3 I _____ (**use** / **share**) a bunk bed with my sister and we always fought about who would sleep on the top bunk.

4 By the time my brother and his wife had enough money to afford it, they _____ (**draw** / **plan**) of their dream house for many years.

5 I _____ (**just** / **hoover**) the carpet when the dog walked all over it with its dirty paws.

6 Our neighbour was _____ (**always** / **tell** / **we**) not to play outside our house because we were too noisy!

7 For a moment, Catherine _____ (**look** / **though**) she wanted to say something, but she remained silent.

8 When I was a teenager, I _____ (**climb** / **tree**) in our back garden every day after school.

03 EDUKACJA

GET READY

Work in pairs. Tell your partner about a typical day at your previous school and discuss how different that was from your normal day now.

Szkoła i jej pomieszczenia

1 **Complete the sentences with the correct words. The first letters have been given.**

1 If you don't study or work at a school, you are not allowed on the **school g**_____ without permission.
2 To keep their belongings safe during the day, students put them in **l**_____, which may be in a corridor or a **l**_____ **room**.
3 I'll meet you outside the **lecture t**_____ at 9.30 and we can sit together.
4 Students can go to most parts of the school building, but some are private and **out of b**_____.
5 Parents often chat and make friends at the **school g**_____ while waiting for their children.
6 Our **a**_____ **hall** is very large and has a stage, which is where we put on school plays.

Przedmioty nauczania

2 **List as many school subjects as you can in two minutes. How many university subjects can you name that are different from those on your first list?**

3 **CD 1.13** **Listen to six people talking about what they are studying at university. Match speakers 1–6 with the subjects a–j. There are four extra subjects.**

a sports psychology
b fine arts
c political science
d anthropology
e structural engineering
f marketing and social media
g biotechnology
h linguistics
i broadcast and digital journalism
j economics

1 ____ **2** ____ **3** ____ **4** ____ **5** ____ **6** ____

Uczenie się, w tym uczenie się przez całe życie

4 **Choose the correct words in the idioms to complete the message.**

I **(1)** ***hit*** / ***smashed*** **the books** as soon as I got home. If I'm to stand a chance of passing this test tomorrow, I've got to **know the topic (2)** ***outside in*** / ***inside out***! I've got a pretty good **(3)** ***feeling*** / ***grasp*** **of** the basics, but there are just some things I **can't get my head (4)** ***across*** / ***round***, and I'm **feeling a bit out of my (5)** ***length*** / ***depth***. It's not a case of **learning** my notes off **by (6)** ***heart*** / ***memory*** – I've got to be able to apply the knowledge, haven't I? I know this subject **(7)** ***makes*** / ***comes*** **easily to** you, so I was wondering if I could **(8)** ***pick*** / ***borrow*** **your brains** later on this evening. I'll **jot (9)** ***on*** / ***down*** a couple of things I just can't **get the (10)** ***hang*** / ***following*** **of** and give you a call if that's OK.

14:37

5 **Choose the correct words to complete the sentences.**

1 I ***failed*** / ***flunked*** / ***felt*** **to get** the grades I needed to go to the university of my choice, so I had to **go through** ***cleaning*** / ***clearing*** / ***cramming***.
2 My university is a long way from my home, so I live in ***academic*** / ***campus*** / ***halls***, which is fun! It's expensive, but I **get a** ***tuition*** / ***grant*** / ***fee*** towards my living expenses.
3 I've decided against going to uni as I'd rather ***make*** / ***maintain*** / ***serve*** **an apprenticeship** and get ***hands-on*** / ***self-taught*** / ***in-depth*** **experience** in the job I ultimately want to do.
4 I'm ***handing*** / ***reading*** / ***hitting*** philosophy at university, but I've just ***signed up*** / ***enrolled*** / ***applied*** **on** an optional Spanish course, which I think will be compelling.
5 I really enjoy Professor Hollington's lectures and seminars, but he's on ***sabbatical*** / ***assignment*** / ***scientific*** **leave** this term, writing another book.
6 During my year abroad, as part of my four-year course, I had to **write a(n)** ***assumption*** / ***curriculum*** / ***dissertation*** that will go towards my final grade.

6 **Would you like to train to be a teacher? Why (not)?**

7 **Complete the article about a teacher's job with the correct forms of the verbs in the box. Does it mention any of your points from exercise 6?**

cover drop (x2) engage follow hand
maintain set (x2) shoulder write

A teacher's day can be draining. We sometimes fail to realise how much they are expected to do over and above their routine classroom teaching. As well as **(1)** _____ and **marking assignments** that have been **(2)** _____ **in**, they often need to **(3)** _____ **lessons for sick teachers**. They have to make sure that they are **(4)** _____ **the curriculum** and **(5)** _____ **realistic targets** for their students. Staff meetings, parent-teacher meetings and organising after-school activities are also part and parcel of their job, as are training days, **(6)** _____ **up their notes** and working out lesson plans to **(7)** _____ students of mixed abilities within the same class. Another pressure is dealing with students who want to **(8)** _____ **a subject** and some who are in danger of **(9)** _____ out altogether. If a school has been put in special measures for some reason, it's the teachers who **(10)** _____ the burden of **(11)** _____ and improving academic standards. It is certainly not the easiest job in the world.

8 **Complete the sentences with words formed from the words in the box.**

assume collaborate come critic
distant employ person

1 **D**_____ learning is always an option for people in work who would like to study at the same time.
2 Most lessons at school these days use **c**_____ thinking tasks to encourage students to challenge their **a**_____.
3 A good teacher will foster **c**_____ between her/his students, which improves the range of **i**_____ skills that they will use throughout their lives.
4 By studying a range of subjects and developing different skills, students can maximise their potential and improve their **e**_____ in the future.
5 One of the most important things to learn at school and college is the ability to monitor your own learning **o**_____, and this can start at a young age.

Przybory szkolne

9 **Choose the correct words to complete a teacher's reply to a message. What do you think the original message was?**

OK, yes, well, we're **(1)** ***finely-*** / ***well-*** stocked with exercise books, A4 paper and **(2)** ***pointer*** / ***ballpoint*** pens. But we're running **(3)** ***down*** / ***low*** on **(4)** ***self*** / ***sticky*** notes, **(5)** paper ***clips*** / ***clasps*** and plastic **(6)** ***briefcases*** / ***files***. We started off the term with a good **(7)** ***quality*** / ***supply*** of all **(8)** ***stationary*** / ***stationery***, but I have a suspicion that some items may be 'walking'! **(9)** ***Marker*** / ***Marking*** pens and **(10)** ***brighter*** / ***highlighter*** pens in particular have been disappearing, so we probably need to reorder those. I'm keeping the **(11)** ***memory*** / ***flash*** drives separate as they have a habit of walking, too. Oh – and if you could order two **(12)** ***staplers*** / ***clippers*** too, please. I think that's it for this month.

Oceny szkolne

10 **Find the odd one out in each line. What categories do the lines show?**

1 BA / PhD / the SAT / MSc
2 A levels / NVQ / International Baccalaureate / mocks
3 grade / result / score / mark / status

11 **Choose the correct words to complete the sentences.**

1 These results will ***go*** / ***make*** towards my final grades.
2 If I fail, I'll have to ***remake*** / ***resit*** the exams in October.
3 I only just ***slid*** / ***scraped*** through, but at least I passed.
4 It's an expensive private school, but good students can ***win*** / ***gain*** a scholarship to go there.
5 My sister was absolutely thrilled to get a ***distinction*** / ***merit*** in her English literature exam.
6 I failed my first driving test ***miserably*** / ***sadly***, but passed with ***streaming*** / ***flying*** colours second time round.

Życie szkoły

12 **Complete the definitions with the correct words in the box.**

caretaker governor monitor pastoral representative supply tutor undergraduate

This person …

1 helps students with any behavioural issues that may affect their learning: _____ care professional.
2 is called in by the school when they need an extra teacher temporarily: _____ teacher.
3 is studying for a degree at university: _____.
4 discusses school or college matters with teachers on behalf of their fellow students: student _____.
5 is someone, often a parent, who is on a special committee to advise on strategic matters relating to the school: school _____.
6 is a student with a specific responsibility: _____.
7 looks after school buildings, doing many repair jobs: _____.
8 gives private lessons to one student or a small group outside of school, and is paid directly by them: private _____.

13 **Work in pairs. Take turns to choose a person in the box and describe them, starting: 'This person …' for your partner to guess. Use exercise 12 as a model.**

bookworm brain box bully class clown go-getter high achiever know-all swot teacher's pet

14 **Complete the sentences with words formed from the words in brackets.**

1 Marc turned up late for _____ (**register**) again this morning and the teacher was not happy.
2 I have a _____ (**tutor**) with Professor James this afternoon, which should be very useful when I come to write my assignment.
3 _____ (**absent**) is a big problem affecting many schools at the moment.
4 The extra French lessons are not _____ (**obligation**), but could prove very helpful.
5 I need to prepare for the _____ (**present**) on smartphone addiction I'm going to give tomorrow.
6 Kate's _____ (**punctual**) is becoming an issue and we must discuss it with her.

15 CD 1.14 **Complete the review with the words in the box. Listen and check.**

antisocial behaviour classes conscientious detention expelled forge get hauled keep mischief push show skip stage suspended throw toe

Streaming now on BBC iPlayer is the most recent series of *Waterloo Road*, an addictive drama about life at a secondary school. It takes us into the world of a school where pupils cut **(1)** _____, **(2)** _____ demonstrations, exhibit disruptive **(3)** _____, but also **(4)** _____ lifelong friendships and learn from their mistakes. The badly-behaved pupils get put in **(5)** _____ or **(6)** _____ or even **(7)** _____, and the teachers who **(8)** _____ their weight around get **(9)** _____ over the coals by the head. So, how realistic is school life at *Waterloo Road*? From experience, I am well aware that there have always been pupils who **(10)** _____ up late or **(11)** _____ school altogether, and there are those who get up to **(12)** _____ to **(13)** _____ the limits or because they are bored. And there have always been those **(14)** _____ students who **(15)** _____ the line, **(16)** _____ their heads down and **(17)** _____ on with their work. *Waterloo Road* shows us that perhaps life at a secondary school is not cut and dried. There is usually a reason for **(18)** _____ behaviour and students with a negative attitude can be helped. The current storyline is about ADHD, and I have to say I'm finding it fascinating and I can feel a lot of my old preconceptions slipping away. A good watch!

16 **In pairs, think of a storyline for an episode of the series described in exercise 15.**

17 **Complete the questions with the verbs in the box. Then work in pairs and answer them.**

address exclude hand out play

1 Should teachers _____ punishments for small things, like turning round, talking or looking at your phone? Why (not)?
2 Why do you think some students regularly _____ truant?
3 What reasons should schools _____ pupils for?
4 How should schools _____ bullying?

Zajęcia pozalekcyjne

18 **Complete the online advice with the correct words formed from the words in the box.**

fundraise involve join leader prospect
pursue run shape volunteer

When thinking about your CV, obviously you need to include information about your qualifications, but it is also important to mention any extracurricular activities you have been **(1)** _____ in. **(2)** _____ employers like to see what else, apart from your studies, has **(3)** _____ you as a person, and that means reading about any passions you might have **(4)** _____ or organisational and **(5)** _____ skills you might have developed, through **(6)** _____ a club for example. Remember that extracurricular activities are not only about being a member of a sports or drama club, or **(7)** _____ a debating society, etc. It is also about any involvement you've had in the community, like doing **(8)** _____ work or organised **(9)** _____ activities. All these things will look good on your CV and say a lot about the sort of person you are.

System oświaty

19 **Complete the names of the schools in the definitions. The first and the last letters have been given.**

1 p_____y school: children start this school when they are five or six
2 c_____e school: pupils here are usually over 11 and are streamed according to ability
3 h_____g: when parents choose to teach their children themselves
4 s_____e school: pupils attend this school free, without paying any fees
5 p_____e school: parents pay for their children to attend this school
6 p_____c schools: these are high-status private schools in the UK, with long histories and attended by the children of rich or upper-class families
7 g_____r school: students selected through examination attend this non-fee-paying secondary school
8 b_____g school: students live at this school, returning home either at weekends or for the holidays
9 v_____l school: depending on the country, students can attend this school or college at secondary or post-secondary level, to study more practical, less purely academic subjects

Pronunciation activity ▶ p. 276

Vocabulary & Listening

ZDANIA Z LUKAMI

20 CD 1.15 **Listen to a person speaking about her role in a school. Complete the sentences.**

1 Pastoral specialists are needed in schools because teachers concentrate on conveying _____ and responding to their students' _____.
2 Some students fall behind because they skip _____ or miss _____.
3 Instead of taking drastic measures like _____, schools should try and help vulnerable students.
4 The speaker believes that the reasons behind some students' behaviour and attitude to education could be _____ or distraction caused by other factors.
5 Counsellors are obliged to _____ and ought not _____ about the pupils in their care.
6 The speaker says her job is _____ even though it's sometimes _____.

21 **Do you agree that people like the speaker are needed in the majority of schools?**

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

22 **Work in pairs. Your group is designing a brochure about your college. Take turns to answer the questions.**

1 Choose the photo that you think would be most suitable for the front cover and justify your choice.
2 Why have you rejected the other two?

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

What might education be like in a school with no lessons, textbooks or exams? What would students and teachers focus on?

03 LISTENING

Zoom in

1 **Work in pairs. Describe the last time you took part in the events mentioned in the box. Did you enjoy them? Why (not)?**

a school trip a school-organised fundraising event
a summer camp a school competition
a self-improvement workshop a school exchange

Practise

GET SMARTER

Wykonując zadanie polegające na uzupełnianiu zdań na podstawie wysłuchanego tekstu, pamiętaj, aby uważnie przeczytać podane zdania i wysłuchać nagrania. Każde zdanie należy uzupełnić tak, aby Twoje odpowiedzi oddawały sens informacji z nagrania oraz były poprawne gramatycznie i pasowały logicznie do luki.

2 CD 1.16 **Listen to a short interview about fundraising in British schools. Then read sentences 1–3. Look at the way a student has incorrectly completed them based on the interview. Decide why the information given in each gap is incorrect. Choose your answers from options A and B. Suggest any possible corrections.**

1 In the UK, fundraisers *are a relatively recent idea for a long time, but* form an integral part of the education system.
2 While organising fundraising events at school, *they are an opportunity for students, parents and teachers to collaborate*.
3 Simon concludes by saying that *education wouldn't be fun without fundraising events*.

A the information does not correspond to the information in the recording
B the information doesn't complete the gap in a logical way

ZDANIA Z LUKAMI

3 CD 1.17 **Usłyszysz dwukrotnie wywiad na temat szkolnych wydarzeń charytatywnych. 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.**

1 Fundraising events at Melanie's school _____ and are not held too often to ensure interest.
2 The recent stress-relief week _____ a local animal shelter.
3 In order to take part in the selfie run, people _____ for the event.
4 In one of Melanie's favourite types of event, _____ a challenge if the students manage to raise a set amount of money.
5 Melanie admits that although _____ the fundraisers, most of them take part in the events and donate small sums of money.

Fish for words

4 **Read the sentences and complete all of them with the same preposition. Then translate the sentences into Polish.**

1 Fundraisers are second _____ none when it comes to trust-building.
2 Charity events contribute _____ the community's well-being.
3 Regular tests add _____ the students' workload.
4 There are numerous benefits _____ community-based school projects.
5 All the proceeds go _____ a good cause.

5 **Complete the sentences with the verbs in the box. Then suggest another verb that could replace them in each sentence.**

acquire be do get implement improve stage

1 We _____ fundraising events once a term.
2 Most students in our school _____ their utmost to help with the event preparations.
3 We collect money to _____ the school's facilities and to _____ new extracurricular programmes.
4 Young people _____ self-esteem when they help organise events.
5 Charity events should _____ part and parcel of every school's activity.
6 Events like this help a school _____ hold of additional funds.

Wrap it up

6 **Work in pairs. Discuss what the fundraising events below might involve. Which events would you be prepared to take part in? Why?**

battle of the bands bottle top collection cook-off
movie night picnic raffle trivia competition

Zoom in

1 ROZMOWA WSTĘPNA **Work in pairs. Use the questions below to interview each other.**

1 What is your favourite subject? Why?
2 How do you usually spend your school breaks?

2 **Look at the photos. Imagine your school wants to create a space like this for students to study or relax. Work in pairs. Compare and evaluate the ideas. Which appeals to you more?**

Activate

3 **Choose the correct words to complete the *Know your phrases* box.**

KNOW YOUR PHRASES

- *I believe that this option would be suitable because this type of classroom seems conducive* ***(1) to / with*** *learning.*
- *Personally, I'd* ***(2) opt for / choose*** *this idea because ...*
- *This* ***(3) conception / concept*** *seems the* ***(4) more / most*** *appealing because there is a chill-out zone.*
- *This option appeals* ***(5) at / to*** *me for two reasons.*
- *We could* ***(6) do / make*** *with a new chemistry lab, so this option appears the most beneficial from the point of view of our school.*
- *This is my least preferred classroom* ***(7) outlay / layout*** *as ...*
- *I* ***(8) wouldn't / couldn't*** *choose this type of classroom because it gives the impression of being a very uncomfortable place.*

4 **Complete the task below.**

Powiedz, że:
1 osobiście głosowałbyś/głosowałabyś za tą opcją, ponieważ takie ustawienie klasy sprzyja nauce;
2 ta opcja przemawia do Ciebie z dwóch powodów;
3 ten pomysł najmniej Ci się podoba, ponieważ ławki stoją za daleko od siebie;
4 w Twojej szkole przydałaby się nowa szatnia;
5 pierwszym powodem jest to, że ta klasa jest zbyt ciemna;
6 nie wybrałbyś/wybrałabyś tego pomysłu, ponieważ ta klasa wygląda zbyt staromodnie.

Practise

GET SMARTER

Pamiętaj, że w swojej wypowiedzi musisz uzasadnić, dlaczego wybrałeś/wybrałaś jedną propozycję, a odrzucasz pozostałe. Twoja wypowiedź powinna składać się z co najmniej dwóch lub trzech pełnych zdań. Unikaj ogólnikowych odpowiedzi, np. *I think I'd choose this option because it looks nice / good / interesting.*

5 **Read the task and a student's answer. Complete the gaps with the correct words and expressions. More than one answer is possible.**

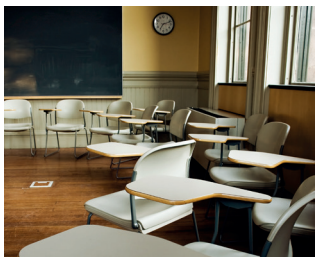
Wasza szkoła otrzymała fundusze na wyposażenie jednego z pomieszczeń. Każdy uczeń został poproszony o zagłosowanie na jedną z propozycji wyposażenia. Masz do wyboru trzy możliwości:
1 nowoczesna pracownia do nauki języków,
2 multimedialna biblioteka z czytelnią,
3 strefa relaksu.

Personally, I **(1)** _____ for a chill-out zone in our school. This idea **(2)** _____ because a place like this would give us a chance to rest somewhere between lessons. Another reason is that **(3)** _____. Sometimes peace and quiet is what we need at school. I wouldn't **(4)** _____ a modern language lab because **(5)** _____ that we are capable of learning languages without one. And I don't believe that a multimedia library or a reading room would be **(6)** _____ for students. We read e-books and listen to podcasts on our phones, so **(7)** _____ wouldn't be necessary.

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

6 **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

W związku ze zbliżającym się remontem Twoja szkoła postanowiła poprosić uczniów o wybranie najlepszego sposobu zagospodarowania przestrzeni w klasach. Masz do wyboru dwie możliwości.
- Wybierz tę propozycję, która będzie według Ciebie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



1 What equipment should every classroom have? Why?
2 Do you agree that a well-designed learning space may affect how well students learn? In what way?

Speaking Bank ▶ p. 219

Wrap it up

7 **Work in pairs. Imagine you could design the ideal classroom. Draw your design and prepare a presentation about it.**

Speaking Set 03 ▶ p. 205

03 READING

Zoom in

1 **Work in pairs and discuss the questions.**

1 In your opinion, what could the positive and negative impact of the school environment be on learning and teaching?
2 What psychological and educational problems can students encounter when moving to a new school?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na uzupełnieniu streszczenia dłuższego tekstu, pamiętaj, aby nie przekroczyć podanego limitu wyrazów. Fragment wypowiedzi wyrażający daną myśl zawartą w dłuższym tekście zazwyczaj nie będzie pasować do struktury zdania podsumowującego. W takim przypadku postaraj się sparafrazować daną myśl. Może to oznaczać konieczność użycia innych struktur, np. rzeczownika zamiast wyrażenia czasownikowego.

2 **In points 1–4, complete sentences b so that they mean the same as sentences a. Use no more than three words in each gap.**

1 a It was usually noisy at home and therefore hard for Annie to concentrate on her homework. As a result, she spent an hour or so in the library after school.
b At home Annie found _____ and did her homework at the library.

2 a Nathan was unsure whether it was necessary to study three languages at the same time.
b Nathan questioned the _____ three languages at the same time.

3 a The teacher noticed that Ben was absent more and more frequently as the term progressed.
b The teacher noticed that Ben's _____ as the term progressed.

4 a The proximity of good local schools helped persuade Charley's parents to buy a house in Wood Lane.
b Charley's parents decided to buy a house in Wood Lane because it _____ some good local schools.

UZUPEŁNIANIE STRESZCZENIA

3 **Przeczytaj tekst na stronie 41 i uzupełnij jego streszczenie. Uzupełnij luki (1–5) zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

Learning that she is going to attend an international school in Toronto, Canada, makes Ava feel **(1)** _____. But later on she becomes concerned about not being able to **(2)** _____ her daily routines. She is aware that she may not have been an exemplary student regarding her poor **(3)** _____ and achievements in exams, compared to her parents' own experiences, but feels that her failings have been exaggerated. Now, Ava is expected to take her studying **(4)** _____. On her first morning in the international boarding school Ava is feeling **(5)** _____ among the new students until she unexpectedly sees an old friend.

Fish for words

4 **Complete the sentences with the correct words in the box.**

grindstone grips knuckled making sails sights tearaway zone

1 For Simon, spending a year in the USA working and studying was the _____ of him.
2 Jane was a bit of a _____ when she was a teenager, but now she's much more settled.
3 It's time my brother _____ down to some serious work if he wants to pass his exams next month.
4 My mum has set her _____ on becoming a director in her company within the next few years.
5 I really can't get to _____ with the grammar rules in German.
6 There's a lot at stake now and we all have to keep our noses to the _____ until the exams are over.
7 My best friend never seems to spend time studying and yet she _____ through every test with flying colours!
8 I've just started doing advanced maths, and I definitely feel a bit out of my comfort _____ – I'm much happier with arts subjects.

Wrap it up

5 **Work in pairs. What do you consider the advantages and disadvantages of going to an (international) boarding school? Think about friendships, family, education, study time and location. Would you like to attend one? Why (not)?**

My blog

First day

They said it would be the making of me, being sent away to this international boarding school for kids whose parents travel a lot with their jobs. Whatever 'the making' means. Admittedly, it sounded cool at first – a big, modern school in Toronto, Canada, with a reputation for excellence. My mother had been pushing the idea of making friends from countries all over the world, friends who would undoubtedly be useful contacts in whatever my chosen career might be. But when the realisation dawned on me that I would be sharing all my sleeping and waking hours with classmates and teachers, and would lose my independence to decide what to do and when to do it, I howled inwardly and wondered again about 'the making of me' that they kept going on about.

Perhaps it was because I'd been a tearaway at school – a bit of a rebel as my lovely grandmother, Agatha, put it. And yes, my level of absenteeism had been pretty high – whereas my parents had supposedly never cut a lesson in their lives. I had barely scraped through my last exams, whereas, according to them, they had passed every exam with flying colours. My school records listed detentions, suspensions and a note about the concentration span of a goldfish. Personally, I think they had embellished the details.

Here, imprisoned (as I saw it) and away from distractions I was to knuckle down to serious study.

'You've got a brain, Ava, and you've been underusing it,' my father said. 'Set your sights high and you'll be able to do anything you want. But you have to get to grips with studying properly.'

So, here I was, in the corridor of an enormous building, mingling with fresh-faced teenagers who would no doubt keep their noses to the grindstone and sail through any educational obstacles. I moved through the fog of odd English accents feeling completely out of my comfort zone. Then a familiar face turned to me and I rejoiced, amazed. It was Helena, my partner in crime from my early years at primary school. She smiled with recognition and the old mischief sparkled in her eyes. 'It's the first time I've ever seen you look intimidated,' she grinned. 'And you've yet to see the worst part of all this.' My heart sank even further.

CULTURE

There are several differences between Canada's and the UK's educational systems. Canada focuses more on holistic education as opposed to the UK's concentration on exams and testing. While the UK's educational system includes public, state, religious and private schools, the majority of English schoolchildren, around 93%, attend state schools. In Canada over 95% of parents choose state school education.

1 **Work in pairs and define what you consider to be inclusive education. Then decide if the image would be suitable for a poster promoting inclusive classrooms among teenagers.**

2 **Work in pairs and decide why we use different perfect tenses in the sentences below. If necessary, check the Grammar Reference on page 232. Then read the text on the left again and find an example of each of the perfect tenses.**

1 a In our school we have always welcomed students with disabilities.
  b We had welcomed over 100 students with disabilities long before it became the norm.
2 a I've been revising for my A levels since last December and I feel exhausted.
  b I'd been studying for my A levels non-stop for six months and I felt exhausted.
3 a Our school head has just made a speech about students with special needs.
  b Our school head has been talking about students with special needs for years now.

3 **Complete the blog with the correct past or perfect forms of the verbs in brackets.**

Ever since I **(1)** _____ (**have**) an accident, I **(2)** _____ (**use**) a wheelchair. My life **(3)** _____ (**change**) forever three years ago, when I fell off my bike and hurt myself badly. Before that, I **(4)** _____ (**never / think**) that something like that might ever happen to me. I **(5)** _____ (**just / pass**) my final exams and I was looking forward to my holiday. That day, I went for a ride on my new BMX which I **(6)** _____ (**just / get**) from my parents for all the hard work I **(7)** _____ (**do**) for my exams. I just skidded, and that was it! An ambulance, months in hospital, and then the news that I wouldn't be able to walk properly again. I **(8)** _____ (**cry**) my eyes out for months when I decided to get my act together. Luckily, I got lots of support from my family, and I signed up for a technology and design course. I **(9)** _____ (**study**) for a year now. My university has wheelchair access. In fact, most groups have students with all kinds of disabilities, which I **(10)** _____ (**blog**) about ever since I **(11)** _____ (**join**) the course. These last few years **(12)** _____ (**be**) hard, but I'm hopeful about my future!

GRAMMAR POINT

I've yet to find a school which is truly inclusive. = I haven't yet found a school which is truly inclusive.

4 **Rewrite the sentences using the structure *have yet to* + infinitive. Then work in pairs and discuss which of the sentences are true for you.**

1 I haven't yet studied a subject which I'm truly into.
2 I haven't yet identified my learning style.
3 I haven't yet taken any oral exams.
4 I haven't yet got to grips with the English tenses.

Grammar Reference and Practice ▶ pp. 232–233

Zoom in

1 How many meanings of the following words do you know?

NOTES MARKS PAPER

POOR STREAM STAGE

Practise

GET SMARTER

W jednym z zadań sprawdzających znajomość środków językowych możesz zostać poproszony/poproszona o uzupełnienie dwóch lub trzech zdań tym samym wyrazem. Pamiętaj, że we wszystkich zdaniach musi to być słowo będące tą samą częścią mowy. Zadanie to testuje znajomość związków frazeologicznych oraz różnych znaczeń jednego wyrazu. Ucząc się angielskiego, warto zapisywać zwroty o różnym znaczeniu, w których występuje ten sam wyraz, np. *I **miss** our first maths teacher. I try not to **miss** classes at school.*

2 **Read the pairs of sentences. What one word can you use to complete the gaps?**

1 a Jack has just started a teaching _____. He's particularly interested in inclusive education.
b Our school has a crazy golf _____.
2 a The school is looking _____ a teacher who could support students with special needs.
b Can you study at this college _____ free?
3 a We've _____ part in a great school project.
b Have you _____ the test yet?
4 a Students from _____ families should have access to free education.
b Unfortunately, the final exam results turned out to be quite _____.
5 a Researchers agree that students with disabilities benefit _____ inclusive education.
b Tim was absent _____ school last week.
6 a Do you go to an independent or a _____ school?
b The _____ is responsible for organising the education system in this country.
7 a Anna failed the test because she hadn't _____ the set books.
b The sign on the fence _____ 'Area out of bounds'.

3 **Work in pairs and add a third sentence to each set in exercise 2 to illustrate one more meaning of the missing word.**

SETY LEKSYKALNE

4 **W zadaniach 1–3 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
I'm tired because I've been ... my essay all night.
My sister enjoys ... research in her job.
... up your house is quite a job.
2 _____
I've ... talked to the girl who joined our class last week.
These two classrooms look ... the same – they're practically identical.
... as I was entering the classroom, I heard a scream.
3 _____
... the time I got to school, the match had already started.
I pass ... my old school every time I go to visit my grandparents.
Our holiday went ... very quickly and it was time to go back to school.

SETY LEKSYKALNE

5 **W zadaniach 1–3 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Inclusive schools ... a crucial role in modern societies.
Why do some students ... truant?
My brothers often ... pranks on each other.
2 _____
It was the first time I had ... such a challenging exam.
This school building has ... empty since last summer.
The minute we had all ... down in our chairs, the deputy head started his speech.
3 _____
Have you enrolled on the course ...?
We've ... to find out the real reason for such absenteeism.
I'm not too fond of PE classes. ..., I think they are necessary for students.

Wrap it up

6 **Work in pairs and think of what the following groups of people may feel before inclusive education is introduced to their local school. Consider both pros and cons, hopes and fears.**

students parents school staff
local community local government

Use of English – Extra Practice 03 ▶ p. 269

Zoom in

1 **Work in pairs. List the school subjects you have learned so far in primary and secondary school. Then put them into the first two columns of the table. Finally, add the subjects you would like to see on the school curriculum. Discuss your choices with another pair.**

must be compulsory	could be optional	should be introduced

Activate

2 **Complete the *Know your phrases* box with the words in the box. There are four extra words.**

advantage another deal drawbacks embark for hand other saying several telling though to

KNOW YOUR PHRASES

- *There are (1) _____ ways of looking at this question.*
- *One undeniable (2) _____ of giving students the right to choose the subjects is that it will boost their motivation to study.*
- *(3) _____ positive side is the fact that it will reduce absenteeism.*
- *On the one (4) _____, young adults may know what type of career they want to pursue in the future.*
- *On the other hand, (5) _____, teenagers may well make wrong choices that they will regret later.*
- *Obviously, there are a number of considerable disadvantages / (6) _____ / downsides, too.*
- *It goes without (7) _____ that many young people …*
- *It must be emphasised, though, that when we (8) _____ on a task we are passionate about, …*
- *All in all, there is no simple solution (9) _____ the issue.*

3 **Complete the task below.**

Powiedz, że:

1 istnieją różne opinie na temat tego, co motywuje uczniów do nauki;
2 z jednej strony stworzenie uczniom możliwości wyboru może mieć zbawienny wpływ na ich wyniki w nauce;
3 z drugiej strony nie każdy uczeń w wieku 15 lat wie, co chciałby robić w przyszłości;
4 są też oczywiście pewne wady wprowadzenia takiego rozwiązania;
5 nie ma prostej odpowiedzi na to pytanie, ponieważ każdy uczeń ma inne potrzeby.

Practise

GET SMARTER

Wstęp do rozprawki „za i przeciw" powinien zawierać tezę przedstawioną w poleceniu zadania, a kolejne akapity muszą przedstawiać zarówno zalety, jak i wady rozstrzyganego problemu. Postaraj się omówić tyle samo zalet, co wad, a także je uzasadnić. Rozprawkę zakończ krótkim podsumowaniem. Ponieważ rozprawki tego typu mają na celu obiektywne przedstawienie problemu, własne zdanie możesz przedstawić jedynie w zakończeniu pracy.

4 **Read the task below and decide which essay introduction sounds more appropriate.**

Niektórzy uważają, że młodzież w szkołach ponadpodstawowych powinna uczyć się głównie zdalnie. Napisz rozprawkę na ten temat, przedstawiając wady i zalety takiego rozwiązania.

A

Some people claim that high school students should mainly study online. I think it is totally wrong because studying from home is nowhere near as effective as learning at school. There are more drawbacks than advantages I think.

B

Some researchers are of the opinion that secondary school students should study online rather than attend regular lessons at school. They believe that learning at home makes it easier to concentrate and focus on the new knowledge. However, many other specialists have argued that there are both advantages and disadvantages to choosing this way of studying.

5 **Read the task below and write your introduction. Then compare it with a partner. Have both of you included similar ideas?**

Niektórzy uważają, że w szkołach ponadpodstawowych młodzież powinna uczyć się przede wszystkim języków obcych. Napisz rozprawkę na ten temat, przedstawiając wady i zalety takiego rozwiązania.

6 **Work in pairs and brainstorm two advantages and two disadvantages for each of the topics below. Justify your answers.**

1 learning by heart
2 having the same curriculum for all secondary school students
3 letting secondary school students choose the subjects they would like to learn

ROZPRAWKA ZA I PRZECIW

7 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażeń z ramki *Know your phrases*.**

Wiele osób uważa, że uczniowie szkoły ponadpodstawowej powinni sami dokonywać wyborów dotyczących tego, ilu i których przedmiotów powinni się uczyć. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego rozwiązania.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 223

Wrap it up

8 **Work in pairs. Tell your partner about the subjects which interest you the most. Explain how you took interest in them, what makes them appealing and how useful they may be to you in the future.**

MP3 22 VOCABULARY Places at school / Szkoła i jej pomieszczenia

assembly hall/school hall/lecture theatre /əˈsembli hɔːl/ˌskuːl ˈhɔːl/ˈlektʃə ˌθɪətə/ aula szkolna
changing room /ˈtʃeɪndʒɪŋ ruːm/ przebieralnia
locker room /ˈlɒkə ruːm/ szatnia z zamykanymi szafkami
out of bounds to sb /ˌaʊt əv ˈbaʊndz tə/ bez dostępu dla kogoś
school gate /ˌskuːl ˈgeɪt/ wejście do szkoły
school grounds/premises /ˌskuːl ˈgraʊndz/ ˈpremɪsɪz/ teren szkoły

MP3 23 School and university subjects / Przedmioty nauczania

academic discipline /ˌækəˈdemɪk ˈdɪsəplɪn/ kierunek akademicki
anthropology /ˌænθrəˈpɒlədʒi/ antropologia
biotechnology /ˌbaɪəʊtekˈnɒlədʒi/ biotechnologia
broadcast and digital journalism /ˌbrɔːdkɑːst ənd ˌdɪdʒɪtəl ˈdʒɜːnəlɪzm/ dziennikarstwo telewizyjne i cyfrowe
design and technology /dɪˌzaɪn ənd tekˈnɒlədʒi/ technika
economics /ˌiːkəˈnɒmɪks/ ekonomia
English studies /ˈɪŋglɪʃ ˌstʌdiz/ anglistyka
entrepreneurship education /ˌɒntrəprəˈnɜːʃɪp edjʊˌkeɪʃən/ podstawy przedsiębiorczości
environmental science /ɪnˌvaɪərənˌmentəl ˈsaɪəns/ nauka o ochronie środowiska
fine arts /ˌfaɪn ˈɑːts/ sztuki piękne
humanities /hjuːˈmænətiz/ nauki humanistyczne
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
marketing and social media /ˌmɑːkɪtɪŋ ənd ˌsəʊʃəl ˈmiːdiə/ marketing i media społecznościowe
media studies /ˈmiːdiə ˌstʌdiz/ medioznawstwo
political science /pəˌlɪtɪkəl ˈsaɪəns/ politologia
safety education /ˈseɪfti ˌedjʊˌkeɪʃən/ EDB
social science /ˌsəʊʃəl ˈsaɪəns/ nauki społeczne
social studies /ˈsəʊʃəl ˌstʌdiz/ WOS
sociology /ˌsəʊsɪˈɒlədʒi/ socjologia
sports psychology /ˈspɔːts saɪˌkɒlədʒi/ psychologia sportu
structural engineering /ˌstrʌktʃərəl ˌendʒɪˈnɪərɪŋ/ inżynieria budowlana

MP3 24 Learning, including lifelong learning / Uczenie się, w tym uczenie się przez całe życie

acquire/gain knowledge /əˌkwaɪə/ˌgeɪn ˈnɒlɪdʒ/ zdobywać wiedzę
apply knowledge /əˌplaɪ ˈnɒlɪdʒ/ stosować wiedzę
be unable to follow /bi ʌnˌeɪbəl tə ˈfɒləʊ/ nie nadążać
can't get your head round sth /ˌkɑːnt ˌget jə ˈhed raʊnd/ nie być w stanie czegoś zrozumieć
challenge assumptions /ˌtʃælɪndʒ əˈsʌmpʃənz/ kwestionować założenia
come easily to sb /ˌkʌm ˈiːzɪli tə/ przychodzić komuś z łatwością
commit sth to memory /kəˌmɪt ˌsʌmθɪŋ tə ˈmeməri/ zapamiętać coś
concentration span /ˌkɒnsənˈtreɪʃən spæn/ zakres koncentracji
cram for sth /ˈkræm fə/ zakuwać do czegoś
create a positive learning environment /kriˌeɪt ə ˌpɒzətɪv ˈlɜːnɪŋ ɪnˌvaɪərənmənt/ stworzyć sprzyjające warunki do nauki
critical thinking /ˌkrɪtɪkəl ˈθɪŋkɪŋ/ krytyczne myślenie
distance learning /ˈdɪstəns ˌlɜːnɪŋ/ nauczanie zdalne
drop a course/subject /ˈdrɒp ə kɔːs/ˌsʌbdʒɪkt/ zrezygnować z przedmiotu
drop out of school/college/university /ˌdrɒp aʊt əv ˈskuːl/ˈkɒlɪdʒ/ˌjuːnɪˈvɜːsɪti/ rzucić szkołę/studia
engage students /ɪnˌgeɪdʒ ˈstjuːdənts/ zaangażować uczniów
excel in/at sth /ɪkˈsel ɪn/ət/ wyróżniać się w czymś
fail to get sth /ˌfeɪl tə ˈget ˌsʌmθɪŋ/ nie uzyskać czegoś
feel out of your depth /ˌfiːl ˌaʊt əv jə ˈdepθ/ nie mieć wystarczającej wiedzy, czuć się zagubionym
follow a degree course /ˌfɒləʊ ə dɪˈgriː kɔːs/ pójść na studia
follow the curriculum /ˌfɒləʊ ðə kəˈrɪkjʊləm/ realizować podstawę programową
foster collaboration /ˌfɒstə kəˌlæbəˈreɪʃən/ zachęcać do współpracy
get a grant towards sth /ˌget ə ˈgrɑːnt təˌwɔːdz/ dostać dotację na coś
get down to work /ˌget ˌdaʊn tə ˈwɜːk/ zabrać się do pracy
get feedback on sth /ˌget ˈfiːdbæk ɒn/ dostać informację zwrotną
get hands-on experience /ˌget ˌhændz ɒn ɪksˈpɪərɪəns/ zyskać doświadczenie praktyczne
get the hang of sth /ˌget ðə ˈhæŋ əv/ połapać się w czymś
go on to further education /gəʊ ˌɒn tə ˌfɜːðər ˌedjʊˈkeɪʃən/ kontynuować naukę
go through clearing /ˌgəʊ θruː ˈkliərɪŋ/ brać udział w rekrutacji uzupełniającej
hand in (your term paper) /ˌhænd ˈɪn (jə ˈtɜːm ˌpeɪpə)/ oddać (pracę semestralną)
have a good grasp of sth /ˌhæv ə ˌgʊd ˈgrɑːsp əv/ mieć niezłe pojęcie o czymś
hit the books /ˌhɪt ðə ˈbʊks/ siadać do książek
identify your learning style /aɪˌdentɪfaɪ jə ˈlɜːnɪŋ staɪl/ poznać swój styl uczenia się
impart/convey knowledge /ɪmˌpɑːt/kənˌveɪ ˈnɒlɪdʒ/ przekazywać wiedzę
improve employability /ɪmˌpruːv ɪmˌplɔɪəˈbɪlɪti/ zwiększyć szanse na zatrudnienie
in-depth/thorough knowledge /ˌɪn ˌdepθ/ˌθʌrə ˈnɒlɪdʒ/ dogłębna/gruntowna wiedza
interpersonal skills /ˌɪntəˌpɜːsənəl ˈskɪlz/ kompetencje społeczne
jot down /ˌdʒɒt ˈdaʊn/ zanotować
know sth inside out /ˌnəʊ ˌsʌmθɪŋ ɪnˌsaɪd ˈaʊt/ znać coś na wylot
learn from your mistakes /ˌlɜːn frəm jə mɪsˈteɪks/ uczyć się na błędach
learn sth off by heart /ˌlɜːn ˌsʌmθɪŋ ˌɒf baɪ ˈhɑːt/ nauczyć się czegoś na pamięć
live in halls/on campus /ˌlɪv ɪn ˈhɔːl/ɒn ˈkæmpəs/ mieszkać w akademiku
maintain academic standards /meɪnˌteɪn ˌækəˌdemɪk ˈstændədz/ utrzymać standard nauczania
maximise your potential /ˌmæksɪmaɪz jə pəʊˈtenʃəl/ w pełni wykorzystać swój potencjał
meet/miss deadlines /ˌmiːt/ˌmɪs ˈdedlaɪnz/ dotrzymywać/nie dotrzymywać terminów
miss out on sth /ˌmɪs ˈaʊt ɒn/ przeoczyć coś
monitor learning outcomes /ˌmɒnɪtə ˈlɜːnɪŋ ˌaʊtkʌmz/ monitorować postępy w nauce
pay attention to detail /ˌpeɪ əˌtenʃən tə ˈdiːteɪl/ zwracać uwagę na szczegóły
pick sb's brains /ˌpɪk ˌsʌmbədiz ˈbreɪnz/ skonsultować się z kimś
read (history) /ˌriːd (ˈhɪstəri)/ studiować (historię)
sabbatical leave /səˈbætɪkəl liːv/ urlop naukowy
serve/do an apprenticeship /ˌsɜːv/ˌduː ən əˈprentɪsʃɪp/ odbywać praktyki
set books /ˌset ˈbʊks/ lektury obowiązkowe
set realistic targets /ˌset ˌrɪəˌlɪstɪk ˈtɑːgɪts/ wyznaczać realistyczne cele
set work/book /ˌset ˈwɜːk/ˈbʊk/ zadana praca/lektura
set/mark an assignment/essay /ˌset/ˌmɑːk ən əˈsaɪnmənt/ˈeseɪ/ zadać/ocenić pracę/rozprawkę
shoulder the burden of sth /ˌʃəʊldə ðə ˈbɜːdən əv/ wziąć na swoje barki ciężar czegoś
sign up for/enrol on a course /saɪn ˌʌp fər/ɪnˌrəʊl ɒn ə ˈkɔːs/ zapisać się na kurs
specialist/expert knowledge /ˌspeʃəlɪst/ˌekspɜːt ˈnɒlɪdʒ/ wiedza specjalistyczna
steep learning curve /ˌstiːp ˈlɜːnɪŋ kɜːv/ przyswajanie wiedzy w szybkim tempie
struggle to do sth /ˌstrʌgəl tə ˈduː ˌsʌmθɪŋ/ robić coś z wysiłkiem
thirst for knowledge /ˌθɜːst fə ˈnɒlɪdʒ/ głód wiedzy
within/beyond sb's grasp /wɪðˌɪn/bɪˌjɒnd ˌsʌmbədiz ˈgrɑːsp/ w zasięgu/poza zasięgiem czyjegoś pojmowania
write up your notes /raɪt ˌʌp jə ˈnəʊts/ uporządkować notatki, sporządzić coś (np. raport) na podstawie notatek
write/do a dissertation/thesis /ˌraɪt/ˌduː ə ˌdɪsəˈteɪʃən/ˈθiːsɪs/ napisać rozprawę naukową

MP3 25 School supplies / Przybory szkolne

ballpoint (pen) /ˈbɔːlpɔɪnt (pen)/ długopis
be running low on sth /ˌbi ː ˌrʌnɪŋ ˈləʊ ɒn/ mieć coś na wyczerpaniu
file /faɪl/ teczka na dokumenty
have a good supply of sth /ˌhæv ə ˌgʊd səˈplaɪ əv/ mieć spory zapas czegoś
highlighter /ˈhaɪˌlaɪtə/ zakreślacz
laser pointer /ˈleɪzə ˌpɔɪntə/ wskaźnik laserowy
marker (pen) /ˈmɑːkə (pen)/ pisak
memory stick /ˈmeməri stɪk/ karta pamięci
paperclip /ˈpeɪpəˌklɪp/ spinacz biurowy
post-it note/sticky note /ˈpəʊst ɪt ˌnəʊt/ˈstɪki nəʊt/ karteczka samoprzylepna
stapler /ˈsteɪplə/ zszywacz
stationery /ˈsteɪʃənəri/ artykuły papiernicze
USB drive/stick/flash drive /ˌjuː es ˈbiː ˌdraɪv / ˌstɪk/ˈflæʃ draɪv/ pendrive
well-stocked with sth /ˌwel ˈstɒkt wɪð/ dobrze zaopatrzony w coś

MP3 26 Assessment / Oceny szkolne

Grades and exams / Oceny i egzaminy

A levels /ˈeɪ ˌlevəlz/ brytyjski odpowiednik matury
academic results /ˌækəˌdemɪk rɪˈzʌlts/ wyniki w nauce
exam board /ɪgˈzæm ˌbɔːd/ komisja egzaminacyjna
external exam/examiner /eksˌtɜːnəl ɪgˈzæm/ ɪgˈzæmɪnə/ egzamin/egzaminator zewnętrzny
fail sth miserably /ˌfeɪl ˌsʌmθɪŋ ˈmɪzərəbli/ oblać coś z kretesem
first-class honours /ˌfɜːst ˌklɑːs ˈɒnəz/ najwyższe wyróżnienie
flunk (AmE)/fail sb/sth /flʌŋk/feɪl/ oblać kogoś/coś
get a distinction /ˌget ə dɪsˈtɪŋkʃən/ otrzymać wyróżnienie
go towards your final grades /ˌgəʊ təˌwɔːdz jə ˌfaɪnəl ˈgreɪdz/ wliczać się do oceny końcowej
improve on your previous marks /ɪmˌpruːv ɒn jə ˌpriːviəs ˈmɑːks/ poprawić oceny
mock exams/mocks /ˈmɒk ɪgˌzæmz/mɒks/ egzaminy próbne
pass with flying colours /ˌpɑːs wɪð ˌflaɪɪŋ ˈkʌləz/ zdać śpiewająco
past papers /ˌpɑːst ˈpeɪpəz/ arkusze z lat ubiegłych
resit/retake an exam /riːˌsɪt/riːˌteɪk ən ɪgˈzæm/ podejść do egzaminu poprawkowego
scrape through (sth) /ˌskreɪp ˈθruː/ ledwo przez coś przebrnąć (np. przez egzamin)
sit/take an exam /ˌsɪt/ˌteɪk ən ɪgˈzæm/ podejść do egzaminu
the SAT (Scholastic Aptitude Test) /ðiˌes eɪ ˈtiː/ odpowiednik matury w USA
win a scholarship /ˌwɪn ə ˈskɒləʃɪp/ otrzymać stypendium
written/oral exam /ˌrɪtən/ˌɔːrəl ɪgˈzæm/ egzamin pisemny/ustny

Academic and vocational qualifications / Tytuły naukowe i kwalifikacje zawodowe

BA (Bachelor of Arts) /ˌbiː ˈeɪ (ˌbætʃələr əv ˈɑːts)/ licencjat na kierunku humanistycznym
BSc (Bachelor of Science) /ˌbiː es ˈsiː (ˌbætʃələr əv ˈsaɪəns)/ licencjat w dziedzinie nauk ścisłych

The orange-highlighted words are practised in the vocabulary lesson.

diploma /dɪ'pləʊmə/ dyplom, świadectwo
IB (International Baccalaureate) /ˌaɪ 'bi: (ˌɪntə,næʃənəl ˌbækə'lɔ:riət)/ matura międzynarodowa
MA (Master of Arts) /ˌem 'eɪ (ˌmɑ:stər əv 'ɑ:ts)/ magister nauk humanistycznych
MBA (Master of Business Administration) /ˌem bi: 'eɪ (ˌmɑ:stər əv ˌbɪznəs əd,mɪnɪ'streɪʃən)/ magister zarządzania przedsiębiorstwem
MSc (Master of Science) /ˌem es 'si: (ˌmɑ:stər əv 'saɪəns)/ magister nauk ścisłych
NVQ (National Vocational Qualification) /ˌen vi: 'kju: (ˌnæʃənəl vəʊ'keɪʃənəl ˌkwɒlɪfɪ,keɪʃən)/ uprawnienia zawodowe
PhD/doctorate /ˌpi: eɪtʃ 'di:/'dɒktərət/ doktorat

MP3 27 School life / Życie szkoły

People / Ludzie

academic /ˌækə'demɪk/ nauczyciel akademicki
bookworm /'bʊkwɜ:m/ mól książkowy
brain box /'breɪn bɒks/ tęga głowa
bully /'bʊli/ dręczyciel, prześladowca
career's adviser /kə'rɪər əd,vaɪzə/ doradca zawodowy
caretaker (BrE)/janitor (AmE) /'keəˌteɪkə/'dʒænɪtə/ dozorca, woźny
class clown /ˌklɑ:s 'klaʊn/ klasowy błazen
dean /di:n/ dziekan
deputy head /ˌdepjʊti 'hed/ wicedyrektor
dinner lady /'dɪnə ˌleɪdi/ kucharka szkolna
go-getter /ˌgəʊ 'getə/ osoba przebojowa
head girl/boy /ˌhed 'gɜ:l/'bɔɪ/ przewodnicząca/ przewodniczący samorządu szkolnego
head of department /ˌhed əv dɪ'pɑ:tmənt/ kierownik wydziału
high achiever /ˌhaɪ ə'tʃi:və/ osoba osiągająca wysokie wyniki
know-all /'nəʊ ɔ:l/ mądrala
lollipop man/lady /'lɒliˌpɒp mæn/,leɪdi/ osoba przeprowadzająca uczniów przez ulicę
monitor /'mɒnɪtə/ dyżurny
pastoral care professional /'pɑ:stərəl ˌkeə prəˌfeʃənəl/ osoba pomagająca uczniom w sprawach bytowych lub rodzinnych
prefect /'pri:fekt/ starszy uczeń wyznaczony do pomocy młodszym
private tutor /ˌpraɪvɪt 'tju:tə/ korepetytor
school counsellor /'sku:l ˌkaʊnsələ/ pedagog szkolny
school governor /ˌsku:l 'gʌvənə/ członek rady zarządzającej szkoły
school-leaver /'sku:l ˌli:və/ absolwent szkoły
stand-in/supply teacher (BrE)/substitute teacher (AmE) /'stænd ɪn/sə'plaɪ ˌti:tʃə/,sʌbstɪtju:t 'ti:tʃə/ nauczyciel na zastępstwo
student representative /'stju:dənt ˌreprɪ,zentətɪv/ starosta klasy/szkoły/roku
swot /swɒt/ kujon
teacher's pet /ˌti:tʃəz 'pet/ pupilek nauczyciela
undergraduate /ˌʌndə'grædjʊɪt/ student studiów pierwszego stopnia

Organisation / Organizacja

absenteeism /ˌæbsən'ti:ɪzm/ absencja
assembly /ə'sembli/ apel
cover a lesson for sb /ˌkʌvər ə 'lesən fə/ zastąpić kogoś w prowadzeniu lekcji
dismiss the class /dɪsˌmɪs ðə 'klɑ:s/ zakończyć lekcję
field trip /'fi:ld trɪp/ wycieczka szkolna
free lesson/period /ˌfri: 'lesən/'pɪərɪəd/ okienko
freshers' week /'freʃəz ˌwi:k/ tydzień adaptacyjny
give a presentation on sth /ˌgɪv ə prezən'teɪʃən ɒn/ zrobić prezentację na temat czegoś
give/take remedial classes /ˌgɪv/ˌteɪk, rɪ'mi:diəl ˌklɑ:sɪz/ prowadzić/chodzić na zajęcia wyrównawcze
obligatory/compulsory/mandatory /ə'blɪgətəri/ kəm'pʌlsəri/'mændətəri/ obowiązkowy, przymusowy
prom night /'prɒm naɪt/ bal maturalny
punctuality /ˌpʌŋktʃʊ'ælɪti/ punktualność
registration /ˌredʒɪ'streɪʃən/ sprawdzanie obecności
respond to individual needs /rɪˌspɒnd tu ɪndəˌvɪdʒuəl 'ni:dz/ odpowiadać na indywidualne potrzeby
sick note /'sɪk nəʊt/ zwolnienie lekarskie
take the register /ˌteɪk ðə 'redʒɪstə/ sprawdzić obecność
tuition /tju:'ɪʃən/ nauczanie w małych grupach
tutorial /tju:'tɔ:riəl/ konsultacje

School discipline / Dyscyplina w szkole

address a problem /əˌdres ə 'prɒbləm/ zająć się problemem
antisocial behaviour /ˌæntiˌsəʊʃəl bɪ'heɪvjə/ zachowania antyspołeczne
conscientious /ˌkɒnʃi'enʃəs/ sumienny
corporal punishment /ˌkɔ:pərəl 'pʌnɪʃmənt/ kary cielesne
cut classes/skip school/play truant /ˌkʌt 'klɑ:sɪz/ ˌskɪp 'sku:l/ˌpleɪ 'tru:ənt/ wagarować
discipline /'dɪsəplɪn/ zdyscyplinować
disruptive behaviour /dɪsˌrʌptɪv bɪ'heɪvjə/ uciążliwe zachowania
exclude/expel /ɪk'sklu:d/ɪk'spel/ wydalić (ze szkoły)
exclusion/expulsion /ɪk'sklu:ʒən/ɪks'pʌlʃən/ wydalenie (ze szkoły)
forge friendships/relationships/close bonds /ˌfɔ:dʒ 'frendʃɪps/rɪ'leɪʃənʃɪps/,kləʊs 'bɒndz/ nawiązać przyjaźnie/relacje/bliskie więzi
get on with your work /get ˌɒn wɪð jə 'wɜ:k/ kontynuować pracę
get put in detention /ˌget ˌpʊt ɪn dɪ'tenʃən/ zostać za karę po lekcjach
get a suspension/get suspended /ˌget ə sə'spenʃən/ ˌget səs'pendɪd/ zostać zawieszonym
get up to mischief /get ˌʌp tə 'mɪstʃɪf/ rozrabiać
hand out punishments /ˌhænd aʊt 'pʌnɪʃmənts/ stosować kary
haul sb over the coals /ˌhɔ:l ˌsʌmbədi ˌəʊvə ðə 'kəʊlz/ zmieszać kogoś z błotem
keep your head down /ˌki:p jə 'hed daʊn/ nie wychylać się
misbehave /ˌmɪsbɪ'heɪv/ źle się zachowywać
pick up on an issue /pɪk ˌʌp ɒn ən 'ɪsju:/ wychwycić problem
push the limits /ˌpʊʃ ðə 'lɪmɪts/ przekraczać granice
show up late /ˌʃəʊ ʌp 'leɪt/ przyjść spóźnionym
stage demonstrations /ˌsteɪdʒ ˌdemən'streɪʃənz/ organizować demonstracje
throw your weight around /ˌθrəʊ jə 'weɪt əˌraʊnd/ rządzić się, panoszyć się
toe the line /ˌtəʊ ðə 'laɪn/ podporządkować się
vulnerable pupils /ˌvʌlnərəbəl 'pju:pəlz/ uczniowie z grupy ryzyka

MP3 28 Extracurricular activities / Zajęcia pozalekcyjne

be involved in sth /ˌbi ɪn'vɒlvd ɪn/ być zaangażowanym w coś
develop leadership skills /dɪˌveləp 'li:dəʃɪp ˌskɪlz/ rozwijać umiejętności przywódcze
do voluntary work /ˌdu: 'vɒləntəri ˌwɜ:k/ pracować jako wolontariusz
fundraising activities/event/fundraiser /'fʌndreɪzɪŋ æk,tɪvətiz/ɪ,vent/'fʌnd,reɪzə/ impreza charytatywna
join a choir/a debating society /ˌdʒɔɪn ə 'kwaɪə/ ə dɪ'beɪtɪŋ sə,saɪəti/ zapisać się do chóru/klubu dyskusyjnego
look good on your CV /ˌlʊk ˌgʊd ɒn jə ˌsi: 'vi:/ dobrze wyglądać w CV
prospective employer /prəsˌpektɪv ɪm'plɔɪə/ potencjalny pracodawca
pursue a passion /pəˌsju: ə 'pæʃən/ realizować pasję
put your name down for sth /ˌpʊt jə 'neɪm daʊn fə/ zapisać się na coś, wpisać się na listę do czegoś
run a club /ˌrʌn ə 'klʌb/ prowadzić klub
shape you as a person /ˌʃeɪp ju əz ə 'pɜ:sən/ kształtować kogoś jako człowieka

MP3 29 Education system / System oświaty

academically selective /ˌækəˌdemɪkəli sɪ'lektɪv/ selektywny pod kątem wyników w nauce (np. szkoła)
admissions cycle /əd'mɪʃənz ˌsaɪkəl/ proces rekrutacji
admission requirements /əd,mɪʃən rɪ'kwaɪəmənts/ wymogi przy przyjęciu
boarding school /'bɔ:dɪŋ sku:l/ szkoła z internatem
comprehensive school /ˌkɒmprɪ'hensɪv sku:l/ szkoła średnia przyjmująca uczniów niezależnie od ich wyników w nauce
faculty /'fækəlti/ wydział
grammar school /'græmə sku:l/ szkoła średnia przyjmująca uczniów, którzy zdali egzamin wstępny
high/secondary school /'haɪ/'sekəndəri sku:l/ szkoła średnia
homeschooling /'həʊmˌsku:lɪŋ/ edukacja domowa
nursery /'nɜ:səri/ żłobek
playgroup /'pleɪgru:p/ klubik, grupa przedszkolna
pre-school/pre-schooler /ˌpri: 'sku:l/ˌpri: 'sku:lə/ przedszkole/przedszkolak
primary school /'praɪməri sku:l/ szkoła podstawowa
private school /ˌpraɪvɪt 'sku:l/ szkoła prywatna
public school (BrE) /ˌpʌblɪk 'sku:l/ elitarna szkoła prywatna
put a school in special measures /ˌpʊt ə ˌsku:l ɪn ˌspeʃəl 'meʒəz/ objąć szkołę nadzorem
sixth form /ˌsɪksθ 'fɔ:m/ szkoła średnia przygotowująca do egzaminów
state school /'steɪt sku:l/ szkoła publiczna
stream /stri:m/ dzielić uczniów na grupy ze względu na umiejętności
tuition/course fees /tju:'ɪʃən/'kɔ:s fi:z/ czesne, koszty nauki
vocational school /vəʊ'keɪʃənəl sku:l/ szkoła zawodowa

MP3 30 LISTENING

acquire self-esteem /əˌkwaɪə ˌself ɪ'sti:m/ nabywać poczucie własnej wartości
add to sth /'æd tə/ zwiększać coś
benefits to sth /'benɪfɪts tə/ korzyści z czegoś
be part and parcel of sth /bi: ˌpɑ:t ənd 'pɑ:səl əv/ być nieodłącznym elementem czegoś
be second to none /bi: ˌsekənd tə 'nʌn/ nie mieć sobie równych
contribute to sth /kən'trɪbju:t tə/ przyczynić się do czegoś
do your utmost /ˌdu: jər 'ʌtməʊst/ robić wszystko co w twojej mocy
get hold of sth /ˌget 'həʊld əv/ zdobyć coś
go to a good cause /ˌgəʊ tu ə ˌgʊd 'kɔ:z/ pójść na szczytny cel
implement /'ɪmplɪmənt/ wdrożyć
improve school facilities /ɪmˌpru:v ˌsku:l fə'sɪlətiz/ zmodernizować szkolne pomieszczenia i sprzęt
stage an event /ˌsteɪdʒ ən ɪ'vent/ zorganizować imprezę

MP3 31 READING

be the making of sb /ˌbi: ðə 'meɪkɪŋ əv/ przyczynić się do czyjegoś sukcesu
get to grips with sth /ˌget tə 'grɪps wɪð/ uporać się z czymś
keep your nose to the grindstone /ˌki:p jə ˌnəʊz tə ðə 'graɪndstəʊn/ tyrać jak wół
knuckle down to sth /ˌnʌkəl 'daʊn tə/ wziąć się za coś
out of your comfort zone /ˌaʊt əv jə 'kʌmfət zəʊn/ poza czyjąś strefą komfortu
sail through sth /ˌseɪl 'θru:/ poradzić sobie z czymś bez problemów
set your sights on doing sth /ˌset jə ˌsaɪts ɒn 'du:ɪŋ ˌsʌmθɪŋ/ stawiać sobie za cel zrobienie czegoś
tearaway /'teərəˌweɪ/ rozrabiaka

Listening

DOBIERANIE

1 CD 1.18 **Usłyszysz cztery wypowiedzi na temat tego, w jakim najlepiej wieku powinno być dziecko, by mogło rozpocząć naukę w szkole. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

This speaker mentions

A a comparison with a different system.
B an advantage of interacting with children outside a limited age group.
C a way of accommodating different levels of maturity.
D the need for a stricter learning routine.
E a change of opinion about school.

1	2	3	4

ZDANIA Z LUKAMI

2 CD 1.18 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–3) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 Speaker 1 believes that children should start school at four and a half because of _____.
2 The fact that his sister was bored at home makes Speaker 2 sure _____ his sister to start school.
3 Speaker 3 would like the school starting age to _____ enjoy their childhoods more.

Use of English

SETY LEKSYKALNE

3 **W zadaniach (1–5) wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Ms Grey ... in a lodger when all her children left for university because she wanted some company.
My mum ... in the dress I bought because it was too long.
Shane ... a maths exam last week, but he doesn't know the results yet.

2 _____
If I were you, I would dress ... – this suit is very formal and it's a small party.
Keep your heads ... – our head teacher is in a very bad mood today.
Everyone tells us to get ... to work, but I think we have plenty of time to revise everything before the final exams.

3 _____
My backpack is completely full, so I don't have ... for any of your stuff.
My father keeps all his tools in the utility ... in the basement.
This locker ... is too small – there's not enough space for all the students to move around easily in-between lessons.

4 _____
You fail maths tests because you're not careful enough – you should pay more attention ... detail.
... my mind, it is possible to learn emotion management skills.
People have such easy access to information nowadays that they feel they don't have to commit it ... memory.

5 _____
The teachers are not happy with Sam's progress because he tends to ... deadlines and skip classes.
I ... our history teacher who retired last year – he was quirky but charismatic.
Beth and Greg often ... their rent payments because they are both overworked.

GRAMATYKALIZACJA

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

1 Sarah is feeling exhausted because she (**go** / **bed**) _____ really late since last weekend.
2 Jack often (**get** / **I** / **nerve**) _____ – he can be so patronising.
3 When I was in primary school, we (**use** / **go**) _____ field trips once a month.
4 My cousin was elated as soon as (**she** / **read**) _____ the notification of admission from the London School of Economics.
5 I (**grow** / **hair**) _____, but it's still too short to tie it back and it's driving me nuts.
6 Mark fell asleep on his desk because (**he** / **write**) _____ his MA dissertation for ten hours.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

5 **Uzupełnij każdą lukę jednym wyrazem.**

Do you worry that your jobs will soon be replaced by AI? I recently asked one of those natural language processing tools driven by AI technology whether it will take over my place as a teacher in the foreseeable future ... and it said no. Not **(1)** _____, at least.

It goes without **(2)** _____ that AI and technology can help us, teachers, with various tasks, like automating administrative tasks, offering additional resources, administering tests and exams, and providing personalized feedback. However, it is not able to foster critical **(3)** _____ or build relationships.

AI might come up with a set of answers to the questions we ask, but it will not help students maximise their **(4)** _____ nor help them develop social or interpersonal skills. However, it will definitely change the role of a teacher as we know it. Rather **(5)** _____ being the source of knowledge, the teacher of the future will have to become a mentor, a leader and a guide, who will help their students how to find reliable sources of information, how to **(6)** _____ their own realistic targets, how to acquire knowledge efficiently, and how to cooperate with others – and, most importantly, who will provide emotional support and bring empathy to the learning environment.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 I feel exhausted because I (*uczę się*) _____ for my final exams for the last five months.
2 Jill and I went to the library as (*jak tylko skończyłyśmy*) _____ cleaning up our room in the dorm.
3 (*Wydaje się*) _____ case that people forge lifelong friendships while they are in secondary school.
4 (*Wagarowanie może prowadzić*) Cutting _____ in falling behind the other students or even failing the grade.
5 (*Polubiłem moich nowych kolegów*) I got _____ soon after I joined the debating society.
6 Sleeping on a bunk bed (*nie podoba się*) _____ me, I'd prefer a single bed or a sofa.

TRANSFORMACJE ZDAŃ

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

1 I haven't yet found a bedsit which would satisfy all my needs. **TO**
I've _____ a bedsit which would satisfy all my needs.
2 We have enjoyed ourselves at this language school ever since we arrived here. **STUDYING**
We have enjoyed ourselves at this language school since we _____ here.
3 To sum up, I think modern schools don't promote thinking outside the box. **ALL**
_____, I think modern schools don't promote thinking outside the box.
4 My brother has been unable to follow the curriculum since he broke his arm a month ago. **FOR**
My brother has been unable to follow the curriculum _____ because he broke his arm.
5 Grace got really angry when her dog, all covered in mud, ran into the kitchen where she had just mopped the floor. **ROOF**
Grace _____ when her dog, all covered in mud, ran into the kitchen where she had just mopped the floor.
6 We were in the middle of our mock exam when all the lights went out. **WHILE**
All the lights went out _____ our mock exam.

SŁOWOTWÓRSTWO

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

My friend Jim had a really difficult time deciding what to do after secondary school. The problem was that at school everything came **(1)** _____ (**easy**) to him: biology, geography, maths – you name it! He **(2)** _____ (**excel**) at history, but also liked foreign languages. He somehow managed to combine academic success with training tennis and a social life (including playing video games!). We all thought he would study **(3)** _____ (**society**), law or political science, but he chose sports psychology. He says that it allows him to gain in-depth knowledge about the human brain, and learn how to develop **(4)** _____ (**leader**) skills, and at the same time he is able to purse his passion for sport. However, he isn't vain or conceited – on the contrary, he is a really **(5)** _____ (**like**), humble guy. Does he sound ideal? Not really. He is the most **(6)** _____ (**decide**) person I know – it takes him hours to choose even what he wants for lunch, not to mention what to study!

04 PRACA

GET READY

Work in pairs. Take turns to name a job, what the person does in that job and where they work. You have three minutes.

Zawody i związane z nimi czynności i obowiązki

1 CD 1.19 **Complete the job descriptions. The first letters have been given. Listen and check.**

'So, what do you do for a living?'

1 'I deliver babies. I'm a **m**_____.'
2 'I go with ambulance drivers when there's an emergency. I'm a **p**_____.'
3 'I buy and sell shares to make a profit for people. I'm a **s**_____.'
4 'I fix things around the house for people. I'm a **h**_____.'
5 'I drive a truck and collect rubbish from outside people's houses. I'm a **r**_____ **c**_____.'
6 'I represent people in court. I'm a **b**_____.'
7 'I work in the public sector for a government department. I'm a **c**_____ **s**_____.'

2 **Work in pairs. Think of a job description for three of the jobs named in the box. Ask another pair to guess the job.**

barber chief executive construction worker doorman editor general practitioner solicitor traffic warden warehouse operative

3 **Put the job adjectives in the correct columns. Then work in pairs and explain why you have put some words in the third column. Think of an example of jobs that could be described using the adjectives.**

challenging dead-end demanding exploitative fulfilling glamorous high-powered lucrative manual menial monotonous mundane profitable repetitive sedentary

Positive	Negative	Could be both

4 **Choose the correct words to complete the posts.**

What do you love about your job? We'd like to know!

What I really love about my job is **working (1)** ***along*** / ***alongside*** some really clever and inspirational people. Yes, there are the daily duties I have to **(2)** ***carry*** / ***follow*** **out** like **(3)** ***answering*** / ***responding*** **to queries**, dealing with day-to-day issues, and **(4)** ***lecturing*** / ***briefing*** **new members of staff**, but sometimes teams from my branch **(5)** ***join*** / ***connect*** **forces** with a team from another branch and that's really productive.

I'm **in (6)** ***responsibility*** / ***charge*** **of** a large number of people and **(7)** ***overlook*** / ***oversee*** several **projects**. I seem to spend most of my time **(8)** ***seating*** / ***chairing*** or attending **meetings**. Of course, I **(9)** ***set*** / ***arrange*** **targets** and **(10)** ***option*** / ***delegate*** **tasks** as well as **(11)** ***monitor*** / ***screen*** **performance**, and if performance levels fall and **deadlines** are not **(12)** ***done*** / ***met***, I have to **(13)** ***reply*** / ***answer*** **to** my boss. It's challenging work and often exhausting, so by the time I **(14)** ***make*** / ***call*** **it a day**, I'm usually shattered. I love reaching the end of the day when everything has **gone (15)** ***depending*** / ***according*** **to** plan!

I'm a bit of a **(16)** ***worklover*** / ***workaholic*** and I just love being **(17)** ***weighted*** / ***snowed*** **under**, even **working round the (18)** ***watch*** / ***clock***! I'm happy when my brain is **(19)** ***firing*** / ***burning*** **on all cylinders**, when I'm working on **an idea** to **(20)** ***throw*** / ***pitch*** **to** my line manager, or just **(21)** ***ploughing*** / ***striding*** **through** piles of **paperwork**. My friends think I'm odd – but that's me! Oh, and I far prefer working on my own to **(22)** ***collaborating*** / ***resourcing*** or teaming up **with** anyone else. I guess everyone is different.

Miejsce pracy

5 **Complete the names of the departments in a company. Use the wordlist on page 58 to help you.**

In a big company, contact …

1 _____ if you want to discuss the latest advertising campaign.
2 _____ if you're interested in a particular job.
3 _____ if you have a specific complaint.
4 _____ if you have a query about a press release.
5 _____ if you have budgeting issues.
6 _____ if you want to get the results of a survey.

6 **Complete the forum posts with the words in the box.**

acting challenge heart high-flyer inexperienced knowledge line member player promotion rapport resourceful slacker temp weight workforce

The new **(1)** _____ **of staff** is quite **(2)** _____, but he's definitely **up for a (3)** _____ and we've already **built up a good (4)** _____. I think he'll be a **team (5)** _____ and a **great addition to the (6)** _____.

I'm not at all sure about the **(7)** _____ we have working here at the moment. I feel she's a bit of a **(8)** _____ and isn't **pulling her (9)** _____. Maybe she's got issues outside work, but her **(10)** _____ just doesn't seem to **be in the job**. The **(11)** _____ **manager**'s noticed, too.

Hey – we've got a real **(12)** _____ who started today! He's **(13)** _____ and he's got a **good working (14)** _____ **of** what we're doing, but also he's not arrogant about all the qualifications and experience he's got. He gets on with everyone, including the grumpy **(15)** _____ head of department. You can tell he'll **be up for (16)** _____ before long.

Praca dorywcza

7 **Complete the online advice about part-time jobs with the words in the box.**

delivery hospitality meet odd pick seasonal take warehouse zero

Not everyone wants a full-time permanent job. Perhaps you're looking to **(1)** _____ **on a temporary job** to fill in time or make some money during your college holidays, or maybe you're on a gap year and want to **(2)** _____ **up** some **casual employment** while travelling. There again, you might be looking for a second job to help **make ends (3)** _____. There are a lot of job vacancies out there. **(4)** _____ **work** – like fruit picking – is nearly always an option, as is working in **(5)** _____ – restaurants, clubs, cafés and so on. Younger people can also make some pocket money by doing **(6)** _____ **jobs** for people, childminding if the parents are both out, or even dog walking. With all the shopping online today, there is plenty of work for **(7)** _____ **operatives** and **(8)** _____ **drivers** too, if you have your licence, but be careful of **(9)** _____**-hour contracts**, which can be problematic. For further information about vacancies local to you, check out the website.

Kariera zawodowa

8 **In pairs, look at the comments about finding a job. Do you agree with any of the comments? Why (not)?**

1 'I think it's all a matter of being in the right place at the right time.'
2 'It's not what you know, it's who you know – that's what my dad says.'
3 'I plan to go through recruiting agencies when I'm looking for a job after college. They can match people's skills with the right jobs.'
4 'Some people never need to apply for a job – they get headhunted. That's a good way to move up!'

9 CD 1.20 **Listen to a recruiter's opinion after some interviews and answer the questions.**

Which candidate(s) (A, B, C, D or E) …

1 responded well to all the questions? _____
2 could take up a new job straightaway? _____
3 has periods of time in their work history that are difficult to account for? _____
4 does not have an appropriate background for the position? _____ _____
5 did not hide an issue with reading and writing? _____

Rynek pracy; warunki pracy i zatrudnienia

10 **Complete the sentences with the correct prepositions.**

1 If you're between jobs, you can **sign** ___ and **claim unemployment benefit** until you find a new one.
2 It's definitely worth **checking** ___ **comparable salaries** before applying for a specific position.
3 Most employers will **take** ___ an applicant's **references** if they are seriously being considered for the position.
4 Unless the company lands another big contract, they will have to start **laying** ___ **workers**.
5 If you're **taking** ___ a job **from** someone else, there will usually be a handover period.
6 Some students don't **settle** ___ **a career path** until they've finished college or university. It can take time to decide.
7 Alex has been fed up with work recently and he's thinking of **handing** ___ **his notice**.
8 Olivia has received a job offer and she'll **take** ___ **the position** as soon as she's worked her notice at her present company.

11 **Complete the information for new employees with words formed from the words in brackets.**

Job Detail

1 Employees have rights and are _____ (**TITLE**) **to** certain **benefits**.
2 There is an automatic right to _____ (**MATERNAL**) or _____ (**PATERNAL**) **leave** on the birth of a child.
3 Should your _____ (**WORK**) prove **too heavy**, you can discuss this with the relevant manager.
4 All companies have a **complaints** _____ (**PROCEED**), for example for employees who feel that they are being _____ (**VALUE**), or asked to take on work outside their job description.
5 Because of the nature of the work done here, employees have a **uniform** _____ (**ALLOW**).
6 In the case of personal problems, employees have the right to **request** _____ (**COMPASSION**) **leave**, although this may not always be **granted**.
7 There will be **annual** _____ (**APPRAISE**) and prior to this a series of regular _____ (**SEASON**) **conversations** on a one-to-one basis with the employee's manager.
8 Should the company wish to _____ (**SIZE**) at any point, or require fewer staff, employees can **apply for** _____ (**VOLUNTEER**) **redundancy**.
9 **Performance-related** _____ (**INCREASE**) can be discussed at various points in the year.

12 **Complete the blog with the correct words in the box.**

boost clock covered feet fringe graveyard minimum ropes rule

I'm thoroughly enjoying my summer job this year! Last year I was waiting tables in the pier restaurant and we were all **worked off our (1)** _____. We were **on the (2)** _____ **wage** and the money barely **(3)** _____ my **expenses** for getting to and from work. Sometimes when they had a late party, I'd have to **work the (4)** _____ **shift** and end up getting a taxi home in the small hours. This year, I'm an assistant chef in a new beach café. It opened last week and the designers **worked round the (5)** _____ to ensure everything was perfect for opening day. It's modern, airy and I really enjoy the work. It took a while to **learn the (6)** _____, but everyone has been helpful and the manager treats us all to a free dinner every week to **(7)** _____ **morale**! There are other **(8)** _____ **benefits** too, like being allowed to take home unused food at the end of the day. How's your new job going? I heard a rumour that you were all **working to (9)** _____ because they won't give a pay rise this year. Call me and we can have a good catch-up. Might even bring along some crab sandwiches!

13 **Complete the list with the words in the box.**

adhering bringing ignoring leaking pilfering showing taking timekeeping

Employees may be reprimanded, given verbal or written warnings or dismissed for the following:

- **(1)** _____ the company into disrepute
- not **(2)** _____ to health and safety regulations
- **(3)** _____ company property
- **(4)** _____ backhanders
- **(5)** _____ direct instructions
- **(6)** _____ disrespect to colleagues
- poor **(7)** _____
- **(8)** _____ sensitive information

14 **In pairs, think of one example for each item on the list in exercise 13.**

Mobilność zawodowa

15 Choose the correct words to complete the article.

Trends in attitudes to work and maximising career prospects have changed significantly over recent decades. For our parents' generation, it was acceptable to change jobs several times during their working lives for **career (1)** ***promotion*** / ***advancement*** and **reaching their full (2)** ***ability*** / ***potential***. However, go back even further and the trend was often having a job for life, which meant working for the same company until retirement and **getting (3)** ***promoted*** / ***headhunted*** along the way. Many people might have felt that they were **in a (4)** ***hole*** / ***rut***, but the security was worth it. **Job (5)** ***mobility*** / ***movement*** is now considered the norm. Whereas in the past, companies might have viewed constant changes of jobs as suspicious, it is now accepted and considered proof of a potential employee's dedication to their work and a desire to **climb the career (6)** ***ladder*** / ***steps***. With varied experience they **(7)** ***bring*** / ***make*** **new skills to their role**. In the world of job mobility, employees must be sure to **boost their (8)** ***combined*** / ***transferable*** **skills** to **improve their (9)** ***employment*** / ***employability***, and **(10)** ***build*** / ***settle*** **their portfolios**. But be warned – employers can tell the difference between an applicant who is **job (11)** ***jumping*** / ***hopping*** because they simply can't settle and one who is serious about **following a career (12)** ***path*** / ***track***.

16 CD 1.21 Complete the dialogue with the words in the box. There are two extra words. Listen and check.

earnings home lifestyle occupation packages playing remotely retrain reviewing shot

Lea: I've been **(1)** _____ **my career goals** and I think I'm going to **(2)** _____ **as** an interpreter. The jobs I've seen as permanent interpreters for companies offer better **remuneration (3)** _____ than what I earn now working as a freelance translator.

Dell: OK. Do you think the **change of (4)** _____ will **suit your (5)** _____? Money isn't everything.

Lea: I know that. But to be honest, the translating has become boring, and I'd rather be out interacting with people rather than looking at documents, **working from (6)** _____. I might not get on with the training, but I'll **give it my best (7)** _____.

Dell: I can see that. You're good with people and your speed in translating is second to none. Going into interpreting will be **(8)** _____ **to your strengths**. Go for it and good luck!

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

17 CD 1.22 Listen to a fragment of a career adviser's talk and answer the questions.

1 What examples of part-time temporary jobs does the speaker give during his talk? Name four.
2 Why does the speaker mention two questions that people might ask themselves?
3 What are the two questions?
4 How does the speaker exemplify the types of skills people can develop from part-time work?
5 How can doing part-time work help students on a personal level in the future?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

18 Work in pairs. Take turns to describe the picture and then answer the questions.

1 Why might the people be meeting online?
2 Do you enjoy visual chatting online? Why (not)?
3 Tell us about a recent meeting you've attended which was either boring or interesting.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

What job opportunities might there be for an ice sculptor? What difficulties might they face in their job?

Zoom in

1 Label the pictures with the words in the box. There are two extra words.

barber blacksmith bricklayer carpenter leatherworker potter shoemaker tailor upholsterer wickerworker

2 Work in pairs. Have you ever used the services of the people named in exercise 1? What was your experience like?

Practise

GET SMARTER

Zadanie polegające na uzupełnieniu tekstu z lukami często sprawdza umiejętność wyszukiwania informacji szczegółowych. Poprawne uzupełnienie luk może więc polegać na wpisaniu daty, godziny czy nazwiska. Pamiętaj jednak, że niektóre brakujące informacje mogą być wyrażone w nagraniu w inny sposób, a Twoim zadaniem będzie sparafrazowanie tego, co słyszysz, w taki sposób, aby poprawnie uzupełnić lukę.

3 CD 1.23 Listen to four sentences. Use the information from the recording to complete the sentences below.

1 Young people express _____ traditional types of jobs.
2 _____ and _____ as well as pottery and carpentry are among some sought-after professions.
3 Young entrepreneurs know that they can _____ by selling home-made or eco-friendly products.
4 More traditional occupations appear to be perfect for the _____ of the 21st century.

CULTURE

Savile Row is a street in Central London made famous by tailor shops offering exclusive, made-to-measure clothing, especially men's suits. Once synonymous with rather old-fashioned styles, the Savile Row companies have recently enjoyed a growth in interest not only from customers, but also from young people who regard being a tailor as a smart career choice.

TEKST Z LUKAMI (FORMULARZ)

4 CD 1.24 Usłyszysz dwukrotnie wypowiedź na temat tradycyjnych zawodów. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

POPULAR JOBS IN THE PAST

- some time ago jobs like a computer programmer, **(1)** _____ and _____ were popular among young people
- ever-popular occupations include the legal, medical and business professions
- the job market changed **(2)** _____

NEW GENERATIONS

- are against waste culture as some people spend approximately **(3)** _____ on things they will never actually use
- want to learn how to mend things rather than throw them away
- enroll on various courses to learn a trade

REASONS FOR THE COMEBACK OF TRADITIONAL TRADES

- they resonate with young people's priorities
- doing them can be enjoyable, but also let you **(4)** _____

Fish for words

5 Find out what the following adjectives from exercises 3 and 4 refer to in the audioscripts on page 283. Check their meaning in the dictionary, if necessary. Then choose five and write your own sentences.

1 robust
2 sought-after
3 high-powered
4 significant
5 innovative
6 tech-savvy
7 bespoke
8 affluent
9 disposable
10 well-off

Wrap it up

6 Imagine your friend is opening a repair café. Work in pairs and prepare a post for a social networking site to advertise the business. Use 120–150 words.

Zoom in

1 **Work in pairs. Discuss the pros and cons of these career options.**

go to university go for full-time employment
do charity work find a part-time job join the army
take a gap year start a business do an internship
apply for a seasonal job

Activate

2 **Read the sentences in the *Know your phrases* box. What roles do you think you will be acting out in the speaking task?**

KNOW YOUR PHRASES

- *I really don't know what career path to follow.*
- *I have no idea what I'm good at / what I could do for a living / if I'm cut out for university.*
- *How do I go about choosing the right career? / How can I increase my employability?*
- *Are you capable of working under pressure / collaborating / meeting tight deadlines?*
- *Are you taking white-collar / blue-collar jobs into consideration?*
- *Employers will be looking for people with good communication skills / transferable skills.*
- *I suggest you should think about / reflect on what you enjoy doing.*
- *The best option for you will be to try doing work experience / going to a job fair / becoming an intern.*
- *Why not take a personality test / consult a coach?*
- *If I were you, I'd think of four possible professions, and consider their pros and cons.*

3 **Complete the task below.**

Powiedz, że:

1 nie jesteś pewien/pewna, czy nadajesz się do tego, aby prowadzić własną firmę;
2 najlepszym rozwiązaniem byłoby spotkanie z doradcą rozwoju osobistego albo wizyta na targach pracy;
3 pracodawcy będą poszukiwać osób, które umieją myśleć twórczo;
4 nie masz pojęcia, jak powinieneś/powinnaś zabrać się za wybór letniej pracy dorywczej;
5 bierzesz pod uwagę pracę w branży turystycznej.

Practise

GET SMARTER

Pamiętaj, że w trakcie rozmowy możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, przedstawienie opinii, sugestii lub udzielenie rady. Zawsze uzasadniaj swoje opinie i wyjaśniaj, dlaczego coś proponujesz.

4 **Match 1–5 to a–e to make expressions. What do we use them for?**

1 What I mean by	a in mind is ...
2 To be	b of fact, it's got to do with ...
3 What I have	c saying this is ...
4 To give you	d an example, let me mention ...
5 As a matter	e precise, ...

5 **React to the following questions. Use the expressions from exercise 4.**

1 What exactly do you mean by saying that there are no career prospects for young people in your town?
2 Can you explain why you wouldn't want to work from home?
3 I'm not sure I follow. What are you going to do after school?
4 Why exactly would you like to run your own business?
5 Are you implying you'd rather work on your own than in a team?

ROZMOWA Z ODGRYWANIEM ROLI

6 **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

Uczeń A

Jesteś uczniem/uczennicą szkoły międzynarodowej. Rozmawiasz z doradcą zawodowym, który pomaga Ci zaplanować przyszłość zawodową. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

możliwości kariery po ukończeniu szkoły
zdobywanie doświadczenia i umiejętności
oczekiwania przyszłych pracodawców
nadchodzące targi karier dla młodzieży

Uczeń B

Jesteś doradcą zawodowym. Rozmawiasz z uczniem/uczennicą szkoły międzynarodowej, który/która chce zaplanować swoją przyszłość zawodową. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia/uczennicę A o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj ucznia/uczennicę A o jego/jej mocne strony,
- zaproponuj uczniowi/uczennicy A podjęcie pracy w trakcie nadchodzących wakacji.

Speaking Bank ▶ p. 217

Wrap it up

7 **Work in pairs. In what jobs are these skills particularly important?**

- managing one's time and meeting deadlines
- coming up with original ideas
- listening to other people's views
- coping with stress

Speaking Set 04 ▶ p. 206

Pronunciation activity ▶ p. 276

Zoom in

1 **Work in pairs. How many jobs can you think of that have completely disappeared since your parents were your age?**

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu pytań do odpowiednich fragmentów tekstu, przeczytaj pytania i znajdź te fragmenty tekstu, których te pytania dotyczą. Szukaj w tekście tych samych treści, ale wyrażonych innymi słowami.

2 **Read the paragraph below and decide if sentences 1–4 are true or false.**

1 Most people are familiar with some jobs that are done in the countryside.
2 I found out about a person with a local reputation whose job has now disappeared.
3 Working as a snake catcher was challenging for Brusher Mills.
4 Brusher Mills's job no longer exists because he died.

My blog

The jobs of farmers, breeders and others who work on the land are well-known, and it's often a job handed down through the generations of a family. My neighbours [a]will have been working the land for over two hundred years come the end of this decade. However, a more unusual occupation connected with the countryside, and one which has unfortunately become a thing of the past, is that of the 'snake catcher.' While researching land-based jobs that are dying out in my area, I came across a locally famous man called Brusher Mills, who lived in an old hut near Brockenhurst in the New Forest. His demanding job was to hunt down snakes, armed with a forked stick and a bag. He devoted his life to this job and is said to have captured around 30,000 snakes in his life, including Britain's most dangerous snake – the adder. Of course the job no longer exists because snakes are protected, but Brusher certainly made his mark in the area as a happy, contented and eccentric loner. You can visit an inn in the town of Brockenhurst named after him. Illness eventually forced him to throw in the towel, but he lives on in the memory of forest folk.

3 **Look at exercise 2 again. Find the information in the sentences 1–4 and in the text which helped you to choose the correct answer.**

CULTURE

New Forest National Park is one of the largest forests in Southern England. It is famous for being William the Conqueror's hunting forest. The area is an important habitat for numerous birds and reptiles.

DOBIERANIE

4 **Przeczytaj tekst na stronie 55, który został podzielony na cztery części (A–D), oraz dotyczące go pytania (1–5). Do każdego pytania dopasuj właściwą część tekstu. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

In which paragraph does the author
1 explain the need to control the exploitation of the land? ____
2 mention the first-hand impression of an event? ____
3 point out the similarity of jobs in several countries? ____
4 refer to the age of those involved in an event? ____
5 describe an unpleasant aspect of a particular job? ____

Fish for words

5 **Complete the sentences with the correct words in the box. There is one extra word.**

haul mark mile past ropes shots

1 Handpicking and sorting of most vegetables has **become a thing of the** _____. Now it's done by advanced machinery.
2 Starting out as a farmer is usually badly paid and you need to be in it **for the long** _____ to earn a decent salary.
3 I worked as a fruit picker last summer and it only took a short time to **learn the** _____.
4 To get on as a film director you need to **make your** _____ by coming up with some innovative idea.
5 Don't get on the wrong side of Barry Packman, he's the one who **calls the** _____ around here.

Wrap it up

6 **Work in pairs. Do you think farming in your country will change for the better or for the worse in the future? Why?**

The Real English Cowboys

A

Travelling west, I reached the New Forest, my purpose being, in addition to enjoying the magnificent scenery and quaint villages, to reach a deeper understanding of one of the oldest jobs in the country. We have all seen the cowboys driving forward herds of stampeding cattle in American and Australian films, but they've been doing something very similar here, in the very normally quiet and sedate south of England, for centuries longer! The whole exercise is part of the work of what is known as an agister.

B

To find the origins of this ancient tradition, we have to go back to William the Conqueror, who enclosed the land for the royal hunting of deer. And, as with all types of land, it needed to be managed. The knowledgeable people legally and officially in charge of controlling the New Forest are the committed verderers, whose work then and now is to regulate the use of New Forest land for animals. Tourists are attracted here by the thousands of freely roaming wild ponies (and cows, donkeys and pigs). An ancient law gives commoners (people living in the Forest) the right to put their animals on the land. The verderers today deal with the unlawful grazing of animals, conservation, those who cut corners with the development of campsites and much more.

C

If the verderers are the legal guardians, the agisters are their men on the ground. These men (five in all, responsible for different areas) were born and bred in the Forest, and they are in it for the long haul. They know each animal, and their job is to be on call 24/7 to check out the animals or go the extra mile to deal with horrible accidents, when motorists collide with the animals. But, the most exciting part of their work is what is known as the drift.

D

This activity is extremely dangerous, and involves large numbers of locals on horseback (aged between 13 and 70, the younger ones learning the ropes from the older!), but it is always the agister who calls the shots. Their task is to drive the ponies across the forest to specific containment areas where they can be checked out, and any new-borns are branded and then released back for another year. This is normally kept secret in order to avoid endangering both bystanders and animals, however, I was lucky to be allowed to attend one of these drifts and it was among the most spectacular and scary events [b] I'll ever witness. The thunder of thousands of horses, the dust-filled air and the sheer bravery of the horsemen [c] will forever be stamped on my brain. Tomorrow, [d] I'll be moving on, and I hope [e] I'll have reached Stonehenge before dusk [f] descends. [g] I'll be updating my blog in the evening with a particularly mysterious ghost story – a far cry from the cowboys of the New Forest!

1 **Work in pairs and discuss the questions.**

1 What kind of employee do you think you will be?
2 Will you consider getting a job after school instead of going to university? Why (not)?

2 **Look at future forms a–g in the texts on pages 54 and 55. Then answer the questions below. Use the Grammar Reference on page 234 to help you.**

1 Which sentences express future plans, and which future predictions?
2 What future tenses and structures have been used?
3 Which present tense has been used and why?
4 What other present tense can you use to refer to the future?
5 When do we use the future perfect and when do we use the future perfect continuous?

GRAMMAR POINT

The meeting is to take place next Monday. (future plan)
You are not to leave the office until 5 pm. (instructions)
The manager is about to leave, so speak to him now. / The manager is on the point of leaving, so speak to him now. (immediate future plan)

3 **Rewrite the sentences without changing the meaning.**

1 Sadly, our manager is going to quit very soon.
Sadly, our manager _____ quit.
2 This time tomorrow, there'll be an office Christmas party.
This time tomorrow, our company _____ an office Christmas party.
3 We're about to launch a campaign to promote freelance work.
We're on _____ a campaign to promote freelance work.
4 Next week, my dad will be celebrating 20 years of working for this company.
Next week, my dad will _____ for this company for 20 years.
5 Let me know as soon as you finish the report.
The moment you have _____, let me know.
6 My job interview is at 4 pm tomorrow, so keep your fingers crossed!
I _____ my job interview at 4 pm tomorrow, so keep your fingers crossed!
7 It won't be possible for me to take over from Harry.
I _____ take over from Harry.
8 Is it necessary for me to choose my career path next year?
Will I _____ my career path next year?

4 **Work in pairs. Prepare a job advertisement for your dream job. Include the job title, responsibilities, remuneration package, working hours and necessary qualifications. Use different future forms. When you are ready, share your job advertisements. How many students are interested in your offer?**

You'll be working remotely on a full-time basis.

Grammar Reference and Practice ▶ pp. 234–235

04 USE OF ENGLISH

Zoom in

1 **Complete the definition with the correct words formed from the words in brackets. Then work in pairs and discuss the personal qualities a person should have to become a successful freelancer.**

Working freelance, e.g. being a freelance **(1)** _____ **(edit)**, **(2)** _____ **(design)** or **(3)** _____ **(interpret)**, is working **(4)** _____ **(depend)** for **(5)** _____ **(vary)** companies rather than being **(6)** _____ **(employ)** by one particular firm. A person who works freelance is often called a **(7)** _____ **(freelance)**.

Practise

GET SMARTER

Pamiętaj, aby tłumacząc fragmenty zdań na język angielski, nie tłumaczyć ich dosłownie. Zastanów się, jakiego czasu gramatycznego lub jakiej konstrukcji należy użyć. Uważaj, aby nie przekroczyć limitu słów w luce.

2 **Choose the correct translation of the fragment in brackets. Explain why the other answer is incorrect.**

1 I can work as a freelancer as long as I _____ (*będę miała regularne zlecenia*).
   a will have got regular work
   b get regular work

2 This time next week, _____ (*będę uczestniczył*) in a very important business conference.
   a I'll be participating
   b I'm taking part

3 I _____ (*mam wolne*) this week, so I can chill out a bit.
   a 'm off work
   b 'm out of work

TŁUMACZENIE FRAGMENTÓW ZDAŃ

3 **Przetłumacz na język angielski podane w nawiasach fragmenty zdań (1–6) tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w lukę można wpisać maksymalnie sześć wyrazów.**

1 I'll accept this job offer provided I _____ (*nie będę musiał*) do all the paperwork.
2 Being a freelancer _____ (*oznacza bycie samozatrudnionym*), which terrifies me a little.
3 I will _____ (*będę przewodniczyć tym spotkaniom od*) exactly three years next week.
4 We have no idea who _____ (*będzie nominowany*) to the position of new manager.
5 My dad _____ (*ma przejść na wcześniejszą emeryturę*) when he turns 60.
6 I'm fed up with my boss! I'm on the point _____ (*złożenia wypowiedzenia*).

TŁUMACZENIE FRAGMENTÓW ZDAŃ

4 **Przetłumacz na język angielski podane w nawiasach fragmenty zdań (1–6) tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w lukę można wpisać maksymalnie pięć wyrazów.**

1 Freelance jobs _____ (*będą prawdopodobnie pasować*) those who value independence and like to work in isolation.
2 We're witnessing a _____ (*znaczący wzrost*) companies willing to employ young people.
3 I _____ (*właśnie mam podpisać*) a new contract. All the documents are ready. I'm just waiting for my manager to arrive.
4 By the time you enter the job market, new professions _____ (*pojawią się*) for sure.
5 Do you know who _____ (*zamierza przejąć*) my duties at work?
6 How long _____ (*będziesz uczyć*) at this school by the end of the school year?

Wrap it up

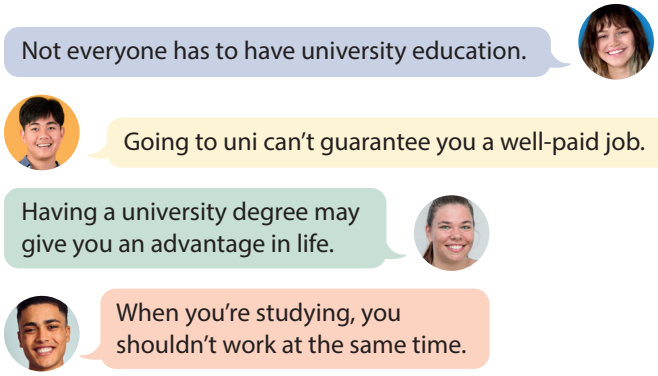
5 **Work in pairs. Read the list of top destinations for freelancers and what they are known for. Discuss which destination would be suitable for you and why.**

New York: the city to make money in, easy to launch a career, expensive to live in
London: the home of start-ups and finance companies, second-highest number of freelance jobs in the world, pricey housing
Singapore: good for those into technology or finance, on average 44 working hours a week, extraordinary city to live in, more affordable accommodation

Use of English – Extra Practice 04 ▶ p. 269

Zoom in

1 **Read the opinions below. Then work in pairs and discuss which of them you agree and disagree with.**



Activate

2 **Complete the *Know your phrases* box with the correct verbs in the box.**

air claim intend overlook question take

KNOW YOUR PHRASES

- *It is with great interest / disappointment that I read the article regarding ... and published in your magazine.*
- *I would like to voice my opinion / offer my point of view / (1) _____ my views on the issue.*
- *It is generally believed/acknowledged/assumed that ...*
- *While I agree that ..., I must (2) _____ the premise that ...*
- *I feel I must (3) _____ issue with the views expressed in the article.*
- *However, / Having said that, / That said, it is too much to (4) _____ that having a degree means success in your future working life.*
- *Let us not forget/ignore/(5) _____ the fact that some young people are simply uninterested in pursuing an academic career.*
- *As far as my plans for the future are concerned, I (6) _____ to study / find employment / take a gap year once I finish my school.*
- *I look forward to reading other young people's comments / arguments on the issue in question.*

3 **Complete the task below.**

Powiedz, że:

1 przeczytałeś/przeczytałaś komentarze redaktora gazety z wielkim zainteresowaniem;
2 chcesz wyrazić swój pogląd na temat nastolatków, którzy nie planują podjąć studiów;
3 chcesz zakwestionować punkt widzenia zaproponowany przez autora tekstu;
4 nie wolno pomijać faktu, że osoby z wyższym wykształceniem nie zawsze więcej zarabiają;
5 jeżeli chodzi o Twoje plany, to zamierzasz studiować i jednocześnie pracować;
6 z chęcią zapoznasz się z poglądami innych czytelników na temat wyboru właściwego kierunku akademickiego.

Practise

GET SMARTER

Pamiętaj, że list do redakcji to list formalny. Pisząc go, używaj pełnych zdań i oficjalnych zwrotów grzecznościowych oraz unikaj czasowników frazowych, takich jak *leave out* czy *go along with*. Przedstawiając poglądy sprzeczne z przedstawionymi w artykule, należy zachować zasady uprzejmości i nie wyrażać się zbyt bezpośrednio. Ważne jest też, aby swoje poglądy uzasadnić, przedstawiając przynajmniej dwa argumenty.

4 **Use expressions a–e to make sentences 1–5 less direct and more polite.**

a I am afraid I could not possibly agree with ...
b I feel I must add that ...
c I understand you may be of the opinion that ...
d The readers might have a different point of view, but I would like to say that ...
e While this may be true to some extent, I believe ...

1 People who do not know four foreign languages stand no chance of landing a lucrative job.
2 People do not have to like their jobs to do them well.
3 All young people want from their jobs is money.
4 University degrees are worthless.
5 People with no formal qualifications should not be offered top positions.

5 **Work in pairs. Choose two opinions from exercise 4 and justify each of them with at least two arguments.**

LIST FORMALNY

6 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażeń z ramki *Know your phrases*. Po zakończeniu pracy sprawdź swój list, aby upewnić się, że zachowałeś/zachowałaś zasady uprzejmości i przedstawiłeś/przedstawiłaś wystarczającą liczbę argumentów na poparcie swojej opinii.**

Przeczytałeś/Przeczytałaś w czasopiśmie młodzieżowym artykuł, którego autor twierdzi, że aby znaleźć dobrze płatną pracę, trzeba ukończyć studia wyższe. Napisz **list** do redakcji czasopisma, w którym podzielisz się swoją opinią na ten temat i przedstawisz swoje plany związane z przyszłym zawodem.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 226

Wrap it up

7 **Think of two jobs you would love and two jobs you would hate to do. Then work in pairs and compare your answers. Justify your choices.**

MP3 32 VOCABULARY Jobs and responsibilities / Zawody i związane z nimi czynności i obowiązki

Jobs / Zawody

barber /ˈbɑːbə/ fryzjer męski
barrister /ˈbærɪstə/ adwokat, obrońca
blacksmith /ˈblæksmɪθ/ kowal
blue-/white-collar worker /ˌbluː/ˌwaɪt ˈkɒlə ˌwɜːkə/ pracownik fizyczny/umysłowy
bricklayer /ˈbrɪkˌleɪə/ murarz
carpenter /ˈkɑːpɪntə/ stolarz
chief executive /ˌtʃiːf ɪgˈzekjʊtɪv/ przewodniczący zarządu firmy
civil servant /ˌsɪvəl ˈsɜːvənt/ urzędnik państwowy
construction worker /kənˈstrʌkʃən ˌwɜːkə/ pracownik budowlany
delivery driver /dɪˈlɪvəri ˌdraɪvə/ dostawca
doorman /ˈdɔːmən/ portier
editor /ˈedɪtə/ redaktor
entrepreneur /ˌɒntrəprəˈnɜː/ przedsiębiorca
general practitioner (GP) /ˌdʒenərəl prækˈtɪʃnə (ˌdʒiː ˈpiː)/ lekarz pierwszego kontaktu
graphic designer /ˌgræfɪk dɪˈzaɪnə/ projektant graficzny
handyman /ˈhændɪmən/ złota rączka
interpreter /ɪnˈtɜːprɪtə/ tłumacz konferencyjny
midwife /ˈmɪdwaɪf/ położna
miner /ˈmaɪnə/ górnik
paramedic /ˌpærəˈmedɪk/ ratownik medyczny
potter /ˈpɒtə/ garncarz
public relations officer /ˌpʌblɪk rɪˈleɪʃənz ˌɒfɪsə/ rzecznik prasowy
refuse collector /ˈrefjuːs kəˌlektə/ pracownik firmy wywożącej śmieci
shoemaker /ˈʃuːˌmeɪkə/ szewc
solicitor /səˈlɪsɪtə/ prawnik, radca prawny
stockbroker /ˈstɒkˌbrəʊkə/ makler giełdowy
tailor /ˈteɪlə/ krawiec
traffic warden /ˈtræfɪk ˌwɔːdən/ funkcjonariusz kontrolujący prawidłowość parkowania
warehouse operative /ˈweəhaʊs ˌɒpərətɪv/ pracownik magazynu

Job adjectives / Przymiotniki opisujące pracę

challenging /ˈtʃælɪndʒɪŋ/ trudny, ambitny
dead-end /ˈded end/ bez perspektyw
demanding/undemanding /dɪˈmɑːndɪŋ/ ˌʌndɪˈmɑːndɪŋ/ wymagający/niewymagający
exploitative /ɪkˈsplɔɪtətɪv/ oparty na wyzysku
glamorous /ˈglæmərəs/ prestiżowy
high-powered /ˌhaɪ ˈpaʊəd/ odpowiedzialny
lucrative /ˈluːkrətɪv/ dochodowy
manual /ˈmænjʊəl/ fizyczny
menial /ˈmiːniəl/ prosty, nudny
monotonous/mundane /məˈnɒtnəs/mʌnˈdeɪn/ monotonny
profitable /ˈprɒfɪtəbəl/ dochodowy
repetitive /rɪˈpetɪtɪv/ nużący, powtarzalny
rewarding/fulfilling /rɪˈwɔːdɪŋ/fʊlˈfɪlɪŋ/ satysfakcjonujący
sedentary /ˈsedntəri/ siedzący
skilled/unskilled /skɪld/ʌnˈskɪld/ wymagający/niewymagający kwalifikacji
tedious /ˈtiːdiəs/ żmudny

Responsibilities / Obowiązki

administer /ədˈmɪnɪstə/ zarządzać
answer/report to sb /ˈɑːnsə/rɪˈpɔːt tə/ odpowiadać przed kimś, podlegać komuś
be firing on all cylinders /bi ˌfaɪərɪŋ ɒn ˌɔːl ˈsɪlɪndəz/ pracować na najwyższych obrotach
be in charge of sth /ˌbi ɪn ˈtʃɑːdʒ əv/ zarządzać czymś
be snowed under /bi ˌsnəʊd ˈʌndə/ być zawalonym (pracą)
brief/mentor new members of staff /ˌbriːf/ˌmentɔː nju: ˌmembəz əv ˈstɑːf/ przyuczać nowych pracowników
call it a day /ˌkɔːl ɪt ə ˈdeɪ/ skończyć na dziś
carry out duties /ˌkæri aʊt ˈdjuːtiz/ wypełniać obowiązki
chair a meeting /ˌtʃeər ə ˈmiːtɪŋ/ przewodniczyć spotkaniu
collaborate with sb /kəˈlæbəreɪt wɪð/ współpracować z kimś
deal with day-to-day issues /ˌdiːl wɪð deɪ tə ˌdeɪ ˈɪsjuːz/ zajmować się codziennymi sprawami
delegate tasks /ˌdelɪgɪt ˈtɑːsks/ przydzielać zadania
do/be on work experience /ˌdʊ/ˌbi ɒn ˈwɜːk ɪksˌpɪərɪəns/ odbywać praktyki
gain hands-on experience /ˌgeɪn hændz ˌɒn ɪkˈspɪərɪəns/ zdobyć doświadczenie w praktyce
go according to plan /ˌgəʊ əˌkɔːdɪŋ tə ˈplæn/ iść zgodnie z planem
join forces /ˌdʒɔɪn ˈfɔːsɪz wɪð/ łączyć siły
know/learn/show sb the ropes /ˌlɜːn /ˌʃəʊ ˌsʌmbədi /ˌnəʊ ðə ˈrəʊps/ znać podstawy fachu/ nauczyć się/kogoś podstaw fachu
meet (tight) deadlines /ˌmiːt (taɪt) ˈdedˌlaɪnz/ dotrzymywać (napiętych) terminów
monitor/assess performance /ˌmɒnɪtə/əˌses pəˈfɔːməns/ monitorować/oceniać efekty pracy
oversee a project /əʊvəˌsiː ə ˈprɒdʒekt/ nadzorować projekt
pitch an idea to sb /ˌpɪtʃ ən aɪˈdɪə tə/ podrzucić komuś pomysł
plough through paperwork /ˌplaʊ θruː ˈpeɪpəˌwɜːk/ przebrnąć przez dokumentację
respond to queries /rɪsˌpɒnd tə ˈkwɪəriz/ odpowiadać na zapytania
set targets /ˌset ˈtɑːgɪts/ wyznaczać cele
team up with sb /ˌtiːm ˈʌp wɪð/ zacząć z kimś współpracować
work alongside sb /ˌwɜːk əˈlɒŋˌsaɪd/ pracować z kimś
work round the clock /ˌwɜːk ˌraʊnd ðə ˈklɒk/ pracować na okrągło

MP3 33 Workplace / Miejsce pracy

Company departments / Działy przedsiębiorstwa

Accounts/Bookkeeping /əˈkaʊnts/ˈbʊkˌkiːpɪŋ/ księgowość
Administration /ədˌmɪnɪsˈtreɪʃən/ administracja
Customer Service /ˌkʌstəmə ˈsɜːvɪs/ obsługa klienta
Headquarters /hedˈkwɔːtəz/ centrala firmy
Human Resources (HR) /ˌhjuːmən rɪˈsɔːsɪz (ˌeɪtʃˈɑː)/ kadry
Management /ˈmænɪdʒmənt/ zarząd
Marketing /ˈmɑːkɪtɪŋ/ marketing
Public Relations /ˌpʌblɪk rɪˈleɪʃənz/ dział zajmujący się wizerunkiem firmy
Research and Development /ˌriːsɜːtʃ ənd dɪˈveləpmənt/ dział badań i rozwoju
Sales /seɪlz/ sprzedaż

People / Ludzie

acting (manager/chief) /ˌæktɪŋ (ˈmænɪdʒə/ˈtʃiːf)/ osoba pełniąca obowiązki (kierownika)
apprentice /əˈprentɪs/ praktykant
CEO /ˌsiː iː ˈəʊ/ prezes
chair /tʃeə/ przewodniczący
deputy /ˈdepjʊti/ zastępca
intern /ˈɪntɜːn/ stażysta
line manager /ˌlaɪn ˈmænɪdʒə/ bezpośredni przełożony
managing director /ˌmænɪdʒɪŋ dɪˈrektə/ dyrektor generalny
member of staff /ˌmembər əv ˈstɑːf/ pracownik
recruiter /rɪˈkruːtə/ rekruter
shareholder /ˈʃeəˌhəʊldə/ akcjonariusz
subordinate /səˈbɔːdnɪt/ podwładny
supervisor /ˈsuːpəvaɪzə/ przełożony
temp /temp/ pracownik tymczasowy
trainee /treɪˈniː/ praktykant/praktykantka
workforce /ˈwɜːkˌfɔːs/ liczba zatrudnionych

Describing employees / Opisywanie pracowników

be a fit for/a great addition to the team /ˌbi ə ˈfɪt fə/ə ˌgreɪt əˌdɪʃən tə ðə ˈtiːm/ świetnie wpasować się do zespołu
committed/dedicated /kəˈmɪtɪd/ˈdedɪˌkeɪtɪd/ oddany
enterprising /ˈentəpraɪzɪŋ/ przedsiębiorczy
have a working knowledge of sth /ˌhæv ə ˌwɜːkɪŋ ˈnɒlɪdʒ əv/ mieć praktyczną znajomość czegoś
have/build a good rapport with sb /ˌhæv/ˌbɪld ə gʊd ræˈpɔː wɪð/ mieć/zbudować z kimś dobre stosunki
high-flyer /ˌhaɪ ˈflaɪə/ osoba odnosząca sukcesy
industrious /ɪnˈdʌstrɪəs/ pracowity, pilny
inexperienced /ˌɪnɪksˈpɪərɪənst/ niedoświadczony
knowledgeable /ˈnɒlɪdʒəbəl/ obeznany
overqualified /ˌəʊvəˈkwɒlɪfaɪd/ o zbyt wysokich kwalifikacjach
proactive /prəʊˈæktɪv/ pełen inicjatywy
pull your weight /ˌpʊl jə ˈweɪt/ przykładać się do pracy
resourceful /rɪˈsɔːsfʊl/ przedsiębiorczy
sb's heart isn't in the job /ˌsʌmbədiz ˌhɑːt ˌɪznt ɪn ðə ˈdʒɒb/ ktoś nie ma serca do swojej pracy
slacker /ˈslækə/ obibok
team player /ˈtiːm ˌpleɪə/ osoba umiejąca pracować w zespole
thorough /ˈθʌrə/ dokładny
up for a challenge /ˌʌp fər ə ˈtʃælɪndʒ/ gotowy na wyzwanie
whistle-blower /ˈwɪsəl ˌbləʊə/ osoba nagłaśniająca nielegalne działania w firmie
workaholic /ˌwɜːkəˈhɒlɪk/ pracoholik

MP3 34 Temporary work / Praca dorywcza

answering surveys /ˌɑːnsərɪŋ ˈsɜːveɪz/ wypełnianie ankiet
childminding /ˈtʃaɪldˌmaɪndɪŋ/ opieka nad dziećmi
data entry /ˌdeɪtə ˈentri/ wprowadzanie danych
delivering flyers/door-to-door leaflet distribution /dɪˌlɪvərɪŋ ˈflaɪəz/dɔː tə ˌdɔː ˈliːflət dɪstrɪˌbjuːʃən/ roznoszenie ulotek
dog walking /ˈdɒg ˌwɔːkɪŋ/ wyprowadzanie psów
fruit picking /ˈfruːt ˌpɪkɪŋ/ zbieranie owoców
hospitality (industry) /ˌhɒspɪˈtælɪtɪ (ˌɪndəstri)/ branża turystyczno-hotelarska
mystery shopping /ˌmɪstəri ˈʃɒpɪŋ/ badanie jakości obsługi poprzez „tajemniczego klienta"
odd jobs /ˌɒd ˈdʒɒbz/ różne prace dorywcze
pick up casual employment /ˌpɪk ʌp ˌkæʒjʊəl ɪmˈplɔɪmənt/ podejmować się pracy dorywczej
seasonal work /ˌsiːzənəl ˈwɜːk/ praca sezonowa
take on a temporary job /teɪk ˌɒn ə ˌtempərəri ˈdʒɒb/ podjąć pracę tymczasową
tutoring /ˈtjuːtərɪŋ/ udzielanie korepetycji
zero-hour contract /ˌzɪərəʊ aʊə ˈkɒntrækt/ umowa o pracę bez gwarantowanej liczby godzin

MP3 35 Career development / Kariera zawodowa

be in line for/up for promotion /bi ɪn ˌlaɪn fə/ˌʌp fə prəˈməʊʃən/ być w kolejce do awansu
be out of work /bi ˌaʊt əv ˈwɜːk/ być bez pracy
born (leader/storyteller) /ˌbɔːn (ˈliːdə/ˈstɔːrɪˌtelə)/ urodzony (przywódca/gawędziarz)
build your portfolio /ˌbɪld jə pɔːtˈfəʊliəʊ/ budować portfolio
career advancement /kəˈrɪər ədˌvɑːnsmənt/ rozwój kariery
career prospects /kəˈrɪə ˌprɒspekts/ perspektywy zawodowe
climb the career ladder /ˌklaɪm ðə kəˈrɪə ˌlædə/ wspinać się po szczeblach kariery

The orange-highlighted words are practised in the vocabulary lesson.

devote your life to sth /dɪˌvəʊt jə ˈlaɪf tə/ poświęcić czemuś życie
follow a career path /ˌfɒləʊ ə kəˈrɪə pɑːθ/ podążać ścieżką kariery
freelancer /ˈfriːˌlɑːnsə/ wolny strzelec
get headhunted /ˌget ˈhedˌhʌntɪd/ zostać zrekrutowanym
get in-house training /ˌget ˌɪn haʊs ˈtreɪnɪŋ/ odbywać szkolenie wewnętrzne
get promoted /ˌget prəˈməʊtɪd/ dostać awans
go through a recruiting/recruitment agency /ˌgəʊ θruː ə rɪˈkruːtɪŋ/rɪˈkruːtmənt ˌeɪdʒənsi/ skorzystać z pomocy agencji pośrednictwa pracy
have background in sth /ˌhæv ˈbækgraʊnd ɪn/ mieć doświadczenie w czymś
inexplicable gaps in a CV /ˌɪnekˌsplɪkəbəl ˌgæps ɪn ə ˌsiː ˈviː/ niewyjaśnione braki w CV
land a job /ˌlænd ə ˈdʒɒb/ znaleźć pracę
maintain job satisfaction /meɪnˌteɪn ˈdʒɒb ˌsætɪsˌfækʃən/ utrzymywać satysfakcję z pracy
move up /ˌmuːv ˈʌp/ piąć się coraz wyżej
pursue a career in sth /pəˌsjuː ə kəˈrɪər ɪn/ pracować w jakiejś branży
put sb in for promotion /ˌpʊt ˌsʌmbədi ˌɪn fə prəˈməʊʃən/ zgłosić kogoś do awansu
put yourself in for promotion /ˌpʊt jəˌself ˌɪn fə prəˈməʊʃən/ ubiegać się o awans
requisite qualifications /ˌrekwɪzɪt ˌkwɒlɪfɪˈkeɪʃənz/ umiejętności niezbędne do wykonywania pracy
retire early/take early retirement /rɪˌtaɪə ˈɜːli/ ˌteɪk ˌɜːli rɪˈtaɪəmənt/ odejść na wcześniejszą emeryturę
sense of responsibility/achievement / job satisfaction /ˌsens əv rɪˌspɒnsəˈbɪləti/əˈtʃiːvmənt / ˈdʒɒb sætɪsˌfækʃən/ poczucie odpowiedzialności / spełnienia / satysfakcji zawodowej
serve an apprenticeship /ˌsɜːv ən əˈprentɪʃɪp/ odbyć praktyki
skill set /ˈskɪl set/ zakres umiejętności
start up a business /ˌstɑːt ʌp ə ˈbɪznɪs/ założyć firmę
take the initiative /ˌteɪk ðɪ ɪˈnɪʃɪətɪv/ wystąpić z inicjatywą

MP3 36 The job market; employment and work conditions / Rynek pracy; warunki pracy i zatrudnienia

annual bonus /ˌænjuəl ˈbəʊnəs/ premia roczna
annual/yearly appraisal /ˌænjuəl/ˌjɪəli əˈpreɪzəl/ roczna ocena pracownika
apply for/take voluntary redundancy /əˌplaɪ fə/ ˌteɪk ˌvɒləntəri rɪˈdʌndənsi/ dobrowolnie odejść z pracy podczas redukcji etatów
be (unfairly) dismissed /ˌbi (ʌnˌfeəli) dɪsˈmɪst/ zostać (niesprawiedliwie) zwolnionym
be on commission /ˌbi ɒn kəˈmɪʃən/ pracować na prowizji
be on the minimum wage /ˌbi ɒn ðə ˌmɪnɪməm ˈweɪdʒ/ pracować za płacę minimalną
be sacked (BrE)/fired (AmE) /ˌbi ˈsækt/ˈfaɪəd/ wylecieć z pracy
be worked off your feet /bi ˌwɜːkt ɒf jə ˈfiːt/ być przepracowanym
boost staff morale /ˌbuːst stɑːf məˈrɑːl/ podnieść morale pracowników
check out comparable salaries /ˌtʃek aʊt ˌkɒmpərəbəl ˈsæləriz/ sprawdzić porównywalne wynagrodzenia
claim unemployment benefit/sign on (the dole) /ˌkleɪm ˌʌnɪmˈplɔɪmənt ˌbenɪfɪt/ˌsaɪn ɒn (ðə ˈdəʊl)/ ubiegać się o zasiłek dla bezrobotnych
clothing/uniform allowance /ˈkləʊðɪŋ/ˈjuːnɪfɔːm əˌlaʊəns/ dodatek ubraniowy/mundurowy
competitive salary /kəmˌpetɪtɪv ˈsæləri/ konkurencyjna pensja
complaints procedure /kəmˈpleɪnts prəˌsiːdʒə/ procedura składania skargi
cover expenses /ˌkʌvər ɪksˈpensɪz/ pokrywać wydatki
do/work the graveyard shift /ˌduː/ˌwɜːk ðə ˈgreɪvjɑːd ʃɪft/ pracować na nocną zmianę
downsize /ˈdaʊnsaɪz/ zmniejszać zatrudnienie
draw a pension /ˌdrɔː ə ˈpenʃən/ pobierać emeryturę
draw up/compile a short list /ˌdrɔː ʌp / kəmˌpaɪl ə ˈʃɔːt lɪst/ zawęzić listę kandydatów
employee turnover /ˌemplɔɪˈiː ˌtɜːnˌəʊvə/ rotacja pracowników
entitled to benefits /ɪnˌtaɪtld tə ˈbenɪfɪts/ uprawniony do świadczeń
fill a vacancy /ˌfɪl ə ˈveɪkənsi/ obsadzić wolne stanowisko
give/take instruction /ˌgɪv/ˌteɪk ɪnˈstrʌkʃən/ szkolić/szkolić się
go on strike /ˌgəʊ ɒn ˈstraɪk/ strajkować
hand in/give your notice /ˌhænd ɪn/ˌgɪv jə ˈnəʊtɪs/ złożyć wypowiedzenie
handover period /ˈhændˌəʊvə ˌpɪərɪəd/ okres przekazywania obowiązków
heavy workload /ˌhevi ˈwɜːkˌləʊd/ duże obciążenie pracą
hourly rate /ˌaʊəli ˈreɪt/ stawka godzinowa
job description /ˈdʒɒb dɪsˌkrɪpʃən/ zakres obowiązków
join a union /ˌdʒɔɪn ə ˈjuːnjən/ zapisać się do związku zawodowego
make ends meet /ˌmeɪk endz ˈmiːt/ wiązać koniec z końcem
make sb redundant/lay sb off /ˌmeɪk ˌsʌmbədi rɪˈdʌndənt/ˌleɪ ˌsʌmbədi ˈɒf/ zwolnić kogoś w ramach redukcji etatów
maternity/paternity leave /məˈtɜːnəti/pəˈtɜːnəti liːv/ urlop macierzyński/ojcowski
performance-related increment /pəˌfɔːməns rɪˌleɪtɪd ˈɪnkrɪmənt/ podwyżka uzależniona od wyników
perks/fringe benefits/remuneration package /pɜːks / ˌfrɪndʒ ˈbenɪfɪts / rɪˌmjuːnəˈreɪʃən ˌpækɪdʒ/ pakiet benefitów
request/take/grant compassionate leave /rɪˌkwest/ˌteɪk/ˌgrɑːnt kəmˌpæʃənɪt ˈliːv/ wnioskować o / wziąć urlop okolicznościowy / udzielić urlopu okolicznościowego
seasonal conversations /ˌsiːzənəl ˌkɒnvəˈseɪʃənz/ okresowe rozmowy z przełożonym
serve a probationary period /ˌsɜːv ə prəˌbeɪʃnəri ˈpɪərɪəd/ przejść okres próbny
settle on a career path /ˌsetəl ɒn ə kəˈrɪə pɑːθ/ decydować się na pracę w konkretnym zawodzie
sick pay /ˈsɪk peɪ/ zasiłek chorobowy
starting salary /ˈstɑːtɪŋ ˌsæləri/ pensja początkowa
take over from sb /ˌteɪk ˈəʊvə frəm/ przejąć czyjeś obowiązki
take unpaid leave /ˌteɪk ʌnˌpeɪd ˈliːv/ wziąć urlop bezpłatny
take up a position /ˌteɪk ʌp ə pəˈzɪʃən/ objąć stanowisko
take up a reference /teɪk ˌʌp ə ˈrefrəns/ sprawdzać referencje
understaffed /ˌʌndəˈstɑːft/ mający braki personalne
undervalued /ˌʌndəˈvæljuːd/ niedoceniony
work flexitime /ˌwɜːk ˈfleksiˌtaɪm/ mieć elastyczne godziny pracy
work to rule /ˌwɜːk tə ˈruːl/ strajkować poprzez powolną pracę
work your notice /ˌwɜːk jə ˈnəʊtɪs/ pracować w okresie wypowiedzenia

Reasons for reprimand or dismissal / Powody nagany lub zwolnienia

bring the company into disrepute /ˌbrɪŋ ðə ˌkʌmpəni ˌɪntə ˌdɪsrɪˈpjuːt/ nadszarpnąć reputację firmy
dress sb down/give sb a dressing-down /ˌdres ˌsʌmbədi ˈdaʊn / ˌgɪv ˌsʌmbədi ə ˈdresɪŋ daʊn/ udzielić komuś reprymendy
gross/flagrant misconduct /ˌgrəʊs/ˌfleɪgrənt mɪsˈkɒndʌkt/ rażące wykroczenie
ignore a direct instruction /ɪgˌnɔːr ə dɪˌrekt ɪnˈstrʌkʃən/ zignorować bezpośrednie polecenie
leak sensitive information /ˌliːk ˌsensɪtɪv ˌɪnfəˈmeɪʃən/ zdradzić poufne informacje
not adhere to health and safety regulations /nɒt ədˌhɪə tə ˌhelθ ənd ˈseɪfti ˌregjəˌleɪʃənz/ nie przestrzegać zasad bhp
pilfer company property /ˌpɪlfə ˌkʌmpəni ˈprɒpəti/ podkradać z miejsca pracy
poor timekeeping /ˌpʊə ˈtaɪmˌkiːpɪŋ/ niepunktualność
receive a verbal/written warning /rɪˌsiːv ə ˌvɜːbəl/ ˌrɪtn ˈwɔːnɪŋ/ otrzymać ustne/pisemne ostrzeżenie
show disrespect to colleagues /ˌʃəʊ ˌdɪsrɪsˌpekt tə ˈkɒliːgz/ okazywać brak szacunku wobec współpracowników
take backhanders /ˌteɪk ˈbækhændəz/ przyjmować łapówki

MP3 37 Job mobility / Mobilność zawodowa

be in a rut /ˌbi ɪn ə ˈrʌt/ być w letargu
boost your transferable skills /ˌbuːst jə trænsˌfɜːrəbəl ˈskɪlz/ rozwijać umiejętności transferowalne
bring new skills to your role /ˌbrɪŋ njuː ˈskɪlz tə jə rəʊl/ wnosić do pracy nowe umiejętności
change of occupation /ˌtʃeɪndʒ əv ˌɒkjəˈpeɪʃən/ zmiana zawodu
give it your best shot /ˌgɪv ɪt jə ˌbest ˈʃɒt/ dać z siebie wszystko
go freelance /ˌgəʊ ˈfriːˌlɑːns/ zostać freelancerem
go self-employed /ˌgəʊ self ɪmˈplɔɪd/ podjąć samozatrudnienie
improve your employability /ɪmˌpruːv jər ɪmˌplɔɪəˈbɪlɪti/ zwiększyć swoje szanse na zatrudnienie
job hopping /ˈdʒɒb ˌhɒpɪŋ/ częsta zmiana pracy
long commute /ˌlɒŋ kəˈmjuːt/ długie dojazdy
play to your strengths /ˌpleɪ tə jə ˈstreŋθs/ korzystać ze swoich mocnych stron
reach your (full) potential /ˌriːtʃ jɔː (ˌfʊl) pəʊˈtenʃəl/ zrealizować swój (pełen) potencjał
relocate/move to a new location /ˌriːləʊˈkeɪt/ ˌmuːv tu ə ˌnjuː ləʊˈkeɪʃən/ przenieść się do innego miasta
retrain as sb /ˌriːˈtreɪn əz/ przekwalifikować się na kogoś
review your career goals /rɪˌvjuː jə kəˈrɪə gəʊlz/ przemyśleć cele zawodowe
suit sb's lifestyle /ˌsjuːt ˌsʌmbədiz ˈlaɪfˌstaɪl/ odpowiadać czyjemuś stylowi życia
work remotely/from home /ˌwɜːk rɪˈməʊtli/frəm ˈhəʊm/ pracować zdalnie/z domu

MP3 38 LISTENING

affluent/well-off /ˈæflʊənt/ˌwel ˈɒf/ zamożny
bespoke /bɪˈspəʊk/ przygotowany na zamówienie
disposable income /dɪsˌpəʊzəbəl ˈɪnkʌm/ dochód do swobodnego rozporządzania
innovative /ˈɪnəvətɪv/ innowacyjny
remote working /rɪˌməʊt ˈwɜːkɪŋ/ praca zdalna
robust /rəʊˈbʌst/ mocny, zdecydowany
significant /sɪgˈnɪfɪkənt/ znaczący
sought-after /ˈsɔːt ˌɑːftə/ ceniony, poszukiwany
tech-savvy /ˈtek ˌsævi/ biegle posługujący się technologiami

MP3 39 READING

become a thing of the past /bɪˌkʌm ə ˌθɪŋ əv ðə ˈpɑːst/ przejść do historii
call the shots /ˌkɔːl ðə ˈʃɒts/ decydować, wydawać rozkazy
for the long haul /fə ðə ˌlɒŋ ˈhɔːl/ na długi czas
make your mark /ˌmeɪk jə ˈmɑːk/ zostawić swój ślad

04 CUMULATIVE REVISION

Listening

WYBÓR WIELOKROTNY

1 CD 1.25 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 The speaker is unable to grasp
- **A** the reasons behind his disorganisation.
- **B** why people assume he has an untidy mind.
- **C** why different types of disorganisation have different effects.

Text 2

2 What does the speaker NOT mention regarding the function of the Move Mouse?
- **A** It can be used by workers who are slacking.
- **B** It is popular among people who work from home.
- **C** It helps reduce frustration.

Text 3

3 At the beginning of the interview, the interviewer
- **A** expresses her interest in a television programme.
- **B** gives an example of furniture in her workplace.
- **C** explains her reasons for interest in the topic.
- **D** mentions her own experience of sleep pods.

4 Which of the following is stated in the interview as a fact not an opinion?
- **A** Most people today do not get enough sleep.
- **B** Nearly forty percent of people suffer from a lack of stamina.
- **C** Having both parents working doesn't benefit the family.
- **D** Remote workers cope better with the demands of their jobs.

5 Simon gives the example of reading a document late in the day
- **A** to illustrate how the brain functions less well with fatigue.
- **B** to advise on the best time of day for focused reading.
- **C** to warn people against taking on too much work.
- **D** to contradict current thinking about brain capacity.

6 What is true, according to Simon, at the end of the interview?
- **A** Quiet rooms are a reasonable alternative to pods for most companies.
- **B** Having a nap at a desk is better than getting no break at all.
- **C** Sleep pods are mainly manufactured by the Japanese.
- **D** Pods are good because they can isolate individuals from the office atmosphere.

ODPOWIEDZI NA PYTANIA

2 CD 1.25 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Na pytania należy odpowiedzieć w języku angielskim.**

1 Why does the first speaker use the term 'organised chaos'?

2 What does a Move Mouse actually do?

3 What can contribute to workers tiredness when they come to work?

4 How can a nap during the day benefit a company?

Use of English

WYBÓR WIELOKROTNY

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

It goes without saying that AI and machine learning already have, and will continue to have a significant impact on the job market in the future – and might also mean that job seekers will need to review their **(1)** ____ goals. The AI job market increased by almost 75% between 2018 and 2022, and it **(2)** ____ by over 20% between 2021 and 2031 according to the US Bureau of Labour Statistics, which means that more jobs in AI **(3)** ____ available to job seekers in the near future. The top careers in this sector will be AI and ML (machine learning) engineers and developers, and lead data scientists and engineers. **(4)** ____, some tech jobs, like coders or computer programmers, **(5)** ____ obsolete and are likely to be replaced by advanced technologies, such as Chat GPT, simply because they are able to code faster than humans. According to a recent report by the McKinsey Global Institute, around one-third of the American workforce **(6)** ____ occupations by 2030. That will include not only IT workers, but also financial and administrative professionals, people working in the media, legal support staff, graphic **(7)** ____ and translators. The future is now – but is this your dream future?

1 **A** work **B** occupation **C** career **D** profession

2 **A** is expected to increase
- **B** is increasing
- **C** will have been increasing
- **D** increases

3 **A** are
- **B** will have been
- **C** are on the point of being
- **D** will be

4 **A** On the one hand **B** Moreover **C** On the other hand **D** With regard to

5 **A** will have become **B** might become **C** have become **D** expect to become

6 **A** are going to switch **B** will be switching **C** are switching **D** will have switched

7 **A** developers **B** practitioners **C** designers **D** professionals

SETY LEKSYKALNE

4 **W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Mr Grey was ... redundant because he was always behind with his deadlines.
My Aunt Grace always ... my blood boil when I was a teenager – she was so condescending!
I don't think Ben ... a good impression during the job interview as he lied in his CV.

2 _____
Sharon passed her exams ... flying colours – she should be proud of herself.
I'm never going to work in services – I'm sure I couldn't deal ... arrogant or grumpy clients.
Henry decided to team up ... his colleague to tackle the challenging project together.

3 _____
One of the most irritating questions matura students have to answer is what kind of ... they are going to pursue.
Gen Z employees often prefer to do a job which is meaningful than to climb the ... ladder.
What would you choose: ... prospects or financial security?

4 _____
Petra cannot go on a city break with us as she is snowed ... with work.
The new city hall is currently ... construction and is expected to be completed by the end of next year.
I'm not resilient to stress and I cannot study or work effectively ... pressure.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Please pay attention or you _____ (*otrzymasz pisemne ostrzeżenie*).
2 By this time next year, my brother _____ (*zakończy swój*) PhD.
3 When you arrive at the prom night, late as usual, _____ (*wszyscy będą się bawić*) good time.
4 Jill _____ (*pracowała przez*) six years before she started mentoring new staff in her department.
5 The parent-teacher meetings in my school _____ (*odbywają się*) on Thursdays at 5 pm.
6 Mr Scott is so fed up with working in Human Resources that he is on the point _____ (*przejścia na wcześniejszą emeryturę*).
7 They _____ (*remontują*) their house for the past few months, and the end is not yet in sight.

SŁOWOTWÓRSTWO

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

It is a common belief that Generation Z (born roughly between the mid-1990s and early 2010s) are difficult to work with, as they are not **(1)** _____ (**commit**) in the workplace and do not feel the need to pull their **(2)** _____ (**weigh**). According to a 2022 Gallup Poll, 54% of Gen Z employees do not feel the need to engage in their work.

Gen Z is the first fully digital native generation, which have experienced the increasing levels of **(3)** _____ (**economy**) insecurity driven by the pandemic, and which have made upward mobility appear **(4)** _____ (**challenge**) for a generation that is just embarking on their careers. Facing the urgent challenges of climate change, they are experiencing a lack of control and uncertainty about the future, which lead to high rates of **(5)** _____ (**anxious**) and depression.

Maybe it is no wonder that Generation Z strives for a good work-life balance. They prioritise factors such as flexibility, career **(6)** _____ (**advance**) and a work culture in which they will reach their potential. They want jobs which are **(7)** _____ (**fulfil**), not exploitative. It seems that in order to engage and motivate Gen Z employees, organisations will need to adapt their approaches rather than enforce their expectations on young job seekers.

GRAMATYKALIZACJA

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

1 My cousin Annie (**save** / **enough**) _____ money to buy her own flat by the end of this summer.
2 (**It** / **generally** / **believe**) _____ skilled jobs are paid better than unskilled ones.
3 This time next week my mother (**attend** / **ceremony**) _____ during which she will be given a reward for her professional achievements.
4 Peter (**work** / **as**) _____ a brand manager for four years when he celebrates his 30th birthday next month.
5 This week, my father (**work** / **home**) _____ because the company he works for is moving to a new location.
6 (**you** / **child** / **enjoy** / **help**) _____ at home, or do they need some encouragement to pitch in?
7 When I got to the office, the sales team meeting (**already** / **start**) _____.
8 (**who** / **use** / **work**) _____ in the corner office before the recent renovations?

05 ŻYCIE PRYWATNE

GET READY

Work in pairs. What activities have you done with people (friends or family) outside school in the last week? Which did you enjoy most/least? Why?

Rodzina, znajomi i przyjaciele

1 **Answer the questions. Then explain the relationships to your partner.**

Can you name

1 a member of your **immediate family**?
2 a member of your **extended family**?
3 a **distant relative**?
4 a **sworn enemy** in your childhood?
5 a **mutual friend** outside school (of you and your partner)?
6 a former **best mate**?
7 someone you'd like as a **travelling companion**?

2 **Complete the collocations with the correct words in the box. Use the wordlist on page 72 to help you.**

back complete hip house sight soft undivided wavelength

1 go _____ a long way
2 be on the same _____
3 _____ opposites
4 joined at the _____
5 get on like a _____ on fire
6 have a _____ spot for somebody
7 give somebody your _____ attention
8 know somebody by _____

3 **Replace the underlined phrases using the collocations from exercise 2.**

1 I'd recognise your sister, but I've never spoken to her.
2 Oliver and I are very old friends.
3 I know Damon is always in trouble at college, but I like him a lot because he's always been nice to me.
4 My dad is generally very busy at weekends, but he'll always stop everything and listen to us if we have a problem.
5 My cousin, Brett, and I are pretty similar when it comes to books, art and music.
6 My best friend and I have had a very close relationship since we met five years ago.
7 Tia and Fran are very close friends, but they don't go absolutely everywhere together.
8 It's astonishing that you and Dave get on so well – you seem to be different in every way!

4 **Complete the blog with the correct prepositions.**

I've **cheered (1)** _____ a lot since yesterday! I **cleared (2)** _____ the misunderstanding that I had with Callum, thank goodness, and I also **made (3)** _____ **with** Jack after talking about things for a while over a coffee. He **let (4)** _____ that he's been offered the lead in the next drama soc production. At first I thought he was **winding** me **(5)** _____, but nope, it's true! He tried to **talk** me **(6)** _____ **helping (7)** _____ backstage. I could have said I'll think about it, but it's **a commitment** I really don't want to **take (8)** _____ – I'm quite busy that week and I don't want to **let** anyone **(9)** _____. I also arranged a cinema trip with Bree to **make (10)** _____ **for backing (11)** _____ of the revision session we'd planned. Add to all this the fact that I **heard (12)** _____ someone I haven't seen for ages and ages, and it's been a good end to the week. **Looking (13)** _____ **on** my blog on Monday, I have to say I'm in a much better place. Long may it last.

5 CD 1.26 **Choose the correct words to complete the dialogues. Listen and check.**

1

A: Hey, I hear your sister and Marcus are **(1)** ***tying*** / ***closing*** **the knot** later this year?

B: Yeah – they **started (2)** ***meeting*** / ***seeing*** **each other** just before Marcus went away to study in England. It's amazing that they survived the **(3)** ***long-distance*** / ***long-length*** **relationship**!

A: Ah – yes, but they **have been (4)** ***brilliantly*** / ***madly*** **in love** since high school! I remember him first **asking her (5)** ***off*** / ***out*** after the school prom – which means they must have been **(6)** ***walking*** / ***going*** **out** together for six years!

2

A: Did you know that Anna and Harvey have **(7)** ***parted*** / ***split*** **up**?

B: Well, I know they've been **(8)** ***moving*** / ***drifting*** **apart** for a while. Their relationship has been a bit **(9)** ***stormy*** / ***thundery*** over the past year. I seem to remember a rumour that Harvey was **cheating (10)** ***with*** / ***on*** Anna at some point.

A: Yes, I'd heard that he'**d had a (11)** ***fling*** / ***crush*** with a colleague. Such a shame. If they **(12)** ***go*** / ***get*** **divorced**, I wonder if they'll have **joint (13)** ***control*** / ***custody*** of the children.

B: I would think so, but Harvey will have to **pay child (14)** ***support*** / ***alimony***, won't he? But maybe they'll **get (15)** ***back*** / ***again*** **together**. They've separated for a trial period.

3

A: Do you think you'd like to be a **(16)** ***stay-at-home*** / ***all-day*** **mother** when you have kids?

B: I don't think I'd have the choice. I'm the **(17)** ***primary*** / ***first*** **breadwinner**, but we need a **(18)** ***twin*** / ***dual*** **income**. And also, I really enjoy working. However, arranging and financing child care is difficult and expensive.

A: **(19)** ***Raising*** / ***Bringing*** **a child** is hard these days unless you have family to help out. And it's important to **spend (20)** ***value*** / ***quality*** **time with the children**, isn't it?

B: Yes, but **shifting gender (21)** ***positions*** / ***roles*** is having an impact. It isn't the woman's sole responsibility any longer.

Czynności życia codziennego

6 **Complete the blog with the correct verbs. How similar are your weekends to the blogger's?**

chill divide follow have maintain put run set sleep sort stock while

During the week I have to **(1)** _____ **a specific routine** and I need to **(2)** _____ **the alarm** for 7.30 every morning, but on Saturdays I **(3)** _____ **in**. It's wonderful! I can **(4)** _____ **out** and do what I like. I might go out to **(5)** _____ **up on essentials**, maybe **(6)** _____ **the rubbish** ready to **(7)** _____ **out** on Monday, but apart from that I might **(8)** _____ **a nap** or **(9)** _____ **a bath** and binge-watch Netflix shows to **(10)** _____ **away the time**. My flatmate and I **(11)** _____ **up the chores** equally, but weekends are our own. She likes to **(12)** _____ **a fitness routine** and that includes early mornings at the leisure centre – but that's not for me. A quick stroll if the weather's good, but that's it!

Określanie czasu

7 **Complete the time expressions in the email with the correct words. The first letters have been given.**

Hey Kenny!

How are you doing? **A (1) w**_____ **back** I found an old photo of the two of us, and I've been meaning to write since then. **Back in the (2) d**_____ we were in touch every week. I could almost guess **to the (3) m**_____ when there'd be an email or message from you. But I suppose **over the (4) c**_____ **of time** we've got busier and other things demand our attention. But we really need to catch up regularly – we go back such a long way – it feels like **light (5) y**_____ **away** when we first met at pre-school. Then, in our teens, **burning the (6) c**_____ **at both ends** every weekend, remember? **(7) E**_____ **so often** something reminds me of some experience we shared – particularly **in the (8) s**_____ **hours** when I can't sleep. Remember when we were going to play a prank on your dad in his garage and then got cold feet **at the (9) l**_____ **minute**?

Do get in touch. **Any day (10) n**_____ I should hear about a new job I've applied for in England, so I could be moving. Would be great to meet up before then.

Lucy x

8 **Work in pairs. Tell your partner about an old friend you have lost touch with.**

Formy spędzania czasu wolnego

9 **Complete the forum entries with the words in the box.**

assault doing feet go hang hill knitting night pastimes recreational wild zone

Imagine a challenge – no social media for a whole weekend. Could you survive? What would you do? Send us your responses and ideas!

PollyAnn_18

Ah – that would be a challenge. I think I'd probably make sure that I was busy doing things to take my mind off what I might be missing. I'd do a lot of **(1)** _____ **activities** – something strenuous, like **(2)** _____ **swimming** or **(3)** _____ **walking**, and then in the evenings **(4)** _____ **out with** some friends and **(5)** _____ **clubbing** – somewhere I wouldn't normally check my social media, you know? But it would be hard.

Mr_Armadillo

What I wouldn't be able to do would be **solitary (6)** _____ – like **(7)** _____ **crossword puzzles** or **(8)** _____ or whatever. **Having a quiet (9)** _____ **in** and **putting my (10)** _____ **up** would not be an option, because I'd be thinking about checking ALL the time, and what I might have missed! Much better would be to do something completely **out of my comfort (11)** _____ with some mates, something requiring my full attention – like a group **(12)** _____ **course**, or something equally exhausting.

10 **Which poster from exercise 9 are you most similar to? How would you respond to the question?**

Święta i uroczystości

11 **Complete the article with the words in the box.**

bank bouquets cause chapel commemorate condolences congregation coronation funeral got passing service street

The **(1)** _____ of Queen Elizabeth in September 2022 was broadcast around the world, and people in every country could watch the **(2)** _____ and follow the procession to the private **(3)** _____ in Windsor, where she was buried. The **(4)** _____ in Westminster Abbey included heads of state from around the world, who had come to pay their respects. Members of the public left **(5)** _____ **of flowers** and toys to **offer their (6)** _____ to the royal family and to **(7)** _____ the life of an extraordinary person. The **(8)** _____ of one monarch leads to the **(9)** _____ of another, and the new King Charles III was crowned on 6 May 2023. The occasion was a **(10)** _____ **for celebration** and people **(11)** _____ **together** at **(12)** _____ parties all over the UK, memorabilia was sold and a **(13)** _____ **holiday** was **declared**.

Styl życia

12 **Complete the lifestyle descriptions with the correct verbs. The first letters have been given.**

1 I've **a**_____ a healthy lifestyle since I changed jobs. _____
2 The film star gained fame after winning an Oscar and is **e**_____ the glamorous, although hectic Hollywood lifestyle. _____
3 On moving to Italy we've had to **a**_____ to a new lifestyle. _____
4 Our neighbour **l**_____ a reclusive lifestyle. _____
5 The doctor is pleased with my progress, but says I need to **m**_____ my active lifestyle. _____
6 An increase in salary would **e**_____ my lifestyle. _____
7 The star of the new survival series **l**_____ an adventurous lifestyle. _____

13 CD 1.27 **Listen to follow-up sentences a–g and match them to sentences 1–7 in exercise 12.**

14 **Find and correct one wrong word in each idiom.**

1 I used to have to travel a great deal in my last job and I was **living out of a bag** most of the time.
2 Everyone gets setbacks in life and the secret is to **take these in your pace**, learn from them and move on.
3 I'm not good at working or studying in the same place for a long time and I need **a change of outlook** after a few hours.
4 Jimi's job was getting monotonous so when he was given a promotion, he **got a new episode of life**.
5 I can't understand people in debt who spend large amounts of money on things they can't afford just to **keep up images**.
6 Some people don't care much about security and stability and just love **living life on the tip**, sometimes taking enormous risks.
7 With the current economic situation, more and more people are trying to **keep their ears above water** and just managing to get by financially.
8 I'm going to Paris for a conference, and while there, I'll be meeting up with some old friends – it's good to **mix profession with pleasure** when you can.

Konflikty i problemy

15 **Complete the questions with the correct prepositions. Then work in pairs and answer the questions, giving reasons.**

1 Have you been **told** ___ for something recently?
2 Is it ever OK for parents to **pry** ___ their children's private life?
3 If you **fall** ___ **with** someone, do you usually make the first move to make up again, or wait for them to do it?
4 Who has been **getting** ___ **your nerves** over the last month?
5 Can you remember **getting** ___ **on the wrong foot** with someone you later became friends with?
6 After a quarrel, how long would you advise waiting before you offer to **talk things** ___?

16 CD 1.28 **Listen and match speakers 1–8 to questions a–h.**

Which speaker is
a trying to clear the air? ___
b giving someone the silent treatment? ___
c talking about someone who flies off the handle? ___
d sitting on the fence? ___
e aware that they rub someone up the wrong way? ___
f splitting hairs? ___
g talking about a bone of contention? ___
h wants bygones to be bygones? ___

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

17 CD 1.29 **Listen to an extract from an interview and answer the questions.**

1 What reasons does Noah give for serious family conflicts today?
2 What are the most serious results of family conflicts?
3 How far does Noah's team get involved in finding people?
4 What is the main function of the team?
5 How does this differ from normal family counselling?
6 Why is the organisation called The Bridge?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

18 **Work in pairs. You and your partner are organising a reunion of friends from your last school. You have to decide what sort of get-together would be best. Take turns to answer the questions.**

1 Look at the suggestions below. Choose the one that seems the most suitable to you and justify your choice.
2 Why have you rejected the other options?

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

Why might life be lonely for the young and the old? What sort of project might bring them together to beat loneliness?

05 LISTENING

Zoom in

1 **Work in pairs. Decide at what age teenagers could be allowed to do the following things. Have you been already given permission to do any of them?**

attend all-night parties • go on dates • dye their hair • get a tattoo • go on social networking sites • have pocket money / a savings account • watch horror movies • invite friends round for sleepovers • throw parties at home • travel with friends

2 **Work in pairs. Discuss the questions.**

1 How much independence are you given to make your own decisions?
2 Is it good to learn from your own mistakes? Why (not)?
3 Who might *helicopter parents* be and what are they like towards their children?

Practise

GET SMARTER

W zadaniu polegającym na udzieleniu odpowiedzi na pytania otwarte do nagranego tekstu możesz natrafić na pytania dotyczące informacji szczegółowych, intencji mówiącego, kontekstu wypowiedzi czy kolejności wydarzeń. Prawidłowa odpowiedź może również wymagać wyciągnięcia wniosków z usłyszanych informacji. Odpowiadając na pytanie, używaj pełnych zdań i staraj się precyzyjnie oddać sens nagranej wypowiedzi.

3 CD 1.30 **Read the questions and a student's answers. Then listen to the interview and try to improve the answers.**

1 What is the interview about?
Independence.
2 What does the speaker say about helicopter parents?
They worry.
3 How do we know that the speaker is a professional family therapist?
She says so in the interview.

ODPOWIEDZI NA PYTANIA

4 CD 1.31 **Usłyszysz dwukrotnie wywiad na temat relacji między rodzicami a ich nastoletnimi dziećmi. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 How does Clive Owens help families?
2 What, according to Clive Owens, leads to most parent-child disagreements?
3 What might suggest that the interviewer is a parent himself?
4 What two things are important when it comes to establishing rules at home?
5 Clive Owens gives three types of activities for safe opportunities to practise independence. What does the choice of activity depend on?

Fish for words

5 **Read the verbs in the box and decide which ones go with the word *independence*. Check with the audioscript on page 284, if necessary. Explain the meaning of each of these phrases.**

crave develop exercise give limit lose set strike take

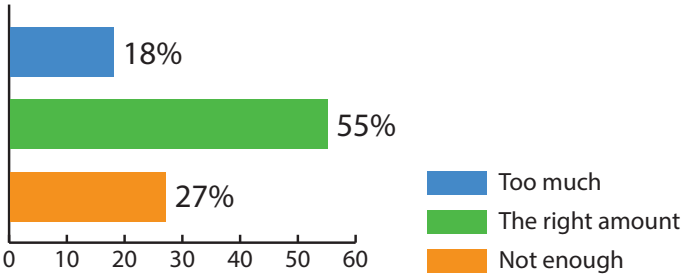
6 **Work in pairs. Explain the meaning of the phrases in bold. Discuss the questions with a partner.**

1 Did you quickly **get the hang of** your new mobile?
2 Can you give an example of a recent school task that is **a tall order**?
3 Why shouldn't we **lose sight of** our original goals when an interesting offer comes along?
4 Are you prepared for a steep **learning curve** at university?
5 What is your parent's **legitimate worry**?
6 How do your preschool conflicts look **in hindsight**?
7 Who usually **sets curfews** and why?

Wrap it up

7 **Write a short post (about 100 words) for a social media site expressing your opinion about the following graph. What's your view on the subject of teenage freedom?**

How much freedom do teens have these days?
(According to Americans aged between 13 and 17)



Zoom in

1 **ROZMOWA WSTĘPNA** **Work in pairs. Read the statements. To what extent do they describe you?**

1 I tend to be quite argumentative.
2 I avoid conflicts like the plague.
3 I always look for compromise.

Activate

2 **Look at the photographs on this page. Then read the sentences in the *Know your phrases* box and add information corresponding to what the photos suggest.**

KNOW YOUR PHRASES

- *The people in the photograph could / may be siblings as* _____
- *They may have fallen out over something silly like …*
- *I can't be sure / certain, but the people look like colleagues because* _____
- *Possibly, the people in the photograph are strangers since* _____
- *They give the impression of being annoyed with each other as* _____
- *The girl in the picture must feel furious with her friend after* _____
- *The boy in the photo might be shouting at his friend because* _____
- *They will probably / certainly split up once* _____
- *It's hard to tell, but I'd say / venture a guess that they may* _____
- *I'm pretty sure / confident that they're going to* _____

3 **Complete the task below.**

Powiedz, że:
1 chłopcy przedstawieni na zdjęciu mogą być braćmi albo kuzynami;
2 ludzie przedstawieni na zdjęciu sprawiają wrażenie złych na siebie;
3 nie masz pewności, co wydarzy się po sprzeczce;
4 para przedstawiona na zdjęciu prawdopodobnie się pogodzi;
5 mężczyzna przedstawiony na zdjęciu może krzyczeć, bo jest zirytowany;
6 niewykluczone, że ludzie ukazani na zdjęciu to dziadkowie z wnuczkiem.

Practise

GET SMARTER

Opisując zdjęcie lub odpowiadając na pytania dotyczące ilustracji, czasem musisz wyrazić swoje przypuszczenia na temat tego, co widzisz, co za chwilę może się wydarzyć w sytuacji przedstawionej na zdjęciu lub co się właśnie wydarzyło.

4 **Look at the photograph. Speculate about the situation. Consider the following questions:**

What could be the relationship between the people?
What might they be saying?
How are they likely to feel?
What might happen next?

ROZMOWA NA PODSTAWIE ILUSTRACJI

5 **Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

Uczeń A

1 What do you think may happen next?
2 Why might strangers have an argument?
3 Describe the last time you disagreed with someone's point of view.

Uczeń B

1 Why isn't the woman looking at the man?
2 What may the advantages of a conflict or an argument be?
3 Describe the last time you made up after an argument.

Speaking Bank ▶ p. 218

Wrap it up

6 **Work in pairs. Discuss ways in which you could make an argument constructive, e.g. *We should try not to shout at the other person.* Share your ideas with the class.**

Speaking Set 05 ▶ p. 207

Zoom in

1 **Work in pairs. How have traditional festival celebrations or customs changed in your lifetime?**

Practise

GET SMARTER

W zadaniach sprawdzających rozumienie tekstów pisanych sprawdzane są między innymi: umiejętność rozpoznawania informacji wyrażonych pośrednio oraz określanie intencji, nastawienia i postawy autora tekstu.
Gdy odpowiadasz na pytanie o intencję autora tekstu, zastanów się, w jakim celu został on napisany (np. po to, aby kogoś ostrzec, zachęcić do czegoś, coś zareklamować, udzielić informacji).

2 **Which adjectives in the box describe the speakers' attitudes in 1–2? There are two extra adjectives.**

defensive dominant irritated self-congratulatory

1 'They're having a family meal out as a treat for my cousin's birthday and I haven't been invited. How dare they leave me out. I AM family!' Amy's face went white.
2 'I think I've done a pretty good job present hunting this year – for once I didn't leave it all until the last moment!' Russell grinned.

WYBÓR WIELOKROTNY I ZDANIA Z LUKAMI

3 **Przeczytaj dwa teksty na temat tradycji. Wykonaj zadania 1–8 zgodnie z poleceniami.**
Tekst 1
W zdaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Based on the first paragraph, it is apparent that Jamie
A likes neither his immediate nor his extended family members.
B has few friends who care about him.
C feels uncomfortable in the company of other people.
D believes that large celebrations are beneath his attention.

2 How does Cat feel about the fact that Jamie is going to New Zealand?
A She is irritated that he had not attended her party.
B She feels concerned for his mental health.
C She seems surprised at his real reason for going.
D She is surprised that he can afford to go.

3 Cat's attitude could best be described as
A revengeful. **B** compassionate.
C apathetic. **D** humorous.

4 Which of the following sentences is TRUE?
A Jamie is a regular visitor to Cat's home.
B The decision to go to New Zealand must have been an easy one for Jamie to make.
C The Maori New Year is celebrated by the Maori people and not other New Zealanders.
D Elements of astronomy feature significantly in the Matariki festival.

Tekst 1

Jamie had become quite reclusive, and always resented going to even the smallest family celebrations. His aversion to social gatherings per se bordered on a phobia and his friends had given up inviting him to anything more than a small meal at a restaurant. He shied away from any festivities involving crowds.
'So, how come you're flying halfway across the world to a wedding?' Cat, his sister, could hardly believe her ears. They were on a video call. Her house, filled with husband, three children and two dogs, was not a place Jamie enjoyed visiting.
'It's ... it's Brett's wedding, he's my best friend, I ought to go,' Jamie faltered. Cat noticed a reddening of his cheeks. After all, he'd refused to come to her thirtieth birthday party. Unsurprising, really. She had invited fifty people.
'And I need a change of scenery. It's a small affair. I'll cope.'
He'd thought hard about accepting the invitation and weighed up the pros and the cons. He could have cited a fear of flying or the cost of the tickets to get out of the whole thing, but Jamie had a deep-seated reason for going.
Cat rolled her eyes. She knew her brother well.
'I imagine it's nothing to do with the fact that it's the same time as the Maori New Year?'
Jamie's eyes lit up. 'Exactly!' he breathed. 'And I'll be able to visit a Maori family and celebrate it with them, traditionally, even though I know there'll be national celebrations all over New Zealand, now that it's become a national day. I think it's great that Maori customs and traditions are reviving. It's a real cause for celebration.
Experiencing Matariki – I haven't been so excited for years!'
'Hold on – 'Matariki?'
'Yes,' he continued eagerly. 'It's the name of the festival – and the Matariki is another name for the group of stars we call the Pleiades.' He barely paused to draw breath. 'The old Maori legend is that it's a Mother and her six daughters. They start to appear brightly in the eastern sky in June, and if they're really bright, it's a good sign that it will be a good year.'
'OK. Jamie, dear, you'll be way out of your comfort zone, will you be able to cope? I'm not flying all the way out to New Zealand if you get another panic attack!'
'I'll be fine! It will be a huge learning experience. Art exhibitions, stargazing, traditional music in the streets, street parties ...' He paused momentarily. 'I don't want to let him down. And if it gets too much, I can watch it all on TV.'
'Remember, you're going to a wedding,' Cat reminded him. 'You can't watch that from a hotel window or on TV.' It was a sobering thought. Jamie sighed.

WYBÓR WIELOKROTNY I ZDANIA Z LUKAMI

Tekst 2
Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. Luki należy uzupełnić w języku angielskim.

World traditions and customs

In the last few decades we have witnessed significant changes in many aspects of our lives. Life has become faster and more convenient, and advances in technology will continue to affect our lifestyles dramatically. We do need, however, to be aware of some important things that are being lost in the process; over the course of time, many ancient traditions, crafts, celebrations and even languages have either already disappeared or are in danger of disappearing in the coming years.

One of the reasons for the loss of traditional crafts is a boom in tourism, and an increased demand for these items. To meet this, technology has stepped up and taken over, and the centuries-old knowledge of the craftsmen has ceased to be necessary. Take, for example, the fabrics originally woven by tribes in Laos. These textiles have now been replaced by imported fabrics, purporting to be original.

Another reason for the disappearance of ancient crafts is the lack of interest from young people. The traditional art of shadow play in China, which involves the use of puppets behind a screen, is vanishing. Young people's interest is in modern, not ancient culture.

However, it is encouraging that countries are coming to realise the value of these old customs and traditions. Investments are being made to ensure that, even though technology may have made these customs redundant, we must never lose them completely. There needs to be action sooner rather than later.

5 In the first paragraph, the writer mentions the technological change to introduce the idea that we are in danger of _____ customs.
6 As there _____, bigger amounts of traditional items are required for sale.
7 Young people's lack of interest in old forms of art has been blamed for the disappearance of the tradition known as _____.
8 Fortunately, countries are investing in some old traditions, and cultures to _____.

Fish for words

4 **Choose the correct verbs to complete the sentences.**

1 I have always ***pulled*** / ***shied*** **away from** being the centre of attention.
2 My little brother has a fear, ***bordering*** / ***edging*** **on** a phobia, of being alone at home.
3 Stag and hen parties used to be held on the eve of the wedding, but this has ***refrained*** / ***ceased*** to be the case.
4 When the head teacher had to retire early, his deputy ***stepped*** / ***walked*** **up** to take over the role.
5 My grandpa ***perceived*** / ***witnessed*** many changes in communication technology over the course of his life.

Wrap it up

5 **Do you think it is worth keeping minority languages and ancient festivals and crafts? Why (not)?**

1 **Why do you think people might spread gossip? Can gossiping ever result from good intentions?**

2 **Read the sentences about Jamie and Cat from the text on page 68. Which of them are likely to be true?**

1 Cat may gossip about her brother with her husband.
2 Jamie must have been persuaded by Brett to fly to New Zealand.
3 Jamie can't have thought through his decision to go abroad.
4 Cat won't be able to stop her brother from going.
5 Cat and Jamie need to reach some kind of compromise.
6 Jamie could hardly understand his sister's worries.
7 Jamie ought to have listened to Cat's advice.
8 Cat had to warn her brother against going on the trip.

3 **Read the Grammar Reference on page 236. Then look at the sentences in exercise 2 again and decide if they refer to the past, present or future. Decide if they express ability, speculation, obligation or advice.**

GRAMMAR POINT

You'd better stop criticising other people!
You'd better not spread gossip about me again!

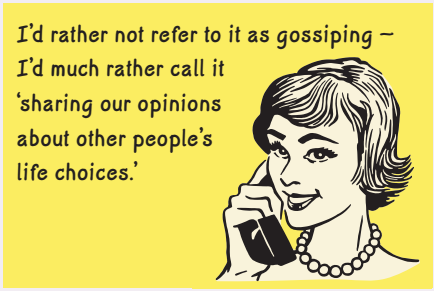
4 **Use *had better* to give advice or warn people in the following situations. Add another sentence which will describe the consequences of their behaviour.**

1 Your friend keeps lying.
2 Your cousin is hanging around with the wrong crowd.
3 Your neighbour won't stop playing loud music.
4 Your classmate keeps talking about you behind your back.

5 **Translate the fragments in brackets into English. Use correct modal verbs or similar structures.**

1 You _____ (*lepiej przestań krytykować*) people all the time.
2 Sue _____ (*musiała wygadać*) out our secret. No one else was there.
3 We _____ (*musieliśmy przedyskutować sprawę*) before making the final decision.
4 _____ (*Może uda się nam*) reach an agreement.

6 **Work in pairs and discuss if you agree with the meme.**



Pronunciation activity ▶ p. 276
Grammar Reference and Practice ▶ pp. 236–237

05 USE OF ENGLISH

Zoom in

1 **Look at the meme in exercise 6 on page 69 again. Then write a similar definition of *lying* and *telling people off*.**

Practise

GET SMARTER

Wykonując zadania polegające na transformacji zdania przy użyciu wyrazu kluczowego, pamiętaj o tym, aby nigdy nie zmieniać formy podanego wyrazu i nie przekraczać podanego limitu wyrazów, które można wpisać w lukę. Upewnij się także, że Twoja parafraza zawiera niezbędne przedimki (*a*, *an* lub *the*) oraz przyimki (*at*, *with* itd.).

2 **Paraphrase sentences 1–5 in three ways using the words given. Add any necessary words.**

1 I shouldn't have ignored your feelings.
   a OUGHTN'T
   b MISTAKE
   c BETTER
2 Do you fancy going out?
   a FEEL
   b SAY
   c HOW
3 As children, we were not allowed to talk during meals.
   a NEEDED
   b PERMITTED
   c FORBIDDEN
4 I'm afraid Nina and Chris are likely to split up.
   a MAY WELL
   b PROBABLY
   c CHANCES
5 Don't post things like these!
   a BETTER
   b MUSTN'T
   c NEED

TRANSFORMACJE ZDAŃ

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

1 My worrying about my daughter's argument with her friend was a waste of time. They quickly made up. **NEEDN'T**
   I _____ about my daughter's argument with her friend. They quickly made up.
2 We have nothing in common. We can't be best friends. **COMPLETE**
   We are _____. We can't be best friends.
3 You ought to discuss your problems together. Otherwise, you'll drift apart. **BETTER**
   You _____ your problems together. Otherwise, you'll drift apart.
4 I'm disappointed you didn't back me up. **SHOULD**
   You _____ me up.
5 It's no use making friends with people who are compulsive liars. **POINT**
   _____ making friends with people who are compulsive liars.
6 Could you contact Mike about the party? **GET**
   Could _____ Mike about the party?

TRANSFORMACJE ZDAŃ

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

1 Perhaps it is just gossip. Don't take it to heart. **BE**
   _____ gossip. Don't take it to heart.
2 I was in the habit of sometimes telling lies when I was a child. **WOULD**
   I _____ when I was a child.
3 Why on earth did you tell her off? **HAVE**
   You _____ her off.
4 Patrick and I get on really well. **FIRE**
   We get on like _____.
5 Greg just talks about himself and his successes all the time. **GOES**
   Greg just _____ himself and his successes.
6 Perhaps Tim didn't realise he'd hurt you. **MIGHT**
   Tim _____ he'd hurt you.

Wrap it up

5 **Work in pairs. Play *Truth or Lie*. Write down seven sentences about you and your life. Make some of them false but believable. Read out each other's sentences and guess which are true and which are not.**

Use of English – Extra Practice 05 ▶ p. 270

Zoom in

1 **Work in pairs. Take turns to describe the photographs. Then answer the questions.**

1 How are the relationships between grandchildren and grandparents different from those between children and parents?
2 In what way do children/teenagers and grandparents benefit from each other's company?
3 What ups and downs, if any, may occur in these relationships?

Activate

2 **Read the sentences in the *Know your phrases* box and suggest synonyms for the underlined words and expressions.**

KNOW YOUR PHRASES

- *The podcast highlighted / dealt with / pointed out a number of benefits of having a good relationship with one's grandparents.*
- *The podcast made me aware of / realise / reflect on how important these relationships could be.*
- *Both grandparents and grandchildren benefit from each other's company immensely / enormously / greatly.*
- *Grandparents as well as grandchildren profit from a mutual healthy relationship in a number of ways.*
- *Sharing knowledge / getting through problems together is one of the major / considerable / real benefits.*
- *Other mutual benefits include ...*
- *Both generations can surely / certainly / easily find ways of spending time together / similar pursuits.*
- *Among other options / On top of that, they could ...*

3 **Complete the task below.**

Powiedz, że:
1 vlog dotyczył problemu relacji pomiędzy różnymi pokoleniami;
2 podcast uświadomił Ci problemy, z jakimi borykają się starsi ludzie;
3 zarówno dzieci, jak i dziadkowie, odnoszą wiele korzyści ze wzajemnych relacji;
4 jedną z korzyści jest pomaganie sobie w rozwiązywaniu problemów;
5 dziadkowie i wnuki mogą z łatwością znaleźć wspólne zainteresowania.

Practise

GET SMARTER

Pisząc artykuł, nie zapomnij przedstawić swoich przemyśleń w jasny, uporządkowany sposób. Używaj w tym celu wyrażeń takich jak: *first of all, firstly, secondly, thirdly, finally, moreover, furthermore*. Pamiętaj również, aby uzasadnić swoje argumenty, podając przykłady. Stosuj przy tym wyrażenia i zwroty wprowadzające, np.: *for example, for instance, let's consider a few examples, one example of an activity like that would be ...*

4 **Work in pairs. Discuss which of the following are important to you.**

- being surrounded by a large number of friends
- having a soulmate
- having a sibling
- having a friendly relationship with your extended family
- getting on with your cousins

5 **Choose four of the points from exercise 4. Prepare a list of arguments which could show the benefits of the suggested relationships. Arrange your arguments in a logical way and support them with examples.**

Benefit		
Important because ...		
Example		

ARTYKUŁ

6 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażeń z ramki *Know your phrases*.**

Wysłuchałeś/Wysłuchałaś podkastu poruszającego temat relacji dziadków z wnukami i wnuczkami. Napisz **artykuł** na konkurs językowy, w którym przedstawisz omówione w podkaście wzajemne korzyści wynikające z dobrych relacji międzypokoleniowych, i podasz kilka sposobów na wspólne spędzanie czasu przez nastolatki i ich dziadków.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

Wrap it up

7 **Interview your grandfather or grandmother or ask your parents about your grandparents. Try to find out what they used to be like as teens, what they liked doing and what their dreams and worries were. Then prepare a short presentation about them.**

MP3 40 VOCABULARY

Family and friends / Rodzina, znajomi i przyjaciele

Family, friends and foes / Rodzina, przyjaciele i wrogowie

acquaintance /əˈkweɪntəns/ znajomy
best mate /ˌbest ˈmeɪt/ najlepszy kumpel
colleague /ˈkɒliːg/ kolega z pracy
confidant /ˈkɒnfɪdænt/ powiernik
distant relative /ˌdɪstənt ˈrelətɪv/ daleki krewny
extended family /ɪkˌstendɪd ˈfæməli/ dalsza rodzina
foster family /ˈfɒstə ˌfæməli/ rodzina zastępcza
godson/goddaughter /ˈgɒdˌsʌn/ˈgɒdˌdɔːtə/ chrześniak/chrześniaczka
half-brother/-sister /ˌhɑːf ˈbrʌðə/ˈsɪstə/ przyrodni brat/siostra
immediate family /ɪˌmiːdiət ˈfæməli/ najbliższa rodzina
in-laws /ˈɪn lɔːz/ teściowie
mutual friend /ˌmjuːtʃuəl ˈfrend/ wspólny znajomy
nuclear family /ˌnjuːkliə ˈfæməli/ rodzina dwupokoleniowa
offspring /ˈɒfˌsprɪŋ/ potomstwo
only child /ˌəʊnli ˈtʃaɪld/ jedynak
spouse /spaʊs/ współmałżonek
stepbrother/stepsister /ˈstepˌbrʌðə/ˈstepˌsɪstə/ przybrany brat/przybrana siostra
stepfather/stepmother/stepson/stepdaughter /ˈstepˌfɑːðə/ˈstepˌmʌðə/ˈstepsʌn/ˈstepˌdɔːtə/ ojczym/macocha/pasierb/pasierbica
sworn enemy /ˌswɔːn ˈenəmi/ śmiertelny wróg
travelling companion/travel buddy /ˈtrævəlɪŋ kəmˌpænjən/ˈtrævəl ˌbʌdi/ towarzysz podróży

Relationships / Relacje i związki

back out of sth /ˌbæk ˈaʊt əv/ wycofać się z czegoś
be always there for sb /ˌbi ˌɔːlweɪz ˈðeə fə/ być zawsze wsparciem dla kogoś
be on the same wavelength /ˌbi ɒn ðə ˌseɪm ˈweɪvˌleŋθ/ nadawać na tych samych falach
be supportive of sb /ˌbi səˈpɔːtɪv əv/ wspierać kogoś
blurt out /ˌblɜːt ˈaʊt/ wygadać, wypaplać
cheer sb up /ˌtʃɪər ˈʌp/ pocieszać, rozweselać kogoś
clear up /ˌklɪər ˈʌp/ wyjaśnić
common ground /ˌkɒmən ˈgraʊnd/ płaszczyzna porozumienia
complete opposites /kəmˌpliːt ˈɒpəzɪts/ całkowite przeciwieństwa
compliment sb/pay sb a compliment /ˈkɒmplɪmənt/ ˌpeɪ ə ˈkɒmplɪmənt/ powiedzieć komuś komplement
compromise/make a compromise /ˈkɒmprəmaɪz/ ˌmeɪk ə ˈkɒmprəmaɪz/ iść na kompromis
confide in sb /kənˈfaɪd ɪn/ zwierzać się komuś
embrace /ɪmˈbreɪs/ objąć
get on like a house on fire /get ˌɒn laɪk ə ˈhaʊs ɒn ˌfaɪə/ świetnie się dogadywać
give sb your undivided attention /ˌgɪv ˌsʌmbədi jər ˌʌndɪˌvaɪdɪd əˈtenʃən/ poświęcić komuś całą swoją uwagę
go back a long way /gəʊ ˌbæk ə ˌlɒŋ ˈweɪ/ znać się od bardzo dawna
gossip (n, v) /ˈgɒsɪp/ plotki; plotkować
have a soft spot for sb /ˌhæv ə ˌsɒft ˈspɒt fə/ mieć do kogoś słabość
hear from sb /ˈhɪə frəm/ mieć od kogoś wiadomości
help sb out /ˌhelp ˈaʊt/ pomagać komuś
hit it off with sb /ˌhɪt ɪt ˈɒf wɪð/ od razu się polubić
hug /hʌg/ przytulić
joined at the hip /ˌdʒɔɪnd ət ðə ˈhɪp/ nierozłączni
keep sth back /ˌkiːp ˈbæk/ zatajać coś
know sb by sight /ˌnəʊ ˌsʌmbədi baɪ ˈsaɪt/ znać kogoś z widzenia
let sb down /ˌlet ˈdaʊn/ zawieść kogoś
let sb in on sth /ˌlet ˌsʌmbədi ˈɪn ɒn/ wtajemniczyć kogoś w coś
let sth out /ˌlet ˈaʊt/ wygadać się
look back on sth /ˌlʊk ˈbæk ɒn/ wspominać coś
make up for sth /ˌmeɪk ˈʌp fə/ zrekompensować coś
make up with sb /ˌmeɪk ˈʌp wɪð/ pogodzić się z kimś
reason with sb /ˈriːzən wɪð/ przekonywać kogoś
show your appreciation/gratitude /ˌʃəʊ jər əˌpriːʃiˈeɪʃən/ˈgrætɪˌtjuːd/ okazać wdzięczność
socialise with sb /ˈsəʊʃəlaɪz wɪð/ spotykać się z kimś towarzysko
take on a commitment /ˌteɪk ˌɒn ə kəˈmɪtmənt/ podjąć zobowiązanie do czegoś
talk sb into sth /ˌtɔːk ˌsʌmbədi ˈɪntə ˌsʌmθɪŋ/ namówić kogoś do czegoś
wind sb up/pull sb's leg /ˌwaɪnd ˌsʌmbədi ˈʌp/ˌpʊl ˌsʌmbədiz ˈleg/ nabierać kogoś

Love and marriage / Miłość i małżeństwo

ask sb out /ˌɑːsk sʌmbədi ˈaʊt/ zaprosić kogoś na randkę
be madly in love with sb /bi ˌmædli ɪn ˈlʌv wɪð/ być w kimś szaleńczo zakochanym
bring up/raise a child /ˌbrɪŋ ʌp/ˌreɪz ə ˈtʃaɪld/ wychować dziecko
cheat on sb /ˈtʃiːt ɒn ˌsʌmbədi/ zdradzać kogoś
dating service/app /ˈdeɪtɪŋ ˌsɜːvɪs/ˌæp/ serwis/aplikacja randkowa
drift apart /ˌdrɪft əˈpɑːt/ oddalać się od siebie
dual-/two-income family /ˌdjuːəl/ˌtuː ˌɪnkʌm ˈfæməli/ rodzina, w której oboje małżonkowie pracują
dump/leave sb /dʌmp/liːv/ rzucić kogoś
engagement /ɪnˈgeɪdʒmənt/ zaręczyny
fall for sb /ˈfɔːl fə/ zakochać się w kimś
get back together /ˌget ˌbæk təˈgeðə/ wrócić do siebie
get engaged/divorced /ˌget ɪnˈgeɪdʒd/ dɪˈvɔːst/ zaręczyć/rozwieść się
get pregnant /ˌget ˈpregnənt/ zajść w ciążę
give birth to a child /ˌgɪv ˌbɜːθ tu ə ˈtʃaɪld/ urodzić dziecko
go out with sb /ˌgəʊ ˈaʊt wɪð/ spotykać się z kimś
have (joint) custody /ˌhæv (ˌdʒɔɪnt) ˈkʌstədi/ sprawować (wspólnie) opiekę
have a crush on sb/be attracted to sb/fancy sb /ˌhæv ə ˈkrʌʃ ɒn/bi əˈtræktɪd tə/ˈfænsi/ podkochiwać się w kimś
have a fling /ˌhæv ə ˈflɪŋ/ zaliczyć przelotny związek
have an affair /ˌhæv ən əˈfeə/ mieć romans
heartbreak /ˈhɑːtˌbreɪk/ zawód miłosny
heartbroken/broken-hearted /ˈhɑːtˌbrəʊkən/ ˌbrəʊkən ˈhɑːtɪd/ ze złamanym sercem
long-distance relationship /ˌlɒŋ ˌdɪstəns rɪˈleɪʃənʃɪp/ związek na odległość
newlyweds /ˈnjuːliˌwedz/ nowożeńcy
parenting /ˈpeərəntɪŋ/ wychowywanie dzieci
pay alimony/child support/maintenance /ˌpeɪ ˈælɪmənɪ/ˈtʃaɪld səˌpɔːt/ˌmeɪntənəns/ płacić alimenty
primary breadwinner /ˌpraɪmərɪ ˈbredˌwɪnə/ główny żywiciel rodziny
propose to sb /prəˈpəʊz tə/ oświadczyć się komuś
separate /ˈsepəreɪt/ rozstać się
shift gender roles /ˌʃɪft ˈdʒendə ˌrəʊlz/ odwrócić tradycyjne role płci
spend quality time with the children /ˌspend ˌkwɒlətɪ ˌtaɪm wɪð ðə ˈtʃɪldrən/ mądrze spędzać z dziećmi czas wolny
split up/break up (with sb) /ˌsplɪt ˈʌp/ˌbreɪk ˈʌp (wɪð)/ rozstać się (z kimś)
start/stop seeing each other /ˌstɑːt/ˌstɒp ˈsiːɪŋ iːtʃ ˌʌðə/ zacząć/przestać się z kimś spotykać
stay-at-home parent/mother/father /ˌsteɪ ət ˌhəʊm ˈpeərənt/ˈmʌðə/ˈfɑːðə/ niepracujący zawodowo rodzic
stormy relationship /ˌstɔːmi rɪˈleɪʃənʃɪp/ burzliwy związek
tie the knot /ˌtaɪ ðə ˈnɒt/ pobrać się

MP3 41 **Everyday activities / Czynności życia codziennego**

chill out /ˌtʃɪl ˈaʊt/ relaksować się
divide/share the chores equally /dɪˌvaɪd/ˌʃeə ðə ˌtʃɔːz ˈiːkwəli/ dzielić się równo obowiązkami
follow/maintain a routine /ˌfɒləʊ/meɪnˌteɪn ə ruːˈtiːn/ wykonywać rutynowe czynności
get an early night /ˌget ən ˌɜːli ˈnaɪt/ pójść wcześniej spać
have a long lie-in /ˌhæv ə lɒŋ ˌlaɪ ˈɪn/ poleżeć dłużej w łóżku
put out/sort the rubbish /pʊt ˌaʊt/ˌsɔːt ðə ˈrʌbɪʃ/ wynosić/segregować śmieci
run a bath /ˌrʌn ə ˈbɑːθ/ przygotować sobie kąpiel
run errands /ˌrʌn ˈerəndz/ załatwiać sprawy
set the alarm /ˌset ði əˈlɑːm/ nastawić budzik
sleep in /ˌsliːp ˈɪn/ późno wstać
stock up on essentials /stɒk ˌʌp ɒn ɪˈsenʃəlz/ robić zapasy niezbędnych rzeczy
take/have a nap /ˌteɪk/ˌhæv ə ˈnæp/ zdrzemnąć się
while away the time /ˌwaɪl əˌweɪ ðə ˈtaɪm/ umilić sobie czas

MP3 42 **Time expressions / Określanie czasu**

a while back /ə ˌwaɪl ˈbæk/ jakiś czas temu
any day now /ˌeni ˈdeɪ naʊ/ na dniach
anytime soon /ˌeniˌtaɪm ˈsuːn/ w najbliższym czasie
at the crack of dawn /ət ðə ˌkræk əv ˈdɔːn/ o świcie, z samego rana
at the last minute /ət ðə ˌlɑːst ˈmɪnɪt/ w ostatniej chwili
at times /ət ˈtaɪmz/ czasami, niekiedy
back in the day /ˌbæk ɪn ðə ˈdeɪ/ dawniej, kiedyś
burn the candle at both ends /ˌbɜːn ðə ˌkændəl ət bəʊθ ˈendz/ zarywać noce
every so often /ˌevri səʊ ˈɒfən/ raz na jakiś czas
first thing /ˌfɜːst ˈθɪŋ/ z samego rana
in the meantime /ɪn ðə ˈmiːnˌtaɪm/ w międzyczasie
in the small hours /ɪn ðə ˌsmɔːl ˈaʊəz/ nad ranem
light years away /ˌlaɪt jɪəz əˈweɪ/ lata świetlne temu
more often than not /mɔːr ˌɒfən ðən ˈnɒt/ zazwyczaj
on a daily basis /ɒn ə ˌdeɪli ˈbeɪsɪs/ każdego dnia
on the dot /ˌɒn ðə ˈdɒt/ punktualnie
over the course of time /ˌəʊvə ðə ˌkɔːs əv ˈtaɪm/ z biegiem czasu
sooner rather than later /ˌsuːnə ˌrɑːðə ðən ˈleɪtə/ niebawem
to the minute /tə ðə ˈmɪnɪt/ co do minuty

MP3 43 **Free time activities / Formy spędzania czasu wolnego**

avid/keen (photographer) /ˌævɪd/ ˌkiːn (fəˈtɒgrəfə)/ zapalony (fotograf)
become hooked on sth /bɪˌkʌm ˈhʊkt ɒn/ dostać bzika na punkcie czegoś
binge-watch a series /ˌbɪndʒ wɒtʃ ə ˈsɪəriːz/ oglądać serial po kilka docinków z rzędu
do a jigsaw/crossword puzzle /ˌduː ə ˈdʒɪgsɔː/ ˈkrɒsˌwɜːd ˌpʌzəl/ ułożyć puzzle/rozwiązać krzyżówkę
do an assault course /ˌduː ən əˈsɔːlt kɔːs/ przebiec tor przeszkód
do sth out of your comfort zone /ˌduː ˌsʌmθɪŋ ˌaʊt əv jə ˈkʌmfət zəʊn/ zrobić coś spoza swojej strefy komfortu
go clubbing /ˌgəʊ ˈklʌbɪŋ/ bawić się w klubach
go for a stroll /ˌgəʊ fər ə ˈstrəʊl/ pójść na spacer
go out and about /ˌgəʊ ˌaʊt ən əˈbaʊt/ wyjść na miasto
hang out with sb /ˌhæŋ ˈaʊt wɪð/ spędzać z kimś czas
have a quiet night in /ˌhæv ə kwaɪət ˌnaɪt ˈɪn/ spędzić wieczór w domu

The orange-highlighted words are practised in the vocabulary lesson.

have sb over (for a meal) /ˌhæv ˌsʌmbədi ˈəʊvə (fər ə ˈmiːl)/ ugościć kogoś (posiłkiem)
hill walking /ˈhɪl ˌwɔːkɪŋ/ chodzenie po górach
kill/fill/pass the time /ˌkɪl/ˌfɪl/ˌpɑːs ðə ˈtaɪm/ zabić czas
knit /nɪt/ robić na drutach
put your feet up /ˌpʊt jə ˈfiːt ʌp/ zrelaksować się
recreational activities /ˌrekriˈeɪʃənəl ækˈtɪvətiz/ aktywności w czasie wolnym
solitary pastimes /ˌsɒlətəri ˈpɑːstaɪmz/ sposoby spędzania wolnego czasu w pojedynkę
stay over/overnight/the night /ˌsteɪ ˈəʊvə/ ˌəʊvəˈnaɪt/ðə ˈnaɪt/ zostać na noc
unwind /ʌnˈwaɪnd/ odprężyć się
wild swimming /ˌwaɪld ˈswɪmɪŋ/ pływanie na otwartych wodach

MP3 44 Events and celebrations / Święta i uroczystości

attend a church service/midnight mass/funeral /əˌtend ə ˈtʃɜːtʃ ˌsɜːvɪs/ˌmɪdnaɪt ˈmæs ˈfjuːnərəl/ wziąć udział w nabożeństwie/pasterce/pogrzebie
bachelor party/stag night /ˈbætʃələ ˌpɑːti/ˈstæg naɪt/ wieczór kawalerski
be reunited with sb /ˌbi ˌriːjuːˈnaɪt wɪð/ spotkać się z kimś po latach
book a venue /ˌbʊk ə ˈvenjuː/ zarezerwować miejsce na coś
bunch/bouquet of flowers /ˌbʌntʃ /bəʊˌkeɪ əv ˈflaʊəz/ bukiet kwiatów
burial /ˈberiəl/ pochówek
bury /ˈberi/ pochować
call for/deserve a celebration /ˌkɔːl fə/dɪˌzɜːv ə ˌselə ˈbreɪʃən/ zasługiwać na świętowanie
cause for celebration /ˌkɔːz fə ˌselə ˈbreɪʃən/ powód do świętowania
chapel /ˈtʃæpəl/ kaplica
class/family reunion /ˌklɑːs/ˌfæməli riːˈjuːniən/ zjazd klasowy/rodzinny
commemorate /kəˈmeməreɪt/ upamiętnić
commemorative /kəˈmemərətɪv/ upamiętniający
congregation /ˌkɒŋgrɪˈgeɪʃən/ zgromadzenie wiernych; parafianie, wierni
coronation /ˌkɒrəˈneɪʃən/ koronacja
declare a bank/public holiday /dɪˌkleər ə ˌbæŋk/ ˌpʌblɪk ˈhɒlɪdeɪ/ ogłosić święto państwowe
get together /ˌget təˈgeðə/ spotkać się
get-together/social gathering /ˈget təˌgeðə/ˌsəʊʃəl ˈgæðərɪŋ/ spotkanie towarzyskie
hen party /ˈhen ˌpɑːti/ wieczór panieński
hold/host a celebration /ˌhəʊld/ˌhəʊst ə ˌselə ˈbreɪʃən/ być gospodarzem uroczystości
in celebration/commemoration of sth /ɪn ˌselə ˈbreɪʃən/kəˌmemə ˈreɪʃən əv/ w ramach obchodów/uczczenia czegoś
mourn/grieve for sb /ˈmɔːn/ˈgriːv fə/ opłakiwać kogoś
observe a religious holiday /əbˌzɜːv ə rəˌlɪdʒəs ˈhɒlɪdeɪ/ obchodzić święto religijne
pay your respects /ˌpeɪ jə rɪˈspekts/ przekazać komuś wyrazy szacunku
sb's passing/loss /ˈpɑːsɪŋ/ˈlɒs/ czyjaś śmierć
send/offer your condolences /ˌsend/ˌɒfə jə kənˈdəʊlənsɪz/ złożyć kondolencje
street party /ˈstriːt ˌpɑːti/ impreza uliczna
throw a party /ˌθrəʊ ə ˈpɑːti/ urządzać imprezę
wedding bouquet/veil /ˈwedɪŋ buː,keɪ/ˌveɪl/ bukiet/welon ślubny

MP3 45 Lifestyle / Styl życia

add to/boost/enhance sb's lifestyle /ˌæd tə/ ˌbuːst/ɪn,hɑːns ˌsʌmbədiz ˈlaɪfˌstaɪl/ wzbogacić/ poprawić życie
adopt/adapt to/embrace a lifestyle /əˌdɒpt/ əˌdæpt tu/ɪmˌbreɪs ə ˈlaɪfˌstaɪl/ przyjąć styl życia
adventurous /ədˈventʃərəs/ odważny, ryzykowny
alternative /ɔːlˈtɜːnətɪv/ alternatywny
daredevil /ˈdeəˌdevəl/ ryzykowny
erratic /ɪˈrætɪk/ zmienny, chaotyczny
glamorous /ˈglæmərəs/ wystawny
hectic /ˈhektɪk/ nerwowy, gorączkowy
keep up appearances /ˌkiːp ʌp əˈpɪərənsɪz/ zachować pozory
keep up with the Joneses /kiːp ˌʌp wɪð ðə ˈdʒəʊnzɪz/ żyć nie gorzej niż inni
keep your head above water /ˌkiːp jə ˌhed əˌbʌv ˈwɔːtə/ utrzymywać się na powierzchni
lavish /ˈlævɪʃ/ wystawny
lead/live/maintain a (healthy) lifestyle /ˌliːd/ˌlɪv/ meɪnˌteɪn ə (ˌhelθi) ˈlaɪfˌstaɪl/ prowadzić (zdrowy) styl życia
lifestyle choice/change /ˈlaɪfˌstaɪl ˌtʃɔɪs/ˌtʃeɪndʒ/ zmiana/wybór stylu życia
live life on the edge /ˌlɪv ˌlaɪf ɒn ði ˈedʒ/ żyć na krawędzi ryzyka
live life to its fullest /ˌlɪv ˌlaɪf tʊ ɪts ˈfʊləst/ żyć pełnią życia
live out of a suitcase /ˌlɪv ˌaʊt əv ə ˈsuːtˌkeɪs/ żyć na walizkach
live the life of Riley /ˌlɪv ðə ˌlaɪf əv ˈraɪli/ żyć jak u Pana Boga za piecem
mix business with pleasure /ˌmɪks ˌbɪznəs wɪð ˈpleʒə/ łączyć przyjemne z pożytecznym
need a change of scenery /ˌniːd ə ˌtʃeɪndʒ əv ˈsiːnəri/ potrzebować zmiany otoczenia
new lease of life /ˌnjuː ˌliːs əv ˈlaɪf/ nowe życie
reclusive /rɪˈkluːsɪv/ samotny
take sth in your stride /ˌteɪk ˌsʌmθɪŋ ɪn jə ˈstraɪd/ nie przejmować się czymś
turn over a new leaf /ˌtɜːn ˌəʊvər ə ˌnjuː ˈliːf/ rozpocząć nowy rozdział

MP3 46 Conflicts and problems / Konflikty i problemy

abuse (n) /əˈbjuːs/ znęcanie się
abuse (v) /əˈbjuːz/ znęcać się
be at each other's throats /ˌbi ət iːtʃ ˌʌðəz ˈθrəʊts/ skakać sobie do gardeł
be lenient/strict with sb /ˌbi ˈliːniənt/ˈstrɪkt wɪð/ być wobec kogoś pobłażliwym/surowym
be on bad terms with sb /ˌbi ɒn ˌbæd ˈtɜːmz wɪð/ być z kimś w złych stosunkach
be sick to death of sb/sth /bi ˌsɪk tə ˈdeθ əv/ mieć kogoś/czegoś powyżej uszu
be/sit on the fence /ˌbi/ˌsɪt ɒn ðə ˈfens/ nie móc się zdecydować
blatant lie /ˌbleɪtənt ˈlaɪ/ wierutne kłamstwo
bone of contention /ˌbəʊn əv kənˈtenʃən/ kość niezgody
bury the hatchet /ˌberi ðə ˈhætʃɪt/ zakopać topór wojenny
clear the air /ˌklɪə ðə ˈeə/ oczyścić atmosferę
counsel /ˈkaʊnsəl/ doradzać, prowadzić terapię
counselling /ˈkaʊnsəlɪŋ/ terapia
cross the line /ˌkrɒs ðə ˈlaɪn/ przekroczyć granicę
defuse the situation /diːˌfjuːz ðə ˌsɪtʃuˈeɪʃən/ załagodzić sytuację
domestic violence /dəˌmestɪk ˈvaɪələns/ przemoc domowa
fall out (with sb) /ˌfɔːl ˈaʊt (wɪð)/ poróżnić się z kimś
fly off the handle /ˌflaɪ ˌɒf ðə ˈhændəl/ stracić panowanie nad sobą
fool /fuːl/ oszukać
generation gap /ˌdʒenəˈreɪʃən gæp/ konflikt pokoleń
get into bad company/mix with the wrong people/crowd /ˌget ˌɪntə ˌbæd ˈkʌmpəni/ˌmɪks wɪð ðə ˌrɒŋ ˈpiːpəl/ˈkraʊd/ wpaść w złe towarzystwo
get off on the wrong foot /get ˌɒf ɒn ðə ˌrɒŋ ˈfʊt/ źle rozpocząć znajomość
get on sb's nerves /ˌget ɒn ˌsʌmbədiz ˈnɜːvz/ działać komuś na nerwy
give sb the silent treatment /ˌgɪv ˌsʌmbədi ðə ˌsaɪlənt ˈtriːtmənt/ urządzić komuś „ciche dni"
go off the rails /ˌgəʊ ˌɒf ðə ˈreɪlz/ zejść na złą drogę
ground sb /graʊnd/ dać komuś szlaban
hate the sight of sb /ˌheɪt ðə ˈsaɪt əv/ nie móc na kogoś patrzeć
have a difference of opinion /ˌhæv ə ˌdɪfrəns əv əˈpɪnjən/ mieć różnicę zdań
have a shouting match /ˌhæv ə ˈʃaʊtɪŋ mætʃ/ odbyć zajadłą kłótnię
heated argument /ˌhiːtɪd ˈɑːgjʊmənt/ zażarta kłótnia
insult (n) /ˈɪnsʌlt/ zniewaga
lay down some (ground) rules /ˌleɪ ˌdaʊn səm ˌgraʊnd) ˈruːlz/ ustalić (podstawowe) zasady
leave sb high and dry /ˌliːv ˌsʌmbədi ˌhaɪ ən ˈdraɪ/ zostawić kogoś na lodzie
let bygones be bygones /ˌlet ˌbaɪˌgɒnz bi ˈbaɪˌgɒnz/ puścić coś w niepamięć
lose it/go ballistic /ˈluːz ɪt/ˌgəʊ bəˈlɪstɪk/ dostać szału
make sb's blood boil /ˌmeɪk ˌsʌmbədiz ˈblʌd bɔɪl/ bardzo kogoś zdenerwować
mislead /mɪsˈliːd/ wprowadzić w błąd
misunderstanding /ˌmɪsʌndəˈstændɪŋ/ nieporozumienie
nag (n, v) /næg/ zrzęda; zrzędzić
neglect /nɪˈglekt/ zaniedbać
offend/insult /əˈfend/ɪnˈsʌlt/ obrazić
offensive/insulting /əˈfensɪv/ɪnˈsʌltɪŋ/ obraźliwy
overprotective /ˌəʊvəprəˈtektɪv/ nadopiekuńczy
overreaction /ˌəʊvəriˈækʃən/ przesadzona reakcja
patronise sb /ˈpætrənaɪz/ traktować kogoś protekcjonalnie
pick a fight /ˌpɪk ə ˈfaɪt/ wywołać kłótnię
provoke sb into sth /prəˈvəʊk ˌsʌmbədi ˌɪntə ˌsʌmθɪŋ/ sprowokować kogoś do czegoś
pry into sth /ˈpraɪ ˌɪntə/ wtrącać się w coś
put pressure on sb /ˌpʊt ˈpreʃər ɒn/ naciskać na kogoś
quarrel/row /ˈkwɒrəl/raʊ/ kłócić się
rattle sb's cage /ˌrætəl ˌsʌmbədiz ˈkeɪdʒ/ rozdrażnić kogoś
rebel against sb /rɪˈbel əˌgenst/ buntować się przeciwko komuś
see red /ˌsiː ˈred/ wpaść w furię
send/drive sb up the wall/rub sb up the wrong way /ˌsend/ˌdraɪv ˌsʌmbədi ʌp ðə ˈwɔːl/ˌrʌb ˌsʌmbədi ˌʌp ðə ˌrɒŋ ˈweɪ/ doprowadzić kogoś do szału
set/test boundaries /ˌset/ˌtest ˈbaʊndəriz/ stawiać/ testować granice
sort out a problem /ˌsɔːt ˌaʊt ə ˈprɒbləm/ rozwiązać problem
split hairs /ˌsplɪt ˈheəz/ dzielić włos na czworo
spoilt brat /ˌspɔɪlt ˈbræt/ rozpieszczony bachor
swear /sweə/ przeklinać
take sth for granted /ˌteɪk ˌsʌmθɪŋ fə ˈgrɑːntɪd/ brać coś za pewnik
talk things through /ˌtɔːk θɪŋz ˈθruː/ rozmówić się
tell sb off /ˌtel ˈɒf/ zbesztać kogoś
work things out /ˌwɜːk θɪŋz ˈaʊt/ dogadać się

MP3 47 LISTENING

crave/exercise independence /ˌkreɪv/ˌeksəsaɪz ˌɪndɪˈpendəns/ pragnąć/uczyć się samodzielności
develop independence /dɪˌveləp ˌɪndɪˈpendəns/ nauczyć się samodzielności
get the hang of sth /ˌget ðə ˈhæŋ əv/ ogarnąć coś
give/limit/lose independence /ˌgɪv/ˌlɪmɪt/ˌluːz ˌɪndɪˈpendəns/ pozwolić na/ograniczyć/utracić niezależność
in hindsight /ɪn ˈhaɪndsaɪt/ z perspektywy czasu
learning curve /ˈlɜːnɪŋ ˌkɜːv/ krzywa uczenia się
legitimate worry /lɪˌdʒɪtəmət ˈwʌri/ uzasadniony niepokój
lose sight of sth /ˌluːz ˈsaɪt əv/ stracić coś z oczu
set curfews /ˌset ˈkɜːfjuːz/ wyznaczać godziny powrotu do domu
tall order /ˌtɔːl ˈɔːdə/ trudne zadanie

MP3 48 READING

border on sth /ˈbɔːdə ɒn/ być na granicy czegoś
cease /siːs/ przestać
shy away from sth /ˌʃaɪ əˈweɪ frəm/ unikać czegoś
step up /ˌstep ˈʌp/ podjąć działania
witness sth /ˈwɪtnəs/ być świadkiem czegoś

Listening

DOBIERANIE

1 CD 1.32 **Usłyszysz dwukrotnie cztery wypowiedzi na temat przyjaźni. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

This speaker mentions

A a relationship that appears ideal and enviable.
B breaking up a friendship because there is no common ground.
C a perceived generalisation about friendships.
D friends who take more than they give to a relationship.
E a difference of opinion with someone in authority.

1	2	3	4

ZDANIA Z LUKAMI

2 CD 1.32 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–4) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 According to Speaker 1, having a best friend at primary school can give _____ a new environment.
2 Although some parents worry about a child inventing an imaginary friend, this can, in fact, be a _____ and creativity.
3 Betraying trust and prioritising their own needs are _____ in a toxic relationship.
4 Speaker 4 disagrees _____ is necessary for a happy and healthy life.

Use of English

TRANSFORMACJE ZDAŃ

3 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 I think you shouldn't bottle your anger up – you ought to be more assertive. **BETTER**
_____ your anger up – you ought to be more assertive.
2 It's really hot in here – why didn't you close the shutters? **SHOULD**
It's really hot in here – you _____ the shutters.
3 It turned out that it wasn't necessary to bring our own pencils and pencil sharpeners to the exam, as all the supplies were provided. **HAVE**
We _____ our own pencils and pencil sharpeners to the exam, as all the supplies were provided.
4 My cousin Greg can always cheer me up. **ABLE**
My cousin Greg _____ me up.
5 It will be necessary for you to delegate tasks when you become the manager of the department. **HAVE**
You _____ tasks when you become the manager of the department.
6 Among other options, parents and children can do some sports together. **TOP**
_____, parents and children can do some sports together.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 You _____ (*niepotrzebnie się martwiłeś*) that I might not help out. I'll always be there for you.
2 Wayne and I became mates _____ (*poprzez wspólnego znajomego*) we both met at college.
3 Ann _____ (*nie musiała iść*) to work yesterday because she took a day off.
4 I was really sorry for Lucy when she started attending that school – she _____ (*musiała czuć się*) out of her depth.
5 Look at the time – _____ (*usiądziemy do*) the books?
6 Henry _____ (*rzucił studia*) when he failed all the exams at the end of the term.
7 She _____ (*niemożliwe, że oblała*) the test – she's so hard-working and conscientious!
8 Tomorrow between 9 and 11 I _____ (*będę uczestniczyć w*) very important meeting.
9 Despite the argument, you don't have to _____ (*być w złych stosunkach*) with your team for the rest of the project.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

5 **Uzupełnij każdą lukę jednym wyrazem.**

My grandparents often wonder what kind of society I **(1)** _____ live in as one of many only children among my generation. They worry that our lives will be lonely and we will lack the connections and support big families provide. **(2)** _____ in the day, it was common to live in extended families, and have close relationships not only with your immediate **(3)** _____, but also with distant relatives. However, traditional family structures have been evolving for some time now: apart from families having **(4)** _____ children (or no children at all), there are more and more blended families and single-parent households. Rather than creating traditional family units, some people prefer to form "framilies". The concept of framily – a combination of the words "friends" and "family" – refers **(5)** _____ a close-knit group of individuals who have developed strong friendships and **(6)** _____ consist of a diverse group of people from different backgrounds, age groups, and cultures. They come together based on shared interests, values, and mutual support. So, **(7)** _____ my grandparents worry about me? I don't think so. It will turn out, **(8)** _____ rather than later, how many of us will prefer to live in those chosen families rather than in traditional family units. However, the most important thing is to be surrounded by people who will provide emotional support and offer a helping hand during challenging times, no matter if they are members of a family or a framily.

SETY LEKSYKALNE

6 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____

After a long day of dealing with clients' queries, my sister was exhausted and worked … her feet.
The film was so funny that I laughed my head … in the cinema.
As a result of a few misunderstandings during the first meeting, the colleagues seemed to get … on the wrong foot.

2 _____

Younger teenagers often … a crush on some singers or actors.
The new employees … a good rapport both with their colleagues and their managers.
I hate getting up early – I wish I could … a long lie-in tomorrow.

3 _____

After the divorce, Henry was forced to pay … support to ensure his daughter's financial well-being.
Raising a … is not easy nowadays as parents may feel bewildered by the sheer variety of guidelines on parenting.
There is a stereotype that every only … is a spoilt brat who is conceited and self-centred.

4 _____

Little Jimmie is so gullible – his older siblings always manage to … him into doing something silly.
Ms Lopez is a really considerate and kind person who would never … down to her students.
The manager wants to … us through the health and safety regulations we need to adhere to while working in the restaurant.

5 _____

Our headmaster had to take some … off work as he needed to take care of an issue at home.
A lot of people learn over the course of … that soft skills are more useful in the workplace than the academic knowledge from their education.
It rained the whole day so I binge-watched the latest Polish sitcom to kill the … .

SŁOWOTWÓRSTWO

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

cause celebrate divide last long notice offend resolve understand

Sibling rivalry can create a situation where brothers and sisters are on bad terms with each other. The bone of contention usually revolves around the desire for **(1)** _____ attention and appreciation from parents, which can lead to heated arguments and **(2)** _____ remarks. New family additions, like a new baby, may further exacerbate the issue, **(3)** _____ older siblings to hit the roof and provoke conflicts to regain attention. These **(4)** _____ can occur on a daily basis, making it crucial to clear the air and foster open communication. To improve the situation, it is essential for family members to make a compromise and address their differences constructively. Parents play a vital role in mediating and teaching conflict **(5)** _____ skills to their children. Through **(6)** _____ of each child's unique qualities and encouragement of cooperation, parents can reduce sibling rivalry and promote a more harmonious atmosphere at home. Siblings who appreciate and understand each other are more likely to build strong bonds and maintain **(7)** _____ friendships as they grow older.

06 ŻYWIENIE

GET READY

What different food items would be useful to donate to a food bank? Name as many as you can in one minute.

Artykuły spożywcze

1 **Find the odd ones out (two in each line) and move them to the correct lines. Name the categories and add two more words to each category.**

1 rhubarb rosemary mutton tangerine blackcurrant apricot
2 lentils blueberry celeriac black pudding squash kale
3 thyme sole carp flounder oyster mackerel
4 veal venison game parsley trout mince
5 scallop eel Brussels sprouts clam mussel crayfish
6 chives marjoram plum beetroot dill coriander

2 CD 1.33 **Read the survey questions and try to guess which items in the box might match each question. Then listen to people giving answers. Match speakers 1–7 to questions a–g and complete the different foods they mention. Were your guesses correct?**

asparagus baked beans eel gooseberries octopus sauerkraut shellfish

Which food
a do you absolutely love? ____
b do you really detest? ____
c would you never eat? ____
d do you eat on a regular basis? ____
e would you like to try? ____
f are you allergic to? ____
g have you grown to like over the years? ____

3 **Work in pairs and answer the survey questions.**

4 **Complete the blog post with the words in the box.**

aubergine baguette blue clotted condiments crumpets decaf fraiche light live paste shortbread sourdough sponge stock rocket wholemeal Worcestershire

MY PERFECT SHOPPING TRIP

Some people love it. To me, it's a chore and I get it done as fast as possible. I know the layout of my local supermarket like the back of my hand, and I always go armed with a list. First in, on the left is fruit and veg, so I'll grab a pack of **(1)** _____ and maybe a nice, purple **(2)** _____. Then it's down the dairy aisle, so I head straight for the **(3)** _____ cheese, some crème **(4)** _____ for cooking, and I avoid even looking at the **(5)** _____ cream – far too tempting. Down at the end is the **(6)** _____ yoghurt – good for digestion. A quick turn of the trolley and I'm flashing past the tins and **(7)** _____. In goes tomato **(8)** _____, **(9)** _____ mayo, **(10)** _____ sauce and some **(11)** _____ cubes. Then I'm into my favourite aisle – the one where the smell can actually make me slow down for a moment. Freshly baked bread – nothing better. My supermarket has its own bakery and on display are still-warm, white and **(12)** _____ loaves and crusty rolls. I pick up a long **(13)** _____ and a lovely **(14)** _____ loaf, then pick up my pace again as I go on past the packets of baked goods. **(15)** _____ (a joy, toasted, hot with butter!) join the mounting pile in my trolley. I continue past the cakes, momentarily distracted from my list by **(16)** _____ biscuits and a Victoria **(17)** _____, but no, I stay focused, adding only a jar of **(18)** _____ coffee in the next aisle and scan the queues at the check-out. Yes, one is empty. I check the time – all done in less than ten minutes. That's my idea of shopping!

5 If you go food shopping, are you like the blogger in exercise 4? Why (not)?

6 Find and correct the mistakes in the quantities. One is correct. Then replace the food items with different ones so that the quantities are correct.

1 a jug of marmalade
2 a scoop of vinegar
3 a rasher of meat
4 a segment of cake
5 a dollop of cream
6 a pinch of cheese
7 a lump of tomato paste
8 a tube of garlic

7 Work in pairs. Take turns to give examples of what foods these adjectives or phrases could describe.

appetising bland bony chewy crispy crusty fatty greasy inedible lukewarm lumpy melt(s) in your mouth mouth-watering piping hot rancid tart unappetising unripe

8 Complete the reviews of a hotel restaurant with the correct adjectives or phrases from exercise 7. There are three extra words.

accidental_tourist

★★★★★

The full English at the hotel was superb. Although everything was fried, it wasn't **(1)** _____ at all. The bacon was **(2)** _____, and it looked irresistibly **(3)** _____. The whole dish was **(4)** _____, clearly straight from the pan! Really lovely.

SebastianD-J

★★☆☆☆

I had the sole, which was unfortunately very **(5)** _____ (I nearly choked), with a cheese sauce which wasn't smooth but **(6)** _____ and the vegetables were **(7)** _____, no seasoning or **(8)** _____, as if the plate had been standing for a while.

Merry_Berry

★★★☆☆

The soup was insanely **(9)** _____ and the **(10)** _____ bread warm and fresh. However, the steak was a bit tough and rather **(11)** _____. I had a fruit salad for dessert, which was a little **(12)** _____ for my taste, and the kiwis were hard and **(13)** _____. Such a shame.

terranova25

★☆☆☆☆

Usually scallops are cooked so that they **(14)** _____. These were sadly overcooked and oversalted. **(15)** _____, I'm afraid. I left them all.

Posiłki i ich przygotowanie

9 Complete the text with the words in the box.

crackling flavoursome gourmet growl hearty insipid pie pudding shortcrust squeak stuffing toad trimmings

The Brits CAN cook!

British cuisine has had a bad reputation since forever. For a long time, visitors have arrived expecting unadventurous, **(1)** _____ food, with meals that are perhaps **(2)** _____ and fill the stomach but fail to excite the diner. However, this reputation is changing, and many traditional British dishes today rank up there with the best in the world. Of course, there are many **(3)** _____ **restaurants** with Michelin stars, where you can find meals of a similarly high quality to that in any country, but it's the basic British cooking that yours truly has discovered to be both surprising and unbelievably **(4)** _____. Obviously, there are the roasts **with all the (5)** _____ – beef and **Yorkshire (6)** _____, pork with **(7)** _____ and apple sauce, chicken with sage and onion **(8)** _____ and lamb with mint sauce. But it's the lesser-known British culinary triumphs, often with the most amazing names, that **make my stomach (9)** _____. **Bubble and (10)** _____ is an irresistible umami-rich fry-up of leftovers, and then we have **(11)** _____**-in-the-hole** – sausages hiding in batter, and something called **stargazy (12)** _____, where the heads and tails of small fish poke up through the melt-in-your-mouth **(13)** _____ **pastry**. Quintessentially British, eccentric but full of flavour, tradition and magic, the UK definitely has dishes that are worth looking out for.

10 Choose the correct verbs to complete the recipe fragments. What do you think the recipes might be for?

1 ***Glaze*** / ***Brown*** the chopped beef quickly in hot oil. Then add to the vegetables with a small amount of stock and ***braise*** / ***boil*** in a covered casserole dish for several hours on a low heat.
2 ***Reduce*** / ***Decrease*** the red wine sauce by simmering gently for another ten minutes.
3 Always ***sift*** / ***knead*** the flour and ***whirl*** / ***whisk*** the eggs well and remember to ***preheat*** / ***warm*** the oven and ***grease*** / ***fatten*** the baking tray to avoid sticking.
4 Halfway through cooking, ***season*** / ***baste*** the chicken with the juices to ensure it doesn't get too dry.
5 ***Strain*** / ***Cleanse*** the spaghetti and ***decorate*** / ***garnish*** with salad. ***Drip*** / ***Drizzle*** with olive oil and ***sprinkle*** / ***sift*** grated cheese over it.

11 Match words in boxes A and B to form compound nouns indicating items found in a kitchen.

A

chopping cling garlic glass induction kitchen lemon oven place potato rolling tea

B

board crusher film gloves hob mat peeler pin roll squeezer towel tumbler

12 Match some of the compound nouns from exercise 11 to the correct descriptions.

Use this/these ...

1 to avoid burning your hands. _____
2 to make pastry very flat. _____
3 to cover leftovers. _____
4 to cut up meat and vegetables. _____
5 to prevent a plate marking a table. _____
6 to save time when preparing vegetables. _____
7 to wipe up spilt liquid. _____
8 to dry the dishes. _____

Nawyki żywieniowe i diety

13 Complete the posts with the correct forms of the verbs in the box. There are two extra verbs.

bolt drain gorge gulp nibble pick sip slurp smack

Cringeworthy eating habits. Tell us the worst! Can you name two more that annoy you?

Oh – I've got a list! Something I can't stand is when the person I'm eating with **(1)** _____ their food **down** as though they haven't eaten for days, so that they're finished while I've only just started. 12 Feb, 2023

Fussy eaters. You know, those who **(2)** _____ **at** their food and maybe **(3)** _____ **at** a breadstick or something and then leave most of what's on their plate. 12 Feb, 2023

I can understand **(4)** _____ **down** a drink when you're really thirsty, but when you're eating out especially, I think it's quite impolite to **(5)** _____ **your glass** quickly, rather than **(6)** _____ **at** it, and then **(7)** _____ **your** lips loudly afterwards! 13 Feb, 2023

14 Work in pairs and discuss the questions.

1 Do you have a sweet tooth? If so, what's your favourite dessert or snack?
2 What would you most like to sink your teeth into right now?
3 Have you ever been off your food? Why?
4 Are there any eating habits you were told off for when you were a child?
5 If a friend had annoying eating habits, would you tell them? Why (not)?

15 Complete the article with one word in each gap. The first letters have been given. Use the wordlist on page 87 to help you.

Menu

For people trying to lead a healthy lifestyle, **(1) c**_____ **dietary advice** can be a problem. What we should eat, how often and when, and whether we should take **vitamin and mineral (2) s**_____ or trust to a **(3) b**_____ **diet** to provide all the essentials are questions that can have different answers on any given day. What remains unquestioned is the danger of **saturated (4) f**_____ contributing to high **cholesterol (5) l**_____, and the importance of following a diet **(6) r**_____ **in** all food groups. The Mediterranean diet seems to come out on top when considering **daily (7) i**_____ and **nutritional (8) v**_____, and the consensus seems to be that **(9) f**_____ **diets** and **crash diets** should be avoided when trying to achieve a healthy weight. **(10) C**_____ **out** or **(11) c**_____ our **intake** of certain fatty foods or sugary treats can be part of a **(12) s**_____ **diet**, but it is still worth consulting a **(13) n**_____.

Zaburzenia odżywiania

16 Complete the email with the words in the box.

behaviours binge dietary distorted eating malnutrition self-esteem talking threatening treatment

Hi! You know this assignment we're doing on **(1)** _____ **disorders**? Well, I've found a couple of really useful sites – I've added the links below. I'd always thought that anorexia and bulimia were quite modern problems, related to a **(2)** _____ **body image** and trying to **build up (3)** _____ in an age when image is SO important. But apparently these life-**(4)** _____ disorders have been around for hundreds of years – I mean, **(5)** _____ **eating** and purging goes back to the Romans! It's only more recently that the disorders have been given names and accepted as having psychological and emotional links, which can be treated. Now, the number of clinics that specialise in **(6)** _____ **therapies** and targeted **(7)** _____ **plans** is increasing all the time. Not so long ago, people with anorexia might die from **(8)** _____ ... That being said, other **unhealthy eating (9)** _____ are still surfacing. Who knew that orthorexia – an excessive preoccupation with healthy food and following very strict **(10)** _____ **restrictions** – was a thing? And BED (binge eating disorder), and the list goes on. Check out the sites and get in touch soon!

Lokale gastronomiczne

17 **Choose the correct words to complete the blog post.**

We are having a wild time here in Spain. The hotel is magnificent, and the food is **to (1)** ***cry*** / ***die*** **for**! Jack is a real **(2)** ***foodie*** / ***nutritionist*** and according to him the meals are top class. Everything is on offer. Breakfast is either waiter-served or a **(3)** ***selection*** / ***buffet*** where you can help yourself, and there's a choice of everything from a **(4)** ***full*** / ***complete*** **English** to a **(5)** ***European*** / ***continental*** **breakfast**. So, you can have a **fry- (6)** ***up*** / ***on*** or porridge or cold meats and cheese, or all of the above! I usually have a cooked breakfast and then only go for a **(7)** ***light*** / ***gentle*** lunch. The evening meal is very **(8)** ***nourishing*** / ***substantial*** – often five courses (!) – and it's waiter-served. Guests dress up for dinner, and it's **(9)** ***high*** / ***fine*** **dining** at its best. There is a range of international dishes on the menu, which is **à la (10)** ***card*** / ***carte***, but I prefer to try the local specialities. On Jack's birthday, we went into town and had a **slap- (11)** ***up*** / ***on*** meal at a seaside restaurant, sitting outside. Lots of seafood, laughs and even a bit of singing! Excellent food, some **(12)** ***leftovers*** / ***rests*** for a **(13)** ***puppy*** / ***doggy*** **bag**, and a later **midnight (14)** ***feast*** / ***delicacy***! Fabulous evening. Check out the pictures. My taste buds are really enjoying this holiday!

18 **Work in pairs. You have two minutes. Name:**

1 a popular local food outlet
2 a culinary critic
3 a delicacy from your region
4 a famous gourmet chef
5 a recommended side order in your favourite eatery
6 an acceptable amount for a gratuity
7 popular street food near your home

Pronunciation activity ▶ p. 277

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

19 CD 1.34 **Listen to someone talking about food waste and answer the questions.**

1 What cultural change does the speaker mention at the start of the talk?
2 How can legislation help reduce food waste?
3 Why does the speaker say that food waste is 'immoral'?
4 What remarkable step did one hotel take?
5 What two examples does the speaker give to illustrate how individuals can help reduce food waste?

20 **Work in pairs and answer the questions.**

1 What would your reaction to the hotel sign be? Why?
2 Have you / Would you ever ask for a doggy bag? Why (not)?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

21 **Work in pairs. Take turns to describe the picture and answer the questions.**

1 How important do you think this kind of activity is for young children? Why?
2 What was the first thing you learned to cook and who taught you?
3 Tell us about a bad eating or cooking experience you've had recently.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

What do you think is different about the food astronauts eat at the International Space Station and the food we eat? Why? Why might the action of eating be challenging in zero gravity?

06 LISTENING

Zoom in

1 **Work in pairs and discuss the questions.**

1 Look at the picture above. How is the child feeling?

2 Which of the vegetables below do you like? Have your tastes changed in any way since you were a child?

3 Do you think it's a good idea to expose children to food from different countries or cultures when they are very young? Why (not)?

Practise

GET SMARTER

Zadania polegające na dopasowywaniu pytań do poszczególnych wypowiedzi często sprawdzają umiejętność zrozumienia szczegółowych informacji. Postaraj się skupić na kluczowych wyrazach i pamiętaj, że w wypowiedziach mogą występować pojedyncze wyrazy lub całe fragmenty identyczne jak te użyte w pytaniach, co nie oznacza, że pytanie pasuje do danego tekstu. Te same treści w tekstach są zwykle przekazane za pomocą innych sformułowań.

2 CD 1.35 **Listen to two speakers. Match the speakers (1–2) with the sentences (A–C). Explain why one sentence does not match any speaker.**

This speaker mentions

A the possibility that parents may be too concerned about food preferences.
B a possible cause of children's odd eating habits.
C some negative health implications of food fads in children.

DOBIERANIE

3 CD 1.36 **Usłyszysz dwukrotnie cztery wypowiedzi na temat śmieciowego jedzenia w szkołach. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A a means of changing a restriction.
B the government's excessive control over freedom of choice.
C a ban on opening fast food joints near schools.
D the possible results of enforcing a food-related ruling.
E an indication of a positive change in eating habits.

1	2	3	4

Fish for words

4 **Complete the sentences with the correct nouns in the box.**

difference encroachment excess good outlets step

1 Having nutrition classes at school can make a **marked** _____ to the food students choose later in life.
2 Everyone needs a sugar lift at some point in the day, but if sugar is **eaten to** _____, it can have health implications.
3 Telling us what we can and can't eat is, in my opinion, an _____ **on** our civil liberties.
4 Peter, you should immediately cut down on your saturated fat intake **for your own** _____.
5 In my opinion, controlling what people eat by legal means is surely a _____ **too far**.
6 Two new **food** _____ have opened in the centre of our town, and both serve vegan food.

Wrap it up

5 **How far do you agree or disagree with the measures described by the speakers in exercise 3 to control junk food in schools? Is there anything else you would suggest?**

Zoom in

1 ROZMOWA WSTĘPNA **Work in pairs. Discuss the questions.**

1 Do you enjoy trying new food? Why (not)?
2 What's your most and least favourite breakfast, dinner and supper?

Activate

2 **Read the *Know your phrases* box and find all the adjectives. Then work in pairs and answer the questions.**

1 How many sets of synonyms can you find? What do they mean?
2 Which adjectives have a negative meaning?
3 Does 'catchy' mean the same as 'eye-catching'?
4 For which two adjectives are there no synonyms in the box? Can you think of any synonyms for them?

KNOW YOUR PHRASES

- *I must say that both posters seem suitable/appropriate, but I'd choose the first one.*
- *I'm not sure / I'm in two minds as both posters seem fine/a bit unattractive.*
- *While the first poster may do the trick, the other two seem a little uncompelling.*
- *Out of the two options, I'm going to go/opt for the first one.*
- *This poster appeals to me more because it has got a catchy/persuasive slogan / is thought-provoking.*
- *In my opinion, people will pay more attention to this poster because of its convincing message / the intriguing slogan.*
- *A poster has to be eye-catching, so this one is definitely/certainly more suitable/apt for a social campaign.*
- *This poster is likely to draw/attract attention due to its bright colours.*
- *To be honest, none of the posters convey the message well enough, but were I to choose one, I'd go for …*

3 **Complete the task below.**

Powiedz, że:
1 nie jesteś pewny/pewna, który plakat jest bardziej odpowiedni;
2 w Twoim przekonaniu, to drugi plakat ma żywsze kolory i ciekawszy slogan;
3 z dwóch opcji zamierzasz wybrać tę pierwszą, ponieważ ma bardziej przekonujące przesłanie;
4 ten drugi plakat z pewnością przyciąga wzrok;
5 szczerze mówiąc, tylko plakat nr 2 wystarczająco dobrze komunikuje przekaz.

Practise

GET SMARTER

Wyrażając swoją opinię, pamiętaj aby używać zwrotów takich jak: *To my mind …, As far as I am concerned …, In my opinion …, I guess …, I must say / admit … .* Omawiając wady i zalety jakiegoś zagadnienia, staraj się przedstawiać je za pomocą zwrotów, takich jak: *There is a number of advantages and disadvantages of this solution. One of the pluses / minuses could be …, Another argument in favour may be …, Another drawback / negative aspect is … .*

4 **Read the headlines which give information about two pro-environmental initiatives. Write down two arguments for and two arguments against each initiative.**

Local supermarket raises prices by 5% in order to cover the cost of biodegradable bags

Takeaway chain refuses to serve customers who don't bring their own containers

5 **Work in pairs. Discuss the initiatives in exercise 4. Take turns to be for and against each one of them. Use the arguments you have prepared in exercise 4.**

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

6 **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

W trakcie pobytu w Londynie bierzesz udział w akcji promującej ekologiczne podejście do kupowania żywności. Masz za zadanie wybrać plakat, który zostanie wykorzystany w tej akcji.
- Wybierz ten plakat, który wydaje Ci się najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 Is it a good idea to take your own containers (jars, boxes, paper bags) when you go food shopping?
2 Will zero-waste shops (ones that avoid non-reusable packaging) soon become common? Why (not)?

Speaking Bank ▶ p. 219

Wrap it up

7 **Work in groups of four. Invent a slogan for a social campaign against wasting food.**

Speaking Set 06 ▶ p. 208

06 READING

Zoom in

1 **Work in pairs and discuss the questions.**

1 Look at the picture above. Would you like to take part in this kind of gathering? Why (not)?
2 What is your earliest memory of eating out? Why do you remember it so well?

Practise

GET SMARTER

Podczas rozwiązywania zadań polegających na uzupełnianiu streszczenia tekstu w języku angielskim konieczne może się okazać użycie słowa lub kilku słów występujących w streszczanym tekście. Pamiętaj, że zazwyczaj trzeba wprowadzić w nich zmiany, np. przekształcić przymiotnik na przysłówek lub zmienić stronę czasownika.

2 **Read the text and complete its summary with the correct forms of the underlined words. Add any necessary words. Do not use more than three words in each gap.**

The Owens held a dinner party on the evening of the first Saturday of <u>every second month</u>. Ginny Owen's cooking talents were <u>reputed</u> to be superb, and held in such high regard that an invitation to dinner at the Owens' was never turned down. If you <u>refused</u> an invitation, you could be removed from the guest list forever.

The Owens hosted dinner parties **(1)** _____. Ginny Owen had a **(2)** _____ cooking excellent food. **(3)** _____ was out of the question if you wanted to be invited again.

UZUPEŁNIANIE STRESZCZENIA

3 **Przeczytaj tekst na stronie 83 i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

When Kim goes to Saturday tea at her boyfriend's house, she is amazed to see foodstuffs that have been **(1)** _____. The type of food on the table is **(2)** _____ Kim is used to eating in her family home. Everything seems to have been chosen to make life easier for Mrs Farmer. Although Kim's mother would have frowned upon the sugariness and unhealthiness of the food on the table, Kim is **(3)** _____ by the tea. She is also fascinated by the elegance of the cutlery and **(4)** _____.

Fish for words

4 **Complete the sentences with the correct words in the texts in exercises 2 and 3. Some letters have been given.**

1 My grandmother always used to f_____ **upon** my brother's choice of friends.
2 Before starting my summer job in a local restaurant I have to learn how to l_____ **tables** correctly.
3 This cake was **baked with my own f**_____ **hands**, so you'd better enjoy it!
4 My dad was furious at the cost of the meal and **b**_____ the restaurant bill at the manager angrily.
5 Before cooking, **t**_____ **the fat** from the meat as it can make the dish very greasy if left on.
6 Our generation has **a w**_____ **different** attitude to meal times than our parents and grandparents.
7 It's a custom in our house for my father to **c**_____ **the table** after every meal.
8 The cauliflower salad was served in **d**_____ pastry shells.

Wrap it up

5 **Imagine you are preparing a celebratory meal for your best friends. What dishes would it include and why?**

Afternoon tea at the Farmers' in the 1970s

Never before had Kim seen a shop-bought, factory-made cake in a box on a table that had been set exquisitely for afternoon tea – something the English do very well. Almost reverently, it was removed from its box and set on a silver cake stand that stood elegantly on top of a fancily embroidered white tablecloth. The cake was covered with white icing and had a preserved cherry on the top. There was very sweet, yellow butter icing between the two layers. It had clearly been bought from the local supermarket. And it all made her mouth water.

Her mother would have had a fit. She had her own criteria. In their house, the only cakes consumed were those baked with her own fair hands, in her own well-equipped kitchen. But Kim was in another type of home entirely; it was her very first Saturday afternoon tea at her new boyfriend's house, a tradition that had apparently been running forever. And his mother had a wholly different attitude to cooking. Basically, she did not cook at all. Everything was from the supermarket. The cake was from a box, the apricots for dessert were from a tin and the sandwiches were spread with soft margarine and constructed from sliced, white bread from a packet. Plates of shop-bought biscuits and little individual iced cakes littered the table, and there was a bottle of salad dressing to be poured on top of the shreds of lettuce, pieces of carrot and cut tomatoes that accompanied the slices of tinned ham, should they so desire. Not only was it a tea that she had never in her life experienced before – it was a tea that she absolutely adored. From the sweet cake icing to the (tinned) sardine sandwiches, she loved every mouthful. It was a fast food feast before the term *fast food* had ever been uttered.

'Mrs Farmer, this is wonderful,' Kim gushed, trying to take very dainty bites from her sandwich. Her own mother would have carefully trimmed the crusts from the bread. Not Mrs Farmer. Her efforts had gone into opening the packaging and cutting things up. It was her son whose job it was to both lay the table and later clear it. The cutlery gleamed. The knives looked as if they had been in the family for a hundred years or more.

'That's good, dear!' She dangled a couple of tea bags in the empty, beautiful white and gold porcelain cups, and brandished the kettle. 'More tea? Or d'you fancy a fizzy drink?'

1 **Work in pairs. Look at the photo in exercise 18 on page 79 and take turns to describe it. Then answer the questions.**

1 Do you like eating at places like this? Why (not)?
2 Why are places like this becoming popular?

2 **Read the Grammar Reference on page 238. Then read the story in the left column again and find examples of nouns which are used with articles or quantifiers. Are these nouns countable or uncountable? Which of the quantifiers can be used with both countable and uncountable nouns?**

3 **Complete the text with suitable articles or quantifiers using one word in each gap. There may be more than one correct answer.**

Food trucks may seem like **(1)** _____ new invention, but, in fact, they have been around for **(2)** _____ centuries. According to **(3)** _____ historians, even **(4)** _____ ancient Romans sold food in this manner – not from **(5)** _____ motorised truck of course, but from a cart drawn by animals. When it comes to **(6)** _____ USA, **(7)** _____ first food trucks were called chuckwagons, and they offered their services to cowboys in **(8)** _____ American prairies. **(9)** _____ typical wagon would sell beans, barbecued meat, coffee, biscuits, water and firewood. Later on, food trucks began to operate at most of **(10)** _____ top American university campuses, like Yale or Harvard, providing cheap food to students. However, the first mobile food truck as we know it appeared on **(11)** _____ streets of Los Angeles in **(12)** _____ 1970s, and it sold Mexican tacos. Since then, food trucks have become **(13)** _____ common feature of towns and cities across the world. They offer **(14)** _____ choice of affordable, tasty food and drinks, and, what's more, free Wi-Fi! **(15)** _____ students ever complain about that!

GRAMMAR POINT

There was a great/good deal of interest in the new restaurant.
There were plenty of people inside/nibbles on the table to snack on.
There was hardly any food/were hardly any guests left by the end of the evening.
There was no salt/were no preservatives used whatsoever in the preparation of this dish.

4 **Which of the expressions in the *Grammar point* box can be used with countable nouns, uncountable nouns, or both? What does *whatsoever* mean?**

5 **Work in groups of four. Prepare a menu for your own food truck. Make it varied and interesting. Use a variety of quantifiers. Share your menus with the class and have a class vote for the most interesting one.**

Grammar Reference and Practice ▶ pp. 238–241

Zoom in

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

1 What could a take-and-bake kit be? What do you think of this idea?
2 Can these kits encourage people to cook for themselves and invent their own recipes? Why (not)?

Practise

GET SMARTER

Gdy wykonujesz zadania polegające na uzupełnieniu luk w tekście jednym wyrazem, zastanów się, jaką częścią mowy jest brakujące słowo. Często jest to przyimek, np.: *in*, *at*, *on*; przedimek *a*, *an* lub *the*; zaimek osobowy, np.: *he*, *herself*, *them*; czasownik tworzący jakiś zwrot lub słowo; określnik ilości, np.: *much*, *many*, *little* lub spójnik, taki jak: *and*, *however*, *so*.

2 **Complete the questions with one word in each gap. Then work in pairs and answer them.**

1 How _____ publicity does healthy eating get in Poland?
2 Is it possible at _____ in our hectic lives to eat healthily and _____ eating processed foods?
3 Do you ever tend _____ overeat? _____ what occasions?
4 Would you like to _____ out about new spices or ingredients to use in _____ cooking?
5 How much _____ a foodie are you?
6 Is banning meat production a step _____ far? What _____ you say that?
7 Have you ever been fixated on _____ diets? _____ promoting diets be banned?

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

3 **Przeczytaj tekst. Uzupełnij każdą lukę 1–7 jednym wyrazem tak, aby powstała spójna i logiczna wypowiedź. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

You're starving, really starving. However, you have **(1)** _____ time to cook anything from scratch, and you don't fancy another microwave pizza or sandwich. What do you do? You've just **(2)** _____ your parents buying a take-and-bake kit from your local supermarket last week. It's a spicy curry. It'll do. If you have ever been in this situation, you know that those kits can be a real lifesaver. The catering industry knows it too, and so they **(3)** _____ up with more and more inventive ways to allow you to make top-quality dishes at home. The kits come with **(4)** _____ the ingredients you need to prepare a scrumptious meal. And it's not just supermarkets selling those kits these days. The restaurants themselves have **(5)** _____ of them on sale too. The kits vary in terms of the price, the amount of prep work you need to put **(6)** _____ and the challenge level they involve. The only concern may be **(7)** _____ packaging, so when you order a DIY meal, make sure that the boxes or wrapping are recyclable.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

4 **Przeczytaj tekst. Uzupełnij każdą lukę 1–7 jednym wyrazem tak, aby powstała spójna i logiczna wypowiedź. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Sometimes I hear that I'm not a typical teenager because I adore cooking and inventing new dishes. Perhaps I'm not typical, but certainly I'm not **(1)** _____ only one! A group of friends and I have just decided to throw a party at home, cook all the food for it and, on **(2)** _____ of that, make it a truly restaurant-like experience. We've invited a few friends and got them to contribute financially to this feast – not a lot, but **(3)** _____ to buy all the necessary ingredients. We've selected a theme, and decided to have a warm, laid-back Italian restaurant feel. The menu has been the greatest challenge **(4)** _____ far as we've also got to make some vegan and vegetarian dishes for our friends. I asked my mum **(5)** _____ some advice, and I think we'll go for some veggie pasta dish, salami pizza slices, and a tuna salad. They are easy-to-follow recipes and will, touch wood, guarantee our culinary success. We're going to dress **(6)** _____ as chefs, too, to impress our friends. I'm really looking forward to **(7)** _____ their faces!

Wrap it up

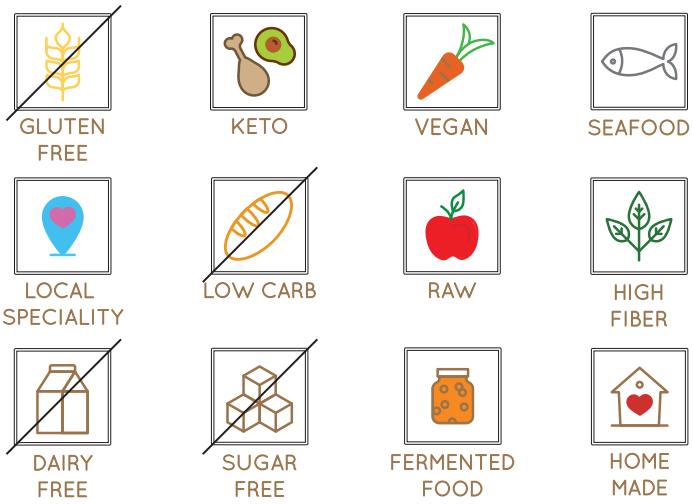
5 **Work in pairs. Imagine you want to throw a party. Discuss the following:**

- the theme,
- the items on the menu,
- how to make the experience memorable.

Use of English – Extra Practice 06 ▶ p. 270

Zoom in

1 **Work in pairs. Look at the pictures. How many of these diets have you heard of? Can you give examples of specific food products which are recommended and which are banned in each of the diets?**



Activate

2 **Read the sentences in the *Know your phrases* box and divide them into three categories: describing your own opinion, describing how other people feel, and impersonal statements.**

KNOW YOUR PHRASES

- *Recently, there has been a lot of discussion / debate about young people and diets.*
- *There is some controversy / disagreement surrounding the issue of diets.*
- *Some people believe / claim that diets are simply fads, while others hold that diets are highly beneficial.*
- *The way I see it, young people are becoming more and more aware of the need to have a balanced diet.*
- *A lot of young people have no choice / no alternative but to stick to a certain diet for health reasons.*
- *I am not in favour of restricted / crash diets as they do more harm than good / may be detrimental to your health.*
- *Some teenagers are easily led and often follow advice from irresponsible celebrities.*
- *I am convinced that we need a public debate / an in-depth discussion to clarify what a healthy diet is.*

3 **Complete the task below.**

Powiedz, że:

1 dla wielu osób fakt, że młodzież przechodzi na różne diety, to tylko moda;
2 młodzi ludzie są coraz bardziej świadomi potrzeby zdrowego odżywiania i troski o środowisko;
3 nie popierasz restrykcyjnych diet odchudzających, ponieważ nie są one korzystne dla zdrowia;
4 zgadzasz się, że czasami młodzi ludzie nie mają własnego zdania i słuchają rad celebrytów;
5 wierzysz, że istnieje konieczność prowadzenia kampanii pokazującej różnice pomiędzy dobrymi i złymi dietami.

Practise

GET SMARTER

Pamiętaj, że rozprawka wyrażająca opinię nie wymaga przedstawienia argumentów przeciw jakiemuś stanowisku. Ważne jest, aby tworząc ten rodzaj wypowiedzi pisemnej, odnieść się do obu aspektów zjawiska przedstawionych w poleceniu, używać języka formalnego oraz zwrotów typowych dla wyrażania opinii. Mogą mieć one formę bezosobową, np.: *It is widely believed that …, Many people say that …, Experts claim that …, Statistics point to the fact that …*, jak i osobową, np.: *To my way of thinking …, I am of the opinion that …, Taking into account …, I think that …*

4 **Write sentences about issues 1–3 using impersonal constructions and expressions which introduce personal opinions.**

excessive exercising

Experts agree that excessive exercising may do more harm than good.
I am of the opinion that excessive exercising does not suit everybody.

1 vegan diet
2 junk food
3 crash diets

5 **Read the sentences you wrote in exercise 4. For each sentence, write a justification using at least one full sentence.**

Example:
I am of the opinion that excessive exercising does not suit everybody. Not all of us have enough stamina to continue exercising for a long time without causing damage to our health, such as knee injuries.

ROZPRAWKA WYRAŻAJĄCA OPINIĘ

6 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażeń z ramki *Know your phrases*.**

Usłyszałeś/Usłyszałaś dyskusję o tym, czy diety są koniecznością, czy tylko chwilową modą. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do potrzeb zdrowotnych nastolatków oraz panujących trendów.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 224

Wrap it up

7 **Work in pairs. Are dietary habits in Poland changing? Why (not)?**

MP3 49 VOCABULARY

Food products / Artykuły spożywcze

Fruits / Owoce

apricot /ˈeɪprɪˌkɒt/ morela
blackcurrant /ˌblækˈkʌrənt/ czarna porzeczka
blueberry /ˈbluːbərɪ/ borówka amerykańska
cranberry /ˈkrænbərɪ/ żurawina
gooseberry /ˈgʊzbərɪ/ agrest
plum /plʌm/ śliwka
prune /pruːn/ śliwka suszona
rhubarb /ˈruːˌbɑːb/ rabarbar
tangerine /ˌtændʒəˈriːn/ mandarynka

Vegetables / Warzywa

asparagus /əˈspærəgəs/ szparagi
aubergine (BrE)/eggplant (AmE) /ˈəʊbəˌʒiːn/ /ˈegˌplɑːnt/ bakłażan
baked beans /ˌbeɪkt ˈbiːnz/ fasola w sosie pomidorowym
beetroot (BrE)/beet (AmE) /ˈbiːtruːt/biːt/ burak
Brussels sprouts /ˈbrʌsəlz spraʊts/ brukselka
celeriac /səˈleriæk/ seler korzeniowy
celery /ˈselərɪ/ seler naciowy
ceps/porcini /seps/pɔːˈtʃiːni/ prawdziwki
chanterelles /ˌʃɑ̃ːntəˈrelz/ kurki
courgette (BrE)/zucchini (AmE) /kɔːˈʒet/zʊˈkiːni/ cukinia
kale /keɪl/ jarmuż
lentils /ˈlentɪlz/ soczewica
parsley /ˈpɑːslɪ/ pietruszka
pulses /ˈpʌlsɪz/ rośliny strączkowe
rocket /ˈrɒkɪt/ rukola
sauerkraut /ˈsaʊəˌkraʊt/ kapusta kiszona
squash /skwɒʃ/ dynia, kabaczek

Meat, fish and shellfish / Mięso, ryby i skorupiaki

black pudding /ˌblæk ˈpʊdɪŋ/ kaszanka
carp /kɑːp/ karp
clams /klæmz/ małże
crayfish /ˈkreɪˌfɪʃ/ rak
eel /iːl/ węgorz
flounder /ˈflaʊndə/ flądra
game /geɪm/ dziczyzna
mackerel /ˈmækrəl/ makrela
mince (BrE)/ground beef (AmE) /mɪns/ ˌgraʊnd ˈbiːf/ mielona wołowina
mussels /ˈmʌsəlz/ omułki
mutton /ˈmʌtən/ baranina
octopus /ˈɒktəpəs/ ośmiornica
oysters /ˈɔɪstəz/ ostrygi
prawns (BrE)/shrimps (AmE) /prɔːnz/ʃrɪmps/ krewetki
scallops /ˈskæləps/ przegrzebki
sole /səʊl/ sola
trout /traʊt/ pstrąg
veal /viːl/ cielęcina
venison /ˈvenɪsən/ sarnina

Breads and cereal products / Pieczywo i produkty zbożowe

baguette /bæˈget/ bagietka
breadcrumbs /ˈbredˌkrʌmz/ bułka tarta
cornflour (BrE)/cornstarch (AmE) /ˈkɔːnˌflaʊə/ /ˈkɔːnstɑːtʃ/ mąka kukurydziana
crispbread /ˈkrɪspˌbred/ pieczywo chrupkie
crumpets /ˈkrʌmpɪts/ okrągłe pieczywo śniadaniowe
pearl barley /ˌpɜːl ˈbɑːlɪ/ kasza jęczmienna
sourdough (bread/loaf) /ˈsaʊəˌdəʊ (bred/ləʊf)/ chleb na zakwasie
wholemeal /ˈhəʊlˌmiːl/ razowy, pełnoziarnisty

Dairy products / Nabiał

blue/goat cheese /ˌbluː/ˌgəʊt ˈtʃiːz/ ser pleśniowy/kozi
clotted cream /ˌklɒtɪd ˈkriːm/ bardzo tłusta śmietana do smarowania
crème fraîche /ˌkrem ˈfreʃ/ zakwaszona śmietana francuska
curd /kɜːd/ twaróg, zsiadłe mleko
live yoghurt /ˌlaɪv ˈjɒgət/ jogurt z żywymi kulturami bakterii
single/double/sour cream /ˌsɪŋgəl/ˌdʌbəl/ ˌsaʊə ˈkriːm/ chuda/tłusta śmietanka / kwaśna śmietana
skimmed/semi-skimmed milk /ˌskɪmd/ˌsemi skɪmd ˈmɪlk/ mleko odtłuszczone
whole/full-fat/full-cream milk /ˌhəʊl/ˌfʊl fæt/ˌfʊl kriːm ˈmɪlk/ mleko pełne

Herbs, spices, condiments / Zioła i przyprawy

chives /tʃaɪvz/ szczypiorek
coriander (BrE)/cilantro (AmE) /ˌkɒriˈændə/ səˈlæntrəʊ/ kolendra
cress /kres/ rzeżucha
dill /dɪl/ koperek
ginger /ˈdʒɪndʒə/ imbir
ground pepper /ˌgraʊnd ˈpepə/ pieprz mielony
light mayo /ˌlaɪt ˈmeɪəʊ/ majonez niskokaloryczny
marjoram /ˈmɑːdʒərəm/ majeranek
pickled onions/gherkins /ˌpɪkəld ˈʌnjənz/ˈgɜːkɪnz/ marynowane cebulki/korniszony
rosemary /ˈrəʊzmərɪ/ rozmaryn
stock cube /ˈstɒk kjuːb/ kostka rosołowa
sunflower/rapeseed oil /ˈsʌnˌflaʊər/ˈreɪpsiːd ɔɪl/ olej słonecznikowy/rzepakowy
thyme /taɪm/ tymianek
vanilla pod /vəˈnɪlə pɒd/ laska wanilii
Worcestershire/Worcester sauce /ˌwʊstəʃə/ ˌwʊstə ˈsɔːs/ sos Worcester

Other products / Inne produkty

decaffeinated/decaf coffee /diːˌkæfɪˌneɪtɪd/ˌdiːkæf ˈkɒfɪ/ kawa bezkofeinowa
egg white/yolk /ˈeg waɪt/jəʊk/ białko/żółtko jaja
food additives/colouring /ˈfuːd ˌædətɪvz/ˌkʌlərɪŋ/ dodatki/barwniki spożywcze
free-range eggs /ˌfriː reɪndʒ ˈegz/ jaja z wolnego wybiegu
instant coffee /ˌɪnstənt ˈkɒfɪ/ kawa rozpuszczalna
preservatives /prɪˈzɜːvətɪvz/ konserwanty
shortbread biscuits /ˌʃɔːtbred ˈbɪskɪts/ kruche ciastka maślane
skinny latte /ˌskɪnɪ ˈlæteɪ/ latte na chudym mleku
stuffing /ˈstʌfɪŋ/ farsz
tap water /ˈtæp ˌwɔːtə/ woda z kranu
Victoria sponge /vɪkˌtɔːrɪə ˈspʌndʒ/ ciasto biszkoptowe

Quantities of food / Porcje żywności

bunch of grapes /ˌbʌntʃ əv ˈgreɪps/ kiść winogron
clove of garlic /ˌkləʊv əv ˈgɑːlɪk/ ząbek czosnku
dash of vinegar /ˌdæʃ əv ˈvɪnɪgə/ kilka kropel octu
dollop of jam/cream /ˌdɒləp əv ˈdʒæm/ˈkriːm/ łyżka dżemu/śmietany
jar of marmalade /ˌdʒɑːr əv ˈmɑːməleɪd/ słoik dżemu cytrusowego
joint of meat /ˌdʒɔɪnt əv ˈmiːt/ duży kawałek mięsa
jug of milk /ˌdʒʌg əv ˈmɪlk/ dzbanek mleka
lump/knob of cheese/butter /ˌlʌmp/ˌnɒb əv ˈtʃiːz/ ˈbʌtə/ kawałek sera/masła o nieregularnym kształcie
pinch of salt/nutmeg /ˌpɪntʃ əv ˈsɔːlt/ˈnʌtmeg/ szczypta soli/gałki muszkatołowej
rasher of bacon /ˌræʃər əv ˈbeɪkən/ plaster boczku
scoop of ice cream /ˌskuːp əv ˈaɪs kriːm/ gałka lodów
segment of an orange /ˌsegmənt əv ən ˈɒrɪndʒ/ cząstka pomarańczy
spoonful of sugar /ˌspuːnfʊl əv ˈʃʊgə/ łyżka cukru
tablespoon/teaspoon of salt /ˌteɪbəlˌspuːn/ ˌtiːspuːn əv ˈsɔːlt/ łyżka/łyżeczka soli
tube of tomato paste /ˌtjuːb əv təˈmɑːtəʊ peɪst/ tubka koncentratu pomidorowego

Describing food / Opisywanie jedzenia

appetising/unappetising /ˈæpəˌtaɪsɪŋ/ʌnˈæpɪˌtaɪsɪŋ/ apetyczny/nieapetyczny
bland/insipid/tasteless /blænd/ɪnˈsɪpɪd/ˈteɪstləs/ mdły
bony /ˈbəʊnɪ/ ościsty
chewy /ˈtʃuːɪ/ gumowaty
crispy /ˈkrɪspɪ/ chrupiący (np. bekon)
crusty /ˈkrʌstɪ / z chrupiącą skórką (np. chleb)
edible/inedible /ˈedɪbəl/ɪnˈedəbəl/ jadalny/niejadalny
fatty /ˈfætɪ/ o dużej zawartości tłuszczu
flavoursome /ˈfleɪvəsəm/ aromatyczny
greasy /ˈgriːsɪ/ ociekający tłuszczem
hearty /ˈhɑːtɪ/ obfity (np. posiłek)
lukewarm /ˌluːkˈwɔːm/ letni, ciepławy
lumpy /ˈlʌmpɪ/ grudkowaty
make sb's stomach growl/rumble /ˌmeɪk ˌsʌmbədiz ˈstʌmək graʊl/ˌrʌmbəl/ przyprawiać kogoś o burczenie w brzuchu
melt in your mouth /ˌmelt ɪn jə ˈmaʊθ/ rozpływać się w ustach
mouldy /ˈməʊldɪ/ spleśniały
mouth-watering /ˈmaʊθ ˌwɔːtərɪŋ/ smakowicie wyglądający, apetyczny
nourishing/nutritious /ˈnʌrɪʃɪŋ/njuːˈtrɪʃəs/ pożywny
off-putting smell/presentation /ˌɒf ˌpʊtɪŋ ˈsmel/ ˌprezənˈteɪʃən/ odrażający zapach/wygląd
palatable/unpalatable /ˈpælətəbəl/ʌnˈpælətəbəl/ smaczny/niesmaczny
perishable goods /ˌperɪʃəbəl ˈgʊdz/ produkty szybko psujące się
piping hot /ˌpaɪpɪŋ ˈhɒt/ wrzący
rancid /ˈrænsɪd/ zjełczały
ripe/unripe /raɪp/ʌnˈraɪp/ dojrzały/niedojrzały
rotten /ˈrɒtən/ zgniły
scrumptious /ˈskrʌmpʃəs/ smakowity
tart/sharp /tɑːt/ʃɑːp/ cierpki
to die for /tə ˈdaɪ fɔː/ wyśmienity

MP3 50 Meals and meal preparation / Posiłki i ich przygotowanie

Meals / Posiłki

continental breakfast /ˌkɒntɪˌnentəl ˈbrekfəst/ śniadanie kontynentalne
decent/square/proper/substantial/lavish meal /ˌdiːsənt/ˌskweə/ˌprɒpə/səbˌstænʃəl/ˌlævɪʃ ˈmiːl/ obfity posiłek
leftovers /ˈleftˌəʊvəz/ resztki posiłku
light meal /ˌlaɪt ˈmiːl/ lekki posiłek
midnight feast /ˈmɪdˌnaɪt fiːst/ nocna uczta
portion/serving/helping /ˈpɔːʃən/ˈsɜːvɪŋ/ˈhelpɪŋ/ porcja
slap-up meal /slæp ʌp miːl/ wyżerka

Dishes / Potrawy

batter /ˈbætə/ rzadkie ciasto, np. naleśnikowe
cabbage rolls /ˈkæbɪdʒ rəʊlz/ gołąbki
casserole /ˈkæsərəʊl/ zapiekanka
compote /ˈkɒmpɒt/ deser z owoców w syropie
doughnut /ˈdəʊˌnʌt/ pączek
dumplings /ˈdʌmplɪŋz/ pierogi, kluski
fondant/buttercream icing /ˈfɒndənt/ˈbʌtəˌkriːm ˌaɪsɪŋ/ lukier
fried/poached/hard-boiled/soft-boiled eggs /ˌfraɪd/ˌpəʊtʃt/ˌhɑːd bɔɪld/ˌsɒft bɔɪld ˈegz/ jajka sadzone/gotowane w koszulkach/na twardo/na miękko
fry-up /ˈfraɪ ʌp/ smażone jedzenie
gingerbread /ˈdʒɪndʒəˌbred/ piernik, pierniczki
ice cream cone/cornet /ˈaɪs kriːm ˌkəʊn/ˌkɔːnɪt/ lody w rożku
jacket potatoes /ˌdʒækɪt pəˈteɪtəʊz/ ziemniaki w mundurkach
meatloaf /ˈmiːtləʊf/ pieczeń rzymska
porridge (BrE)/oatmeal (AmE) /ˈpɒrɪdʒ/ˈəʊtmiːl/ owsianka

The orange-highlighted words are practised in the vocabulary lesson.

puff/shortcrust pastry /ˌpʌf/ˌʃɔːtkrʌst ˈpeɪstri/ ciasto francuskie/kruche
roast /rəʊst/ pieczeń
spare ribs /ˌspeə ˈrɪbz/ żeberka
stew /stjuː/ gulasz

Typical British dishes / Typowe potrawy brytyjskie

apple crumble and custard /ˌæpəl ˌkrʌmbəl ənd ˈkʌstəd/ jabłka pod kruszonką z sosem
bubble and squeak /ˌbʌbəl ənd ˈskwiːk/ kapusta podsmażana z resztkami mięsa i ziemniakami
Cornish pasty /ˌkɔːnɪʃ ˈpæsti/ pieróg kornwalijski
full English (breakfast) /ˌfʊl ˌɪŋglɪʃ (ˈbrekfəst)/ angielskie śniadanie
mince pies /ˌmɪns ˈpaɪz/ bożonarodzeniowe babeczki z bakaliami
shepherd's/cottage pie /ˌʃepədz ˈpaɪ/ˌkɒtɪdʒ ˈpaɪ/ zapiekanka z mielonego mięsa i ziemniaków
stargazy pie /ˌstɑːˌgeɪzi ˈpaɪ/ kornwalijska zapiekanka z sardynek, jajek i ziemniaków
toad-in-the-hole /ˌtəʊd ɪn ðə ˈhəʊl/ kiełbaski zapiekane w cieście
with all the trimmings /wɪð ˌɔːl ðə ˈtrɪmɪŋz/ ze wszystkimi dodatkami
with crackling /wɪð ˈkræklɪŋ/ ze skwarkami
Yorkshire pudding /ˌjɔːkʃə ˈpʊdɪŋ/ wytrawne babeczki podawane do mięsa w sosie

Cooking verbs / Czasowniki związane z gotowaniem

baste /beɪst/ polewać płynem w trakcie duszenia
braise /breɪz/ dusić
bring sth to the boil /ˌbrɪŋ ˈsʌmθɪŋ tə ðə ˈbɔɪl/ doprowadzić coś do wrzenia
brown the meat /ˌbraʊn ðə ˈmiːt/ przyrumienić mięso
dice /daɪs/ pokroić w kostkę
drain/strain /dreɪn/streɪn/ odcedzić
drizzle with sth /ˈdrɪzəl wɪð/ skropić czymś
garnish /ˈgɑːnɪʃ/ przybrać
glaze /gleɪz/ polać polewą
grate /greɪt/ zetrzeć na tarce
knead the dough /ˌniːd ðə ˈdəʊ/ zagnieść ciasto
line/grease a baking tray /ˌlaɪn/ˌgriːs ə ˈbeɪkɪŋ treɪ/ wyłożyć papierem/natłuścić blachę do pieczenia
mash the potatoes /ˌmæʃ ðə pəˈteɪtəʊz/ utłuc ziemniaki
preheat the oven /priː ˌhiːt ði ˈʌvən/ rozgrzać piekarnik
reduce /rɪˈdjuːs/ zredukować, odparować (np. bulion)
season to taste /ˌsiːzən tə ˈteɪst/ doprawić do smaku
sift/sieve flour/cocoa /ˌsɪft/ˌsɪv ðə ˈflaʊə/ˈkəʊkəʊ/ przesiać mąkę/kakao
simmer /ˈsɪmə/ gotować na wolnym ogniu
sprinkle /ˈsprɪŋkəl/ posypać
steam /stiːm/ gotować na parze
whisk sth together/until light and fluffy /ˌwɪsk ˈsʌmθɪŋ təˈgeðə/ən,tɪl ˌlaɪt ənd ˈflʌfi/ ubić coś razem/na puszystą masę

Items used when cooking and eating / Przedmioty używane do gotowania i jedzenia

baking dish/sheet/tray/tin /ˈbeɪkɪŋ dɪʃ/ʃiːt/treɪ/tɪn/ blacha do pieczenia
casserole /ˈkæsərəʊl/ naczynie żaroodporne
chopping board /ˈtʃɒpɪŋ bɔːd/ deska do krojenia
clingfilm (BrE)/plastic wrap (AmE) /ˈklɪŋfɪlm/ ˌplæstɪk ˈræp/ folia spożywcza
crockery /ˈkrɒkəri/ naczynia
cutlery (BrE)/silverware (AmE) /ˈkʌtləri/ ˈsɪlvəweə/ sztućce
garlic crusher /ˈgɑːlɪk ˌkrʌʃə/ wyciskarka do czosnku
glass tumbler /ˌglɑːs ˈtʌmblə/ szklanka
induction hob /ɪnˈdʌkʃən hɒb/ płyta indukcyjna
kitchen roll/towels /ˌkɪtʃən ˈrəʊl/ˈtaʊəlz/ papier kuchenny
lemon squeezer /ˈlemən ˌskwiːzə/ wyciskarka do cytryn
oven gloves /ˈʌvən glʌvz/ rękawice kuchenne
place mat /ˈpleɪs mæt/ podkładka pod talerz
potato peeler /pəˈteɪtəʊ ˌpiːlə/ obieraczka
rolling pin /ˈrəʊlɪŋ pɪn/ wałek do ciasta
tea towel /ˈtiː ˌtaʊəl/ ścierka do naczyń

MP3 51 Eating habits and diets / Nawyki żywieniowe i diety

Ways of eating and drinking / Czasowniki związane z jedzeniem i piciem

be off your food /bi ˌɒf jə ˈfuːd/ stracić apetyt
binge on sth /ˈbɪndʒ ɒn/ jeść dużo czegoś w krótkim czasie
bolt/gobble sth down /ˌbəʊlt/ˌgɒbəl ˈdaʊn/ pochłaniać coś łapczywie
chew at/on sth /ˈtʃuː ət/ɒn/ przeżuwać coś
choke (on sth) /ˈtʃəʊk (ɒn)/ krztusić się (czymś)
drain your glass /ˌdreɪn jə ˈglɑːs/ opróżnić szklankę
gorge yourself on sth /ˈgɔːdʒ ɒn/ objeść się czymś
gulp sth down /ˌgʌlp ˈdaʊn/ przełykać coś gwałtownie
have a sweet tooth /ˌhæv ə ˌswiːt ˈtuːθ/ lubić słodycze
nibble (at/on) sth /ˈnɪbəl (ət/ɒn)/ skubać, pogryzać
peck/pick at your food /ˌpek/ˌpɪk ət jə ˈfuːd/ dziobać, grymasić przy jedzeniu
sink your teeth into sth /ˌsɪŋk jə ˈtiːθ ɪntə/ zatopić w czymś zęby
sip (at sth) /ˈsɪp (ət)/ sączyć, popijać coś
slurp your soup /ˌslɜːp jə ˈsuːp/ siorbać zupę
smack your lips /ˌsmæk jə ˈlɪps/ mlaskać
spit sth out /ˌspɪt ˈ sʌmθɪŋ/ aʊt/ wypluć coś
swallow /ˈswɒləʊ/ połknąć
turn your nose up at sth /ˌtɜːn jə nəʊz ˈʌp ət/ odmawiać (np. zjedzenia czegoś)

Nutrition and diets / Odżywianie i diety

balanced/varied diet /ˌbælənst/ˌveərɪd ˈdaɪət/ zrównoważona/zróżnicowana dieta
cholesterol levels /kəˈlestərɒl ˌlevəlz/ poziom cholesterolu
conflicting dietary advice /kənˌflɪktɪŋ ˈdaɪətəri ədˌvaɪs/ sprzeczne porady żywieniowe
control your intake /kənˌtrəʊl jər ˈɪnteɪk/ kontrolować spożycie
crash diet /ˌkræʃ ˈdaɪət/ drakońska dieta
cut down on (caffeine) /ˌkʌt ˌdaʊn ɒn (ˈkæfiːn)/ ograniczyć spożywanie (kofeiny)
cut out (sugar) /ˌkʌt ˌaʊt (ˈʃʊgə)/ odstawić (cukier)
daily intake /ˌdeɪli ˈɪnteɪk/ dzienne spożycie
diet high/rich in sth /ˌdaɪət ˈhaɪ/ˈrɪtʃ ɪn/ dieta bogata w coś
fad diet /ˌfæd ˈdaɪət/ modna dieta
food intolerance /ˈfuːd ɪnˌtɒlərəns/ nietolerancja pokarmowa
high/low in (fibre) /ˌhaɪ/ˌləʊ ɪn (ˈfaɪbə)/ o wysokiej/niskiej zawartości (błonnika)
Mediterranean diet /ˌmedɪtəˈreɪniən ˌdaɪət/ dieta śródziemnomorska
nutrient/nutritional deficiencies /ˌnjuːtriənt/ njuːˌtrɪʃənəl dɪˈfɪʃənsiz/ niedobory pokarmowe
nutritional value /njuːˌtrɪʃənəl ˈvælјuː/ wartość odżywcza
nutritionist /njuːˈtrɪʃənɪst/ dietetyk
overeat /ˌəʊvəˈriːt/ przejadać się
saturated/unsaturated fats /ˌsætʃəreɪtɪd/ ʌnˌsætʃəreɪtɪd ˈfæts/ tłuszcze nasycone/nienasycone
sensible diet /ˌsensəbəlˈdaɪət/ rozsądna dieta
staple diet /ˌsteɪpəl ˈdaɪət/ podstawa wyżywienia
starve yourself /ˈstɑːv jəˌself/ głodzić się
take vitamin/mineral supplements /ˌteɪk ˌvɪtəmən/ ˌmɪnərəl ˈsʌpləmənts/ przyjmować suplementy witaminowe/mineralne

MP3 52 Eating disorders / Zaburzenia odżywiania

binge eating /ˈbɪndʒ ˌiːtɪŋ/ napadowe objadanie się
build up self-esteem /bɪld ˌʌp self ɪsˈtiːm/ budować poczucie własnej wartości
dietary restrictions /ˌdaɪətəri rɪˈstrɪkʃənz/ ograniczenia żywieniowe
distorted body image /dɪsˌtɔːtɪd ˈbɒdi ˌɪmɪdʒ/ zaburzony wizerunek własnego ciała
life-threatening /ˌlaɪf ˈθretənɪŋ/ zagrażający życiu
malnourished /ˌmælˈnʌrɪʃt/ niedożywiony
malnutrition /ˌmælnjʊˈtrɪʃən/ niedożywienie
talking therapy /ˈtɔːkɪŋ ˌθerəpi/ psychoterapia
treatment plan /ˈtriːtmənt plæn/ plan leczenia
unhealthy eating behaviours /ʌnˌhelθi ˈiːtɪŋ bɪˌheɪvjəz/ niezdrowe nawyki żywieniowe

MP3 53 Eating out / Lokale gastronomiczne

à la carte/set menu /ˌa lɑː ˈkɑːt/ˌset ˈmenjuː/ wybór z karty/gotowe zestawy
curb food waste /ˌkɜːb ˈfuːd weɪst/ ograniczać marnowanie żywności
delicacy /ˈdelɪkəsi/ przysmak
doggy bag /ˈdɒgi bæg/ torebka na resztki zabierane z restauracji do domu
eatery /ˈiːtəri/ bar, knajpka
fine dining /ˌfaɪn ˈdaɪnɪŋ/ jadanie w eleganckich restauracjach
finger/cold buffet /ˌfɪŋgə/ˌkəʊld ˈbʊfeɪ/ zimny bufet
foodie /ˈfuːdi/ smakosz
gourmet restaurant /ˈgʊəmeɪ ˌrestərɒnt/ wykwintna restauracja
gratuity /grəˈtʃuːəti/ napiwek
side dish/order /ˈsaɪd dɪʃ/ˌɔːdə/ dodatek do dania głównego
signature dish /ˈsɪgnɪtʃə dɪʃ/ popisowe danie

MP3 54 LISTENING

a step far too far /ə step fɑː tuː fɑː/ krok za daleko
eaten to excess /ˈiːtn tuː ɪkˈses/ jedzony w nadmiarze
encroachment on sth /ɪnˈkrəʊtʃmənt ɒn/ ingerencja w coś
food outlet /fuːd ˈaʊt,let/ punkt gastronomiczny
for your own good /fər ˌjər ˌəʊn ˈgʊd/ dla twojego własnego dobra
marked difference /ˌmɑːkt ˈdɪfrəns/ widoczna różnica

MP3 55 READING

brandish /ˈbrændɪʃ/ wyciągnąć
dainty /ˈdeɪnti/ drobny, delikatny
frown upon /ˌfraʊn əˈpɒn/ krzywo patrzeć na
lay/clear the table /ˌleɪ /ˌklɪə ðə ˈteɪbəl/ nakryć do stołu/sprzątnąć ze stołu
trim /trɪm/ przyciąć, odkroić
with your own fair hands /wɪð jər ˌəʊn ˌfeə ˈhændz/ własnymi rękami
wholly different /ˌhəʊli ˈdɪfərənt/ zupełnie inny

Listening

WYBÓR WIELOKROTNY

1 CD 1.37 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 **What does the speaker say about his job?**
- **A** He doesn't enjoy all the foods he tastes.
- **B** The job can be boring at times.
- **C** His work involves a variety of activities.

Text 2

2 **The speaker implies that her brother's teacher had**
- **A** only tasted some of the pupils' dishes.
- **B** warned parents about the potential spiciness of the dish.
- **C** checked that the pupils were following the recipe correctly.

Text 3

3 **The expert doesn't include vegetarians and vegans in her answer because**
- **A** the reasons are too complicated.
- **B** the trend is too recent.
- **C** in her opinion it is a separate issue.
- **D** it is beyond her expertise.

4 **Paula mentions a link to our ancestors' way of life to**
- **A** compare the different attitudes we have to food.
- **B** emphasise the limitations of their food sources.
- **C** point out their superior understanding of different food groups.
- **D** show why we have a certain reaction to some foods.

5 **Paula uses the word 'beige' to describe the girl's diet to indicate that it was**
- **A** abnormal and unnatural.
- **B** boring and bland.
- **C** basic but healthy.
- **D** colourless and unappetising.

6 **Paula attributes the girl's strange diet to the fact that**
- **A** she had absolutely no interest in food.
- **B** she'd been pushed into eating certain foods.
- **C** her body wouldn't let her eat some food items.
- **D** she was put off by certain smells and flavours.

ODPOWIEDZI NA PYTANIA

2 CD 1.37 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Na pytania należy odpowiedzieć w języku angielskim.**

1 What misconceptions do people often have about Noah's job? Name two.
2 What did Joshua get told off for?
3 According to Paula, what might be the reason why children often refuse to eat green vegetables?
4 Why was the girl that Paula talks about unable to swallow fruit or vegetables?

Use of English

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

3 **Uzupełnij każdą lukę jednym wyrazem.**

'Red meat, eggs, coffee and carbonated drinks are bad for you'. If you want to eat well and you read or hear this kind of information, it's difficult not to wonder whether it's true or not. **(1)** _____ are quite a lot of food myths, that is misconceptions or even utterly untrue statements about food, which most nutritionists would not agree with.
Take red meat. A diet high **(2)** _____ red meat is unhealthy, but if you eat it in moderation and choose lean beef, it **(3)** _____ be beneficial, as it is rich in iron and vitamin B12. **(4)** _____ same is true for eggs. A lot of people associate eggs with high cholesterol, but **(5)** _____ is a myth – according to research, you can eat eggs every day, as they are **(6)** _____ of nutrients and are good for your brain and eyes. However, it's the method in which you prepare them that is crucial: boiling and poaching are **(7)** _____ healthiest ways. You don't **(8)** _____ to avoid scrambled eggs or omelettes, though – just don't use too **(9)** _____ butter and cheese. Are carbonated drinks unhealthy? Sure, if you mean soft drinks, as they contain **(10)** _____ of sugar. But if you take some carbonated water and squeeze half a lemon or add a **(11)** _____ raspberries or mint leaves, you're going to get a healthy and tasty drink.
As for coffee – well, these days everybody knows that coffee (in moderation) is good for you – you can have three or four cups **(12)** _____ day – just go easy on the cream and sugar.

TRANSFORMACJE ZDAŃ

4 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 I hardly ever buy any bottled water – I drink tap water when I'm home.
I buy very _____ – I drink tap water when I'm home.
2 Molly wanted to make a skinny latte, but there was no milk left.
Molly wanted to make a skinny latte, but she didn't _____.
3 How long have you been on a low-carb diet?
How long is _____ on a low-carb diet?
4 My stepbrother mustn't eat prawns because he's allergic to shellfish.
My stepbrother is _____ prawns because he's allergic to shellfish.
5 I don't think any other film I've seen is better than *Oppenheimer*.
I think *Oppenheimer* is _____ ever seen.
6 Heat up the red borscht, but don't bring it to a boil.
Heat up the red borscht, but you'd better _____ to a boil.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 _____ (*Bardzo niewiele osób*) ordered the full English breakfast at our B&B, which was a bit surprising.
2 The bedsit my sister rented was almost empty, so she _____ (*musiała kupić trochę mebli*) before she moved in.
3 _____ (*Czy warto odwiedzić*) the new eatery near your school?
4 When I was cycling through the forest, _____ (*kilka jeleni przebiegło*) across the path in front of me.
5 I need _____ (*porady od Ciebie*) – do you think this blazer goes well with my combat pants?
6 Petra's wedding was a very small ceremony – _____ (*nie było żadnych dalekich krewnych*) whatsoever.

SETY LEKSYKALNE

6 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Over the ... of time, most food myths become debunked.
I decided to enrol on the modern art ... because I'm really keen on art.
The dinner was delicious, especially the first ... – the appetisers were really good.

2 _____
These dumplings smell so good that they always ... my stomach growl.
Some people have two jobs just to ... ends meet.
Every time Jack has a shouting match with his wife, he always does his best to ... up with her before they go to sleep.

3 _____
If you are not happy with the exam result, you should report it to the relevant exam ... .
Don't chop the vegetables on the plate – use the chopping ... .
Children tend to rewrite everything their teacher writes on the ... .

4 _____
I ... off sweets after I read how bad they are for your health.
Harry ... ballistic when he learned he hadn't got a promotion.
After my sister had a baby, she ... on maternity leave.

5 _____
Do you know that most ... bought by Americans contains some additives?
My sister would always pick at her ... as she was a really picky eater.
A ... intolerance can cause a headache even a few minutes after you eat something.

GRAMATYKALIZACJA

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

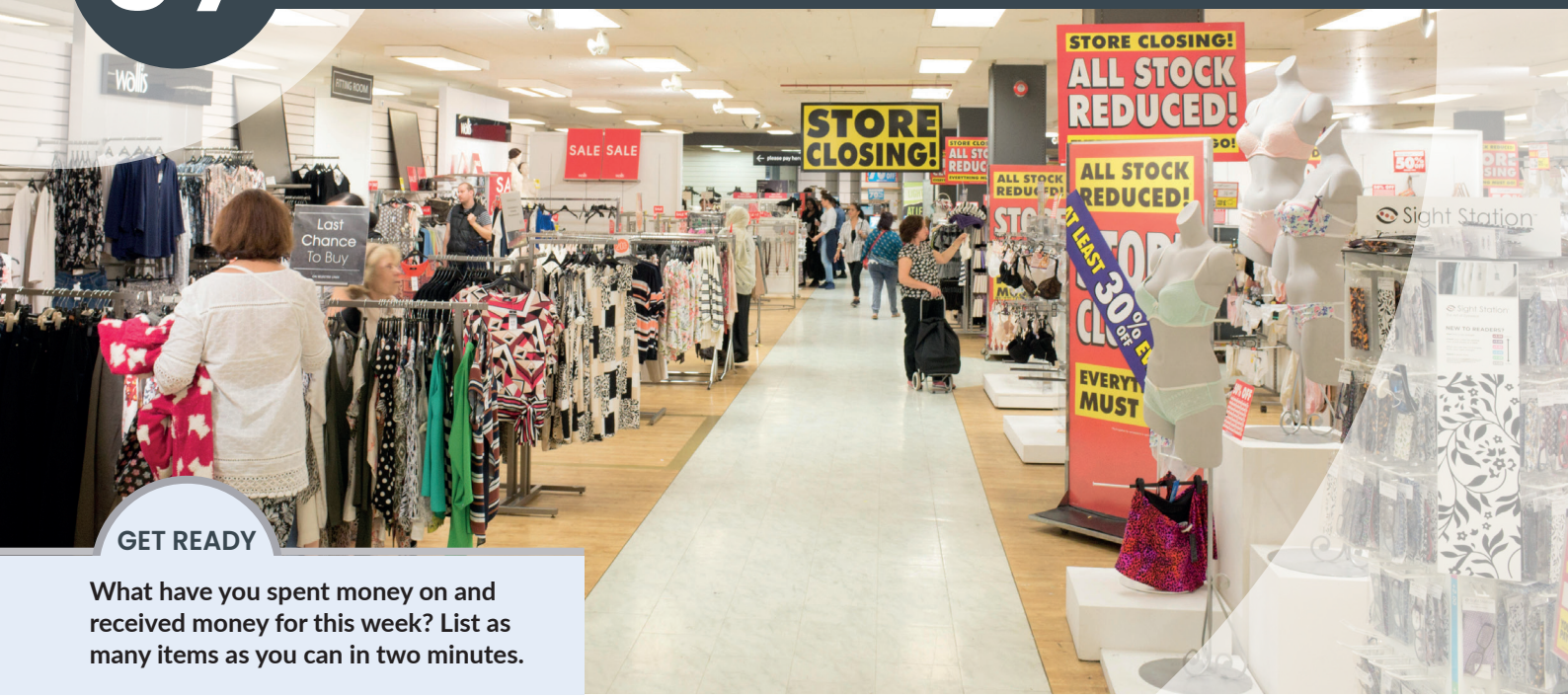
1 _____ (**be** / **hardly**) people in the cafeteria so we were able to sit wherever we wanted.
2 In my opinion, people _____ (**should** / **start** / **curb**) food waste a long time ago.
3 _____ (**first** / **time** / **I** / **go**) to that restaurant, I had an amazing chicken casserole, full of herbs and veggies.
4 My stepfather is _____ (**resilient** / **person**) I know – he bounces back from any setback or crisis in no time.
5 Congratulations on your engagement – this _____ (**be** / **good** / **news**)!
6 This diet isn't very good for you – there _____ (**be** / **too** / **fibre**) in it.

SŁOWOTWÓRSTWO

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

Have you ever heard of no-recipe cooking? Also known as intuitive cooking, it liberates culinary creation from traditional recipes. Chefs rely on intuition, taste, and technique understanding to prepare **(1)** _____ **(appetise)** dishes. It avoids strict rules and thus it allows individuals to tap into their **(2)** _____ **(creative)** and experiment with ingredients, flavours, and techniques. It fosters a sense of culinary freedom that traditional recipes might not provide. However, basic culinary **(3)** _____ **(know)**, confidence and some experience remain vital if you want to experiment without producing **(4)** _____ **(palate)** results. There are a number of other reasons why no-recipe cooking has recently gained **(5)** _____ **(popular)**. First of all, it is good for people with busy schedules, who find it convenient to cook without **(6)** _____ **(rigid)** following recipes. No-recipe cooking enables them to whip up meals using available ingredients and **(7)** _____ **(leave)**, saving time and reducing food waste. Secondly, it allows individuals to create dishes that cater to specific **(8)** _____ **(nutrition)** requirements or allergies. Finally, for some, following complex recipes can be quite **(9)** _____ **(stress)**. No-recipe cooking alleviates this pressure, making the cooking process more enjoyable and relaxed.

07 ZAKUPY I USŁUGI



GET READY

What have you spent money on and received money for this week? List as many items as you can in two minutes.

Rodzaje sklepów

1 **Complete the sentences with the names of the correct shops or services. The first letters have been given. Use the wordlist on page 100 to help you.**

1 With the rises in the cost of living, more and more **d**_____ **stores** have opened in our area.
2 We've been to the **a**_____ **house** to arrange the sale of some antique furniture.
3 Just down the road there's a really useful **c**_____ **shop** which sells most essentials you might run out of.
4 Have you contacted the **f**_____ to organise delivery of a bunch of flowers for Jane's birthday?
5 Whenever I go to stay with my sister, I always go to a **f**_____ **market** near her to look out for some old, unusual items.
6 In my grandparents' day there were lots of **p**_____ where you could borrow money on valuable items that you left with them.
7 Our local **shopping p**_____ has lost a lot of small shops in recent years, which is a great shame.
8 While waiting at the airport, don't forget to explore the **d**___-_____ **shops**.
9 I'm going to the **h**_____ **shop** to pick up some paint and brushes for my weekend DIY project.
10 My parents usually donate our old clothes to the local **c**_____ **shop** because they think it's a great way to support the community.

2 **Work in pairs. Tell your partner about an unusual type of shop you've seen or read about recently.**

Towary i ich ceny

3 **Complete the blog post with the words in the box.**

appliances beachwear cut-price department designer end-of-line essentials groceries imitation impulse slots stationery stock toiletries window

So, here's my end-of-week report on what I've bought and spent. This week I think I started off quite thrifty! My flatmate and I order all our essential **(1)** _____ online, which avoids making **(2)** _____ **buys** in the actual shop, but getting **delivery (3)** _____ is still a problem. We tend to share the cost of any **home (4)** _____, too (this week it was a new toaster – can't live without one!), and also **(5)** _____, like files or highlighters, as we both do a lot of work from home. However, I decided to **go (6)** _____ **shopping** to look for some new **(7)** _____ for my upcoming holiday. Big mistake! There was a(n) **(8)** _____ **sale** on, which tempted me into the new **(9)** _____ **store**. And I bought what I thought was a(n) **(10)** _____ jacket, which later turned out to be a cheap **(11)** _____. I also bought some other holiday **(12)** _____, including **(13)** _____ like moisturiser and sun lotion, and a(n) **(14)** _____ pair of sandals, a brand-new beach robe, but the sunhat I really wanted was **out of (15)** _____. I shall look online. Resolution for next week – no shopping websites, and no shops!

4 **Work in pairs. Name an item that you or someone you know has bought recently that could be described as:**

bespoke impractical mass-produced recyclable sustainable true to size upmarket versatile vintage water-resistant

5 Choose the correct words to complete the collocations with *cheap* and *price(s)*.

1 A range of end-of-line footwear was ***getting / going*** **cheap** online and I bought three pairs of boots!
2 The new shop that sells quite niche products had definitely ***overpriced / outpriced*** their goods. Now the prices have been ***slashed / sliced***, but they're still not selling.
3 ***Rocketing / Zooming*** **prices** in supermarkets are a direct cause of today's inflation rate.
4 I redecorated my room with pre-owned furniture from the charity shop. It was **cheap and** ***cheery / cheerful***, but it suited my budget and looks good.
5 My brother loves a good bargain and he's forever going on about something amazing he's bought, mainly because he **bought** it ***at / on*** **the cheap**.
6 I've been told by my uncle not to look at **price** ***tags / slips***, but to choose whichever earrings I like for my birthday.
7 At flea markets or in second-hand stores, don't be put off by a high ***demanding / asking*** **price** and try to haggle. It often pays ***off / out***.
8 At the end of a market day, the stall holders often **sell** ***on / off*** their fruit and vegetables cheap.
9 If a store is closing down, you'll often find items at ***rock- / floor-*** **bottom prices**.
10 Here's a link to a website which sells ***lowered- / cut-*** **price** electronics. They're very good value.

Sprzedawanie i kupowanie

6 Choose the correct words to complete the comments. Then answer the questions the people pose.

@thrifty_Ann
How important do you think it is to **(1)** ***let / leave*** **feedback** on a shopping website? I guess if what I've bought doesn't **(2)** ***meet / fill*** **my expectations** or I feel that I've been **(3)** ***torn / ripped*** **off**, then I might. But if I've had good customer service and **(4)** ***picked / landed*** **up** some **bargains**, I don't bother.

@bizzWizzard
Do you think small businesses can survive an economic crisis? People who maybe **spotted a (5)** ***hole / gap*** **in the market** a few years back, but now see their **daily (6)** ***takings / payments*** going down and their **yearly (7)** ***turnup / turnover*** plummeting must be considering the future. So many shops are closing down, and even online stores are having **(8)** ***clearance / clear-out*** **sales**, it must be hard to keep going.

@MrPrepper
Would you ever **(9)** ***alarm / panic*** **buy**? If you heard that there was going to be a **(10)** ***reduction / shortage*** **of** something basic and that the shops might **sell (11)** ***off / out*** soon, would you join the queues in the **(12)** ***lanes / aisles*** to **buy (13)** ***in / up*** what's left on the shelves in order to **(14)** ***fill / stock*** **up**? I recently heard that people were **buying in (15)** ***bulk / mass*** – things like loo rolls. Is it ever worth it?

Finanse

7 CD 1.38 Choose the correct words to complete the dialogues. Listen and check.

1 **A:** That was a lovely meal. Shall we **settle** ***down / up***?
B: No worries. The boss is being very generous and has offered to ***foot / hand*** **the bill**.
2 **A:** The payment didn't **go** ***through / along***, even when I ***entered / inserted*** **my card**.
B: Ah – have you reached your **credit** ***limit / extent***?
3 **A:** When you're at the hotel, **put** everything you eat or drink there ***in / on*** **your room**.
B: Yes, that's easier than **paying** ***beforehand / upfront*** every time.
4 **A:** Nearly everywhere I go is ***coinfree / cashfree*** these days.
B: It's good not to be carrying ***loose / minor*** **change** around in our pockets all the time!

8 Complete the sentences with the correct prepositions.

1 I don't want you to be _____ **of pocket**, so please let me pay half.
2 My cousin has just sold his business and now he's **comfortably** _____, living in the south of France.
3 More people are said to be _____ **the breadline** today than ever before.
4 It is far better to get financial advice before you start to **run** _____ **debts** that you won't be able to repay.
5 There's some part-time work going at my college if you're **strapped** _____ **cash** at the moment.
6 My brother wants me to help dig him out of a financial hole, but I'm not **made** _____ **money**.
7 People who **come** _____ **money** usually have financial advisers to look after their investments.

9 Complete the collocations in the questions with the correct words. Some letters have been given. Then work in pairs and answer the questions.

1 What do you think should happen to people who _ _ **dd** _ _ **their taxes**?
2 When people find it hard to **make** _ **n** _ _ **meet**, what should they do?
3 What sort of problems are there for someone who has a _ _ _ _ **tu** _ _ _ _ _ **income**?
4 If someone you knew **had money to** _ _ **r** _, what would you advise them to do?
5 Has there ever been an occasion when you **spent money like** _ _ **t** _ _?
6 What are some common reasons people struggle to **put aside money for a** _ _ _ **ny day**? How could they overcome these challenges?

Promocja i reklama

10 **Complete the statements with the correct forms of the words in brackets. Are the statements true or not true for you?**

1 **Sports** _____ (**sponsor**) is everywhere these days, but I take no notice of it at all. I couldn't tell you who sponsors my favourite sports team!
2 I find **product** _____ (**place**) a very sneaky form of advertising. People watching films and TV take in the advertising subconsciously and can be manipulated into buying things.
3 Although I've never been involved myself, I've heard that **crowd**_____ (**fund**) is a good way to raise money. I might be interested in donating or investing, depending on the project.
4 I'm not a fan of _____ (**virus**) **marketing** and never share adverts on social media.
5 In my opinion, a company's reputation stands or falls on the quality of its **customer** _____ (**relate**).
6 I have never read the _____ (**class**) **ads** in a printed paper or online in my life, and I don't think I ever shall!
7 **Celebrity** _____ (**endorse**) of a product can have an important effect on sales, particularly among young people.
8 **Brand** _____ (**loyal**) is all very well for a while, but it shouldn't blinker people and prevent them from trying competitors' products.

Korzystanie z usług, w tym bankowych i ubezpieczeniowych

11 **Complete the blog post with the correct names of service providers in the box.**

adviser caterer electrician fitter handyman plumber plasterer solicitor

BLOG

What a nightmare. My parents wanted a new kitchen and bought all the cabinets and fittings, but instead of using a proper kitchen **(1)** _____ to install it, they got our local **(2)** _____ (who does a bit of everything!) to do it on the cheap and project manage the whole thing! He got a **(3)** _____ in to do the taps and water pipes, a **(4)** _____ for the walls, and an **(5)** _____ to wire up the cooker and sockets, and they were fine. But he made such a botch of fitting the cabinets and so on that my dad really regrets asking him, and he's had to consult a **(6)** _____ about whether he can claim any money back for a refit. So, instead of cooking up a feast for Mum's birthday next month, we're going to have to get a **(7)** _____ in to organise the whole thing. More expense! I think a visit to our financial **(8)** _____ will be on the cards soon.

12 **Work in pairs and answer the questions.**

1 When might you use a courier?
2 In what situation might a contract be tendered for?
3 For what reasons might you consult a real estate agency?
4 When might you contact a rental company?

13 **Complete the sentences with the words in the box.**

balance direct flow interest investing overdraft overdue payday repayments savings statements submit transferred

1 We're having some **cash** _____ **problems** at the moment, so I need to **arrange** _____ **facilities** with the bank.
2 I **checked the** _____ **on my account** yesterday and the money hadn't yet been _____.
3 There's a degree of risk when _____ **in** stocks and shares, so to be safe I would **open a(n)** _____ **account** where you can **earn** _____.
4 If you **fall behind with mortgage** _____, don't **take out a** _____ **loan** as the interest can be enormous – talk to your financial adviser.
5 When I _____ **a tax return**, I have to access my **bank** _____ to check my income and expenses.
6 I've **set up** several _____ **debits** to pay my bills automatically, otherwise my **payments** would always be _____!

14 **Read the text and translate the phrases in bold into Polish.**

JohnBrown: Our house was flooded in the recent rains, and it appears our **(1) home insurance doesn't cover us against damage** caused by flooding! What can we do?

Alice25: Is it worth **(2) taking out insurance** for theft these days? My bicycle was stolen from our garage and Dad **(3) made a claim on our insurance**. Yes, they **(4) coughed up** – but next year **(5) the policy premiums went up by** the same amount as they'd paid out for the bicycle!

Familyman: Holiday insurance can be a joke. You do everything right, **(6) get quotes**, make all the necessary declarations and then if something goes wrong, you can find that there's some **(7) exclusion clause in the small print** that you've missed, and they won't pay. We had to cancel a holiday recently for very valid reasons, but **(8) we got no compensation at all**.

User987: Policy premiums are increasing all the time because of so many **(9) fraudulent claims**. It's important to shop around when it's time for you to **(10) renew**, and sometimes just by telling your current insurer what you've been quoted by a rival can mean they'll immediately **(11) lower your premium**! Try it! It worked with my car insurance.

Reklamacja

15 **Choose the correct words to complete the blog.**

Comment Share

I'm getting better at complaining. I used to be like my dad. He hates **(1)** ***doing*** / ***making*** **a fuss**. If he gets **(2)** ***shoddy*** / ***careless*** **service** or buys something that's **(3)** ***incorrect*** / ***faulty*** in some way, he won't **(4)** ***lodge*** / ***document*** **a complaint** or return an item. Even in a restaurant, he won't ask for a **(5)** ***return*** / ***refund*** if the meal is **(6)** ***beneath*** / ***below*** **par**. He simply won't go there again and **takes his business (7)** ***elsewhere*** / ***anywhere***. My mother, on the other hand, is the complete opposite. If anything is **(8)** ***defective*** / ***durable***, scratched, **(9)** ***faded*** / ***pale***, torn, she'll be **(10)** ***asking*** / ***demanding*** **a replacement**. Even if it's something very minor, or sometimes something I suspect she's done accidentally by herself and doesn't have any real **(11)** ***backing*** / ***grounds*** **for a complaint**! If she **doesn't get any (12)** ***happiness*** / ***joy*** from an assistant, she'll **go to the (13)** ***highest*** / ***top***. She can be a real embarrassment, but she does get things done. I hope I'm somewhere between the two of them! How about you?

Prawa konsumenta

16 **Choose the correct words to complete the consumer rights advice.**

KNOW YOUR RIGHTS!

1 If you've signed up for something, remember that there is a ***draining-*** / ***cooling-*** **off period** during which you can rethink and possibly change your mind.
2 If you buy something, it must be ***fit*** / ***right*** **for purpose** and if not, you can return it.
3 Suppliers are ***breaching*** / ***defying*** **the law** if they include unfair **exclusion** ***sections*** / ***clauses*** in a contract.
4 Do not allow yourself to be ***violated*** / ***fobbed off*** by excuses a store manager may give you. You have rights.
5 If you are in a dispute, ***exhaust*** / ***override*** **all avenues** before ***reaching*** / ***resorting*** **to legal action**.
6 Suppliers should ***reimburse*** / ***reconcile*** you **for** any expenditure you've made **in** ***chase*** / ***pursuit*** **of** a successful claim.
7 Should you have bought something as a result of a(n) ***misleading*** / ***unfair*** **advertisement**, you are within your rights to complain.
8 The **consumer** ***statutory*** / ***ombudsman*** services are there to help people and review their complaints. Their aim is to **find a fair** ***resolution*** / ***pursuit*** to the consumer problems.

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

17 **CD 1.39** **Listen to an interview about new start-up businesses and answer the questions.**

1 What does the presenter say he wants to learn from his guest?
2 What two examples does Anya give for the problems small businesses are facing today?
3 According to Anya, why are people spending less?
4 Why do some people still start their own businesses?
5 What do new entrepreneurs need to find?
6 What is Anya's factual example of a successful young entrepreneur?
7 How does Anya's organisation help people?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

18 **Work in pairs. You are going to give a presentation about crowdfunding to your class. You have to choose a slide you will use to introduce your presentation. Take turns to answer the questions.**

1 Look at the slides below. Choose the one that seems most suitable to you and justify your choice.
2 Why have you rejected the other slide?

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

What is the difference between recycling and upcycling? How might these both benefit the environment and make money?

Zoom in

1 **Work in pairs. What podcasts or vlogs related to products have you listened to or watched this week? Were they interesting or helpful? Why (not)?**

Practise

GET SMARTER

W zadaniach wielokrotnego wyboru jedno z pytań może sprawdzać umiejętność odróżniania faktów od opinii. Wybierając odpowiedzi, pamiętaj, że fakty są zwykle opisane jako obiektywne informacje oparte na wynikach badań naukowych lub na danych statystycznych, natomiast opinie autora tekstu czy innych osób są często poprzedzone takimi zwrotami, jak: *I believe …, Customers are convinced that …, Some people claim/think that …* itp.

2 **Work in pairs. Are these statements facts or opinions?**

1 Some vloggers are convinced that only designer home goods and décor are good quality.
2 According to recent research, dry dog food is excellent for keeping dogs' teeth healthy.
3 Most customers feel that postal service deliveries are much less reliable than private courier companies.
4 There is statistical evidence to prove that 73% of Gen Z-ers shop in-store most of the time.
5 Products bought in duty-free shops are cheaper because you do not pay any tax on them.

3 CD 1.40 **Listen to three monologues and decide if the sentences below are facts or opinions. Then go to the audioscript on page 286 and find the expressions that helped you to find the correct answer.**

1 Most of the managers of local grocer's are reluctant to talk to customers about defective items.
2 Nearly all mobile phone users experience problems with their operating systems.
3 Viral advertising works only if the company employs the appropriate tools.

WYBÓR WIELOKROTNY

4 CD 1.41 **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.**

Tekst 1.

1 Where could you hear this announcement?
A in a supermarket
B in a documentary
C on the radio

Tekst 2.

2 Which of the following is stated in the vlog as a fact, not an opinion?
A The new dog food has a great taste.
B The new dog food is good for dogs' health.
C The new dog food is better than wet food.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

3 When discussing their recent advertising campaign, the speakers appear
A ashamed that they didn't run a successful campaign.
B convinced that they have the ability to market their product successfully.
C irritated that only a few consumers liked their products.
D disappointed that they failed to get their message across.

4 During the conversation the woman is
A passing on the comments of a mutual acquaintance.
B reporting reactions from a consumer to the campaign.
C coming up with new ideas for the next campaign.
D boasting about the situation they have found themselves in.

5 A specific advertisement is mentioned as an example of
A a type of advertisement they could use as inspiration.
B an aspect of their campaign that was appreciated by consumers.
C a sort of commercial that is confusing for viewers.
D the importance of using a creative designer.

6 The man calls attention to the type of cards they produce
A to highlight the superior quality of their product.
B to illustrate the need to focus on a type of consumer.
C to discuss the best places to sell their product.
D to suggest extending their product range.

Fish for words

5 **Work in pairs. Complete the sentences in your own words.**

1 Because of recent reports there has been **a product recall** of …
2 **In line with our policy** regarding the return of faulty goods, we shall …
3 As we are unable to fill your order we **apologise for any inconvenience caused**. This is down to …
4 People involved in marketing should be **wary of too much hype** because …

Wrap it up

6 **Work in groups of four. Prepare a marketing campaign for a school object from your schoolbags. Discuss the points below and present your campaign to the class.**

1) advantages of the product 2) target customers
3) ways of advertising the product 4) the media involved

Zoom in

1 **ROZMOWA WSTĘPNA** **Work in pairs. Discuss the questions.**

1 Where do you usually go shopping? Why?
2 Do you buy many things online? Why (not)?

Activate

2 **Read the sentences in the *Know your phrases* box. Suggest five questions that the customer may ask.**

KNOW YOUR PHRASES

- *What exactly are you looking for?*
- *What can I interest you in?*
- *We specialise / take pride in eco-friendly souvenirs.*
- *Our souvenirs are made/resourced locally.*
- *If I were you, I would go for this T-shirt.*
- *Why not treat him/her to / get him/her this hoodie/mug?*
- *A phone case seems like a brilliant idea, doesn't it?*
- *You might want to consider a set of fridge magnets.*
- *A bookmark is a less practical gift than a bottle opener, isn't it?*
- *Our souvenirs are good value for money / top quality / half-price at the moment / three for the price of two.*
- *We offer plenty of discounts / real/amazing bargains too.*
- *Shall I gift-wrap it for you? / I'll gift-wrap it for you, shall I?*

3 **Complete the task below.**

Powiedz, że:
1 Wasz sklep sprzedaje tylko produkty wykonywane lokalnie;
2 Twoim zdaniem zestaw herbat i tradycyjny polski dżem byłyby świetnym podarunkiem;
3 w tym tygodniu wszystkie kubki są o połowę tańsze;
4 możesz zapakować bluzę na prezent za darmo;
5 na miejscu tej osoby wybrałbyś/wybrałabyś etui na telefon;
6 sklep obecnie oferuje dużo niepowtarzalnych okazji;
7 proponujesz rozważyć zakup lokalnie produkowanych kosmetyków.

Practise

GET SMARTER

Rozmowa z odgrywaniem roli może mieć charakter mniej lub bardziej oficjalny. Używaj zatem wyrażeń odpowiednich do kontekstu rozmowy, np. *I suggest you buy this keyring for your daughter.* (sytuacja oficjalna) lub *This keyring is a great idea. Get it for your best friend!* (nieformalna rozmowa). Pamiętaj też, aby wyjaśnić, dlaczego coś proponujesz, sugerujesz lub odradzasz. Staraj się przy tym stosować precyzyjne określenia, np. *It's practical/useful/original/inexpensive* itd.

4 **Find the expressions used to give advice in the *Know your phrases* box. Put them into the correct columns.**

formal	informal

5 **Look at the words and phrases in the box. Which of them could be used in a more formal conversation?**

cheap and cheerful • cost next to nothing • on offer • overpriced • pick up a bargain • postage and packing • purchase • rip-off • shipment

6 **Work in pairs. Take turns to persuade your partner to buy one of the souvenirs below. Make one dialogue more informal and the other more formal.**

ROZMOWA Z ODGRYWANIEM ROLI

7 **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

UCZEŃ A

Podczas wakacji pracujesz w sklepie z pamiątkami. Rozmawiasz z turystą/turystką z Kanady, który/która chce kupić pamiątkę dla nastoletniego dziecka. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- zainteresowania odbiorcy prezentu
- rodzaje dostępnych pamiątek
- ceny i specjalne oferty
- możliwość zapakowania towaru na prezent

UCZEŃ B

Jesteś turystą/turystką z Kanady. Podczas pobytu w Polsce chcesz kupić pamiątkę dla nastoletniego dziecka. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- dowiedz się, skąd pochodzą sprzedawane w sklepie towary,
- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj, czy jest zniżka przy zakupie więcej niż trzech towarów,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.

Speaking Bank ▶ p. 217

Wrap it up

8 **Work in pairs. What would you buy as a holiday souvenir from London for your: a) parents b) best friend c) English teacher?**

Speaking Set 07 ▶ p. 209

Pronunciation activity ▶ p. 277

07 READING

Zoom in

1 **Work in pairs and discuss the questions.**

1 Which famous store or shopping area in the world would you like to visit? Why?
2 Are there still any advantages to shopping in retail stores as opposed to shopping online?

Practise

GET SMARTER

Rozwiązując zadania polegające na uzupełnieniu zdań, pamiętaj, że zazwyczaj konieczne jest użycie własnych słów lub takie przeformułowanie informacji podanych w tekście, aby pasowały do struktury i znaczenia fragmentu zdania, które musisz uzupełnić. Konieczne może być też wyciągnięcie własnych wniosków albo rozpoznanie informacji wyrażonych pośrednio lub znaczeń przenośnych.

2 **Complete each sentence B so that it means the same as sentence A.**

1 A Department stores started losing footfall when it became more convenient to shop online, and it is debatable whether this type of store will manage to survive in the near future.
B Department stores might cease to _____ the increase in the popularity of online shops.
2 A I told my grandmother that I was going to check out a new pop-up second-hand furniture store in town, and her face showed me that she had no idea what I was talking about.
B On hearing the term pop-up store, my _____.
3 A Our local corner shop was taken over by Mr Thompson's uncle many years ago, although no one has any record or memory of the exact date when this happened.
B No one knows exactly when _____ our local corner shop.

ZDANIA Z LUKAMI

3 **Przeczytaj tekst na stronie 97. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. Luki należy uzupełnić w języku angielskim.**

1 According to the author, the exterior of Harrods does not _____ inside.
2 Harrods is a good shopping place for people _____.
3 The author believes that Harrods' motto _____ in spite of the range of goods and services it provides.
4 In 2014 Harrods had to _____ due to legal changes.
5 Entrance to Harrods may be refused to people who do not _____.

Fish for words

4 **Complete the sentences with the correct words in the box.**

cater footfall odds pockets spree tags watering

1 During the Covid-19 pandemic high street shops were **losing** _____ at an alarming rate, weren't they?
2 Let's **go on a shopping** _____ with the money I was given for my birthday, shall we?
3 Always check out comparison websites to avoid **paying over the** _____ for the products you need to buy.
4 Few jewellers _____ **for the needs of** all ages and incomes, do they?
5 Thomas paid an **eye-**_____ amount of money for his new sports car.
6 You'll need **deep** _____ to go shopping in the new Riverside Centre.
7 If you need to look at the **price** _____ in a high-end store, then you can't afford to shop there!

CULTURE

Harrods was started by Charles Henry Harrod, originally a miller in Clacton. In 1834 he moved to London to sell groceries and rented a small shop in Knightsbridge. After being handed over to his son, the turnover of Harrods went from £20 a week to £1,000 a week in the 1860s. The business focused on catering for the wealthy, and over the years it spread to its current size – over a million square feet. It is famous throughout the world for its luxury foreign foods, beauty and fashion and many other specialist items and services.

Wrap it up

5 **Work in pairs. Go online and find information on the types of Harrods' departments. If you had to work one week at Harrods, which department would you choose and why?**

A store of surprises

A visitor to Harrods, the internationally famous upmarket department store in London, in the UK, might be forgiven for thinking they have entered another world. Certainly the exterior belies first impressions as the seven-storey building itself is relatively unprepossessing – when you consider the fact that within its walls is perhaps one of the most exclusive and iconic stores in the world. So you come inside totally unprepared for the extravagance and might feel like you are entering a parallel universe.

On a cold, rainy day, a bright, buzzing interior welcomed me like an old friend. Elegantly attired staff dressed in the instantly recognisable Harrods dark green uniforms smiled benevolently, and the air was filled with a discreet murmur of accents and languages from around the globe. It was hard to take in the opulence. From the gilded ceilings and the aroma of exotic perfumes, to the shiny glass counters and gold and silver decor, everywhere breathed luxury and refinement; everywhere the price tags announced quality and affluence. It was clear from the start that buying something from Harrods was restricted to those with deep pockets who are willing to pay way over the odds for something unique.

I gazed, unbelieving, as I passed through some of its 300 departments. I saw a child's play castle priced at an eye-watering £185,000 and dates, encased in gold leaves, for £250 per kilo. Harrods' motto is *All things for all people* and it is said that if you have the money, you can buy anything at the store. Certainly this was true a few decades ago. They used to sell live animals – lions, tigers, even alligators – until it became illegal in 2014. However, I would disagree with the motto – the needs of people like me, with an eye on our bank balances are certainly not catered for. No way could I have gone on a spending spree there!

Harrods is a store full of superlatives; the first escalator in England in 1898; an unparalleled variety of goods and services – from Picassos to undertakers; one of the most stringent dress codes – no beach shorts, no bare feet, no flip-flops, no ripped jeans ... And how's this for eccentricity – in 2007 the footwear department had a pair of diamond and ruby sandals, worth £62,000, which were guarded by a live cobra. Truly!

I left with a T-shirt that I'd had printed with the first three letters of my name – I couldn't afford the whole thing – and a feeling that I had accidentally wandered into an alternate reality.

1 **Translate the questions into English. Use the word in capitals. Then work in pairs and answer the questions.**

1 Prawie nigdy nie kupujesz butów przez Internet, prawda? **EVER**
2 Opowiedz mi o ostatnim razie, kiedy Tobie lub komuś, kogo znasz, policzono zbyt wysoką cenę w sklepie. **RIPPED**
3 Jak można wyjaśnić różnicę pomiędzy kartą debetową a kartą kredytową? **BE**
4 Oczekuje się, że bankomaty wkrótce staną się przeżytkiem. Dlaczego? **EXPECTED**
5 Jaka metoda płatności będzie Twoim zdaniem najczęściej stosowana 1 stycznia 2030 roku? **BY**

2 **Read the sentences below. Use the prompts to complete the gaps without looking back at the text in the left column. Add any necessary words.**

1 A visitor to Harrods _____ (*might / forgive*) thinking they have entered another world.
2 It was clear from the start that buying something from Harrods _____ (*restrict*) those with deep pockets.
3 _____ (*it / say*) that if you have the money, you can buy anything at the store.
4 In 2007 the footwear department had a pair of diamond and ruby sandals which _____ (*guard*) a live cobra.

3 **Read the Grammar Reference on page 242. Then look at the sentences in exercise 2 again. Why was the passive voice used in each of them?**

GRAMMAR POINT

The online shop made me enter all my personal details. Otherwise, it wouldn't accept my purchase.
I was made to enter all my personal details. Otherwise, the online shop wouldn't accept my purchase.

4 **Rewrite the sentences using the passive voice.**

1 They made you put down a deposit, didn't you?
You were _____?
2 They say banknotes were invented by the Chinese.
Banknotes _____.
3 Our bank is working on safer methods of payment.
Safer methods of payment _____.
4 I don't like it when they make me pay in cash. It's so outdated!
I don't like _____. It's so outdated!
5 I can't find my gift card anywhere.
My gift card _____.
6 They didn't let me pay with my phone and demanded cash.
I _____ to pay in cash.
7 Someone has hacked into my parents' bank account!
My parents have _____!

5 **Work in pairs. Think of an image which would best accompany a social media post about the benefits of a cashless society. Describe it to another pair. Were your ideas similar?**

Grammar Reference and Practice ▶ pp. 242–245

Zoom in

1 **Work in pairs. Discuss the extent to which you agree with the following statements.**

1 Young people have no clue about financial matters. All they know is how to squander money!
2 Teenagers have to be taught how to budget and invest. Financial literacy should become a school subject!
3 An average school-leaver in Poland knows what it takes to get a loan or submit a tax return.

Practise

GET SMARTER

Zadanie na słowotwórstwo może mieć formę tekstu ze słowem do przekształcenia po każdej luce lub tekstu z ramką, z której należy wybrać odpowiednie słowo, a następnie przekształcić je tak, aby poprawnie uzupełnić nim jedną z luk w tekście. Wykonując zadanie tego typu, zastanów się, jaką częścią mowy ma być wpisywany wyraz, np. czy powinien być przymiotnikiem czy przysłówkiem. Rozważ, czy z treści tekstu wynika, że wpisywany wyraz powinien mieć negatywny przedrostek, taki jak np.: *in-*, *un-*, *dis-*, *ir-*, oraz czy wpisywany rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

2 **Make adjectives from the nouns and verbs in the box. Then decide which negative prefix each of the adjectives takes.**

advantage afford break dispense expense impress order pay practice recycle respect satisfy

3 **Complete the sentences with the correct words formed from the words in the box.**

advantage contact expensive finance provide record satisfy technique

1 For things which are relatively _____, like a Mars bar or a bus ticket, I prefer to pay by card. It means I don't have to carry any loose change with me.
2 The client filed a complaint, in which she stated that she was _____ with the service she had received.
3 If you encounter any _____ issues during your purchase process, please contact Customer Support.
4 _____ transactions by phone or watch are now widely accepted by chain stores and most service _____.
5 All your digital transactions are _____ so that your _____ history can be analysed, e.g. for your credit score.
6 This bank developed a new financial education programme to prevent socially _____ customers from being treated unfairly.

SŁOWOTWÓRSTWO

4 **Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając wyraz podany w nawiasach tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

When you are a teenager, money problems are often **(1)** _____ (**signify**), but it seems that more and more teenagers are willing to acquire financial literacy. First of all, young people need to know that money is not a(n) **(2)** _____ (**limit**) resource. That **(3)** _____ (**know**) involves keeping track of their income and making sure they don't spend it irresponsibly. Secondly, teenagers should be made to understand the principles of budgeting, things like how much is needed to pay the bills and what **(4)** _____ (**dispose**) income is. One of the useful techniques to achieve that is the three-jar approach. When teens receive their weekly pocket money, they can divide it into three categories: needs, for example school **(5)** _____ (**supply**), wants, such as cinema tickets, and a rainy day fund to fall back on. This fun technique may prevent teens from problems such as **(6)** _____ (**spend**) and getting into debt in the future.

SŁOWOTWÓRSTWO

5 **Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając wyrazy podane w nawiasach tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Hello everyone! In the financial segment today, we're going to discuss the results of our recent survey. We wanted to find out how much teenagers know about finance. First of all, our survey reveals that teenagers believe that they are **(1)** _____ (**give**) basic information about money matters at school. They regard it as a useful **(2)** _____ (**introduce**) to the world of finance. Most of them are able to explain what things like an **(3)** _____ (**insure**) policy or interest rates are. Since they've had these issues **(4)** _____ (**clear**), they're better prepared to make informed choices. However, we also found out that teens would like to receive more **(5)** _____ (**guide**) on how to manage their income. For example, few of them realise that establishing **(6)** _____ (**stand**) orders helps to pay bills on time. Hopefully, tools such as the three-jar approach, where students are **(7)** _____ (**teach**) how to budget **(8)** _____ (**depend**), will bring a welcome change in this respect.

Wrap it up

6 **Work in pairs. Prepare a six-question money quiz for another pair. Include questions like: *What is the currency in ...? What is an exchange rate and what is an interest rate?* Quiz each other when you are ready.**

Use of English – Extra Practice 07 ▶ p. 271

Zoom in

1 **How serious a problem do you think textile waste is? Look at the infographic below and try to complete the gaps with the numbers in the box. Check your answers on page 242.**

1 42 60 87 92 100

Activate

KNOW YOUR PHRASES

- *I am writing in response/relation to the article you published on your website regarding …*
- *I wish/would like to offer my opinion / present my point of view on the issue in hand.*
- *I truly want to manifest my support for the initiative you are planning to undertake.*
- *First and foremost, I must admit that I wholeheartedly support/endorse the idea of launching such a campaign.*
- *I could not agree more that such a campaign is exactly/ precisely what we need for a number of reasons.*
- *It is high time we changed our habits/revisited our consumer behaviours/ stopped buying so much.*
- *I am in favour of any actions that promote/encourage/ advocate good causes.*
- *An initiative of this kind is likely to raise young people's awareness of the problem / draw people's attention to this burning issue / help us work towards solutions.*
- *As for / As regards my involvement, I could help launch/ maintain the landing page for the event.*
- *In support of the initiative, I would be more than willing to prepare an advertising campaign in social media / promotional videos.*

2 **Complete the task below.**

Powiedz, że:

1 piszesz w nawiązaniu do artykułu, który ukazał się w szkolnym newsletterze;
2 przede wszystkim chcesz okazać swoje wsparcie dla akcji ograniczenia sprzedaży ubrań;
3 taka właśnie kampania jest tym, co podniesie świadomość dotyczącą odpadów tekstylnych;
4 wspierasz inicjatywy, które pomogą ograniczyć konsumpcjonizm;
5 jeżeli chodzi o Twoje zaangażowanie, to chętnie rozpoczniesz kampanię promocyjną na terenie swojej szkoły.

Practise

GET SMARTER

Pisząc list do redakcji, należy również odnieść się do dwóch podpunktów z zadania i je rozwinąć. Pamiętaj, że dobrze napisany list formalny zawiera we wstępie określenie celu, w jakim został napisany.

3 **Imagine you want to support the campaign below. Read the questions and note down your answers. Try to think of at least two answers for each question.**

BUY MORE CLOTHES IN SECOND-HAND SHOPS!

1 Why are you in favour of the initiative?
2 What benefits may it bring?
3 How can you get involved?
4 What exactly could you do?

LIST FORMALNY

4 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażeń z ramki *Know your phrases*.**

Anglojęzyczna gazeta internetowa postanowiła zorganizować kampanię promującą ograniczanie się w kupowaniu ubrań. Napisz **list** do redakcji popierający tę inicjatywę. W swoim liście uzasadnij, dlaczego uważasz, że taka kampania jest konieczna, i zaproponuj, w jaki sposób mógłbyś/mogłabyś wesprzeć działania organizatorów.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 226

Wrap it up

5 **Work in pairs and discuss if you are in favour of or against the following initiatives. Justify your answers.**

1 Not being allowed to buy more than five items of clothing a year.
2 Having to pay a 50 zlotys recycling fee for each item of clothing.
3 Being allowed to fly only once a year.

MP3 56 VOCABULARY Types of shop / Rodzaje sklepów

auction house /ˈɔːkʃən haʊs/ dom aukcyjny
charity shop (BrE)/thrift store (AmE) /ˈtʃærəti ʃɒp/ ˈθrɪft stɔː/ sklep organizacji charytatywnej
chemist's (BrE)/drugstore (AmE) /ˈkemɪsts/ ˈdrʌgstɔː/ apteka
corner shop /ˈkɔːnə ʃɒp/ sklepik osiedowy
department store /dɪˈpɑːtmənt stɔː/ dom handlowy
discount store /ˈdɪskaʊnt stɔː/ dyskont
duty-free /ˌdjuːtɪ ˈfriː/ sklep bezcłowy
fishmonger's /ˈfɪʃˌmʌŋgəz/ sklep rybny
flea market /ˈfliː ˌmɑːkɪt/ pchli targ
florist's /ˈflɒrɪsts/ kwiaciarnia
hardware shop /ˈhɑːdweə ʃɒp/ sklep budowalny
off-licence (BrE)/liquor store (AmE) /ˈɒf ˌlaɪsəns/ ˈlɪkə stɔː/ sklep monopolowy
pawnbroker /ˈpɔːnˌbrəʊkə/ lombard
retail outlet /ˈriːteɪl ˌaʊtlet/ punkt sprzedaży detalicznej
shopping precinct /ˈʃɒpɪŋ ˌpriːsɪŋkt/ pasaż handlowy
street vendor/stall holder /ˈstriːt ˌvendə/ˈstɔːl ˌhəʊldə/ sprzedawca uliczny/właściciel straganu
vending machine /ˈvendɪŋ məˌʃiːn/ automat z napojami lub przekąskami
wholesaler /ˈhəʊlseɪlə/ hurtownia

MP3 57 Products and prices / Towary i ich ceny

Products / Towary

branded goods /ˌbrændɪd ˈgʊdz/ towary markowe
casual/formal/maternity/children's wear /ˈkæʒuəl/ˈfɔːməl/məˈtɜːnəti/ˈtʃɪldrənz weə/ odzież codzienna/elegancka/ciążowa/dziecięca
designer label/brand /dɪˌzaɪnə ˈleɪbəl/ˈbrænd/ marka projektanta
end-of-line items /ˌend əv ˈlaɪn ˌaɪtəmz/ końcówki kolekcji
essentials /ɪˈsenʃəlz/ produkty pierwszej potrzeby
footwear /ˈfʊtweə/ obuwie
groceries /ˈgrəʊsəriz/ artykuły spożywcze
home appliances /ˌhəʊm əˈplaɪənsɪz/ sprzęt AGD
merchandise /ˈmɜːtʃəndaɪz/ towary na sprzedaż
nightwear /ˈnaɪtweə/ bielizna nocna
stationery /ˈsteɪʃənəri/ artykuły papiernicze
swimwear/beachwear /ˈswɪmˌweə/ˈbiːtʃˌweə/ stroje kąpielowe/plażowe
toiletries /ˈtɔɪlɪtriz/ kosmetyki do higieny osobistej

Describing products / Opisywanie produktów

bespoke/custom-made/made-to-measure /bɪˈspəʊk/,kʌstəm ˈmeɪd/,meɪd tə ˈmeʒə/ na miarę, na zamówienie
cheap imitation /ˌtʃiːp ɪmɪˈteɪʃən/ tania podróbka
customised /ˈkʌstəˌmaɪzd/ dostosowany do potrzeb klienta
durable/hard-wearing /ˈdjʊərəbəl/,hɑːd ˈweərɪŋ/ trwały, solidny
heat-/stain-/water-resistant /ˈhiːt-/ˈsteɪn-/ ˈwɔːtə-rɪˌzɪstənt/ termo-/plamo-/wodoodporny
impractical /ɪmˈpræktɪkəl/ niepraktyczny
impulse buy /ˈɪmpʌls baɪ/ zakup pod wpływem impulsu
in good/full working order /ɪn ˌgʊd/,fʊl ˌwɜːkɪŋ ˈɔːdə/ w pełni sprawny
in/out of stock /ˌɪn/,aʊt əv ˈstɒk/ na stanie/ wyprzedany
latest range /ˌleɪtɪst ˈreɪndʒ/ najnowsza kolekcja
mass-produced /ˌmæs prəˈdjuːst/ produkowany masowo
niche product /ˌniːʃ ˈprɒdʌkt/ produkt niszowy
off-the-peg/ready-to-wear /ˌɒf ðə ˈpeg/,redi tə ˈweə/ w standardowym rozmiarze, gotowy do noszenia
off-the-shelf /ˌɒf ðə ˈʃelf/ dostępny od ręki
recyclable /ˌriːˈsaɪkləbəl/ nadający się do recyklingu
second-hand/pre-owned /ˌsekənd ˈhænd/,priː ˈəʊnd/ używany
shop-soiled (BrE)/shopworn (AmE) /ˈʃɒp sɔɪld/ ˈʃɒpwɔːn/ powystawowy
sustainable /səsˈteɪnəbəl/ ekologiczny
true to size /ˌtruː tə ˈsaɪz/ zgodny z rozmiarem
upmarket (BrE)/upscale (AmE) /ˌʌpˈmɑːkɪt/ ˌʌpˈskeɪl/ z wyższej półki
versatile /ˈvɜːsətaɪl/ uniwersalny
vintage /ˈvɪntɪdʒ/ klasyczny, z poprzedniej epoki

Prices / Ceny

affordable/unaffordable /əˈfɔːdəbəl/,ʌnəˈfɔːdəbəl/ przystępny/nieprzystępny cenowo
asking price /ˈɑːskɪŋ praɪs/ cena wywoławcza
cheap and cheerful /ˌtʃiːp ənd ˈtʃɪəfʊl/ niedrogi, ale dobry jakościowo
cost an arm and a leg /ˌkɒst ən ˌɑːm ənd ə ˈleg/ kosztować majątek
cost next to nothing /ˌkɒst ˌnekst tə ˈnʌθɪŋ/ kosztować bardzo niewiele
costly /ˈkɒstli/ kosztowny
cut-price/discounted /ˌkʌt ˈpraɪs/ˈdɪskaʊntɪd/ przeceniony
exorbitant/outrageous prices /ɪgˌzɔːbɪtənt/ aʊtˌreɪdʒəs ˈpraɪsɪz/ ceny z sufitu
for a song/dirt cheap/a steal /ˌfər ə ˈsɒŋ/,dɜːt ˈtʃiːp/ə ˈstiːl/ tani jak barszcz
fork out for/on sth /ˌfɔːk ˈaʊt fə/ɒn/ wybulić za coś
get/buy something on the cheap /ˌget/,baɪ ˌsʌmθɪŋ ɒn ðə ˈtʃiːp/ kupić coś tanio
go cheap /ˌgəʊ ˈtʃiːp/ zostać sprzedanym tanio
haggle/bargain over sth /ˈhægəl/ˈbɑːgən ˌəʊvə/ targować się o coś
overpriced /ˌəʊvəˈpraɪst/ zbyt drogi
pay in instalments /ˌpeɪ ɪn ɪnˈstɔːlmənts/ płacić w ratach
pay off /ˌpeɪ ˈɒf/ opłacać się
pay through the nose for sth /ˌpeɪ θruː ðə ˈnəʊz fə/ przepłacić za coś
pick up/snap up a bargain /ˌpɪk ʌp/,snæp ʌp ə ˈbɑːgən/ upolować okazję
price tag /ˈpraɪs tæg/ metka z ceną
rip sb off /ˌrɪp ˌsʌmbədi ˈɒf/ zedrzeć z kogoś
rock-bottom prices /ˌrɒk ˌbɒtəm ˈpraɪsɪz/ najniższe możliwe ceny
rocketing prices /ˌrɒkɪtɪŋ ˈpraɪsɪz/ drastycznie rosnące ceny
sell sth off cheap /ˌsel ˌsʌmθɪŋ ˌɒf ˈtʃiːp/ wyprzedawać coś tanio
slash prices /ˌslæʃ ˈpraɪsɪz/ ciąć ceny
splash out on sth /ˌsplæʃ ˈaʊt ɒn/ wykosztować się na coś
value for money /ˌvælju: fə ˈmʌni/ wart swojej ceny

MP3 58 Selling and buying / Sprzedawanie i kupowanie

aisle /aɪl/ alejka w supermarkecie
bag for life /ˌbæg fə ˈlaɪf/ torba wielokrotnego użytku
barcode /ˈbɑːkəʊd/ kod kreskowy
buy in bulk /ˌbaɪ ɪn ˈbʌlk/ kupować w dużych ilościach
buy sth up /ˌbaɪ ˌsʌmθɪŋ ˈʌp/ wykupywać coś
check price comparison sites /ˌtʃek ˌpraɪs kəmˈpærɪsən saɪts/ sprawdzać internetowe porównywarki cen
clearance/closing-down sale /ˈklɪərəns/,kləʊzɪŋ ˈdaʊn seɪl/ końcowa wyprzedaż
consumerism /kənˈsjuːmərɪzəm/ konsumpcjonizm
counter /ˈkaʊntə/ lada
daily takings /ˌdeɪli ˈteɪkɪŋz/ dzienny utarg
delivery slot /dɪˈlɪvəri slɒt/ termin dostawy
go window shopping /ˌgəʊ ˈwɪndəʊ ˌʃɒpɪŋ/ oglądanie wystaw sklepowych
leave feedback /ˌliːv ˈfiːdbæk/ zostawić opinię
meet expectations /ˌmiːt ˌekspekˈteɪʃənz/ spełniać oczekiwania
panic buying /ˈpænɪk ˌbaɪɪŋ/ masowe wykupywanie towarów
postage and packing (BrE)/shipping and handling (AmE) /ˌpəʊstɪdʒ ənd ˈpækɪŋ/ˌʃɪpɪŋ ənd ˈhændlɪŋ/ koszty przesyłki i pakowania
self-checkout/automatic checkout /ˌself ˈtʃekaʊt/ ˌɔːtəˌmætɪk ˈtʃekaʊt/ kasa samoobsługowa
sell out (of sth) /ˌsel ˈaʊt (əv)/ wyprzedać coś całkowicie
shop around for sth /ˌʃɒp əˈraʊnd fə/ rozglądać się za czymś, porównywać produkty i ceny
shortage of sth /ˈʃɔːtɪdʒ əv/ niedobór czegoś
spot/fill a gap in the market /ˌspɒt/,fɪl ə ˌgæp ɪn ðə ˈmɑːkɪt/ dostrzec/wypełnić lukę na rynku
stock up (on sth) /ˌstɒk ˈʌp (ɒn)/ uzupełnić zapasy (czegoś)
yearly turnover /ˌjɪəli ˈtɜːnˌəʊvə/ roczne obroty

MP3 59 Finance / Finanse

Means of payment / Sposoby płatności

cashless/cashfree /ˈkæʃləs/ˈkæʃfriː/ bezgotówkowy
contactless /ˈkɒntæktləs/ zbliżeniowy
foot the bill /ˌfʊt ðə ˈbɪl/ zapłacić należność, ponieść koszty
insert a card /ɪnˌsɜːt ə ˈkɑːd/ wsunąć kartę
key in your PIN number /ˌkiː ˌɪn jə ˈpɪn ˌnʌmbə/ wprowadzić PIN
loose change /ˌluːs ˈtʃeɪndʒ/ drobne
online transfer /ˌɒnlaɪn ˈtrænsfɜː/ przelew internetowy
pay off /ˌpeɪ ˈɒf/ spłacić
pay upfront /ˌpeɪ ʌpˈfrʌnt/ płacić z góry
payment didn't go through /ˌpeɪmənt ˌdɪdnt ˌgəʊ ˈθruː/ płatność nie przeszła
put down a deposit on sth /ˌpʊt ˌdaʊn ə dɪˈpɒzɪt ɒn/ wpłacić zaliczkę na coś
put sth on sb's tab/account/room /ˌpʊt ˌsʌmθɪŋ ɒn sʌmbədiz ˈtæb/əˈkaʊnt/ˈruːm/ dopisać coś do czyjegoś rachunku (za pokój)
reach your credit limit /ˌriːtʃ jə ˈkredɪt ˌlɪmɪt/ całkowicie wykorzystać limit na karcie kredytowej
settle up /ˌsetəl ˈʌp/ uregulować rachunek

Money management / Zarządzanie pieniędzmi

be broke/out of pocket /ˌbi ˈbrəʊk/,aʊt əv ˈpɒkɪt/ być spłukanym
be comfortably off /bi ˌkʌmfətəbəli ˈɒf/ być dobrze sytuowanym
be made of money /bi ˌmeɪd əv ˈmʌni/ spać na pieniądzach
be strapped for cash/short of money /bi ˌstræpt fə ˈkæʃ/ ˌʃɔːt əv ˈmʌni/ mieć mało pieniędzy
be/live on the breadline /ˌbi/,lɪv ɒn ðə ˈbredlaɪn/ żyć na granicy ubóstwa
come into money /ˌkʌm ˌɪntə ˈmʌni/ otrzymać spadek
disposable income /dɪsˌpəʊzəbəl ˈɪnkʌm/ dochód netto
fiddle your taxes /ˌfɪdəl jə ˈtæksɪz/ unikać płacenia podatków
fluctuating income /ˌflʌktʃueɪtɪŋ ˈɪnkʌm/ zmienne dochody
have money to burn /ˌhæv ˈmʌni tə bɜːn/ mieć forsy jak lodu
make ends meet /ˌmeɪk endz ˈmiːt/ wiązać koniec z końcem
put aside/save money for a rainy day /ˌpʊt əˌsaɪd/ ˌseɪv ˌmʌni fər ə ˌreɪni ˈdeɪ/ odkładać na czarną godzinę
run up debts /ˌrʌn ʌp ˈdets/ popadać w długi
spend money like water /ˌspend ˌmʌni laɪk ˈwɔːtə/ szastać pieniędzmi

MP3 60 Promotion and advertising / Promocja i reklama

boost sales /ˌbuːst ˈseɪlz/ zwiększać sprzedaż
brand loyalty /ˈbrænd ˌlɔɪəlti/ przywiązanie do marki
celebrity endorsement /səˌlebrəti ɪnˈdɔːsmənt/ udział celebrytów w promocji produktu
classified ads /ˌklæsɪfaɪd ˈædz/ ogłoszenia drobne
cold calling /ˌkəʊld ˈkɔːlɪŋ/ telemarketing
crowdfunding /ˈkraʊdˌfʌndɪŋ/ finansowanie społecznościowe
customer relations /ˌkʌstəmə rɪˈleɪʃənz/ relacje z klientem
product placement /ˈprɒdʌkt ˌpleɪsmənt/ lokowanie produktu
sports sponsorship /ˌspɔːts ˈspɒnsəʃɪp/ sponsoring sportowy
word-of-mouth/viral marketing /ˌwɜːd əv ˌmaʊθ/ ˌvaɪərəl ˈmɑːkɪtɪŋ/ marketing szeptany/wirusowy

MP3 61 Using services / Korzystanie z usług , w tym bankowych i ubezpieczeniowych

carpenter /ˈkɑːpəntə/ stolarz
caterer /ˈkeɪtərə/ firma cateringowa
courier /ˈkʊrɪə/ kurier
dry-cleaner's /ˌdraɪ ˈkliːnəz/ pralnia chemiczna
electrician /ˌɪlekˈtrɪʃən/ elektryk
equipment rental/hire /ɪˈkwɪpmənt ˌrentəl/ˌhaɪə/ wypożyczalnia sprzętu
estate agent (BrE)/real estate agent/realtor (AmE) /ɪsˈteɪt ˌeɪdʒənt/ˈriːəl ɪs,teɪt ˌeɪdʒənt/ˈriːəltə/ agent nieruchomości
financial adviser /faɪˌnænʃəl ədˈvaɪzə/ doradca finansowy
garage/car repair shop /ˈgærɑːʒ/ˈkɑː rɪˌpeə ʃɒp/ warsztat samochodowy
handyman /ˈhændɪmən/ złota rączka
kitchen/gas fitter /ˈkɪtʃɪn/ˈgæs ˌfɪtə/ monter szafek kuchennych/instalacji gazowej
launderette /ˌlɔːndəˈret/ pralnia samoobsługowa
make a botch of sth /ˌmeɪk ə ˈbɒtʃ əv/ spartaczyć coś
nail bar /ˈneɪl bɑː/ salon manicure
petrol station/garage (BrE)/gas/filling station (AmE) /ˈpetrəl ˌsteɪʃən/ˈgærɑːʒ/ˈgæs/ˈfɪlɪŋ ˌsteɪʃən/ stacja benzynowa
plasterer /ˈplɑːstərə/ tynkarz
plumber /ˈplʌmə/ hydraulik
rental company /ˈrentəl ˌkʌmpəni/ wypożyczalnia (np. samochodów)
room service /ˈruːm ˌsɜːvɪs/ obsługa hotelowa
service provider /ˈsɜːvɪs prəˌvaɪdə/ usługodawca
solicitor /səˈlɪsɪtə/ adwokat, radca prawny
tender for a contract /ˌtendə fər ə ˈkɒntrækt/ ogłosić przetarg, uczestniczyć w przetargu
undertaker's /ˈʌndəˌteɪkəz/ dom pogrzebowy

Banking / Usługi bankowe

arrange overdraft facilities /əˌreɪndʒ ˈəʊvədrɑːft fəˌsɪlətiz/ zawrzeć umowę z bankiem o debet na koncie
bank statement /ˈbæŋk ˌsteɪtmənt/ wyciąg z konta
be in credit /ˌbi ɪn ˈkredɪt/ mieć dodatnie saldo na koncie
cash flow problems /ˈkæʃ fləʊ ˌprɒbləmz/ problemy finansowe
check the balance on your account /ˌtʃek ðə ˈbæləns ɒn jər əˌkaʊnt/ sprawdzić stan konta
currency exchange rates /ˌkʌrənsi ɪksˈtʃeɪndʒ reɪts/ kursy wymiany walut
current account (BrE)/checking account (AmE) /ˈkʌrənt əˌkaʊnt/ˈtʃekɪŋ əkaʊnt/ konto bieżące
denomination /dɪˌnɒmɪˈneɪʃən/ nominał (np. monety lub banknotu)
fall behind with mortgage/loan repayments /ˌfɔːl bɪˌhaɪnd wɪð ˈmɔːgɪdʒ/ˈləʊn riːˌpeɪmənts/ zalegać ze spłatą kredytu hipotecznego/pożyczki
go into overdraft /ˌgəʊ ˌɪntə ˈəʊvədrɑːft/ przekroczyć stan konta
invest in sth /ɪnˈvest ɪn/ inwestować w coś
note (BrE)/bill (AmE) /nəʊt/bɪl/ banknot
open/close an account /ˌəʊpən/ˌkləʊz ən əˈkaʊnt/ otworzyć/zamknąć konto
overdue payments /ˌəʊvəˌdjuː ˈpeɪmənts/ zaległe płatności
pay/earn interest on sth /ˌpeɪ/ˌɜːn ˈɪntərest ɒn/ płacić/uzyskać odsetki od czegoś
rising/falling/stable interest rates /ˌraɪzɪŋ/ˌfɔːlɪŋ/ ˌsteɪbəl ˈɪntərest reɪts/ rosnące/malejące/stabilne stopy procentowe
savings account /ˈseɪvɪŋz əˌkaʊnt/ konto oszczędnościowe
set up a standing order/direct debit /set ˌʌp ə ˌstændɪŋ ˈɔːdə/dɪˌrekt ˈdebɪt/ ustanowić zlecenie stałe/polecenie zapłaty
shareholder (BrE)/stockholder (AmE) /ˈʃeəˌhəʊldə/ ˈstɒkhəʊldə/ akcjonariusz
shares (BrE)/stocks (AmE) /ʃeəz/stɒks/ akcje
submit your tax return /səbˌmɪt jə ˈtæks rɪˌtɜːn/ złożyć deklarację podatkową
take out a bank/payday loan /ˌteɪk aʊt ə ˈbæŋk/ ˈpeɪdeɪ ləʊn/ wziąć kredyt/chwilówkę
transfer money /trænsˌfɜː ˈmʌni/ przelać pieniądze
withdraw a note from circulation /wɪðˌdrɔː ə ˌnəʊt frəm ˌsɜːkjəˈleɪʃən/ wycofać banknot z obiegu
withdraw money/make a withdrawal /wɪðˌdrɔː ˈmʌni/ˌmeɪk ə wɪðˈdrɔːəl/ wypłacić pieniądze

Insurance / Usługi ubezpieczeniowe

be insured against sth /bi ɪnˈʃʊəd əˌgenst/ być ubezpieczonym na wypadek czegoś
cough up /ˌkɒf ˈʌp/ sięgnąć do portfela, niechętnie za coś zapłacić
cover against damage caused by sth /ˌkʌvər əˌgenst ˌdæmɪdʒ ˈkɔːzd baɪ/ obejmować szkody spowodowane przez coś
exclusion clause /ɪksˈkluːʒən klɔːz/ klauzula wyłączenia (z ochrony ubezpieczeniowej)
fraudulent claims /ˌfrɔːdʒələnt ˈkleɪmz/ fałszywe roszczenia
get a quote /ˌget ə ˈkwəʊt/ uzyskać wycenę
get compensation /ˌget ˌkɒmpenˈseɪʃən/ otrzymać odszkodowanie
go up by ... /ˌgəʊ ˈʌp baɪ .../ wzrosnąć, podrożeć o ...
in the small print /ɪn ðə ˌsmɔːl ˈprɪnt/ napisany drobnym drukiem
liability insurance /ˌlaɪəˈbɪlətɪ ɪnˌʃʊərəns/ ubezpieczenie OC
lower the premium /ˌləʊə ðə ˈpriːmiəm/ obniżyć składkę
make a claim on your insurance /ˌmeɪk ə ˌkleɪm ɒn jər ɪnˈʃʊərəns/ zgłosić roszczenie ubezpieczeniowe
policy premium /ˌpɒləsi ˈpriːmiəm/ składka ubezpieczeniowa
policyholder /ˈpɒləsiˌhəʊldə/ osoba ubezpieczona
renew your insurance /rɪˌnjuː jər ɪnˈʃʊərəns/ odnowić polisę
take out insurance /ˌteɪk aʊt ɪnˈʃʊərəns/ ubezpieczyć się

MP3 62 Complaining / Reklamacja

Grounds for complaint / Powody reklamacji

below par /bɪˌləʊ ˈpɑː/ poniżej oczekiwań
chipped /tʃɪpt/ wyszczerbiony
damaged/defective/faulty /ˈdæmɪdʒd/dɪˈfektɪv/ ˈfɔːlti/ wadliwy
faded /ˈfeɪdɪd/ wyblakły
malfunction /mælˈfʌŋkʃən/ usterka, defekt
not fit for purpose /nɒt ˌfɪt fə ˈpɜːpəs/ nie spełniający oczekiwań
out of order /ˌaʊt əv ˈɔːdə/ uszkodzony, niesprawny
past the sell-by date /ˌpɑːst ðə ˈsel baɪ deɪt/ przeterminowany
run /rʌn/ farbować (o ubraniach)
scratched /skrætʃt/ zarysowany
shoddy/appalling service /ˌʃɒdi/əˌpɔːlɪŋ ˈsɜːvɪs/ kiepska/fatalna obsługa
shrink /ʃrɪŋk/ skurczyć się
under warranty/guarantee /ˌʌndə ˈwɒrənti/ ˌgærənˈtiː/ na gwarancji

Complaints process / Proces reklamacji

demand full compensation /dɪˌmɑːnd ˌfʊl ˌkɒmpenˈseɪʃən/ żądać pełnej rekompensaty
dismiss a complaint /dɪsˈmɪs ə kəmˌpleɪnt/ odrzucić reklamację
file/lodge a complaint /ˌfaɪl/ˌlɒdʒ ə kəmˈpleɪnt/ złożyć skargę
get a replacement/refund /ˌget ə rɪˈpleɪsmənt/ ˈriːfʌnd/ otrzymać nowy produkt/zwrot pieniędzy
go to the top /ˌgəʊ tə ðə ˈtɒp/ żądać rozmowy z przełożonym
handle a complaint /ˌhændəl ə kəmˈpleɪnt/ rozpatrywać reklamację
have grounds for complaint /hæv ˌgraʊndz fə kəmˈpleɪnt/ mieć podstawy do reklamacji
make a fuss /ˌmeɪk ə ˈfʌs/ wykłócać się
not get any joy /nɒt ˌget ˌeni ˈdʒɔɪ/ nie osiągnąć celu
provide proof of purchase /prəˌvaɪd ˌpruːf əv ˈpɜːtʃəs/ przedstawić dowód zakupu
take your business elsewhere /ˌteɪk jə ˌbɪznɪs ˈelsweə/ zacząć robić zakupy gdzieś indziej
uphold a complaint /ʌpˌhəʊld ə kəmˈpleɪnt/ uznać reklamację

MP3 63 Consumer rights / Prawa konsumenta

affect your statutory rights /əˌfekt jə ˌstætʃətəri ˈraɪts/ naruszać uprawnienia ustawowe
breach the law /ˌbriːtʃ ðə ˈlɔː/ naruszać prawo
consumer ombudsman /kənˌsjuːmər ˈɒmbʊdzmən/ rzecznik praw konsumenta
cooling-off period /ˌkuːlɪŋ ˈɒf ˌpɪərɪəd/ czas, w którym można odstąpić od umowy
exhaust all avenues /ɪgˌzɔːst ɔːl ˈævɪnjuːz/ wykorzystać wszystkie możliwości
get fobbed off /ˌget fɒbd ˈɒf/ dać się spławić, być zbywanym
in pursuit of sth /ɪn pəˈsjuːt əv/ w dążeniu do czegoś
misleading advertisements /mɪsˌliːdɪŋ ədˈvɜːtɪsmənts/ reklamy wprowadzające w błąd
reach/find a fair resolution /ˌriːtʃ/ˌfaɪnd ə feə ˌrezəˈluːʃən/ znaleźć sprawiedliwe rozwiązanie
reimburse sb for sth /ˌriːɪmˈbɜːs ˌsʌmbədi fə/ zwrócić komuś koszty czegoś
resort to legal action /rɪˌzɔːt tə ˌliːgəl ˈækʃən/ podjąć kroki prawne

MP3 64 LISTENING

apologise for any inconvenience caused /əˌpɒlədʒaɪz fər ˌeni ˌɪnkənˌviːniəns ˈkɔːzd/ przeprosić za wszelkie niedogodności
be wary of too much hype /bi ˌweəri əv ˌtuː mʌtʃ ˈhaɪp/ wystrzegać się zbyt krzykliwej reklamy
in line with our policy /ɪn ˌlaɪn wɪð ˌaʊə ˈpɒləsi/ zgodnie z naszymi zasadami
product recall /ˌprɒdʌkt ˈriːkɔːl/ wycofanie produktu

MP3 65 READING

cater for sb's needs /ˌkeɪtə fə ˌsʌmbədiz ˈniːdz/ zaspokajać czyjeś potrzeby
deep pockets /ˌdiːp ˈpɒkɪtz/ gruby portfel
eye-watering (amount of money) /ˈaɪ ˌwɔːtərɪŋ (əˌmaʊnt əv ˈmʌni)/ oszałamiająca (kwota)
go on a shopping spree /ˌgəʊ ɒn ə ˈʃɒpɪŋ ˌspriː/ pójść na rajd po sklepach
lose footfall /ˌluːz ˈfʊtˌfɔːl/ tracić zainteresowanie klientów
pay over the odds for sth /ˌpeɪ ˌəʊvə ðɪ ˈɒdz fə/ przepłacić za coś

Listening

DOBIERANIE

1 CD 1.42 **Usłyszysz cztery wypowiedzi na temat obecnych trendów zakupowych. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

This speaker mentions

A a welcome change in consumer attitude that affects businesses.
B an example of a recent customer care trend that fails to fulfil its function.
C a distrust of people in videos who are supposed to offer advice.
D spending money without due consideration.
E reservations about what superficially might appear to be a positive trend.

1	2	3	4

ODPOWIEDZI NA PYTANIA

2 CD 1.42 **Wysłuchaj nagrania jeszcze raz. Odpowiedz na pytania zgodnie z treścią nagrania.**

1 Why does Speaker 1 believe that people have switched to online shopping?
2 What examples does Speaker 1 give of impulse buys?
3 Why does Speaker 1 refer to online transactions as sometimes 'reckless'?
4 What is one of the downsides of buying sustainable goods?
5 What are we encouraged to do and buy in order to stay healthy?
6 What was Speaker 4's particular problem and why did he call it 'frustrating'?

Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 There is a canteen available for the students in the school, _____ (*prawdaż*)?
2 Before Jack was promoted, he had _____ (*nigdy nie proszono, by poprowadził*) a meeting in his department.
3 _____ (*Czy kolendrę można uprawiać*) in a pot?
4 The deputy director wanted to talk to my brother Ken because he _____ (*widziano go, jak stłukł*) a window in the school hall.
5 _____ (*Pokrój pizzę na ćwiartki*) after you take it out of the oven, please.
6 The gym in our school is still under construction – when _____ (*zostanie ona skończona*)?

GRAMATYKALIZACJA

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

1 My grandparents _____ (**have** / **house** / **redecorate**) this month, so they're staying with us.
2 We _____ (**give** / **lots** / **free**) samples of different products at the opening of the new shopping mall last weekend.
3 This dress is too loose – I will need to _____ (**have** / **take**).
4 How often _____ (**staff** / **meeting** / **hold**) in your school – once a month or more often?
5 The shortage of some hygiene products is believed _____ (**be** / **cause**) panic buying at the beginning of the COVID-19 epidemic.
6 I'm sorry I didn't answer your call – I _____ (**have** / **nail** / **do**) at that exact moment.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

5 **Uzupełnij każdą lukę jednym wyrazem.**

Working as **(1)** _____ shop assistant in a second-hand clothes shop must be one of **(2)** _____ most challenging jobs in the world. First of all, typical customers spend a **(3)** _____ of time there, trying to snap **(4)** _____ a bargain. They browse through products as if they were hunting **(5)** _____ hidden treasures, leaving **(6)** _____ total mess behind them, never putting anything away. Once they find something they like, they will try to find fault with it, just to haggle over **(7)** _____ price, even if it costs next **(8)** _____ nothing already. They will try to convince you that **(9)** _____ is a button missing they won't manage to replace, or that **(10)** _____ dress they've found is faded – just to make **(11)** _____ fuss. However, the worst day ever **(12)** _____ be a clearance day when the customers go crazy and buy things **(13)** _____ impulse, just because they are dirt cheap, or even fight with one **(14)** _____ over a pair of vintage jeans. You know what it's like, **(15)** _____ you? After all, **(16)** _____ times, we are that customer, getting into a heated argument over a pair of vintage jeans.

SŁOWOTWÓRSTWO

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

Panic buying involves the widespread and excessive purchase of goods, often **(1)** _____ **(drive)** by fear, uncertainty, or the anticipation of future **(2)** _____ **(short)**. This may result in rocketing prices, products being **(3)** _____ **(buy)** in bulk, and items going out of stock. For example, during the onset of the COVID-19 pandemic, panic buying emptied supermarket **(4)** _____ **(shelf)** as people hurried to stockpile **(5)** _____ **(essential)** such as toilet paper, hand sanitizers, and non-perishable foods. Likewise, in **(6)** _____ **(nature)** disasters like hurricanes, individuals might panic buy generators, bottled water, and canned goods in **(7)** _____ **(prepare)** for potential supply disruptions.
Panic buying also leads to various negative **(8)** _____ **(psychology)** consequences for individuals and society as a whole. The fear of scarcity and the need to secure supplies increase **(9)** _____ **(anxious)** and stress. People in a difficult **(10)** _____ **(finance)** situation and other vulnerable groups like the elderly or the disabled may have a problem stocking up. They might end up feeling helpless and **(11)** _____ **(apprehension)** about their future. Panic buying is **(12)** _____ **(fuel)** by rumors and misinformation, which contribute to fear, desperation and **(13)** _____ **(rational)** behaviour. To mitigate these negative consequences, it's important for individuals to stay informed from **(14)** _____ **(rely)** sources, and foster solidarity within their communities.

TRANSFORMACJE ZDAŃ

7 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 When Lucy was a little girl, she had to wear a dental brace, which she hated. **MADE**
When Lucy was a little girl, she _____ a dental brace, which she hated.
2 It is said that Mediterranean diet is well-balanced and really beneficial to our health. **TO**
Mediterranean diet _____ well-balanced and really beneficial to our health.
3 They built this department store a while back, didn't they? **IT**
This department store was built a long time ago, _____?
4 Would you like me to pack your leftover pizza in a box? **I**
I'll pack your leftover pizza in a box, _____?
5 You must provide proof of purchase in order to lodge a complaint. **BE**
Proof of purchase _____ before you lodge a complaint.
6 A lot of people considered Mr White as the best barber in town. **TO**
Mr White _____ the best barber in town.
7 How much sugar do you eat every day? **DAILY**
What is your _____?
8 When did they start rebuilding the shopping mall? **LONG**
How _____ the shopping mall?
9 We know that most products on celebrity-run shopping sites are overpriced. **BE**
Most products on celebrity-run shopping sites _____ overpriced.
10 I'd prefer to take out a payday loan than go into overdraft. **RATHER**
I _____ a payday loan than go into overdraft.

08 PODRÓŻOWANIE I TURYSTYKA

GET READY

When did you last go on an interesting trip or holiday? How did you travel? What experiences do you most remember? You have two minutes.

Środki transportu i korzystanie z nich

1 CD 2.01 **Complete the announcements with the correct words. The first letters have been given. Use the wordlist on page 114 to help you. Then listen and check. Where would you hear them?**

1 The train **s**_____ at platform 11 is the 9.45 to London, Waterloo.
2 **M**_____ the gap.
3 Will the **g**_____ please contact the driver?
4 The refreshment **t**_____ is currently in carriage 3.
5 We shall be **d**_____ at Calais in thirty-five minutes.
6 This is the last **c**_____ for flight 603 to Warsaw.
7 Will drivers please make their way to the car **d**_____.
8 We might encounter some **t**_____ in the next fifteen minutes.
9 **L**_____ can be found under your seats.
10 Keep **c**_____ of the closing doors.
11 The train **t**_____ here.

2 **Which form of transport is associated with the words in the box? Complete the table.**

boot carousel carry-on chain communication cord convertible gangplank handlebars liner luggage rack paddle puncture quay runway saddle sleeper tide touchdown tracks

train	air	sea	road

3 **Match words in boxes A and B to form compound nouns.**

A
back seat cabin charging crash docking double excess glove left-hand long-haul number priority steering taxi

B
baggage boarding compartment crew decker drive driver flight helmet plate point rank station wheel

4 **Complete the sentences with some of the compound nouns from exercise 3.**

1 After a gruelling 15-hour _____, we finally arrived at our destination exhausted but excited.
2 The _____, which is usually full of cabs waiting for passengers, was completely empty this morning.
3 _____ helps avoid that competition for overhead locker space.
4 I needed to find a _____ for my electric car as the battery was running low.
5 My brother is such a _____; he constantly criticises my driving and he doesn't even have a licence.
6 I had never driven a _____ before and it took a while to get used to.
7 The _____ were extremely kind and helpful when I felt ill during the journey.
8 That sleek sports car parked next to mine had a unique personalised _____.
9 I took a ride on the iconic red _____ to enjoy a panoramic view of the city.
10 We always travel light to avoid forking out for _____ charges.

5 Choose the correct words to complete the sentences.

1 The tyre pressure is low, so you need to ***expand*** / ***pump*** **them up** before setting out tomorrow.
2 A motorbike came out of nowhere and I had to ***slam*** / ***press*** **on the brakes** to avoid hitting him.
3 I need to get the car checked out. There's a crunching noise every time I ***change*** / ***alter*** **gear**.
4 On my first driving lesson I seemed to ***stand*** / ***stall*** **the engine** every few seconds!
5 Harry has grown a lot these last six months and Dad had to ***uplift*** / ***raise*** **the saddle** on his bike.
6 Cyclists are allowed to **ride two *aside*** / ***abreast***, but some motorists get impatient and ***signal*** / ***sound*** **their horns**.
7 The airport auctioned off the ***unclaimed*** / ***strayed*** **luggage**, hoping to find new owners for the forgotten belongings.

Orientacja w terenie

6 CD 2.02 Complete the dialogue with the correct words. The first letters have been given. Listen and check.

Leo: Hello, Gran! Are you and Grandpa on your way to my place?
Gran: Hi, Leo! Yes, we are, but you're going to have to **talk us (1) t**_____ getting there.
Leo: OK. So, where are you?
Gran: Well, we took the **(2) s**_____ **route** along the coast, and we've just crossed the Itchen Bridge and we're now **(3) h**_____ **along** Peartree Road.
Leo: Right, so **carry (4) s**_____ **on** and as you approach a **(5) j**_____ with traffic lights, keep in the right-hand **(6) l**_____ and turn right.
Gran: Yep – just done that.
Leo: Keep going straight. I usually **take a short (7) c**_____ round the estate, but **your best (8) b**_____ is to follow the **one-way (9) s**_____ until you get to a roundabout.
Gran: OK. Ah – I think we're just passing your old school on the right!
Leo: Good. You're on the **(10) r**_____ road.
Gran: And here's the roundabout.
Leo: Take the second **(11) e**_____ and about two hundred metres along **(12) b**_____ **right**. My house is set back from the road, but **you can't (13) m**_____ **it**. There's a big sign on the gate saying 'Elmhurst'! And beside it is me, in my yellow raincoat!
Gran: Yes! Great, thanks – I can see you. Love the coat!

Baza noclegowa

7 Choose the correct words to complete the travel tips.

Poppy's travel tips (from experience!)

1 It may cost a bit more, but try to book a ***flexible*** / ***changing*** **rate** in case you need to ***adapt*** / ***amend*** **your booking**. I didn't and it took ages to get my money back.
2 During ***peak*** / ***top*** **season** hotels will often be **booked *hard*** / ***solid***, so go ***outside-*** / ***off-*** **season** if you possibly can. It's loads cheaper too.
3 Make sure you know when you need to ***empty*** / ***vacate*** **your room** as sometimes it can be quite early, and guests can get caught out. I was still in bed when they came to clean the room!
4 Some people like to **take pot *luck*** / ***chance*** when travelling and find hotels en route, but to be sure you won't be sleeping in the car, **book *forward*** / ***ahead***! Been there, done that, and it is NOT comfortable.
5 When camping, ***fix*** / ***pitch*** **your tent** in daylight! If it's dark, who knows what you might find close by in the morning! Once there was a cow looking through my tent flap. I was in a farmer's field!
6 If **self-*staying*** / ***catering***, you may ***incur*** / ***occur*** **additional charges** for any breakages or damage. And clean up as much as you can before leaving. It's only polite.
7 With a(n) ***beachfront*** / ***on-beach*** **location**, you'll pay a premium for a room with a **sea *lookout*** / ***view***, but it's got to be worth it! I spent one week resenting the people who could see the sea – I looked out on a car park.

8 Complete the feedback fragments with the correct words formed from the words in brackets.

1 One of our group has a wheelchair, so we booked a room with good _____ **(access)** for him.
2 Not top marks for _____ **(clean)**, unfortunately, but the view was amazing.
3 I had a double room for sole _____ **(occupy)** and the cost was well within budget.
4 Deposits on the rooms are non-_____ **(refund)**, unlike other hotels in the area that I've booked.
5 No _____ **(private)** in the garden at all. Would definitely not rent this cottage again.
6 _____ **(afford)** compares well with other Airbnbs along the seafront.
7 There is a _____ **(practical)** issue with the apartment. Parking is 100 meters away, which is horrible when you're trying to unpack the car. Not a good choice for a family.
8 Thanks to the host's _____ **(flexible)** we were allowed to make changes to our reservation with ease.

Wycieczki i zwiedzanie

9 **Complete the blog with the correct words. Some letters have been given. Then work in pairs and discuss the blogger's final question.**

If, like me, you **get (1) i_____y feet** as soon as you're back from one holiday, then the only answer is to book another! I've just got back from a week **(2) gl_____ng** and have already made plans for my next break. This time I'm really **getting (3) a_____ from it all** and going to Australia! There, I'll be doing a bit of everything. I'm **(4) h_____ for the sun** to start with to spend some time chilling and surfing. Then I plan to do some **(5) ba_____ng**, hoping to get a bit **off the (6) be_____ track**. That should **keep the (7) c_____ down**. In my budget, I've **(8) fa_____ in** renting a car to travel across some of the wide-open spaces. According to my **(9) it_____**, I should be **(10) h_____ the road** at the end of February, and after a few days driving I'll end up in Sydney, enjoy the luxury of a decent hotel room and will **go out and (11) a_____** to see the sights. After Australia I'll need to save up again, so the following holiday will be **on a (12) t_____ budget** – maybe a relaxing **(13) st_____n** for a weekend, but beyond that I'm hoping to travel to Africa and go on a **(14) br_____ng** safari! I shall then be completely broke! Should I be saving my money for a deposit on a house or for a rainy day? My friends can't understand my need to travel. What do you think?

10 CD 2.03 **Complete the leaflet with the words in the box. Listen and check.**

accessible arcades bustling guided iconic landmark picturesque renowned reserve ruins spire walled

- **Fascinated by historic sites?** Go on a(n) **(1)** _____ **tour** of what remains of the **(2)** _____ **city** and also see some deteriorating, but **(3)** _____ medieval buildings and churches. Salisbury **cathedral's (4)** _____ is a local **(5)** _____ – the tallest in England. Stonehenge, prehistoric monuments and **ancient (6)** _____ are just an hour's drive away.
- **Need some retail therapy?** Southampton is a vibrant, **(7)** _____ **city, (8)** _____ **for** some of the best shopping in the south.
- **Attractions for the whole family?** The Isle of Wight with castles and theme parks is **(9)** _____ by ferry – half an hour away.
- **Fancy a day at the traditional English seaside?** Travel westward to Bournemouth, with its sandy beaches and **amusement (10)** _____.
- **Nature lover?** Drive through the **(11)** _____ New Forest, National Park and **Nature (12)** _____, but watch out for the ponies, cows, donkeys and pigs!

11 **Work in pairs. Describe a popular tourist area in your region without giving the name. Can your partner guess what it is?**

Awarie i wypadki w podróży

12 **Unscramble the words in capitals to complete the headlines.**

1 Climbers _____ **AGCHTU out by** freak storm _____ **TSADNRDE** on mountain for five hours
2 Five **escape** _____ **NHURDAME** after **head-on** _____ **CILNOSOIL** on motorway
3 **Fatal** _____ **INDIECTN on the line** causes long delays and passenger frustration
4 Husband and wife have _____ **WANORR escape** after car _____ **EMOCS off** road following _____ **DISK** on black ice
5 **Emergency** _____ **ERIVESCS** called to _____ **CESNE of** hotel fire
6 Advice to drivers to prevent _____ **TALF batteries** during this cold spell
7 No _____ **FITAEALSIT** but many injured after _____ **NEDRMLITAE** on Eastern line
8 Pilot makes _____ **EMRECYEGN landing** after landing gear fails to operate

Ruch uliczny

13 **Complete the posts with the correct words in the boxes. Do you agree with Wayne's call for regular driving tests? Why (not)?**

LOCAL traffic news

Post your updates!

bay diversion following gridlocked making slip sounding standstill way

MazzB

Advice to all drivers in the Hollifield area. Avoid the town centre at all costs! Traffic has been **at a (1)** _____ for at least an hour. This is down to a **(2)** _____ that's been put in place on the edge of town because of building works. People are not **(3)** _____ **this** but **(4)** _____ **their own detour** through the town centre and there are tailbacks right back to the **(5)** _____ **road** from the motorway. It's completely **(6)** _____ here. No one is **giving (7)** _____ to anyone else. I put my car in a **parking (8)** _____ and I'm having a coffee just watching all the frustrated drivers! It's noisy too – but **(9)** _____ **your horn** is not going to get anyone anywhere!

breaking breakneck dash heavy level overtaking put shoulder through undertook

Wayne 32

I just have to post this! You won't believe the sort of driving I've encountered today while travelling to work in Rothmore. There are SO many terrible drivers out there! The traffic wasn't that **(10)** _____ but that does not excuse people **(11)** _____ **the speed limit** at every opportunity. There was one car going **at (12)** _____ **speed** along the main road and **(13)** _____ at the brow of Lancer's Hill. No way could he see any oncoming traffic. Then on the motorway section of my route, a car actually **(14)** _____ me using the **hard (15)** _____. Unbelievable. I admit that I tend to **(16)** _____ **my foot down** when traffic is light, but I've never dodged the barriers at a **(17)** _____ **crossing** or **gone (18)** _____ **a red light** – both of which I saw today. I wish I'd had a **(19)** _____ **cam** and been able to send footage to the police. The government really needs to bring in regular five or ten yearly tests for drivers. Controversial, but in my view a necessity.

Bezpieczeństwo w podróży

14 **Complete the sentences with the correct words. Use the wordlist on page 115 to help you.**

1. **Watch out for** _____ while you're on holiday – whether they're so-called 'cheap deals' on excursions or something more sinister.
2. When you're out and about, **keep an** _____ **on** your belongings at all times and be wary of pickpockets.
3. In hotels or while travelling, _____ **yourself with safety information** such as fire exits etc. Emergencies are rare, but **it's better to be safe than** _____.
4. If you drive an electric car, fit or use a _____ **emitter** to warn pedestrians of your approach.
5. Some people like to take risks when, for example, there's a raging storm at a beach. Better to **stay out of harm's** _____ and keep safe.
6. Pack things to help with minor mishaps, like a sewing kit or **first** _____ **kit**. Who knows when you might rip your jeans or need a plaster?
7. It's a relatively new problem on the UK roads, but try to **avoid** _____ on many of the minor roads – more and more have been appearing since the extreme weather of last year.
8. If you're going to be involved in sports, especially extreme sports, always _____ **proper precautions** before starting. For example, check the weather predictions, inform people where you're going and so on.

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

15 **CD 2.04** **Listen to someone talking about a holiday and answer the questions.**

1. How did the holiday differ from what the speaker had expected?
2. What mistake had the speaker made?
3. How did they spend their first day and evening?
4. Describe the speaker's experience of using public transport while on the island.
5. Summarise the speaker's general reaction to her stay in Barbados.

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

16 **Describe the picture and answer the questions.**

1. Where, in your opinion, might the family be travelling to?
2. What is most important for you to take on holiday? Why?
3. Tell us about a time when you packed either too much or too little for a trip or holiday.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

Would you like to visit Italy for a countryside festival? Why (not)? Name three things that might be a part of it. Do you think it would be similar to a Polish countryside festival (*dożynki*)? Why (not)?

Zoom in

1 **Work in pairs. Which means of transport in the box is the most eco-friendly? Why?**

electric taxi • horse-drawn carriage • plane • cruise liner • narrow boat • scooter • coach • sports car • underground • ferry • hot-air balloon • helicopter • submarine • canoe

Practise

2 **Work in pairs and discuss the questions.**

1 Read the definition of ecotourism below. How can you make your holiday more eco-friendly?
2 Is ecotourism popular in Poland? Why (not)?

CULTURE

Ecotourism is defined as responsible travelling. Its main goal is to minimise the impact tourists have on the environment.

ODPOWIEDZI NA PYTANIA

3 CD 2.05 **Usłyszysz dwukrotnie rozmowę na temat ekoturystyki. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 What is the main topic of the discussion?
2 Why do Robert and Sarah agree that ecotourism is a strange word?
3 Why does Sarah cite the example of suntan lotion?
4 How are visitors affecting wildlife in Antarctica?
5 What are three main aims of ecotourism, according to Joe?

TEKST Z LUKAMI

4 CD 2.06 **Usłyszysz dwukrotnie wypowiedź na temat taksówek w Londynie. Na podstawie informacji zawartych w nagraniu uzupełnij w notatce luki 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

LONDON BLACK CABS

History:

- In the 1600s the first horse-drawn carriages for hire appeared. They were called (1) _____ carriages.
- At the beginning of the (2) _____ century the Public Carriage Office imposed specific safety rules and regulations.

Today:

- Only black cabs can be (3) _____ in the street.
- All black cabs can carry wheelchairs and assistance dogs free of charge.
- They can be any colour and must have a *for hire* light on their roof.

Taxi drivers:

- All cabbies have to (4) _____ called the *Knowledge* in order to be allowed to drive a black cab in London.
- They are often chatty people engaging passengers in conversation.

Fish for words

5 **Complete the sentences with the correct words in the box.**

fare follow footprint fragile jet worth

1 Going down the River Thames on a short day cruise is definitely **well** _____ **a trip**.
2 If you're planning to _____ **off** somewhere this summer, make sure you take out the relevant travel insurance.
3 All tour operators have to _____ certain **regulations** when it comes to organising all-inclusive holidays.
4 Sam told me that yesterday he **picked up** a _____ that turned out to be the actor playing Sherlock Holmes!
5 Most of us leave a **carbon** _____ not only while travelling on holidays, but also while commuting to school.
6 I'd rather learn about environmental problems online than risk **damaging** _____ **ecosystems** by visiting the places where the problems are vital in person.

Wrap it up

6 **Work in pairs. Do you think virtual holidays would be a good replacement for physical travelling? Why (not)?**

Zoom in

1 **ROZMOWA WSTĘPNA** **Work in pairs. Discuss the questions.**

1 What interesting places have you visited recently?
2 Do you prefer travelling on your own or with other people? Why?

Activate

2 **Read the sentences in the *Know your phrases* box. Which of them express opinions and which refer to habits?**

KNOW YOUR PHRASES

- *I frequently/routinely commute to school by bus/ underground.*
- *My parents give me a lift to school / drop me off at school / pick me up from school every day.*
- *The reason the person has chosen to travel by bike is probably convenience/affordability/accessibility.*
- *People who commute / get around by bike/scooter never get stuck in traffic jams.*
- *To my mind, city scooters are a perfect / an ideal solution to …*
- *I consider it worth installing more docking stations / charge points in my town.*
- *I'd suggest lowering bike rental fees / increasing the frequency of bus and tram services so that more people can …*
- *I tend to catch the earliest train possible and then change for a bus.*
- *I'd rather use a commuter train than a suburban bus because …*

3 **Complete the task below.**

Powiedz, że:
1 cieszy Cię fakt, że mieszkasz w miejscu, w którym podmiejskie pociągi kursują regularnie;
2 przemieszczając się hulajnogą, unikasz korków;
3 wolisz podróżować metrem niż tramwajem;
4 sugerujesz obniżenie cen biletów kolejowych;
5 Twoi rodzice, niestety, nie mogą Cię zawozić do szkoły i z niej odbierać, więc dojeżdżasz autobusem;
6 w drodze do szkoły musisz się przesiadać dwa razy;
7 często korzystasz z roweru elektrycznego pod warunkiem, że w pobliżu są stacje ładowania.

Practise

GET SMARTER

Odpowiadając na pytania dotyczące ilustracji, pamiętaj, aby rozwinąć wypowiedź, uzasadnić swoją opinię i, jeżeli to możliwe, podać przykłady. Udzielając odpowiedzi na pytanie trzecie, postaraj się stworzyć minihistorię, używając czasów przeszłych i różnych określeń budujących narrację, np.: *you wouldn't believe what happened to me …, suddenly …, just then …, as soon as …, to my total surprise …, to make matters worse …*

4 **Work in pairs. Take turns to describe the photograph and answer the questions.**

1 Why did the man choose to get about by bike?
2 Which means of transport do you use to travel to school? Why?

5 **Read the task below. Choose the correct options to complete the student's answer.**

Describe the last time you or someone you know got lost in a new place.

You **(1)** ***wouldn't*** / ***couldn't*** believe what **(2)** ***has happened*** / ***happened*** to me last week. I got lost in my own town! It seems funny now, but at the time I was really **(3)** ***confused*** / ***confusing***. I got **(4)** ***in*** / ***on*** the wrong bus, dozed off, and ended up in a different part of town. In the meantime, my phone had run out of battery, so I couldn't check where I **(5)** ***was*** / ***am***. **(6)** ***In*** / ***At*** the end, I asked a passer-by where to go, and I walked back home. As **(7)** ***soon*** / ***long*** as I got back, I felt really relieved. I have to admit to **(8)** ***rely*** / ***relying*** on my phone too much when it comes to getting round town!

6 **Read the answer in exercise 5 again. Work in pairs and make the story more exciting by changing the events and adding details. Read your stories to another pair and decide which one is more original.**

ROZMOWA NA PODSTAWIE ILUSTRACJI

7 **Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. W swoich wypowiedziach wykorzystujcie zwroty z ramki *Know your phrases*.**

Uczeń A

1 Why is the man happy to be travelling this way?
2 What's the public transport like where you live?
3 Describe the last time you or someone you know went on a long bike ride.

Uczeń B

1 What are the pros and cons of travelling this way?
2 Why have trams become popular in many places?
3 Describe the last time you or someone you know didn't enjoy a journey.

Speaking Bank ▶ p. 218

Wrap it up

8 **Work in pairs. Prepare a crossword based on vocabulary connected with travelling. Exchange crosswords with another pair.**

Speaking Set 08 ▶ p. 210

Zoom in

1 **Work in pairs. If you were offered a holiday anywhere in the world for your birthday, where would you choose to go and with whom? Why?**

2 **Work in pairs. Take turns to describe the photographs and answer the questions.**

1 Why are the girl and the boy smiling? What makes you say that?
2 What do you do to avoid getting bored while travelling?
3 Describe the last time you travelled to a new place.

1 What do you think the man might be talking about? What makes you say that?
2 Do you like watching travel vlogs? Why (not)?
3 Describe the last time you travelled on a train.

Practise

3 **Work in pairs. Read about the Orient Express below. Would you like to go on a trip on this train? Why (not)?**

CULTURE

The Orient Express is a famous luxury passenger train that used to run from Paris (France) to Istanbul (Turkey) from 1883 to 1977. For years it attracted many affluent Europeans, including royal families. Since 1982 the train called Venice Simplon-Orient-Express has been covering several routes between London and Venice.

UZUPEŁNIANIE STRESZCZENIA

4 **Przeczytaj tekst na stronie 111 i uzupełnij jego streszczenie. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

After **(1)** _____ on waking, Jazz remembers that she is on the Orient Express train and is thrilled by the excitement and luxury of the trip. The journey is a generous birthday present to her and **(2)** _____ from their family, and the girls are sharing a sleeping compartment. There is **(3)** _____ because the compartments are original. The train has passed through France and is currently travelling through the Swiss Alps. Evie is amazed that they are actually on the Orient Express, while Jazz reflects on the nostalgic aspect of this journey and recalls a **(4)** _____ committed on the train. At this point they enter a very long tunnel and Jazz panics when the **(5)** _____.

CULTURE

The English crime novelist Agatha Christie wrote sixty-six detective novels and is the world's most famous mystery writer as well as one of the best-selling novelists of all time. One of her most famous novels is *Murder on the Orient Express*. The story, involving the murder of a passenger on the famous train, sees her popular detective, Hercule Poirot, famous for his moustache and obsession with tidiness, faced with a range of suspects stranded on the train in extremely cold and snowy conditions.

Fish for words

5 **Choose the correct words to complete the sentences.**

1 For me the first ***leg*** / ***arm*** **of our journey** through Slovakia was the most interesting one.
2 When I had to ***shout*** / ***screech*** **to a halt** at the traffic lights, I knew I had failed my driving test.
3 By not stopping for any breaks we ***skipped*** / ***shaved*** at least half an hour **off** the journey to the seaside.
4 The train ***hurtled*** / ***strode*** through a tunnel at speeds exceeding 100 miles an hour.
5 The five-star hotel ***expressed*** / ***exuded*** **luxury** from the moment you entered the main hall.
6 Both cars are progressing at a great rate of ***miles*** / ***knots*** at the moment.

6 **Work in pairs and discuss the topics in the box.**

the last time you hurtled forward in a vehicle •
how you can shave time off a long journey •
a place you've been to recently that exuded luxury •
a leg of a long journey that you found boring

Wrap it up

7 **What do you think might be about to happen in the story? Discuss your ideas. Write the next paragraph of Jazz's blog entry. Use 120–150 words.**

Jazz's blog

The journey

I woke with a jolt. Something was wrong. I was lying still, trying to work it out, and then I realised the thing that was trembling was my bed. Where was I? What was happening? I sat upright and my head hit something hard. The ceiling wasn't supposed to be this close. My heart froze and I started to panic.

It took me a few seconds to accept that the art deco walls around me were not from my bedroom. The window did not look out on the old oak tree. Indeed, the view was completely unstable. There were trees, but they were blurred, rushing past at a rate of knots. And above me I was conscious of my twin sister, who was still asleep in her bunk bed, gently rocked by the rhythmic motions.

I scrambled out of my bunk and began to stare through the window like a child on a first train journey. But this was no ordinary journey. The view was breathtaking. I could see the front carriages bending round the track as we approached a tunnel and the excitement was electric. The swaying blue and gold carriages sported the glossy emblems of the Orient Express. Evie and I were on a birthday trip, gifted by our family (we could never have afforded to do the trip otherwise), on one of the most famous trains in the world.

'I still have to pinch myself, Jazz,' Evie was swinging her legs from the top bunk, her feet tapping my shoulders. The carriages were restored originals and therefore narrow, but the rest of the decor exhibited minute attention to detail and exuded luxury. The whole train did. Definitely not a budget trip!

The first leg of the journey saw us hurtle through France. Now we were snaking our way through the Alps, in our luxurious compartment, glamour on every side.

'Yeah – it's like stepping back in time or into *Murder on the Orient Express*, by Agatha Christie,' I whispered. I could nearly see the wonderful detective Hercule Poirot – the main character of the book – interviewing elegantly attired suspects in the Orient Express dining car to find who was guilty of the murder that had happened in one of the compartments. And that was when we entered the tunnel that had shaved hours off the original journey time. The train suddenly screeched to a halt. Porcelain tea cups tumbled, the lights flickered and died. My heart froze for a second time.

1 Look at the expressions in the box. Work in pairs. How can you avoid these situations happening? If they happen to someone, what would you advise that person to do?

crowded beach • getting a speeding ticket • getting sunburned • having a puncture • losing your boarding pass • no vacancies • roadworks

2 Read the verbs in the box and put them in the correct columns. Add prepositions where necessary.

advise apologise appear approve avoid be tired can't help choose fail fancy feel finish get used insist look forward manage mind object practise refuse risk seem succeed threaten

followed by *-ing*	followed by a preposition + *-ing*	followed by *to* + infinitive

3 Read the text in the left column again. What verb patterns similar to those in exercise 2 can you find? What other verbs can you add to the table? Refer to the Grammar Reference and Practice on page 246 to help you.

4 Rewrite the sentences using the word in capitals.

1 We waited too long for a bus, so we took an Uber. **TIRED**
2 I don't want to go there by coach. **FEEL**
3 We didn't manage to persuade Dad to use an electric scooter. **SUCCEED**
4 I wasn't allowed to go camping with my friends. **LET**
5 I can walk home. It's no problem for me. **MIND**
6 I stayed on the shore as I didn't want to get seasick. **RISK**
7 I can't wait to fly to New York this summer. **FORWARD**

GRAMMAR POINT

You'd better slow down or you'll get a speeding ticket.
I'd rather go by train to avoid getting stuck in traffic.
There's no point in / It's no use complaining about the prices of petrol.

5 Work in pairs and answer the questions.

1 What advice would you give to a person who wants to travel solo across the world? Use *had better* and *it's no use*.
2 What are your preferences regarding holiday destinations? Use *I'd rather* and *fancy*.
3 What do you find senseless when it comes to complaining? Use *there's no point* and *avoid*.

6 Work in pairs. Imagine you're having a nightmare holiday. Write a post for your social media to describe what is happening. Use the verb patterns from this lesson.

Pronunciation activity ▶ p. 277

Grammar Reference and Practice ▶ pp. 246–249

08 USE OF ENGLISH

Zoom in

1 **Work in pairs and describe the photo. Would you like to spend your summer holiday in a place like this? Why (not)?**

2 **Imagine that you are planning a glamping (glamorous camping) holiday with your friends. Write six questions you would like to ask a travel agent about this form of holiday. What do you think the answers would be?**

Practise

GET SMARTER

W zadaniach polegających na parafrazie zdań należy tak przeformułować podane zdanie, aby zachować jego znaczenie, używając podanego słowa oraz innej konstrukcji gramatycznej lub leksykalnej. Przeczytaj początek i koniec zdania z luką i zastanów się, jakich zmian trzeba dokonać. Zwykle chodzi o zastosowanie innego czasu, zmianę strony biernej na czynną, użycie konstrukcji z końcówką *-ing* zamiast bezokolicznika (lub odwrotnie), użycie czasownika frazowego lub wyrażenia przyimkowego.

3 **Read the sentences and answer the questions.**

1 *The last time I travelled by plane was three years ago.*
How can you rephrase the sentence using the word 'for' and a different tense?
2 *The noise in the hotel was too much for me.*
Which phrasal verb with 'put' means 'to tolerate' something? How can you rephrase the sentence so that it begins with *I couldn't …*?
3 *Did they cancel your flight?*
How can you rephrase the question using the passive voice?
4 *Eventually, we succeeded in finding a better guesthouse.*
Can you rephrase the sentence using the verb 'manage'?

TRANSFORMACJE ZDAŃ

4 **Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań i form podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 If we go glamping, we'll have to cook for ourselves. **MEAN**
Going glamping _____ own.
2 There was no more petrol in the car, so we had to put up our tents in the middle of nowhere. **RUN**
We _____, so we had to put up our tents in the middle of nowhere.
3 We decided to leave early in the morning to avoid the traffic jams on the roads. **OUT**
_____ early in the morning allowed us to avoid the traffic jams on the roads.
4 There's no point in asking her to go hiking with us. She'll hate the idea. **USE**
_____ her to go hiking with us. She'll hate the idea.
5 They say this place was used as a film set. **HAVE**
This place is _____ as a film set.
6 Scuba diving is forbidden here. **DIVE**
You _____ here.

TRANSFORMACJE ZDAŃ

5 **Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań i form podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 It was my first time in the Masurian Lake District and I loved it. **I**
It was the first time _____ in the Masurian Lake District and I loved it.
2 Is glamping an attractive concept for you? **APPEAL**
_____ you?
3 There is a risk that we will get bitten by insects when camping. **RISK**
We _____ by insects when camping.
4 Our worrying so much about the accommodation was a waste of time. **NEEDN'T**
We _____ so much about the accommodation.
5 We had to wait for a free place at the guesthouse. It took forever! **MADE**
We _____ for a free place at the guesthouse. It took forever!
6 I thought Tom would object to going to the lakes, but he was OK about it. **EXPECTED**
I _____ want to go to the lakes, but he was OK about it.

Wrap it up

6 **Work in pairs. Imagine you are glamping. Write a short blog post to either encourage people to try it out or discourage them from going.**

Use of English – Extra Practice 08 ▶ p. 271

Zoom in

1 **Work in pairs. Decide how you could turn the activities shown above into extreme holiday activities.**

E.g. *Let's consider biking. It would be extreme if a person travelled like this from Poland to Spain.*

Activate

2 **Read the sentences in the *Know your phrases* box. Which two are idiomatic expressions? What do they mean?**

KNOW YOUR PHRASES

- *I once decided to hire a raft with my friends and sail round the lakes / go climbing in the mountains with my friends in winter.*
- *We didn't prepare well enough / had little experience in sailing / took no notice of the weather conditions / didn't take out any insurance policies, but went ahead with the trip.*
- *We were lucky to survive / to be rescued / not to drown / not to die.*
- *It was a narrow escape / a close shave.*
- *We should have prepared better in order to avoid such trouble.*
- *My advice/suggestion to anyone planning a holiday like this is to assess the risk / prepare properly / take out an insurance policy before going / check the travel warnings.*
- *I strongly advise following the weather reports / checking who to contact in an emergency / against taking any unnecessary risks.*
- *With hindsight, I can't recommend caution / common sense / a first aid course strongly enough.*

3 **Complete the task below.**

Powiedz, że:

1 nikt z Was nie umiał udzielić pierwszej pomocy;
2 mieliście szczęście, że przetrwaliście burzę w górach;
3 nie powinniście byli ignorować ostrzeżeń o złych warunkach pogodowych;
4 radzisz wszystkim, którzy wybierają się na żagle, śledzenie prognoz pogody;
5 cudem uniknąłeś/uniknęłaś nieszczęścia podczas wyprawy w góry;
6 z perspektywy czasu wiesz, że powinniście byli sprawdzić ostrzeżenia dotyczące podróżowania przed wyjazdem do obcego kraju.

Practise

GET SMARTER

Pamiętaj, aby rozpocząć artykuł w sposób zachęcający do dalszego czytania. Zwróć uwagę na to, że w artykule istotne jest wspieranie argumentów odpowiednimi przykładami.

4 **Choose one of the situations below and describe it by answering questions a–i. Add any necessary details.**

1 You went hiking in the mountains. You had to call the emergency number to be rescued.
2 You and your friend decided to go for a swim in the sea in the middle of the night. If it hadn't been for a stranger, your adventure wouldn't have ended well.
3 You and your friends hired quads and decided to have a race. One of you got badly injured.

a Why did you decide to spend time this way?
b What did you hope to experience?
c What did you do to prepare for it well?
d What was the weather like?
e What were you wearing?
f When did things start to go wrong? Why?
g How did you feel?
h What did you try to do?
i How did you feel afterwards? What do you regret the most?

ARTYKUŁ

5 **Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażeń z ramki *Know your phrases*.**

Turystyka ekstremalna cieszy się coraz większą popularnością. Napisz **artykuł**, w którym opiszesz wyjazd z przyjaciółmi, podczas którego znaleźliście się w niebezpieczeństwie na skutek ryzykownych działań, i zasugerujesz, jakie kroki należy podjąć, aby uniknąć niebezpiecznych sytuacji podczas wyjazdów.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

Wrap it up

6 **Work in pairs. Discuss the advantages and disadvantages of travelling on your own.**

MP3 66 VOCABULARY
Using transport / Środki transportu i korzystanie z nich

Rail travel / Podróż pociągiem
aisle /aɪl/ przejście między rzędami siedzeń
buffet/refreshment trolley /ˈbʊfeɪ/rɪˈfreʃmənt ˌtrɒli/ wózek z napojami i przekąskami
carriage /ˈkærɪdʒ/ wagon
communication cord (BrE)/emergency cord (AmE) /kəˌmjuːnɪˈkeɪʃən kɔːd/ɪˈmɜːdʒənsi kɔːd/ hamulec bezpieczeństwa
direct/fast train /dɪˈrekt/ˈfɑːst treɪn/ pociąg pospieszny
freight/goods train /ˈfreɪt/ˈgʊdz treɪn/ pociąg towarowy
guard (BrE)/conductor (AmE) /gɑːd/kənˈdʌktə/ konduktor, kierownik pociągu
keep clear of the closing doors /ˌkiːp ˌklɪər əv ðə ˌkləʊzɪŋ ˈdɔːz/ odsuń się od zamykających się drzwi
luggage rack /ˈlʌgɪdʒ ræk/ półka na bagaż
mind the gap /maɪnd ðə gæp/ uważaj na odstęp pomiędzy wagonem a pociągiem
pull into/out of a station /ˌpʊl ˌɪntə/ˌaʊt əv ə ˈsteɪʃən/ wjeżdżać na/opuszczać stację
run on time/late /ˌrʌn ɒn ˈtaɪm/ˈleɪt/ przyjechać punktualnie/niepunktualnie
sleeping car/sleeper /ˈsliːpɪŋ kɑː/ˈsliːpə/ wagon sypialny
slow/stopping train /ˈsləʊ/ˈstɒpɪŋ treɪn/ pociąg osobowy
standard/first class fare /ˌstændəd/ˌfɜːst klɑːs ˈfeə/ bilet standardowy/na pierwszą klasę
terminate /ˈtɜːmɪneɪt/ kończyć bieg
tracks /træks/ tory kolejowe
train standing at platform 1 /ˌtreɪn ˌstændɪŋ ət ˌplætfɔːm ˈwʌn/ pociąg przy peronie 1
west-/east-/north-/southbound train /ˈwest/ˈiːst/ˈnɔːθ/ˈsaʊθˌbaʊnd treɪn/ pociąg w kierunku zachodnim/wschodnim/północnym/południowym

Air travel / Podróż lotnicza
baggage allowance /ˈbægɪdʒ əˌlaʊəns/ limit bagażu
baggage carousel /ˌbægɪdʒ kærʊˈsel/ taśma bagażowa
baggage reclaim hall /ˌbægɪdʒ ˈriːkleɪm hɔːl/ hala odbioru bagażu
budget airline/low-cost carrier /ˌbʌdʒɪt ˈeəlaɪn/ˌləʊ kɒst ˈkærɪə/ tanie linie lotnicze
cabin crew /ˈkæbɪn kruː/ personel pokładowy
checked baggage /ˌtʃekt ˈbægɪdʒ/ bagaż rejestrowany
clear customs /ˌklɪə ˈkʌstəmz/ przejść odprawę celną
disembark /ˌdɪsɪmˈbɑːk/ opuścić pokład samolotu
domestic/internal flight /dəʊˌmestɪk/ɪnˌtɜːnəl ˈflaɪt/ lot krajowy
embark/board /ɪmˈbɑːk/bɔːd/ wejść na pokład
excess baggage /ɪkˌses ˈbægɪdʒ/ nadbagaż
go through security/immigration /ˌgəʊ θruː sɪˈkjʊərəti/ˌɪmɪˈgreɪʃən/ przejść kontrolę bezpieczeństwa/paszportową
hand/cabin/carry-on baggage /ˈhænd/ˈkæbɪn/ˌkæri ɒn ˌbægɪdʒ/ bagaż podręczny
item/piece of luggage /ˌaɪtəm/ˌpiːs əv ˈlʌgɪdʒ/ sztuka bagażu
last call for passengers flying to ... /ˌlɑːst ˌkɔːl fə ˌpæsɪndʒəz ˈflaɪɪŋ tə/ ostatnie wezwanie dla pasażerów odlatujących do ...
lifejacket /ˈlaɪfˌdʒækɪt/ kamizelka ratunkowa
overhead locker/compartment /ˌəʊvehed ˈlɒkə/ kəmˈpɑːtmənt/ schowek na bagaż
priority boarding /praɪˌɒrəti ˈbɔːdɪŋ/ pierwszeństwo wejścia na pokład
runway /ˈrʌnweɪ/ pas startowy
short-/long-haul flight /ˌʃɔːt/ˌlɒŋ hɔːl ˈflaɪt/ lot krótko-/długodystansowy
touchdown /ˈtʌtʃdaʊn/ przyziemienie
turbulence /ˈtɜːbjələns/ turbulencje
unclaimed luggage /ˌʌnˌkleɪmd ˈlʌgɪdʒ/ nieodebrany bagaż

Sea travel / Podróż morska
canoe /kəˈnuː/ kajak
car deck /ˈkɑː dek/ pokład dla samochodów
coastguard /ˈkəʊstgɑːd/ straż przybrzeżna
cruise liner /ˈkruːz ˌlaɪnə/ statek wycieczkowy
dinghy /ˈdɪŋgi/ ponton
dock (n, v) /dɒk/ dok, nabrzeże; przybić do portu
gangplank /ˈgæŋplæŋk/ trap
good/rough crossing /ˌgʊd/ˌrʌf ˈkrɒsɪŋ/ spokojny/burzliwy rejs
high/low tide /ˌhaɪ/ˌləʊ ˈtaɪd/ przypływ/odpływ
lifeboat /ˈlaɪfbəʊt/ szalupa ratunkowa
moor a boat /ˌmʊər ə ˈbəʊt/ zacumować łódź
quay/quayside /kiː/ˈkiːsaɪd/ nabrzeże, keja
row/paddle /rəʊ/ˈpædəl/ wiosłować
speedboat /ˈspiːdbəʊt/ motorówka
steer (n, v) /stɪə/ ster; sterować
tall ship /ˌtɔːl ˈʃɪp/ żaglowiec

Road travel / Podróż drogowa
accelerator (BrE)/gas pedal (AmE) /əkˈseləreɪtə/ˈgæs ˌpedəl/ pedał gazu
back seat driver /ˌbæk siːt ˈdraɪvə/ pasażer pouczający kierowcę
bicycle chain /ˈbaɪsɪkəl tʃeɪn/ łańcuch rowerowy
bonnet (BrE)/hood (AmE) /ˈbɒnɪt/hʊd/ maska
boot (BrE)/trunk (AmE) /buːt/trʌŋk/ bagażnik samochodowy
change gear /ˌtʃeɪndʒ ˈgɪə/ zmieniać bieg
charging point /ˈtʃɑːdʒɪŋ pɔɪnt/ punkt ładowania samochodów elektrycznych
convertible /kənˈvɜːtəbəl/ kabriolet
crash helmet /ˈkræʃ ˌhelmɪt/ kask
docking station /ˈdɒkɪŋ ˌsteɪʃən/ stacja dokująca, np. dla rowerów miejskich
double-decker (bus) /ˌdʌbəl ˌdekə ˈbʌs/ autobus piętrowy
exhaust fumes /ɪgˈzɔːst fjuːmz/ spaliny
exhaust pipe (BrE)/tailpipe (AmE) /ɪgˈzɔːst paɪp/ˈteɪlpaɪp/ rura wydechowa
get a puncture /ˌget ə ˈpʌŋktʃə/ złapać gumę
glove compartment /ˈglʌv kəmˌpɑːtmənt/ schowek przed siedzeniem pasażera
hail a taxi/cab /ˌheɪl ə ˈtæksi/ˈkæb/ złapać taksówkę
handbrake (BrE)/emergency brake (AmE) /ˈhændbreɪk/ɪˈmɜːdʒənsi breɪk/ hamulec ręczny
handlebars /ˈhændlbɑːz/ kierownica roweru
hitch/thumb a lift /ˌhɪtʃ/ˌθʌm ə ˈlɪft/ złapać stopa
indicator (BrE)/turn signal (AmE) /ˈɪndəkeɪtə/ˈtɜːn ˌsɪgnəl/ kierunkowskaz
number plate (BrE)/license plate (AmE) /ˈnʌmbə pleɪt/ˈlaɪsəns pleɪt/ tablica rejestracyjna
petrol tank (BrE)/gas tank (AmE) /ˈpetrəl tæŋk/ˈgæs tæŋk/ bak
pick up a hitchhiker /ˌpɪk ʌp ə ˈhɪtʃˌhaɪkə/ zabrać autostopowicza
pump up the tyres /ˌpʌmp ʌp ðə ˈtaɪəz/ dopompować opony
put/slam on the brakes /ˌpʊt/ˌslæm ɒn ðə ˈbreɪks/ przyhamować/ostro zahamować
raise/lower the saddle /ˌreɪz/ˌləʊə ðə ˈsædəl/ podwyższyć/obniżyć siodełko
ride two abreast /ˌraɪd tuː əˈbrest/ jechać obok siebie na rowerach
right-/left-hand drive /ˌraɪt/ˌleft hænd ˈdraɪv/ samochód z kierownicą po prawej/lewej stronie
sound the horn /ˌsaʊnd ðə ˈhɔːn/ nacisnąć klakson
start/stall the car/engine /ˌstɑːt/ˌstɔːl ðə ˈkɑː/ˈendʒɪn/ odpalić/zgasić samochód/silnik
steering wheel /ˈstɪərɪŋ wiːl/ kierownica samochodu
swerve /swɜːv/ skręcić gwałtownie
taxi rank /ˈtæksi ræŋk/ postój taksówek
tyre (BrE)/tire (AmE) /taɪə/ opona
windscreen (BrE)/windshield (AmE) /ˈwɪndskriːn/ˈwɪndʃiːld/ przednia szyba

MP3 67 Finding the way / Orientacja w terenie
approach a junction /əˌprəʊtʃ ə ˈdʒʌŋkʃən/ zbliżać się do skrzyżowania
be on the right road /ˌbi ɒn ðə ˌraɪt ˈrəʊd/ być na właściwej drodze
bear/keep right at the fork /ˌbeə/ˌkiːp raɪt ət ðə ˈfɔːk/ trzymać się prawej strony na rozwidleniu
carry straight on /ˌkæri streɪt ˈɒn/ iść/jechać cały czas prosto
en route (for) /ˌɒn ˈruːt (fə)/ po drodze (do)
follow the one-way system /ˌfɒləʊ ðə ˌwʌn ˈweɪ ˌsɪstəm/ podążać drogami jednokierunkowymi
go/take the scenic route /ˌgəʊ/ˌteɪk ðə ˌsiːnɪk ˈruːt/ pojechać trasą widokową
have a good sense of direction /ˌhæv ə ˌgʊd ˌsens əv daɪˈrekʃən/ mieć dobrą orientację w terenie
head along sth /ˌhed əˈlɒŋ/ jechać wzdłuż czegoś
head for the station /ˌhed fə ðə ˈsteɪʃən/ kierować się w stronę dworca
keep in the right-hand lane /ˌkiːp ɪn ðə ˌraɪt hænd ˈleɪn/ trzymać się prawego pasa
lose your way /ˌluːz jə ˈweɪ/ zgubić się
make a U-turn /ˌmeɪk ə ˈjuː tɜːn/ zawrócić
take a short cut /ˌteɪk ə ˈʃɔːt kʌt/ skorzystać ze skrótu
take the second exit at the roundabout /ˌteɪk ðə ˌsekənd ˌeksɪt ət ðə ˈraʊndəbaʊt/ zjechać z ronda drugim zjazdem
talk sb through directions /ˌtɔːk ˌsʌmbədi θruː daɪˈrekʃənz/ wytłumaczyć komuś dojazd
you can't miss it /ˌjʊ ˌkɑːnt ˈmɪs ɪt/ nie da się tego przegapić
your best bet is to ... /jə ˌbest ˈbet ɪz tə/ najlepszym rozwiązaniem będzie ...

MP3 68 Accommodation / Baza noclegowa
accessibility /əkˌsesəˈbɪləti/ dostępność
affordability /əˌfɔːdəˈbɪlɪti/ przystępność cenowa
amend your booking /əˌmend jə ˈbʊkɪŋ/ zmienić rezerwację
be fully booked/booked solid /bi ˌfʊli ˈbʊkt/ˌbʊkt ˈsɒlɪd/ być w pełni zarezerwowanym
beachfront/central/isolated location /ˌbiːtʃfrʌnt/ˌsentrəl/ˌaɪsəleɪtɪd ləʊˈkeɪʃən/ lokalizacja przy plaży/w centrum/na uboczu
book a flexible rate /ˌbʊk ə ˌfleksəbəl ˈreɪt/ rezerwować wg elastycznej taryfy
book ahead /ˌbʊk əˈhed/ rezerwować z wyprzedzeniem
cleanliness /ˈklenlɪnəs/ czystość
convenience /kənˈviːniəns/ wygoda
flexibility /ˌfleksəˈbɪləti/ elastyczność, dyspozycyjność
incur additional charges /ɪnˌkɜːr əˌdɪʃənəl ˈtʃɑːdʒɪz/ ponieść dodatkowe koszty
non-refundable /ˌnɒn riːˈfʌndəbəl/ bezzwrotny
no vacancies /ˌnəʊ ˈveɪkənsiz/ brak wolnych pokoi
peak season/off-season /ˌpiːk ˈsiːzən/ˌɒf ˈsiːzən/ szczyt sezonu/poza sezonem
pet-friendly /ˌpet ˈfrendli/ akceptujący zwierzęta
pitch a tent /ˌpɪtʃ ə ˈtent/ rozbić namiot
practicality /ˌpræktɪˈkæləti/ praktyczność
privacy /ˈprɪvəsi/ prywatność
self-catering /ˌself ˈkeɪtərɪŋ/ z wyżywieniem we własnym zakresie
sole occupancy /ˌsəʊl ˈɒkjəpənsi/ do wyłącznego użytku
take pot luck /ˌteɪk ˌpɒt ˈlʌk/ zdać się na szczęście
tour operator /ˈtʊər ˌɒpəreɪtə/ biuro podróży, organizator
twin room /ˌtwɪn ˈruːm/ pokój z dwoma łóżkami
vacate your room/the property /vəˌkeɪt jə ˈruːm/ðə ˈprɒpəti/ opuścić pokój/obiekt
with a sea view /ˌwɪð ə ˈsiː vjuː/ z widokiem na morze

MP3 69 Trips and sightseeing / Wycieczki i zwiedzanie

admission charge /ədˈmɪʃən tʃɑːdʒ/ opłata za wstęp
apply for a visa/EHIC card /əˌplaɪ fər ə ˈviːzə/ˌiː eɪtʃ aɪ ˈsiː kɑːd/ składać podanie o wizę/kartę EKUZ
backpacking /ˈbækˌpækɪŋ/ wędrówka z plecakiem
bask in the heat /ˌbɑːsk ɪn ðə ˈhiːt/ wygrzewać się
be on a tight budget /ˌbi ɒn ə ˌtaɪt ˈbʌdʒɪt/ mieć napięty budżet
concession /kənˈseʃən/ zniżka
factor sth in /ˌfæktər ˌsʌmθɪŋ ˈɪn/ wziąć coś pod uwagę
get away from it all /ˌget əˈweɪ frəm ɪt ɔːl/ oderwać się od codzienności
glamping /ˈglæmpɪŋ/ pobyt na luksusowym kempingu
go out and about /gəʊ ˌaʊt ənd əˈbaʊt/ wyjść na miasto
guided tour /ˌgaɪdɪd ˈtʊə/ wycieczka z przewodnikiem
have/get itchy feet /ˌhæv/ˌget ˌɪtʃi ˈfiːt/ nie móc usiedzieć w jednym miejscu
head for the sun /ˌhed fə ðə ˈsʌn/ ruszyć w stronę słońca
hit the road /ˌhɪt ðə ˈrəʊd/ ruszyć w drogę
itinerary /aɪˈtɪnərəri/ plan podróży
jet lag /ˈdʒet læg/ zaburzenie rytmu dobowego wynikające z różnicy czasu
keep the costs down /ˌkiːp ðə ˈkɒsts daʊn/ zmniejszyć wydatki
off the beaten track /ˌɒf ðə ˌbiːtən ˈtræk/ z dala od utartego szlaku
outing /ˈaʊtɪŋ/ wycieczka, wypad
ramble (n, v) /ˈræmbəl/ wędrówka; wędrować
see sb off /ˌsiː ˌsʌmbədi ˈɒf/ pożegnać, odprowadzić kogoś
see the sights /ˌsiː ðə ˈsaɪts/ zwiedzać
staycation /steɪˈkeɪʃən/ wakacje w domu
travel on a shoestring /ˌtrævəl ɒn ə ˈʃuːstrɪŋ/ tanio podróżować
travel widely /ˌtrævəl ˈwaɪdli/ dużo podróżować

Visitor attractions / Atrakcje turystyczne

amusement arcade /əˈmjuːzmənt ɑːˌkeɪd/ salon gier
ancient ruins /ˌeɪnʃənt ˈrʊɪnz/ starożytne ruiny
aquarium /əˈkweərɪəm/ oceanarium
(cathedral) spire /(kəˌθiːdrəl) ˈspaɪə/ iglica wieży (katedralnej)
coastal path /ˌkəʊstəl ˈpɑːθ/ nadmorska ścieżka
landmark /ˈlændmɑːk/ punkt orientacyjny, zabytek, ważne i/lub ciekawe miejsce
monastery /ˈmɒnəstəri/ klasztor
nature/wildlife reserve /ˈneɪtʃə/ˈwaɪldlaɪf rɪˌzɜːv/ rezerwat przyrody
sandy/stony/pebbly beach /ˌsændi/ˌstəʊni/ˌpebli ˈbiːtʃ/ piaszczysta/kamienista plaża
walled city /ˌwɔːld ˈsɪti/ miasto otoczone murem
waterfront /ˈwɔːtəfrʌnt/ nabrzeże

Describing places and experiences / Opisywanie miejsc i doświadczeń

accessible /əkˈsesəbəl/ dostępny
breathtaking view /ˌbreθteɪkɪŋ ˈvjuː/ widok zapierający dech w piersiach
bustling town/city /ˌbʌslɪŋ ˈtaʊn/ˈsɪti/ miasto tętniące życiem
dramatic view/skyline /drəˌmætɪk ˈvjuː/ˈskaɪlaɪn/ oszałamiający widok/panorama miasta
gruelling/hassle-free journey /ˌgruːəlɪŋ/ˌhæsəl friː ˈdʒɜːni/ wyczerpująca/bezproblemowa podróż
hidden gems /ˌhɪdən ˈdʒemz/ ukryte skarby, perełki
iconic /aɪˈkɒnɪk/ kultowy
picturesque /ˌpɪktʃəˈresk/ malowniczy
raging sea /ˌreɪdʒɪŋ ˈsiː/ wzburzone morze
remote location /rɪˌməʊt ləʊˈkeɪʃən/ odległe miejsce
renowned for sth /rɪˈnaʊnd fə/ znany z czegoś
secluded spot /sɪˌkluːdɪd ˈspɒt/ odludne miejsce
sheer/steep cliffs/hills/climb /ˌʃɪə/ˌstiːp ˈklɪfs/ˈhɪlz/ ˈklaɪm/ strome klify/wzgórze/podejście
tacky souvenirs /ˌtæki ˈsuːvənɪəz/ tandetne pamiątki
touristy places /ˌtʊərɪsti ˈpleɪsɪz/ miejsca pełne turystów
unspoilt/deserted beach /ʌnˌspɔɪlt/dɪˌzɜːtɪd ˈbiːtʃ/ dziewicza/odludna plaża
well-kept secret /ˌwel kept ˈsiːkrɪt/ dobrze strzeżona tajemnica

Packing and equipment / Pakowanie i sprzęt

camping gear /ˈkæmpɪŋ gɪə/ sprzęt kempingowy
come in handy /ˌkʌm ɪn ˈhændi/ przydać się
roof rack /ˈruːf ræk/ bagażnik dachowy
toiletries /ˈtɔɪlɪtriz/ przybory toaletowe
travel light /ˌtrævəl ˈlaɪt/ podróżować z niewielkim bagażem

MP3 70 Accidents and emergencies / Awarie i wypadki w podróży

be involved in a pile-up /ˌbi ɪnˌvɒlvd ɪn ə ˈpaɪl ʌp/ być uczestnikiem karambolu
be left stranded /bi ˌleft ˈstrændɪd/ utknąć, zostać uwięzionym
call out emergency services /kɔːl ˌaʊt ɪˌmɜːdʒənsi ˈsɜːvɪsɪz/ wezwać służby ratunkowe
capsize /kæpˈsaɪz/ przewrócić się do góry dnem
come off the road /ˌkʌm ɒf ðə ˈrəʊd/ wypaść z drogi
derailment /dɪˈreɪlmənt/ wykolejenie
escape unharmed/emerge unscathed /ɪsˌkeɪp ʌnˈhɑːmd/ɪˌmɜːdʒ ʌnˈskeɪðd/ wyjść bez szwanku
(fatal) incident on the line /(ˌfeɪtəl) ˌɪnsɪdənt ɒn ðə ˈlaɪn/ (śmiertelny) wypadek na torach
fatality /fəˈtæləti/ ofiara śmiertelna
flat battery /ˌflæt ˈbætəri/ rozładowany akumulator
give first aid /ˌgɪv ˌfɜːst ˈeɪd/ udzielić pierwszej pomocy
have a narrow escape /ˌhæv ə ˌnærəʊ ɪsˈkeɪp/ ledwo ujść z życiem
have a puncture /ˌhæv ə ˈpʌŋktʃə/ złapać gumę
head-on collision /ˌhed ɒn kəˈlɪʒən/ zderzenie czołowe
I got caught out by freak storm /ˌaɪ gɒt kɔːt ˌaʊt baɪ ˌfriːk ˈstɔːm/ złapała mnie niespodziewana burza
invalid/out-of-date passport /ɪnˌvælɪd/ˌaʊt əv ˌdeɪt ˈpɑːspɔːt/ nieważny paszport
make an emergency landing /ˌmeɪk ən ɪˌmɜːdʒənsi ˈlændɪŋ/ wylądować awaryjnie
maritime disaster /ˌmærɪtaɪm dɪˈzɑːstə/ katastrofa morska
rescue operation /ˈreskjuː ɒpəˌreɪʃən/ akcja ratownicza
ruin sb's holiday /ˌrʊɪn ˌsʌmbədiz ˈhɒlədeɪ/ zepsuć komuś wakacje
run sb over /ˌrʌn ˌsʌmbədi ˈəʊvə/ przejechać kogoś
scene of the accident /ˌsiːn əv ði ˈæksɪdənt/ miejsce wypadku
skid (n, v) /skɪd/ poślizg; wpaść w poślizg
wreck/wreckage /rek/ˈrekɪdʒ/ szczątki, wrak

MP3 71 Traffic / Ruch uliczny

be at a standstill /ˌbi ət ə ˈstændstɪl/ być w bezruchu, stać
dash cam footage /ˈdæʃ kæm ˌfʊtɪdʒ/ nagranie z wideorejestratora
dodge barriers /ˌdɒdʒ ˈbærɪəz/ omijać szlabany
give way at a junction /ˌgɪv ˌweɪ ət ə ˈdʒʌŋkʃən/ ustąpić pierwszeństwa na skrzyżowaniu
go through a red light /ˌgəʊ θruː ə ˌred ˈlaɪt/ przejechać na czerwonym świetle
go/drive at breakneck speed /ˌgəʊ/ˌdraɪv ət ˌbreɪknek ˈspiːd/ jechać z zawrotną prędkością
gridlocked /ˈgrɪdlɒkt/ zakorkowany
hard shoulder /ˌhɑːd ˈʃəʊldə/ pobocze, pas awaryjny
heavy traffic /ˌhevi ˈtræfɪk/ duży ruch samochodów
keep to/observe/exceed/break the speed limit /ˌkiːp tə/əbˌzɜːv/ɪkˌsiːd/ˌbreɪk ðə ˈspiːd ˌlɪmɪt/ przestrzegać/łamać ograniczenie prędkości
level crossing (BrE)/railroad crossing (AmE) /ˌlevəl ˈkrɒsɪŋ/ˌreɪlrəʊd ˈkrɒsɪŋ/ przejazd kolejowy
make a detour/follow a diversion /ˌmeɪk ə ˈdiːtʊə/ˌfɒləʊ ə daɪˈvɜːʃən/ pojechać objazdem
oncoming traffic /ˌɒnkʌmɪŋ ˈtræfɪk/ nadjeżdżające pojazdy
overtake /ˌəʊvəˈteɪk/ wyprzedzać
parking bay /ˈpɑːkɪŋ beɪ/ zatoka parkingowa
pay tolls /ˌpeɪ ˈtəʊlz/ płacić opłaty drogowe
pedestrian crossing (BrE)/crosswalk (AmE) /pɪˌdestriən ˈkrɒsɪŋ/ˈkrɒswɔːk/ przejście dla pieszych
put your foot down /ˌpʊt jə ˈfʊt daʊn/ wcisnąć gaz do dechy
right of way /ˌraɪt əv ˈweɪ/ pierwszeństwo przejazdu
slip road (BrE)/ramp (AmE) /ˈslɪp rəʊd/ræmp/ wjazd/zjazd z autostrady
tailback/gridlock/congestion /ˈteɪlbæk/ˈgrɪdlɒk/ kənˈdʒestʃən/ korek, zator
undertake /ˌʌndəˈteɪk/ ominąć inny pojazd od strony pasażera

MP3 72 Travel safety / Bezpieczeństwo w podróży

avoid potholes /əˌvɔɪd ˈpɒthəʊlz/ omijać dziury w drodze
be wary of pickpockets /bi ˌweəri əv ˈpɪkpɒkɪts/ uważać na kieszonkowców
better safe than sorry /ˌbetə ˌseɪf ðən ˈsɒri/ lepiej dmuchać na zimne
brace yourself for impact /ˌbreɪs jəˌself fər ˈɪmpækt/ przygotować się na uderzenie
familiarise yourself with safety information /fəˌmɪliəraɪz jəˌself wɪð ˈseɪfti ɪnfəˌmeɪʃən/ zapoznać się z informacjami dotyczącymi bezpieczeństwa
first aid/sewing kit /ˌfɜːst ˈeɪd/ˈsəʊɪŋ kɪt/ apteczka/zestaw do szycia
fit a noise emitter /ˌfɪt ə ˈnɔɪz ɪˌmɪtə/ zainstalować emiter dźwięku
get a speeding ticket /ˌget ə ˈspiːdɪŋ ˌtɪkɪt/ dostać mandat za przekroczenie prędkości
help with minor mishaps /ˌhelp wɪð ˌmaɪnə ˈmɪshæps/ być pomocnym przy drobnych awariach
impose safety regulations /ɪmˌpəʊz ˈseɪfti regjəˌleɪʃənz/ wprowadzić uregulowania dotyczące bezpieczeństwa
keep an eye on your belongings /ˌkiːp ən ˌaɪ ɒn jə bɪˈlɒŋɪŋz/ pilnować swoich rzeczy
pose a risk/threat/danger /ˌpəʊz ə ˈrɪsk/ ˈθret/ˈdeɪndʒə/ stanowić ryzyko/zagrożenie/niebezpieczeństwo
stay out of harm's way /ˌsteɪ aʊt əv ˌhɑːmz ˈweɪ/ trzymać się z dala od zagrożeń
take proper precautions /ˌteɪk ˌprɒpə prɪˈkɔːʃənz/ zachować właściwe środki ostrożności
traffic-calming measures /ˈtræfɪk ˌkɑːmɪŋ ˌmeʒəz/ działania spowalniające ruch drogowy
watch out for scams /ˌwɒtʃ ˌaʊt fə ˈskæmz/ uważać na przekręty

MP3 73 LISTENING

be well worth a trip /ˌbi ˌwel ˌwɜːθ ə ˈtrɪp/ być wartym podróży
carbon footprint /ˌkɑːbən ˈfʊtˌprɪnt/ ślad węglowy
damage a fragile ecosystem /ˌdæmɪdʒ ə ˌfrædʒaɪl ˈiːkəʊˌsɪstəm/ niszczyć delikatny ekosystem
follow regulations /ˌfɒləʊ ˌregjʊˈleɪʃnz/ przestrzegać przepisów
jet off /ˌdʒet ˈɒf/ polecieć gdzieś samolotem
pick up a fare /ˌpɪk ˌʌp ə ˈfeə/ zabrać pasażera do taksówki

MP3 74 READING

at a rate of knots /ət ə ˌreɪt əv ˈnɒts/ z ogromną prędkością
exude luxury /ɪgˌzjuːd ˈlʌkʃəri/ emanować luksusem
hurtle /ˈhɜːtəl/ pędzić
leg of a journey /ˌleg əv ə ˈdʒɜːni/ etap podróży
screech to a halt /ˌskriːtʃ tu ə ˈhɔːlt/ zatrzymać się z piskiem opon
shave an hour off the journey /ˌʃeɪv ən aʊər ˌɒf ðə ˈdʒɜːni/ skrócić czas podróży o godzinę

08 CUMULATIVE REVISION

Listening

WYBÓR WIELOKROTNY

1 CD 2.07 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 The topic being discussed is
- **A** the distrust of local officials' intentions regarding road improvements.
- **B** the lack of confidence in the efficiency of a new road scheme.
- **C** a conflict of opinions between local residents regarding traffic changes.

Text 2

2 Both speakers mention
- **A** the development of new relationships while on holiday.
- **B** the importance of doing certain activities while on holiday.
- **C** the benefits of holidays on mental health and well-being.

Text 3

3 Which of the following is stated in the talk as a fact, not an opinion?
- **A** We shall depend on technology for directions in the future.
- **B** Remembering many directions causes the brain to enlarge.
- **C** We become less able to find our way, the more we use technology.
- **D** We have a poorer sense of direction than our ancestors did.

4 The speaker mentions the *Knowledge*
- **A** as an example of what everyone's brain is capable of.
- **B** to show the difficulty of becoming a cab driver.
- **C** to indicate the size and the complexity of London's street system.
- **D** to confirm a former hypothesis about memory and direction.

5 How does the speaker feel about how current technology is used in finding locations?
- **A** aware of its inadequacies
- **B** concerned about the mistakes it can cause
- **C** proud that her own abilities are better
- **D** grateful that it generally saves time

6 The reason the speaker got lost in Birmingham was
- **A** because she didn't believe the Sat Nav's directions.
- **B** a result of an argument between her and the driver.
- **C** because the city was excessively busy.
- **D** because they mistakenly took a wrong turning.

ODPOWIEDZI NA PYTANIA

2 CD 2.07 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–6. Na pytania należy odpowiedzieć w języku angielskim.**

1 How have some people reacted to the traffic calming measures?
2 What example is given about why students anticipate holidays?
3 Without Sat Navs, how does the speaker suggest our brains find locations?
4 What do cab drivers in London have to memorise?
5 What caused the disagreement between the speaker and her brother?
6 What particularly stressed the speaker about the experience?

Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 It is _____ (*nie ma sensu wykosztowywać się*) on the first class fare – it's a really short journey.
2 Before you flatten the pie _____ (*ciasto wałkiem*), you need to let it rest for an hour or so.
3 Whether or not we go on a cruise around the Mediterranean Sea _____ (*zależy od ceny*).
4 The footballer was wearing a hoodie and dark sunglasses _____ (*by uniknąć bycia rozpoznanym*) by reporters and paparazzi.
5 Congratulations, Tina – you _____ (*musisz być dumna z*) your academic results.
6 Please _____ (*nie zapomnij zapłacić*) the monthly instalment or we'll have to pay interest on it.

GRAMATYKALIZACJA

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

1 My brother Tom _____ (**suppose** / **start**) university this year, but he decided to take a gap year.
2 There is _____ (**point** / **go**) to that new restaurant at the seafront as it's always fully booked at weekends.
3 The headmistress _____ (**congratulate** / **I** / **win**) the scholarship for the best secondary school student in our town.
4 We are _____ (**look** / **forward** / **go**) camping this weekend – we've never slept in a tent before.
5 Jill always _____ (**suffer** / **headache**) after she binges on junk food.
6 Little Jim _____ (**not** / **allow** / **eat**) most dairy products because he is allergic to milk.

SŁOWOTWÓRSTWO

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

The combination of scorching temperatures and forest fires presents a **(1)** _____ **(signify)** risk to tourism in southern Europe. Extremely hot temperatures can make travel **(2)** _____ **(comfort)** for tourists, especially if they are not accustomed to such weather. High temperatures can discourage people from **(3)** _____ **(participate)** in outdoor activities and sightseeing, reducing the overall appeal of a destination. Forest fires, in turn, can lead to compromised air quality, health worries, and **(4)** _____ **(safe)** concerns such as evacuations, road closures, and emergency situations. Tourists might not be eager to visit areas prone to wildfires especially when the media keep showing images of raging fires, tourists **(5)** _____ **(strand)** on beaches and unsuccessful rescue **(6)** _____ **(operate)**. Forest fires can also significantly impact the natural landscapes that draw tourists to southern European destinations. As a result, tourists may start associating the areas with these challenges, making them less **(7)** _____ **(appeal)** places to visit, and may decide to head for new – safer and cooler – destinations. On the other hand, southern European destinations offer a wide **(8)** _____ **(various)** of attractions beyond natural landscapes, **(9)** _____ **(renown)** for cultural heritage, historical sites, and indoor activities, which might be less **(10)** _____ **(affect)** by extreme weather conditions. There will always be people who will want to enjoy the breathtaking views, **(11)** _____ **(scene)** routes and quaint little towns in the **(12)** _____ **(tourist)** places in the south of Greece, Spain or Italy, regardless of the temperature.

TRANSFORMACJE ZDAŃ

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

1 It took me a while to adapt to the low-carb diet. **USED**
It took me a while _____ the low-carb diet.
2 I hate learning things by heart – I always look for patterns. **STAND**
I _____ things by heart – I always look for patterns.
3 The local authorities suggested that tourists should be wary of pickpockets during the festival. **WARNED**
Tourists _____ wary of pickpockets during the festival.
4 This trip is too long and I don't have the financial means to take unpaid leave. **AFFORD**
This trip is too long and I _____ unpaid leave.
5 People say that you can still find some unspoilt beaches in southern Greece. **BE**
People say that some unspoilt beaches _____ in southern Greece.
6 If you grate the cheese, I'll peel the potatoes. **MIND**
I _____ the potatoes if you grate the cheese.

SETY LEKSYKALNE

7 **W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
You are so resilient – if only I could ... all my mistakes in my stride.
I got lost because I tried to ... a short cut through the university grounds.
Our language teachers don't usually ... the register because the classes are small and they know all the students.

2 _____
Are flats affordable to people on a ... income in your country?
The island is accessible on foot during ... tide.
If you want to lose weight, you can try a diet which is ... in carbohydrates.

3 _____
In Germany, trains always ... on time unless there are some emergencies.
When my grandmother broke a hip and had to stay at home, I had to ... errands for her.
If you spend money like water, you can easily ... up debts.

4 _____
I'd prefer to spend my holidays in a little village ... the beaten track rather than a big city jam-packed with tourists.
I think you were ripped ... – these shoes seem to be of poor quality and definitely not worth the price you paid for them.
The company had to lay ... several employees for leaking sensitive information.

5 _____
Please stop at the nearest petrol ... – I need to stretch my legs.
After you use a city bike, you need to return it to any available docking ... or you'll pay a fine.
We need to head for the ... or else we'll miss our train!

6 _____
Tara finds it difficult to ... a routine in her daily life, because she works shifts.
After completing his degree in biotechnology, Harry decided to ... a career path in genetic research.
While driving to the monastery, we had to ... a diversion due to roadworks.

09 KULTURA

GET READY

Work in pairs. Name a book, film, TV programme, piece of music or visit to the theatre that has had an impact on you. Say why.

Dziedziny kultury

1 **Complete the comments with the words in the box. Then work in pairs. Answer questions 1–3 and say if you agree with statements 4–5. Give examples.**

all-star global lead miscast prequels sequels sub-plots

1 Don't you agree that the *Jack Reacher* films were _____? The actor **playing the** _____ was completely wrong for the part.
2 Which band would you say has **achieved** the fastest _____ **success** in the last few years?
3 I don't think that having an _____ **line-up** guarantees that a film will be worth watching, do you?
4 In my opinion, _____ and _____ **to** original films or books never live up to the quality of the first.
5 Books that have too many _____ usually confuse me and I give up on them.

2 **Find the odd ones out and move them to the correct lines. Then add the words from the box.**

bagpipes circle dubbed earworm oil on canvas preface

1 trailer subtitles big-budget volume continuity
2 immersive installation brass easel seascape old master
3 blurb anthology acknowledgements doodle stanza unabridged
4 hymn pitch chorus wings record score
5 stalls charts scenery curtain spotlight programme
6 woodwind double bass credits fiddle oboe harp

3 **Complete the sentences with the correct words from exercise 2.**

1 I still have a _____ of children's poetry that I was given when I was seven.
2 I tried to check the end _____ to see who had contributed to the soundtrack, but they were moving too quickly.
3 The _____ looked interesting, so I watched the first episode in the series, but it was a disappointment.
4 I got a beautiful wooden _____ and some acrylics for my birthday. What a great present!
5 The author mentions her family and editors in the _____, and also, for some reason, her dog!

4 **Choose the correct words to complete the post.**

What's your favourite type of entertainment?

If I've got a few moments to spare, you'll find me with my nose in a book. I usually go for **(1)** ***soft covers*** / ***paperbacks*** as they're less heavy to carry around than **(2)** ***hard covers*** / ***hardbacks***, and I really like **(3)** ***graphic*** / ***drama*** **novels**. I'm actually writing and illustrating my own right now, but the **(4)** ***file*** / ***manuscript*** is still at the **(5)** ***first*** / ***sketch*** **draft** stage. It's a **first-person (6)** ***narrating*** / ***narrative*** and it's based on a children's **(7)** ***fairy*** / ***mystic*** tale. The **(8)** ***blurb*** / ***prologue*** is a poem and then each chapter starts off with one **(9)** ***stanza*** / ***chorus***. It's fun, but hard work.

5 **Write your own short post in answer to the question from exercise 4.**

6 **Which five of the following are NOT genres of film or literature? Give an example for each of the genres remaining in the box.**

all-star line-up | blank verse | box-office flop | coming-of-age story | doodle | heist crime drama | kitchen sink drama | Nordic noir | political satire | post-apocalyptic fiction | psychological thriller | subtitles | suspense story

7 **Complete the sentences with the correct forms of the verbs in the box.**

play | put | read | screen | shoot | take | tune

1 The new film was _____ **on location** in Ireland.
2 The audience applauded for so long that the cast _____ ten **curtain calls**.
3 Most schools _____ **on a show** close to the end of the autumn term.
4 The best musicians can _____ **music**, but also many _____ **by ear**.
5 Your guitar sounds off-key, you need to _____ it.
6 The long-awaited spy thriller will be _____ at major cinemas next month.

8 **Match words in boxes A and B to make compound nouns. Then choose three of the compound nouns and make sentences that illustrate their meaning.**

A: backing | cover | nursery | old | orchestra | pen | rough | stage | upper

B: circle | fright | master | name | pit | rhyme | singer | sketch | version

Twórcy i ich dzieła

9 **Complete the definitions with the correct people.**

1 Someone who writes a book for someone else is a(n) _____.
2 Someone who is ready to take over from another performer if necessary is a(n) _____.
3 Someone who speaks the lines of an animated character is a(n) _____.
4 Someone who tells an actor their lines if they forget them is a(n) _____.
5 Someone who repairs old paintings is a(n) _____.
6 Someone who designs dance routines is a(n) _____.
7 Someone who does dangerous actions in a film instead of the actor is a(n) _____.
8 Someone who is paid to be part of a crowd scene in a film is a(n) _____.
9 Someone who performs without speaking is a(n) _____.
10 Someone who takes part in a competition on TV is a(n) _____.

10 **Complete the Culture News notice with the correct words. Some letters have been given. Use the wordlist on page 128 to help you.**

Culture News

Ottaviano Riccardo has been **(1) sh_____-l_____d for** the Outstanding Newcomer Award for Acting, which will be presented at the coming month's local cultural festival. You might recall that Ottaviano **made his (2) n_____** in the 2022 production of *Droids and Enemies*, having been **(3) sp_____d** by a talent agent performing for an amateur drama company the previous year. His **rise to (4) f_____** has been quick. *Droids and Enemies* **received critical (5) a_____m** and its run was extended from six weeks to three months. Ottaviano says that he is excited to be **(6) u_____ f_____ the award** alongside some of the most **(7) c_____ed actors** in the area and points out that he has been fortunate as there are many **(8) str_____g actors** who never get the chances that he has had. You can see the full list of **(9) n_____ns for** the different awards on our website.

11 **Tell your partner who you would nominate for a film award this year and give your reasons.**

Ochrona praw autorskich

12 **Choose the correct words to complete the post on a college website.**

A student in our class was accused of **(1)** ***copyright*** / ***plagiarism*** / ***fraud*** in a recent assignment. Apparently, they'd copied whole sections of an online article, which is in effect **(2)** ***sourcing*** / ***breaking*** / ***infringing*** **copyright**. Even **quoting (3)** ***verbatim*** / ***faithfully*** / ***wordily*** a few times from an original source is considered a no-no. If we're doing a literature essay, it's usually OK to copy parts of things like literary works that are **in the public (4)** ***allowance*** / ***area*** / ***domain***, and **(5)** ***out*** / ***off*** / ***up*** **of copyright**, and there are also rules about **using** content **for educational (6)** ***standards*** / ***purposes*** / ***assistance***, but otherwise it's **(7)** ***crossing*** / ***breach*** / ***defiance*** **of copyright** and people can get **(8)** ***accused*** / ***exiled*** / ***sued***! Of course, they can **(9)** ***look*** / ***seek*** / ***check*** the copyright holder's **permission** – but that would take ages and cost a lot – so it's not really an option for class assignments! The best way is to read up on a subject, put it in your own words and **(10)** ***cite*** / ***tell*** / ***clarify*** **your sources**. Better safe than sorry!

Uczestnictwo w kulturze

13 **Complete the compound adjectives in the sentences with the correct words in the box.**

eye far garde going hearted provoking running slow

1 I saw *The Mousetrap* last night – the **longest-**_____ play in London and it was brilliant.
2 The first *Swan Lake* ballet performance with a mainly all-male cast must have seemed **avant-**_____ in its day.
3 I'm not a great fan of science fiction, I'm afraid, as I feel it's all very _____**-fetched**.
4 The new comedy series is **light-**_____ rather than dark and it's really fun to watch.
5 Some of Dickens' novels may look **heavy-**_____, but once you start reading them, you'll keep reading!
6 The poems we're studying at college at the moment are **thought-**_____, and we have some interesting class discussions about them.
7 The film won several Oscars, but I found it _____**-moving** as not a lot happened!
8 The costumes in the period drama were _____**-catching** – amazing colours and designs.

14 CD 2.08 **Complete the conversation with words formed from the words in brackets. Listen and check.**

Rhea: Hey – did you see the street artists outside the station this morning? I think it's part of the cultural festival. The pavement art was **(1)** _____ (**spectacle**)! You can almost step inside the pictures.
Cal: Absolutely. I always find watching the living sculptures **(2)** _____ (**compel**). It's **(3)** _____ (**mystery**) how they manage to remain so still. A little **(4)** _____ (**settle**) too! Someone so still amongst all the busy moving commuters.
Rhea: Yes, there was a young child watching the statue and he clearly thought it was **(5)** _____ (**spell**)! His mother couldn't get him to move.
Cal: And the graffiti art. I know many people find it **(6)** _____ (**offend**) to paint words or pictures on the sides of buildings. But if you think about people like Banksy – his art is **(7)** _____ (**mean**), he always has a message.

15 **Complete the comments with the words in the box. There are three extra words.**

applause criticism critics edge encore letdown masterpiece nightmares ovation reviews screen show story suspense tears thought

Alex204

It's been **slammed by the (1)** _____, but I was **on the (2)** _____ **of my seat** throughout. For me, the actor playing the supporting role **stole the (3)** _____, and the night I went, the audience gave her final exit an affectionate **standing (4)** _____. I couldn't **hold back the (5)** _____ when the final curtain fell.

B.worm

The book I'm currently reading has been **hailed as a (6)** _____ and it **received rave (7)** _____ when it came out. It certainly **gives you food for (8)** _____, but I found the ending was a **total (9)** _____ and I wouldn't recommend it.

not_a_critic

The second season of my favourite series definitely **kept me in (10)** _____ and I was really **caught up in the (11)** _____. I was **glued to the (12)** _____ for several episodes in a row! However, it's quite scary and could **give you (13)** _____. Be warned.

Tradycje i zwyczaje

16 **Match words in boxes A and B to make phrases. Use them to complete survey questions 1–6. Then work in pairs and answer the questions.**

A
carnival cause for die handed long-standing quintessentially

B
British celebration down out procession tradition

1 Do you think some customs and traditions should be allowed to _____?
2 Do you have any family traditions that have been _____ through the generations?
3 Has there been a _____ among your family or friends recently?
4 What would you say is a _____ custom or tradition?
5 Which _____ in your area do you find interesting?
6 Would you prefer to be in a _____, or to watch one?

Media

17 **Complete the sentences with the correct words. Some letters have been given. Use the wordlist on page 129 to help you.**

1 The paper's **c**_____**n** is decreasing rapidly and it will probably go online soon.
2 TV's **c**_____**e** of the whole conference was exceptionally good, and we were shown people voicing a range of different opinions and outlining different policies.
3 The camera team happened to be in the park filming the festival and they broadcast **live fo**_____**e** of the protest in the road as it took place.
4 There will be a short **news b**_____**n** at six about the implications of the vote and I'd like to see it.
5 The newspaper claims to have an **e**_____**e**, but I heard about it on the radio two nights ago!
6 The news programme is doing a **fe**_____**e on** teenagers' attitudes to politics this evening. I might watch it on catch-up.

18 **Complete the sentence beginnings with the words in the box. Then finish them in your own words.**

breaking broadcast demand leak
make press pull release

1 The police usually issue a press _____ when ...
2 Politicians who _____ stories to the press ...
3 Someone who has been getting a bad _____ recently is ...
4 Papers sometimes _____ a story because ...
5 I usually learn about _____ news when ...
6 A story will _____ the front page if ...
7 I recently watched a live _____ from ...
8 When news is available on _____, fewer ...

19 **Complete the article with the correct words. Some letters have been given. Use the wordlist on page 129 to help you.**

The **(1) sp**_____ **of misinformation** and **(2) f**_____ **news** has become very worrying over the last decade, although it has been going on in some shape or form for a very long time. It is the ever-increasing use of the Internet that has allowed the **(3) dis**_____**ion** of made-up events **(4) pu**_____**ing to be true**, doctored photographs, falsified interviews, and conspiracy theories. The phenomenon is so concerning that students are taught not to **(5) t**_____ everything they read or hear **at (6) f**_____ **value** but to **check the (7) v**_____**y of sources**. Of course, it is inevitable that the choice and presentation of news stories that are not objective and **(8) b**_____ **in (9) f**_____ **of** certain groups will continue to run, but problems arise when it is nearly impossible to say whether something is true or not. This is a particularly twenty-first century dilemma and it affects all of us.

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

20 **CD 2.09** **Listen to a person talking about witnessing a rare tradition and answer the questions.**

1 Why does the speaker describe the day as quintessentially English?
2 What particular preparations for the event does the speaker mention?
3 Give details of the break with tradition that the speaker talks about.
4 What mixed feelings did the speaker have about the service in Westminster Abbey?
5 How did the speaker feel at the end of the event?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

21 **Work in pairs. Take turns to describe the picture and then answer the questions.**

1 Why do you think the people are sketching?
2 Would you like to learn a particular way of painting or drawing? Why (not)?
3 Describe a visit to a gallery or museum that was disappointing in some way.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

What similarities or differences are there between an artist painting a picture and a make-up artist putting make-up on a person? Which sort of people might need a make-up artist for their work?

Zoom in

1 **Work in pairs. What is your favourite recent film or series? What made it special? Discuss the factors in box A. Use some of the adjectives in box B.**

A

actors' performance · appearance of celebrities · moving dialogues · special effects

B

amusing · breathtaking · brilliant · compelling · engrossing · fascinating · fast-paced · gripping · imaginative · informative · inspiring · intimate · modern · touching

Practise

ODPOWIEDZI NA PYTANIA

2 CD 2.10 **Usłyszysz dwukrotnie rozmowę na temat filmowych adaptacji sztuk teatralnych. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 What is the outstanding achievement of Viola Davis?
2 How is *Fences* different from other films, according to Betty?
3 In Jack's opinion, what two factors make films based on theatrical productions so remarkable?
4 Why is Betty not as enthusiastic about *Fences* as Jack?
5 What does Jack think about some critics' opinions on films based on plays?

CULTURE

The Academy Awards (The Oscars) are awarded for excellence in the film industry. They are the oldest worldwide entertainment awards, first presented on May 16, 1929, and are considered to be the most important in the film-making business. Winners, who are chosen for 24 categories, including best picture, actor, actress and directing, are given a gold statue originally sculpted by George Stanley. The last Polish film that won an Oscar was *Ida* by Paweł Pawlikowski. It was the Best Foreign Language Film in 2014.

Fish for words

3 **Choose the correct words to complete the sentences.**

1 We sat in the restaurant on the 11th floor with a wonderful ***eagle's-*** / ***bird's-*** **eye view** of the street parade.
2 Sophie always ***gives*** / ***plays*** **devil's advocate** when we discuss things, and I think it's useful to consider all possible opinions.
3 Grant is ***down*** / ***up*** **for an award** for his screenwriting, and I hope he gets it.
4 The ***intimate*** / ***private*** **interaction** between the actor playing Romeo and the audience is what makes the scene so touching.
5 The cinema-going experience today is a ***distant*** / ***far*** **cry from** that of one hundred years ago.
6 I've seen *Les Misérables* twice and both times it ***pushed*** / ***moved*** **me to tears**.

4 **Work in pairs and discuss the topics in the box.**

an interesting film that was up for an Oscar • a supporting actor who stole the show in a series • a dull film with loads of special effects • a thriller that kept you on the edge of your seat • a book that moved you to tears

Wrap it up

5 **Work in pairs. Prepare the list of the top three novels, comic books or biographies you would like to see filmed. Present your choices to the class and justify them.**

Zoom in

1 **ROZMOWA WSTĘPNA** **Work in pairs. Discuss the questions.**

1 Do you like watching musicals? Why (not)?
2 Is it a good idea to read reviews of a book before you buy it? Why (not)?

Activate

2 **Read the sentences in the *Know your phrases* box. What do you think you will have to do in the speaking task?**

KNOW YOUR PHRASES

- *Out of the three/given options, I consider this one the most suitable/appropriate for my friend.*
- *I believe my friend might prefer/appreciate this option to that one because open-air concerts are her thing/right up her street.*
- *Rock music isn't really his cup of tea, so I'd reject/turn down this alternative.*
- *She isn't really fond of / keen on choir music, and that's why I wouldn't bother with/choose this type of gift.*
- *If I had to choose for / on behalf of my class, I'd stage a dance performance / put on a talent show.*
- *We have quite a few musically-gifted students, so without hesitation I'd opt/go for this idea.*
- *I feel that we should go for a talent show since/as it's less time-consuming to prepare.*

3 **Complete the task below.**

Powiedz, że:
1 z podanych propozycji wybierasz tę pierwszą, bo wydaje Ci się najmniej czasochłonna;
2 gdybyś miał/miała wybierać w imieniu swojej klasy, wybrałbyś/wybrałabyś organizowanie wystawy fotografii;
3 wystawienie sztuki wydaje Ci się czasochłonne i dosyć skomplikowane;
4 bez wahania wybierasz opcję zorganizowania wystawy prac artystycznych uczniów;
5 odrzucasz propozycję wystawienia sztuki teatralnej, ponieważ mało kto w Twojej klasie interesuje się teatrem.

Practise

4 **Read the sentences in the *Know your phrases* box again. Which of the expressions mean that you like/don't like something or you are/aren't interested in something? Can you add any other expressions to this list?**

5 **Imagine you have some unusual interests and a reporter from a local paper came to interview you about them. Work in pairs and take turns to interview each other. Use the expressions from exercise 4.**

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

6 **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

Wraz z przyjaciółmi chcesz kupić koleżance na urodziny bilet na wydarzenie muzyczne. Masz do wyboru trzy możliwości.
- Wybierz wydarzenie, które wydaje Ci się najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

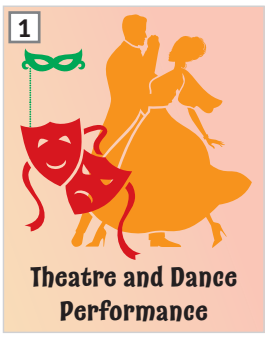
1 How have your musical tastes changed since you were a child?
2 What role does music play in contemporary society?

Speaking Bank ▶ p. 219

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

7 **Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

Twoja klasa została poproszona o przygotowanie na zakończenie roku szkolnego widowiska artystycznego. Rozważacie dwa rodzaje widowiska.
- Wybierz ten rodzaj widowiska, który będzie dla Twojej klasy najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



1 Should there be compulsory music lessons in secondary schools? Why (not)?
2 Why are music concerts so popular with people?

Speaking Bank ▶ p. 219

Wrap it up

8 **Prepare a short presentation about your favourite music.**

Speaking Set 09 ▶ p. 211

Zoom in

1 **Work in pairs. How is the job of a film extra different from that of an actor or actress? What kind of challenges do both jobs face you with?**

Practise

ODPOWIEDZI NA PYTANIA

2 **Przeczytaj tekst. Odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

'Cut!' a voice bellowed. 'Lunch break.' The group of dirty, shabbily dressed street sellers breathed a collective sigh of relief and shuffled off to the shade of a big tent. My friend Alistair and I looked at one another. 'What on earth have you got us into?' I muttered. 'Don't know what you're on about,' he grinned. 'I'm having a ball!'

First and foremost, I have to say that I've never really had a yearning to become an actor myself. To begin with, I do not possess any particular talent and being in the spotlight for any reason has never held the least appeal for me. However, last year, Alistair and I got our heads together to come up with a list of things to do before we reached the ripe old age of thirty! We jotted down climbing a mountain, sky-diving and so on. Working as an extra on a film set was one of Alistair's bizarre fantasies.

Which, to cut a long story short, is why Alistair and I were all dressed up in Victorian costumes on a film set in east London. And I can honestly say it was nowhere near as glamorous as some people might think. We had to hang around for hours on end, waiting to be called for a scene. 'No talking!' the voice bellowed when I asked Alistair how much longer we'd have to wait. The mind-numbing boredom was unbearable. The longer it went on, the more I resented giving in to Alistair's persuasion.

The silver lining was the lunch break with its extraordinary food. What a spread! But before I could even think of zooming in on the fruit, sandwiches and biscuits, I heard 'Talent first' – the talent being film-set talk for actors as opposed to the rest of us.

Eventually, at midnight, tired and aching we could sign out. There's a slight possibility that the top of my head might appear in one of the shots in the finished film – but I won't be looking out for it. I'm just happy that we could finally strike that item off our list.

1 Why is the narrator engaged in an activity he is not really excited about?
2 How is the narrator's experience different from Alistair's?
3 What is the main disadvantage of being an extra?
4 What was the only pleasurable part of the day on the film set?
5 How did the narrator feel at the end of the day?

DOBIERANIE

3 **Przeczytaj tekst na stronie 125, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A For a film buff like myself, an additional bonus is being able to watch old classics when I'm in the mood.
B I remain encouraged by the fact that with the advent of e-books, it was predicted that physical books would become commercially non-viable.
C In addition to this, the rustling of crisp packets and chattering can make you lose concentration.
D The feeling of involvement was totally exhilarating as the sounds and the music seemed to engulf me from all sides.
E According to some experts, in a decade or so, we may be able to use artificial intelligence in order to create stories and characters that would respond to audiences in real-time.

4 **Find the words in exercise 3 that helped you to match the sentences with the correct gaps in the text.**

Fish for words

5 **Complete the sentences with the correct words from the texts in exercises 2 and 3.**

1 Far from **going into** _____, the paper book industry seems to be thriving.
2 **To** _____ **a long story short**, we missed the first fifteen minutes of the film.
3 You can book tickets through this website **at a** _____ **of** the full price.
4 Kevin was talking to the press about his new book for ages as he really enjoys being **in the** _____.
5 Pam and Oliver loved *Nomadland*, but it **wasn't really to my** _____.

Wrap it up

6 **Work in pairs. Each of you should choose one topic from the list below and spend one minute talking about it. Time your partner.**

- a film character you would like to be
- a celebrity you would like to meet
- a series that was a total letdown
- a play you would like to stage at school
- last time you had stage fright
- a box-office hit you didn't enjoy
- an excellent read

Local cinemas worth fighting for

Do you recall the first time you ever went to the cinema? What I still remember from my first cinematic experience is the overwhelming vastness of the screen as well as the impression that I could be swallowed up in the adventure playing out in front of me. **(1)** _____ I was mesmerised, and the irresistible charm of cinematography has remained with me forever. So whenever I hear about local cinemas being closed because of the rise in streaming, where people can watch practically any film they choose at a fraction of the cost of a cinema ticket, I am deeply saddened.

It cannot be denied that, like most of my friends, I often use digital streaming services myself and I admire the range, number and usual high quality of the films produced by the streaming giants, even if not all of them are to my taste. **(2)** _____ However, it is clearly a different experience from watching them on the big screen. The smaller the picture, the less atmosphere you experience. Still, whether I like it or not, the future of film-making and cinema-going lies in advanced technology. **(3)** _____ For my part, I hope that the use of such tools will be better suited to the big screen than streaming services, thus ensuring the survival of cinemas.

I would definitely be devastated if cinemas went into a real decline and the only way to see films was on online platforms. There is immense value in the shared cultural experience provided by cinemas. Keeping cinemas alive may cost more, but is definitely worth the effort. **(4)** _____ Fortunately, that didn't happen. So, perhaps it will be the same for streaming and the cinema. There is surely a place in our lives for both.

1 **Read the statements and translate the fragments in brackets into English. Use the Grammar Reference on pages 250–253 to help you. Then work in pairs and say if you agree with the statements. Give reasons.**

1 Nowadays _____ (*mniej ludzi*) than ever read books, which worries a lot of us.
2 Reading makes us _____ (*mniej egoistycznymi*) people and better listeners willing to help others.
3 If you only read the books that _____ (*wszyscy inni*) is reading, you can only think what _____ (*wszyscy inni*) is thinking.

2 **Correct the underlined words and phrases in the text. Then work in pairs and discuss the final question.**

Did you know that people who regularly read fiction make better friends? **(1)** A reason, according to scientists, is that they read human emotions **(2)** more well. When they read **(3)** any novel, they become **(4)** emotional affected by the characters whose motives and behaviour they try to understand. They often feel **(5)** so excited about something as the characters do, or just as sad when they feel the protagonists' pain. Experiencing **(6)** such many emotions while reading makes you more sensitive to **(7)** another people. Experts say that regular readers of fiction can identify facial emotions about 10% more **(8)** precise than those who don't read. So, the more you read, the **(9)** least trouble you have making friends – could this be right?

3 **Read the sentences in the *Grammar point* box and translate them into Polish.**

GRAMMAR POINT

The new season of the series promises to be every bit as gripping as the first one.
This video game is nowhere near as enjoyable to play as the last one I had.
Ryan Gosling was not nearly as convincing in his role as I'd expected.
The film is nothing like as controversial as the novel it's based on.

4 **Read the text in exercise 2 on page 124 again and find one of the structures presented in the *Grammar point* box. Then rephrase the sentence twice using two other structures from the *Grammar point* box.**

5 **Think of two titles/people/places for each of the following categories. Then work in pairs and compare them. Use the structures from the *Grammar point* box.**

1 two series you've watched recently
2 two artists or bands you listen to
3 two places you visit very often
4 two popular social media influencers

Pronunciation activity ▶ p. 278

Grammar Reference and Practice ▶ pp. 250–253

Zoom in

1 **Work in pairs. Read the definition and answer the questions.**

Intellectual property *(IP) refers to creations of the mind protected by copyright law. Copyright is a term used to show the rights that creators have over their literary and artistic works, such as books (including coursebooks), music, films, sculptures, computer programs, adverts or fashion designs. Other types of IP include patents and trademarks.*

1 Photocopying books is an example of copyright infringement. Can you think of other common examples of when copyright law is infringed?
2 Should any artistic work be available to the public for free? Why (not)?

Practise

GET SMARTER

Gramatykalizacja to typ zadania, który sprawdza zarówno znajomość struktur gramatycznych, jak i słownictwa – szczególnie utartych zwrotów, czasowników frazowych i wyrażeń przyimkowych. Pamiętaj, aby upewnić się, jaki czas i jaką konstrukcję gramatyczną zawiera zdanie, np. czy jest to strona bierna, zdanie w okresie warunkowym czy w mowie zależnej.

2 **Write sentences with the correct forms of the words below. You may need to add other words, as well as prefixes and suffixes. Don't change the order of the words.**

1 If / one / want / make / use / copyright / image / one / need / obtain / permit.
2 It / currently / legal / whole books / photocopy.
3 More / have to / do / order / raise / aware / copyright laws.
4 Until / 1800s / there / little / interest / economic / reward / literature / work / so / no / need / copyright laws.

GRAMATYKALIZACJA

3 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Who was _____ (**story** / **write**)? Someone famous?
2 I had no idea _____ (**hard** / **be**) to publish your own book.
3 For me, historical novels are _____ (**little** / **interesting**) to read of all literary genres.
4 I don't like scrapbooking anymore, so I _____ (**need** / **find** / **I**) another hobby.
5 _____ (**Neither** / **I**) brother's friends nor my friends read anything but the news on their phones.

GRAMATYKALIZACJA

4 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych słów, trzeba natomiast – jeżeli jest to konieczne – dodać inne słowa, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 This musical seems _____ (**every bit** / **entertaining**) as the one put on last year.
2 Every artist whose works are copied or transformed by others _____ (**should** / **compensate**) the works they have created.
3 Folk music _____ (**be** / **nowhere**) popular as hip hop.
4 They were _____ (**make** / **pay**) a huge fine last year.
5 I wish I _____ (**not** / **fall**) with Tom over Internet piracy.

SŁOWOTWÓRSTWO

5 **Przeczytaj tekst. Uzupełnij każdą lukę 1–5, przekształcając wyrazy podane w ramce w taki sposób, aby powstała spójna i logiczna wypowiedź. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

compensate discuss excite
finance protect say teach

Our school seems to take intellectual property very seriously. From Grade 1, we are **(1)** _____ that it's illegal to download and use copyrighted images in our presentations. We are constantly reminded to cite sources in our essays and avoid plagiarism. We also participate in the yearly World Intellectual Property Day. Every April 26th, we hold a **(2)** _____ on what should be available for free, e.g. for educational purposes. We invite people representing the so-called free-culture movement which promotes the freedom to distribute and modify the creative works without any **(3)** _____ paid to the artist. Some students may find it totally **(4)** _____, but we actually thrive on debates like this. They raise our awareness of important issues, making us aware of the artist's point of view. After all, if I were a musician, for example, I would like to benefit **(5)** _____ from my artistic output.

Wrap it up

6 **Work in pairs. Find more information about the free-culture movement and its arguments against copyright laws. Do you agree with them? Why (not)?**

Use of English – Extra Practice 09 ▶ p. 272

Zoom in

1 **Read some students' comments about arts education. Which of them do you agree/disagree with? Why?**

1 Arts education enables you to learn creativity and original thinking. There isn't enough of it at school.

2 I have no desire to be an expert on still life, sculpture, opera music or blank verse. Let's leave art to artists.

Activate

2 **Read the model answer and answer the questions.**

1 What do you think the topic of the essay is?
2 Which expressions are used to introduce the arguments for and which introduce arguments against?

MODEL ANSWER

Arts education has been slowly disappearing from school curriculums, but nowadays more and more high schools are considering the possibility of increasing the number of arts lessons. While some experts claim that this idea has considerable advantages, others argue that there are also some major drawbacks.

One of the arguments in favour of providing more arts education is that it could enable students to further explore their own creativity. Unless they are given the chance to, for example, explore drawing or painting for more than just 45 minutes a week in the first year of high school, students will never be able to discover their artistic talents. It is also believed that being exposed to art teaches young people to appreciate beauty, become more sensitive to others, and communicate their feelings with greater ease.

As for the possible disadvantages of having more of these classes, one could mention the time factor. Two or more hours of arts education would only add to students' busy schedules and, possibly, distract them from preparing for other subjects. Another argument against this idea is that those who wish to develop their artistic talents further can do it outside school. It would be unfair to force more art classes on students who want to specialise in unrelated areas such as languages or science.

All things considered, there are both pluses and minuses of providing more art lessons. On the one hand, it would stimulate learners' creativity and equip them with universal skills. On the other hand, it may not interest everyone and may be hard to fit into an already hectic school timetable.

Practise

3 **Work in pairs. Read tasks A and B. Discuss your opinions on the issues in the tasks.**

ROZPRAWKA ZA I PRZECIW

A Wielu dorosłych odradza młodym ludziom wybór zawodu związanego ze sztuką. Napisz **rozprawkę**, w której przedstawisz wady i zalety bycia artystą.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 223

ROZPRAWKA ZA I PRZECIW

B Coraz częściej można spotkać się z opinią, że w programach nauczania powinno się zrezygnować z obowiązkowych lektur szkolnych (*set books*). Napisz **rozprawkę**, w której przedstawisz plusy i minusy takiej decyzji.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 223

4 **Read the tasks in exercise 3 again. Make a list of two arguments for and two arguments against each case. You may use the words and expressions in the boxes below.**

Task A

challenging but rewarding · numerous / endless auditions · stand out · income · competition · hostile reviews · adored by the audience · creative · express yourself through art · inspire others · anxiety · fulfilment

Task B

irrelevant · take off / keep on the curriculum · wade through · put off · old-fashioned language · full of knowledge about the past · enrich · classical literature · understand common references · surprisingly up-to-date topics · universal themes · excellent read

5 **Write sentences from the prompts below. Add any necessary words. Use impersonal structures.**

1 Being passionate / what matters / life / so / someone wants / become / artist / should not abandon / wish
2 According / statistics / young people / decreasingly willing / read set books
3 It / believed / being / artist / requires enormous devotion and patience / before success / achieved
4 It / thought / artists / find / difficult / make / living / their work
5 Experts agree / reading / enriches / mind
6 It / said / students / should / only / read / contemporary prose / as / only type / literature / capable / appreciating

6 **Choose one of the tasks in exercise 3 and write your essay. You may use the expressions from exercises 4 and 5 in your work.**

Wrap it up

7 **Work in pairs. Make a list of five books that you believe should be added to the secondary school set book list. Justify your answers.**

MP3 75 VOCABULARY Areas of culture / Dziedziny kultury

General terms / Pojęcia ogólne

achieve global success /əˌtʃiːv ˌgləʊbəl səkˈses/ osiągnąć światowy sukces
audition for a film/an orchestra /ɔːˌdɪʃən fər ə ˈfɪlm/ən ˈɔːkɪstrə/ wziąć udział w przesłuchaniu do filmu/orkiestry
come out/be released /ˌkʌm ˈaʊt/,bi rɪˈliːst/ ukazać się, wyjść
explore a topic /ɪksˌplɔːr ə ˈtɒpɪk/ poruszać temat
make your debut /ˌmeɪk jə ˈdeɪbjuː/ zadebiutować

Films, TV and streaming / Film, telewizja i serwisy streamingowe

all-star line-up /ˌɔːl stɑː ˈlaɪn ʌp/ gwiazdorska obsada
box-office hit/disaster/flop /ˌbɒks ˌɒfɪs ˈhɪt/ dɪˈzɑːstə/ˈflɒp/ przebój kasowy/totalna klapa
cast (n, v) /kɑːst/ obsada; obsadzić
continuity /ˌkɒntəˈnjuːəti/ ciągłość akcji, scenografii, postaci itp. w kolejnych częściach filmu lub odcinkach serialu
dubbed into (Polish) /ˌdʌbd ˌɪntə (ˈpəʊlɪʃ)/ z (polskim) dubbingiem
live-action film /ˌlaɪv ˌækʃən ˈfɪlm/ film aktorski
low-/big-budget film /ˌləʊ/,bɪg ˌbʌdʒɪt ˈfɪlm/ nisko-/wysokobudżetowy
miscast /mɪsˈkɑːst/ źle obsadzony (o aktorze lub filmie)
on set /ˌɒn ˈset/ na planie
opening/end credits /ˌəʊpnɪŋ/,end ˈkredɪts/ czołówka/napisy końcowe
play the lead role/the lead /ˌpleɪ ðə ˌliːd ˈrəʊl/ ðə ˈliːd/ grać główną rolę
screen a film /ˌskriːn ə ˈfɪlm/ wyświetlać film
sequel/prequel to sth /ˈsiːkwəl/ˈpriːkwəl tə/ sequel/prequel czegoś
shoot on location /ˌʃuːt ɒn ləʊˈkeɪʃən/ kręcić w plenerze
subtitled/with subtitles /ˌsʌbtaɪtəld/wɪð ˈsʌbtaɪtlz/ z napisami
trailer /ˈtreɪlə/ zwiastun

Literature / Literatura

acknowledgements /əkˈnɒlɪdʒmənts/ podziękowania w książce
anthology /ænˈθɒlədʒi/ antologia
blank verse /ˌblæŋk ˈvɜːs/ biały wiersz
blurb /blɜːb/ nota wydawnicza na okładce
fairy tale /ˈfeəri teɪl/ baśń, bajka
first draft /ˌfɜːst ˈdrɑːft/ pierwsza wersja
first-/third-person narrative /ˌfɜːst/,θɜːd ˌpɜːsən ˈnærətɪv/ narracja pierwszo-/trzecioosobowa
hardback/paperback (edition) /ˈhɑːdbæk/ ˈpeɪpəbæk (ɪˌdɪʃən)/ wydanie w twardej/miękkiej oprawie
nursery rhyme /ˈnɜːsəri raɪm/ rymowanka dla dzieci
preface /ˈprefɪs/ przedmowa, wstęp
prolific writer /prəʊˌlɪfɪk ˈraɪtə/ płodny pisarz
prologue /ˈprəʊlɒg/ prolog
pseudonym/pen name /ˈsjuːdənɪm/ˈpen neɪm/ pseudonim literacki
read sth in manuscript /ˌriːd ˌsʌmθɪŋ ɪn ˈmænjəskrɪpt/ przeczytać coś w manuskrypcie
stanza /ˈstænzə/ zwrotka
sub-plot /ˈsʌb plɒt/ wątek poboczny
unabridged version /ʌnəˌbrɪdʒd ˈvɜːʃən/ pełna, nieskrócona wersja
verse /vɜːs/ strofa, werset
volume /ˈvɒljuːm/ tom, tomik

Film and literature genres / Gatunki literackie i filmowe

autobiography /ˌɔːtəʊbaɪˈɒgrəfi/ autobiografia
coming-of-age story /ˌkʌmɪŋ əv ˈeɪdʒ ˌstɔːri/ opowieść o dorastaniu
graphic novel /ˌgræfɪk ˈnɒvəl/ powieść graficzna
heist crime drama /ˈhaɪst kraɪm ˌdrɑːmə/ opowieść o napadzie rabunkowym
kitchen sink drama /ˌkɪtʃɪn ˈsɪŋk ˌdrɑːmə/ dramat obyczajowy o życiu rodzinnym
Nordic noir /ˌnɔːdɪk ˈnwɑː/ skandynawski kryminał
post-apocalyptic fiction /ˌpəʊst əˌpɒkəlɪptɪk ˈfɪkʃən/ fantastyka postapokaliptyczna
psychological thriller /ˌsaɪkəˌlɒdʒɪkəl ˈθrɪlə/ thriller psychologiczny
social/political satire /ˌsəʊʃəl/pəˌlɪtɪkəl ˈsætaɪə/ satyra społeczna/polityczna
suspense story /səsˈpens ˌstɔːri/ dreszczowiec

Visual arts / Sztuki wizualne

art installation /ˈɑːt ɪnstəˌleɪʃən/ instalacja artystyczna
caricature /ˈkærɪkətʃʊə/ karykatura
charcoal/pastel/chalk drawing /ˌtʃɑːkəʊl/pæsˌtel/ ˌtʃɔːk ˈdrɔːɪŋ/ rysunek węglem/pastelami/kredą
close-up of sth /ˈkləʊs ʌp əv/ zbliżenie na coś
curate /kjʊˈreɪt/ organizować (np. wystawę)
curator /kjʊəˈreɪtə/ kurator, kustosz
doodle /ˈduːdl/ bazgroły
easel /ˈiːzəl/ sztaluga
engrave /ɪnˈgreɪv/ grawerować
engraving /ɪnˈgreɪvɪŋ/ rycina, grawerunek
immersive experience /ɪˌmɜːsɪv ɪksˈpɪərɪəns/ doświadczenie zanurzenia się w sztuce
in focus/out of focus /ˌɪn ˈfəʊkəs/,aʊt əv ˈfəʊkəs/ ostry/nieostry
landscape/seascape /ˈlænskeɪp/ˈsiːskeɪp/ pejzaż/pejzaż morski
oil on canvas /ˌɔɪl ɒn ˈkænvəs/ olej na płótnie
old masters /ˌəʊld ˈmɑːstəz/ wybitni malarze z ok. XVI-XVIII w.
pavement/street artist /ˈpeɪvmənt/ˈstriːt ˌɑːtɪst/ artysta uliczny
rough sketch /ˌrʌf ˈsketʃ/ wstępny szkic
self-portrait /ˌself ˈpɔːtrət/ autoportret
stencil /ˈstensəl/ szablon

Music / Muzyka

backing singers /ˌbækɪŋ ˈsɪŋəz/ chórki
catchy melody/tune /ˌkætʃi ˈmelədi/ˈtjuːn/ chwytliwa melodia
chorus /ˈkɔːrəs/ refren
conduct an orchestra /kənˌdʌkt ən ˈɔːkɪstrə/ dyrygować orkiestrą
conductor /kənˈdʌktə/ dyrygent
cover (version) /ˈkʌvə (ˌvɜːʃən)/ cover, przeróbka
earworm /ˈɪəwɜːm/ melodia, od której nie można się uwolnić
have perfect pitch /ˌhæv ˌpɜːfɪkt ˈpɪtʃ/ mieć słuch absolutny
hymn /hɪm/ pieśń kościelna
pitch /pɪtʃ/ ton, tonacja
off-key /ˌɒfˈkiː/ fałszujący, rozstrojony
play by ear /ˌpleɪ baɪ ˈɪə/ zagrać ze słuchu
read music /ˌriːd ˈmjuːzɪk/ czytać nuty
record /rɪˈkɔːd/ nagrywać
record /ˈrekɔːd/ płyta, album
score /skɔː/ partytura
sing in/out of tune /ˌsɪŋ ɪn/,aʊt əv ˈtjuːn/ śpiewać czysto/fałszować
top the charts /ˌtɒp ðə ˈtʃɑːts/ być na szczytach list przebojów
tune an instrument /ˌtjuːn ən ˈɪnstrʊmənt/ nastroić instrument

Instruments / Instrumenty

bagpipes /ˈbægpaɪps/ dudy
bass/acoustic guitar /ˌbeɪs/əˌkuːstɪk gɪˈtɑː/ gitara basowa/akustyczna
brass/woodwind/strings/percussion section /ˈbrɑːs/ˈwʊdwɪnd/ˈstrɪŋz/pəˈkʌʃən ˌsekʃən/ sekcja instrumentów dętych blaszanych/dętych drewnianych/smyczkowych/perkusyjnych
double bass /ˌdʌbəl ˈbeɪs/ kontrabas
fiddle /ˈfɪdəl/ skrzypce, skrzypki
grand piano /ˌgrænd pɪˈænəʊ/ fortepian
harp /hɑːp/ harfa
oboe /ˈəʊbəʊ/ obój

Theatre / Teatr

auditorium /ˌɔːdɪˈtɔːrɪəm/ widownia (część sali teatralnej przeznaczona dla publiczności)
centre stage/upstage/downstage/backstage /ˌsentə ˈsteɪdʒ/,ʌpˈsteɪdʒ/,daʊnˈsteɪdʒ/ ˌbækˈsteɪdʒ/ na środku sceny/w głębi sceny/ z przodu sceny/za kulisami
circle/upper circle/balcony /ˈsɜːkəl/,ʌpə ˈsɜːkəl/ ˈbælkəni/ balkon/drugi balkon/najwyższy balkon
dress rehearsal /ˈdres rɪˌhɜːsəl/ próba kostiumowa
orchestra pit /ˈɔːkɪstrə pɪt/ fosa orkiestrowa
programme /ˈprəʊgræm/ program (książeczka)
put on a show /ˌpʊt ɒn ə ˈʃəʊ/ wystawić przedstawienie
scenery/set /ˈsiːnəri/set/ scenografia
spotlight /ˈspɒtlaɪt/ światło reflektorów
stage fright /ˈsteɪdʒ fraɪt/ trema
take a curtain call /ˌteɪk ə ˈkɜːtən kɔːl/ zostać wywołanym przed kurtynę po przedstawieniu
the curtain rises/falls/comes down /ðə ˌkɜːtən ˈraɪzɪz/ˈfɔːlz/,kʌmz ˈdaʊn/ kurtyna podnosi się/ opada
the stalls /ðə ˈstɔːlz/ miejsca na parterze
the wings /ðə ˈwɪŋz/ kulisy boczne

MP3 76 Artists and their work / Twórcy i ich dzieła

People / Ludzie

art restorer /ˈɑːt rɪsˌtɔːrə/ konserwator sztuki
ballerina /ˌbælə'riːnə/ baletnica
busker /ˈbʌskə/ grajek uliczny
cartoonist /kɑːˈtuːnɪst/ rysownik
choreographer /ˌkɒrɪˈɒgrəfə/ choreograf
cinematographer /ˌsɪnəməˈtɒgrəfə/ operator filmowy
contestant /kənˈtestənt/ uczestnik teleturnieju
extra /ˈekstrə/ statysta
ghostwriter /ˈgəʊst ˌraɪtə/ autor piszący książki za innych
living statue /ˌlɪvɪŋ ˈstætjuː/ artysta uliczny udający posąg
make-up artist /ˈmeɪk ʌp ˌɑːtɪst/ charakteryzator
mime artist /ˈmaɪm ˌɑːtɪst/ mim, aktor mimiczny
prompter /ˈprɒmptə/ sufler
reviewer /rɪˈvjuːə/ recenzent
scriptwriter /ˈskrɪptˌraɪtə/ scenarzysta
stand-up comedian /ˌstænd ʌp kəˈmiːdiən/ komik
stuntman /ˈstʌntmən/ kaskader
supporting actor /səˌpɔːtɪŋ ˈæktə/ aktor drugoplanowy
understudy /ˈʌndəˌstʌdi/ dubler
voice/voice-over artist /ˈvɔɪs/ˈvɔɪs ˌəʊvər ˌɑːtɪst/ aktor głosowy, lektor

Artists' work / Dzieła

aspiring/struggling/established/acclaimed/ celebrated/gifted artist /əsˌpaɪərɪŋ/,strʌglɪŋ/ ɪsˌtæblɪʃt/ə,kleɪmd/,selɪbreɪtɪd/,gɪftɪd ˈɑːtɪst/ aspirujący/walczący o uznanie/uznany/ceniony/ słynny/uzdolniony artysta
at the height of one's fame /ət ðə ˌhaɪt əv wʌnz ˈfeɪm/ u szczytu sławy
be short-listed for sth /bi ˌʃɔːt ˈlɪstɪd fə/ przejść etap wstępnej selekcji do czegoś
be up for an award /bi ˌʌp fər ən əˈwɔːd/ być nominowanym do nagrody
boost creativity /ˌbuːst ˌkriːeɪˈtɪvəti/ pobudzać kreatywność
dream up new ideas /ˌdriːm ʌp ˌnjuː aɪˈdɪəz/ wpadać na nowe pomysły
flash of inspiration /ˌflæʃ əv ˌɪnspəˈreɪʃən/ przebłysk inspiracji

get spotted by a talent agent /ˌget ˌspɒtɪd baɪ ə ˈtælənt ˌeɪdʒənt/ zostać dostrzeżonym przez łowcę talentów
make your name/a name for yourself /ˌmeɪk jə ˈneɪm/ə ˈneɪm fə jəˌself/ zyskać sławę
nomination for sth /ˌnɒmɪˈneɪʃən fə/ nominacja do czegoś
rise/shoot to fame /ˌraɪz/ ʃuːt tə ˈfeɪm/ nagła sława

MP3 77 Copyright protection / Ochrona praw autorskich

breach/infringement of copyright /ˌbriːtʃ/ ɪnˌfrɪndʒmənt əv ˈkɒpɪraɪt/ naruszenie praw autorskich
cite your sources /ˌsaɪt jə ˈsɔːsɪz/ podać źródła informacji
copyright holder /ˈkɒpɪraɪt ˌhəʊldə/ posiadacz praw autorskich
get compensated for sth /ˌget ˈkɒmpenseɪtɪd fə/ otrzymać wynagrodzenie za coś
in the public domain /ɪn ðə ˌpʌblɪk dəʊˈmeɪn/ w domenie publicznej
infringe copyright /ɪnˌfrɪndʒ ˈkɒpɪraɪt/ naruszyć prawa autorskie
intellectual property /ˌɪntəlˌektʃuəl ˈprɒpəti/ własność intelektualna
out of copyright /ˌaʊt əv ˈkɒpɪraɪt/ wolny od praw autorskich
plagiarise a passage/an idea /ˌpleɪdʒəraɪz ə ˈpæsɪdʒ/ ən aɪˈdɪə/ splagiatować fragment/pomysł
plagiarism /ˈpleɪdʒərɪzəm/ plagiat
quote verbatim /ˌkwəʊt vɜːˈbeɪtɪm/ cytować słowo w słowo
royalties /ˈrɔɪəltiz/ tantiemy
seek permission /ˌsiːk pəˈmɪʃən/ ubiegać się o pozwolenie
sue sb for breaching copyright laws /ˌsjuː ˌsʌmbədi fə ˌbriːtʃɪŋ ˈkɒpɪraɪt lɔːz/ pozwać kogoś o naruszenie praw autorskich
use sth for educational purposes /ˌjuːz ˌsʌmθɪŋ fə ˌedʒʊˌkeɪʃənəl ˈpɜːpəsɪz/ wykorzystać coś w celach edukacyjnych

MP3 78 Participating in cultural events / Uczestnictwo w kulturze

Describing cultural events / Opisywanie wydarzeń kulturalnych

a new take on sth /ə ˌnjuː ˈteɪk ɒn/ nowe spojrzenie na coś
be glued to the screen /bi ˌgluːd tə ðə ˈskriːn/ nie odrywać oczu od ekranu
can't put something down /ˌkɑːnt ˌpʊt ˌsʌmθɪŋ ˈdaʊn/ nie móc się od czegoś oderwać
caught up in a story /kɔːt ˌʌp ɪn ə ˈstɔːri/ pochłonięty opowieścią
excellent read /ˌeksələnt ˈriːd/ doskonała lektura
give sb a round of applause /ˌgɪv ˌsʌmbədi ə ˌraʊnd əv əˈplɔːz/ nagrodzić kogoś brawami
give sb a standing ovation /ˌgɪv ˌsʌmbədi ə ˌstændɪŋ əʊˈveɪʃən/ zgotować komuś owacje na stojąco
give sb food for thought /ˌgɪv ˌsʌmbədi ˌfuːd fə ˈθɔːt/ dać komuś do myślenia
give sb nightmares /ˌgɪv ˌsʌmbədi ˈnaɪtmeəz/ przyprawiać kogoś o koszmary
hail sth as a masterpiece /ˌheɪl ˌsʌmθɪŋ əz ə ˈmɑːstəpiːs/ okrzyknąć coś arcydziełem
hold back the tears /ˌhəʊld ˌbæk ðə ˈtɪəz/ powstrzymywać łzy
keep sb in suspense/on the edge of their seat /ˌkiːp ˌsʌmbədi ɪn səsˈpens/ɒn ði ˌedʒ əv ðə ˈsiːt/ trzymać kogoś w napięciu
receive constructive criticism /rɪˌsiːv kənˌstrʌktɪv ˈkrɪtɪsɪzəm/ otrzymać konstruktywną krytykę
receive critical acclaim /rɪˌsiːv ˌkrɪtɪkəl əˈkleɪm/ zyskać uznanie krytyków
receive rave reviews /rɪˌsiːv ˌreɪv rɪˈvjuːz/ otrzymać entuzjastyczne recenzje
slammed/slated by the critics /ˌslæmd/ˌsleɪtɪd baɪ ðə ˈkrɪtɪks/ zmiażdżony przez krytyków
steal the show /ˌstiːl ðə ˈʃəʊ/ skraść show
total letdown /ˌtəʊtl ˈletdaʊn/ totalne rozczarowanie

Adjectives / Przymiotniki

avant-garde /ˌævɒŋˈgɑːd/ awangardowy
award-winning /əˈwɔːd ˌwɪnɪŋ/ nagrodzony
compelling /kəmˈpelɪŋ/ przykuwający uwagę
dark/bleak /dɑːk/bliːk/ mroczny, ponury
disturbing/unsettling /dɪsˈtɜːbɪŋ/ʌnˈsetlɪŋ/ niepokojący
engaging/gripping/engrossing /ɪnˈgeɪdʒɪŋ/ˈgrɪpɪŋ/ ɪnˈgrəʊsɪŋ/ wciągający
eye-catching /ˈaɪ ˌkætʃɪŋ/ przyciągający wzrok
far-fetched /ˌfɑː ˈfetʃt/ naciągany
heartwarming /ˈhɑːtˌwɔːmɪŋ/ podnoszący na duchu
heavy-going /ˌhevi ˈgəʊɪŋ/ nudny, trudny do przejścia
hilarious /hɪˈleərɪəs/ przezabawny
light-hearted /ˌlaɪt ˈhɑːtɪd/ lekki, żartobliwy
long-awaited /ˌlɒŋ əˈweɪtɪd/ długo oczekiwany
long-running /ˌlɒŋ ˈrʌnɪŋ/ długo grany
meaningful /ˈmiːnɪŋfʊl/ głęboki
mystifying /ˈmɪstɪfaɪɪŋ/ zadziwiający, tajemniczy
offensive /əˈfensɪv/ obraźliwy
poignant /ˈpɔɪnənt/ wzruszający, przejmujący
slow-moving /ˌsləʊ ˈmuːvɪŋ/ powolny
spectacular /spekˈtækjələ/ imponujący, spektakularny
spellbinding /ˈspelbaɪndɪŋ/ urzekający, czarujący
thought-provoking /ˈθɔːt prəˌvəʊkɪŋ/ skłaniający do refleksji
true-to-life /ˌtruː tə ˈlaɪf/ realistyczny
upbeat /ʌpˈbiːt/ optymistyczny, radosny
vivid /ˈvɪvɪd/ żywy, wyrazisty

MP3 79 Traditions and customs / Tradycje i zwyczaje

break with tradition /ˌbreɪk wɪð trəˈdɪʃən/ zerwać z tradycją
carnival parade/procession /ˌkɑːnɪvəl pəˈreɪd/ prəˈseʃən/ parada karnawałowa
cause for celebration /ˌkɔːz fə ˌselɪˈbreɪʃən/ okazja do świętowania
customary /ˈkʌstəməri/ tradycyjny, zwyczajowy
die out /ˌdaɪ ˈaʊt/ umierać, zanikać (o tradycji)
funfair /ˈfʌnfeə/ festyn, jarmark
hand sth down through the generations /ˌhænd ˌsʌmθɪŋ ˌdaʊn θruː ðə ˌdʒenəˈreɪʃənz/ przekazywać coś z pokolenia na pokolenie
host a celebration/an event /ˌhəʊst ə ˌselɪˈbreɪʃən/ ən ɪˈvent/ organizować uroczystość/wydarzenie
long-standing tradition /ˌlɒŋ ˌstændɪŋ trəˈdɪʃən/ długa tradycja
pageantry /ˈpædʒəntri/ gala, widowisko
preserve cultural heritage /prɪˌzɜːv ˌkʌltʃərəl ˈherɪtɪdʒ/ chronić dziedzictwo kulturowe
quintessentially (British) /ˌkwɪntɪˌsenʃəli (ˈbrɪtɪʃ)/ typowo (brytyjski)
rites/rituals /raɪts/ˈrɪtʃʊəlz/ obrzędy, rytuały

MP3 80 Mass media / Media

News / Wiadomości

available on demand /əˌveɪləbəl ɒn dɪˈmɑːnd/ dostępny na żądanie
break a story/scandal /ˌbreɪk ə ˈstɔːri/ˈskændl/ ujawnić historię/skandal
breaking news /ˌbreɪkɪŋ ˈnjuːz/ wiadomość z ostatniej chwili
broadcast (n, v) /ˈbrɔːdkɑːst/ transmisja; nadawać
caption /ˈkæpʃən/ podpis pod zdjęciem
circulation of (55,000) /ˌsɜːkjəˈleɪʃən əv/ nakład w wysokości (55000) egzemplarzy
exclusive /ɪksˈkluːsɪv/ materiał na wyłączność
feature on sth /ˈfiːtʃər ɒn/ dłuższy artykuł/ reportaż na jakiś temat
footage /ˈfʊtɪdʒ/ materiał filmowy
get a bad press /ˌget ə ˌbæd ˈpres/ być krytykowanym przez media
issue press release /ˌɪʃuː ˈpres rɪˌliːs/ wydać komunikat prasowy
leak sth to the press /ˌliːk ˌsʌmθɪŋ tə ðə ˈpres/ ujawnić coś mediom
live broadcast /ˌlaɪv ˈbrɔːdkɑːst/ transmisja na żywo
make the front page /ˌmeɪk ðə ˌfrʌnt ˈpeɪdʒ/ znaleźć się na pierwszej stronie
news bulletin /ˈnjuːz ˌbʊlɪtɪn/ serwis informacyjny
obit/obituary /ˈəʊbɪt/əˈbɪtʃuəri/ nekrolog
press reports/coverage /ˈpres rɪˌpɔːts/ˈkʌvərɪdʒ/ relacje w mediach
pull a story /ˌpʊl ə ˈstɔːri/ wycofać artykuł z publikacji
regular contributor /ˌregjələ kənˈtrɪbjətə/ stały współpracownik
sports/Sunday supplement /ˈspɔːts/ˈsʌndeɪ ˌsʌplɪmənt/ dodatek sportowy/do wydania niedzielnego

Misinformation / Dezinformacja

airbrush/doctor a photo /ˌeəbrʌʃ/ˌdɒktər ə ˈfəʊtəʊ/ wyretuszować/sfałszować zdjęcie
biased in favour of/toward/against sth /ˈbaɪəst ɪn ˌfeɪvər əv/təˌwɔːd/əˌgenst/ przychylnie nastawiony/uprzedzony do czegoś
check the source veracity /ˌtʃek ðə ˈsɔːs vəˌræsəti/ sprawdzić rzetelność źródła
conspiracy theory /kənˈspɪrəsi ˌθɪəri/ teoria spiskowa
dissemination/proliferation of fake news /dɪˌsemɪˌneɪʃən/prəʊˌlɪfəˌreɪʃən əv ˌfeɪk ˈnjuːz/ szerzenie fałszywych informacji
falsely implicate sb in sth /ˌfɔːlsli ˈɪmplɪkeɪt ˌsʌmbədi ɪn/ niesłusznie oskarżać kogoś o coś
falsify records/a theory /ˌfɔːlsɪfaɪ ˈrekɔːdz/ə ˈθɪəri/ podrabiać dokumenty/wypaczać teorię
highly/seriously/grossly misleading /ˌhaɪli/ ˌsɪəriəsli/ˌgrəʊsli mɪsˈliːdɪŋ/ poważnie wprowadzający w błąd
piece of propaganda /ˌpiːs əv ˌprɒpəˈgændə/ element propagandy
purport to do/be sth /ˌpɜːpət tə ˈduː/ˈbiː/ rzekomo coś zrobić/czymś być
spread propaganda/fake news /ˌspred ˌprɒpəˈgændə/feɪk ˈnjuːz/ rozpowszechniać propagandę/fałszywe informacje
take sth at face value /ˌteɪk ˌsʌmθɪŋ ət ˌfeɪs ˈvæljuː/ zakładać prawdziwość czegoś bez wnikania w szczegóły
tamper with data/an image /ˌtæmpə wɪð ˈdeɪtə/ ən ˈɪmɪdʒ/ manipulować danymi/majstrować przy zdjęciu

MP3 81 LISTENING

be a far cry from sth /ˌbi ə ˌfɑː ˈkraɪ frəm/ bardzo różnić się od czegoś
bird's-eye view /ˌbɜːdz aɪ ˈvjuː/ widok z lotu ptaka
intimate interaction /ˌɪntɪmət ˌɪntərˈækʃən/ osobista relacja
move sb to tears /ˌmuːv ˌsʌmbədi tə ˈtɪəz/ wzruszyć kogoś do łez
play devil's advocate /ˌpleɪ ˌdevəlz ˈædvəkeɪt/ występować jako adwokat diabła

MP3 82 READING

at a fraction of the cost of sth /ət ə ˌfrækʃən əv ðə ˈkɒst əv/ za ułamek ceny czegoś
be in the spotlight /ˌbi ɪn ðə ˈspɒtlaɪt/ być w centrum uwagi
be to sb's taste /ˌbi tu ˌsʌmbədiz ˈteɪst/ podobać się komuś, być w czyimś guście
go into decline /ˌgəʊ ˌɪntə dɪˈklaɪn/ zacząć chylić się ku upadkowi
to cut a long story short /tə ˌkʌt ə ˌlɒŋ ˌstɔːri ˈʃɔːt/ krótko mówiąc

Listening

DOBIERANIE

1 CD 2.11 **Usłyszysz dwukrotnie cztery wypowiedzi na temat Konkursu Piosenki Eurowizji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A a hidden motive behind the selection of a song for the contest.
B the pointlessness of watching the contest after the event.
C an understanding of different attitudes towards the contest.
D an analytical approach to creating a contest-winning song.
E a change of heart toward the importance of the contest.

1	2	3	4

ODPOWIEDZI NA PYTANIA

2 CD 2.11 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–6. Na pytania należy odpowiedzieć w języku angielskim.**

1 Why does Speaker 1 compare the Eurovision night to a birthday celebration?
2 What activities do Speaker 1 and his friends share on Eurovision night?
3 Why does Speaker 2 mention their profession?
4 Why might Speaker 2 watch parts of the event?
5 What does Speaker 3 sometimes do inadvertently?
6 Why does Speaker 4 mention the band ABBA?

Use of English

GRAMATYKALIZACJA

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

1 Just look at these _____ (**student** / **presentation**) – I think they have outperformed their classmates.
2 You'd _____ (**drive** / **slow**) or you'll get a speeding ticket.
3 _____ (**long** / **you** / **cook**) this beef stew, the better it tastes.
4 Your nails look amazing – did you have them painted or did you _____ (**paint** / **they** / **you**)?
5 This train might not be _____ (**fast** / **other**), but the fare is really cheap.
6 This graphic novel is _____ (**nowhere** / **near** / **gripping**) the others written by the author.

SETY LEKSYKALNE

4 **W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
My parents decided to ... with tradition and spend Christmas on a tropical island.
I'm not sure why Maggie wanted to ... up with John – it's obvious they love each other so much.
Some media organisations won't ... a story unless they check source veracity.

2 _____
I wonder why Elon Musk is getting a bad ... nowadays – is it because he's so successful?
Someone has leaked the private emails of government officials to the ... .
The entrepreneur called a ... conference to announce the launch of her latest breakthrough design.

3 _____
When is Taylor Swift's latest album coming ...?
The photo is ... of focus – I can't see any details.
I'm sorry, you can't use this interactive whiteboard, it's ... of order.

4 _____
Gregory ordered ... service because he didn't feel like going to the hotel restaurant to eat dinner.
I don't really like spending time in the school common ... because it's usually quite noisy.
The actors were getting ready in the dressing ... .

5 _____
I couldn't play this piano – it's totally out of ... .
Henry always danced to his manager's ... because he thought it would help him climb the career ladder.
The commercial had such a catchy ... that I couldn't stop humming it.

6 _____
James didn't need sheet music – he can ... anything by ear.
Kerry is really assertive and she won't ... second fiddle to anyone.
I can ... different string instruments, but my favourite is the double bass.

SŁOWOTWÓRSTWO

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

cast catch charisma compare create critic grip innovation lead perform star true

The Mandalorian is a **(1)** _____ example of the creative force behind modern live-action television. Its blend of old-school *Star Wars* charm with **(2)** _____ storytelling has captivated audiences worldwide. Pedro Pascal delivers a leading **(3)** _____ in *The Mandalorian*, bringing depth to the character of the **(4)** _____ bounty hunter. The portrayal of adorable Grogu, also known as Baby Yoda, is so compelling that he **(5)** _____ steals the show, making the series all the more engaging. Each episode is a mini-masterpiece, with a perfect balance of action, emotion, and plot twists that keep you thoroughly **(6)** _____ up in the story. **(7)** _____ *The Mandalorian* to other shows, it stands out as a shining example of how to revitalise a beloved franchise with **(8)** _____ and respect. It manages to strike a balance that many other series struggle with. All this has brought the show **(9)** _____ acclaim. It's definitely a must-watch for *Star Wars* buffs but also those looking for a **(10)** _____ story and a heartwarming television experience.

TRANSFORMACJE ZDAŃ

6 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 In my opinion, it's easier to play the saxophone than the violin.
In my opinion, the violin is _____ the saxophone.
2 There is no point in binge-watching the whole series – you won't remember too much.
It _____ the whole series – you won't remember too much.
3 I couldn't be an actor – I am too timid to get on a stage and stand in the spotlight.
I couldn't be an actor – I'm not _____ get on a stage and stand in the spotlight.
4 The film was really unsettling – it gave me food for thought.
What _____ was – it gave me food for thought.
5 I don't think any other book I've read is better than *The Magus*.
I think *The Magus* is _____ ever read.
6 I love psychological thrillers, especially if they are really slow-moving.
The _____ thriller is, the more I like it.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

7 **Uzupełnij każdą lukę jednym wyrazem.**

Being part of the secondary school play was one of the **(1)** _____ exciting experiences I've ever had. When I was cast in **(2)** _____ comedy in English, I couldn't have been happier. Backstage, as we gathered for our first rehearsal, **(3)** _____ anticipation was palpable. Some of us were **(4)** _____ nervous than others, but we were all eager to give it **(5)** _____ best shot. The acoustics in the lecture room where we had our rehearsals and where we were going to put on our show **(6)** _____ fantastic; our voices carried beautifully to every corner of **(7)** _____ room. It felt like we were in a different world.

Throughout weeks of rehearsal, we worked harder **(8)** _____ ever, refining our performances, learning our lines **(9)** _____ heart and perfecting them. **(10)** _____ were a lot of funny moments, when someone would mix up their lines, sometimes causing **(11)** _____ confusion, but more often than not – laughter.

Finally, the day of **(12)** _____ performance arrived. As the curtain went **(13)** _____, I took my place. The audience watched in awe as we delivered what felt like **(14)** _____ most hilarious comedy ever. The entire hall burst **(15)** _____ laughing, and when the final curtain fell, the loud round **(16)** _____ applause was **(17)** _____ best reward for all our hard work. It was a moment I will cherish forever, knowing that we **(18)** _____ created something truly special together.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 There are two direct trains to the mountains, but _____ (*żaden z nich nie zatrzymuje się*) in the village where my grandfather lives.
2 Kerry is bored with being a waitress, so she's going to find _____ (*sobie inną pracę tymczasową*).
3 There are two subjects I'd like to study at university: one is sociology and _____ (*ten drugi to ekonomia*).
4 Sarah should spend more time checking her essays for mistakes – she is _____ (*tak nieuważną osobą*).
5 If you want to meet the deadlines, you will have to _____ (*współpracować ze sobą*).
6 The actress _____ (*nigdy nie dano*) a title role before – it might be her chance to achieve global success.

10 SPORT

GET READY

Work in pairs. Name as many sports starting with different letters of the alphabet as you can in two minutes. Which of these need to have a partner or a team?

Dyscypliny sportu

1 **Answer the questions. Then write two more descriptions to test your partner.**

What is the name of the sport that involves …

1 climbing and jumping in urban environments? _____
2 ten different sports? _____
3 jumping out of a plane? _____
4 four people running, one after the other? _____
5 travelling very quickly down a fast-moving river in a type of boat? _____
6 throwing a long object with a sharp, pointed end? _____
7 climbing over barriers, and crawling through and under other objects? _____
8 jumping over a very high bar using a stick? _____

2 **Complete the comments with the correct words.**

1 I have never learned how to swim properly – I can only do the doggy _____.
2 I admire people who take up _____ sports, as they need to be very fit and have lots of stamina.
3 It would be wonderful to go _____ and fly up in the sky among the birds, but it would scare me, I'm afraid.
4 _____ is the topic of a book I've just read about the passion of a team reaching the top of Mount Everest.
5 I used to do _____ at school until I hurt my knee jumping over one, which put me off the sport.
6 It sounds frightening but at the same time exhilarating – _____ – the sport of throwing yourself into a mountain stream or river and letting yourself be carried down!

Sprzęt sportowy

3 **Match words from boxes A and B to form compound nouns indicating sports equipment. Give an example for a sport or activity when you would use them.**

A

bow and | chess | crash | hockey | life | resistance | shin | skipping | snooker | sports

B

arrow | band | cue | helmet | jacket | kit | pads | pieces | rope | stick

4 **Name the pieces of sports equipment 1–10 using the clues in brackets. Some letters have been given.**

1 s_____ (horses)
2 s_____ (timing)
3 fl_____ (water)
4 s_____ (badminton)
5 p_____ (canoe)
6 p_____ (ice hockey)
7 d_____ (weights)
8 w_____ (water)
9 t_____ (fitness training)
10 c_____ (climbing)

5 **Complete the sentences with the correct words or phrases from exercises 3 and 4.**

1 Most people these days have a _____ on their phones to time themselves or others.
2 Ice hockey players need to wear _____ in case they get hit below the knee.
3 The water is so cold at this time of year you definitely need a _____.
4 _____ are used both in children's games and for fitness training.
5 Whatever the month and temperature, people must always wear a _____ when they go sailing.
6 Instead of traditional _____, cyclists can now buy collar airbags that inflate should there be an accident. Would you like to have one?

Obiekty sportowe

6 **Complete the names of the sports facilities.**

1 Many school **playing** _____ are being sold off to raise money – it's an absolute scandal!
2 One of the most famous **cricket** _____ in England is called 'Lord's'. It has a seating capacity of over 31,000.
3 As a beginner, my brother was put on the **nursery** _____ and he didn't like it!
4 Unfortunately, the **football** _____ was waterlogged and the match had to be cancelled.
5 Next to the **skating** _____, you can warm up in a heated hut and watch the hustle and bustle on the ice with a hot chocolate.
6 The Singapore **racing** _____ is one of the most challenging for F1 drivers, both physically and mentally.
7 We wanted to do something fun and different for the end-of-the-school-year party, so we decided to go to the **bowling** _____, just the three of us!

Imprezy sportowe

7 CD 2.12 **Complete the sports commentaries with the words in the box. Listen and check.**

1

ahead best contender cross false lap made
neck and neck out retain runner through up

It's the last **(1)** _____ of the 1500 metres semi-final and Ben Gutter has **built (2)** _____ **a** substantial **lead**. Last year's **(3)** _____**-up** looks set to **(4)** _____ **the finish line first** and **make it (5)** _____ **to the finals** easily. He **(6)** _____ **a good start** and **pulled (7)** _____ **of the competition** on the second lap. Behind him, Jack Masters, and Finn Harmer are **fighting it (8)** _____ for second place and have been **(9)** _____ all the way. In the other semi, in spite of initially **making a (10)** _____ **start**, Carl Lucas **got a personal (11)** _____ to win the race and on this form he seems set to **(12)** _____ **the title** he won last year, but Ben is also definitely a **strong (13)** _____.

2

blown clinch go hold home
relegation running scored time

You can hear the roar from the spectators – Southampton have just **(14)** _____ **an equaliser** in their final **(15)** _____ **game** of the season after being one nil down at half-time. This means they will **go into extra (16)** _____. Will they manage to avoid **(17)** _____? It will be a close call. It's the **second year (18)** _____ that relegation has come down to the last two games for Southampton. Their opponents, Chelsea, need this win to **(19)** _____ **top of the Premiership** and **(20)** _____ **the title** of league champions. To be honest, this season they have **(21)** _____ **the opposition away** and even if Southampton can **(22)** _____ them **to a draw**, Chelsea should still win the league.

8 **Choose the correct words to complete the college sports reports.**

Congratulations to Ruth Sanders, who **scored a (1)** ***hat*** / ***cap*** **trick** in the friendly against Chichester on Saturday. She was only **(2)** ***brought*** / ***taken*** **on as a substitute** at **(3)** ***mid-*** / ***half-*** **time**! Also, to Tanya Franklin who hasn't **let (4)** ***through*** / ***in*** **a goal** all season. And commiserations to Fran Butler, who both **hit the (5)** ***pole*** / ***post*** and **had a goal (6)** ***refused*** / ***disallowed***. No **(7)** ***recordings*** / ***bookings***, no red cards, no **(8)** ***free*** / ***open*** **kicks given away**. What a team!

Despite having had problems **(9)** ***getting*** / ***putting*** **in her first serve** in recent tournaments, Billie White **served** plenty of **(10)** ***hits*** / ***aces*** to reach her first **match (11)** ***mark*** / ***point*** in yesterday's match against Joan Williamson from Hillside High School, but she needed a **double (12)** ***error*** / ***fault*** from Joan in the final game to get a well-deserved win. In the **mixed (13)** ***pairs*** / ***doubles***, Anita and her brother Tom won convincingly after a **(14)** ***draw*** / ***tiebreak*** in the second set. Game, set and match to our year 11 tennis stars!

9 **Think of a recent sporting achievement at your school and write a short report like the ones in exercise 8.**

Uprawianie sportu

10 **Complete the sentences with the correct names of people in sport formed from the words in brackets.**

1 People often complain about the _____ (**refer**), but they're only doing their job.
2 Some _____ (**athletics**) change sport. I remember a swimmer who became a successful _____ (**cycle**).
3 I admire _____ (**comment**) who can follow a fast-moving game and report coherently at the same time.
4 Simone Biles was a famous American _____ (**gymnastics**) who won several gold medals at the Summer Olympics.
5 In football, the _____ (**line**) will decide if a ball has crossed the line.
6 The _____ (**final**) in the 100 metres have all run under 10 seconds this year.
7 We have the best _____ (**goal**) in the league – he hasn't let in a goal for fifteen matches.
8 The team has good forwards, but Ella and Ruth are the best _____ (**strike**).

11 Complete the posts with the correct words. Some letters have been given.

Training and fitness questions? Ask Sasha!

Hey Sasha – I've taken the plunge and signed up for the marathon in June! The problem is that I am SO **out of (1) s**_____. I **get out of (2) b**_____ and I'm **dripping with (3) s**_____ after a really short distance. I've been training regularly down the gym, doing my **(4) w**_____**-ups**, **(5) l**_____ **weights** and doing pull-ups and things, but it's not making much difference. I guess I need to **improve my (6) s**_____**a**. I really need to **be on (7) t**_____ **form** and not make a fool of myself! Any advice?

Dear Sasha. I'm a bit concerned about a friend of mine. He seems to be spending all his time **working (8) o**_____. He isn't a sportsman, and he isn't really in **(9) t**_____ **for** anything particular, but I think he's overly anxious about his body image. He **does fast-(10) p**_____, **(11) f**_____**-body workouts** which are really **(12) i**_____**e**. He insists that he's just **(13) ma**_____**ing** his **physical fitness**, but is it right to spend hours at the gym both before and after work every day of the week? He doesn't go out with his mates anymore. Can I help him?

Pozytywne i negatywne skutki uprawiania sportu

12 Complete the web advertisement with the correct words in the box.

brainpower camaraderie decline density flexibility outlet respiratory weight

Take up a sport! Here are just a few of the numerous benefits. Check them out and you'll see it makes sense to come along to the Sports Centre and find a sport you'll enjoy. Sport today means a healthy tomorrow!

- Want to make good friends with similar interests to you? Sport can **develop (1)** _____.
- Worried about all those tests and exams? Sport can **boost** your **(2)** _____.
- Get lots of colds and dodgy tummies? Sport can **aid** your **digestive and (3)** _____ **systems**.
- Feel a bit stiff? Can't bend as easily as you used to? Sport can **increase** your **(4)** _____.
- Concerned about your memory? Sport can help **slow cognitive (5)** _____ as the body ages.
- Sore knees or wrists? Sport can strengthen bones and joints and **maintain bone (6)** _____.
- Feeling angry or sad? Sport can be a **positive (7)** _____ **for emotions**.
- Fed up with fad diets? Sport can **keep you at a healthy body (8)** _____.

13 Choose the correct words to complete the article.

On the downside ...

Sport plays a big part in most people's lives – whether watching and supporting or participating, and it can bring us a lot of pleasure. However, doing a lot of sport can sometimes **do more (1)** ***harm*** / ***pity*** **than good**, and we need to be aware of both the physical pitfalls of **(2)** ***ongoing*** / ***overdoing*** the training and the psychological side effects. Too much pressure from coaches can **(3)** ***engage*** / ***engender*** **a fear of failure**. A **(4)** ***low*** / ***poor*** **performance** in competition can **impact** a person's **(5)** ***overall*** / ***complete*** **confidence**, particularly when they are very young, and can **lead to a(n) (6)** ***experience*** / ***sense*** **of inferiority**. An obsession with winning at all costs can also result in **(7)** ***fierce*** / ***gruelling*** **training regimes** and ultimately in **(8)** ***drainage*** / ***burnout***. On the physical side, we must remember that sport, especially extreme sport, can be **(9)** ***hazardous*** / ***cut-throat*** in many ways. When a sportsperson **pushes their body to the (10)** ***ends*** / ***limit***, there is always the **risk of (11)** ***recurring*** / ***repeating*** **injuries**. Having said all that, sport is still an excellent hobby for everyone, young or old, to take up, as long as we are aware of the risks and approach exercise, training and competition sensibly.

Problemy współczesnego sportu

14 Complete the headlines with the correct words formed from the words in the box. There are two extra words.

controversy corrupt equal low maintain perform qualify reverse

1 **Cyclist turned to _____-enhancing drugs to save his sports career**
2 After being _____ from a race because of failing a drug test, athlete protests his innocence
3 DOCTOR CLAIMS THAT THERE ARE _____ CONSEQUENCES FOR ATHLETES WHO TAKE GROWTH HORMONE
4 _____ AT THE HIGHEST LEVELS OF SPORT IS A THREAT TO SPORT'S INTEGRITY, SAYS FORMER WORLD CHAMPION
5 **Will we ever completely banish gender-based _____ in sport? Your comments**
6 **Footballers taking the knee at the start of matches has proved to be a very _____ issue**

15 Work in pairs and discuss what you might read about in each article from exercise 14.

16 Match words from boxes A and B to make phrases. Then use the phrases to complete the list of discussion topics for a debating club (1–5).

A
accept banned doping gender-based match political

B
for life fixing inequality offences reasons sponsorship

1 Athletes involved in _____ should be _____ from participating in competition.
2 Sports officials found guilty of _____ should face criminal charges.
3 _____ in sport can mean that women often receive less prize money than men. This must change.
4 Sports events should never be boycotted for a nation's _____.
5 Sports clubs and teams should not _____ from companies that sell unhealthy products or run betting websites.

17 Work in pairs and share your opinions on the topics from exercise 16.

Pronunciation activity ▶ p. 278

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

18 CD 2.13 Listen to a conversation and answer the questions.

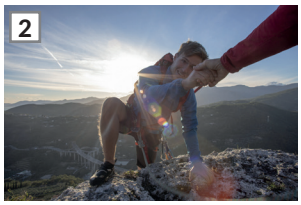
1 What comes as news to the young woman?
2 What does the young woman misunderstand about Olly's sport?
3 How has the sport changed since its inception?
4 What are the similarities and differences between this sport and gymnastics?
5 Why do some people still not consider it a sport?
6 Why does the young man know so much about the sport?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

19 Work in pairs. You are designing a website to promote a mountaineering club and have to decide which photo to put on the home page. Take turns to answer the questions.

1 Choose the photo that you think would be most suitable for the front cover and justify your choice.
2 Why have you rejected the other two?



Vocabulary Playout

Work in pairs and describe the video still. Then discuss the question below.

In what ways can local community sports clubs help young people? Name three.

10 LISTENING

Zoom in

1 **Work in pairs. What is the most important (1) and least important (8) aspect of doing sport? Number the items in the box accordingly. Can you add any other factors that might be important to you?**

possibility of going professional • developing decision-making skills • enhancing stamina • learning to work in a team • gaining the ability to overcome obstacles • keeping in shape • improving mental health • making new friends

Practise

WYBÓR WIELOKROTNY

2 CD 2.14 **Usłyszysz dwukrotnie wywiad z piłkarką. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**
W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

1 Why is June Maddox being interviewed?
A To discuss her ideas about the future of the sport.
B To find out how she became so successful.
C To reflect on her career as a footballer.

2 Which of the following is stated in the interview as a fact, not an opinion?
A Professional footballers are quickly back on their feet after head injuries.
B Repeated concussions can lead to acute health problems.
C Professional footballers look forward to retiring.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

3 June's future plans include
A petitioning for better medical care in the sport.
B continuing to work with women footballers.
C taking time out to recover from health problems.
D moving into a different sport.

4 According to June, what was true about women's football in the early days?
A Women players were able to focus exclusively on the sport.
B Women players didn't care a lot about the work-life balance.
C Women's teams had good access to nutritionists' assistance.
D Women's teams had limited access to sports facilities.

5 June gives the example of several other sports to
A highlight how women's sports can be as interesting to watch as men's.
B illustrate how lucrative women's sports can be.
C support her opinion that many sports were thought unsuitable for women.
D show that women can compete with men in mixed matches.

6 Which headline would sum up the interview best?
A The injuries and suffering of a woman footballer.
B The journey to equality continues.
C One athlete's doubts and regrets.
D The future for retired athletes.

DOBIERANIE

3 CD 2.15 **Usłyszysz dwukrotnie cztery wypowiedzi na temat korzyści z uprawiania sportu. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions
A a way of making physical activity both enjoyable and beneficial for others.
B being proved wrong about an event's resulting effect.
C how engaging in regular training brought people together.
D the way of preparing for a difficult competitive sports event.
E developing a negative attitude to a sport that they used to enjoy.

1	2	3	4

Fish for words

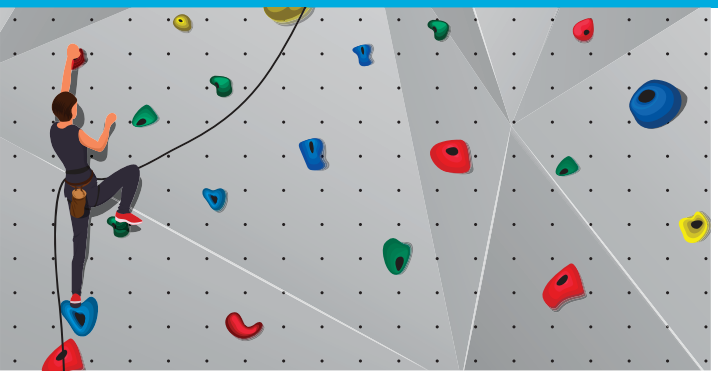
4 **Choose the correct words to complete the sentences.**

1 After fifteen years in the game Martina is ***showing*** / ***hanging*** **up her boots** at the end of this season.
2 Injuries are part and parcel of being a rugby player, but they ***take*** / ***have*** their **toll** eventually.
3 If you're not getting much pleasure from doing a sport, you should really ***put*** / ***pack*** it **in**.
4 Danny's badminton skills are coming on **in *leap* / *leaps* and bounds**, and he's just been picked for the school team.
5 This afternoon Ella and Jude have to ***face*** / ***see*** **off** in the taekwondo tournament.
6 In the relay race I felt good knowing that I was ***getting*** / ***doing*** **my bit**.
7 Open water swimming is not as dangerous as it seems – just ***make*** / ***give*** **it a try**.

Wrap it up

5 **Work in pairs and discuss the questions.**

1 How many sports have you tried and given up in your life? Give your reasons.
2 Do you think women will ever get complete parity with men in sport? Why (not)?



Zoom in

1 ROZMOWA WSTĘPNA **Work in pairs and discuss the questions.**

1 In your opinion, who is Poland's best sportsperson at the moment?
2 What kind of sports facilities would you like to have at your school? Why?

Activate

2 **Read the sentences in the *Know your phrases* box. Replace the underlined words and phrases with their synonyms in the box.**

aim available do enrol in finance
get involved in hold outstanding

KNOW YOUR PHRASES

- *Our (1) goal is to collect funds to renovate / modernise the sports hall in an inclusive school so that it is accessible to students with disabilities.*
- *We intend to (2) organise a number of tournaments / competitions / outdoor events to attract / generate interest.*
- *Some companies are going to (3) sponsor the equipment / donate money / publicise the event.*
- *We have also managed to invite three (4) top athletes to raise the profile of the event.*
- *I'd like to (5) take up a new sports activity / work out a little.*
- *What are the requirements in terms of the fitness level / time commitments to (6) practise this sport?*
- *I recommend / suggest you apply for our fitness club card / (7) join our loyalty programme, because it offers a number of benefits and discounts.*
- *What kind of discounts are (8) on offer?*

3 **Complete the task below.**

Powiedz, że:
1 celem Waszej akcji charytatywnej jest zbiórka pieniędzy na zorganizowanie turnieju tenisowego;
2 zamierzacie zorganizować mecz koszykówki i zaprosić kilku znanych koszykarzy;
3 chcesz uprawiać nowy sport;
4 karta klubowa jest korzystną propozycją, ponieważ oferuje liczne zniżki;
5 zachęcasz wszystkich do dołączenia do programu lojalnościowego Waszego klubu.

Practise

ROZMOWA Z ODGRYWANIEM ROLI

4 **Pracujcie w parach i wykonajcie zadanie, korzystając z wyrażeń z ramki *Know your phrases*. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.**

Uczeń A
Integracyjna szkoła w Anglii, w której się uczysz, organizuje sportową imprezę charytatywną, aby zebrać pieniądze na remont sali gimnastycznej. Kontaktujesz się z potencjalnym sponsorem imprezy. Omów poniższe cztery kwestie w rozmowie z uczniem B.

cel i przebieg imprezy | zaproszeni sportowcy | organizacje biorące udział w imprezie | promocja imprezy w mediach

Uczeń B
Odbywasz praktyki w firmie produkującej sprzęt sportowy. Rozmawiasz z uczniem/uczennicą, który/która chce, aby Twoja firma wsparła imprezę charytatywną w jego/jej szkole. Spróbuj włączyć do Waszej rozmowy wszystkie/wybrane punkty:
- poproś o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj o największe potrzeby sportowe uczniów,
- dowiedz się, czego uczeń A spodziewa się po Waszej współpracy,
- zaproponuj alternatywne rozwiązanie jakiejś kwestii.

Speaking Bank ▶ p. 217

ROZMOWA Z ODGRYWANIEM ROLI

5 **Pracujcie w parach i wykonajcie zadanie, korzystając z wyrażeń z ramki *Know your phrases*. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.**

Uczeń A
W czasie pobytu w Irlandii chciałbyś/chciałabyś zapisać się do klubu sportowego. Kontaktujesz się z pracownikiem klubu w celu wybrania najlepszej oferty. Omów poniższe cztery kwestie w rozmowie z uczniem B.

rodzaj i częstotliwość zajęć | instruktorzy | potrzebny sprzęt | karta klubowa i zniżki dla młodzieży

Uczeń B
Odbywasz praktyki w klubie sportowym. Rozmawiasz z osobą zainteresowaną ofertą klubu. Spróbuj włączyć do Waszej rozmowy wszystkie/wybrane punkty:
- poproś o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj ucznia A o dyscypliny, które dotychczas uprawiał,
- zachęć ucznia A do zapisania się do klubowego programu lojalnościowego,
- zaproponuj wypożyczenie sprzętu ze zniżką przy wykupieniu abonamentu rocznego.

Speaking Bank ▶ p. 217

Wrap it up

6 **Work in pairs. Which three sports from the wordlist on page 142 would you like to try? Why?**

Speaking Set 10 ▶ p. 212

Zoom in

1 **Work in pairs. Take turns to describe the picture and answer the questions.**

1 How do you think the referee in the picture is feeling? What makes you say so?
2 Do you ever feel strong emotions while playing sports with your classmates? Why (not)?
3 Describe the last time you or someone you know supported a sports team during a sporting event.

2 **Work in pairs. What kind of character traits should a good football referee have? Consider the ones in the box.**

bold bossy confident gentle honest humble sincere straightforward sympathetic timid trustworthy

3 **Work in pairs. Would you like to work as a football referee? Why (not)?**

CULTURE

The role of referee was introduced in football in 1881. The referee makes sure that players and teams obey the rules. Moreover, his or her authority extends to making crucial decisions that can influence the outcome of the match, such as awarding penalties or determining whether a goal is valid. The referee is the final authority in all decisions. In professional football matches, there are usually four people that control the game: the referee, two assistant referees and a fourth official.

THE MAN OF THE MATCH

They don't play for a particular team or practise an individual sport, nor do they compete for medals or cups. Yet if it weren't for their involvement, sports competitions of any description would not be able to go ahead. This is so because the job of referees, which is recognised as one of the hardest in sports, is to ensure adherence to the rules that participants need to follow to eliminate cheating and promote fair play.

Some referees and umpires have become icons and celebrities in their own right, sometimes rivalling the athletes' popularity. **(1)** ▨ Even if you didn't know his name, you'd recognise his face. For over 28 years Collina carved out a glittering career in sport, raising the profile of the referee's role from rather dull to exciting and pivotal. Up to that point referees had been acknowledged as necessary, but not indispensable. **(2)** ▨ Collina broke that mould completely by inspiring confidence and trust. He was always as fair as he possibly could be, but at the same time he demanded respect from players and fans around the world. Many believe that if it hadn't been for Collina, refereeing would be in a very different place to where it is today.

Born in 1960 in Bologna, Italy, Collina started his sporting career as a defender for his local youth team. At 17, on realising that he would probably never make the grade as a footballer, he turned to refereeing as a potential career. **(3)** ▨ In 1988 he came back on the football pitch to officiate in the lowest divisions and was slowly working his way up. Becoming a top international football referee was not an easy achievement. **(4)** ▨ But, the journey was definitely worth it as he was awarded FIFA's 'Best Referee of the Year' for an unparalleled six years running, and is now considered the best referee in footballing history.

In the future, if referees' decisions continue to come under ever more intense scrutiny, the next generation of referees will probably need to acquire a range of new skills. However, they should also preserve the qualities shown by Collina and his fellow referees – vigilance, courage, fairness and the ability to command respect, both on and off the pitch.

Practise

DOBIERANIE

4 **Przeczytaj tekst ze strony 138, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A Doing that job entailed considerable devotion, hard work and resilience – as well as learning to take criticism and not to retaliate when receiving verbal abuse.
B Nevertheless, the training required to achieve this standard was extensive and gruelling.
C They often had to tolerate taunts and backchat from spectators and players alike.
D One such official is the former Italian football referee, Pierluigi Collina, quite a distinctive figure.
E Then, he took a break to study economics in college and complete his mandatory military service.

Fish for words

5 **Match the parts of the sentences.**

1 Nathan **carved out**
2 It's important to **ensure**
3 Skateboarding events at the last Olympics have definitely **raised**
4 Teachers and trainers should do their best to **promote**
5 If she'd chosen to go into hockey, Rachel would never have **made**
6 If blood and equipment testing is regularly carried out, this helps **eliminate**
7 Muhammad Ali **broke the**

a **adherence** to the rules in any sport.
b **fair play** in all kinds of competitions.
c **the grade** as a top player.
d **cheating** in a number of sports.
e **mould** in boxing by dancing around his opponents.
f **a glittering career** as a professional jockey.
g **the profile** of the sport.

Wrap it up

6 **Work in pairs. What do you think should be done to reduce the amount of cheating in sport? Would you say that cheating is more prevalent in some sports than others? Why might this be?**

1 **Work in pairs and answer the questions.**

1 If you were to invite a famous athlete or sports official to the sports day at your school, who would it be? Why?
2 What sport would you never pursue? Why?

2 **Look at the text on page 138 again. Find conditional sentences and decide why a given type was used. Use Grammar Reference and Practice on page 254 to help you.**

3 **Complete possible answers a–d to questions 1–2 using the words in brackets. What types of conditional did you use? Which sentences are mixed conditional?**

1 How's your online yoga class going?
a It's awesome. If I _____ (**be**) you, I _____ (**join**) it.
b So-so. If you _____ (**not / be regular**), you _____ (**not / benefit**) too much.
c If I _____ (**know**) how hard it would be, I _____ (**never / sign**) up.
d I quit last week. If I _____ (**be**) determined in life, I _____ (**not / pack**) in, but I'm quite lazy, so I did.
2 What does a digital sports coach do? Help you stay fit during online sessions?
a I haven't got the foggiest idea, but if I ever _____ (**find**) out, I _____ (**let**) you know.
b Yes. If I _____ (**have**) one during the 2020 pandemic, I _____ (**not / put**) on so much weight.
c I _____ (**tell**) you if I _____ (**know**).
d My brother used to be one, and he was brilliant at it. If he _____ (**not / give**) up a year ago, he _____ (**be**) a celebrity now.

GRAMMAR POINT

But for your help, I wouldn't have got to the finals.
But for you/your helping me, I wouldn't have completed the race.
If it weren't for your encouragement, I wouldn't believe in myself so much.
If it hadn't been for you/your giving us a helping hand, we would have failed.

4 **Translate the fragments in brackets into English.**

1 If _____ (*gdyby nie*) this video tutorial, I wouldn't have learnt how to do origami.
2 But for my coach's advice, I _____ (*nie przezwyciężyłabym*) my fear of heights.
3 What _____ (*mogłoby się stać*) if I overdid my training?
4 _____ (*Gdybym była na twoim miejscu*) shoes, I'd join this dance class.
5 Some people put on weight unless _____ (*jeżeli nie ćwiczą regularnie*).
6 If Jack had trained harder, he _____ (*brałby udział*) in the current tournament.
7 I won't go cycling with you _____ (*jeżeli nie założysz kasku*).

5 **Think of the following and write six sentences using the structures from the *Grammar point* box. Then work in pairs and discuss your sentences, giving details.**

- three important people in your life and what you owe them
- three of your personality traits or skills and what you wouldn't be able to do or wouldn't have done without them

Grammar Reference and Practice ▶ pp. 254–255

10 USE OF ENGLISH

Zoom in

1 **Work in pairs and discuss the questions.**

1 What makes a sports event interesting to watch? Give an example of an event you enjoyed watching.
2 What can practising a sport instil in a person?
3 What do you know about sports in the USA? Can you name any accomplished American sportspeople?

Practise

2 **Add the same suffix to each set of three words to form the part of speech given in brackets.**

1 canoe / final / medal (personal noun)
2 refer / train / nominate (personal noun)
3 success / event / skill (adjective)
4 scholar / sportsman / champion (noun)
5 victory / advantage / adventure (adjective)
6 clear / class / intense (verb)
7 long / high / strong (verb)
8 skill / accurate / notice (adverb)
9 dominate / endure / attend (noun)

3 **Work in pairs and test each other on the words in exercise 2.**

SŁOWOTWÓRSTWO

4 **Przeczytaj tekst. Uzupełnij każdą lukę (1–8), przekształcając wyrazy podane w nawiasach tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisanych wyrazów.**

The USA comes top in most international sports competitions. One of the reasons could be that sport is taken (**1**) _____ (**notice**) more seriously there than anywhere else in the world. Many organisations (**2**) _____ (**high**) public awareness of sport and its role in accomplishing success in your professional life, so every school takes (**3**) _____ (**proud**) in their sports team. In fact, a lot of young people dream of getting a sports (**4**) _____ (**scholar**) at an American college. It is not easy to get one, though. Sports talent scouts search for suitable candidates, and get thousands of letters from (**5**) _____ (**apply**). Once you get into university, you are expected to devote yourself entirely to training sessions and (**6**) _____ (**champion**). So, who can apply? The perfect candidate needs to have (**7**) _____ (**stand**) sports results, and, what may come as a surprise to many, a good academic performance. Having a professional agency to help you with the recruitment process will also be (**8**) _____ (**advantage**).

CULTURE

The institution which organises sports competitions for university students in the USA is the NCAA (the National Collegiate Athletic Association). It was created in 1906, and is based in Indianapolis, Indiana. NCAA schools help young athletes succeed in the classroom by providing tutoring and access to advisors. Some of them are also provided with scholarships.

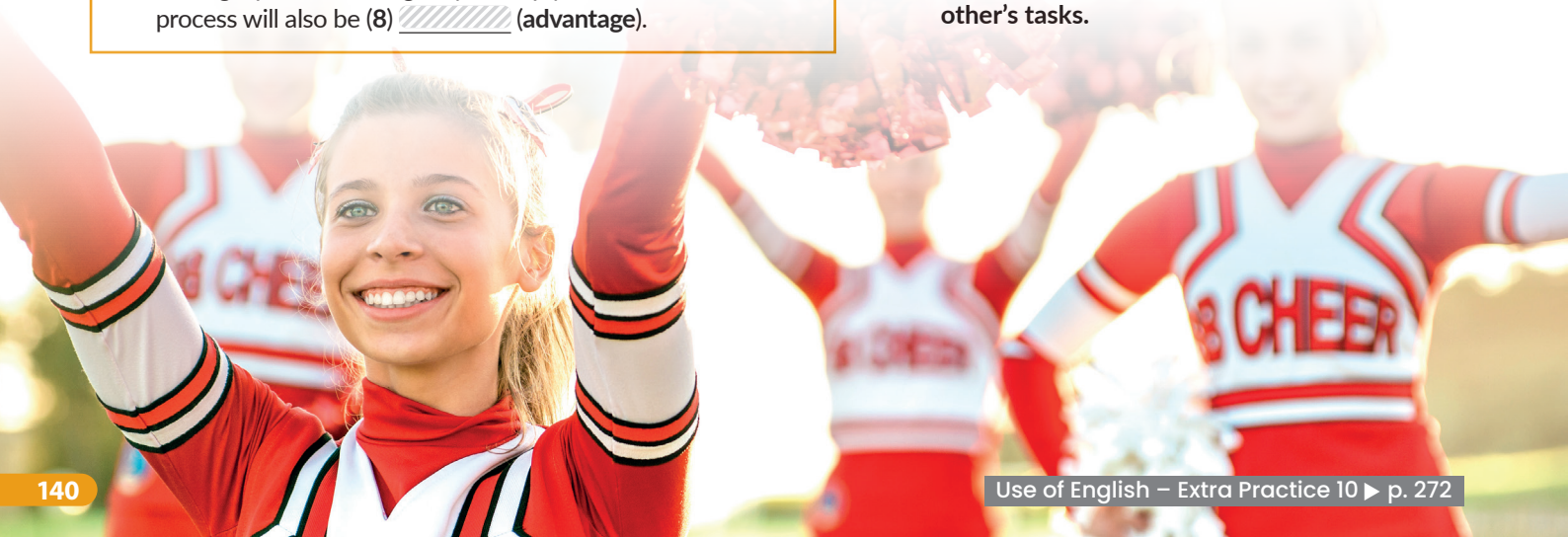
TŁUMACZENIE FRAGMENTÓW ZDAŃ

5 **Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 If I _____ (*przyłożyłbym się bardziej*), I would have got that grant to study in the USA.
2 Every sportsperson _____ (*musi potrafić*) facing all kinds of difficulties.
3 Overdoing exercise can _____ (*zrobić więcej złego niż dobrego*).
4 I _____ (*grałabym*) in this match if I hadn't been suspended in the last one for fouling.
5 Cheerleading _____ (*zawsze był*) part and parcel of American sport!
6 But _____ (*gdyby nie twój entuzjazm*), I would have dropped out of the javelin competition.
7 I can enter the race as _____ (*o ile mi pomożesz*) prepare for it.
8 _____ (*Gdybym była wyższa*), I would have made it into the basketball team. Sadly, I'm too short.

Wrap it up

6 **Work in pairs. Prepare five sets of words similar to the ones in exercise 2. Exchange them with another pair and complete each other's tasks.**



Use of English – Extra Practice 10 ▶ p. 272

Zoom in

1 **Work in pairs. What problems might sportspeople face in their careers? What kind of character traits might help them to overcome those problems?**

Activate

2 **Read the task and the model answer and find phrases which are used to ...**

1 ask the reader direct questions.
2 link ideas.
3 introduce the story of a person who was inspired by a well-known athlete.

Popularni sportowcy często inspirują młodzież do uprawiania sportu. Napisz artykuł, w którym wskażesz powody tej inspiracji i opiszesz doświadczenia osoby, na którą znaczny wpływ miały osiągnięcia znanego sportowca.

MODEL ANSWER

How can sport fire you up?

Do you agree that we all need inspiration to achieve something in life? Well, I do, and I believe that motivation may come from outstanding sportspeople.

How may sportspeople inspire young people? First of all, it's definitely through their determination to succeed. If it wasn't for their endurance, they wouldn't reach the podium. Young people can see that effort pays off and they draw inspiration from that. Also, sportspeople show a lot of resilience in the face of adversity. When they face difficulties, they look for ways to overcome them, and seeing this kind of attitude is motivating for young people.

One of the people who got inspired by sports stars was my ex-classmate, Eric. Eric is French, and after France won the gold medal in volleyball at the Tokyo Olympics in 2021, he took up the sport. He would say that he dreamt of feeling as triumphant as the captain of that team felt. It made Eric realise that perseverance can work miracles. He fell in love with volleyball and never missed his training sessions. He went back to France and joined a volleyball team at his new school. I am certain that one day I will see him lift a trophy on the French national team.

Eric's case shows that sportspeople can really inspire young people to follow in their footsteps. Successful athletes prove that it is worth working hard and that overcoming fears and obstacles is possible. As a result, they become role models.

Practise

3 **Work in pairs. Discuss the tasks below. Which one seems easier for you? Do you know someone you could talk about in your article or would you have to invent a character?**

ARTYKUŁ

A Coraz częściej słyszy się o przypadkach młodych osób, które uzależniły się od ćwiczeń fizycznych. Napisz **artykuł**, w którym opiszesz prawdopodobne przyczyny tego zjawiska i opiszesz doświadczenia osoby, która ucierpiała z powodu tego typu uzależnienia.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

ARTYKUŁ

B Wielu znanych sportowców musiało na drodze do sukcesu pokonać liczne przeszkody. Napisz **artykuł**, w którym wskażesz, jakiego rodzaju problemy mogą stać przed sportowcami, i opiszesz doświadczenia sportowca, który przezwyciężył trudności.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

4 **Use the phrases below to make notes you could include in an article based on the tasks in exercise 3.**

A

overdo exercise • black out • get injured • suffer from sore muscles • pose a danger • in pursuit of an ideal body • turn to performance-enhancing drugs • lead to mental exhaustion • negative influence/impact/effect • cause adverse effects

B

come from a disadvantaged background • overcome obstacles • gain self-belief • experience discrimination • conquer your fears • persevere • keep going • deal with failure/adversity • learn to live with a disability • lack of equipment • limited funds • little support

5 **Choose one of the tasks in exercise 3 and write your article. You may use expressions from exercise 4 in your work.**

Wrap it up

6 **Do an online research about Róża Kozakowska, a Tokyo Paralympic gold medalist in the club throw. Write down four questions you would like to ask her. Compare your questions with the class and choose the five most interesting ones. How do you think she would answer them?**

MP3 83 VOCABULARY

Types of sport / Dyscypliny sportu

association football (BrE)/soccer (AmE) /əˌsəʊsɪˌeɪʃən ˈfʊtbɔːl/ˈsɒkə/ piłka nożna
canyoning /ˈkænjənɪŋ/ pokonywanie kanionów i rwących strumieni
cross-country skiing /ˌkrɒs ˌkʌntri ˈskiːɪŋ/ narciarstwo biegowe
decathlon /dɪˈkæθlɒn/ dziesięciobój
do backstroke/breaststroke/freestyle/doggy paddle /ˌduː ˈbækstrəʊk/ˈbreststrəʊk/ˈfriːˌstaɪl/ ˈdɒgi ˌpædəl/ pływać stylem grzbietowym/klasycznym/dowolnym/pieskiem
endurance sports /ɪnˈdjʊərəns spɔːts/ sporty wytrzymałościowe
equestrian sports /ɪˈkwestriən spɔːts/ sporty jeździeckie
free running/parkour /ˈfriː ˌrʌnɪŋ/pɑːˈkʊə/ parkour
hang-gliding /ˈhæŋ ˌglaɪdɪŋ/ lotniarstwo
hurdles /ˈhɜːdəlz/ bieg przez płotki
javelin /ˈdʒævəlɪn/ rzut oszczepem
mountaineering/mountain climbing /ˌmaʊntɪˈnɪərɪŋ/ˈmaʊntɪn ˌklaɪmɪŋ/ wspinaczka górska
obstacle race /ˈɒbstəkəl reɪs/ bieg z przeszkodami
parachuting/skydiving /ˈpærəʃuːtɪŋ/ˈskaɪˌdaɪvɪŋ/ spadochroniarstwo
pole vault /ˈpəʊl vɔːlt/ skok o tyczce
relay race /ˈriːleɪ reɪs/ sztafeta (biegowa lub pływacka)
scuba diving /ˈskuːbə ˌdaɪvɪŋ/ nurkowanie ze sprzętem
shot put /ˈʃɒt pʊt/ pchnięcie kulą
track and field /ˌtræk ən ˈfiːld/ lekkoatletyka
triathlon /traɪˈæθlɒn/ triatlon
(whitewater) rafting /(ˌwaɪtwɔːtə) ˈrɑːftɪŋ/ spływ górską rzeką

MP3 84 Sports equipment / Sprzęt sportowy

baseball/cricket bat /ˈbeɪsbɔːl/ˈkrɪkɪt bæt/ kij bejsbolowy/do krykieta
bow and arrow /ˌbəʊ ənd ˈærəʊ/ łuk i strzały
chessboard /ˈtʃesbɔːd/ szachownica
chessmen/chesspieces /ˈtʃesmen/ˈtʃes ˌpiːsɪz/ figury szachowe
crampons /ˈkræmpənz/ raki
crash helmet /ˈkræʃ ˌhelmɪt/ kask
diving board/springboard /ˈdaɪvɪŋ bɔːd/ˈsprɪŋbɔːd/ trampolina
dumbbell/weights /ˈdʌmbel/weɪts/ hantle
flippers /ˈflɪpəz/ płetwy
hockey stick /ˈhɒki stɪk/ kij hokejowy
life buoy/life belt /ˈlaɪf bɔɪ/ˈlaɪf belt/ koło ratunkowe
life jacket (BrE)/life vest (AmE) /ˈlaɪf ˌdʒækɪt/ˈlaɪf ˌvest/ kamizelka ratunkowa
paddle /ˈpædəl/ wiosło
pool/snooker cue /ˈpuːl/ˈsnuːkə kjuː/ kij bilardowy/do snookera
puck /pʌk/ krążek hokejowy
resistance band /rɪˈzɪstəns bænd/ guma oporowa do ćwiczeń
saddle /ˈsædəl/ siodło
scuba mask /ˈskuːbə mɑːsk/ maska do nurkowania
shin pads /ˈʃɪn pædz/ ochraniacze na golenie
shuttlecock /ˈʃʌtəlkɒk/ lotka do badmintona
ski poles /ˈskiː pəʊlz/ kijki narciarskie
skipping rope (BrE)/jump rope (AmE) /ˈskɪpɪŋ rəʊp/ˈdʒʌmp rəʊp/ skakanka
snorkel /ˈsnɔːkəl/ rurka do snurkowania
sports kit /ˈspɔːts kɪt/ strój sportowy
stopwatch /ˈstɒpwɒtʃ/ stoper
table tennis bat /ˈteɪbəl ˌtenɪs bæt/ rakietka do ping-ponga
tennis/badminton/squash racket /ˈtenɪs/ ˈbædmɪntən/ˈskwɒʃ ˌrækɪt/ rakieta do tenisa/badmintona/squasha
tracksuit /ˈtræksuːt/ dres
treadmill /ˈtredmɪl/ bieżnia (urządzenie)
wetsuit /ˈwetsuːt/ pianka do nurkowania

MP3 85 Sports facilities / Obiekty sportowe

assault course (BrE)/obstacle course (AmE) /əˈsɔːlt kɔːs/ˈɒbstəkəl kɔːs/ tor przeszkód
athletics/cycling/motor racing track/circuit /æθˈletɪks/ˈsaɪklɪŋ/ˈməʊtə ˌreɪsɪŋ træk/ˌsɜːkɪt/ bieżnia/tor kolarski/tor wyścigowy
basketball/volleyball court /ˈbɑːskɪtˌbɔːl/ˈvɒlɪˌbɔːl kɔːt/ boisko do koszykówki/siatkówki
bowling alley /ˈbəʊlɪŋ ˌæli/ kręgielnia
boxing/wrestling ring /ˈbɒksɪŋ/ˈreslɪŋ rɪŋ/ ring bokserski/zapaśniczy
cricket ground /ˈkrɪkɪt graʊnd/ boisko do krykieta
football/rugby/hockey pitch /ˈfʊtbɔːl/ˈrʌgbi/ ˈhɒki pɪtʃ/ boisko do piłki nożnej/rugby/hokeja na trawie
nursery slope /ˈnɜːsəri sləʊp/ ośla łączka
piste/ski slope /piːst/ˈskiː sləʊp/ stok narciarski
playing field /ˈpleɪɪŋ fiːld/ boisko sportowe
skating rink/ice rink /ˈskeɪtɪŋ rɪŋk/ˈaɪs rɪŋk/ lodowisko

MP3 86 Sporting events / Imprezy sportowe

be a (strong) contender for the title /ˌbi ə (ˌstrɒŋ) kənˌtendə fə ðə ˈtaɪtəl/ być (mocnym) kandydatem do tytułu
be booked (for a foul) /bi ˌbʊkt (fər ə ˈfaʊl)/ zostać ukaranym żółtą kartką (za faul)
be in the lead /ˌbi ɪn ðə ˈliːd/ być na prowadzeniu
blow the competition /opposition away /ˌbləʊ ðə ˌkɒmpɪˌtɪʃən /ˌɒpəˈzɪʃən əˈweɪ/ zmieść konkurencję
booking /ˈbʊkɪŋ/ ukaranie żółtą kartką
bring on a substitute /brɪŋ ˌɒn ə ˈsʌbstɪtjuːt/ wprowadzić do gry zawodnika rezerwowego
build up a lead /ˌbɪld ʌp ə ˈliːd/ budować przewagę
checkmate /ˈtʃekmeɪt/ szach mat
clinch/retain a title /ˌklɪntʃ/rɪˌteɪn ə ˈtaɪtəl/ zdobyć/zachować tytuł
come first/as runner-up/last /ˌkʌm ˈfɜːst/əz ˌrʌnər ˈʌp/ˈlɑːst/ ukończyć coś na pierwszym/drugim/ostatnim miejscu
cross the (finish) line first /ˌkrɒs ðə (ˌfɪnɪʃ) laɪn ˈfɜːst/ przekroczyć linię mety jako pierwszy
disallow a goal /dɪsəˌlaʊ ə ˈgəʊl/ nie uznać bramki
do/get/run a personal best /ˌduː/ˌget/ˌrʌn ə ˌpɜːsənəl ˈbest/ pobić rekord życiowy
double fault /ˌdʌbəl ˈfɔːlt/ podwójny błąd serwisowy
end in a draw/tie /ˌend ɪn ə ˈdrɔː/ˈtaɪ/ zakończyć się remisem
fight sth out /ˌfaɪt ˈaʊt/ rozegrać coś między sobą
game, set and match /ˌgeɪm ˌset ənd ˈmætʃ/ gem, set i mecz
get in your first serve /get ˌɪn jəˌfɜːst ˈsɜːv/ mieć udany pierwszy serwis (w tenisie)
get/make a good start /ˌget/ˌmeɪk ə ˌgʊd ˈstɑːt/ dobrze wystartować
give away/award a team a free kick/a penalty /ˌgɪv əˌweɪ/əˌwɔːd ə ˌtiːm ə ˌfriː ˈkɪk/ə ˈpenəlti/ podyktować rzut wolny/karny
go into extra time (BrE)/overtime (AmE) /ˌgəʊ ˌɪntə ˌekstrə ˈtaɪm/ˈəʊvətaɪm/ doprowadzić do dogrywki
go top of the league /ˌgəʊ ˌtɒp əv ðə ˈliːg/ wysunąć się na szczyt ligi
half-time/full-time /ˌhɑːf ˈtaɪm/ˌfʊl ˈtaɪm/ połowa/koniec meczu
have a penalty shoot-out /ˌhæv ə ˌpenəlti ˈʃuːt aʊt/ rozegrać serię rzutów karnych
hit the post/hoop/basket /ˌhɪt ðə ˈpəʊst/ˈhuːp/ ˈbɑːskɪt/ trafić w słupek/w obręcz/do kosza
hold (a team) to a draw /ˌhəʊld (ə ˌtiːm) tu ə ˈdrɔː/ utrzymać remis
home/away game /ˈhəʊm/əˈweɪ geɪm/ mecz u siebie/wyjazdowy
let in/concede a goal /let ˌɪn/kənˌsiːd ə ˈgəʊl/ wpuścić/stracić bramkę
(live) commentary /(ˌlaɪv) ˈkɒməntəri/ komentarz (na żywo)
make a false start /ˌmeɪk ə ˌfɔːls ˈstɑːt/ popełnić falstart
make it through to the finals /ˌmeɪk ɪt ˌθruː tə ðə ˈfaɪnəlz/ zakwalifikować się do finału
match point /ˈmætʃ pɔɪnt/ piłka meczowa
mixed doubles /ˌmɪkst ˈdʌbəlz/ debel mieszany (w tenisie)
neck and neck /ˌnek ənd ˈnek/ łeb w łeb
on the final lap /ɒn ðə ˌfaɪnəl ˈlæp/ na ostatnim okrążeniu
one-all /ˌwʌn ˈɔːl/ remis 1:1
play a friendly /ˌpleɪ ə ˈfrendli/ rozegrać mecz towarzyski
poor performance /ˌpɔː pəˈfɔːməns/ słaby występ
pull ahead (of sb) /ˌpʊl əˈhed (əv)/ wysunąć się na prowadzenie (przed kogoś)
relegation/promotion /relɪˈgeɪʃən/prəˈməʊʃən/ spadek do niższej ligi/awans do wyższej ligi
score a hat trick/an equaliser /ˌskɔːr ə ˈhæt trɪk/ən ˈiːkwəlaɪzə/ zdobyć hat-tricka/gola wyrównującego
score/miss a penalty /ˌskɔːr/ˌmɪs ə ˈpenəlti/ zdobyć/nie zdobyć gola z rzutu karnego
second year running /ˌsekənd jɪə ˈrʌnɪŋ/ drugi rok z rzędu
serve an ace /ˌsɜːv ən ˈeɪs/ zaserwować asa serwisowego
set/break a record /ˌset/ˌbreɪk ə ˈrekɔːd/ ustanowić/pobić rekord
slam dunk /ˈslæm dʌŋk/ wsad (w koszykówce)
take a chesspiece /ˌteɪk ə ˈtʃespiːs/ zbić pionek lub figurę szachową
tiebreak/tiebreaker /ˈtaɪbreɪk/ˈtaɪbreɪkə/ dogrywka w tenisie
two-nil /ˌtuː ˈnɪl/ dwa do zera
underdog /ˈʌndədɒg/ słabszy zawodnik/słabsza drużyna

MP3 87 Doing sports / Uprawianie sportu

Training and getting fit / Trening i budowanie formy

abdominal/upper-body/full-body/cardiovascular workout /æbˌdɒmɪnəl/ˌʌpə ˌbɒdi/ˌfʊl ˌbɒdi/ ˌkɑːdiəʊˌvæskjəl ˈwɜːkaʊt/ trening mięśni brzucha/górnych partii ciała/całego ciała/kardio
be dripping/drenched/soaked with sweat /bi ˌdrɪpɪŋ/ˌdrentʃt/ˌsəʊkt wɪð ˈswet/ być zlanym potem
be in/on top form /ˌbi ɪn/ɒn ˌtɒp ˈfɔːm/ być w szczytowej formie
be out of shape/form /ˌbi aʊt əv ˈʃeɪp/ˈfɔːm/ być w złej kondycji
be/get out of breath /biː/get ˌaʊt əv ˈbreθ/ mieć zadyszkę
complete/do/have/perform a workout /kəmˌpliːt/ˌduː/ˌhæv/pəˌfɔːm ə ˈwɜːkaʊt/ odbyć trening, trenować
do squats/stretching exercises/pull-ups/push-ups /ˌduː ˈskwɒts/ˈstretʃɪŋ ˌeksəsaɪzɪz/ˈpʊl ʌps/ˈpʊʃ ʌps/ robić przysiady/ćwiczenia rozciągające/pompki/podciągać się na drążku
fast-/slow-paced workout /ˌfɑːst/ˌsləʊ ˌpeɪst ˈwɜːkaʊt/ intensywny/spokojny trening
improve stamina /ɪmˌpruːv ˈstæmɪnə/ poprawić wydolność
intense/strenuous/vigorous workout /ɪnˌtens/ ˌstrenjuəs/ˌvɪgərəs ˈwɜːkaʊt/ intensywne/wyczerpujące/energiczne ćwiczenia
lift weights /ˌlɪft ˈweɪts/ podnosić ciężary

maintain/enhance physical fitness /meɪnˌteɪn/ ɪnˌhɑːns ˌfɪzɪkəl ˈfɪtnəs/ utrzymywać/poprawiać sprawność fizyczną
puff and pant /ˌpʌf ənd ˈpænt/ dyszeć
pursue a sport /pəˌsjuː ə ˈspɔːt/ uprawiać sport
stick to your exercise routine /ˌstɪk tə jər ˈeksəsaɪz ruːˌtiːn/ trzymać się planu treningowego
train for sth/be in training for sth /ˈtreɪn fə/ˌbi ɪn ˈtreɪnɪŋ fə/ trenować do czegoś
warm up /ˌwɔːm ˈʌp/ rozgrzewać się
warm-up session /ˈwɔːm ʌp ˌseʃən/ rozgrzewka
work out in the gym /wɜːk ˌaʊt ɪn ðə ˈdʒɪm/ ćwiczyć w siłowni

People in sport / Ludzie sportu

attacker/forward/striker /əˈtækə/ˈfɔːwəd/ˈstraɪkə/ napastnik (w piłce nożnej)
body builder /ˈbɒdi ˌbɪldə/ kulturysta
canoeist /kəˈnuːɪst/ kajakarz, kanadyjkarz
commentator /ˈkɒmenteɪtə/ komentator
cyclist /ˈsaɪklɪst/ kolarz
defender /dɪˈfendə/ obrońca
finalist /ˈfaɪnəlɪst/ finalista
goalkeeper/goalie /ˈgəʊlˌkiːpə/ˈgəʊli/ bramkarz
gymnast /ˈdʒɪmnæst/ gimnastyk
high-profile/elite athlete /ˌhaɪ ˌprəʊfaɪl/ɪˌliːt ˈæθliːt/ wybitny sportowiec
linesman /ˈlaɪnzmən/ sędzia liniowy
referee /ˌrefəˈriː/ sędzia (w piłce nożnej, koszykówce, boksie)
spectator /spekˈteɪtə/ widz
supporter/fan /səˈpɔːtə/fæn/ kibic
umpire /ˈʌmpaɪə/ sędzia (w tenisie, baseballu)

MP3 88 Positive and negative effects of doing sports / Pozytywne i negatywne skutki uprawiania sportu

Positive effects / Skutki pozytywne

aid the digestive/respiratory system /ˌeɪd ðə daɪˌdʒestɪv/rɪˌspɪrətəri ˈsɪstəm/ wspomagać układ pokarmowy/oddechowy
boost brainpower /ˌbuːst ˈbreɪnˌpaʊə/ zwiększać potencjał umysłowy
build up agility/strength/endurance /ˌbɪld ʌp əˈdʒɪləti/ˈstreŋθ/ɪnˈdjʊərəns/ zwiększać zwinność/siłę/wytrzymałość
develop resilience/camaraderie /dɪˌveləp rɪˈzɪlɪəns/ ˌkæməˈrɑːdəri/ wyrabiać wytrzymałość/budować relacje koleżeńskie
enhance your cognitive function /ɪnˌhɑːns jə ˈkɒgnɪtɪv ˌfʌŋkʃən/ poprawiać funkcje poznawcze
give substantial health benefits /ˌgɪv səbˌstænʃəl ˈhelθ ˌbenɪfɪts/ przynosić znaczne korzyści zdrowotne
improve your mental health /ɪmˌpruːv jə ˌmentəl ˈhelθ/ poprawiać zdrowie psychiczne
increase your confidence/flexibility/range of motion /ɪnˌkriːs jə ˈkɒnfɪdəns/ˌfleksəˈbɪləti/ ˌreɪndʒ əv ˈməʊʃən/ zwiększać pewność siebie/elastyczność/zakres ruchów
keep somebody at a healthy body weight /ˌkiːp ˌsʌmbədi ət ə ˌhelθi ˈbɒdi weɪt/ utrzymać kogoś przy zdrowej wadze ciała
maintain bone density /meɪnˌteɪn ˌbəʊn ˈdensəti/ utrzymać gęstość kości
overcome fear/obstacles/adversities /ˌəʊvəˌkʌm ˈfɪə/ˈɒbstəkəlz/ədˈvɜːsətiz/ pokonać strach/przeszkody/przeciwności
positive outlet for emotions /ˌpɒzətɪv ˌaʊtlet fər ɪˈməʊʃənz/ pozytywne ujście dla emocji
slow cognitive decline /ˌsləʊ ˌkɒgnɪtɪv dɪˈklaɪn/ spowalniać spadek funkcji poznawczych
strengthen your bones/joints /ˌstreŋθən jə ˈbəʊnz/ˈdʒɔɪnts/ wzmacniać kości/stawy

Negative effects / Skutki negatywne

do more harm than good /ˌduː mɔː ˌhɑːm ðən ˈgʊd/ zrobić więcej szkody niż pożytku
encourage extreme competitiveness /ɪnˌkʌrɪdʒ ɪksˌtriːm kəmˈpetɪtɪvnəs/ nakłaniać do ekstremalnej rywalizacji
engender a fear of failure /ɪnˌdʒendə ə ˌfɪər əv ˈfeɪljə/ wzbudzać lęk przed porażką
fierce/stiff/intense/cut-throat competition between/among sb /ˌfɪəs/ˌstɪf/ɪnˌtens/kʌt ˌθrəʊt ˌkɒmpɪˈtɪʃən bɪˌtwiːn/əˌmʌŋ/ zażarta rywalizacja pomiędzy kimś
gruelling training regimen/regime /ˌgrʊəlɪŋ ˈtreɪnɪŋ ˌredʒɪmen/reɪˌʒiːm/ wyczerpujący reżim treningowy
hazardous in many ways /ˌhæzədəs ɪn ˌmeni ˈweɪz/ ryzykowny pod wieloma względami
impact your overall confidence /ɪmˌpækt jər ˌəʊvərɔːl ˈkɒnfɪdəns/ wpływać na ogólną pewność siebie
intense pressure /ɪnˌtens ˈpreʃə/ silna presja
lead to burnout/frustration/mental exhaustion/a sense of inferiority /ˌliːd tə ˈbɜːnaʊt/ frʌsˈtreɪʃən/ˌmentəl ɪgˈzɔːstʃən/ə ˌsens əv ɪnˌfɪəriˈɒrəti/ prowadzić do wypalenia/frustracji/wyczerpania psychicznego/poczucia niższości
overdo it /ˌəʊvəˈduː ɪt/ przesadzić z czymś
pose a threat/danger/risk/challenge /ˌpəʊz ə ˈθret/ˈdeɪndʒə/ˈrɪsk/ˈtʃælɪndʒ/ stanowić zagrożenie/ryzyko/wyzwanie
pressure to perform from coaches /ˌpreʃə tə pəˌfɔːm frəm ˈkəʊtʃɪz/ presja ze strony trenerów na osiągnięcie wyników
push your body to the limit /ˌpʊʃ jə ˌbɒdi tə ðə ˈlɪmɪt/ zmuszać ciało do ekstremalnego wysiłku
put a strain on sb /ˌpʊt ə ˈstreɪn ɒn/ stanowić dla kogoś obciążenie
risk of recurring injuries /ˌrɪsk əv rɪˌkɜːrɪŋ ˈɪndʒəriz/ ryzyko nawracających kontuzji
sb feels a failure /ˌsʌmbədi ˌfiːlz ə ˈfeɪljə/ ktoś ma poczucie porażki
sustain injuries /səsˌteɪn ˈɪndʒəriz/ doznać kontuzji
time commitment /ˈtaɪm kəˌmɪtmənt/ poświęcanie czasu

MP3 89 Problems in sport today / Problemy współczesnego sportu

Use of illegal substances / Stosowanie nielegalnych substancji

anabolic steroids /ˌænəˌbɒlɪk ˈsterɔɪdz/ sterydy anaboliczne
banned substances /ˌbænd ˈsʌbstənsɪz/ substancje zakazane
be banned for life /bi ˌbænd fə ˈlaɪf/ dostać dożywotni zakaz
be suspended/disqualified from sth /bi səsˈpendɪd/dɪsˈkwɒlɪfaɪd frəm/ zostać zawieszonym/zdyskwalifikowanym
doping offence/scandal /ˈdəʊpɪŋ əˌfens/ˌskændəl/ przestępstwo dopingu/skandal dopingowy
fail a doping/drug test /ˌfeɪl ə ˈdəʊpɪŋ/ˈdrʌg test/ niepomyślnie przejść test antydopingowy
growth hormone /ˈgrəʊθ ˌhɔːməʊn/ hormon wzrostu
irreversible consequences /ˌɪrɪˌvɜːsəbəl ˈkɒnsɪkwənsɪz/ nieodwracalne skutki
protest your innocence /prəˌtest jər ˈɪnəsəns/ zapewniać o swojej niewinności
suspension /səsˈpenʃən/ zawieszenie
test positive/negative for sth /ˌtest ˈpɒzətɪv/ ˈnegətɪv fə/ mieć dodatni/ujemny wynik testu na coś
turn to performance-enhancing drugs /ˌtɜːn tə pəˌfɔːməns ɪnˌhɑːnsɪŋ ˈdrʌgz/ zacząć brać środki dopingujące
undergo testing /ˌʌndəˌgəʊ ˈtestɪŋ/ przejść badania

Corruption / Korupcja

anti-corruption rules/policies/measures /ˌænti kəˈrʌpʃən ˌruːlz/ˌpɒləsiz/ˌmeʒəz/ przepisy/wytyczne/działania antykorupcyjne
corrupt sport officials /kəˌrʌpt ˌspɔːt əˈfɪʃəlz/ skorumpowani działacze sportowi
corruption at the highest levels /kəˌrʌpʃən ət ðə ˌhaɪɪst ˈlevəlz/ korupcja na najwyższych szczeblach
manipulate outcomes /məˌnɪpjəleɪt ˈaʊtkʌmz/ manipulować wynikami
match fixing /ˈmætʃ ˌfɪksɪŋ/ ustawianie meczów
remove/lose unpredictability /rɪˌmuːv/ ˌluːz ˌʌnprɪˌdɪktəˈbɪlɪti/ odbierać/tracić nieprzewidywalność
report a corrupt approach /rɪˌpɔːt ə kəˌrʌpt əˈprəʊtʃ/ donieść o propozycji korupcyjnej
threat to sporting integrity /ˌθret tə ˌspɔːtɪŋ ɪnˈtegrəti/ zagrożenie dla uczciwości w sporcie

Discrimination / Dyskryminacja

banish inequality /ˌbænɪʃ ˌɪnɪˈkwɒləti/ zlikwidować nierówności
harassment /ˈhærəsmənt/ nękanie, molestowanie
pay gap /ˈpeɪ gæp/ różnica w zarobkach
prejudice against sb /ˈpredʒʊdɪs əˌgenst/ uprzedzenia wobec kogoś
prevalent issue /ˌprevələnt ˈɪʃuː/ powszechny problem
racial/gender-based inequality /ˌreɪʃəl/ˌdʒendə ˌbeɪst ˌɪnɪˈkwɒləti/ nierówności na tle rasowym/płci
tackle systemic issues /ˌtækəl sɪˌstemɪk ˈɪʃuːz/ rozwiązać problemy systemowe

Political issues / Kwestie polityczne

accept sponsorship n/əkˌsept ˈspɒnsəʃɪp/ przyjąć wsparcie finansowe
bar a player from sth /ˈbɑːr ə ˌpleɪə frəm/ zakazać czegoś zawodnikowi
boycott (n, v) /ˈbɔɪkɒt/ bojkot; bojkotować
cite political reasons /ˌsaɪt pəˈlɪtɪkəl ˌriːznz/ powoływać się na przyczyny polityczne
controversial issue /ˌkɒntrəˌvɜːʃəl ˈɪʃuː/ kontrowersyjna kwestia
impose/lift a ban /ɪmˌpəʊz/ˌlɪft ə ˈbæn/ wprowadzić/znieść zakaz
sports sponsorship /ˌspɔːts ˈspɒnsəʃɪp/ sponsoring sportowy
take the knee /ˌteɪk ðə ˈniː/ uklęknąć na jednym kolanie w geście protestu

MP3 90 LISTENING

do your bit /ˌduː jə ˈbɪt/ zrobić swoje
face off (against sb) /ˌfeɪs ˈɒf (əˌgenst)/ zmierzyć się (z kimś)
give it a try /ˌgɪv ɪt ə ˈtraɪ/ spróbować czegoś
hang up your boots /hæŋ ˌʌp jə ˈbuːts/ zakończyć karierę sportową
in leaps and bounds /ɪn ˌliːps ən ˈbaʊndz/ szybko i dynamicznie
pack sth in /ˌpæk ˌsʌmθɪŋ ˈɪn/ rzucić coś
take a toll /ˌteɪk ə ˈtəʊl/ odcisnąć piętno

MP3 91 READING

break the mould /ˌbreɪk ðə ˈməʊld/ przełamać schemat
carve out a (glittering) career as/in /ˌkɑːv ˌaʊt ə (ˌglɪtərɪŋ) kəˈrɪə əz/ɪn/ zrobić (błyskotliwą) karierę jako/w
eliminate cheating /ɪˌlɪmɪneɪt ˈtʃiːtɪŋ/ wyeliminować oszustwo
ensure adherence to the rules /ɪnˌʃɔːr əd,hɪərəns tə ðə ˈruːlz/ zapewnić przestrzeganie zasad
make the grade as sb /ˌmeɪk ðə ˈgreɪd əz/ osiągnąć sukces jako ktoś
promote fair play /prəˌməʊt ˌfeə ˈpleɪ/ promować grę fair play
raise sth's profile /ˌreɪz ˌsʌmθɪŋz ˈprəʊfaɪl/ podnieść rangę czegoś

10 CUMULATIVE REVISION

Listening

WYBÓR WIELOKROTNY

1 CD 2.16 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Text 1

1 According to the speaker, Magnus Carlsen did not continue in a chess tournament because
- **A** he experienced a sudden health problem.
- **B** he considered himself inferior to his opponent.
- **C** he did not believe the following matches would be fair.

Text 2

2 Why does the centre need to ask for donations?
- **A** It has poor financial resources.
- **B** It has failed to maintain the equipment properly.
- **C** It has neglected to carry out fund raising activities.

Text 3

3 At the beginning of the interview, Hannah
- **A** explains the difficulties a sports star has from being famous.
- **B** outlines possible reasons for sports stars retiring.
- **C** considers why people follow particular sports stars.
- **D** notes the number of sports stars who retire early on in their careers.

4 In Hannah's opinion, sportspeople
- **A** are in danger of training too hard in the lead up to competitions.
- **B** experience mental problems because of excessive competition.
- **C** risk losing their passion for a sport the longer they continue.
- **D** undergo intense training regimes over very long periods.

5 Which of the following does Hannah NOT mention about certain athletes when they retire?
- **A** They become successful in fields other than sport.
- **B** They are unsure of their role in life.
- **C** They are grateful to be free from the stress.
- **D** They miss the fame associated with their success.

6 Hannah's advice for sportspeople is to
- **A** do something completely different when they retire.
- **B** consider their options before they retire.
- **C** stop competing while at the height of their career.
- **D** have a back-up option when they fail in sport.

ODPOWIEDZI NA PYTANIA

2 CD 2.16 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 What is unusual about Niemann's success in chess?
2 Why does the centre's gym equipment need replacing?
3 What possible reasons are there for a sportsperson retiring?
4 Why might retiring sports people not seek advice?
5 Apart from advice, what does Hannah think is essential for a retiring sportsperson and why?

Use of English

SETY LEKSYKALNE

3 **W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Carrie can bounce the ... really quickly – she's really good at basketball.
If you are a kindergarten teacher, you can't take your eye off the ... even for one minute.
We were outside playing ... when the headmistress came and asked me to come to her office.

2 _____
I need to build up stamina – I got ... of breath after running one lap around the stadium!
Terry gave it a try, but he decided he wasn't cut ... for table tennis, he wasn't fast enough.
This bungalow is really nice, but it's ... of my league unless I get a promotion.

3 _____
Could I book a ... room for the weekend?
The match ended with Iga Świątek's victory and her opponent's ... fault.
If you want to take a selfie without a ... chin, lean your head forward.

4 _____
Amber had to sign on the dole, but she pretended to go to work just to ... up appearances.
I wonder who will ... the ball rolling on the project now that Alicia has been made redundant.
To ... the costs down, the filmmakers decided to give up on some special effects.

5 _____
The audience started cheering when the two competitors appeared in the boxing ... .
If only they would build a ... road to stop the traffic from going through the city centre.
Rather than having a lot of notebooks, I prefer to keep my notes in one ... binder.

6 _____
A lot of Premier League matches go into extra ... nowadays.
Parents should try to spend quality ... with their kids even if they are busy and tired.
When the score was 1:1 at full ..., nobody left the stadium because the game couldn't end in a draw.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 _____ (*Gdybym miał więcej czasu*), I would never have given up playing badminton.
2 It's easier for me to concentrate and to study _____ (*jeśli utrzymuję formę*).
3 I won't go to the opera with you _____ (*chyba że ty pójdziesz*) to a hip hop gig with me.
4 But _____ (*gdyby nie duży ruch samochodów*), we wouldn't have been late for the dress rehearsal.
5 _____ (*Czy pamiętałeś o zabraniu*) the gloves and the goggles?
6 Jamie would have won last year's competition if he _____ (*nie był taki wyluzowany*). He just takes everything easy and seems to lack determination.

SŁOWOTWÓRSTWO

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

Endurance sports like the triathlon have gained immense **(1)** _____ (**popular**) in recent years for several reasons. On the positive side, these sports promote overall **(2)** _____ (**fit**) by combining swimming, cycling, and running into a single event. They offer a full-body **(3)** _____ (**work**) that challenges participants to build stamina and endurance. Engaging in strenuous activities like triathlons allows individuals to push **(4)** _____ (**they**) to their physical limits, fostering a sense of accomplishment and personal **(5)** _____ (**grow**). The thrill of surpassing your previous records and constantly striving for improvement can be **(6)** _____ (**incredible**) motivating. Furthermore, endurance sports can boost mental **(7)** _____ (**resilient**), teaching athletes to overcome obstacles and stay focused during long races. They also promote a sense of community among **(8)** _____ (**participate**) and offer a supportive environment for those looking to stay fit.

However, on the flip side, the strenuous nature of these sports can pose a threat to one's health if they are not **(9)** _____ (**approach**) with caution. Overtraining can lead to injuries and **(10)** _____ (**burn**). The time and commitment required for training may also be seen as a drawback for some individuals. To sum up, while endurance sports offer **(11)** _____ (**number**) physical and mental benefits, it's crucial to strike a balance to ensure they remain a positive aspect of one's life without **(12)** _____ (**cause**) harm.

GRAMATYKALIZACJA

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

1 It would be easier for me to drive on the left side of the roads if I _____ (**not** / **decide** / **buy**) a left-hand drive – it's too late now.
2 If _____ (**not** / **be**) your support, I would have dropped out of college.
3 Some sports are quite expensive – not everyone can _____ (**afford** / **buy** / **necessary**) equipment and clothes.
4 I would be grateful if you _____ (**can** / **help** / **resolve**) the problem with the faulty goods I bought in your store.
5 Federer and Nadal _____ (**compete** / **each**) in tennis for years, but managed to remain friends when Federer finished his tennis career.
6 Jimmy's parents _____ (**not** / **let** / **play**) basketball and volleyball as he plays the piano and he might get injured while doing the sports.

TRANSFORMACJE ZDAŃ

7 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 If you didn't support me, I would never be able to complete such intensive workouts. **BUT**
_____, I would never be able to complete such intensive workouts.
2 No other sport is as boring to watch as tennis – some matches are four hours long! **INTERESTING**
Tennis _____ sport to watch – some matches are four hours long!
3 I think you should do some stretching exercises while studying. **YOU**
If I _____ some stretching exercises while studying.
4 How many records did Michael Phelps break in his career? **BY**
How many records _____ Michael Phelps in his career?
5 Peter wasn't badly injured in the accident because he was wearing a crash helmet. **MIGHT**
If Peter hadn't been wearing a crash helmet, he _____ badly injured.
6 It would be a good idea to join the loyalty programme of our fitness club. **RECOMMEND**
I _____ the loyalty programme of our fitness club.

11 ZDROWIE

GET READY

Work in pairs. Name as many parts of the body as you can in one minute. Then name a problem people can have with five of them.

Tryb życia

1 **Complete the survey with the words in the box. Then work in pairs and answer the survey questions, giving details.**

chronic consumption habit moderate sedentary well-balanced

Who do you know who ...

1 leads a _____ lifestyle?
2 follows a very _____ diet?
3 has an excessive _____ of fast food?
4 takes _____ exercise?
5 has developed a bad _____ recently?
6 suffers from _____ stress?

Samopoczucie

2 CD 2.17 **Match sentences 1–9 with their follow-up sentences a–i. Listen and check.**

1 I'm puffed out. ___
2 I'm parched. ___
3 I'm feeling a bit chilly. ___
4 I'm slightly disorientated. ___
5 I know I have poor posture. ___
6 I have brain fog. ___
7 I have a sense of well-being. ___
8 I'm feeling a bit off-colour. ___
9 I'm feeling bloated. ___

a Can you get me a glass of water?
b This place is completely new to me.
c The sun is shining and I'm relaxing in the garden.
d I need to put my coat on.
e Maybe I'm coming down with a bug.
f I ate far too much at dinner.
g I've been looking at screens all day and it's all a bit of a blur.
h I must keep my head up and shoulders back.
i I've run all the way from the station.

Choroby, ich objawy i leczenie

3 **Where in the human body do you find the following?**

bladder gums knuckle larynx ligament nostril palms phlegm saliva shin sinuses sole tendon tonsils veins vertebrae

4 **Complete the sentences with some of the words from exercise 3.**

1 The bruised _____ on his right hand showed that the man had been in a fight.
2 With a productive cough you get a lot of _____, but a dry one just gives you a sore throat.
3 Before her interview she was very nervous and her _____ were sweating.
4 Unfortunately, the athlete tore a _____ and was out of action for many months.
5 After the virus, I had blocked _____ for weeks and they gave me a horrible headache.
6 If you don't follow a good dental hygiene routine, you will get problems with your _____.
7 I had my _____ taken out when I was young because I used to get repeated infections.
8 Police can get DNA from _____ on stamps that have been licked by a suspect.
9 After a long day of walking, the hiker felt a blister forming on the _____ of her right foot.
10 My GP advised me to stay hydrated to support proper functioning of the _____ .

5 CD 2.18 **Choose the correct words to complete the phone transcripts. Listen and check.**

1

999: What's your emergency?

Caller: I think my father may be suffering a **(1)** ***cardiac arrest*** / ***heart attack***. He's experiencing **(2)** ***muscular*** / ***excruciating*** **chest pain. On a (3)** ***measure*** / ***scale*** **of one to ten** I'd say it's up at 9. He **(4)** ***passed*** / ***fainted*** **out** for a while, but now he's **regained (5)** ***consciousness*** / ***conscience*** and is in pain and **(6)** ***making*** / ***having*** **trouble breathing**.

999: Has he had heart problems in the past?

Caller: Not specifically. He **has (7)** ***high*** / ***tall*** **cholesterol** and **high blood (8)** ***stress*** / ***pressure*** and been on medication for this for over a year. He's been **having (9)** ***palpitations*** / ***flushes*** recently, but he thought it was stress or a **panic (10)** ***stroke*** / ***attack***. He's also had **a (11)** ***sore*** / ***nagging*** **ache** in his chest area.

999: An ambulance will be with you as soon as possible.

2

Nurse: So, why do you need to see a doctor?

Caller: It's my lower leg. It's **(12)** ***swollen*** / ***enlarged*** and it's **(13)** ***stabbing*** / ***throbbing***. There's a **burning (14)** ***itch*** / ***sensation*** too in the **(15)** ***mucus*** / ***calf*** **muscle**. I thought at first yesterday it was maybe **muscle (16)** ***twist*** / ***cramps*** but it **(17)** ***deteriorated*** / ***weakened*** overnight and it's taken a definite **(18)** ***move*** / ***turn*** **for the worse** today. I have just returned by plane from holiday and I'm concerned that it might be a **blood (19)** ***type*** / ***clot***, I've heard that the **(20)** ***warning*** / ***alarm*** **signs** are pain and swelling, so I thought I'd call you.

Nurse: You were right to call. You need to see someone as soon as possible.

6 **Work in pairs and think of another two conditions when you need to 1) call the emergency services and 2) make an appointment with a GP. Then act out a phone conversation.**

7 **Complete the questions from a medical test with the correct words formed from the words in brackets. Then try to answer them.**

1 Why might a patient be complaining of severe _____ (**abdomen**) **pain**?
2 What are the symptoms of _____ (**repeat**) **strain injury** in the hands?
3 Why might a patient experience excessive heartburn and _____ (**digest**)?
4 What is a common cause of _____ (**itch**) **eyes**?
5 What are the signs of _____ (**inflame**) around a wound?
6 What might cause _____ (**drowsy**) after a head injury in sport?
7 What might a person suffering from _____ (**obsess**) **compulsive disorder** do?
8 Where is a common place to find a source of **head lice** _____ (**infest**)?

8 **Match the answers a–h to the questions in exercise 7.**

a Concussion.
b When the person has dry eyes, or because of an allergy.
c At schools, particularly among young primary students.
d They might be in labour, have constipation or something more serious.
e Redness and swelling.
f Pain in the wrist or at the base of the thumb.
g If they have eaten acidic or fatty food, or have a problem with their stomach, like a gastric ulcer.
h They like everything to be excessively neat and tidy and often repeat the same actions.

9 **Match words from boxes A and B to form compound nouns describing medical problems. Which of these would you say is a) the easiest and b) the most difficult to treat? Why?**

A

anaphylactic benign blood brain clinical heat organ ruptured sleep vitamin

B

appendix clot damage deficiency depression disorder failure shock stroke tumour

10 **Complete the article with the correct words. Some letters have been given. Use the wordlist on page 156 to help you.**

With advances in medicine and in particular of **(1) v_____s**, we are seeing far fewer cases of certain illnesses and diseases. For example, childhood diseases such as **chicken (2) p_____**, **(3) me_____s** and **(4) mu_____s** are less common now. Also, with new treatments, other illnesses are not as **(5) life-i_____ing** as they used to be in the past. Consider **(6) ep_____y** for example – efficient drugs can control the number of **(7) sei_____**. And early **(8) sc_____s**, X-rays, scopes and **(9) sc_____ing** can detect conditions like **(10) os_____is**, infections and cancers, and help slow the progression. The effect of **major (11) str_____**, which used to be fatal, can now be reduced if a patient is diagnosed rapidly. There are also many treatments and good advice today for people suffering from the **(12) de_____ing symptoms** of conditions such as **(13) i_____ bowel syndrome (IBS)**. These are only a few examples of how medical knowledge is advancing, and most importantly, how increased awareness of certain problems is not only improving the quality of life, but also positively impacting the overall **(14) p_____is** for those who used to suffer in silence.

11 **Work in pairs. What illnesses and conditions can be detected by routine screening that is offered in your country? How effective do you think this is?**

12 Complete the collocations in the sentences with the correct forms of the verbs in the box.

alleviate apply deliver discharge disinfect dissolve dull make undergo prescribe

1 You should always _____ **a cut** before putting a plaster on it.
2 My sister has to _____ **surgery** on her knee next week, but it's not a big operation.
3 I've been told to _____ this **ointment** twice a day, but I sometimes forget.
4 My twin sisters were _____ six minutes apart.
5 Doctors hardly ever _____ **house calls** these days, unlike in the past.
6 Have they let you know when you'll be _____ **from hospital**?
7 I prefer painkillers that you _____ **in water**.
8 The doctors are reluctant to _____ **antibiotics** unless it's absolutely necessary.
9 These tablets won't completely _____ **the pain**, but they will _____ it.

13 Work in pairs and complete the sentences in your own words.

1 You need an antidote when ...
2 If you have a low pain threshold, it means you ...
3 You'll be put in isolation in a hospital if they think ...
4 A doctor who has a good bedside manner is ...
5 If you have keyhole surgery, you probably won't ...

Choroby cywilizacyjne

14 Choose the correct words to complete the article.

In spite of **(1)** ***making*** / ***doing*** **strides** in developing new drugs and almost **(2)** ***cancelling*** / ***eliminating*** certain **life-threatening diseases**, some conditions – so-called **(3)** '***illnesses*** / ***diseases*** **of affluence**', or those associated with unhealthy lifestyles – are still **(4)** ***preventive*** / ***prevalent*** and in fact **on the (5)** ***rise*** / ***climb***. For example, high stress levels contribute to increased incidences of **(6)** ***coronary*** / ***compulsive*** **disease**, certain mental health issues, and are a **(7)** ***recurring*** / ***leading*** **cause** of **(8)** ***premature*** / ***inhibiting*** **death** from suicide among people of all ages. Unhealthy food choices **(9)** ***lead*** / ***steer*** **to** obesity and diabetes, and the associated medical problems. And people with asthma, a long-term **(10)** ***terminal*** / ***inflammatory*** **disease** of the lungs, have a susceptibility to **(11)** ***airborne*** / ***aerial*** **chemicals**, or pollutants, and the condition can be **(12)** ***alleviated*** / ***exacerbated*** by living close to major roads, which is quite difficult to escape from these days. It was quite shocking to hear recently about the difference in **life (13)** ***expectancy*** / ***expectation*** ages between people living in different areas of the UK – people living in the most deprived areas have an average **life (14)** ***span*** / ***spread*** which is eighteen years less than those in the least deprived areas. People need to be aware of unhealthy lifestyles and **take (15)** ***prevalent*** / ***preventative*** measures.

Niepełnosprawność

15 Complete the posts with the words in the box.

aids autistic behavioural caters diagnosis impaired implants needs sign spectrum

MusicLoverX | 3h ago Respond to author

My brother is **(1)** _____ but no one realised that he was **on the (2)** _____ until he started school. My parents thought when he was very young that he had **(3)** _____ **problems** that would lessen as he grew older. He now studies at a school that **(4)** _____ **well for** children with **special (5)** _____ and is doing very well.

pixelpioneer | 1h ago Respond to author

I've just got a **(6)** _____ of ADHD and it is so good to know there's a reason for certain problems I've had nearly all my life. People have always said that my concentration was terrible and that I was sharp and abrupt with others. Now I know why.

StrangerStream | 15min ago Respond to author

Some people who are **hearing-(7)** _____ communicate using **(8)** _____ **language**, whereas others use **hearing (9)** _____. I was lucky enough to get a **cochlear (10)** _____, which is quite amazing and enables me to hear easily.

Uzależnienia

16 Choose the correct words to complete the blog.

SocietyScribe Follow

More series, please!

Addictions of all descriptions are problematic for both the people who are **(1)** ***hooked*** / ***compulsive*** and their friends and families – in fact, for society in general. **Getting (2)** ***off*** / ***clean*** can be a long, arduous process, but the most important step is **(3)** ***withdrawing*** / ***acknowledging*** **the problem** and really wanting to **(4)** ***go*** / ***come*** **off the drugs**. I think it's excellent to see some very well-made TV dramas at the moment that deal with this issue. Recently, *Malpractice* showed us how a doctor's life **(5)** ***spiralled*** / ***relapsed*** **down** because of her **(6)** ***dependency*** / ***need*** **on a prescription drug**. The same drug has featured in a long-running storyline in a medical soap, showing some of the pressures that **get people (7)** ***towards*** / ***into*** **drugs** in the first place. Of course, for others, **substance (8)** ***use*** / ***abuse*** starts as a desire to **get (9)** ***intoxicated*** / ***clean*** for social reasons, but then the **(10)** ***symptom*** / ***craving*** to repeat the experience can lead to addiction. **(11)** ***Repair*** / ***Rehab*** and **(12)** ***relapses*** / ***reversals*** sometimes become a vicious circle, and the more films and series that feature the problems, and the solutions, the better, in my opinion.

Pierwsza pomoc w nagłych wypadkach

17 CD 2.19 **Translate the phrases in brackets into English. Use the wordlist on page 157 to help you. Listen and check.**

First up, I'd like to welcome you to the team and thank you all for volunteering to help out at the music festival over the next two days. You are all trained to **(1)** _____ (*udzielać pierwszej pomocy i wykonywać resuscytację*) if required, and you will have access to **(2)** _____ (*zestawów pierwszej pomocy*) with some basics in them such as **(3)** _____ (*plastry, środki do dezynfekcji i opatrunki*). There are **(4)** _____ (*defibrylatory w różnych miejcach*) around the site and a designated First Aid area with a doctor, should an injury or condition **(5)** _____ (*wymagały dalszego leczenia*). Here **(6)** _____ (*parametry życiowe mogą być monitorowane*), **(7)** _____ (*większe rany mogą zostać zszyte*), and there is also a rest area for people **(8)** _____ (*dochodzących do siebie po przegrzaniu organizmu*), which can often be a problem at events like this.

Pronunciation activity ▶ p. 278

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

18 CD 2.20 **Listen to an extract from a talk about brain implants and answer the questions.**

1 How does the speaker describe the way people used to think about the chances of recovering from life-changing physical conditions?
2 How does the speaker suggest that what she is reporting needs to be verified?
3 How is the implant said to work for the man involved?
4 What unexpected result of the implant does she mention?
5 Give two of the examples the speaker uses to show the scope of electronic implants in the future.
6 Why is the topic of electronic implants described as 'controversial'?

Vocabulary & Speaking

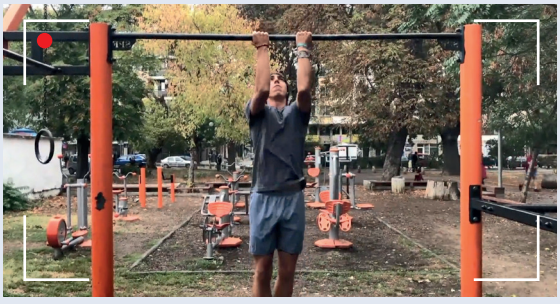
ROZMOWA NA PODSTAWIE ILUSTRACJI

19 **Work in pairs. Take turns to describe the picture and then answer the questions.**

1 What do you think is the relationship between the girl and the dog?
2 Would you like to help train an assistance dog? Why (not)?
3 Describe a situation in which you've seen an assistance animal helping a person.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.



1 Why might it be difficult for someone who travels a lot to maintain a healthy lifestyle?
2 Name three creative things a person might do to keep fit and healthy during their travel.

11 LISTENING

Zoom in

1 **Work in pairs. How do you usually cope with stress? Have you ever tried any of the techniques in the box? Would you like to try them? Why (not)?**

following a mindfulness course • walking in the forest • talking with friends or family • doing yoga or meditation • exercising vigorously • seeing a specialist • using self-help books

Practise

TEKST Z LUKAMI (FORMULARZ)

2 CD 2.21 **Usłyszysz dwukrotnie wypowiedź na temat uważnej obecności (*mindfulness*). Na podstawie informacji zawartych w nagraniu uzupełnij w notatce luki 1–5 – w taki sposób, aby najprecyzyjniej oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Why mindfulness?
» effective for people dealing with stress
» encourages concentration **(1)** _____
» soothes racing thoughts
» helpful in **(2)** _____ attitude
» enables you to acknowledge your feelings

Where to look for information?
» on face-to-face courses (good, but time-consuming); self-help books
» online, but avoid websites that are just a front **(3)** _____ and choose the websites of mental health organisations and charities or the NHS

How to start?
» sit down in a place that's comfortable but also supports **(4)** _____
» focus on breathing
» **(5)** _____ being distracted

CULTURE

The National Health Service (NHS) is the government-funded medical and healthcare service that everyone living in the UK can use without paying the full cost of the service. The services include visiting a doctor, midwife or nurse and, in case of emergency, getting help and treatment from a paramedic or in hospital.

Fish for words

3 **Choose the correct words to complete the sentences.**

1 Problems with the immune system can be a **major** ***part*** / ***factor*** in catching many diseases.
2 I can give you a(n) ***uneven*** / ***rough*** **idea** of when you can expect the doctor to call, but not a specific time.
3 There's a ***host*** / ***horde*** **of** products that claim to boost the immune system.
4 The trailer will give you a ***sample*** / ***taster*** of what the documentary is about.
5 The new drug trials have **made** a lot of ***titles*** / ***headlines*** in recent months, all for the wrong reasons.

4 **Form nouns from the following words. Check your answers in the audioscript on page 291.**

1 anxious – _____
2 interpret – _____
3 judge – _____
4 guide – _____
5 think – _____
6 mood – _____
7 irritated – _____

Wrap it up

5 **Work in groups of four. Look for some more information on how you can address stress. Report your findings to the class. Vote for the most effective way to combat stress.**

Zoom in

1 ROZMOWA WSTĘPNA Work in pairs. Discuss the questions.

1 What do you do to stay healthy?
2 Would you like to work as a paramedic? Why (not)?

Activate

2 Read the sentences in the *Know your phrases* box. Then work in pairs and say which statements you agree and disagree with.

KNOW YOUR PHRASES

- *I think that anyone who witnesses an accident should try to help the casualties the best they can.*
- *If I were in this situation, I'd check if the victim was conscious / bleeding.*
- *If you witness an accident, you need to call an ambulance / the paramedics.*
- *I know the basics of first aid, so I guess I'd try to stop the bleeding / give mouth-to-mouth.*
- *The worst you can do is to ignore the accident / walk away from the accident / fail to help.*
- *In my view, first aid training is a real necessity in schools.*
- *Students should practise giving first aid on a regular basis.*
- *I am positive that everyone should learn how to give / administer first aid.*
- *I'm in two minds / unsure about it as not everyone can easily cope with a medical emergency.*
- *Personally, I can't stand the sight of blood, so I wouldn't be able to help a victim of an accident.*

3 Complete the task below.

Powiedz, że:
1 nie wiedziałbyś/wiedziałabyś, jak pomóc ofierze wypadku;
2 wszyscy powinni znać podstawy udzielania pierwszej pomocy;
3 udzielenie pierwszej pomocy często ratuje życie;
4 nie wolno oddalić się od miejsca wypadku bez udzielenia pomocy ofierze;
5 nie wiesz, jak zastosować sztuczne oddychanie, ale umiesz zatamować krwawienie;
6 rozumiesz osoby, które będąc świadkami wypadku, boją się udzielić pierwszej pomocy;
7 gdybyś znalazł/znalazła się w tej sytuacji, wezwałbyś/wezwałabyś pogotowie;
8 mimo że nie znosisz widoku krwi, postarałbyś/postarałabyś się zatamować krwotok.

Practise

ROZMOWA NA PODSTAWIE ILUSTRACJI

4 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.

Uczeń A
1 What do you think the man is talking about?
2 Do you like medical dramas? Why (not)?
3 Describe the last time you or someone you know needed urgent medical help.

Uczeń B
1 How do you think the accident happened?
2 Should everyone be taught first aid? Why (not)?
3 Describe the last time you or someone you know helped someone in an accident.

Speaking Bank ▶ p. 218

ROZMOWA NA PODSTAWIE ILUSTRACJI

5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.

Uczeń A
1 Why do you think the people joined this course?
2 Are you interested in medicine? Why (not)?
3 Describe the last time you learned something useful.

Uczeń B
1 How is the woman feeling?
2 Why do people usually get injured on holidays?
3 Describe the last time you or someone you know received help from a stranger.

Speaking Bank ▶ p. 218

Wrap it up

6 Prepare a poster or a short video about giving first aid in which you show how to help a person who is either unconscious, choking or bleeding.

Speaking Set 11 ▶ p. 213

Zoom in

1 **Work in pairs. Do you know how the people in the box are connected to medicine?**

Marie Skłodowska-Curie • Florence Nightingale • Zbigniew Religa • Maria Siemionow • Louis Pasteur

Practise

WYBÓR WIELOKROTNY I ZDANIA Z LUKAMI

2 **Przeczytaj dwa teksty na temat opieki nad chorymi. Wykonaj zadania 1–8 zgodnie z poleceniami. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D. Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens.**

Text 1

1 From the first paragraph we learn that
- **A** a hundred people attended Florence Nightingale's memorial service.
- **B** Florence Nightingale was buried according to her own instructions.
- **C** the words on Florence Nightingale's tombstone provide few details.
- **D** Florence Nightingale's grave was formerly in Westminster Abbey.

2 What made it difficult for Florence to follow her dream?
- **A** The attitude to female workers at the time.
- **B** The lack of funds needed to support her cause.
- **C** The terrible suffering she witnessed.
- **D** The lack of available training for nurses.

3 Which of the following sentences is NOT true?
- **A** Florence's work in Crimea meant that fewer men died as a result of their injuries.
- **B** Florence was determined to formalise nursing education.
- **C** Florence developed a cure for a disease caused by unhygienic conditions.
- **D** Florence had to face a lot of opposition during her life.

4 Which of the following happened first?
- **A** Florence received the Order of Merit.
- **B** Florence caught a serious illness.
- **C** Florence founded a school for nurses.
- **D** Florence treated victims of war.

Text 2

5 Having a service dog allows people with various disabilities to _____ lives.

6 It is important _____ a service dog while it is working.

7 Some dogs are able to warn their owners _____ is about to happen.

8 Seizure dogs use the _____ to know when a seizure is coming.

Text 1

The Lady with the Lamp

It is a small country graveyard beside a church only large enough to hold a congregation of 100, and very unlike the expected burial spot for a national heroine. But the death of Florence Nightingale was not marked by a state funeral, nor was she buried in Westminster Abbey. Instead, after a memorial service at St Paul's Cathedral in London, her coffin was brought here to be buried with her parents, close to her family home in rural Hampshire. An understated inscription says: 'F.N. Born 12 May 1820. Died 13 August 1910,' and this reflects Florence's lifelong aversion to fame; she had been a reluctant heroine during her lifetime. Burial here was neither what Florence had wished for, or the nation. The government had wished for her to be buried in Westminster Abbey, and Florence herself had asked for her body to be used for medical research. She had, after all, dedicated her whole life to the medical profession.

Unlike many female children of her era, Florence learned languages and mathematics at an early age and developed a passion to help care for sick people. Yet, this goal was hard to achieve, since going into the medical profession was almost an impossibility in Victorian England, even for a well-educated, highly intelligent girl. It was seen as the province of men. However, Florence [a] insisted on following her dream, acquired some basic nursing training and went to work in London, supervising the care of 'gentlewomen'. Here her enterprising spirit and organisational skills led to considerable improvements in nursing care and working conditions. However, it was [b] being encouraged to work with soldiers wounded in the Crimean War that proved to be the catalyst for her revolutionary contributions to nursing.

Confronted with appallingly filthy hospital conditions for the injured soldiers, inadequate provisions and severe overcrowding, Florence set to work to develop efficient supply systems of nutritious food and hygiene routines in order to create conditions conducive to recovery. The reforms she had called for succeeded in significantly reducing the death rate. Devoted to her work and the lives of her patients, Florence regularly wrote to soldiers' relatives on their behalf and earned the title of the 'Lady with the Lamp' from spending much of her time on the wards at night, visiting and talking to the men.

On her return to England, Florence worked tirelessly to further the cause she was passionate about: social reforms in healthcare and formalising nursing education. 1860 was a milestone in her career, when she established the Nightingale School of Nursing at St Thomas' Hospital, London, making nursing a viable option for women who wanted to work outside the home. Throughout her working life, Florence had to contend with animosity from all quarters, but her dogged determination saw her succeed and she became a legendary figure in her own lifetime.

Unfortunately, Florence contracted a disease whilst in Crimea, and it had a lingering effect on her health for the rest of her life. However, she continued her crusade, and in 1907 became the first woman to be awarded the Order of Merit. She died at the age of 90, but her reputation as the founder of modern nursing lives on, and this small, quiet churchyard continues to welcome visitors wishing to pay their respects to an incredible woman.

Text 2

Man's very best friend

In recent times, the presence of service dogs in healthcare settings has become increasingly common. They are said to give a certain measure of independence to people who would otherwise rely on the care of others. Since 1931, the Guide Dogs for the Blind Association have trained almost 34,000 dogs, and currently more and more people are becoming aware that these dogs should neither be approached nor petted, as they are taking care of their handlers. What is not widely known is that service dogs perform a range of duties (depending on what their handler's needs are) to make day-to-day living easier to cope with for people suffering from both physical and mental medical conditions.

Just as guide dogs are eyes for people who cannot see, hearing dogs are ears for those who are hearing-impaired. Imagine life for someone who is deaf and for whom hearing aids no longer work – there are so many sounds they need to be aware of. Because of their heightened sense of hearing, dogs can be trained to notify their handlers of sounds that they need to respond to, and [c] warn them not to enter dangerous areas. Also, there are dogs that can help people with impaired motor functions, in particular individuals who are confined to wheelchairs. They open and close doors, press elevator buttons, and even tidy away their own toys! But what I find completely amazing is how the dog's incredible senses have been exploited to enable them to become seizure alert dogs for people with epilepsy. These canines can detect the tiniest changes in human behaviour indicating that a seizure will follow. The dogs' reaction – whining, barking or pacing – [d] urges their owner to reach a safe environment. Some dogs can actually stand close to the handler in order to break a fall. Research is also continuing to determine whether such dogs may be able to detect the early signs of cancers, including breast or prostate cancer. Great respect to man's best friend!

Fish for words

3 **Complete an inspector's comments on a health facility with the words in the box.**

conducive contracted heightened lingering measure meticulous

- conditions on many wards are not **(1)** _____ to recovery
- some patients are exhibiting a **(2)** _____ sense of isolation
- a lot of doctors are not keeping **(3)** _____ records on their patients
- recovering patients should be given a larger **(4)** _____ of independence
- several patients **(5)** _____ a virus whilst still on the wards
- too many patients are discharged without having been advised how to deal with the **(6)** _____ effects of their illness

Wrap it up

4 **Work in pairs. Do you think pets in general offer health benefits to their owners? Why (not)?**

1 **Work in pairs. Ask and answer the questions below. Then report the question and your partner's answer to another pair.**

1 What types of addiction do you think are most common among young people today?
2 Do you think there is enough awareness and education about the risks of addiction in schools?
3 What are some warning signs that someone may be struggling with addiction?

2 **Study the rules for using reported speech in the Grammar Reference and Practice on pages 256–259. Translate the fragments in brackets into English. Then write the direct speech counterparts of the sentences.**

1 Then my cousin confessed that her vaping addiction _____ (*zaczęło się*) when she was 15.
2 During the appointment, the doctor asked _____ (*jak się czuję*) after the new treatment.
3 This morning, our teacher asked _____ (*czy przyjdziemy na warsztaty w przyszłym tygodniu*).
4 Most of my students admit that _____ (*byli uzależnieni od gier komputerowych*) as children.
5 His mum enquired _____ (*czy terapia zazwyczaj pomaga*) people with addictions.
6 The report said that nowadays more and more accidents _____ (*jest powodowanych*) by drunk drivers.

3 **Look at reporting verbs a–d in the texts on pages 152 and 153 and decide what patterns they follow. Then think what the direct speech counterparts of the sentences could be. Use the Grammar Reference and Practice on pages 256–259 to help you.**

GRAMMAR POINT

Some verbs can take different patterns without a change in meaning:
I recommend that you get / you to get / getting professional help.
The counsellor advised us not to suspend / us against suspending our son's allowance.

4 **Work in pairs. Report the statements below using different reporting verbs. Then write two more statements that are true for you and ask your partner to report them.**

1 You shouldn't play video games all day.
2 I'm sorry for letting you down.
3 I suffer from stomach upsets.
4 It's your fault. I wouldn't have got hooked on this game if it wasn't for you.
5 Well done! Straight As!
6 Thanks to my boyfriend, I steered clear of any drugs.

Grammar Reference and Practice ▶ pp. 256–259

11 USE OF ENGLISH

Zoom in

1 Work in pairs. Discuss the questions.

1 Who might a 'super-ager' be and what mental and physical qualities does he/she display?
2 What, in your opinion, do super-agers do to live long and healthy lives?

Practise

2 Complete the text with the missing words.

A 'super-ager' gets older in a different way than most people do. For example, while average adults lose about 2.24 **(1)** _____ in brain volume every year, 'super-agers' lose little more than half of this **(2)** _____. This crucial difference **(3)** _____ them live longer, exhibit better cognitive skills, and simply enjoy life more. How does **(4)** _____ become a 'super-ager' then? According to research, these individuals display what you might call 'super habits' such **(5)** _____ leading an active life, challenging **(6)** _____ and socialising. Physical activity leads to increased oxygen intake, which helps their heart and brain, and guarantees they stay **(7)** _____ shape. 'Super-agers' **(8)** _____ Sudoku, play chess, read, do extreme sports, anything to keep learning and stimulating their minds. They also love **(9)** _____ around other people, and their brain autopsies show that they have more neurons responsible **(10)** _____ social processing than other people.

GRAMATYKALIZACJA

3 Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 The doctor told me that my grandfather _____ **(slow / recover)** after his surgery.
2 You _____ **(good / stop / eat)** junk food if you want to live to a ripe old age.
3 My parents insist _____ **(I / take)** a sport.
4 My mum would always remind _____ **(I / not / snack)** on crisps between meals.
5 Mia is such a fast walker! How _____ **(you / keep)** with her?
6 Rebecca accused _____ **(Tom / steal)** the money to pay off his debts.
7 I don't think I _____ **(be / capable)** lying like this to my own friend!
8 My doctor _____ **(advise / I / suspend)** my treatment, so I continued it.

TRANSFORMACJE ZDAŃ

4 Uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 'Can someone please tell me why this door is never shut?' Lisa enquired.
Lisa _____ to her why that door was never shut.
2 I was shocked when Mark decided to try bungee jumping.
It came _____ me when Mark decided to try bungee jumping.
3 In the future, people are likely to live longer due to new medical treatments.
New medical treatments will _____ to live longer.
4 My grandfather has smoked cigarettes all his life. He's suffering from lung cancer now.
If my grandfather _____ all his life, he probably wouldn't be suffering from lung cancer now.
5 'I'm not a shopping addict,' said Lily.
Lily denied _____ to shopping.
6 'How long has Tom been hooked on video games?' Sheila asked.
Sheila asked how long _____ to video games.
7 'I'll call the police if you don't stop shouting!' the neighbour said angrily.
The neighbour threatened _____ we stopped shouting.
8 'Just get some exercise instead of scrolling on your phone,' said Mum.
Mum encouraged _____ some exercise instead of scrolling on my phone.
9 'How is Nina?' Mark asked.
Mark was curious _____.

Wrap it up

5 Work in pairs. Find out online in what regions of the world people live the longest. What reasons are given to explain this phenomenon?

Use of English – Extra Practice 11 ▶ p. 273

Zoom in

1 **Work in pairs. Describe the cartoon and answer the questions.**

1 What message about the contemporary lifestyle does the cartoon convey?
2 What prevents some people from pursuing a healthy lifestyle?
3 What lifestyle diseases do you know? How big of a problem are they in Poland?

Activate

2 **Read the task and the model answer. Answer the questions.**

1 What expressions does the author use to introduce opinions?
2 How does the author try to involve the reader?

Przeczytałeś/Przeczytałaś artykuł, który krytykował młodzież za to, że coraz częściej wybiera siedzący tryb życia. Napisz list do redakcji, w którym podzielisz się swoją opinią na ten temat i zaproponujesz, w jaki sposób można zachęcić młode osoby, aby wybierały zdrowy styl życia.

MODEL ANSWER

Dear Sir/Madam,

It is with great interest that I read the article published in your magazine regarding young people's sedentary lifestyle. I would like to voice my opinion on the issue.

It is unfortunately true that teenagers spend long hours in front of their computers. Most young people are also unaware of the consequences of this lifestyle. How many teenagers know that it is linked to a range of chronic health conditions such as diabetes and obesity? However, I believe it is too much to claim that young people choose this sort of lifestyle out of laziness. Let us not forget that most teenagers model their behaviour on the adults around them and, to my mind, most of the grown-up population spends their time in exactly the same way.

As for the ways in which the problem of young people's sedentary lifestyle could be resolved, I would suggest two things. First of all, adults should encourage their children to be more active by being more active themselves. Secondly, I would suggest that most teenagers would go out and exercise more often if they had more time and energy to do so. Therefore, schools should stop giving students so much homework.

A sedentary lifestyle is definitely a serious problem for both teenagers and adults. However, we will not get any closer to solving it if we only put the blame for it on teenagers.

I look forward to reading other young people's comments.
Yours faithfully,
XYZ

Practise

3 **Work in pairs. Read the tasks below. Write down three ideas for each of the tasks.**

LIST FORMALNY

A Niedawno przeczytałeś/przeczytałaś artykuł, który sugerował, że wszechobecne reklamy niezdrowego jedzenia mogą mieć negatywny wpływ na sposób, w jaki odżywiają się młodzi ludzie. Napisz do redakcji **list**, w którym wyrazisz swoją opinię na ten temat i zaproponujesz sposób, w jaki można skutecznie zachęcić młodych ludzi do zdrowego odżywiania.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 226

LIST FORMALNY

B Wraz z kolegami i koleżankami z klasy organizujesz w swojej szkole Dni Zdrowego Nastolatka. Chcesz, aby to wydarzenie było interesujące dla rówieśników i przyciągnęło uwagę mediów społecznościowych. Napisz do lokalnej gazety **list**, w którym opiszesz planowane działania i wyjaśnisz, dlaczego warto zwiększać świadomość młodych ludzi dotyczącą zdrowego trybu życia.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 226

4 **Work in pairs. Decide in which task in exercise 3 you could use the expressions in the box. Some expressions match both tasks.**

advertise • attract the public/school students • celebrity endorsements • counterproductive • feel annoyed/irritated • feel excited • get publicity • go viral • hold an event • junk food • omnipresent advertising • prime time • product placement • raise the awareness of • target

5 **Choose one of the tasks in exercise 3 and write your letter. You may use the expressions in exercise 4 in your work.**

Wrap it up

6 **Work in groups of four. Find information about binge-watching, its reasons and possible side effects. Prepare a short presentation about this phenomenon.**

MP3 92 VOCABULARY

Lifestyle / Tryb życia

excessive consumption of alcohol/fast food /ɪkˌsesɪv kənˌsʌmpʃən əv ˈælkəˌhɒl/ˌfɑːst ˈfuːd/ nadmierne spożycie alkoholu/fast foodów
follow a well-balanced/sensible diet /ˌfɒləʊ əˌwel ˌbælənst/ˌsensəbəl ˈdaɪət/ przestrzegać zrównoważonej/rozsądnej diety
get into/develop bad habits /ˌget ˌɪntə /dɪˌveləp ˌbæd ˈhæbɪts/ popaść w złe nawyki
lead an active/a sedentary lifestyle /ˌliːd ənˌæktɪv/əˌsedəntəri ˈlaɪfˌstaɪl/ prowadzić aktywny/siedzący tryb życia
suffer from chronic stress /ˌsʌfə frəm ˌkrɒnɪkˈstres/ cierpieć z powodu przewlekłego stresu
take moderate exercise /ˌteɪk ˌmɒdərətˈeksəsaɪz/ wykonywać umiarkowane ćwiczenia

MP3 93 Physical and mental state / Samopoczucie

alert /əˈlɜːt/ pobudzony, czujny
bloated /ˈbləʊtɪd/ wzdęty
disorientated /dɪsˈɔːriənˌteɪtɪd/ zdezorientowany
feel a bit poorly/faint /ˌfiːl ə bɪt ˈpɔːli/ˈfeɪnt/ czuć się kiepsko/słabo
feel light-headed/dizzy/nauseous /ˌfiːl laɪt ˈhedɪd/ˈdɪzi/ˈnɔːsiəs/ mieć zawroty głowy/mdłości
feel off-colour/under the weather /ˌfiːl ɒf ˈkʌlə/ˌʌndə ðə ˈweðə/ czuć się niewyraźnie
have a sense of well-being /ˌhæv ə ˌsens əv ˌwelˈbiːɪŋ/ mieć dobre samopoczucie
have brain fog /ˌhæv ˈbreɪn fɒg/ mieć kłopoty z pamięcią i koncentracją
have poor posture /ˌhæv ˌpɔː ˈpɒstʃə/ mieć nieprawidłową postawę
I'm feeling chilly /ˌaɪm ˌfiːlɪŋ ˈtʃɪli/ jest mi chłodno
lucid /ˈluːsɪd/ przytomny, świadomy
parched /pɑːtʃt/ spragniony
puffed out/gasping/panting /ˌpʌft ˈaʊt/ˈgɑːspɪŋ/ˈpæntɪŋ/ zdyszany

MP3 94 Illnesses, their symptoms and treatment / Choroby, ich objawy i leczenie

The human body / Ciało człowieka

abdomen /ˈæbdəmən/ jama brzuszna
artery /ˈɑːtəri/ tętnica
bladder /ˈblædə/ pęcherz moczowy
blood group/type /ˈblʌd gruːp/taɪp/ grupa krwi
calf /kɑːf/ łydka
circulatory/digestive/reproductive/nervous/urinary system /ˌsɜːkjʊˈleɪtəri/daɪˈdʒestɪv/ˌriːprəˈdʌktɪv/ˈnɜːvəs/ˈjʊərɪnəri ˌsɪstɪm/ układ krwionośny/trawienny/rozrodczy/nerwowy/moczowy
genes /dʒiːnz/ geny
gums /gʌmz/ dziąsła
heart rate /ˈhɑːt reɪt/ tętno
intestine/gut/bowel /ɪnˈtestɪn/gʌt/ˈbaʊəl/ jelito
knuckle /ˈnʌkəl/ knykieć
larynx /ˈlærɪŋks/ krtań
left/right hemisphere /ˌleft/ˌraɪt ˈheməsfɪə/ lewa/prawa półkula
ligament /ˈlɪgəmənt/ więzadło
limb /lɪm/ kończyna
mucus /ˈmjuːkəs/ śluz, wydzielina
nostril /ˈnɒstrəl/ nozdrze
palm /pɑːm/ wewnętrzna część dłoni
phlegm /flem/ flegma
saliva /səˈlaɪvə/ ślina
shin /ʃɪn/ goleń
sole /səʊl/ podeszwa stopy
tendon /ˈtendən/ ścięgno
tonsils /ˈtɒnsəlz/ migdałki
vein /veɪn/ żyła
vertebrae /ˈvɜːtəbriː/ kręgi

Symptoms and diagnoses / Objawy i diagnozy

abdominal/muscular pain /æbˌdɒmɪnəl/ˌmʌskjʊləˈpeɪn/ ból brzucha/mięśni
acne /ˈækni/ trądzik
anaphylactic/toxic/septic shock /ænəfɪˌlæktɪk/ˌtɒksɪk/ˌseptɪk ʃɒk/ wstrząs anafilaktyczny/toksyczny/septyczny
angina /ænˈdʒaɪnə/ niedokrwienie serca
bacterial/viral/fungal/parasitic infection /bækˌtɪəriəl/ˌvaɪrəl/ˌfʌŋgəl/pærəˌsɪtɪk ɪnˈfekʃən/ infekcja bakteryjna/wirusowa/grzybicza/pasożytnicza
be in labour /ˌbi ɪn ˈleɪbə/ rodzić
blocked airways/sinuses /ˌblɒkt ˈeəweɪz/ˈsaɪnəsɪz/ zatkane drogi oddechowe/zatoki
blood clot /ˈblʌd klɒt/ zakrzep krwi
brain injury/damage /ˈbreɪn ˌɪndʒəri/ˌdæmɪdʒ/ uraz/uszkodzenie mózgu
bruising /ˈbruːzɪŋ/ stłuczenia, siniaki
cardiac arrest /ˌkɑːdiæk əˈrest/ zatrzymanie krążenia
cavities/tooth decay /ˈkævətiz/ˈtuːθ dɪˌkeɪ/ próchnica zębów
chest pain /ˈtʃest peɪn/ ból w klatce piersiowej
chicken pox /ˈtʃɪkɪn pɒks/ ospa wietrzna
choke (on sth) /ˈtʃəʊk (ɒn)/ krztusić się (czymś)
clinical depression /ˌklɪnɪkəl dɪˈpreʃən/ depresja kliniczna
come down with the flu/a bug/a virus /ˌkʌm ˌdaʊn wɪð ðə ˈfluː/ə ˈbʌg/ə ˈvaɪrəs/ złapać grypę/przeziębienie/infekcję wirusową
concussion /kənˈkʌʃən/ wstrząśnienie mózgu
constipation /ˌkɒnstɪˈpeɪʃən/ zaparcie
contagious/infectious disease /kənˌteɪdʒəs/ɪnˌfekʃəs dɪˈziːz/ choroba zakaźna
coronary disease /ˌkɒrənəri dɪˈziːz/ choroba wieńcowa
deteriorate /dɪˈtɪəriəreɪt/ pogorszyć się
diabetes /ˌdaɪəˈbiːtiːz/ cukrzyca
diarrhoea /ˌdaɪəˈriːə/ biegunka
drowsiness/lethargy /ˈdraʊzinəs/ˈleθədʒi/ senność
drowsy /ˈdraʊzi/ senny
epilepsy /ˈepɪˌlepsi/ padaczka
faint/pass out /feɪnt/ˌpɑːs ˈaʊt/ zemdleć
gastric ulcer /ˌgæstrɪk ˈʌlsə/ wrzód żołądka
germs /dʒɜːmz/ zarazki
get a diagnosis /ˌget ə ˌdaɪəgˈnəʊsɪs/ zostać zdiagnozowanym
good/poor prognosis /ˌgʊd/ˌpɔː prɒgˈnəʊsɪs/ dobre/złe rokowanie
have a frog in your throat/hoarse voice/hoarseness /ˌhæv ə ˈfrɒg ɪn jə θrəʊt/ˌhɔːs ˈvɔɪs/ˈhɔːsnəs/ mieć chrypę
have trouble breathing/shortness of breath /ˌhæv ˌtrʌbəl ˈbriːðɪŋ/ˌʃɔːtnəs əv ˈbreθ/ mieć problemy z oddychaniem
head lice infestation /ˈhed laɪs ɪnfeˌsteɪʃən/ wszawica
heartburn /ˈhɑːtbɜːn/ zgaga
heat exhaustion /ˈhiːt ɪgˌzɔːstʃən/ przegrzanie organizmu
heatstroke /ˈhiːtstrəʊk/ udar cieplny
high cholesterol /ˌhaɪ kəˈlestərɒl/ wysoki cholesterol
hot flushes /ˌhɒt ˈflʌʃɪz/ uderzenia gorąca
indigestion /ˌɪndɪˈdʒestʃən/ niestrawność
inflammation /ˌɪnfləˈmeɪʃən/ stan zapalny
inflammatory disease /ɪnˌflæmətəri dɪˈziːz/ choroba zapalna
insomnia/sleep disorder /ɪnˈsɒmniə /ˈsliːp dɪsˌɔːdə/ bezsenność/zaburzenia snu
irritable bowel syndrome (IBS) /ˌɪrɪtəbəl ˈbaʊəl ˌsɪndrəʊm/ zespół jelita drażliwego
itchy/sore/dry eyes /ˌɪtʃi/ˌsɔːr/ˌdraɪ ˈaɪz/ swędzące/podrażnione/suche oczy
life-inhibiting/debilitating diseases/symptoms /ˌlaɪf ɪnˌhɪbɪtɪŋ/dɪˌbɪlɪteɪtɪŋ dɪˈziːzɪz/ˈsɪmptəmz/ utrudniające życie/wyniszczające choroby/objawy
lose/regain consciousness /ˌluːz/rɪˌgeɪnˈkɒnʃəsnəs/ stracić/odzyskać przytomność
malignant/benign tumour /məˌlɪgnənt/bəˌnaɪnˈtjuːmə/ złośliwy/łagodny guz
measles /ˈmiːzəlz/ odra
mumps /mʌmps/ świnka
muscle cramps /ˈmʌsəl kræmps/ skurcze mięśni
nervous breakdown /ˌnɜːvəsˈbreɪkˌdaʊn/ załamanie nerwowe
obesity /əʊˈbiːsəti/ otyłość
obsessive-compulsive disorder (OCD) /əbˌsesɪvkəmˈpʌlsɪv dɪˌsɔːdə/ nerwica natręctw
on a scale of one to ten /ɒn ə ˌskeɪl əv ˌwʌn tə ˈten/ w skali od jednego do dziesięciu
organ failure /ˈɔːgən ˌfeɪljə/ niewydolność narządu
osteoporosis /ˌɒstɪəʊpəˈrəʊsɪs/ osteoporoza
outbreak of sth /ˈaʊtˌbreɪk əv/ epidemia czegoś
palpitations /ˌpælpɪˈteɪʃənz/ kołatanie serca
panic attack /ˈpænɪk əˌtæk/ atak paniki
paralysis /pəˈræləsɪs/ paraliż, porażenie
post-traumatic stress disorder (PTSD) /ˌpəʊsttrɔːˌmætɪk ˈstress dɪsˌɔːdə/ zespół stresu pourazowego
premature death from suicide /ˌpremətʃə ˌdeθfrəm ˈsuːəsaɪd/ przedwczesna śmierć z powodu samobójstwa
racing thoughts /ˌreɪsɪŋ ˈθɔːts/ gonitwa myśli
raised/high blood pressure /ˌreɪzd/ˌhaɪ ˈblʌdˌpreʃə/ podwyższone/wysokie ciśnienie
recurring headaches /rɪˌkɜːrɪŋˈhedeɪks/ nawracające bóle głowy
redness /ˈrednəs/ zaczerwienienie
repetitive strain injury (RSI) /rɪˌpetətɪv ˈstreɪnˌɪndʒəri/ zespół przeciążeniowy narządu ruchu
ruptured appendix /ˌrʌptʃəd əˈpendɪks/ pęknięty wyrostek robaczkowy
seizure /ˈsiːʒə/ napad drgawkowy
slight/chronic/nagging/moderate/throbbing/acute/stabbing/agonising/excruciating pain /ˌslaɪt/ˌkrɒnɪk/ˌnægɪŋ/ˌmɒdərət/ˌθrɒbɪŋ/əˌkjuːt/ˌstæbɪŋ/ˌægənaɪzɪŋ/ɪkˌskruːʃɪeɪtɪŋ ˈpeɪn/ lekki/przewlekły/dokuczliwy/umiarkowany/pulsujący/ostry/kłujący/rozdzierający/straszliwy ból
suffer a stroke/a heart attack /ˌsʌfərə ˈstrəʊk/ə ˈhɑːt əˌtæk/ mieć udar/zawał serca
swell up /ˌswel ˈʌp/ spuchnąć
swelling /ˈswelɪŋ/ opuchlizna, obrzęk
take a turn for the worse /ˌteɪk ə ˌtɜːn fə ðəˈwɜːs/ pogorszyć się
terminal/fatal illness /ˌtɜːmɪnəl/ˌfeɪtəlˈɪlnəs/ choroba śmiertelna
tingling/prickling/burning sensation /ˌtɪŋgəlɪŋ/ˌprɪkəlɪŋ/ˌbɜːnɪŋ senˈseɪʃən/ uczucie mrowienia/kłucia/pieczenia
torn ligament/tendon /ˌtɔːn ˈlɪgəmənt/ˈtendən/ zerwane więzadło/ścięgno
vitamin/mineral deficiency /ˌvɪtəmɪn/ˌmɪnərəldɪˈfɪʃənsi/ niedobór witamin/minerałów
warning signs /ˈwɔːnɪŋ saɪnz/ znaki ostrzegawcze

Treatment / Leczenie

a course of antibiotics /əˌkɔːs əvˌæntɪbaɪˈɒtɪks/ kuracja antybiotykowa
a round of chemo/chemotherapy /əˌraʊnd əvˈkiːməˌkiːməʊˈθerəpi/ cykl chemioterapii
administer medication/an injection/a jab/a shot /ədˌmɪnɪstəˌmedɪˈkeɪʃən/ən ɪnˈdʒekʃən/əˈdʒæb/əˈʃɒt/ podać leki/zastrzyk
apply ointment/cream /əˌplaɪ ˈɔɪntmənt/ˈkriːm/ nałożyć maść/krem
be sedated/under sedation /ˌbi sɪˈdeɪtɪd/ˌʌndəsɪˈdeɪʃən/ być pod narkozą
deliver a baby /dɪˌlɪvər ə ˈbeɪbi/ urodzić/przyjąć poród
dissolve sth in water/liquid /dɪˌzɒlv ˌsʌmθɪŋ ɪnˈwɔːtə/ˈlɪkwɪd/ rozpuścić coś w wodzie/płynie
get over/recover from an illness /ˌget ˌəʊvər/rɪˌkʌvəfrəm ən ˈɪlnəs/ wyzdrowieć

give an antidote /ˌgɪv ən ˈæntɪˌdəʊt/ podać antidotum
have a good/bad bedside manner /ˌhæv ə ˌgʊd/ ˌbæd ˌbedsaɪd ˈmænə/ mieć dobre/złe podejście do pacjenta
have cosmetic surgery/a face lift /ˌhæv kɒzˌmetɪk ˈsɜːdʒəri/ə ˈfeɪs lɪft/ poddać się operacji plastycznej/liftingowi twarzy
heal /hiːl/ goić się, leczyć, uzdrawiać
high/low pain threshold /ˌhaɪ/ˌləʊ ˈpeɪn ˌθreʃhəʊld/ wysoki/niski próg bólu
home remedies /ˌhəʊm ˈremədiz/ domowe sposoby
hypodermic (syringe) /haɪpəˌdɜːmɪk (sɪˈrɪndʒ)/ strzykawka
keyhole surgery /ˌkiːhəʊl ˈsɜːdʒəri/ laparoskopia
laxatives /ˈlæksətɪvz/ środki przeczyszczające
make house calls /ˌmeɪk ˈhaʊs kɔːlz/ odbywać wizyty domowe
over-the-counter (OTC) medications /ˌəʊvə ðə ˌkaʊntə ˌmedɪˈkeɪʃənz/ leki bez recepty
prescribe drugs/steroids /prɪˌskraɪb ˈdrʌgz/ ˈstɪərɔɪdz/ przepisać leki/sterydy
put sb in isolation /ˌpʊt ˌsʌmbədi ɪn ˌaɪsəˈleɪʃən/ odizolować kogoś
put sb on a drip (BrE)/an IV (AmE) /ˌpʊt ˌsʌmbədi ɒn ə ˈdrɪp/ən ˌaɪˈviː/ podłączyć komuś kroplówkę
refer the patient to a specialist /rɪˌfɜː ðə ˌpeɪʃənt tʊ ə ˈspeʃəlɪst/ skierować pacjenta do specjalisty
release/discharge sb from hospital /rɪˌliːs/ dɪsˌtʃɑːdʒ ˌsʌmbədi frəm ˈhɒspɪtəl/ wypisać kogoś ze szpitala
restore sb's sight/hearing /rɪˌstɔː ˈsaɪt/ˈhɪərɪŋ/ przywrócić wzrok/słuch
run an X Ray/MRI/ultrasound/a CT scan /ˌrʌn ən ˈeks reɪ/ˌem ɑːr ˈaɪ/ˈʌltrəsaʊnd/ə ˌsiː ˈtiː skæn/ wykonać prześwietlenie/rezonans magnetyczny/USG/tomografię
scopes /skəʊps/ badania endoskopowe
screening /ˈskriːnɪŋ/ badania przesiewowe
slow the progression /ˌsləʊ ðə prəˈgreʃən/ spowolnić postęp choroby
take sb's pulse/temperature /ˌteɪk ˌsʌmbədiz ˈpʌls/ ˈtemprɪtʃə/ zmierzyć komuś puls/temperaturę
treat/control/alleviate/decrease/dull/ease/lessen/reduce/relieve/soothe the pain /ˌtriːt/kənˌtrəʊl/əˌliːvieɪt/diːˌkriːs/ˌdʌl/ˌiːz/ ˌlesən/rɪˌdjuːs/rɪˌliːv/ˌsuːð ðə ˈpeɪn/ leczyć/kontrolować/łagodzić ból
undergo surgery/therapy/medical treatment /ʌndəˌgəʊ ˈsɜːdʒəri/ˈθerəpi/ˈmedɪkəl ˌtriːtmənt/ przejść operację/terapię/leczenie
vaccinate sb against sth /ˈvæksəneɪt əˌgenst/ zaszczepić kogoś na coś
vaccine /ˈvæksiːn/ szczepionka

Health care / Opieka zdrowotna

Accident and Emergency/Casualty (BrE)/Emergency Room (ER) (AmE) /ˌæksɪdənt ənd ɪˈmɜːdʒənsi/ˈkæʒuəlti/ɪˈmɜːdʒənsi ruːm/ SOR
hospice /ˈhɒspɪs/ hospicjum
intensive care /ɪnˌtensɪv ˈkeə/ oddział intensywnej opieki medycznej
maternity ward /məˈtɜːnəti wɔːd/ oddział położniczy
midwife /ˈmɪdˌwaɪf/ położna
nursing home /ˈnɜːsɪŋ həʊm/ dom opieki
operating theatre /ˈɒpəreɪtɪŋ ˌθɪətə/ sala operacyjna
paediatrician /ˌpiːdiəˈtrɪʃən/ pediatra
stretcher /ˈstretʃə/ nosze
Urgent Care Centre (UCC) /ˌɜːdʒənt ˈkeə ˌsentə/ ambulatorium pomocy doraźnej

MP3 95 Lifestyle diseases / Choroby cywilizacyjne

airborne chemicals /ˌeəbɔːn ˈkemɪkəlz/ lotne związki chemiczne
be on the rise /ˌbi ɒn ðə ˈraɪz/ wzrastać
diseases of affluence /dɪˌziːzɪz əv ˈæfluːəns/ choroby cywilizacyjne
eliminate life-threatening diseases /ɪˌlɪmɪneɪt ˌlaɪf ˌθretnɪŋ dɪˈziːzɪz/ zwalczać choroby zagrażające życiu
exacerbate the problem /ɪgˌzæsəbeɪt ðə ˈprɒbləm/ zaostrzyć problem
have a susceptibility/be susceptible to sth /hæv ə səˌseptəˈbɪləti/bi səˈseptəbəl tə/ być podatnym na coś
increased incidence of sth /ɪnˌkriːst ˈɪnsɪdəns əv/ zwiększona częstość występowania czegoś
lead to sth /ˈliːd tu/ prowadzić do czegoś
leading cause of death /ˌliːdɪŋ ˌkɔːz əv ˈdeθ/ główna przyczyna śmierci
life expectancy/span /ˌlaɪf ɪkˈspektənsi/ ˈspæn/ oczekiwana długość życia
make strides in sth /ˌmeɪk ˈstraɪdz ɪn/ robić postępy
prevalent /ˈprevələnt/ powszechny
take preventative measures /ˌteɪk prɪˌventətɪv ˈmeʒəz/ podejmować środki zaradcze

MP3 96 Disability / Niepełnosprawność

assistance dog /əˈsɪstəns dɒg/ pies przewodnik
autism /ˈɔːtɪzəm/ autyzm
autistic /ɔːˈtɪstɪk/ autystyczny
behavioural problems /bɪˌheɪvjərəl ˈprɒbləmz/ zaburzenia zachowania
cater for sb's needs /ˌkeɪtə fə ˌsʌmbədiz ˈniːdz/ zaspokajać czyjeś potrzeby
children with special needs /ˌtʃɪldrən wɪð ˌspeʃəl ˈniːdz/ dzieci ze specjalnymi potrzebami
cochlear implant /ˌkɒkliə ˈɪmplɑːnt/ implant ślimakowy
colour-blindness /ˈkʌlə ˌblaɪndnəs/ ślepota barw
hearing aid /ˈhɪərɪŋ eɪd/ aparat słuchowy
hearing-/visually-impaired /ˈhɪərɪŋ/ˈvɪʒʊəli ɪmˌpeəd/ niedosłyszący/niedowidzący; głuchy/niewidomy
on the spectrum /ɒn ðə ˈspektrəm/ w spektrum autyzmu
prosthetic arm/leg /prɒsˌθetɪk ˈɑːm/ˈleg/ proteza ręki/nogi
sign language /ˈsaɪn ˌlæŋgwɪdʒ/ język migowy
stammer /ˈstæmə/ jąkać się
walk on crutches /ˌwɔːk ɒn ˈkrʌtʃɪz/ chodzić o kulach

MP3 97 Addictions / Uzależnienia

acknowledge the problem /əkˌnɒlɪdʒ ðə ˈprɒbləm/ przyznać się do problemu
be dependent/hooked on sth /bi dɪˈpendənt/ˈhʊkt ɒn/ być uzależnionym od czegoś
come off drugs /ˌkʌm ɒf ˈdrʌgz/ wyjść z narkotyków
compulsive gambling/overeating/spending /kəmˌpʌlsɪv ˈgæmblɪŋ/ˈiːtɪŋ/ˈspendɪŋ/ nałogowy hazard/przejadanie się/zakupy
crave sth /kreɪv/ pragnąć, łaknąć czegoś
craving for sth /ˈkreɪvɪŋ fə/ chęć na coś, głód czegoś
do drugs /ˌduː ˈdrʌgz/ brać narkotyki
get clean /ˌget ˈkliːn/ wyjść z nałogu
get intoxicated /ˌget ɪnˈtɒksɪkeɪtɪd/ odurzać się
get (sb) into drugs /ˌget ˌɪntə ˈdrʌgz/ wpakować się/kogoś w narkotyki
go into rehab /ˌgəʊ ˌɪntə ˈriːˌhæb/ pójść na odwyk
overdose on sth/take an overdose of sth /ˌəʊvəˈdəʊs ɒn/teɪk ən ˈəʊvəˌdəʊs/ przedawkować coś
passive smoking /ˌpæsɪv ˈsməʊkɪŋ/ bierne palenie
prescription drug dependency /prɪˈskrɪpʃən drʌg dɪˌpendənsi/ uzależnienie od leków na receptę
recreational/designer drugs /rekriˌeɪʃənəl/dɪˌzaɪnə ˈdrʌgz/ narkotyki zażywane okazjonalnie/dopalacze
relapse (n, v) /rɪˈlæps/ nawrót nałogu; mieć nawrót nałogu
spiral down /ˌspaɪrəl ˈdaʊn/ stoczyć się
substance abuse /ˈsʌbstəns əˌbjuːs/ stosowanie środków odurzających
suffer withdrawal symptoms /ˌsʌfə wɪðˈdrɔːəl ˌsɪmptəmz/ odczuwać symptomy odstawienia

MP3 98 Emergency first aid / Pierwsza pomoc w nagłych wypadkach

administer CPR to sb/perform CPR on sb/resuscitate sb /ədˌmɪnɪstə ˌsiː piː ˈɑː tʊ/pəˌfɔːm ˌsiː piː ˈɑːr ɒn/rɪˈsʌsɪteɪt/ resuscytować kogoś
administer/give sb first aid /ədˌmɪnɪstə/ˌgɪv fɜːst ˈeɪd/ udzielić komuś pierwszej pomocy
antiseptics /ˌæntəˈseptɪks/ środki do dezynfekcji
can't stand the sight of blood /ˌkɑːnt ˌstænd ðə ˌsaɪt əv ˈblʌd/ nie móc znieść widoku krwi
chest compressions /ˈtʃest kəmˌpreʃənz/ uciśnięcia klatki piersiowej
casualty /ˈkæʒuəlti/ ofiara wypadku lub wojny
defibrillator /diːˈfɪbrɪˌleɪtə/ defibrylator
disinfect/apply pressure to/dress/stitch a wound /dɪsɪnˌfekt /əˌplaɪ ˌpreʃə tʊ/ˌdres/ˌstɪtʃ ə ˈwuːnd/ zdezynfekować/uciskać/ opatrzyć/zszyć ranę
first aid kit /ˌfɜːst ˌeɪd ˈkɪt/ apteczka pierwszej pomocy
monitor vital signs /ˌmɒnɪtə ˌvaɪtəl ˈsaɪnz/ monitorować parametry życiowe
place sb in the recovery position /ˌpleɪs ˌsʌmbədi ɪn ðə rɪˈkʌvəri pəˌzɪʃən/ ułożyć kogoś w pozycji bezpiecznej
plaster (BrE)/Band-Aid (AmE) /ˈplɑːstə/ˈbænd eɪd/ plaster
plaster (of Paris)/plaster cast /ˌplɑːstər (əv ˈpærɪs) / ˈplɑːstə kɑːst/ gips do unieruchomienia kończyny
wound dressings /ˈwuːnd ˌdresɪŋz/ opatrunki

MP3 99 LISTENING

a host of sth /ə ˈhəʊst əv/ mnóstwo czegoś
a rough idea of sth /ə ˌrʌf aɪˈdɪə əv/ ogólne pojęcie o czymś
major factor /ˌmeɪdʒə ˈfæktə/ główny czynnik
make headlines /ˌmeɪk ˈhedˌlaɪnz/ trafić na pierwsze strony gazet
taster /ˈteɪstə/ przedsmak

MP3 100 READING

a measure of sth /ə ˈmeʒər əv/ doza, stopień czegoś
be conducive to sth /bi kənˈdjuːsɪv tə/ sprzyjać czemuś
contract a disease /kənˌtrækt ə dɪˈziːz/ zarazić się chorobą
heightened sense of sth /ˌhaɪtənd ˈsens əv/ zwiększone, wyostrzone poczucie czegoś
keep meticulous records /ˌkiːp mɪˌtɪkjʊləs ˈrekɔːdz/ prowadzić skrupulatny rejestr
lingering effects /ˌlɪŋgərɪŋ ɪˈfekts/ długotrwałe skutki

Listening

DOBIERANIE

1 CD 2.22 **Usłyszysz dwukrotnie cztery wypowiedzi na temat informacji medycznych w Internecie. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A a concern about disseminating information which may be inaccurate.
B an example when online advice was taken with a positive outcome.
C the value of personal experience, positive and negative.
D conflicting advice given by different sources
E the failure of the medical profession to diagnose correctly.

1	2	3	4

ODPOWIEDZI NA PYTANIA

2 CD 2.22 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania w nawiasach. Na pytania należy odpowiedzieć w języku angielskim.**

1 According to Speaker 1, what do some companies do?
2 What two points does Speaker 2 make regarding medical practice in the past?
3 What does Speaker 2 mention as a benefit to countries' health systems of people using online medical advice?
4 Why does Speaker 3 say that a 'little knowledge can be a dangerous thing'?
5 What mistake did a friend of Speaker 4's make recently?
6 What does Speaker 4 find useful about some sites?

Use of English

GRAMATYKALIZACJA

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

1 You seem to have a problem reading from the board – have you ever _____ **(have / eyesight / test)**?
2 The doctor asked the patient _____ **(he / ever / have)** an anaphylactic shock after taking medicine.
3 When I broke my leg, I _____ **(force / use)** a crutch to move around the house.
4 _____ **(long / take / you)** to acknowledge that you are hooked on gaming, the more difficult it will be to stop the addiction.
5 You can't eat so fast – if you had been eating your dinner more slowly, you _____ **(not / choke)** a bone.
6 My aunt _____ **(insist / release)** hospital because she preferred to recover at home.

SETY LEKSYKALNE

4 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
My brother, who is a GP, has to make ... calls once a week.
Tom and my brother are best mates – they get on like a ... on fire.
I wish we lived in a detached ... – our next door neighbours can be so noisy!

2 _____
The school nurse called Mia's parents because she passed ... during her PE class.
I used to fall ... with my older sister about anything – we would have a fight almost every day!
No wonder you are puffed ... – you were running really fast.

3 _____
If Mary didn't have a high ... threshold, she wouldn't be able to run marathons.
I've tried everything to soothe the ... in my tooth, but I suppose I'll have to see a dentist.
Not everyone knows that chronic chest ... may be caused by anxiety and depression.

4 _____
After Kieran had surgery on his spine, he ... physiotherapy for a few weeks.
Emily has ... a soft spot for Tim since they went to a concert together.
Terry got the job of school counsellor because he ... the qualifications and the soft skills required for it.

5 _____
I asked the teacher if obesity was a ... of affluence, as it is common in affluent countries.
It's easy to contract a contagious ... in public places crowded with people, like shopping malls or railway stations.
Coronary ... increases a person's risk of stroke, so it shouldn't be taken lightly.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 The dermatologist asked me _____ (*od jak dawna mam*) that rash on my hands.
2 If my uncle Terry hadn't led a sedentary lifestyle, he _____ (*nie miałby*) a cardiac arrest last month.
3 My brother's line manager told his employees that not everything _____ (*idzie zgodnie z planem*) so they would have to pull their weight.
4 The doctor _____ (*odmówił przepisania*) strong painkillers because he was afraid his patient might be addicted to them.
5 Charles _____ (*został oskarżony o ściąganie*) during the entrance exam to the medical school.
6 The nurse told me that she _____ (*będzie musiała zszyć*) the cut on my forehead and asked me to sit still.

SŁOWOTWÓRSTWO

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

Addiction is a complex phenomenon that can manifest itself in **(1)** _____ (**vary**) forms, extending beyond substances like drugs or alcohol. People can become addicted to **(2)** _____ (**behave**) and activities such as technology, shopping, food, exercise, **(3)** _____ (**prescribe**) drugs, sugar, gambling and self-harm. Some individuals seem more prone to addiction due to factors like genetics or an **(4)** _____ (**addict**) personality, which can make them more susceptible to developing dependencies. These individuals may suffer from intense **(5)** _____ (**crave**) and find it challenging to come off the substance or behaviour they're addicted to. **(6)** _____ (**withdraw**) symptoms are a common hallmark of addiction. When someone tries to quit or reduce their **(7)** _____ (**engage**) with the addictive substance or behaviour, they often experience physical and psychological **(8)** _____ (**comfort**). This suffering can drive them to relapse, returning to their addictive habits with the hope of **(9)** _____ (**alleviate**) the discomfort. Rehabilitation programs exist to help people **(10)** _____ (**come**) addiction. Whether it's for substance abuse, gambling, or even technology addiction, these programs provide the necessary tools and support **(11)** _____ (**require**) to break free from the cycle of addiction.

Essentially, addiction can take on many different forms and impact individuals uniquely. However, the shared element is the ability to establish a compelling and often **(12)** _____ (**control**) habit, leading to the possibility of a return to the addictive behaviour. Identifying the **(13)** _____ (**warn**) signs and seeking **(14)** _____ (**assist**) promptly can play a pivotal role in addressing addiction and reclaiming one's life.

WYBÓR WIELOKROTNY

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

Ken had wanted to be a doctor ever since he **(1)** _____ a paramedic performing CPR on his grandpa while he was in cardiac arrest, and saving his life. The boy told everyone that one day he **(2)** _____ in A&E or intensive care, and save people's lives. When his parents suggested **(3)** _____ a surgeon or a neurologist, he always said they **(4)** _____ not his dream jobs. Ken's determination to become an emergency room doctor never wavered **(5)** _____ he grew older. His journey to becoming a doctor was challenging but **(6)** _____ and fulfilling. Ken excelled in his studies, earning top grades in biology and chemistry. During his clinical rotations, Ken's passion for emergency medicine became even **(7)** _____. He thrived in the fast-paced, unpredictable environment, where he **(8)** _____ his skills to diagnose and treat patients rapidly. The moments when he helped stabilise a patient in a critical condition were **(9)** _____ for him. After years of rigorous training and hard work, two years ago my brother Ken finally **(10)** _____ his dream of becoming an emergency room doctor. Since then, he has faced numerous challenges, saved lives, comforted families, and has worked tirelessly to make a difference.

1	**A** witnessed	**B** has witnessed
	C had witnessed	**D** was witnessing
2	**A** worked	**B** would work
	C will work	**D** works
3	**A** that he should become	**B** him to become
	C that he will become	**D** becoming
4	**A** are	**B** will be
	C have been	**D** were
5	**A** unless	**B** like
	C as	**D** while
6	**A** mundane	**B** tedious
	C repetitive	**D** rewarding
7	**A** the most apparent	**B** most apparent
	C more apparent	**D** least apparent
8	**A** could use	**B** can use
	C could have used	**D** is able to use
9	**A** most fulfilling	**B** more fulfilling
	C the most fulfilling	**D** the more fulfilling
10	**A** gained	**B** achieved
	C shattered	**D** undergo

TRANSFORMACJE ZDAŃ

8 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 'You've been suffering from chronic stress, Mr Musk,' the doctor said.
The doctor told Mr Musk that he _____ chronic stress.

2 'You look pale, Mary, are you feeling all right?' I said.
I told Mary she looked pale and asked her _____ all right.

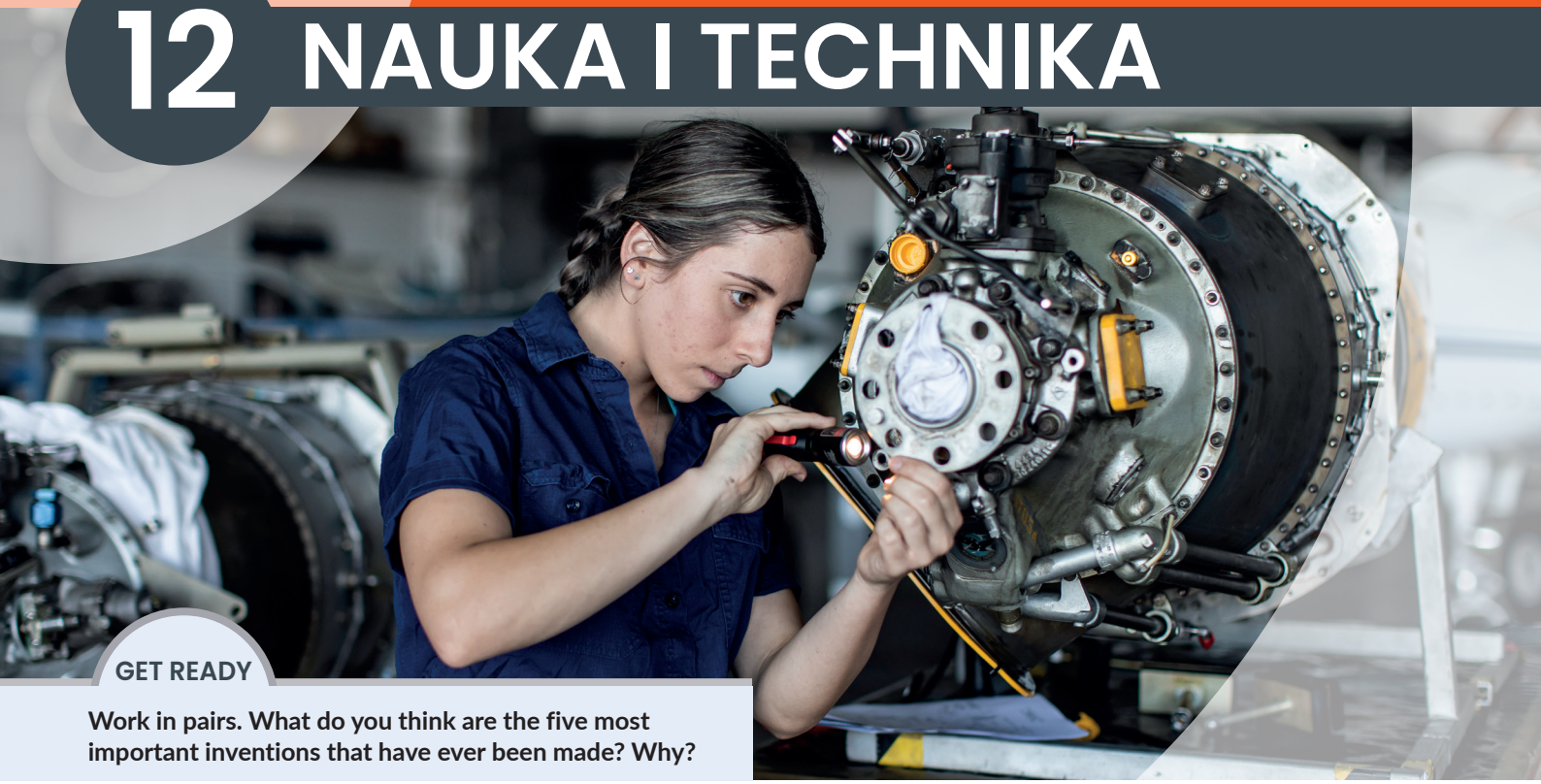
3 I encouraged my older brother Tom to stop smoking.
I discouraged my older brother Tom _____.

4 'Your cholesterol is too high – you should start taking moderate exercise, Jim,' the doctor told my grandpa.
The doctor _____ start taking moderate exercise because his cholesterol was too high.

5 'OK. Let's order takeaway tonight if you're too tired to cook,' my sister said to me yesterday.
My sister _____ yesterday as I was too tired to cook.

6 'I'm sorry, we're fully booked,' the receptionist said, so we went to another hotel.
The receptionist informed us that _____ so we went to another hotel.

12 NAUKA I TECHNIKA



GET READY

Work in pairs. What do you think are the five most important inventions that have ever been made? Why?

Ludzie nauki

1 CD 2.23 **Work in pairs. Write down as many branches of science ending with *-ology* as you can. Listen to a list and check how many of your ideas were included. Write down those that you didn't mention.**

2 **Complete the names of the branches of science.**

1 I'm fascinated by languages and would love to study **ling**_____ at university.
2 The **ocean**_____ department at my local university is highly reputed for its cutting-edge research and expertise in marine environments.
3 Research into **gen**_____ will bring about significant advances in human health in the future.
4 I originally wanted to do **vete**_____ medicine because I love animals, but I realised I am too sensitive to work in that field.
5 Looking at the stars often sparks in a child a desire to study **astro**_____.

3 CD 2.24 **Write down the jobs of people who practise the branches of science in exercises 1 and 2. Then listen, check and repeat.**

4 **Complete the definitions with the terms in the box.**

angle circumference compound degrees diameter element equation formula fraction periodic table radius sphere

1 Hydrogen is a(n) _____.
2 Sodium bicarbonate is a chemical _____.
3 The _____ was developed by Dmitri Mendeleev.
4 ¾ is a _____.
5 4x–7=17 is a mathematical _____.
6 The _____ of a circle is two times the length of its _____.
7 2πr is the _____ for calculating the _____ of a circle.
8 A right _____ measures exactly 90 _____ and forms a perfect 'L' shape.
9 A _____ is a round, three-dimensional shape with all points at the same distance from its centre.

Odkrycia naukowe

5 **Choose the correct words to complete the article.**

A **(1)** ***main*** / ***major*** **breakthrough** in the treatment of Alzheimer's has been **made** by one of the leading drugs companies following **trials** that were **(2)** ***set*** / ***put*** **up** and **(3)** ***conducted*** / ***carried*** **out** earlier this year, and a **patent** has been **(4)** ***taken*** / ***made*** **out** to protect the company from the competition. **Statistics** have been **(5)** ***filed*** / ***compiled*** which **confirm the (6)** ***solutions*** / ***findings*** of the research and the new drug should soon be available. This is excellent news. However, the way scientific research is funded today **(7)** ***lifts*** / ***poses*** certain fundamental **questions**. Should it be mainly financed by companies who are in it for profit? How far can we trust the research that they invest in? Might **results** of tests be **(8)** ***pretended*** / ***falsified***, **(9)** ***hasty*** / ***swift conclusions*** be **(10)** ***implicated*** / ***drawn*** from **hypotheses** that have not been **(11)** ***altered*** / ***refined*** or **(12)** ***accepted*** / ***confirmed***, detailed **records** not **(13)** ***kept*** / ***guarded***? Tonight's documentary looks at the processes that companies have to follow legally, and questions whether they fully **(14)** ***adhere*** / ***comply*** **with** regulations. It investigates how **evidence** is **(15)** ***obtained*** / ***taken*** and how **results** are **(16)** ***ranked*** / ***evaluated***. It's an interesting watch!

Wynalazki

6 Complete the names of inventions in the forum posts with the words in the box.

ballpoint canning internal Morse printing safety surveillance synthetic wheelie

Nominate your favourite inventions or discoveries

flymelodybee: I am a huge fan of **(1)** _____ **luggage**. I do tons of travelling and it makes life running around airports so easy. Thank you to whoever invented it!

wayca@mp3r: The **(2)** _____ **pin** is my nomination. They have saved my life a lot of times! I never travel without a couple of them.

Ordinaryguy99: Without the invention of the **food (3)** _____ **process**, I would starve! I depend on my baked beans and corned beef and soups and ...

cluepotential: It's what I'm using right now – the **(4)** _____ **pen**. I can't believe people used to have to buy ink, and think of the mess it made on paper!

CommonExpert: Ah – I'm torn between the **(5)** _____ **camera** and the **(6)** _____ **press**. The former has led to our lives being far safer than before and the latter changed communications dramatically. And of course, talking about communications – there's **(7)** _____ **code**.

Fiber_diver: I always used to think that the development of **(8)** _____ **fibre** was brilliant as it allowed for clothes to be more durable, but now we know the environmental consequences, I'm not sure.

Accelerat@dor: Definitely the **(9)** _____ **combustion engine** would be in my top ten – how would we get around without that?

7 **What would be your favourite invention of the 21st century? Why?**

Korzystanie z urządzeń technicznych i technologii informacyjno-komunikacyjnych oraz szanse i zagrożenia z tym związane

8 Complete the questions with the words in the box. Then work in pairs and answer them.

bookmark customise dialogue edit feature filter flag predictive shortcuts unmute

When would you ...

1 turn off _____ text?
2 need to close a _____ box?
3 _____ a site?
4 _____ an email?
5 _____ the toolbar?
6 use keyboard _____?
7 _____ a microphone?
8 _____ a photograph?
9 use a text-to-speech _____?
10 change your spam _____ setting?

9 Complete the sentences with the correct forms of the verbs in the box. There are two extra verbs.

adjust assemble connect deplete dispose earth encounter follow insert restore

1 You need to _____ the brightness of your screen – it's not good for your eyes.
2 What's the best way to _____ **of old batteries**?
3 I had no idea that _____ my phone **to factory settings** would delete all my information.
4 If I _____ any tech **problems**, I go online and look for answers.
5 As long as you _____ **the setup instructions** carefully, you'll be fine.
6 _____ my new printer was far more difficult than I'd imagined and installing the software took ages.
7 I was trying to _____ the wrong type of **battery**, so, of course, I was having problems.
8 Every electrical appliance must be _____ for safety reasons.

10 Complete the Question and Answer page with the correct words. The first letters have been given.

Qs and As. Let us help you!

Q: Why is my phone **losing (1) c**_____ so quickly?
A: You may **have too many apps (2) o**_____. **(3) U**_____ any **apps** you don't need, also try **switching off data (4) r**_____. Sometimes this happens after a **software (5) u**_____ – just for a short time. On the other hand, it could be that you need to **(6) r**_____ **the battery** or **(7) u**_____ **your phone**.

Q: My screen **(8) f**_____ yesterday, so I **(9) r**_____ **the computer** and found I'd lost all my work that morning. Can I **(10) r**_____ it?
A: Unfortunately, no. In the future you should **(11) b**_____ **up** all your work **to the cloud**, otherwise, although your computer can recover your work up to a point, you may lose the rest.

Q: I printed out some documents and half the lines had been cut off. What did I do wrong?
A: You've probably **got your** printer **(12) s**_____ **wrong**. Check the **(13) o**_____ – is it set to **(14) p**_____ or **landscape mode**?

11 **Complete the sentences with words formed from the words in brackets.**

1 We've been getting a lot of **power** _____ (**out**) recently, which is annoying when you're trying to work.
2 My young brother _____ (**mantle**) **my PC** – to see how it worked!
3 **Battery** _____ (**leak**) ruined my phone. I wish I'd changed it earlier.
4 Unfortunately, the information wasn't sent out to everyone because of a computer _____ (**function**).
5 There was a **short** _____ (**circle**) in an electrical cable and it started a fire.
6 To _____ (**trouble**) my computer problem, I checked out questions and answers online.
7 **Software** _____ (**date**) are important to make sure your devices are protected against the most recent viruses.

12 **Complete the comment with the words in the box.**

accelerates access amounts command enhances fingertips opens up reality underpins

Eve

There are a lot of negatives associated with the advances in communication technology and use of the Internet in general, so I would just like to remind us all of the amazing **opportunities** that the Internet **(1)** _____ for people and how it helps our daily lives. To start with, it gives everyone **instant (2)** _____ **to vast (3)** _____ **of knowledge**, and immediate information about what is happening around the world. It **(4)** _____ **communication** between people, **(5)** _____ **transactions** and **(6)** _____ **remote working**, should we wish to go down that route. We tend to take the world that the Internet has given us for granted; we have the means to go to any area of any country, chat to someone on the other side of the globe and learn about their cultures – all **at our (7)** _____ , whether double-clicking, tapping a screen, or using **a voice (8)** _____. **Virtual (9)** _____ lets us experience any possible situation we could wish for – holiday locations, interactive games, anything! Many people have never known a world without the Internet; others cannot remember how on earth we survived without it.

13 **Complete the email with the correct words. The endings have been given.**

Good luck for the debate this evening! You asked for some ideas to include in your arguments for the motion 'The Internet does more harm than good' and I've come up with a few. You could talk about **(1)** _____**bullying** and people's **(2)** _____**ions to social networking**, that's big at the moment. Also, you could mention **(3)** _____**ion of privacy** – how all of us can be **(4) t**_____**ed** at any time – and a pet hate of mine – **cold (5)** _____**ling** and the abundance of **(6)** _____**am** we all get! And then, of course, there are all the threats to personal security – **identity (7)** _____**ud**, scams to **(8)** _____**on** us out of money and so on. It's so easy to click on links in **(9)** _____**shing emails** and lose money. If it's appropriate, you could also go down the route of **(10)** _____**sure to harmful content**, particularly for young people, and I guess another bone of contention at the moment is that the **(11)** _____**rt of conversation** might be in danger? Not sure it's something I agree with, but could be an interesting point. Oh yes, and thinking about it, there are so many things! How about health and **poor (12)** _____**ure** from sitting using computers, and also **opportunities for (13)** _____**rism** for students? Looking back at what I've written makes me wonder whether we might all be better off if we never went online again! Anyway, hope the debate goes well and the ideas are of some use. I wish I could be there.

Korzyści i zagrożenia wynikające z postępu naukowo-technicznego

14 CD 2.25 **Choose the correct words to complete the dialogue. Listen and check.**

Dell: Advances in science have promised so many things but have yet to deliver on many. Take disease for example – surely we should have **(1)** ***erased*** / ***eradicated*** all **diseases** by now!
Mia: Yeah, we've got rid of some, but we're getting new ones all the time! But, I have to say that at least we can now **(2)** ***detect*** / ***investigate*** **the early signs** of medical problems so that a previously fatal illness can now be treated. Also, surgeons can now **(3)** ***perform*** / ***act*** **cutting-edge surgical procedures** that a hundred years ago were only ever dreamed of.
Dell: You're right. And we can't deny the positive changes science has made in our daily lives. Think of all those **(4)** ***eradicated*** / ***onerous*** **household chores** that used to take people enormous amounts of time and journeys that took weeks instead of hours – it has certainly **(5)** ***facilitated*** / ***eased*** **transport**. But what scientific progress has also done is enable us to become aware of the **(6)** ***dire*** / ***excessive*** **consequences of climate change** and to try to **(7)** ***enhance*** / ***combat*** it.
Mia: And in doing so, it has brought countries across the world together and **improved international (8)** ***facilitation*** / ***collaboration*** – which to my mind is a hugely progressive step.

15 Complete the article with the words in the box.

catastrophe depleted dilemmas efficiency ensure incalculable lengthen livelihoods means poisoned posed productivity research running threat

Thought for today

Developments in science and technology have always had, and always will have, both positive and negative consequences for humanity. Industrialisation changed the way we live for ever in a positive way, but it has also **(1)** _____ **natural resources**, such as gas, and other natural deposits, and **(2)** _____ **the atmosphere** to the point of **near (3)** _____. With the science behind the atomic bomb, we created the potential method of our own destruction, but also the **(4)** _____ **to provide energy** for billions of people. With genetic research, we discovered ways to **(5)** _____ children could lead healthier lives and **(6)** _____ **life expectancy**, but we also made creating human beings to order a frightening possibility. With robotics and artificial intelligence, we developed ways to **increase (7)** _____ and **(8)** _____, but at the same time cause people to **lose their (9)** _____. There are significant **ethical (10)** _____ involved in so many aspects of scientific progress which require time to process, but it appears today that it may well be **(11)** _____ **away with us**. The **risks and dangers (12)** _____ by AI are **(13)** _____ – it is even considered by some to be an **existential (14)** _____ to humanity. Is it time for **further (15)** _____ to be slowed down? Or perhaps my question should be – *can* it be slowed down? Post your thoughts below.

16 Write a short post in reply to the columnist's final questions in exercise 15.

Pronunciation activity ▶ p. 278

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

17 CD 2.26 Listen to two students discussing the Nobel Prizes and answer the questions.

1 How do both students feel about whether scientists are concerned about what they are developing?
2 Which activities does the boy mention as occupying scientists' minds?
3 Why does the boy mention 1901 and 350?
4 Why is Nobel rumoured to have funded the Nobel Prizes?
5 Why does the boy use the word 'understandably' when talking about leaving money to start the Foundation?

Vocabulary & Speaking

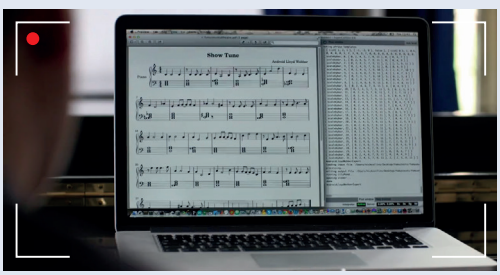
ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

18 Work in pairs. You are helping to organise a 'Keep Safe Online' day of seminars and talks at your college. You have to decide which topic to invite a specialist to talk about. Take turns to answer the questions.

1 Look at three possible topics of the talk. Choose one and justify your choice.
2 Why have you rejected the remaining two topics?

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the question below.



Do you think it's possible for a computer program to write a successful novel, series, drama or musical? Why (not)?

12 LISTENING

Zoom in

1 **Work in pairs. Which inventions in the box are the most important (1) and least important (8) for living in the 21st century? Number them accordingly and justify your choices. Can you add any other inventions that might be important to you?**

chemotherapy computer glass online streaming plastic
space shuttle sustainable sources of energy touchscreen X-ray

Practise

TEKST Z LUKAMI (FORMULARZ)

2 CD 2.27 **Usłyszysz dwukrotnie wypowiedź na temat Nagrody Europejskiego Wynalazcy. Na podstawie informacji zawartych w nagraniu uzupełnij w formularzu luki 1–4 – w taki sposób, aby najprecyzyjniej oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

EUROPEAN INVENTOR AWARD

- presented annually by the European Patent Office
- first **(1)** _____ in 2006

RECENTLY ADDED CATEGORIES

- *Lifetime Achievement Award* for people who have **(2)** _____ and had a major impact on society
- the *Young Inventors Award* for initiatives demonstrated by inventors who have not yet reached the **(3)** _____

JURY

- a panel made up of 12 experts awards all prizes apart from the *Popular Prize*, which is decided by the public

TROPHY AND PRIZES

- the invention **(4)** _____ was a sail (one of the oldest human-made innovations)
- the winner of the *Young Inventors Award* also receives a cash prize

DOBIERANIE

3 CD 2.28 **Usłyszysz dwukrotnie cztery wypowiedzi na temat filmów o wybitnych osobach związanych z nauką. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions a film with (a) central character(s)

A who wanted to publicise a situation that little was known about at the time.
B whose work had both beneficial and destructive implications on human life.
C who did not gain recognition at the time.
D whose work was criticised by fellow scientists.
E who achieved great things in spite of physical adversity.

1	2	3	4

Fish for words

4 **Match words and phrases 1–7 with their meanings a–g. Then write your own sentence with each phrase.**

1 a cog in the machine
2 to blind sb with science
3 to be in tune with sb or sth
4 a trailblazer
5 to be light years ahead of sth
6 to be in one's element
7 groundbreaking theories

a to confuse sb with technical language
b an insignificant member of a huge organisation
c a person inventing or using new ideas, methods or equipment
d to be in agreement or harmony with sb or sth
e introducing new ideas or methods
f to feel content and comfortable in a situation
g to be much more advanced than others' ideas

Wrap it up

5 **Work in groups of four. Find some information about a famous scientist from the past or present and discuss why their story could make a good film. What events would you include in the film if you could write or direct it? Which actor or actress would be the star? Present your ideas to the class.**

Zoom in

1 ROZMOWA WSTĘPNA **Work in pairs and discuss the questions.**

1 How do you create a healthy balance between your online and offline life?
2 In your opinion, what are the dangers of using social networking sites?

Activate

2 **Read the sentences in the *Know your phrases* box and find expressions which could be replaced with the words in the box.**

get across hateful comments misleading relationship safety select strive urge

KNOW YOUR PHRASES

- *Learning how to cope with online hate speech will be highly beneficial / genuinely useful.*
- *We are all faced with cyber threats and should all do our best to stay safe when we're online.*
- *My classmates and I would like to discover more about online security / how to fight cybercrime.*
- *I'd go for the first option because it is both visually attractive and represents / reflects the idea of teamwork in the most convincing way.*
- *I'm not in favour of this idea because I'm confident/convinced that it does not illustrate the idea very clearly / is rather confusing / would not encourage anyone to participate.*
- *This idea doesn't come across as immediately appealing because I can't see the connection/link between the image and the information it's supposed to convey.*
- *I'm positive/sure that the benefits/pros/advantages of being active on social media outweigh the risks/cons/disadvantages.*

3 **Complete the task below.**

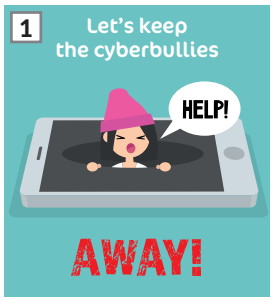
Powiedz, że:
1 nauka o bezpieczeństwie w sieci będzie naprawdę korzystna;
2 jesteś pewny/pewna, że korzyści płynące z używania Internetu przeważają nad zagrożeniami;
3 wybrałbyś/wybrałabyś drugą propozycję, ponieważ bardzo dobrze odzwierciedla problem internetowej mowy nienawiści;
4 ta propozycja podoba Ci się najmniej, ponieważ jest dość myląca;
5 nie jesteś za tą propozycją, ponieważ nie wydaje Ci się autentycznie przydatna;
6 wybierasz drugą opcję, ponieważ może ona zachęcić społeczność szkolną do wzięcia udziału w projekcie promującym bezpieczeństwo w cyberprzestrzeni.

Practise

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

4 **Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

W Twojej szkole odbędą się zajęcia dotyczące obrony przed cyberprzemocą. Twoim zadaniem jest wybrać plakat, który zachęci uczniów do wzięcia w nich udziału.
- Wybierz ten plakat, który wydaje Ci się bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



1 What are the pros and cons of being active on social networking sites?
2 Do you agree that it's time young people learned to live offline more often than online? Why (not)?

Speaking Bank ▶ p. 219

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

5 **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

Uczestniczyłeś/Uczestniczyłaś ostatnio w warsztatach tworzenia podkastów. Chcesz opisać te warsztaty na swoim blogu, a do wpisu dołączyć pasujące zdjęcie.
- Wybierz zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1 Supposing you were asked to prepare a podcast for your classmates. What would it be about? Why?
2 What should IT lessons at secondary schools look like? Why?

Speaking Bank ▶ p. 219

Wrap it up

6 **Work in pairs. Design an advertisement for your school that could be posted on a social networking site. Share your design with the class.**

Speaking Set 12 ▶ p. 214

The Rockstar Scientist

A

Science was once seen as a dry subject. Double physics or chemistry on the school timetable was for many the lowest point of the week, something they would much rather not have to do, lessons to be endured rather than enjoyed. Compiling statistics or testing theories that often appeared as though they had no relevance to students' own lives was hardly inspiring. How we wished things would change! And fortunately, they have. Science has become exciting, relevant and fascinating. This is down in part to the investment in wonderful centres such as the Smithsonian in the US where we can experience things hands on, and the development of exciting technology such as VR, which helps us see places and situations as though we were really, physically there. But it is also a result of a new breed of scientists. One who has been credited with helping to boost the popularity of science today is Professor Brian Cox, an English physicist and professor of particle physics at the University of Manchester.

B

Brian Cox is an unlikely scientist. His first claim to fame was as the keyboard player in a pop group called *D:Ream* in the 1980s and 1990s. Then, he went on to finish his academic studies in high energy particle physics at Manchester University, after which he became a respected expert and authored a series of highly acclaimed books. Soon after this he started to present TV series about the universe, and his rise to fame was meteoric. The shows in which he starred were attracting an unheard-of number of viewers. Science was centre stage and all because of an ex-pop musician with an enormous intellect and an uncanny way of making difficult topics comprehensible and fascinating.

C

Cox's numerous science programmes include *Wonders of the Universe* and *Wonders of Life*, and he has also voiced lessons and documentaries for children, winning a host of accolades. In recent years, he has added arena tours to his schedule where he uses dazzling cinematic effects to bring the cosmos directly to his audiences of people aged four to over 90 and has twice set world records for the most tickets sold for a science tour and live science show. His current tour *Horizons: A 21st Century Space Odyssey* explores profound ideas such as the nature of the universe and our place in it, using images of alien worlds, faraway galaxies, massive black holes and more.

D

So, what has made Brian Cox such a success? Perhaps it is his entertainment background. Onscreen he has a natural charisma and reaches out to millions of viewers with the ease of the rock star he used to be. In addition to this, he takes a boyish delight in his subject and has a seemingly boundless, contagious enthusiasm. Not only are people entertained by him, but they are informed as his take on science is enlightening and engrossing. I cannot say that he has changed the face of science single-handedly, but I would argue that this rockstar scientist has definitely played a significant role. It's about time science became an attractive option for every student in every school and I wish it had happened when I was younger.

Zoom in

1 **Work in pairs. What were your first science learning experiences like? Consider the issues in the box.**

where they took place what you learned
how you learned what made them memorable

Practise

2 **Choose the sentence (a or b) which means the same as the sentence given.**

1 The school miscalculated the number of students who would be interested in the lecture about the universe.
- **a** The school got the number of students coming to the lecture right.
- **b** The school got the number of students coming to the lecture wrong.

2 Ecologists advise us to take preventative measures to protect local flora and fauna.
- **a** Ecologists want us to avoid destruction of local plants and animals.
- **b** Ecologists want to profit from protection of the local environment.

3 According to most of my classmates, physics is a dry subject.
- **a** The majority of my classmates believe physics is uninteresting.
- **b** Most people from my class find physics interesting.

4 I am appalled at the cancellation of the programme about black holes.
   a The cancellation of the programme about black holes made me upset.
   b The cancellation of the programme about black holes was a good decision, in my opinion.

3 Read the text and summarise each paragraph in two sentences in Polish.

DOBIERANIE

4 Przeczytaj tekst na stronie 166, który został podzielony na cztery części (A–D), oraz dotyczące go pytania (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the writer

1	suggest that Cox's ease of communication is connected to his previous career?	___
2	refer to an extraordinary educational institution associated with conducting experiments?	___
3	imply the attitudes to learning about science have altered?	___
4	mention the name of the event Cox is currently hosting?	___
5	say that Cox is also a successful writer?	___

Fish for words

5 Complete the sentences with the translations of the words in brackets.

1 New interactive exhibitions _____ (*zmieniły oblicze*) science museums over the last few decades.
2 Terry Pratchett _____ (*napisał*) *Discworld* – a series of 41 hilarious fantasy novels. Sadly, he died in 2015.
3 Alan Turing _____ (*przypisuje się bycie*) the father of modern computer science.
4 Stephen Hawking's books _____ (*zgłębiają wnikliwe idee*) concerning the origins of the universe.
5 The Curies _____ (*zdobyli najwyższe uznanie*) for their scientific discoveries.

Wrap it up

6 Work in pairs and discuss the questions.

1 Would you be interested in attending Brian Cox's arena science event? Why (not)?
2 Supposing you were able to ask Brian Cox some scientific questions. What would you ask?

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

1 How do you recycle your old smartphones or other devices/appliances?
2 Supposing you were a teacher, how would you educate your students about the importance of recycling electronic devices and reducing e-waste?

2 Read the Grammar Reference on page 260. Then look at the text on page 166 again and find one example of each of the structures in the box. What are the rules for using them?

I'd rather I wish + past perfect It's about time
I wish + would look/appear as though

3 Rewrite each sentence using the beginnings given.

1 I shouldn't have bought another smartphone.
   a I wish _____. b I regret _____.
2 My dad regrets I didn't listen to his advice.
   a My dad would _____.
   b My dad wishes _____.
3 Can you stop unplugging my charger?
   a I wish _____. b I'd rather _____.
4 It's a shame people don't care about the environment.
   a If only _____. b I wish _____.
5 We should address the global e-waste problem as soon as possible.
   a It's about _____. b It's high _____.

4 Read the *Grammar point* box. Which of the examples in the box refers to the past?

GRAMMAR POINT

We often use the verb *prefer* to express wishes.
I'd prefer it if you used your tablet rather than mine.
I'd prefer you to use your tablet rather than mine.
I'd prefer to use my own tablet rather than yours.
I'd prefer to have used my tablet, but I couldn't find it.

5 Complete the sentences so they are true for you. Then work in pairs and compare your answers.

1 I'd prefer it if my family ...
2 I'd prefer ... yesterday, but I had to ...
3 If only I ...
4 It's high time my classmates ...
5 I wish the authorities ...
6 People should stop behaving as if ...

12 USE OF ENGLISH

Zoom in

1 **Work in pairs. What, in your opinion, is a digital carbon footprint? How might it be different from a carbon footprint?**

Practise

2 **Work in pairs. Read the information about the digital carbon footprint. How many different meanings of the words in bold do you know? Which of the words can be both nouns and verbs?**

A digital carbon footprint is brought about by our production, use and **transfer** of data by **means** of digital devices. Transferring data causes CO_2 emissions and uses up a lot of energy as well as **water** to cool **down** the servers. Every single search query or a video **stream** increases demand for energy and therefore harms the environment. Fortunately, we can **employ** simple measures to cut down on emissions by reducing video streaming or the number of photos, GIFs or memes we post.

TRANSFORMACJE ZDAŃ

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

1 The company regrets throwing away old computers. **DISPOSED**
The company wishes _____ old computers.
2 I don't want you to spend so much time in front of the screen. **RATHER**
I _____ spend so much time in front of the screen.
3 Have the politicians proposed anything new regarding e-waste? **PUT**
Have the politicians _____ proposals regarding e-waste?
4 Can you imagine life without technology? **SUPPOSE**
_____, what would life be like?
5 I'd like you to stop borrowing my tablet without asking me first. **IT**
I'd _____ stopped borrowing my tablet without asking me first.
6 You know the environmental impact of e-waste, but you behave like someone who doesn't. **IF**
You behave _____ know the environmental impact of e-waste.
7 I'd prefer you not to buy a new phone and have your current one fixed. **RATHER**
I'd _____ a new phone and had your current one fixed.

Wrap it up

5 **Work in groups of four. Discuss if it is possible for young people to significantly reduce their digital carbon footprint. Why (not)?**

SETY LEKSYKALNE

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

1 _____
The politician tried to save ... by claiming she did not know anything about the fraud.
I had no idea that the ... of this antique clock was made of ivory.
The impending environmental crisis changed the ... of the Earth.

2 _____
The hospital suffered another power ... last night.
You should dab the ... with antiseptic before dressing it.
I got lost because I tried to take a short ... through the campus.

3 _____
... webinars causes minimal CO_2 emissions.
You look exhausted! Have you been ... ?
I think we're ... out of parsley. Can you get some on the way back, please?

4 _____
Excessive use of technology ... a number of concerns across the globe.
This charity ... funds for an animal shelter.
My neighbour ... turkeys and geese on his farm.

5 _____
It's ... to us what we do with this knowledge.
The IT room is ... those stairs.
Keep your use of video streaming ... . It'll help to reduce your digital carbon footprint.

Use of English – Extra Practice 12 ▶ p. 273

Zoom in

1 **Work in pairs. Do you wish any of the imaginary inventions below existed? Why (not)?**

1 a personal transport device allowing you to move about in the air
2 a device which would restore your youth and health while you sleep inside it
3 a device which shows your hypothetical future

Activate

2 **Read the task and the model answer. Find parts of the opinion essay which introduce opinions.**

Nowoczesne wynalazki, w odróżnieniu od tych z przeszłości, nie wychodzą naprzeciw prawdziwym potrzebom człowieka, a jedynie służą realizacji i zaspokajaniu zachcianek. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do ważnych wynalazków z przeszłości i przykładów współczesnych wynalazków.

MODEL ANSWER

We live in times of rapid technological development. Scientists employ technology to do more and more for us, however, I strongly believe that most new inventions do not respond to real human needs and are there just to satisfy our whims.

I am in favour of technological advancement and I believe that if it was not for technology, we would not have achieved what we have as human beings. Some of the greatest breakthroughs in the history of humankind occurred due to the invention of the printing press, aeroplanes and the Internet, to name but a few things. Without them we would not be able to disseminate knowledge on a massive scale, fly or communicate online.

However, it seems to me that we have become slaves to technology, and we apply it when it is not absolutely necessary. As a society we yearn to create a perfect world in which things are done for us so that we do not have to make much effort. One example could be a fridge which informs you how much milk you have left or a smart house where everything is Wi-Fi operated. We are thinking less and less, which may have disastrous results for the future functioning of our minds.

All in all, I am of the opinion that, while technology has, indeed, enhanced our lives greatly in the past, these days it is making us more and more lazy. We should learn to distinguish between a real need and a mere want or a whim!

Practise

3 **Work in pairs. Discuss your opinion on the issues mentioned in tasks A and B.**

ROZPRAWKA WYRAŻAJĄCA OPINIĘ

A Obejrzałeś/Obejrzałaś ostatnio program telewizyjny, który sugerował, że młodzi ludzie nie potrafią obejść się bez technologii. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do sposobów wykorzystywania technologii przez młodzież oraz konieczności dostosowania się do wymogów współczesnego świata.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 224

ROZPRAWKA WYRAŻAJĄCA OPINIĘ

B Inteligentne domy to budynki, w których instalacje i urządzenia sterowane są elektronicznie. Czy zamieszkanie w takim domu to dobry pomysł? Napisz **rozprawkę**, w której wyrazisz swoją opinię na ten temat, odnosząc się do wygody i bezpieczeństwa mieszkania w tego typu domu.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 224

4 **Match the sentences with tasks A and B in exercise 3. Do you agree with the sentences? Why (not)?**

1 I am afraid I agree that most young people would be lost without technology such as GPS as they hardly know how to use a map.
2 I consider living in a smart home a brilliant idea due to all the time-saving devices installed in it.
3 I must disagree with the claim that teenagers cannot function without technology. They are fully capable of commuting to school or doing the shopping without electronic devices.
4 I am positive that most teenagers would not survive without all the applications they have on their phones.
5 I cannot possibly envisage living in a smart home. What if there was a power cut or the Wi-Fi was not working? You would be simply powerless in such a situation.
6 It is about time all homes were smart. It would be convenient and comfortable to live in a place operated by a remote control.

5 **Choose one of the tasks in exercise 3 and write your essay. You may use the sentences from exercise 4 in your work.**

Wrap it up

6 **Work in pairs. What two inventions would you add to the list in exercise 1?**

MP3 101 VOCABULARY

Scientists / Ludzie nauki

Areas of science and scientists / Dziedziny nauki i naukowcy

anthropologist /ˌænθrəˈpɒlədʒɪst/ antropolog
anthropology /ˌænθrəˈpɒlədʒi/ antropologia
archaeological /ˌɑːkiəˈlɒdʒɪkəl/ archeologiczny
archaeologist /ˌɑːkiˈɒlədʒɪst/ archeolog
archaeology /ˌɑːkiˈɒlədʒi/ archeologia
astronomer /əˈstrɒnəmə/ astronom
astronomical /ˌæstrəˈnɒmɪkəl/ astronomiczny
astronomy /əˈstrɒnəmi/ astronomia
biotechnological /ˌbaɪəʊteknəˈlɒdʒɪkəl/ biotechnologiczny
biotechnologist /ˌbaɪəʊtekˈnɒlədʒɪst/ biotechnolog
biotechnology /ˌbaɪəʊtekˈnɒlədʒi/ biotechnologia
economics /ˌekəˈnɒmɪks/ ekonomia
economist /iˈkɒnəmɪst/ ekonomista
geneticist /dʒəˈnetɪsɪst/ genetyk
genetics /dʒəˈnetɪks/ genetyka
linguist /ˈlɪŋgwɪst/ językoznawca
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
meteorological /ˌmiːtiərəˈlɒdʒɪkəl/ meteorologiczny
meteorologist /ˌmiːtiəˈrɒlədʒɪst/ meteorolog
meteorology /ˌmiːtiəˈrɒlədʒi/ meteorologia
microbiologist /ˌmaɪkrəʊbaɪˈɒlədʒi/ mikrobiolog
microbiology /ˌmaɪkrəʊbaɪˈɒlədʒi/ mikrobiologia
oceanographer /ˌəʊʃəˈnɒgrəfə/ oceanograf
oceanography /ˌəʊʃəˈnɒgrəfi/ oceanografia
ornithologist /ˌɔːnɪˈθɒlədʒɪst/ ornitolog
ornithology /ˌɔːnɪˈθɒlədʒi/ ornitologia
sociological /ˌsəʊsiəˈlɒdʒɪkəl/ socjologiczny
sociologist /ˌsəʊʃiˈɒlədʒɪst/ socjolog
sociology /ˌsəʊʃiˈɒlədʒi/ socjologia
statistical /stəˈtɪstɪkəl/ statystyczny
statistician /ˌstætɪˈstɪʃən/ statystyk
statistics /stəˈtɪstɪks/ statystyka
veterinarian /ˌvetərɪˈneəriən/ weterynarz
veterinary medicine /ˌvetərənəri ˈmedəsən/ medycyna weterynaryjna
zoologist /zuˈɒlədʒɪst/ zoolog
zoology /zuˈɒlədʒi/ zoologia

Scientific terms / Terminologia naukowa

cell /sel/ komórka
chemical compound /ˌkemɪkəl ˈkɒmpaʊnd/ związek chemiczny
circumference /səˈkʌmfərəns/ obwód okręgu
current /ˈkʌrənt/ prąd
degrees /dɪˈgriːz/ stopnie
diameter /daɪˈæmɪtə/ średnica
element /ˈeləmənt/ pierwiastek
elementary particle /eliˌmentəri ˈpɑːtɪkəl/ cząstka elementarna
equation /iˈkweɪʒən/ równanie
formula /ˈfɔːmjələ/ wzór
fraction /ˈfrækʃən/ ułamek
motion /ˈməʊʃən/ ruch
periodic table /ˌpɪəriˌɒdɪk ˈteɪbəl/ układ okresowy pierwiastków
radius /ˈreɪdiəs/ promień
right angle /ˌraɪt ˈæŋgəl/ kąt prosty
solution /səˈluːʃən/ roztwór
sphere /sfɪə/ kula
test tube /ˈtest tjuːb/ probówka

MP3 102 Discoveries / Odkrycia naukowe

arrive at/come to/reach/draw a conclusion /əˌraɪv ət/ˌkʌm tʊ/ˌriːtʃ/ˌdrɔː ə kənˈkluːʒən/ dojść do wniosku
assert/make an assertion /əˈsɜːt/ˌmeɪk ən əˈsɜːʃən/ twierdzić
carry out/conduct scientific research /ˌkæri ˌaʊt / kənˌdʌkt ˌsaɪənˌtɪfɪk ˈriːsɜːtʃ/ prowadzić badania naukowe
compile statistics /kəmˌpaɪl stəˈtɪstɪks/ sporządzać statystyki
comply (with sth) /kəmˈplaɪ (wɪð)/ dostosować się do czegoś
confirm findings/hypotheses /kənˌfɜːm ˈfaɪndɪŋz/ haɪˈpɒθəsiːz/ potwierdzać wyniki/hipotezy
evaluate/falsify results /ɪˌvæljueɪt / ˌfɔːlsɪfaɪ rɪˈzʌlts/ oceniać/fałszować wyniki
formulate/put forward/refine/reject a hypothesis /ˌfɔːmjʊleɪt/pʊt ˌfɔːwəd/rɪˌfaɪn/rɪˌdʒekt ə haɪˈpɒθəsɪs/ sformułować/przedstawić/uściślić/odrzucić hipotezę
hasty/inescapable/inevitable conclusion /ˌheɪsti/ ɪnɪˌskeɪpəbəl/ɪnˌevɪtəbəl kənˈkluːʒən/ pospieszna/nieuchronna/oczywista konkluzja
jump/leap to conclusions /ˌdʒʌmp/ˌliːp tə kənˈkluːʒənz/ wyciągać pochopne wnioski
keep a record of sth /ˌkiːp ə ˈrekɔːd əv/ prowadzić zapis czegoś
make a major/significant breakthrough /ˌmeɪk ə ˌmeɪdʒə/sɪgˌnɪfɪkənt ˈbreɪkθruː/ dokonać znaczącego przełomu
obtain evidence to support sth /əbˌteɪn ˌevɪdəns tə səˈpɔːt/ zdobyć dowody na poparcie czegoś
pose questions /ˌpəʊz ˈkwestʃənz/ stawiać pytania
set up/carry out trials /ˌset ʌp/ˌkæri aʊt ˈtraɪəlz/ przeprowadzać badania
take out a patent /ˌteɪk aʊt ə ˈpætənt/ uzyskać patent

MP3 103 Inventions / Wynalazki

atomic bomb /əˌtɒmɪk ˈbɒm/ bomba atomowa
ballpoint pen /ˌbɔːlpɔɪnt ˈpen/ długopis
correction fluid /kəˈrekʃən fluːɪd/ korektor w płynie
food canning process /ˈfuːd ˌkænɪŋ ˌprəʊses/ proces konserwowania żywności
gunpowder /ˈgʌnˌpaʊdə/ proch strzelniczy
internal combustion engine /ɪnˌtɜːnəl kəmˈbʌstʃən ˌendʒɪn/ silnik spalinowy
Morse code /ˌmɔːs ˈkəʊd/ alfabet Morse'a
paraffin lamp (BrE)/kerosene lamp (AmE) /ˈpærəfɪn læmp/ˈkerəsiːn læmp/ lampa naftowa
printing press /ˈprɪntɪŋ pres/ prasa drukarska
safety pin /ˈseɪfti pɪn/ agrafka
sewing machine /ˈsəʊɪŋ məˌʃiːn/ maszyna do szycia
stainless steel /ˌsteɪnləs ˈstiːl/ stal nierdzewna
steam engine/locomotive /ˈstiːm ˌendʒɪn/ ˌləʊkəˈməʊtɪv/ parowóz
surveillance camera /səˈveɪləns ˌkæmərə/ kamera monitorująca
synthetic fibre /sɪnˌθetɪk ˈfaɪbə/ włókno syntetyczne
vacuum pump /ˈvækjʊəm pʌmp/ pompa próżniowa
wheelie luggage /ˈwiːli ˌlʌgɪdʒ/ walizka na kółkach

MP3 104 Operating technical devices and information & communication technologies; opportunities and threats / Korzystanie z urządzeń technicznych i technologii informacyjno-komunikacyjnych oraz szanse i zagrożenia z tym związane

Operating technical devices / Korzystanie z urządzeń technicznych

adapter/adaptor /əˈdæptə/ przejściówka
adjust /əˈdʒʌst/ regulować
assemble /əˈsembəl/ zmontować
earth (BrE)/ground (AmE) (n, v) /ɜːθ/graʊnd/ uziemienie; uziemić
extension lead (BrE)/cord (AmE) /ɪkˈstenʃən liːd/ kɔːd/ przedłużacz
follow safety/assembly/setup instructions /ˌfɒləʊ ˈseɪfti/əˈsembli/ˈsetʌp/ɪnˌstrʌkʃənz/ postępować zgodnie z instrukcją bezpieczeństwa/montażu/konfiguracji
insert/replace/dispose of batteries/the ink cartridge /ɪnˌsɜːt/ rɪˌpleɪs/dɪˌspəʊz əv ˈbætəriz/ðiˈ ɪŋk ˌkɑːtrɪdʒ/ włożyć/wymienić/wyrzucić baterie/pojemnik z tuszem
instruction/reference/user manual/guide /ɪnˈstrʌkʃən/ˈrefərəns/ˈjuːzə ˌmænjʊəl/gaɪd/ instrukcja obsługi
plug /plʌg/ wtyczka
return/restore sth to factory settings /rɪˌtɜːn/ rɪˌstɔː ˌsʌmθɪŋ tə ˌfæktri ˈsetɪŋz/ przywrócić czemuś ustawienia fabryczne
set up /ˌset ˈʌp/ skonfigurować
socket/power point/outlet /ˈsɒkɪt/ˈpaʊə pɔɪnt/ ˈaʊtlet/ gniazdko elektryczne

Computers and smartphones / Komputery i smartfony

back sth up to the cloud /ˌbæk ˌsʌmθɪŋ ˌʌp tə ðə ˈklaʊd/ zapisać kopię zapasową czegoś w chmurze
bookmark a site /ˌbʊkmɑːk ə ˈsaɪt/ dodać stronę do zakładek
boot (up)/reboot a PC /ˌbuːt (ʌp)/riːˌbuːt ə ˌpiːˈsiː/ uruchomić/zrestartować komputer
character /ˈkærɪktə/ znak (np. litera, cyfra)
compose a message /kəmˌpəʊz ə ˈmesɪdʒ/ zredagować wiadomość
confirm your password /kənˌfɜːm jə ˈpɑːsˌwɜːd/ potwierdzić hasło
customise your toolbar /ˌkʌstəmaɪz jə ˈtuːlˌbɑː/ dostosować pasek narzędzi
data usage /ˈdɑːtə ˌjuːsɪdʒ/ zużycie danych
dialogue box /ˈdaɪəlɒg bɒks/ okno dialogowe
enable two-factor authentication /ɪnˌeɪbəl ˌtuː ˌfæktə ɔːˌθentɪˈkeɪʃən/ włączyć uwierzytelnianie dwuetapowe
encrypt information /ɪnˌkrɪpt ˌɪnfəˈmeɪʃən/ szyfrować informacje
face/facial recognition /ˌfeɪs/ˌfeɪʃəl ˌrekəgˈnɪʃən/ rozpoznawanie twarzy
flag an email /ˌflæg ən ˈiːmeɪl/ oflagować wiadomość
high/low resolution /ˌhaɪ/ˌləʊ ˌrezəˈluːʃən/ wysoka/niska rozdzielczość
increase/decrease font size /ɪnˌkriːs/diːˌkriːs ˈfɒnt saɪz/ zwiększyć/zmniejszyć czcionkę
insert a table/diagram /ɪnˌsɜːt ə ˈteɪbəl/ ˈdaɪəgræm/ wstawić tabelę/schemat
install/uninstall apps /ɪnˌstɔːl/ʌnɪnˌstɔːl ˈæps/ instalować/odinstalowywać aplikacje
Internet provider /ˈɪntəˌnet prəˌvaɪdə/ dostawca Internetu
keyboard shortcuts /ˌkiːbɔːd ˈʃɔːtˌkʌts/ skróty klawiszowe
load /ləʊd/ wczytać, załadować się
massive storage capacity /ˌmæsɪv ˈstɔːrɪdʒ kəˌpæsəti/ ogromna pojemność pamięci
mute/unmute /mjuːt/ʌnˈmjuːt/ wyciszyć/wyłączyć wyciszenie
navigate a document/website /ˌnævɪgeɪt ə ˈdɒkjʊmənt/ˈweb,saɪt/ poruszać się po dokumencie/stronie internetowej
photo editing software /ˈfəʊtəʊ ˌedɪtɪŋ ˌsɒftweə/ oprogramowanie do edycji zdjęć
portrait/landscape orientation /ˈpɔːtrɪt/ ˈlændˌskeɪp ɔːriənˌteɪʃən/ orientacja pionowa/pozioma
predictive text /prɪˌdɪktɪv ˈtekst/ funkcja przewidywania wprowadzanego tekstu
screen lock /ˈskriːn lɒk/ blokada ekranu
scroll through/up/down /ˌskrəʊl ˈθruː/ˈʌp/ˈdaʊn/ przewinąć coś/w górę/w dół
spam filter /ˈspæm ˌfɪltə/ filtr antyspamowy
spreadsheet /ˈspredʃiːt/ arkusz kalkulacyjny
switch off data roaming /ˌswɪtʃ ɒf ˈdɑːtə ˌrəʊmɪŋ/ wyłączyć roaming danych
tempered glass screen protector /ˌtempəd ˌglɑːs ˈskriːn prəˌtektə/ szkło hartowane na ekran
text-to-speech feature /ˌtekst tə ˈspiːtʃ ˌfiːtʃə/ funkcja zamiany tekstu na mowę

The orange-highlighted words are practised in the vocabulary lesson.

touch up/edit photos /ˌtʌtʃ ʌp/ˌedɪt ˈfəʊtəʊz/ retuszować/edytować zdjęcia
upgrade/update /ˈʌpgreɪd/ˈʌpdeɪt/ aktualizacja
upgrade/update your phone /ʌpˌgreɪd/ʌpˌdeɪt jə ˈfəʊn/ zaktualizować telefon
upper/lower case letters /ˌʌpə/ˌləʊə keɪs ˈletəz/ wielkie/małe litery
virtual reality /ˌvɜːtʃʊəl riˈæləti/ rzeczywistość wirtualna
voice command /ˈvɔɪs kəˌmɑːnd/ komenda głosowa
word processing program/word processor /ˈwɜːd ˌprəʊsesɪŋ ˌprəʊgræm/ˈwɜːd ˌprəʊsesə/ edytor tekstów

Problems and failures / Problemy i usterki

access denied /ˌækses dɪˈnaɪd/ odmowa dostępu
battery leakage /ˈbætəri ˌliːkɪdʒ/ wyciek z baterii
blow a fuse /ˌbləʊ ə ˈfjuːz/ przepalić bezpiecznik
bounce back /ˌbaʊns ˈbæk/ odbić (o e-mailu)
depleted battery /dɪˌpliːtɪd ˈbætəri/ rozładowany akumulator
dismantle/take apart /dɪsˈmæntəl/ˌteɪk əˈpɑːt/ rozebrać
encounter/resolve unforeseen problems /ɪnˌkaʊntə/rɪˌzɒlv ʌnfɔːˌsiːn ˈprɒbləmz/ napotkać/rozwiązać nieprzewidziane problemy
error message /ˈerə ˌmesɪdʒ/ komunikat o błędzie
faulty /ˈfɔːlti/ uszkodzony
fire/safety/health hazard /ˈfaɪə/ˈseɪfti/ˈhelθ ˌhæzəd/ zagrożenie pożarowe/bezpieczeństwa/zdrowia
flicker /ˈflɪkə/ migać
freeze/crash /friːz/kræʃ/ zawiesić się
get the settings wrong /ˌget ðə ˈsetɪŋz rɒŋ/ wprowadzić złe ustawienia
have too many apps open /ˌhæv ˌtuː ˌmeni ˈæps ˌəʊpən/ mieć za dużo otwartych aplikacji
lose charge quickly /ˌluːz ˌtʃɑːdʒ ˈkwɪkli/ szybko się rozładowywać
make funny noises /ˌmeɪk ˌfʌni ˈnɔɪzɪz/ wydawać dziwne dźwięki
malfunction (n, v) /mælˈfʌŋkʃən/ awaria; źle działać
malware /ˈmælweə/ złośliwe oprogramowanie
out of service /ˌaʊt əv ˈsɜːvɪs/ wyłączony z eksploatacji
paper jam /ˈpeɪpə dʒæm/ zator papieru (w drukarce)
power outage/cut /ˈpaʊər ˌaʊtɪdʒ/kʌt/ przerwa w dostawie prądu
recover data /rɪˌkʌvə ˈdeɪtə/ odzyskać dane
short circuit /ˌʃɔːt ˈsɜːkɪt/ zwarcie
troubleshoot /ˈtrʌbəlˌʃuːt/ rozwiązywać problemy
weak/faint signal/no signal /ˌwiːk/ˌfeɪnt ˈsɪgnəl/ˌnəʊ ˈsɪgnəl/ słaby zasięg/brak zasięgu

Opportunities / Szanse

accelerate transactions /əkˌseləreɪt trænˈzækʃənz/ przyspieszyć transakcje
at your fingertips /ət jə ˈfɪŋgəˌtɪps/ na wyciągnięcie ręki
crowdfunding websites /ˈkraʊdfʌndɪŋ ˌwebsaɪts/ portale zbiórek pieniężnych
enhance/facilitate communication/interaction /ɪnˌhɑːns/fəˌsɪləteɪt kəˌmjuːnɪˈkeɪʃən/ˌɪntərˈækʃən/ usprawnić komunikację/interakcję
instant access to vast amounts of knowledge/resources /ˌɪnstənt ˌækses tə ˌvɑːst əˌmaʊnts əv ˈnɒlɪdʒ/rɪˈzɔːsɪz/ natychmiastowy dostęp do ogromnej ilości wiedzy/zasobów
open up opportunities /ˌəʊpən ˌʌp ˌɒpəˈtjuːnətiz/ otworzyć możliwości
underpin remote working /ʌndəˌpɪn rɪˌməʊt ˈwɜːkɪŋ/ wspierać, ułatwiać pracę zdalną

Threats / Zagrożenia

add additional layers of security /ˌæd əˌdɪʃənəl ˌleɪəz əv sɪˈkjʊərəti/ wprowadzić dodatkowe warstwy zabezpieczeń
addiction to social networking /əˌdɪkʃən tə ˌsəʊʃəl ˈnetˌwɜːkɪŋ/ uzależnienie od mediów społecznościowych
cold calling /ˌkəʊld ˈkɔːlɪŋ/ niechciane połączenia, telemarketing
con sb online /ˌkɒn ˌsʌmbədi ˈɒnlaɪn/ oszukać kogoś w sieci
cybersecurity risks /ˌsaɪbəsɪˈkjʊərəti rɪsks/ zagrożenia cyberbezpieczeństwa
cyberstalking/cyberbullying /ˈsaɪbəˌstɔːkɪŋ/ ˈsaɪbəˌbʊlɪɪŋ/ stalking/nękanie w sieci
danger of using shared networks /ˌdeɪndʒər əv ˌjuːzɪŋ ˌʃeəd ˈnetˌwɜːks/ niebezpieczeństwo korzystania z sieci współdzielonych
data breach /ˈdɑːtə briːtʃ/ naruszenie danych
digital election interference /ˌdɪdʒɪtəl ɪˈlekʃən ɪntəˌfɪərəns/ cyfrowa ingerencja w wybory
excessive screen time /ɪkˌsesɪv ˈskriːn taɪm/ nadmierny czas przed ekranem
exposure to inappropriate/harmful content /ɪkˌspəʊʒə tə ɪnəˌprəʊpriət/ˌhɑːmfəl ˈkɒntent/ narażenie na nieodpowiednie/szkodliwe treści
foster/encourage cheating /ˌfɒstə/ɪnˌkʌrɪdʒ ˈtʃiːtɪŋ/ sprzyjać/zachęcać do oszukiwania
fraud/scam /frɔːd/skæm/ oszustwo
fraudster/scammer /ˈfrɔːdstə/ˈskæmə/ oszust
gain remote access to sth /ˌgeɪn rɪˌməʊt ˈækses tə/ uzyskać zdalny dostęp do czegoś
hack a computer /ˌhæk ə kəmˈpjuːtə/ włamać się do komputera
identity fraud /aɪˈdentɪti frɔːd/ kradzież tożsamości
invasion of privacy/privacy violation /ɪnˌveɪʒən əv ˈprɪvəsi/ˈprɪvəsi vaɪəˌleɪʃən/ naruszenie prywatności
lose the art of conversation /ˌluːz ði ˌɑːt əv ˌkɒnvəˈseɪʃən/ utracić sztukę konwersacji
online piracy /ˌɒnlaɪn ˈpaɪrəsi/ piractwo internetowe
opportunities for plagiarism /ɒpəˈtjuːnətiz fə ˈpleɪdʒəˌrɪzəm/ możliwości plagiatu
phishing /ˈfɪʃɪŋ/ wyłudzanie informacji osobistych
poor posture /ˌpʊə ˈpɒstʃə/ nieprawidłowa postawa
track/monitor/spy /træk/ˈmɒnɪtə/spaɪ/ śledzić

MP3 105 Benefits and threats resulting from scientific and technological progress / Korzyści i zagrożenia wynikające z postępu naukowo-technicznego

Benefits / Korzyści

benefits outweigh the risks /ˌbenɪfɪts aʊtˌweɪ ðə ˈrɪsks/ korzyści przewyższają ryzyko
combat the (dire) consequences of climate change /ˌkɒmbæt ðə (ˌdaɪə) ˌkɒnsɪkwənsɪz əv ˈklaɪmət tʃeɪndʒ/ zwalczać (katastrofalne) skutki zmiany klimatu
deliver on a promise /dɪˌlɪvər ɒn ə ˈprɒmɪs/ dotrzymać obietnicy
deploy AI in education/finance/customer service /dɪˌplɔɪ eɪˌaɪ ɪn ˌedjʊˈkeɪʃən/ˈfaɪnænsˈkʌstəmə ˌsɜːvɪs/ wdrażać sztuczną inteligencję w szkolnictwie/finansach/obsłudze klienta
detect the early signs of a disease /dɪˌtekt ði ˌɜːli ˌsaɪnz əv ə dɪˈziːz/ wykryć wczesne objawy choroby
ensure /ɪnˈʃʊə/ zagwarantować, zadbać o coś
eradicate diseases /ɪˌrædɪkeɪt dɪˈziːzɪz/ eliminować choroby
facilitate transportation /fəˌsɪləteɪt ˌtrænspɔːˈteɪʃən/ ułatwić transport
improve international collaboration /ɪmˌpruːv ɪntəˌnæʃənəl kəˌlæbəˈreɪʃən/ usprawnić współpracę międzynarodową
increase efficiency/productivity /ɪnˌkriːs ɪˈfɪʃənsi/ˌprɒdʌkˈtɪvəti/ zwiększyć wydajność/produktywność
lengthen life expectancy /ˌleŋθən ˌlaɪf ɪkˈspektənsi/ wydłużyć oczekiwaną długość życia
means to provide sth /ˌmiːnz tə prəˈvaɪd/ sposób na dostarczenie czegoś
perform complex/cutting-edge surgical procedures /pəˌfɔːm ˌkɒmpleks/ˌkʌtɪŋ ˌedʒ ˌsɜːdʒɪkəl prəˈsiːdʒəz/ przeprowadzać złożone/nowatorskie zabiegi chirurgiczne
simplify/eliminate onerous tasks /ˌsɪmplɪfaɪ/ ɪˌlɪmɪneɪt ˌəʊnərəs ˈtɑːsks/ uprościć/wyeliminować uciążliwe zadania

Threats / Zagrożenia

avert/prevent a catastrophe /əˌvɜːt/prɪˌvent ə kəˈtæstrəfi/ zapobiec katastrofie
be a near catastrophe/disaster /bi ə ˌnɪə kəˈtæstrəfi/dɪˈzɑːstə/ być na krawędzi katastrofy
dependency/overreliance on technology/automation /dɪˌpendənsi/əʊvə rɪˌlaɪəns ɒn tekˈnɒlədʒi/ˌɔːtəˈmeɪʃən/ nadmierna zależność od technologii/automatyzacji
deplete natural resources /dɪˌpliːt ˌnætʃərəl rɪˈzɔːsɪz/ uszczuplać zasoby naturalne
digital carbon footprint /ˌdɪdʒətəl ˌkɑːbən ˈfʊtˌprɪnt/ cyfrowy ślad węglowy
existential threat to humanity /egzɪˌstenʃəl ˌθret tə hjuːˈmænəti/ egzystencjalne zagrożenie dla ludzkości
face an ethical dilemma /ˌfeɪs ən ˌeθɪkəl dɪˈlemə/ zmierzyć się z dylematem etycznym
lose your livelihood /ˌluːz jə ˈlaɪvlihʊd/ stracić środki do życia
poison the atmosphere /ˌpɔɪzən ði ˈætməsˌfɪə/ zatruwać atmosferę
pose incalculable risks/dangers /ˌpəʊz ɪnˌkælkjələbəl ˈrɪsks/ˈdeɪndʒəz/ stwarzać nieprzewidywalne zagrożenia
raise concerns /ˌreɪz kənˈsɜːnz/ budzić obawy
run away with sb /ˌrʌn əˈweɪ wɪθ ˌsʌmbədi/ wymykać się komuś spod kontroli
slow down further research /ˌsləʊ ˌdaʊn ˌfɜːðə ˈriːsɜːtʃ/ spowolnić dalsze badania
weapons of mass destruction /ˌwepənz əv ˌmæs dɪˈstrʌkʃən/ broń masowego rażenia

MP3 106 LISTENING

a cog in the machine /ə ˌkɒg ɪn ðə məˈʃiːn/ trybik w mechanizmie
be in your element /ˌbi ɪn jə ˈelɪmənt/ być w swoim żywiole
be in tune with sb/sth /ˌbi ɪn ˈtjuːn wɪθ/ współgrać, być w zgodzie z kimś/czymś
be light years ahead of sb/sth /bi ˌlaɪt jɪəz əˈhed əv/ wyprzedzać kogoś/coś o całą epokę
blind sb with science /ˌblaɪnd ˌsʌmbədi wɪθ ˈsaɪəns/ przytłoczyć kogoś terminologią naukową
groundbreaking theory /ˌgraʊndbreɪkɪŋ ˈθɪəri/ przełomowa teoria
trailblazer /ˈtreɪlˌbleɪzə/ pionier

MP3 107 READING

author sth /ˈɔːθə/ być autorem czegoś
change the face of sth /ˌtʃeɪndʒ ðə ˈfeɪs əv/ zmienić oblicze czegoś
credit sb with sth /ˈkredɪt ˌsʌmbədi wɪθ/ przypisywać komuś coś
explore profound ideas /ɪkˌsplɔː prəˌfaʊnd aɪˈdɪəz/ zgłębiać istotne idee
win accolades /ˌwɪn ˈækəleɪdz/ zdobyć dowody uznania

Listening

WYBÓR WIELOKROTNY

1 CD 2.29 **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.**

Text 1

1 Which is true about the book being reviewed?

A It illustrates why driverless cars will never become a reality.
B It helps people understand the technology behind driverless cars.
C It warns about certain dangers of driverless car technology.

Text 2

2 The purpose of the announcement is

A to advertise a part-time college course in IT.
B to find volunteers to participate in an IT course.
C to explain some common IT difficulties.

Text 3

3 Why does the presenter mention his secondary school?

A To show how early he developed artistic tendencies.
B To point out how different sides of the brain can control our skills.
C To give an example of how far education has progressed since then.
D To illustrate a difference in attitudes to brain function.

4 According to Harper Beckman, popular quizzes

A help clarify personality types.
B popularise a mistaken belief.
C profit from people's naivety.
D use the results to provide good advice.

5 Which of the following is stated in the interview as a fact not an opinion?

A Language functions are controlled by the left side of the brain.
B Skills in certain subjects require the involvement of both sides of the brain.
C Previous theories about how the brain works were over-generalised.
D Mathematical skills are stronger when two hemispheres are activated.

6 Harper gives Leonardo da Vinci as an example of someone

A who was exceptionally good at maths and a major inventor.
B who had both scientific and artistic hobbies, which was rare at that time.
C whose talents could help scientists solve medical problems today.
D who used information and experience from more than one field to excel.

ODPOWIEDZI NA PYTANIA

2 CD 2.29 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 Why did Speaker 1 find the thriller *Look Both Ways* scary?
2 What are the main focuses of the course organised by the Synergy College for older residents? Name two.
3 According to Harper Beckman, what used to be the traditional belief about different sides of the brain?
4 What example does Harper give of how both hemispheres of the brain work together?
5 What is unique about the cancer research project that Harper talks about?

Use of English

SETY LEKSYKALNE

3 **W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
When the young woman took the stage and started to ... the orchestra with grace and energy, the audience went still, gripped by the music.
Our new headmaster decided to ... a survey among the students of our school to find out more about our needs and expectations.
If you want to ... academic research, you need to be conscientious, humble and resilient, as it may take years to arrive at conclusive evidence.

2 _____
In order to operate any ... safely, it is essential to follow the manufacturer's instructions.
In the corridor next to the assembly hall there is a vending ... where you can buy some cold drinks and snacks.
I wish I knew how to use a sewing ... – I could repair and make my own clothes.

3 _____
The doctor decided to ... a number of tests on the runner-up when he fainted on the finish line.
If the buses don't ... on time here, we will miss our flight back home.
The team conceded a goal in the last ten minutes of the game after they had ... out of steam.

4 _____
Mum asked us to lay the ... and get ready for dinner.
It took me ages to learn the periodic ... – I'm not very good at learning things by heart.
You need to be really fast to play ... tennis.

5 _____
The deserted island is not accessible at ... tide.
If you want to use this image to make a poster, you need to print it at ... resolution.
Ms Jones was held in ... esteem by fellow teachers and students alike for having a vast knowledge of history, and for being fair and witty.

6 _____
Whether they like it or not, all companies will have to ... information technologies if they want to grow.
The skin on your hands is sensitive and dry – you need to ... this cream three times a day.
You need to ... for a visa if you want to go to China.

GRAMATYKALIZACJA

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

1 I wish you _____ (**tell / I**) maths test – I wouldn't have failed it.
2 I'd rather _____ (**you / not / use**) my memory stick as you can infect it with a virus.
3 Charlie behaves _____ (**if / he / be**) the prefect, but he is not – Shane is.
4 I wish my brother _____ (**stop / use / printer**) as he always leaves it with paper jammed in it.
5 Peter's computer _____ (**never / hack**) because it's not connected to the Internet.
6 I wish my younger brother _____ (**know / install**) apps safely on his phone – I wouldn't have to help him all the time.

TRANSFORMACJE ZDAŃ

5 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I'd prefer you to write an email rather than a message. **IF**
I'd _____ an email rather than a message.
2 It's midnight and my neighbour is still playing loud music! **STOP**
I wish _____ loud music as it's midnight already.
3 It's a pity you fell out with your cousin. **RATHER**
I'd _____ with your cousin.
4 Would you allow your classmate to cheat from you during an important exam if he asked you to? **SUPPOSE**
_____ to let him cheat from you during an important exam, would you agree?
5 'No, I did not restore your laptop to factory settings,' my brother said. **RESTORING**
My brother _____ laptop to factory settings.
6 Peter was fortunate that the teacher muted him, otherwise everyone would have heard his little brother monkeying around. **NOT**
If the teacher _____ Peter, everyone would have heard his little brother monkeying around.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 I'd prefer it _____ (*gdyby moi dalecy krewni spotykali*) together to celebrate family events more often.
2 I wish _____ (*szkoda, że nie zabrałem*) only hand baggage with me – I wouldn't have to wait at the baggage reclaim hall now.
3 It's _____ (*najwyższa pora, abyś zabrała się*) to work if you want to pass your finals with flying colours.
4 Are you feeling all right? You look _____ (*jakbyś miał*) to faint.
5 The longer Professor Neutron worked on his data, _____ (*tym bardziej był pewien*) that he was about to make a significant breakthrough.
6 This cashpoint must be out of order – I wasn't able to withdraw any money with _____ (*żadną z moich dwóch*) cards.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

7 Przeczytaj tekst. Uzupełnij każdą lukę (1–12) jednym wyrazem tak, aby powstała spójna i logiczna wypowiedź. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

It is **(1)** _____ time we addressed the question of whether AI can possess morality and free will, a complex issue that envisions a future where machines have evolved lightyears beyond their current capabilities. Although AI **(2)** _____ achieved significant breakthroughs in various fields, the notion of it attaining genuine morality and free will remains firmly in the realm of science fiction. Nevertheless, even **(3)** _____ its present stage, AI presents ethical dilemmas and raises concerns. The concept of machines making moral decisions, particularly in situations that could pose an existential threat **(4)** _____ humanity, is fraught with uncertainty. **(5)** _____ AI was about to make a decision whether to recommend a medical procedure, and it had access **(6)** _____ a vast amount of patient data. Would you trust that decision if it was related to your **(7)** _____ of kin? Giving AI these abilities could result **(8)** _____ unexpected problems and ethical dilemmas. It is crucial to **(9)** _____ sure AI follows human values and does not go against our fundamental beliefs. As we navigate this evolving landscape, the question of AI morality and free will continue to be a point of contention. Striking the right **(10)** _____ between harnessing AI's potential and safeguarding against the potential risks remains **(11)** _____ challenge we must confront in this era of rapid technological advancement. As Sam Harris, neuroscientist and philosopher said in his TED talk, 'we are in the process of building some sort of god. Now would **(12)** _____ a good time to make sure it's a god we can live with'.

13 ŚWIAT PRZYRODY

GET READY

Work in pairs. What environmental issues have you read about, heard about or discussed in the last few days?

Pogoda i klimat

1 **Match words from boxes A and B to form collocations. Then use the collocations to complete the sentences below.**

A

baking bitterly blistering dense fine heavy refreshing scattered

B

breeze cold downpour drizzle fog hot showers temperatures

1 Sometimes when it's _____, we open all the doors to try to let some cooler air in.
2 There were _____ forecast for this afternoon but luckily, we missed them.
3 At the beach there was a _____ which took the edge off the _____.
4 It was _____ this morning and my fingers were freezing.
5 When I walked the dog earlier, there was a _____, but nothing like the _____ we've had just now.
6 Driving in _____ worries me and I can get quite disorientated.

2 CD 2.30 **Complete the comments with the words in the box. Listen and check.**

biting brightens chilly gale hazy high humidity lifts muggy patchy picking plummet rumble soaring sunshine torrential unbearable unsettled well

My least favourite weather. What's yours?

OnlineOracle20 | 2h ago

Personally, I'm OK with **(1)** _____ **temperatures**, even when they **reach a (2)** _____ **of** forty degrees, as long as it isn't **(3)** _____.
If the **(4)** _____ is **high**, the weather can be **(5)** _____. I actually prefer it when it's a bit **on the (6)** _____ **side**, or when it **(7)** _____ up after a downpour, and there's some **(8)** _____ **sunshine** and a fresh smell in the air.

Vince_Vagabond | 1h ago

When the temperatures **(9)** _____ so that it's **(10)** _____ **below zero**, as long as I'm dressed for the weather, I don't mind. However, if there's also a **(11)** _____ **wind** or **(12)** _____ **rain**, I definitely stay inside! I don't like getting cold and drenched!

Miss2010 | 15min ago

I suppose I'm a bit contrary. I love being inside when there's a thunderstorm or **(13)** _____**-force winds**, listening to the odd **(14)** _____ **of thunder** or the wind **(15)** _____ **up** and rattling the roof tiles! What I can't stand is **wall-to-wall (16)** _____ and scorching temperatures. Boring.

BCSaul_fan | 2min ago

I'm OK with most weather, and living in the UK you learn to live with **(17)** _____ **weather**, but what I don't like is **(18)** _____ **fog**, particularly when travelling. One moment you can't see a thing, and the next it **(19)** _____ and you pick up speed. And then down it comes again. Frustrating.

3 **Work in pairs and answer the question from exercise 2.**

4 Complete the article with the correct words. Some letters have been given.

Weather and climate

People sometimes wonder about climate change. If global temperatures are rising, why do we get record-breaking **cold (1) sp**_____? It's down to the fact that weather and climate are different things. **Weather (2) co**_____ are short-term, related to changes in **(3) a**_____**c pressure**, events like **(4) p**_____**on, wind (5) v**_____**y** (its speed), thunderstorms, sudden drops in temperature, whether there's a **(6) s**_____**m** or a **(7) h**_____**ve**, whereas climate refers to overall changes over much longer periods – roughly thirty years. Of course, they are linked – climate is also related to amounts of **(8) r**_____**ll**, levels of **(9) hu**_____**y**, wind direction and temperatures, so in other words, you could say that climate is like an average of weather conditions over a long period, and also that a change in climate will bring about changes in **weather (10) pa**_____**s**. While there are several major types of climate, including **(11) tr**_____**l** and **(12) te**_____**e** for example, there are also places which experience unique **(13) mi**_____, where the general climatic conditions differ in some way from the rest of their region.

Pory roku

5 Choose the correct words to complete the sentences.

1 For many countries, climate change means that the ***outset*** / ***onset*** **of winter** and **summer** is getting earlier each year.
2 Celebrating the **winter** and **summer** ***solstices*** / ***equinox*** are traditions that go back a long way in many places.
3 Last year we experienced an ***African*** / ***Indian*** **summer**, which was great as the summer itself had been quite unsettled and cool.
4 It's the ***height*** / ***top*** **of summer** and warnings have been issued about keeping hydrated in the record-breaking temperatures.
5 Sometimes in the ***grave*** / ***dead*** of winter, when snow is lying all around, the silence is quite eerie.
6 The ***fall*** / ***hurricane*** **season** in the American Midwest brings in cooler temperatures, making the weather ideal for enjoying pumpkin patches and corn mazes.

Rośliny i zwierzęta

6 Put the words into the correct columns. Add two more words to each column.

ash bark beech birch bud bulb daffodil daisy lily maple oak pansy poppy thorn twig

Trees	Flowers	Parts of plants

7 Work in pairs. Choose a word from exercise 6 and describe it for your partner to guess.

8 Complete the gardening tips with the correct forms of the verbs in the box.

cut deadhead fertilise harvest prune pull shed sprout trim wilt

1 When sowing seeds, follow the seed packet instructions to help them _____ successfully.
2 To promote growth, _____ shrubs after they have finished flowering.
3 It's legal to _____ back your neighbour's overhanging branches, but nothing beyond your fence or boundary.
4 Cut flowers will _____ after a few days if they are left in direct sunshine.
5 Using compost will help _____ the soil and encourage new plants to grow.
6 If you _____ flowers this can encourage a second bloom.
7 Farmers need a period of dry weather to _____ crops.
8 _____ up weeds is a back-breaking but necessary garden task.
9 In addition to cutting the grass, you'll need to _____ the edges to maintain a neat lawn.
10 Planting evergreen trees means that the trees won't _____ their leaves and you won't have to rake them up.

9 Match the animals from box A with their types from box B. One animal matches two types. Name one more animal for each type.

A

ape bumblebee cattle falcon kangaroo toad turtle squirrel

B

amphibian bird of prey herbivores marsupial pollinator predator primate reptile rodent

10 Work in pairs. Give at least one example of an animal that has these body parts.

antlers beak claws feathers fin fur hooves mane muzzle paw scales spines whiskers

11 Give examples of animals that you associate with the actions from box A and the collective nouns from box B.

A

graze hatch hibernate hiss howl purr scurry squeak wag

B

flight flock herd litter murder pack parliament pride shoal swarm

Example:
A ***graze***: *cattle, sheep, goats, …*
B *a **flight** of birds*

Krajobraz

12 Complete the contribution to a webpage about different areas with the words in the box.

ancient bleak boggy features high landscapes mouth open plains rolling southernmost woodlands

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My Area

In my area, we have a range of different **geographical (1)** _____ and **ever-changing (2)** _____. I live quite **at the (3)** _____ **of a river**, just beyond the **flood (4)** _____, which can become very wet at **(5)** _____ **tide**. At the **(6)** _____ **point** of the coast is one of the oldest lighthouses in the UK. Only a couple of minutes away is a vast National Park. The types of terrain here are remarkable. There are **(7)** _____ **forests** adjacent to more recent **(8)** _____ – plantations of pines and spruce, and then you come across **(9)** _____ **hills** and **(10)** _____ **heathland** with **(11)** _____ **patches** and narrow streams and rivers. The landscape here can be **(12)** _____ in the winter, but lush in the summer. And there are many protected areas for nesting birds. It is very beautiful.

13 Write a short description of your own area with its geographical features. Use the text in exercise 12 as a model.

Zagrożenia i ochrona środowiska naturalnego

14 Complete the introduction to a talk with the correct words formed from the words in brackets.

It is vital that we get to grips with the catastrophic **(1)** _____ **(environment) problems** the world is facing. We are generally aware of the threats on our own doorsteps. We hear about the need to **eliminate carbon (2)** _____ **(emit)** as they are a significant **(3)** _____ **(pollute)** of the air that we breathe and a **(4)** _____ **(contribute) factor** to global warming. We also probably know about the increasing incidents of effluent spills, where raw **sewage** is **(5)** _____ **(charge)** into the sea, and about the toxic chemicals released into rivers by farming and industry. These **water (6)** _____ **(contaminate)** destroy sea life and cause health issues for humans. Perhaps we've heard of the closure of many **oil (7)** _____ **(refine)** and the building of more nuclear power stations. But do we know about the problems involved in the **(8)** _____ **(dispose)** of nuclear **waste**, or the damage that **(9)** _____ **(forest)** on the other side of the world is causing? Are we aware of the **(10)** _____ **(deplete) of natural resources** and the pressure that **(11)** _____ **(populate)** is putting on the planet? Well, that's the thrust of my talk today and we'll finish with some questions and answers.

15 CD 2.31 Unscramble the words to complete the posts. Listen and check.

Our rivers are suffering terribly. **(1) INDISATRUL ELUNTEFF** _____ combined with the effects of climate change means that fish are dying as a result of **(2) OXEYGN DRAVEPITION** _____. We need to fine the industries and farmers that pollute the rivers and **(3) IMPETMELN** _____ stricter **environmental regulations**.

One of my concerns is that **(4) INENDIGUOS** _____ **plants** and **animals**, those endemic to a particular region, are being threatened by **(5) INVAISEV PSESIEC** _____. In the UK, the native red squirrel was almost **(6) WEPID UTO** _____ by the introduction of the grey, and now just a few remain in protected areas. We need to protect more **(7) EDNEGANRED SIEPCES** _____ like this.

It is really good to see progress being made in the fight against climate change. The increase in **environmental (8) SISTUNIBALAITY** _____ and **investment in (9)** _____ **REENWALBE ENIGEERS** is encouraging. I also notice more and more **(10) BODEGLADIABER PICKAGANG** _____ in stores and deliveries. We're heading in the right direction.

Klęski żywiołowe i katastrofy ekologiczne

16 Complete the newspaper headlines with the words in the box.

breaches drought evacuated fallout
groundwater slick spill supply toll triggers

1 **VOLCANIC ERUPTION _____ EARTHQUAKE – HUNDREDS TRAPPED IN RUBBLE**
2 RIVER _____ SEA DEFENCES AFTER TORRENTIAL RAIN – MANY NOW HOMELESS
3 Factory explosion – contaminated _____ could enter water _____
4 **PROLONGED _____ BRINGS FAMINE AND STARVATION TO THOUSANDS – HUMAN _____ INCALCULABLE**
5 Collision at sea results in oil _____ – enormous oil _____ has devastating effect on marine life
6 **Radioactive _____ after leak at nuclear power station - whole towns _____**

17 Work in pairs. Discuss what details you might read about in the different articles from exercise 16.

Przestrzeń kosmiczna

18 Complete the blog with one word in each gap. The first letters have been given.

Jay's blog

Where I live, the sky at night is very clear – with minimal **light (1) p**_____. I like to sit outside and look up and see what I can make out. The **(2) p**_____ **of the moon** are fascinating, and if there's a **(3) f**_____ **moon** with no clouds, and you can see all of it as a complete circle, it's breathtaking. Sometimes I can see Venus or the other planets depending on the date and time, and occasionally the **International Space (4) S**_____ moves across the sky. I've also seen **(5) f**_____ **stars**, and once a quite incredible **meteor (6) s**_____. Of course, there are the satellites that have been **put into (7) o**_____ up there too, and although I can't see it, lots of space **(8) j**_____ floating around in **(9) o**_____ space. With the **(10) n**_____ **eye**, I can't see black holes or other astronomical phenomena, but we can nearly always see the **(11) M**_____ **Way** and certain **(12) c**_____, like Ursa Major (the Great Bear). You've probably guessed by now that I'm a bit of an astronomy fan, and I've travelled long distances in the past to see total and even **partial (13) e**_____. Have you seen anything interesting in your night sky? Let me know.

19 Work in pairs and discuss the questions.

1 Do you believe that manned space missions will reach Mars in your lifetime?
2 Would you like to go on a commercial space trip that reaches outer space? Why (not)?

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Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

20 CD 2.32 Listen to a conversation between two students and answer the questions.

1 What different aspects of the project are the two students working on?
2 What difficulty does the boy mention regarding the change from fossil fuels?
3 Why did the girl ask her family about oil spill disasters?
4 Why was she surprised at one of their answers?
5 What is the significance of the following numbers?
a 2010 b 1967 c 180 d 15,000
6 Why did Red Adair gain almost superhero status?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

21 Work in pairs. Take turns to describe the picture and then answer the questions.

1 How do you think the weather has affected daily life in this location?
2 What are your favourite types of weather? Why?
3 Tell us about a time when you experienced extreme weather conditions.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

Name two ways trees in the Amazon rainforest can help humanity. What is threatening these trees and what action can be taken to prevent or reverse this?

13 LISTENING

Zoom in

1 **Work in pairs and discuss the questions.**

1 How do you think humans have upset the balance in nature in recent decades?
2 How does your activity affect the global climate?
3 What do you think the best ways to educate people about environmental issues in today's world are?

Practise

WYBÓR WIELOKROTNY

2 CD 2.33 **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.**

Tekst 1.

1 Marie is
A a guide in the Eden Project.
B a high school student.
C a greenhouse worker.

Tekst 2.

2 Which of the following is stated in the dialogue as a fact, not an opinion?
A The documentary satisfies viewers expectations as well as other productions by Attenborough.
B The documentary expresses Attenborough's concerns more powerfully than previous ones.
C The documentary presents the views of different environmental scientists.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

3 According to the speaker, the development of farming
A made people aware of the changes in the environment.
B affected the balance of nature in Europe.
C caused the decrease in the population of both carnivores and herbivores.
D constantly increased in the last fifty years.

4 The speaker mentions wolves as an example of
A how the decline of one species affects others.
B the dangers carnivores pose to humans.
C predators that have to be controlled.
D a species that was affected by climate change.

5 Which of the following reflects the speaker's feelings?
A She is ashamed at how little man has done to repair the natural balance.
B She is frustrated about the lack of successes of the European Wilderness Network projects.
C She is confident that there is a promising future ahead for the wolf population.
D She is glad that people have realised the problems mankind has caused.

6 The purpose of the speaker's talk is to
A give some information about one of the projects led by the European Wilderness Network.
B detail the success stories of projects led by the European Wilderness Network.
C encourage discussion about the situation of wolves in Europe.
D explain why the climate change caused by humans is happening so rapidly.

CULTURE

Sir David Attenborough is a famous English broadcaster and natural historian. Now, in his late nineties, he has spent eight decades exploring and presenting documentaries about the natural world, most recently focusing on environmental problems and bringing the threats to public attention. His work is widely recognised and he has won many awards.

Fish for words

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

devastating pipe dream redress
self-regulatory unparalleled

1 In many parts of the world, banning the use of plastic bags is simply a _____.
2 The protesters urged local government to try to _____ the balance in nature.
3 Martha has a(n) _____ knowledge of local fauna and flora.
4 Unspoiled ecosystems are _____, which means they are able to control themselves.
5 The oil spill in the Mexican gulf had a(n) _____ effect on marine life.

Wrap it up

4 **Work in pairs and discuss the questions.**

1 If you could get involved in a green project, what would you choose? Why?
2 How has the countryside in your local area changed in recent years? Have these changes been positive?

Zoom in

1 ROZMOWA WSTĘPNA **Work in pairs. Discuss the questions.**

1 What season do you like the most? Why?
2 Would you like to live in a different climate zone? Why (not)?

Activate

2 **Read the sentences in the *Know your phrases* box and find all the adverbs used to show how we feel about different situations.**

KNOW YOUR PHRASES

- *Sadly, we had to cancel / call off the picnic / barbecue / school trip because they forecast snowstorms / gale-force winds / thick fog / torrential rains.*
- *While I was waiting for the bus, it started to rain heavily. Thankfully, I had an umbrella, so I didn't get wet.*
- *Suddenly / All of a sudden, the sky went black and a huge thunderstorm blew up.*
- *It was so windy / chilly / freezing / boiling that we had to stay inside the house.*
- *Unfortunately, the bad weather spoiled / ruined our plans to spend the day on the beach.*
- *It's just as well that we decided to hold the event in spite of / despite the downpour / high temperature because it was a lot of fun in the end.*
- *Luckily / Fortunately, it was only a shower, so we could carry on walking / we didn't have to put off the match.*

3 **Complete the task below.**

Powiedz, że:

1 deszczowa pogoda pokrzyżowała Wam plany na wycieczkę szkolną;
2 niestety było tak wietrznie, że trzeba było odwołać piknik szkolny;
3 niespodziewanie rozpadało się i musieliście przełożyć grilla na kolejny weekend;
4 pomimo mgły poszliście na spacer w góry;
5 gdyby nie ulewa, wycieczka byłaby udana;
6 nikt nie spodziewał się zamieci śnieżnej w środku listopada;
7 było tak upalnie, że nie dało się oddychać;
8 mimo że zapowiadano burzę z piorunami, to wcale nie padało i nie musieliście przenosić przyjęcia urodzinowego do środka.

Practise

ROZMOWA NA PODSTAWIE ILUSTRACJI

4 **Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Zanim wykonacie zadanie, zdecydujcie, które z wyrażeń z ramki *Know your phrases* wykorzystacie w swoich wypowiedziach.**

Uczeń A

1 What do you think will happen next?
2 How do different types of weather affect how you feel?
3 Describe the last time you had to change plans because of bad weather.

Uczeń B

1 Who do you think took this photograph and why?
2 Do you regularly check the weather forecast? Why (not)?
3 Describe the last time you had a terrible journey to school because of bad weather.

Speaking Bank ▶ p. 218

ROZMOWA Z ODGRYWANIEM ROLI

5 **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A. Wykonując zadanie, korzystajcie z wyrażeń z ramki *Know your phrases*.**

Uczeń A

Pracujesz jako wolontariusz/wolontariuszka w dziecięcym klubie sportowym. Z powodu złej pogody klub musi odwołać wyjście na odkryte lodowisko. Dzwonisz z tą informacją do anglojęzycznego rodzica jednego z dzieci (uczeń B). Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

przyczyny odwołania wyjścia na odkryte lodowisko

proponowane zajęcia alternatywne w tym dniu

odpowiedni strój na zajęcia alternatywne

nowy termin wyjścia na lodowisko

Uczeń B

Pochodzisz z Kanady. W czasie pobytu w Polsce Twoje dziecko uczęszcza na zajęcia do klubu sportowego. Odbierasz telefon od pracownika klubu (uczeń A). W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj o posiłek dla dzieci podczas zajęć,
- dowiedz się, kto będzie się zajmował dziećmi w trakcie alternatywnych zajęć,
- zaproponuj obiekt sportowy, który dzieci mogłyby odwiedzić podczas kolejnego wyjścia.

Speaking Bank ▶ p. 217

Wrap it up

6 **Work in pairs. Make a list of eight words describing the weather. Then ask each other to complete sentences like: *It was so foggy / windy / snowy that ...***

Speaking Set 13 ▶ p. 215

Zoom in

1 **Read the forum posts. Which one do you agree with? Why?**

The world does not stand still. There will always be change and some species will disappear and new ones arrive. We should let nature take its course.

We need to protect endangered species at all costs.

Practise

WYBÓR WIELOKROTNY I ZDANIA Z LUKAMI

2 **Przeczytaj dwa teksty na temat ochrony środowiska. Wykonaj zadania 1–8 zgodnie z poleceniami. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D. Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. Luki należy uzupełnić w języku angielskim.**

1 **Why do you think the writer calls polar bears the 'poster-species for climate change'?**
- **A** Because working with them is always dangerous.
- **B** Because the products that feature them are commercially successful.
- **C** Because they incite protectiveness in human beings.
- **D** Because their image as violent carnivores is repulsive.

2 **In the description of the job, the writer mentions**
- **A** the perks of the work.
- **B** the sequencing of tasks.
- **C** the reliance on technology.
- **D** the threats posed by the animals.

3 **In paragraph 3 the writer is**
- **A** explaining why focus of the job has changed since they started working.
- **B** highlighting a range of the effects of global warming across the planet.
- **C** enumerating the most serious threats from melting ice caps.
- **D** raising concerns over the seal population that the polar bears feed on.

4 **How does the writer feel at the end of the article?**
- **A** Optimistic about the long-term future of polar bears.
- **B** Fearful that humans will be attacked by the bears.
- **C** Distressed by the lack of a solution to the bears' troubles.
- **D** Regretful that he wasn't able to help the bears more.

Tekst 1.

They are the poster-species for climate change, and it is easy to say why. They are ferocious and yet everybody feels like reaching out and giving them a cuddle. They have become the inspiration for many central characters of cartoons, and their images have adorned whole ranges of clothing. Yet a hug with one of these incredible animals would be inadvisable as they are the biggest land-based carnivores on the planet and they could eat you for breakfast. I am talking about polar bears, and the reason I mention them is because I am lucky enough to have a job which allows me to get close to these wonderful creatures in their natural habitats at no (well, little) risk to my life. I am a wildlife biologist and I track polar bears for a living.

My life and work, like that of many others' in the Alaskan wilderness, revolves around the weather. It is such a difficult task to follow the animals' tracks on the ice and in the snow that the weather needs to be good, with bright sunshine. So I only work on sunny days – a big plus, even though it's bitterly cold. The working day usually begins by loading up a helicopter and searching for some tracks to follow. This can take hours, and involves a great deal of turning in circles and back tracking, which can be a little nauseating if you're not used to it. When we find a bear, we have to make sure that the ice that we land on is firm. Then we tranquilise the bear with a dart from a safe distance in order to carry out our checks. This step involves taking samples of blood, hair, and even teeth for analysis. As we interrupt the animal's peaceful life, keeping the invasiveness to a minimum is important.

When I started this job, the motivation for the research was to learn more about this predator. Now, sadly, the work I do is to check how severely they are being affected by climate change and how well or how badly they are adapting. This change of focus was brought about by the fact that global warming is causing glaciers, which these animals depend on for hunting seals, to melt. From a worldwide perspective, concern over melting glaciers is generally focused on the fact that this will cause sea levels to rise across the globe, resulting in coastal flooding. In the Arctic itself the effect is catastrophic. Polar bears are at the top of the Arctic food chain and the loss of such an important species will affect the whole ecosystem.

At the moment, there seems to be no answer to the survival problems of the polar bear. There are indications that the species might be able to struggle on into the next century, but for how long, in what numbers and at what cost to their relationship with humans and other animals no one knows. The outlook seems very bleak indeed. In spite of this, my job is to record the decline, and I shall continue to do so, with a heavy heart.

Tekst 2.

Looking for hidden treasures

It is an astounding fact but, of the vast oceans that cover our planet, more than 80% remain uncharted. It is quite possible that we know more about outer space than we do about the ocean depths. Just how is this possible? The answer is relatively straightforward. Exploring the ocean floor is perilous. As the bottom of the Mariana Trench is nearly seven miles deep, the pressure pushing down on a person's body at that depth is gigantic. Add to the pressure the problems of icy temperatures and near zero visibility, the ocean is an environment that is devastatingly challenging to explore. In addition, there is an unwillingness to send exploration teams into the unknown. What might be helpful here are the technologies developed for space exploration. The images of the oceans captured by satellites have already yielded significant information regarding, for example, the quantity of plankton. However, as James Cameron, film director and ocean enthusiast declared, it is absolutely vital to send people physically into the unknown depths so that they can experience the conditions and report back on their findings. According to Cameron, it is the telling of the story that engages others. What is more, as climate change and pollution is affecting the waters as well as the air, we need to know more about what is being destroyed and how this will affect our own survival. Could the oceans be hiding potential solutions to some of our problems? The only way to find out is to explore them, however challenging this may be.

5 At the bottom of the Mariana Trench it _____ see anything.
6 Scientists have used the images provided by satellites to _____ of plankton in the oceans.
7 According to James Cameron, it is crucial to gather the reports of people _____.
8 The title of the article refers to the _____ that might be found by exploring the ocean floor.

Fish for words

3 **Complete the sentences with the correct words from the texts in exercise 2. Some letters have been given.**

1 Studying the age of trees has **y_____d** significant information about climate change.
2 Sadly, the outlook for this species is **b_____k**.
3 As a global problem, climate change should be approached from a worldwide **p_____e**.
4 A **f_____s**, hungry polar bear was sniffing around the polar station, looking for leftovers in the rubbish.

Wrap it up

4 **Work in pairs. Is it more important to explore the ocean depths than outer space? Why (not)?**

1 **Work in pairs and read the poster. Would you be interested in sponsoring an animal? Why (not)?**

HELP US HELP THEM!
Save an injured or orphaned wild animal
Choose one of our sponsorship programmes, which start at only £10 a month.
Once you become our donor, you will receive a special certificate and regular updates about the animal's health. Just contact us in order to get a quote and a list of animals to choose from.

2 **Read the poster in exercise 1 again and decide which of the underlined words and phrases could be replaced by the conjunctions from the box below. There is one extra conjunction.**

that the minute the moment so as to
so that you can when

3 **Complete the sentences with the correct conjunctions. Use the Grammar Reference on pages 262–263 to help you. Then find the sentences in the text on page 180 and check your answers.**

1 It is _____ a difficult task to follow the animals' tracks on the ice and in the snow _____ the weather needs to be good, with bright sunshine.
2 I only work on sunny days – a big plus, _____ it's bitterly cold.
3 This can take hours, and involves a great deal of turning in circles and back tracking, _____ can be a little nauseating if you're not used to it.
4 Then, we tranquilise the bear with a dart from a safe distance _____ carry out our checks.
5 The outlook seems very bleak indeed. _____, my job is to record the decline, and I shall continue to do so, with a heavy heart.

4 **Read the *Grammar point* box and rewrite the example sentences using *although* or *despite*.**

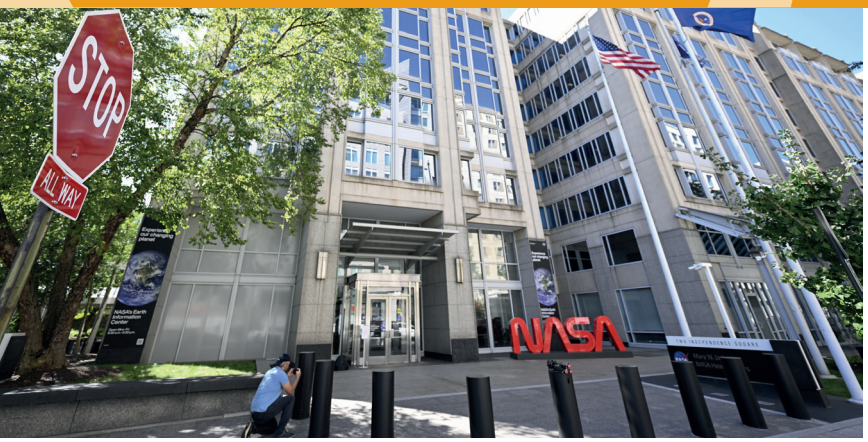
GRAMMAR POINT

There are different ways in which we can express contrast in English to replace *although* and *despite* clauses.
Much as I support environment protection groups, I don't approve of violence they sometimes use.
However hard we try, we can't stop all the effects of climate change.
No matter how high the costs were, they continued to sponsor their favourite hippo.

5 **Work in pairs. Find out online what animals can be virtually adopted in your nearest zoo. Prepare a poster that would encourage your classmates to adopt a chosen animal. Use different relative clauses.**

Grammar Reference and Practice ▶ pp. 262–263

13 USE OF ENGLISH



Zoom in

1 **Work in pairs and discuss the questions.**

1 Are you for or against space exploration? Why?
2 What are the risks and benefits of manned space missions?
3 What are the physical and emotional challenges of space exploration for an individual astronaut?

Practise

2 **Imagine you are training to be an astronaut. Complete the sentences with the relevant information. Would you like to be part of a space mission? Why (not)?**

1 Although the training _____
2 However hard _____
3 In spite _____
4 The course is so _____ that _____
5 By the time I _____
6 Once I _____

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

3 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem tak, aby powstała spójna i logiczna wypowiedź. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

With life on Earth at risk of extinction, more and more people question the idea of humans exploring the universe. **(1)** _____, they insist that the money invested in this area be spent on protecting our planet. Although it might be seen as a good idea, space exploration, say experts, isn't just **(2)** _____ discovering new places for fun. It aims to move science forward to serve us here on Earth. It was thanks to studying the solar system **(3)** _____ we learned much more about phenomena such as gravity, or the magnetosphere which helps block the effects of solar radiation. Also, what is often forgotten, many innovations are the **(4)** _____ of space exploration, including ceramic coatings in our kitchens, systems to purify the air, smoke detectors and scratch-resistant glass, to name but a few. Due to the unique conditions in space, scientists are able to test innovative materials **(5)** _____ may prevent bacterial growth as well as observe how the human body copes with long missions. Observing the astronauts after they return from space has led to some medical discoveries we all make use of, like anti-aging or osteoporosis treatments. **(6)** _____ everything into account, the pros outweigh the cons, which is what the general public should know so as not to be so critical. Knowing often means understanding.

TRANSFORMACJE ZDAŃ

4 **Uzupełnij zdania (1–8) tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Although the space mission wasn't entirely successful, the astronauts returned pleased with their efforts.
Despite _____ of their space mission, the astronauts returned pleased with their efforts.
2 Most people consider Elon Musk to be a great visionary who is going to make life on Mars possible.
Elon Musk _____ as a great visionary who is going to make life on Mars possible.
3 'Hasn't it been everyone's dream to fly into space one day?' thought Tom.
Tom wondered if everyone _____ into space one day.
4 The USA is about to send another mission into space.
The USA _____ of sending another mission into space.
5 They have launched a spacecraft in order to conduct a detailed study of Mars.
A spacecraft _____ as to conduct a detailed study of Mars.
6 Despite all the difficulties, I never gave up trying to become an astronaut.
However _____, I never gave up trying to become an astronaut.
7 Many community-based initiatives are being undertaken with the intention of raising people's environmental awareness.
Many community-based initiatives are being undertaken so _____ people's environmental awareness.
8 I understand why people want to explore outer space, but I'd like to see more investment in nature protection here on Earth.
Much _____ for which people want to explore outer space, I'd like to see more investment in nature protection here on Earth.

Wrap it up

5 **Work in groups of four. Do an online search of inventions which were created as a result of space exploration and list the eight most important ones. Compare your list with another group and select the top five you find the most useful. Justify your choices.**

Use of English – Extra Practice 13 ▶ p. 274

Zoom in

1 **Work in pairs. Take turns to describe the picture. Then write down two questions you could ask the people in the picture. What might their answers be?**

Activate

2 **Read the task and the model answer. List the things that happened during the protest and opinions the author mentions.**

Ostatnio coraz częstsze są protesty proekologiczne. Napisz artykuł, w którym opiszesz protest, w którym uczestniczyłeś/uczestniczyłaś, i wyrazisz swoją opinię na temat skuteczności tego typu manifestacji.

MODEL ANSWER

We want a future!

I am a typical teenager who has many dreams for the future. Unlike the older generations, however, my peers and I may not have the chance to make them happen. That is why we are calling for immediate action to save our planet. As a person dedicated to environmental protection, I always participate in pro-environmental protests. This time was no different.

Some of my friends had been planning a demonstration and had been looking for volunteers to help them organise it. I agreed immediately and last Thursday a group of over a thousand young people gathered in front of the factory responsible for most of the pollution in our area. We were all dressed in white to indicate that we demand a clean world. Some of us were carrying placards while others were using whistles to attract people's attention. At one point we sang a song that I had written for the event. We were so loud that the company spokesperson came out to talk to us in the end.

I believe that initiatives like this are always worth the effort. In our case, we were promised that the company would act to limit their contamination as part of their new pro-ecological policies. However, to my mind, the most crucial thing that can be achieved through such actions is encouraging other people to follow in our footsteps.

I think that attracting such a large following made us even more determined to fight for this good cause. The word *together* means so much more for me now!

Practise

3 **Read the tasks and the expressions below. Add five words and expressions to each box.**

ARTYKUŁ

A Ostatnio coraz więcej szkół organizuje wraz z uczniami różne akcje wspierające ochronę środowiska. Napisz **artykuł** opisujący akcję, w której uczestniczyłeś/uczestniczyłaś, i podziel się swoimi przemyśleniami na temat tego typu przedsięwzięć.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

Earth Day • pick up rubbish • big bin liners • World Cleanup Day • interview people in the street • hold a protest march • perform a stunt • heighten public awareness of • pay off • film a dedicated clip • make a lot of effort

ARTYKUŁ

B Młodzi ludzie coraz częściej niepokoją się o przyszłość naszej planety. Temu tematowi często są poświęcane debaty na forach internetowych. Napisz **artykuł**, w którym opiszesz jedną z takich debat i powiesz, do jakich działań wspierających środowisko ta debata Cię zainspirowała.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ▶ p. 225

heated discussion / debate • exchange views • have a say • argue about the best solutions • air your complaints • lots of original / workable ideas • convince me that • inspire

4 **Choose one of the topics in exercise 3 and write your article.**

Wrap it up

5 **Work in pairs. Discuss which of the following actions you would be prepared to do in order to save the planet: a) never fly on a plane, b) only use public transport, c) limit your use of the Internet.**

MP3 108 VOCABULARY

Weather and climate / Pogoda i klimat

a hailstorm/snowstorm blew up/broke / ə ˌheɪlstɔːm/ˌsnəʊstɔːm ˌbluː ˈʌp /ˈbrəʊk/ rozszalało się gradobicie/burza śnieżna
atmospheric pressure /ˌætməsˌferɪk ˈpreʃə/ ciśnienie atmosferyczne
baking hot/scorching /ˌbeɪkɪŋ ˈhɒt/ˈskɔːtʃɪŋ/ upalny
biting/high/howling/gale-force wind /ˌbaɪtɪŋ/ˌhaɪ/ˌhaʊlɪŋ/ˌgeɪl fɔːs ˈwɪnd/ przenikliwy/silny/wyjący/porywisty wiatr
bitterly cold /ˌbɪtəli ˈkəʊld/ przenikliwie zimny
black ice /ˌblæk ˈaɪs/ gołoledź
blistering/soaring temperatures /ˌblɪstərɪŋ/ˌsɔːrɪŋ ˈtemprɪtʃəz/ ekstremalnie wysokie temperatury
brighten up /ˌbraɪtən ˈʌp/ przejaśnić się
continental/temperate/tropical climate /ˌkɒntɪˌnentəl/ˌtempərət/ˌtrɒpɪkəl ˈklaɪmət/ klimat kontynentalny/umiarkowany/tropikalny
dense/patchy fog /ˌdens/ˌpætʃi ˈfɒg/ gęsta/rozsiana mgła
experience a cold/hot spell /ɪkˌspɪəriəns ə ˌkəʊld/ˌhɒt ˈspel/ doświadczyć fali zimna/upałów
extreme weather conditions /ɪkˌstriːm ˈweðə kənˌdɪʃənz/ ekstremalne warunki pogodowe
fine/light drizzle /ˌfaɪn/ˌlaɪt ˈdrɪzəl/ drobna/lekka mżawka
forecast (n, v) /ˈfɔːkɑːst/ prognoza; zapowiadać
hazy sunshine /ˌheɪzi ˈsʌnʃaɪn/ słońce za lekką mgłą
heatwave /ˈhiːtweɪv/ fala upałów
heavy downpour/torrential rain /ˌhevi ˈdaʊnpɔː/ təˌrenʃəl ˈreɪn/ silna ulewa
high humidity /ˌhaɪ hjuːˈmɪdəti/ wysoka wilgotność
lift /lɪft/ podnosić się (o mgle)
light/refreshing breeze /ˌlaɪt/rɪˌfreʃɪŋ ˈbriːz/ lekki/orzeźwiający wiaterek
microclimate /ˈmaɪkrəʊˌklaɪmət/ mikroklimat
muggy /ˈmʌgi/ parny, duszny
on the chilly side /ˌɒn ðə ˈtʃɪli saɪd/ chłodnawo
overcast (sky) /ˌəʊvəkɑːst (ˈskaɪ)/ zachmurzenie
pick up/die down /ˌpɪk ˈʌp/ˌdaɪ ˈdaʊn/ wzmagać się/słabnąć (o wietrze)
plummet /ˈplʌmɪt/ gwałtownie spadać
precipitation /prɪsɪpɪˈteɪʃən/ opady atmosferyczne
rainfall /ˈreɪnfɔːl/ opady deszczu
reach highs/a high of (40°C) /ˌriːtʃ ˈhaɪz/ə ˈhaɪ əv (ˌfɔːti dɪˌgriːz ˈselsiəs)/ osiągać rekordową wysokość (40°C)
record-breaking temperatures /ˌrekɔːd ˌbreɪkɪŋ ˈtemprətʃəz/ rekordowe temperatury
rumble of thunder /ˌrʌmbəl əv ˈθʌndə/ grzmot
scattered showers /ˌskætəd ˈʃaʊəz/ miejscowe opady deszczu
sleet /sliːt/ deszcz ze śniegiem
unbearable heat /ʌnˌbeərəbəl ˈhiːt/ skwar nie do zniesienia
unsettled weather /ʌnˌsetəld ˈweðə/ zmienna pogoda
wall-to-wall sunshine /ˌwɔːl tə ˌwɔːl ˈsʌnʃaɪn/ pełne słońce
weather patterns /ˈweðə ˌpætənz/ wzorce pogodowe
well below zero /ˌwel bɪˌləʊ ˈzɪərəʊ/ znacznie poniżej zera
wind velocity /ˈwɪnd vəˌlɒsəti/ prędkość wiatru

MP3 109 Seasons / Pory roku

dry/rainy/monsoon/hurricane season /ˈdraɪ/ ˈreɪni/mɒnˈsuːn/ˈhʌrɪkeɪn ˌsiːzən/ pora sucha/deszczowa/monsunowa/huraganowa
early spring /ˌɜːli ˈsprɪŋ/ przedwiośnie
fall (AmE) /fɔːl/ jesień
in high summer/in the height of summer /ɪn ˌhaɪ ˈsʌmə/ɪn ðə ˌhaɪt əv ˈsʌmə/ w pełni lata
in the dead of winter /ɪn ðə ˌded əv ˈwɪntə/ w środku zimy
Indian summer /ˌɪndiən ˈsʌmə/ babie lato, pogodna jesień
midwinter/midsummer /ˌmɪdˈwɪntə/ˌmɪdˈsʌmə/ środek zimy/lata
onset of winter/spring /ˌɒnset əv ˈwɪntə/ˈsprɪŋ/ nadejście zimy/wiosny
spring/autumnal equinox /ˌsprɪŋ/ɔːˌtʌmnəl ˈiːkwɪnɒks/ równonoc wiosenna/jesienna
summer/winter solstice /ˌsʌmə/ˌwɪntə ˈsɒlstɪs/ przesilenie letnie/zimowe

MP3 110 Plants and animals / Rośliny i zwierzęta

Plants / Rośliny

ash /æʃ/ jesion
beech /biːtʃ/ buk
birch /bɜːtʃ/ brzoza
coniferous/deciduous tree /kəˌnɪfərəs/dɪˌsɪdjuəs ˈtriː/ drzewo iglaste/liściaste
daffodil /ˈdæfədɪl/ żonkil
daisy /ˈdeɪzi/ stokrotka
evergreen plants /ˌevəgriːn ˈplants/ rośliny zimozielone
fern /fɜːn/ paproć
lily /ˈlɪli/ lilia
maple /ˈmeɪpəl/ klon
oak /əʊk/ dąb
pansy /ˈpænzi/ bratek
pine /paɪn/ sosna
poppy /ˈpɒpi/ mak
shrubs /ʃrʌbz/ krzewy
spruce /spruːs/ świerk
weeping willow /ˌwiːpɪŋ ˈwɪləʊ/ wierzba płacząca

Parts of plants / Części roślin

bark /bɑːk/ kora
bloom/blossom /bluːm/ˈblɒsəm/ kwiaty
branch /brɑːntʃ/ gałąź
bud /bʌd/ pączek
bulb /bʌlb/ cebulka
foliage /ˈfəʊliɪdʒ/ listowie, zieleń
shoot /ʃuːt/ pęd
stem /stem/ łodyga
thorn /θɔːn/ cierń
twig /twɪg/ gałązka

What plants do / Co robią rośliny

bloom/blossom /bluːm/ˈblɒsəm/ kwitnąć
germinate /ˈdʒɜːmɪneɪt/ kiełkować
ripen /ˈraɪpən/ dojrzewać
shed leaves / ʃed ˈliːvz/ zrzucać liście
sprawl /sprɔːl/ rozrastać się
sprout /spraʊt/ puszczać pędy
wilt/wither /wɪlt/ˈwɪðə/ więdnąć

Growing plants / Uprawa roślin

cultivate /ˈkʌltɪveɪt/ uprawiać
cut back/prune/trim /ˌkʌt ˈbæk/pruːn/trɪm/ przycinać
deadhead /ˈdedhed/ obrywać zwiędnięte kwiaty
fertilise the soil /ˌfɜːtəlaɪz ðə ˈsɔɪl/ nawozić glebę
harvest crops /ˌhɑːvɪst ˈkrɒps/ zbierać plony
have green fingers /ˌhæv ˌgriːn ˈfɪŋgəz/ mieć rękę do roślin
pull up weeds /ˌpʊl ʌp ˈwiːdz/ wyrywać chwasty
rake up leaves /ˌreɪk ʌp ˈliːvz/ grabić liście
sow seeds /ˌsəʊ ˈsiːdz/ wysiewać nasiona

Animals / Zwierzęta

amphibians /æmˈfɪbiənz/ płazy
ape /eɪp/ małpa człekokształtna
bald eagle /ˌbɔːld ˈiːgəl/ orzeł bielik
bird of prey /ˌbɜːd əv ˈpreɪ/ ptak drapieżny
bumblebee /ˈbʌmbəlbiː/ trzmiel
carnivore/herbivore /ˈkɑːnɪvɔː/ ˈhɜːbɪvɔː/ mięsożerca/roślinożerca
carnivorous/herbivorous /kɑːˈnɪvərəs/ hɜːˈbɪvərəs/ mięsożerny/roślinożerny
caterpillar /ˈkætəpɪlə/ gąsienica
cattle /ˈkætəl/ bydło
cockroach /ˈkɒkrəʊtʃ/ karaluch
crow /krəʊ/ wrona
domesticated /dəˈmestɪkeɪtɪd/ udomowiony
falcon /ˈfɔːlkən/ sokół
flea /fliː/ pchła
hedgehog /ˈhedʒhɒg/ jeż
in captivity/in the wild/on the loose /ɪn kæpˈtɪvəti/ɪn ðə ˈwaɪld/ɒn ðə ˈluːs/ w niewoli/w środowisku naturalnym/na wolności
marsupials /mɑːˈsuːpiəlz/ torbacze
mosquito /məˈskiːtəʊ/ komar
pigeon /ˈpɪdʒɪn/ gołąb
pollinator /ˈpɒləneɪtə/ zapylacz
predator /ˈpredətə/ drapieżnik
primates /ˈpraɪmeɪts/ naczelne
put down/euthanise a pet /ˌpʊt ˈdaʊn/ˈjuːθənaɪz ə pet/ poddać zwierzę eutanazji
reptiles /ˈreptaɪlz/ gady
rodents /ˈrəʊdənts/ gryzonie
sparrow /ˈspærəʊ/ wróbel
squirrel /ˈskwɪrəl/ wiewiórka
tick /tɪk/ kleszcz
toad /təʊd/ ropucha
turtle /ˈtɜːtəl/ żółw wodny

Parts of animals / Części ciała zwierząt

antlers /ˈæntləz/ poroże
beak /biːk/ dziób
claw /klɔː/ pazur
feather /ˈfeðə/ pióro
fin /fɪn/ płetwa
fur /fɜː/ futro
hoof/hooves /huːf/huːvz/ kopyto/kopyta
mane /meɪn/ grzywa
muzzle /ˈmʌzəl/ pysk
paw /pɔː/ łapa
scales /skeɪlz/ łuski
spines /spaɪnz/ kolce
whiskers /ˈwɪskəz/ wąsy

What animals do / Co robią zwierzęta

burrow /ˈbʌrəʊ/ kopać (nory, tunele)
graze /greɪz/ paść się
hatch /hætʃ/ wykluwać się
hibernate /ˈhaɪbəneɪt/ zapadać w sen zimowy
hiss /hɪs/ syczeć
howl /haʊl/ wyć
incubate /ˈɪŋkjubeɪt/ wysiadywać jaja
lick /lɪk/ lizać
nest /nest/ gniazdować
purr /pɜː/ mruczeć
scurry /ˈskʌri/ skrzeczeć
squeak /skwiːk/ piszczeć
wag its tail /ˌwæg ɪts ˈteɪl/ merdać ogonem
whine /waɪn/ skomleć

Groups of animals / Grupy zwierząt

flight of birds /ˌflaɪt əv ˈbɜːdz/ gromada, klucz ptaków
flock of birds/ducks/geese/sheep /ˌflɒk əv ˈbɜːdz/ ˈdʌks/ˈgiːs/ˈʃiːp/ stado ptaków/kaczek/gęsi/owiec
herd of cattle/deer /ˌhɜːd əv ˈkætəl/ˈdɪə/ stado bydła/jeleni
litter of puppies/kittens /ˌlɪtər əv ˈpʌpiz/ ˈkɪtənz/ miot szczeniąt/kociąt
murder of crows /ˌmɜːdər əv ˈkrəʊz/ stado wron
pack of wolves /ˌpæk əv ˈwʊlvz/ wataha wilków
parliament of owls /ˌpɑːləmənt əv ˈaʊlz/ stado sów
pride of lions /ˌpraɪd əv ˈlaɪənz/ stado lwów
shoal/school of fish /ˌʃəʊl/ˌskuːl əv ˈfɪʃ/ ławica ryb
swarm of insects /ˌswɔːm əv ˈɪnsekts/ rój owadów

MP3 111 Geographical features / Krajobraz

ancient forest /ˌeɪnʃənt ˈfɒrɪst/ starodrzew
bog/marsh/swamp /bɒg/mɑːʃ/swɒmp/ bagno
boggy patches /ˌbɒgi ˈpætʃɪz/ błotniste miejsca
canyon /ˈkænjən/ kanion
dam /dæm/ tama
dune /djuːn/ wydma
estuary /ˈestʃʊri/ ujście rzeki
ever-changing/bleak/lush landscape /ˌevə ˌtʃeɪndʒɪŋ/ˌbliːk/ˌlʌʃ ˈlændskeɪp/ stale zmieniający się/ponury/bujny krajobraz
flood plain /ˈflʌd pleɪn/ równina zalewowa
foothills /ˈfʊthɪlz/ pogórze
grasslands /ˈgrɑːslændz/ obszary trawiaste
high/low tide /ˌhaɪ/ˌləʊ ˈtaɪd/ przypływ/odpływ
meadow /ˈmedəʊ/ łąka
mountain range /ˈmaʊntɪn reɪndʒ/ pasmo górskie
open heathland /ˌəʊpən ˈhiːθlænd/ otwarte wrzosowisko
ravine /rəˈviːn/ wąwóz
reservoir /ˈrezəvwɑː/ zbiornik wodny
rolling hills /ˌrəʊlɪŋ ˈhɪlz/ pagórki, teren pagórkowaty
seabed /ˈsiːbed/ dno morskie
sheer cliffs /ˌʃɪə ˈklɪfs/ strome klify
wetlands /ˈwetləndz/ mokradła
wilderness /ˈwɪldənəs/ pustkowie, dzicz
woodlands /ˈwʊdləndz/ tereny leśne

Location / Położenie

above/below the surface /əˌbʌv/bɪˌləʊ ðə ˈsɜːfɪs/ nad/pod powierzchnią
adjacent to sth /əˈdʒeɪsənt tə/ w sąsiedztwie czegoś
at the mouth of the river /ət ðə ˌmaʊθ əv ðə ˈrɪvə/ u ujścia rzeki
deep in the woods/forest /ˌdiːp ɪn ðə ˈwʊdz/ ˈfɒrɪst/ głęboko w lesie
high in the mountains /ˌhaɪ ɪn ðə ˈmaʊntɪnz/ wysoko w górach
on the south/north coast /ɒn ðə ˌsaʊθ/ˌnɔːθ ˈkəʊst/ na południowym/północnym wybrzeżu
the southernmost/westernmost point of sth /ðə ˌsʌðənməʊst/ˌwestənməʊst ˈpɔɪnt əv/ najbardziej wysunięty na południe/zachód punkt czegoś
to the north/south of sth /tə ðə ˈnɔːθ/ˈsaʊθ əv/ na północ/południe od czegoś
upriver/downriver /ʌpˈrɪvə/daʊnˈrɪvə/ w górę / w dół rzeki

MP3 112 Environmental threats and protection / Zagrożenia i ochrona środowiska naturalnego

Threats / Zagrożenia

carbon dioxide emissions /ˌkɑːbən daɪˈɒksaɪd ɪˌmɪʃənz/ emisja dwutlenku węgla
catastrophic environmental problems /kætəˌstrɒfɪk ɪnˌvaɪrənˌmentəl ˈprɒbləmz/ tragiczne w skutkach problemy ze środowiskiem
contributing factor /kənˌtrɪbjuːtɪŋ ˈfæktə/ czynnik przyczyniający się do czegoś
damage/destroy wildlife habitat /ˌdæmɪdʒ/dɪˌstrɔɪ ˌwaɪldlaɪf ˈhæbɪtæt/ zniszczyć naturalne siedlisko
deforestation /diːˌfɒrɪˈsteɪʃən/ wylesianie
depletion of natural resources /dɪˌpliːʃən əv ˌnætʃərəl rɪˈsɔːsɪz/ wyczerpywanie się zasobów naturalnych
discharge/release/dump sewage/effluents /dɪsˌtʃɑːdʒ/rɪˌliːs/ˌdʌmp ˈsuːɪdʒ/ˈefluənts/ zrzucać ścieki
emit /ɪˈmɪt/ emitować
endangered species /ɪnˌdeɪndʒəd ˈspiːʃiːz/ zagrożony gatunek
endemic/indigenous/native species /enˌdemɪk/ ɪnˌdɪdʒɪnəs/ˌneɪtɪv ˈspiːʃiːz/ gatunek rodzimy
fossil fuels /ˈfɒsəl ˌfjuːəlz/ paliwa kopalne
industrial effluents /ɪnˌdʌstriəl ˈefluənts/ ścieki przemysłowe
intensive animal farming /ɪnˌtensɪv ˈænɪməl ˌfɑːmɪŋ/ intensywna hodowla zwierząt
invasive species /ɪnˌveɪsɪv ˈspiːʃiːz/ gatunek inwazyjny
landfill site /ˈlændfɪl saɪt/ wysypisko śmieci
oil refinery /ˈɔɪl rɪˌfaɪnərɪ/ rafineria ropy naftowej
oil slick /ˈɔɪl slɪk/ plama ropy
oil spillage/spill /ˈɔɪl ˌspɪlɪdʒ/spɪl/ wyciek ropy naftowej
overpopulation /ˌəʊvəpɒpjʊˈleɪʃən/ przeludnienie
oxygen deprivation /ˈɒksɪdʒən deprɪˌveɪʃən/ niedobór tlenu
pollutant/contaminant /pəˈluːtənt/ kənˈtæmɪnənt/ substancja zanieczyszczająca środowisko
pollute/contaminate /pəˈluːt/ kənˈtæmɪneɪt/ zanieczyścić, skazić
pollution/contamination /pəˈluːʃən/ kəntæmɪˈneɪʃən/ zanieczyszczenie, skażenie
uninhabitable /ˌʌnɪnˈhæbɪtəbəl/ niezdatny do zamieszkania
waste disposal /ˈweɪst dɪˌspəʊzəl/ wywóz odpadów
wipe sth out /ˌwaɪp ˈaʊt/ doprowadzić do wyginięcia czegoś

Protection / Ochrona

biodegradable packaging /ˌbaɪəʊdɪˌgreɪdəbəl ˈpækɪdʒɪŋ/ opakowania ulegające biodegradacji
carbon neutral /ˌkɑːbən ˈnjuːtrəl/ neutralny pod względem emisji dwutlenku węgla
eliminate/reduce carbon emissions /ɪˌlɪmɪneɪt/ rɪˌdjuːs ˈkɑːbən ɪˌmɪʃənz/ eliminować/redukować emisję dwutlenku węgla
encourage biodiversity /ɪnˌkʌrɪdʒ ˌbaɪəʊdaɪˈvɜːsəti/ wspierać bioróżnorodność
environmental sustainability /ɪnvaɪrənˌmentəl səsteɪnəˈbɪləti/ zrównoważony rozwój
implement stricter regulations /ˌɪmpləment ˌstrɪktə regjʊˈleɪʃənz/ wprowadzić surowsze przepisy
onshore/offshore wind farms/fields /ɒnˌʃɔː/ ɒfˌʃɔː ˈwɪnd fɑːmz/fiːldz/ lądowe/morskie farmy wiatrowe
phase sth out /ˌfeɪz ˈaʊt/ stopniowo coś wycofywać
reduce your carbon footprint /rɪˌdjuːs jə ˌkɑːbən ˈfʊtprɪnt/ zmniejszyć ślad węglowy
renewable energies /rɪˌnjuːəbəl ˈenədʒiz/ odnawialne źródła energii
sewage works/sewage farm (BrE)/sewage plant (AmE) /ˈsuːɪdʒ wɜːks/ˈsuːɪdʒ fɑːm/ˈsuːɪdʒ plænt/ oczyszczalnia ścieków
sewage treatment /ˈsuːɪdʒ ˌtriːtmənt/ oczyszczanie ścieków
switch to electric vehicles /ˌswɪtʃ tʊ ɪˌlektrɪk ˈviːɪkəlz/ przestawić się na pojazdy elektryczne
upcycle/recycle /ˈʌpsaɪkəl/riːˈsaɪkəl/ poddawać upcyklingowi/recyklingowi
wind turbine /ˌwɪnd ˈtɜːbaɪn/ turbina wiatrowa

MP3 113 Natural and environmental disasters / Klęski żywiołowe i katastrofy ekologiczne

breach sea defences /ˌbriːtʃ ˈsiː dɪˌfensɪz/ przełamać umocnienia nadmorskie
dormant volcano /ˌdɔːmənt vɒlˈkeɪnəʊ/ wulkan drzemiący
drought /draʊt/ susza
engulfed in flames /ɪnˌgʌlft ɪn ˈfleɪmz/ pochłonięty przez ogień
enter the water supply/groundwater /ˌentə ðə ˈwɔːtə səˌplaɪ/ˈgraʊndwɔːtə/ przedostać się do wód gruntowych/sieci wodociągowej
evacuate /ɪˈvækjueɪt/ ewakuować
evacuation /ɪˌvækjuˈeɪʃən/ ewakuacja
famine /ˈfæmɪn/ klęska głodu
incalculable human toll /ɪnˌkælkjələbəl ˌhjuːmən ˈtəʊl/ niezliczona liczba ofiar śmiertelnych
landslide /ˈlændslaɪd/ osuwisko
mitigate the impact /ˌmɪtɪgeɪt ðɪ ˈɪmpækt/ złagodzić skutki
radioactive fallout /ˌreɪdiəʊˌæktɪv ˈfɔːlaʊt/ opad radioaktywny
raging forest fires /ˌreɪdʒɪŋ ˈfɒrɪst ˌfaɪəz/ szalejące pożary lasów
starvation /stɑːˈveɪʃən/ śmierć głodowa
the river burst its banks /ðə ˌrɪvə ˌbɜːst ɪts ˈbæŋks/ rzeka wystąpiła z brzegów
trapped in the rubble /ˌtræpt ɪn ðə ˈrʌbəl/ uwięziony w gruzach
trigger an earthquake/earth tremors /ˌtrɪgə ən ˈɜːθkweɪk/ˈɜːθ ˌtremə z/ wywołać trzęsienie ziemi/wstrząsy sejsmiczne

MP3 114 The universe / Przestrzeń kosmiczna

black hole /ˌblæk ˈhəʊl/ czarna dziura
constellation /ˌkɒnstəˈleɪʃən/ konstelacja
first/last quarter /ˌfɜːst/ˌlɑːst ˈkwɔːtə/ pierwsza/ ostatnia kwadra Księżyca
full moon/new moon /ˌfʊl ˈmuːn/ˌnjuː ˈmuːn/ pełnia Księżyca/nów
ISS (International Space Station) /ˌaɪ es ˈes/ Międzynarodowa Stacja Kosmiczna
launch a rocket /ˌlɔːntʃ ə ˈrɒkɪt/ wystrzelić rakietę
lift off /ˌlɪft ˈɒf/ wystartować
lift-off /ˈlɪft ɒf/ start, wystrzelenie rakiety
light pollution /ˈlaɪt pəˌluːʃən/ zanieczyszczenie światłem
manned space mission /ˌmænd ˈspeɪs ˌmɪʃən/ załogowa misja kosmiczna
meteor shower /ˈmiːtiə ˌʃaʊə/ deszcz meteorów
moon phases /ˈmuːn ˌfeɪzɪz/ fazy Księżyca
orbit the Earth /ˌɔːbɪt ðɪ ˈɜːθ/ okrążać Ziemię
outer space /ˌaʊtə ˈspeɪs/ przestrzeń kosmiczna
partial/total eclipse /ˌpɑːʃəl/ˌtəʊtəl ɪˈklɪps/ częściowe/całkowite zaćmienie
put sth into orbit /ˌpʊt ˌsʌmθɪŋ ˌɪntʊ ˈɔːbɪt/ umieścić coś na orbicie
shooting/falling star /ˌʃuːtɪŋ/ˌfɔːlɪŋ ˈstɑː/ spadająca gwiazda
space junk /ˈspeɪs ˌdʒʌŋk/ śmieci kosmiczne
space shuttle /ˈspeɪs ˌʃʌtəl/ prom kosmiczny
the Milky Way /ðə ˌmɪlki ˈweɪ/ Droga Mleczna
the solar system /ðə ˈsəʊlə ˌsɪstəm/ Układ Słoneczny
with the naked eye /wɪð ðə ˌneɪkɪd ˈaɪ/ gołym okiem

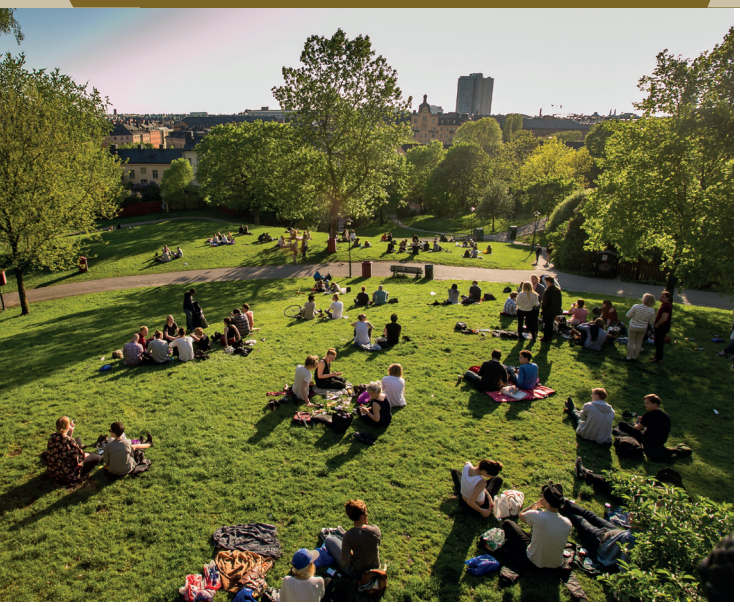
MP3 115 LISTENING

devastating /ˈdevəsteɪtɪŋ/ niszczycielski
pipe dream /ˈpaɪp driːm/ mrzonka
redress the balance /rɪˌdres ðə ˈbælənsˌ/ przywrócić równowagę
self-regulatory /ˌself regjəˈleɪtəri/ samoregulujący
unparalleled /ʌnˈpærəleld/ niezrównany, niespotykany

MP3 116 READING

bleak /bliːk/ marny, niewesoły
ferocious /fəˈrəʊʃəs/ dziki
from a worldwide perspective /frəm ə ˌwɜːldˌwaɪd pəˈspektɪv/ z ogólnoświatowej perspektywy
yield significant information /ˌjiːld sɪgˌnɪfɪkənt ɪnfəˈmeɪʃən/ dostarczać istotnych informacji

13 CUMULATIVE REVISION



Listening

DOBIERANIE

1 CD 2.34 **Usłyszysz dwukrotnie cztery wypowiedzi na temat parków miejskich i otwartych przestrzeni. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A their dissatisfaction with a response from the authorities.
B laziness on the part of the council in maintaining parks.
C a desire to see more investment in biodiversity in parks.
D an admiration for the protection of natural resources.
E their dismissiveness of other park users' reactions.

1	2	3	4

ODPOWIEDZI NA PYTANIA

2 CD 2.34 **Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–6. Na pytania należy odpowiedzieć w języku angielskim.**

1 What does Speaker 1 refer to as a 'trend'?
2 How do current park designs contribute to a health problem for Speaker 1?
3 Why does Speaker 2 prefer splash areas to fountains?
4 What might Speaker 2 be referring to when they mention 'anti-social behaviour'?
5 According to Speaker 3, what is the disadvantage of having pretty flowers and annual bedding?
6 What should Speaker 4 have done before he bought his apartment?

Use of English

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

3 **Uzupełnij każdą lukę jednym wyrazem.**

Language is fascinating, and one way it shows this is through the names we give to groups of animals. These names, like 'a **(1)** _____ of crows' or 'a school of **(2)** _____', not only make our conversations interesting, **(3)** _____ also have practical, historical, and sometimes artistic reasons.
First, these names can **(4)** _____ us important things about the group of animals. For example, 'a parliament of **(5)** _____' suggests that these birds are serious and thoughtful, while 'a **(6)** _____ of lions' illustrates the majestic and organised way in **(7)** _____ lions live together.
A long time ago, hunters used these names to talk about animals **(8)** _____ hunting. It made it easier for them to understand each **(9)** _____. Historically, many of these collective nouns, **(10)** _____ merged from medieval English and French hunting traditions, provided a shorthand **(11)** _____ hunters and falconers to communicate efficiently in the field.
For example, understanding the terminology helped distinguish groups of animals at **(12)** _____ distance, and aided in the organisation of hunting parties.
Furthermore, these names add a touch of colour and fun to our language, which is **(13)** _____ makes it more vibrant and expressive. They remind us of just **(14)** _____ rich our language truly is.
In summary, the various names for groups of animals enrich our language **(15)** _____ they help us comprehend animals more deeply, and they have historical roots, all **(16)** _____ which adds a touch of creativity to our conversations.

GRAMATYKALIZACJA

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

1 Wolves, lions and tigers are some of _____ (**territorial** / **animal**) on Earth, as they will mark, protect and defend their territories.
2 My next-door neighbour _____ (**cat** / **I** / **find**) in the local park last night was very grateful to me.
3 We are installing solar panels on our roof so _____ (**we** / **harness**) clean and renewable energy to power our home.
4 _____ (**spite** / **low**) price, the boots turned out to be comfortable and hard-wearing.
5 Our English teacher _____ (**refuse** / **switch**) electric car because he says there aren't enough charging stations yet.
6 The war-torn region is _____ (**brink** / **famine**) in spite of international efforts to deliver relief supplies.
7 _____ (**much** / **I** / **like**) to lose weight, maintaining a balanced and healthy lifestyle can be quite challenging at times.

SŁOWOTWÓRSTWO

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

The question of whether the climate one resides in impacts one's mood and character is a matter worth considering. Climate, with its hot summers, **(1)** _____ (**bitter**) cold winters, and oppressive **(2)** _____ (**humid**) levels, can indeed exert a profound influence.
In areas plagued by **(3)** _____ (**bear**) hot summers and scorching sun, people might slow down, stay indoors to escape the **(4)** _____ (**hot**) and develop a somewhat lethargic disposition. On the other hand, regions blessed with **(5)** _____ (**refresh**), temperate climates tend to foster more active, outdoor-oriented lifestyles, potentially making their residents feel **(6)** _____ (**happy**) than in hot areas. In regions with a more humid climate, where **(7)** _____ (**torrent**) rains are constant companions, dealing with **(8)** _____ (**predict**) weather patterns can make people tough and adaptable. Meanwhile, in places with long, cold winters, and **(9)** _____ (**howl**) winds, people might become more introspective and patient.
While climate is a matter of major **(10)** _____ (**important**), it is crucial to acknowledge that individual **(11)** _____ (**personal**) traits, cultural influences, and life experiences also play substantial roles in **(12)** _____ (**shape**) one's character and mood. So, it is a complex mix of things that make us who we are and how we feel about the weather.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Even _____ (*pomimo skwaru*), we went on a trip to the island to see a flock of endemic birds.
2 Look, this is the young writer _____ (*którego debiutancka książka*) has become a global success.
3 No _____ (*nieważne, jak bardzo się staram*), I just can't make these plants bloom – I guess I don't have green fingers.
4 If my cousin Florence _____ (*nie wtrącała się w moje*) life, I wouldn't have fallen out with her.
5 Light pollution _____ (*wierzy się, że ma*) harmful effects on night-time wildlife, disrupting their natural behaviours and ecosystems.
6 If Ben _____ (*nie zdradził poufnych informacji*) about his company to the media, he wouldn't have been fired.
7 _____ (*Powodem, dla którego tak wiele osób*) have chosen to travel by bike is probably due to its convenience.
8 _____ (*Im grubsze futro niedźwiedzia*), the warmer it stays in colder climates.
9 It's _____ (*najwyższy czas, abyśmy zainwestowali*) in renewable energy sources for a cleaner environment.
10 The volcanic eruption _____ (*która wywołała to trzęsienie ziemi*) occurred near a tectonic plate boundary.

TRANSFORMACJE ZDAŃ

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

1 It's a pity more people are not aware of the serious global issue of climate change and its potential consequences.
I _____ aware of the serious global issue of climate change and its potential consequences.
2 There was a power cut during the penalty shootout and I wasn't able to see how the match ended.
There was a power cut while _____ the penalty shootout and I wasn't able to see how the match ended.
3 Authorities in many urban areas are banning diesel cars to reduce air pollution.
Diesel cars _____ many urban areas to reduce air pollution.
4 The pilot had to make an emergency landing because of the fog.
The pilot had to make an emergency landing because it _____.
5 Look at this cat with beautiful fur – I wonder who it belongs to.
I wonder _____ it is – it has beautiful fur.
6 Although I admire the defending champion, I believe the underdog has a real chance of winning this year's competition.
Much _____ the defending champion, I believe the underdog has a real chance of winning this year's competition.
7 We didn't pay off the mortgage earlier, and that's why we have to pay higher interest rates now.
If we had paid off the mortgage earlier, we _____ higher interest rates now.
8 Louis Pasteur invented the vaccines for anthrax and rabies and also developed the process of pasteurisation.
Louis Pasteur, _____ include vaccines for anthrax and rabies, also developed the process of pasteurisation.

14 PAŃSTWO I SPOŁECZEŃSTWO

GET READY

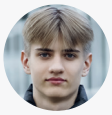
Work in pairs. Name five different reports of problems, including financial, political and criminal that have made the headlines over the last fortnight. Rank them in order of a) the number of people they affect and b) their seriousness.

Wydarzenia i zjawiska społeczne; problemy współczesnego świata

1 **Complete the blog with the adjectives in the box.**

alarming deprived dire equal illegal minimum
racial refugee rise rough soaring social squalid

THOUGHTS FOR TODAY



What concerns me right now is the **(1)** _____ **rate** at which **(2)** _____ **sleeping** is increasingly becoming the only option for many people. People who are **on the (3)** _____ **wage** are facing **(4)** _____ **inflation**, and the lack of **(5)** _____ **housing** leaves so many in such extreme poverty that they end up **living in (6)** _____ **conditions** or even homeless. It is unsurprising then that crime is **on the (7)** _____, too. Also, **(8)** _____ **immigration** and delays in granting **(9)** _____ **status** have contributed to the problem, with many homeless people facing **(10)** _____ **abuse** as well. The government has its work cut out addressing these issues. Its policy of levelling up, **bringing (11)** _____ **opportunities** to **(12)** _____ **areas** across the UK will take a long time to achieve. In the meantime, it's the charities which are bearing the burden of helping people **in (13)** _____ **need**.

Like Share Comment

2 **Complete the definitions with the correct words formed from the words in the box. There are two extra words.**

arson assassinate body bribe embezzle
forge identify launder man run

1 Stealing somebody's personal details to defraud them: _____ **theft**
2 Killing a person without premeditation or intent: _____
3 Assault causing severe injuries: **grievous** _____ **harm**
4 Creating fake documents, signatures or currency for profit: _____
5 A person who sets fire to a property: _____
6 Making 'dirty' money legal through a series of complex transactions: **money** _____
7 The murder of someone famous or important, often political: _____
8 Persuading people to do something by offering money: _____

3 Complete the sentences with the correct prepositions.

1 The judge **threw** ____ the convicted man's appeal.
2 The apartment across the street is ____ **surveillance**.
3 Some important evidence has **come** ____ **light**.
4 The arsonist won't **go** ____ for all the charges.
5 The politician has been ____ **house arrest** for a year.
6 The police can't **keep him** ____ **custody** for much longer.
7 The police have **ruled** ____ the taxi driver as a suspect.
8 The forger should be ____ **for parole** in a month.
9 The suspects have been **released** ____ **bail**.
10 A senior member of the police force has been accused of **being** ____ **the take**.

4 Add another clause to each sentence in exercise 3 starting 'because ...'.

5 CD 2.35 Complete the news report with the correct forms of the verbs in the box. Listen and check.

corroborate drop enter exonerate file follow
frame hold lift plant stand swab testify

The scandal around the arrest of a prominent politician for murder continues. After **(1)** ____ **a lead** that appeared to point to him as the culprit, he was **(2)** ____ **in custody** for several days and **(3)** ____ **for DNA**. However, his **fingerprints** didn't match those **(4)** ____ at the crime scene and his **alibi** was eventually **(5)** ____ by three people, which completely **(6)** ____ him. The police were forced to **(7)** ____ **the charges** against him. The politician is now **(8)** ____ **a lawsuit** for wrongful arrest and the **(9)** ____ **of evidence**, which he believes was an attempt to **(10)** ____ **him for the crime**. A second suspect was eventually charged with the crime and is **(11)** ____ **trial** at the moment. He has **(12)** ____ **a plea** of not guilty and with an interesting twist, the politician will be **(13)** ____ **in court for the defence**. Watch this space!

6 Match the words from boxes A and B to form compound nouns. Which of the compound nouns do sentences 1–6 refer to?

A
armed chemical civil counter last
peace shell tear war water

B
attack cannon forces gas resort
shock treaty veteran war warfare

1 It sets brother against brother.
2 Hospital treatment may be required for the eyes.
3 Other solutions have been tried and failed.
4 It is against international law.
5 It is signed by all parties involved.
6 They can offer training in many professions.

7 Choose the correct words to complete the blog post.

We **took (1)** ***place*** / ***part*** in a **peace (2)** ***confrontation*** / ***rally*** on Saturday to call for **hostilities** between the two countries to **(3)** ***cease*** / ***arrest***. They have been **on the (4)** ***edge*** / ***brink*** **of war** for the last month, and a **military (5)** ***activity*** / ***operation*** would **(6)** ***warn*** / ***threaten*** **the peace and stability** of the entire region and lead to an enormous **(7)** ***lack*** / ***loss*** **of life**. It seems unbelievable that **(8)** ***dispersing*** / ***waging*** **war** on another country is still happening in the 21st century. The police clearly expected a **(9)** ***breach*** / ***breakage*** **of the peace** and came equipped to **(10)** ***silence*** / ***quell*** **a riot**, but the whole march and meeting went off without any disturbances. **The crowds (11)** ***dispersed*** / ***disappeared*** quietly after listening to speeches by a number of politicians. Did anyone else protest in a different city?

Struktura państwa

8 Find one item in each group that does not belong.

1 **UK political parties:** Labour, Liberal Democrat, Republican, Conservative
2 **UK Parliament:** House of Commons, House of Lords, House of Representatives
3 **American politicians:** Senator, Congressman/ Congresswoman, Leader of the Opposition, Vice President
4 **Heads of state:** Monarch, Emperor, Prime Minister, President

Urzędy

9 Complete the sentences with the correct forms of the verbs in the box.

claim declare file grant meet
offer process propose ratify

1 People who haven't ____ **their tax returns** by the end of January will face hefty fines.
2 The government ____ **the trade agreement** between the two countries last Thursday.
3 Applicants need to ____ **a lot of criteria** before they are ____ **citizenship**.
4 Following the scandal, the Home Secretary ____ **her resignation** which was accepted.
5 My MP ____ **a motion** in the Commons calling for amendments to the new law on the construction of tower blocks.
6 South Sudan ____ **independence** in July 2011.
7 It currently takes a long time for the authorities to ____ **requests** for refugee status.
8 I received advice on how to ____ **a tax refund** and it was quite straightforward.

Organizacje społeczne i międzynarodowe

10 What do the following acronyms stand for?

NATO the UN the WHO UNESCO UNICEF

11 Complete the words in the survey questions. Then work in pairs and answer the questions.

1 Which **humani_____ causes** need to have their **pro_____ raised**?

2 Do you think it's possible to completely **era_____ poverty**? Why (not)?

3 Which **not-for-_____ organisation** do you most admire? Why?

4 Which **global threat** needs to be **add_____ as a matter of ur_____**? Why?

5 How effective would you say **celebrity endo_____** is in **shining a sp_____** on social issues?

6 Do you think there is still a need to **pr_____** cultural **understanding** around the world? Why?

7 Does **economic gr_____** benefit all sections of society? Why (not)?

Polityka

12 Complete the flyer from a local electoral candidate with the correct words. Some letters have been given.

Let me introduce myself. I'm Robert Stringer and I'm the **(1) s_____ng MP** for your **(2) c__st____e__y**, Marwood East. I shall be **(3) s_____ng for re-_l_____n** in the upcoming general election and I hope that when you come to **(4) c__t your v____**, I can rely on you to put the cross on the **(5) b_____ p____r** beside my name! My party **has (6) h_____ed all the p_____s** we made in our last manifesto and by **(7) s_____g another t___** in office we shall be able to **(8) im_____t** even further **r____rms**, which will benefit all the **(9) co_____t_____s** in this area. At the last election we **(10) over____ed the** large Conservative **m_____y** – as you know, this area has been a Conservative **(11) st_____ld** for several decades – and we hope to hold on to that. If you have not yet decided which way to vote, please read the rest of this flyer, which **(12) out_____s our main po_____s**. We are the party of the future. Please give us your support and ensure that we get a **(13) _____slide v__t__y** – the country is relying on you!

Gospodarka

13 Complete the advertisement with the words in the box.

bankruptcy debt downturn drop investment loans plummet recession share stock

Spire Financial

Investing is never a straightforward business. Whether you're thinking of **long-** or **short-term (1)** _____ to make your money work for you, it is important to get the advice of an independent financial adviser. Be aware that **investing in the (2)** _____ **market** involves risk, that the **(3)** _____ **prices** might **(4)** _____ **in value** or even **(5)** _____ as a result of a **(6)** _____ **in the economy**, which can take a country into **(7)** _____. Here, at Spire Financial, we can give that advice. We can also help with budgeting if you have **got into (8)** _____ and need to **pay off (9)** _____ and are perhaps even **facing (10)** _____. Contact us!

14 CD 2.36 Complete the dialogue with the correct words formed from the words in brackets. Listen and check.

Rex: Do you think this government will **increase public (1)** _____ **(spend)** while they're in office?

Gwyn: They have to, surely! The budget cuts that the last government brought in really affected local services, and as there has been a recent period of **(2)** _____ **(economy) growth** with increasing **consumer (3)** _____ **(confide)**, I'd say now is the time to do just that.

Rex: And with **(4)** _____ **(inflate)** coming down as we **come out of (5)** _____ **(recess)**, interest rates should be lowered soon, which will help everyone.

Gwyn: I hope so. The government must increase its **(6)** _____ **(expend)** and help revitalise health services in particular. I'm hoping that they'll also **lower the (7)** _____ **(hold)** for **(8)** _____ **(inherit) tax** and cut VAT too. We need some light at the end of the tunnel!

Rex: I agree, although maybe hoping for all those things is a little too optimistic!

Prawa człowieka

15 **Complete the exam questions with the words in the box. Then work in pairs and answer the questions.**

censorship correctness gender
privacy speech standards

Give examples of the following:

1 how _____ **of living** have dropped in the last ten years
2 recent _____ in books, films, or TV
3 advances in _____ equality
4 invasion of our right to _____
5 excessive **political** _____
6 limits on the **freedom of** _____

Religie i ideologie

16 **Choose the correct words to complete the blog entry. Then work in pairs and discuss the blogger's final question.**

Talking about religion?

While many people are religious, some **(1)** ***fantastically*** / ***fanatically*** so, and regularly attend their **places of (2)** ***worship*** / ***praying***, others **remain (3)** ***uncommon*** / ***indifferent*** **to religion** or even believe that having a form of **(4)** ***deity*** / ***authority*** is just a way of **filling a (5)** ***vacuum*** / ***void***. Whatever our beliefs, in a multi-cultural society we will encounter many different systems, therefore it is vital to **be (6)** ***agreeing*** / ***tolerant*** **of** what others **(7)** ***make*** / ***hold*** **sacred**. Some of us may not join **(8)** ***audiences*** / ***congregations*** to pray together but do it in our own ways. Some may believe quite simply in having a **moral (9)** ***compass*** / ***director*** to guide us through life and give us **(10)** ***beliefs*** / ***principles*** to **stick to**, moral codes derived from non-religious sources. We are all **(11)** ***allowed*** / ***entitled*** **to** our own religious beliefs and/or ideologies, but we must also be **(12)** ***respectful*** / ***courteous*** **of** others. Don't you agree?

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

17 CD 2.37 **Listen to the opening of a discussion on crime rates and answer the questions.**

1 What does the speaker mention as reasons why crime rates should have fallen?
2 Why does she feel that organised crime is such a difficult problem to tackle?
3 How does she think that police officers' knowledge about their area differed in the past from that today?
4 How could this knowledge possibly have helped lower crime rates at that time?
5 What alarming example does the speaker give of some people's experience of police reaction to a crime?
6 According to the speaker, what has tighter police budgets meant?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

18 **Work in pairs. Your class has made a short documentary video about social problems in your area, and you are going to post it on your school website. You have to choose a video still from the documentary to introduce it. Take turns to answer the questions.**

1 Look at the video stills below. Choose the one that seems more suitable and justify your choice.
2 Why have you rejected the other slide?

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.

What problems might writing poetry help people express?
How might poetry help the people who read or listen to it?

14 LISTENING

Zoom in

1 **Work in pairs. Match the political systems with their definitions. Which one describes the political system of the US?**

1 dictatorship
2 constitutional monarchy
3 federal republic

A a king or a queen is the head of state but the ability to make and pass legislation lies with an elected parliament

B one person or a small group of people make all the decisions without input from anyone else

C a central government makes decisions for a group of states, but the states remain independent in internal affairs

Practise

ZDANIA Z LUKAMI

2 CD 2.38 **Usłyszysz dwukrotnie wywiad na temat systemu politycznego w USA. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. Luki należy uzupełnić w języku angielskim.**

1 Lucy puts the confusion around the US political system down to its size and _____.
2 According to Lucy, the most important thing in the US political system is _____.
3 The Congress is responsible for _____ that will affect the whole country.
4 The purpose of the primary elections is for each of the two main parties to choose _____.

CULTURE

The United States is a constitutional federal republic. It means that the federal government shares power with the state governments. The Constitution is the fundamental law of the US federal system. Current US politics is shaped by two major political parties: the Democrats and the Republicans.

ODPOWIEDZI NA PYTANIA

3 CD 2.39 **Usłyszysz dwukrotnie rozmowę na temat bezdomności. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 What is Mark responsible for as a volunteer?
2 How could the government solve the problem of homelessness, according to Livia?
3 What are the two things Caroline and Livia are advised to do in order to help people experiencing homelessness?
4 Why does Livia mention respect and courtesy?
5 Why is Livia pessimistic about the government solving the problem of homelessness?

Fish for words

4 **Choose the correct words to complete the sentences.**

1 We will be experiencing climate problems caused by global warming **in the *potential* / *foreseeable* future**.
2 Sometimes the city council **gets a bad *press* / *report*** for introducing changes that are actually in the public interest.
3 It is often hard to **get our heads *about* / *round*** how the policies of various Polish parties differ.
4 Politicians are elected to ***match* / *tackle* major problems** and deliver social justice.
5 The mayor refused to ***commit* / *ensure* public money** to the renovation of the local skate park.
6 I've finally ***figured* / *put* out the difference** between dictatorship and tyranny.

5 **Work in pairs and discuss the topics in the box.**

• a school subject that you find rather puzzling • two matters that are in the hands of the city council • two reasons why all citizens should be granted the right to vote • a charity you would like to volunteer at • a situation in which you needed the assistance of your best friend • two burning issues that should be discussed by the school board •

Wrap it up

6 **Work in groups of four. How does the US political system differ from the political system in Poland? What, if anything, do you think either system could learn from the other?**

Zoom in

1 ROZMOWA WSTĘPNA **Work in pairs. Discuss the questions.**

1 Would you like to work for the police? Why (not)?
2 Is 18 the right age to get your driving licence? Why (not)?

2 **Work in pairs. Read the list of the most common traffic offences and the possible punishments for them. Answer the questions below.**

dangerous or careless driving drink driving
driving without insurance not wearing a seatbelt
speeding using a mobile phone while driving

community service driving ban fine
penalty points on your licence prison sentence

1 Which of these offences are the most serious? Why?
2 Which of them, in your opinion, most often contribute to car accidents in Poland?
3 Which of these penalties are the most effective? Why?

Activate

3 **Read the sentences in the *Know your phrases* box. Which of them express the idea of 'probability' or 'possibility'?**

KNOW YOUR PHRASES

- *As far as I'm concerned, the most suitable / appropriate / convincing poster is the one showing the young man behind the wheel.*
- *This poster strikes me as / seems to be the most effective for this type of campaign.*
- *The reason why I'd reject the other two is that they may not have any appeal to young people / are just words / don't show a powerful enough image / don't communicate the message clearly enough.*
- *This image is far / much more effective / convincing than the other one.*
- *Interesting as the image may look, I think it's unlikely to appeal to this age group.*
- *Not only is this poster visually unattractive, but also totally unconvincing in terms of the slogan.*
- *In my view, younger children may benefit more from the presentation on safe road crossing than on wearing a seatbelt.*
- *The topic which is more likely to attract children's attention is the one about riding a scooter and wearing a helmet.*
- *What we need is for the campaign to go viral / become food for thought.*

4 **Complete the task below.**

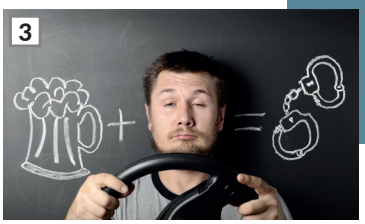
Powiedz, że:
1 jeżeli o Ciebie chodzi, to najbardziej przekonuje Cię pierwszy plakat, ponieważ ma jasny przekaz;
2 drugi plakat wydaje się najmniej odpowiedni w tej kampanii;
3 przyczyną, dla której odrzucasz ostatni plakat, jest to, że najprawdopodobniej nie przyciągnie uwagi młodych kierowców;
4 tym, co uczyniłoby kampanię promocyjną udaną, mogłoby być chwytliwe hasło i atrakcyjny materiał graficzny;
5 kampania reklamowa ma szansę na sukces tylko wtedy, gdy szybko rozprzestrzeni się w sieci;
6 każda kampania reklamowa powinna dawać do myślenia.

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

5 **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażeń z ramki Know your phrases.**

Przebywasz na wymianie szkolnej w Wielkiej Brytanii. Wraz z kolegami i koleżankami z klasy przygotowujesz akcję mającą poinformować mieszkańców miejscowości, w której znajduje się szkoła, o zagrożeniach związanych z jazdą samochodem po spożyciu alkoholu. Wybierasz ilustrację, która znajdzie się na plakatach informacyjnych.

- Wybierz tę ilustrację, która wydaje Ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1 What could make a campaign like this effective? Why?
2 Some people say that people under 25 are careless drivers. Would you agree? Why (not)?

Speaking Bank ▶ p. 219

Wrap it up

6 **Work in groups of four and find out who has and who'd like to have a driving licence. Discuss the features you'd like your car to have. Justify your answers.**

Speaking Set 14 ▶ p. 216

Zoom in

1 **Work in pairs. Look at the list of the most common crimes in Canada in 2019. Which of them are the most common in your area? How can people protect themselves against being the victims of these crimes?**

breaking and entering burglary pickpocketing
physical assault robbery vandalism
theft of motor vehicle or parts

2 **Work in pairs. Take turns to describe the picture above. What kind of crime might happen in the circumstances shown?**

Practise

UZUPEŁNIANIE STRESZCZENIA

3 **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu – w taki sposób, aby najprecyzyjniej oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

Rose Barrows is **(1)** _____ and stays at a hotel overnight before her next inspection to be relaxed at the start of the day. After a bad night's sleep because of eating too late in the evening, she goes without breakfast and, having checked out, looks at her smartphone in the reception area. On rising she realises that **(2)** _____ both her purse and phone from her jacket pocket. **(3)** _____ it is unlikely to produce results, Rose contacts the police and finally it hits her that she has been left with no means of paying for anything or **(4)** _____ after the inspection.

A VERY BAD MORNING

It was getting on. After a restless night, undoubtedly down to the mediocre hotel food eaten too late the previous evening, Rose had overslept. It was knowing that it was her own fault that made her grumpy. Had she only ignored the hunger pangs when she'd arrived, she'd have got an early night. Overnight stays were supposed to let her relax and put her in a bright mood before her school inspection visit. She needed to be alert to talk to students and staff about the school's work and to observe lessons. And she also needed to appear calm and not too forbidding in order to put both teachers and pupils at ease. It was quite a challenge, but Rose knew she did it well. That is unless she felt as she did this morning. Never before had she felt so fatigued and hassled. Little did she know that things were only going to get worse.

In the last hour she had rushed her packing, catching up with a few news stories from the TV while she cleared her room. It seemed that the local crime rate was rising rapidly. No surprises there. Then she skipped breakfast, checked out and sat down briefly with her phone to get directions to the school she was about to visit. The hotel lobby was busy, with guests rushing to get to their workplaces for the day, all wearing the same stressed expressions as Rose was.

Finally, she was ready to go. She made for the door with her wheelie suitcase. It was then that Rose felt that something was not quite right; something was off balance. She stopped and realised that it was her jacket pocket. It was too light. Her purse, usually weighed down with coins, cards and notes, was gone. And so was her phone.

Frantically, she checked all her pockets again and again. Time was ticking away. She jumped the queue at the reception desk, barging in front of a suited businessman. 'Has anyone handed in a green purse, and a phone?' she asked, her voice desperate.

'No, madam,' the receptionist replied.

Rose took a deep breath and faced reality. 'I think I've been pickpocketed. Here in this lobby. Just now. I need to report a crime. It's essential that I get this sorted out.'

In her heart she did know that it was pointless though. The police wouldn't launch an investigation into a pickpocketing incident. They wouldn't turn up to gather evidence or take witness statements. In all likelihood her phone and purse would never be seen again. The thief would get away with it. But she had to go through the motions; at least it would be on record and she'd be given a crime reference number, and it would officially explain her arriving late for the school inspection. Then her heart sank. How would she get home again? She had no money, no cards, no phone and her return train ticket had been in her purse. She couldn't even buy a strong coffee, which is what she really needed. For the first time in her life, Rose Barrows felt utterly lost.

Fish for words

4 **Complete the sentences with the words in the box.**

felt handed motions rate record reference ticking

1 John did not really want to report the offence, but he felt he had to **go through the** _____.
2 I've recently found a wallet with £200 in it and I _____ **it in** at the nearest police station.
3 If you've reported a crime to us, find out when to expect a crime _____ **number**.
4 I made an official complaint to the authorities because I wanted the appalling behaviour of the politician to **be on** _____.
5 Statistics show that the **crime** _____ in the city centre is going up rapidly.
6 **Time is** _____ away before the trial date and there is still no firm evidence to send the offender down.
7 On the first day in the new school Miriam _____ **utterly lost** so she decided to call her best friend during the first break.

5 **Find the words and phrases in the text on page 194 that match meanings 1–5. Choose three and write your own sentences.**

1 collect facts or physical signs that help to prove somebody is guilty of a crime (line 40)
2 in a very urgent way (line 29)
3 to start the process of trying to find out all the details or facts about a crime (line 39)
4 average or below average in quality, ability, or achievement (line 2)
5 dissatisfied and in a slightly angry mood (line 4)

Wrap it up

6 **Work in pairs. Imagine you are a witness and you saw what happened to Rose. Tell the police the story. Think about: (1) who you are, (2) what you were doing in the hotel, (3) what happened that morning, (4) what you did later. Share your story with the class.**

1 **Work in pairs and describe the video still above. Have you seen any episodes of the detective series it is from? Discuss the questions below.**

1 How do people usually get into crime series or mystery stories?
2 Why do you think crime shows and detective stories catch on with a diverse audience?
3 What do you believe makes a crime series or novel take off in terms of popularity?

2 **Study the Grammar Reference on page 264 and complete the sentences below with two words in each gap. Then look back at the text on page 194 and check your answers.**

1 _____ knowing that it was her own fault that made her grumpy.
2 _____ only ignored the hunger pangs when she'd arrived, she'd have got an early night.
3 _____ had she felt so fatigued and hassled.
4 _____ she know that things were only going to get worse.
5 In her heart, she _____ that it was pointless though.
6 She couldn't even buy a strong coffee, which _____ she really needed.

3 **Read the *Grammar point* box. Then check the Grammar Reference for other verbs and adjectives which can be used with the subjunctive mood. Use them to write three more pieces of advice for an aspiring crime writer.**

GRAMMAR POINT

I suggest you/he try writing a few short stories first.
It's essential that a compelling crime story be full of unexpected twists and turns.

4 **Work in pairs and choose a crime story you both like. Then use inversion, emphatic structures and the subjunctive to:**

- write a short blurb to introduce the plot
- say what it is that you like about it
- recommend it to other people

Pronunciation activity ▶ p. 279

Grammar Reference and Practice ▶ pp. 264–267

14 USE OF ENGLISH

Zoom in

1 **Complete the questions with the correct prepositions. Then work in pairs and discuss the questions.**

1 What do you do when you stand up _____ someone? Can you give an example of a situation like this?
2 Why do people resort _____ violence? Is it sometimes justified?
3 Which groups of people are often discriminated _____? Do you know anyone who has fallen victim _____ prejudice?
4 Should there be any punishment for people who show disregard _____ other people's religious beliefs? Why (not)?

Practise

WYBÓR WIELOKROTNY

2 **Przeczytaj zdania. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Zakreśl jedną z liter: A, B, C albo D.**

1 Racism includes harassment, humiliation, violent and intimidating behaviour, but also _____ someone names or cracking offensive jokes.
A giving **B** calling
C making **D** naming

2 Racism can also be seen in people's attitudes. Someone may look _____ on people of other ethnic origins and treat them as inferior.
A up **B** at **C** down **D** for

3 _____ should racism be socially unacceptable, it should also be severely punished.
A However **B** Unfortunately
C Not only **D** What's worse

4 In many countries the governments promote anti-racist campaigns like *Support-Record-Report*, in which citizens are encouraged to _____ to racist abuse in public places and online.
A rise **B** resort
C resent **D** respond

5 A campaign which has really _____ in Australia is called *Racism. It Stops With Me*. It was inspired by the Black Lives Matter protests and has gained in popularity over recent years.
A got over **B** brought about
C come out **D** taken off

GRAMATYKALIZACJA

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

1 _____ (***be*** / ***racism***) became the main topic of their discussion after the conference, not gender equality.
2 So _____ (***powerful*** / ***be*** / ***speech***) that the crowd started applauding vigorously.
3 It's high time _____ (***we*** / ***stand***) people whose rights are violated.
4 The protest _____ (***be*** / ***bind***) get out of control from the very moment it started.
5 _____ (***we*** / ***need*** / ***be***) more cooperation instead of competition between nations.
6 _____ (***hardly*** / ***enter***) the house when I realised there had been a break-in.
7 Only when we start respecting each other's needs will _____ (***world*** / ***make***) a better place.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 The plot of *Line of Duty* is so complicated that I _____ (*nie mogę nadążyć*) with it.
2 _____ (*To właśnie Andrew*) introduced me to the world of Danish crime stories.
3 _____ (*Co wyróżnia się*) the most to me about *The Bridge* is the exceptional main character.
4 Little _____ (*wiedzieliśmy*) that people in this country were so intolerant of racial minorities.
5 The informant warned MI5 that the terrorists were _____ (*prawdopodobnie przeprowadzą*) another attack the following week.
6 Not until the gangster was sentenced to prison _____ (*jego ofiary poczuły się bezpiecznie*).
7 Never _____ (*nie widziałam*) so many people protesting against injustice before.

Wrap it up

5 **Work in groups of three and discuss how far you agree with the following statements.**

1 What is notable about young people nowadays is their being too self-absorbed to care about other people's problems.
2 There'll never be real equality in society. It's not in everyone's interest to narrow the gap between the rich and the poor.

Use of English – Extra Practice 02 ▶ p. 274

Zoom in

1 **Work in pairs. Discuss the idea of *cultural diversity*. What is it? How does it manifest itself in a community or society?**

Activate

2 **Read the task and the model answer. Find all the linking words and expressions in the text.**

Przeczytałeś/Przeczytałaś artykuł poruszający kwestię integracji osób należących do różnych kultur w Twoim kraju. Napisz list do redakcji, w którym przedstawisz swoją opinię na temat integracji międzykulturowej oraz przedstawisz znany Ci szkolny projekt dotyczący tej kwestii.

MODEL ANSWER

Dear Sir/Madam,

I am writing in response to the article published in the online edition of your newspaper. I would like to present my opinion on the issue of intercultural integration.

These days, large numbers of people travel the world in search of safety, financial stability or employment. As a result, our communities are becoming more diverse ethnically and culturally. What we cannot ignore is that, while increasing diversity can positively affect society, it can also create tension. It is therefore my strong belief that we need to raise awareness of cultural differences and work closely as local governments, non-profit organisations and individuals to make it easier for people to understand each other's cultural and ethnic backgrounds.

One example of a great initiative working to achieve this goal is my school's *Different Is Cool* project. We were encouraged to find young people representing different cultures who live in our area and invite them to a school fair. To begin with, we were quite apprehensive, but in the end it proved to be a very rewarding experience. Thanks to meeting people from different backgrounds, we gained an insight into their way of living. In this regard, we were able to create connections which will hopefully make our neighbourhood a better place.

I hope that many young people share my opinion on the need to promote greater intercultural awareness because only by trying to better understand each other will we be able to create strong societies.

Yours faithfully,

XYZ

Practise

3 **Read the tasks. Which one seems more interesting for you? Why? What arguments would you use when doing each of the tasks?**

LIST FORMALNY

A Podczas pobytu w jednym z dużych miast europejskich uczestniczyłeś/uczestniczyłaś w Dniach Kultur Europejskich. Taką samą imprezę chciałbyś/chciałabyś zorganizować w Twojej miejscowości. Napisz do władz lokalnych **list**, w którym opiszesz tę imprezę i uzasadnisz, dlaczego chcesz zorganizować podobne wydarzenie w Twojej miejscowości.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 226

LIST FORMALNY

B Napisz do władz lokalnych **list**, w którym zwrócisz się z apelem o zorganizowanie zbiórki na rzecz świetlicy dla dzieci z rodzin mniejszości narodowych, zamieszkujących Twoją miejscowość. W liście uzasadnij swoją prośbę oraz zaproponuj, jak Twoja szkoła mogłaby pomóc w przeprowadzeniu zbiórki.

*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Writing Bank ▶ p. 226

4 **Complete the sentences so that they could be used when answering the tasks in exercise 3.**

1 I truly believe that such an event _____.
2 What I enjoyed the most about the festival was _____.
3 The thing I was very keen on was _____.
4 Not only was the festival useful _____.
5 It is the human solidarity which _____.
6 Taking care of people in need is _____.

5 **Choose one of the tasks in exercise 3 and write your letter. You may use the expressions from exercise 4 in your work.**

Wrap it up

6 **Work in pairs. Find out what ethnic minorities live in your area. What do you know about them?**

MP3 117 VOCABULARY

Social events and phenomena; problems of the modern world / Wydarzenia i zjawiska społeczne; problemy współczesnego świata

Social problems / Problemy społeczne

alarming rate /əˌlɑːmɪŋ ˈreɪt/ zastraszające tempo
be in dire need /bi ɪn ˌdaɪə ˈniːd/ pilnie czegoś potrzebować
be on the minimum wage /ˌbi ɒn ðə ˌmɪnɪməm ˈweɪdʒ/ zarabiać najniższą krajową
be on the rise /ˌbi on ðə ˈraɪz/ wzrastać
bear the burden of sth /ˌbeə ðə ˈbɜːdən əv/ dźwigać ciężar czegoś
bring equal opportunities to sb /ˌbrɪŋ ˌiːkwəl ɒpəˈtjuːnətiz tə/ zapewnić komuś równe szanse
deprived areas /dɪˌpraɪvd ˈeərɪəz/ ubogie rejony
discriminate against sb /dɪˈskrɪməneɪt əˌgenst/ dyskryminować kogoś
ethnic/racial prejudice (against sb) /ˌeθnɪk/ˌreɪʃəl ˈpredʒədɪs (əˌgenst)/ uprzedzenia etniczne/rasowe (wobec kogoś)
fall victim to sth /ˌfɔːl ˈvɪktɪm tə/ paść ofiarą czegoś
human trafficking /ˌhjuːmən ˈtræfɪkɪŋ/ handel ludźmi
illegal immigration /ɪˌliːgəl ɪmɪˈgreɪʃən/ nielegalna imigracja
illiteracy /ɪˈlɪtərəsi/ analfabetyzm
level sth up /ˌlevəl ˈʌp/ wyrównać coś w górę
live in squalid conditions /ˌlɪv ɪn ˌskwɒlɪd kənˈdɪʃənz/ mieszkać w fatalnych warunkach
look down on sb /ˌlʊk ˈdaʊn ɒn/ pogardzać kimś
privileged/underprivileged /ˈprɪvəlɪdʒd/ ˌʌndəˈprɪvəlɪdʒd/ uprzywilejowany/upośledzony społecznie
racial abuse /ˌreɪʃəl əˈbjuːs/ przemoc na tle rasowym
refugee status /refjuˈdʒiː ˌsteɪtəs/ status uchodźcy
slavery /ˈsleɪvəri/ niewolnictwo
sleep rough /ˌsliːp ˈrʌf/ spać pod gołym niebem
soaring inflation /ˌsɔːrɪŋ ɪnˈfleɪʃən/ galopująca inflacja
social housing /ˌsəʊʃəl ˈhaʊzɪŋ/ mieszkania socjalne
stand up to sb /ˌstænd ˈʌp tə/ postawić się komuś

Crime / Przestępczość

antisocial behaviour /ˌæntiˌsəʊʃəl bɪˈheɪvjə/ zachowanie antyspołeczne
arson /ˈɑːsən/ podpalenie
arsonist /ˈɑːsənɪst/ podpalacz
assassin /əˈsæsɪn/ zamachowiec
assassinate sb /əˈsæsɪneɪt/ dokonać zamachu na kogoś
assassination /əˌsæsɪˈneɪʃən/ zamach
assault (n, v) /əˈsɔːlt/ napaść
attempted murder/suicide /əˌtemptɪd ˈmɜːdə/ ˈsuːəsaɪd/ próba zabójstwa/próba samobójcza
bribery/bribe /ˈbraɪbəri/braɪb/ przekupstwo/łapówka
culprit /ˈkʌlprɪt/ winowajca, sprawca
domestic abuse /dəˌmestɪk əˈbjuːs/ przemoc w rodzinie
drug runner /ˈdrʌg ˌrʌnə/ przemytnik narkotyków
embezzle /ɪmˈbezəl/ zdefraudować
embezzlement /ɪmˈbezəlmənt/ defraudacja
forge/counterfeit /ˈfɔːdʒ/ˈkaʊntəfɪt/ sfałszować
forger /ˈfɔːdʒə/ fałszerz
forgery /ˈfɔːdʒəri/ fałszerstwo
go missing /ˌgəʊ ˈmɪsɪŋ/ zaginąć
grievous bodily harm /ˌgriːvəs ˌbɒdɪli ˈhɑːm/ ciężkie uszkodzenie ciała
hate crime /ˈheɪt kraɪm/ przestępstwo motywowane nienawiścią
hold sb hostage /ˌhəʊld ˌsʌmbədi ˈhɒstɪdʒ/ przetrzymywać kogoś jako zakładnika
identity theft/fraud /aɪˈdentəti θeft/frɔːd/ kradzież tożsamości
in cold blood /ɪn ˌkəʊld ˈblʌd/ z zimną krwią
launder money /ˌlɔːndə ˈmʌni / prać pieniądze
manslaughter /ˈmænslɔːtə/ nieumyślne spowodowanie śmierci
money laundering /ˈmʌni ˌlɔːndərɪŋ/ pranie pieniędzy
plant a bomb /ˌplɑːnt ə ˈbɒm/ podłożyć bombę
white-collar crime /ˌwaɪt ˈkɒlə kraɪm/ przestępstwo urzędnicze

Law enforcement / Egzekwowanie prawa

attorney (AmE) /əˈtɜːni/ prawnik, adwokat
be charged with sth /ˌbi ˈtʃɑːdʒd wɪð/ mieć postawiony zarzut czegoś
be on the take /ˌbi ɒn ðə ˈteɪk/ brać łapówki
be under house arrest /ˌbi ˌʌndə haʊs əˈrest/ być w areszcie domowym
be under surveillance /ˌbi ˌʌndə sɜːˈveɪləns/ być pod obserwacją
be up for parole /bi ˌʌp fə pəˈrəʊl/ kwalifikować się do zwolnienia warunkowego
come to light /ˌkʌm tə ˈlaɪt/ wyjść na jaw
compelling evidence /kəmˌpelɪŋ ˈevɪdəns/ przekonujące dowody
corroborate an alibi /kəˌrɒbəreɪt ən ˈæləbaɪ/ potwierdzić alibi
custodial/life/suspended sentence /kʌˌstəʊdiəl/ ˌlaɪf/səˌspendɪd ˈsentəns/ kara więzienia/dożywocia/w zawieszeniu
deter criminals/serve as a deterrent /dɪˌtɜː ˈkrɪmɪnəlz/ˌsɜːv əz ə dɪˈterənt/ odstraszać, zniechęcać przestępców
do community service /ˌduː kəˈmjuːnəti ˌsɜːvɪs/ wykonywać prace społeczne
drop the charges /ˌdrɒp ðə ˈtʃɑːdʒɪz/ wycofać zarzuty
enter a plea of guilty/not guilty /ˌentər ə ˌpliː əv ˈgɪlti/nɒt ˈgɪlti/ przyznać/nie przyznać się do winy
exonerate /ɪgˈzɒnəreɪt/ oczyścić z zarzutów
file a lawsuit /ˌfaɪl ə ˈlɔːsuːt/ złożyć pozew
follow a line of enquiry/a lead in a case /ˌfɒləʊ ə ˌlaɪn əv ɪnˈkwaɪəri/ə ˌliːd ɪn ə ˈkeɪs/ badać wątek śledztwa/trop w sprawie
frame sb for sth /freɪm/ wrobić kogoś w coś
go down for sth /ˌgəʊ ˈdaʊn fə/ odpowiedzieć za coś
harsh/lenient sentence /ˌhɑːʃ/ˌliːniənt ˈsentəns/ surowy/łagodny wyrok
hefty fine /ˌhefti ˈfaɪn/ wysoka grzywna
informant /ɪnˈfɔːmənt/ informator
keep/hold sb in custody /ˌkiːp/ˌhəʊld ɪn ˈkʌstədi/ trzymać kogoś w areszcie
lift fingerprints /ˌlɪft ˈfɪŋgəprɪnts/ zdejmować odciski palców
perpetrator /ˈpɜːpətreɪtə/ sprawca
plant evidence /ˌplɑːnt ˈevɪdəns/ podłożyć dowody
release sb on bail /rɪˌliːs ɒn ˈbeɪl/ zwolnić kogoś za kaucją
rule out suspects /ˌruːl aʊt ˈsʌspekts/ wykluczyć podejrzanych
stand trial /ˌstænd ˈtraɪəl/ stanąć przed sądem
swab sb for DNA /ˌswɒb fə ˌdiː en ˈeɪ/ pobrać od kogoś próbkę DNA
take/give a statement /ˌteɪk/ˌgɪv ə ˈsteɪtmənt/ przyjąć/złożyć zeznanie
testify in court for the prosecution/defence /ˌtestɪfaɪ ɪn ˌkɔːt fə ðə prɒsɪˈkjuːʃən/dɪˈfens/ zeznawać w sądzie na rzecz oskarżenia/obrony
throw out an appeal /ˌθrəʊ ˌaʊt ən əˈpiːl/ odrzucić apelację
work undercover /ˌwɜːk ʌndəˈkʌvə/ pracować pod przykrywką
wrongful arrest /ˌrɒŋfəl əˈrest/ bezzasadne aresztowanie

Domestic and international conflicts / Konflikty wewnętrzne i międzynarodowe

aftermath /ˈɑːftəmæθ/ następstwa (np. wojny)
armed forces /ˌɑːmd ˈfɔːsiz/ siły zbrojne
as a last resort /əz ə ˌlɑːst rɪˈzɔːt/ jako ostateczność
be on the brink of war /bi ɒn ðə ˌbrɪŋk əv ˈwɔː/ być na krawędzi wojny
breach of the peace (BrE) /ˌbriːtʃ əv ðə ˈpiːs/ naruszenie porządku publicznego
cease hostilities /ˌsiːs hɒˈstɪlətiz/ zaprzestać działań wojennych
chemical warfare /ˌkemɪkəl ˈwɔːfeə/ wojna chemiczna
civil war /ˌsɪvəl ˈwɔː/ wojna domowa
counterattack /ˈkaʊntərəˌtæk/ kontratak
declare a ceasefire /dɪˌkleər ə ˈsiːsfaɪə/ ogłosić zawieszenie broni
fight in a war /ˌfaɪt ɪn ə ˈwɔː/ walczyć na wojnie
loss of life /ˌlɒs əv ˈlaɪf/ straty w ludziach
military operation /ˌmɪlətəri ɒpəˈreɪʃən/ operacja wojskowa
peace settlement/treaty /ˈpiːs ˌsetəlmənt/ˌtriːti/ porozumienie/traktat pokojowy
quell an uprising/a riot/a disturbance /ˌkwel ən ˈʌpraɪzɪŋ/ə ˈraɪət/ə dɪˈstɜːbəns/ stłumić powstanie/zamieszki/niepokoje
resort to sth /rɪˈzɔːt tə/ uciekać się do czegoś
see combat /ˌsiː ˈkɒmbæt/ brać udział w walce
send in/withdraw troops /ˌsend ɪn/wɪðˌdrɔː ˈtruːps/ wysłać/wycofać wojska
suffer from shell shock /ˌsʌfə frəm ˈʃel ʃɒk/ cierpieć z powodu nerwicy frontowej
take part in a peace rally /ˌteɪk ˌpɑːt ɪn ə ˈpiːs ˌræli/ wziąć udział w wiecu pokojowym
the crowd dispersed /ðə ˌkraʊd dɪˈspɜːst/ tłum się rozproszył
threaten the peace/stability of the region /ˌθretən ðə ˈpiːs/stəˌbɪləti əv ðə ˈriːdʒən/ zagrażać pokojowi/stabilności regionu
use tear gas/water cannons /ˌjuːz ˈtɪə gæs/ ˈwɔːtə ˌkænənz/ użyć gazu łzawiącego/armatek wodnych
wage war on sb /ˌweɪdʒ ˈwɔːr ɒn/ prowadzić wojnę z kimś
war veteran /ˈwɔː ˌvetərən/ weteran wojenny

MP3 118 **State structure / Struktura państwa**

authoritarian regime /ɔːθɒrɪˌteərɪən reɪˈʒiːm/ reżim autorytarny
congressman/congresswoman /ˈkɒŋgrəsmən/ ˈkɒŋgrəsˌwʊmən/ członek/członkini kongresu
dictatorship /ˌdɪkˈteɪtəʃɪp/ dyktatura
emperor /ˈempərə/ cesarz
head of state /ˌhed əv ˈsteɪt/ głowa państwa
leader of the Conservative/Labour/Liberal Democrat Party /ˌliːdər əv ðə kənˈsɜːvətɪv/ ˈleɪbə/ˌlɪbərəl ˈdeməkræt ˌpɑːti/ lider Partii Konserwatywnej/Pracy/Liberalno-Demokratycznej
leader of the opposition /ˌliːdər əv ði ˌɒpəˈzɪʃən/ lider opozycji
legislature/executive/judiciary /ˈledʒəsleɪtʃə/ ɪgˈzekjətɪv/dʒuːˈdɪʃəri/ władza ustawodawcza/wykonawcza/sądownicza
monarch /ˈmɒnək/ monarcha
prime minister /ˌpraɪm ˈmɪnɪstə/ premier
separation of powers /sepəˌreɪʃən əv ˈpaʊəz/ trójpodział władzy
sovereign (n, adj) /ˈsɒvrɪn/ monarcha; suwerenny
the House Of Commons /ðə ˌhaʊs əv ˈkɒmənz/ Izba Gmin
the House of Lords /ðə ˌhaʊs əv ˈlɔːdz/ Izba Lordów
the House of Representatives /ðə ˌhaʊs əv ˌrepɹɪˈzentətɪvz/ Izba Reprezentantów

MP3 119 **Offices / Urzędy**

amendment /əˈmendmənt/ poprawka
apply for benefits/a permit /əˌplaɪ fə ˈbenɪfɪts/ə pəˈmɪt/ ubiegać się o świadczenia/zezwolenie

bureaucracy/red tape /bjʊəˈrɒkrəsi/,red ˈteɪp/ biurokracja
civil servant /ˌsɪvəl ˈsɜːvənt/ urzędnik służby cywilnej
claim a tax refund /ˌkleɪm ə ˈtæks ˌriːfʌnd/ ubiegać się o zwrot podatku
county/city/town/district council /ˌkaʊnti/,sɪti/,taʊn/,dɪstrɪkt ˈkaʊnsəl/ rada powiatu/miasta/miejscowości/dzielnicy
declare independence /dɪˌkleər ˌɪndɪˈpendəns/ ogłosić niepodległość
file your tax return /ˌfaɪl jə ˈtæks rɪˌtɜːn/ wypełnić zeznanie podatkowe
foreign national /ˌfɒrən ˈnæʃənəl/ obcokrajowiec
grant/gain citizenship /ˌgrɑːnt/,geɪn/ ˈsɪtɪzənʃɪp/ nadać/uzyskać obywatelstwo
majority/minority /məˈdʒɒrəti/maiˈnɒrəti/ większość/mniejszość
meet criteria /ˌmiːt kraɪˈtɪərɪə/ spełniać kryteria
offer your resignation /ˌɒfə jə ˌrezɪgˈneɪʃən/ złożyć rezygnację
pass a law /ˌpɑːs ə ˈlɔː/ uchwalić ustawę
process a request /ˌprəʊses ə rɪˈkwest/ rozpatrywać wniosek
propose a motion /prəˌpəʊz ə ˈməʊʃən/ zgłosić wniosek
ratify a trade agreement /ˌrætɪfaɪ ə ˈtreɪd əˌgriːmənt/ ratyfikować umowę handlową
the Home Office /ðə ˈhəʊm ˌɒfɪs/ ministerstwo spraw wewnętrznych

MP3 120 Social and international organisations / Organizacje społeczne i międzynarodowe

address global threats /əˌdres ˌgləʊbəl ˈθrets/ zajmować się globalnymi zagrożeniami
as a matter of urgency /əz ə ˌmætər əv ˈɜːdʒənsi/ w trybie pilnym
celebrity endorsement /səˌlebrəti ɪnˈdɔːsmənt/ poparcie celebrytów
encourage economic growth /ɪnˌkʌrɪdʒ iːkəˌnɒmɪk ˈgrəʊθ/ stymulować wzrost gospodarczy
eradicate poverty /ɪˌrædɪkeɪt ˈpɒvəti/ wyeliminować biedę
humanitarian aid /hjuːmænəˌteərɪən ˈeɪd/ pomoc humanitarna
humanitarian cause /hjuːmænəˌteərɪən ˈkɔːz/ inicjatywa humanitarna
NATO (the North Atlantic Treaty Organization) /ˈneɪtəʊ/ NATO (Organizacja Paktu Północnoatlantyckiego)
non-profit/not-for-profit organisation /nɒn ˌprɒfɪt/nɒt fə ˌprɒfɪt ˌɔːgənaɪˈzeɪʃən/ organizacja non-profit
promote cultural understanding /prəˌməʊt ˌkʌltʃərəl ˌʌndəˈstændɪŋ/ wspierać porozumienie kulturowe
raise awareness of sth /ˌreɪz əˈweənəs əv/ podnieść świadomość na temat
raise the profile of sth /ˌreɪz ðə ˈprəʊfaɪl əv/ nadać czemuś rozgłos
shine a spotlight on sth /ˌʃaɪn ə ˈspɒtlaɪt ɒn/ zwrócić uwagę na coś
the UN (the United Nations) /ðə ˌjuː ˈen/ ONZ (Organizacja Narodów Zjednoczonych)
the WHO (the World Health Organization) /ðə ˌdʌblju: eɪtʃ ˈəʊ/ WHO (Światowa Organizacja Zdrowia)
UNESCO (the United Nations Educational, Scientific and Cultural Organization) /juːˈneskəʊ/ UNESCO (Organizacja Narodów Zjednoczonych do spraw Edukacji, Nauki i Kultury)
UNICEF (the United Nations Children's Fund) /ˈjuːnɪsef/ UNICEF (Fundusz Narodów Zjednoczonych na rzecz Dzieci)

MP3 121 Politics / Polityka

ballot paper/box /ˈbælət ˌpeɪpə/bɒks/ karta do głosowania/urna wyborcza
cast a vote /ˌkɑːst ə ˈvəʊt/ oddać głos
concede defeat /kənˌsiːd dɪˈfiːt/ uznać swoją porażkę
constituency /kənˈstɪtʃuənsi/ okręg wyborczy
constituents /kənˈstɪtʃuənts/ wyborcy z danego regionu
dissolve parliament /dɪˌzɒlv ˈpɑːləmənt/ rozwiązać parlament
electoral register /ɪˌlektərəl ˈredʒɪstə/ spis wyborców
eligibility to vote /elɪdʒəˌbɪləti tə ˈvəʊt/ prawo do głosowania
form a government/coalition /ˌfɔːm ə ˈgʌvənmənt/,kəʊəˈlɪʃən/ utworzyć rząd/koalicję
hold a general/local election /ˌhəʊld ə ˌdʒenərəl/,ləʊkəl ɪˈlekʃən/ przeprowadzić wybory powszechne/lokalne
honour the promises/pledges in the manifesto /ˌɒnə ðə ˌprɒmɪsɪz/,pledʒɪz ɪn ðə ˌmæniˈfestəʊ/ dotrzymywać obietnic z programu wyborczego
implement reforms /ˌɪmplɪment rɪˈfɔːmz/ wdrażać reformy
landslide victory /ˌlændslaɪd ˈvɪktəri/ miażdżące zwycięstwo
opinion poll /əˈpɪnjən pəʊl/ badanie opinii publicznej
outline sb's main policies /ˌaʊtlaɪn ˌsʌmbədiz meɪn ˈpɒləsiz/ przedstawić w skrócie główne zasady
overturn a majority /əʊvəˌtɜːn ə məˈdʒɒrəti/ obalić większość
polling station/booth /ˈpəʊlɪŋ ˌsteɪʃən/buːð/ lokal wyborczy/kabina do głosowania
run a campaign /ˌrʌn ə kæmˈpeɪn/ prowadzić kampanię
run for office /ˌrʌn fər ˈɒfɪs/ kandydować na urząd
serve a term /ˌsɜːv ə ˈtɜːm/ odbyć kadencję
sitting MP /ˌsɪtɪŋ ˌem ˈpiː/ urzędujący członek parlamentu
stand for election/re-election /ˌstænd fər ɪˈlekʃən/,riː ɪˈlekʃən/ ubiegać się o elekcję/reelekcję
stronghold /ˈstrɒŋhəʊld/ ostoja, bastion
turnout /ˈtɜːnaʊt/ frekwencja wyborcza

MP3 122 Economy / Gospodarka

consumer confidence /kənˌsjuːmə ˈkɒnfɪdəns/ poziom zadowolenia z sytuacji ekonomicznej
downturn in the economy /ˌdaʊntɜːn ɪn ðɪ ɪˈkɒnəmi/ spowolnienie gospodarcze
economic growth/crisis /iːkəˌnɒmɪk ˈgrəʊθ/ ˈkraɪsɪs/ wzrost/kryzys gospodarczy
expenditure /ɪkˈspendɪtʃə/ wydatki
face bankruptcy /ˌfeɪs ˈbæŋkrʌptsi/ stanąć w obliczu bankructwa
get into debt /ˌget ˌɪntə ˈdet/ wpaść w długi
go into/come out of recession /ˌgəʊ ˌɪntə/,kʌm ˌaʊt əv rɪˈseʃən/ wejść w recesję/wyjść z recesji
income/inheritance tax /ˈɪnkʌm/ɪnˈherɪtəns tæks/ podatek dochodowy/spadkowy
increase/cut public spending /ɪnˌkriːs/,kʌt ˌpʌblɪk ˈspendɪŋ/ zwiększyć/zmniejszyć wydatki publiczne
invest in the stock market /ɪnˌɪvest ɪn ðə ˈstɒk ˌmɑːkɪt/ inwestować na giełdzie papierów wartościowych
long-/short-term investment /ˌlɒŋ/,ʃɔːt tɜːm ɪnˈvestmənt/ inwestycja długo-/krótkoterminowa
pay off a loan /peɪ ˌɒf ə ˈləʊn/ spłacić pożyczkę
raise/lower interest rates /ˌreɪz/,ləʊər ˈɪntrəst reɪts/ podnieść/obniżyć stopy procentowe
rate of inflation /ˌreɪt əv ɪnˈfleɪʃən/ stopa inflacji
share prices drop in value/plummet /ˈʃeə ˌpraɪsɪz ˌdrɒp ɪn ˈvælju:/ˈplʌmɪt/ ceny akcji tracą na wartości/lecą na łeb na szyję
tax threshold /ˈtæks ˌθreʃhəʊld/ próg podatkowy
VAT (value-added tax) /ˌviːeɪˈtiː/(ˌvælju: ˌædɪd ˈtæks)/ PTiU (podatek od towarów i usług)

MP3 123 Human rights / Prawa człowieka

censorship /ˈsensəʃɪp/ cenzura
freedom of assembly /ˌfriːdəm əv əˈsembli/ wolność zgromadzeń
freedom of speech/religion /ˌfriːdəm əv ˈspiːtʃ/ rɪˈlɪdʒən/ wolność słowa/religii
gender/social equality /ˌdʒendər/,səʊʃəl iˈkwɒlɪti/ równość płci/społeczna
political correctness /pəˌlɪtɪkəl kəˈrektnəs/ poprawność polityczna
right to a fair trial /ˌraɪt tʊ ə ˌfeə ˈtraɪəl/ prawo do sprawiedliwego procesu
right to bear arms /ˌraɪt tə ˌbeər ˈɑːmz/ prawo do noszenia broni
right to privacy /ˌraɪt tə ˈprɪvəsi/ prawo do prywatności
standard of living /ˌstændəd əv ˈlɪvɪŋ/ standard życia
violate sb's rights /ˌvaɪəleɪt ˌsʌmbədiz ˈraɪts/ naruszać czyjeś prawa

MP3 124 Religions and ideologies / Religie i ideologie

adhere/stick to your principles /ədˌhɪə/,stɪk tə jə ˈprɪnsəplz/ przestrzegać zasad
be entitled to sth /ˌbi ɪnˈtaɪtld tə/ mieć prawo do czegoś
be respectful of sth /ˌbi rɪˈspektfəl əv/ szanować coś
be tolerant of sth /ˌbi ˈtɒlərənt əv/ być tolerancyjnym wobec czegoś
congregation /ˌkɒŋgrɪˈgeɪʃən/ zgromadzenie wiernych; parafianie, społeczność religijna
deity /ˈdeɪəti/ bóstwo
fanatically /fəˈnætɪkli/ fanatycznie
fanaticism /fəˈnætɪsɪzəm/ fanatyzm
fill a void /ˌfɪl ə ˈvɔɪd/ wypełnić pustkę
hold sth sacred /ˌhəʊld ˌsʌmθɪŋ ˈseɪkrɪd/ uważać coś za święte
moral compass/code /ˌmɒrəl ˈkʌmpəs/ˈkəʊd/ kompas/kodeks moralny
place of worship /ˌpleɪs əv ˈwɜːʃɪp/ miejsce kultu
religious beliefs /rɪˌlɪdʒəs bɪˈliːfs/ przekonania religijne
remain indifferent to sth /rɪˌmeɪn ɪnˈdɪfrənt tə/ pozostać obojętnym na coś

MP3 125 LISTENING

commit taxpayers' money to sth /kəˌmɪt ˌtækspeɪəz ˈmʌni tə/ przeznaczyć pieniądze podatników na coś
figure out the difference /ˌfɪgər ˌaʊt ðə ˈdɪfrəns/ zrozumieć różnicę
get a bad press /ˌget ə ˌbæd ˈpres/ mieć złą prasę
get your head round sth /ˌget jə ˈhed raʊnd/ pojąć coś
in the foreseeable future /ɪn ðə fɔːˌsiːəbəl ˈfjuːtʃə/ w dającej się przewidzieć przyszłości
tackle major problems /ˌtækəl ˌmeɪdʒə ˈprɒbləmz/ stawić czoło poważnym problemom

MP3 126 READING

be on record /ˌbi ɒn ˈrekɔːd/ być odnotowanym
crime rate /ˈkraɪm reɪt/ wskaźnik przestępczości
feel utterly lost /ˌfiːl ˌʌtəli ˈlɒst/ czuć się kompletnie zagubionym
frantically /ˈfræntɪkli/ gorączkowo, w panice
gather evidence /ˌgæðər ˈevɪdəns/ zbierać dowody
go through the motions /ˌgəʊ ˌθruː ðə ˈməʊʃənz/ zachowywać pozory
grumpy /ˈgrʌmpi/ naburmuszony
hand sth in /ˌhænd ˈɪn/ oddać coś
launch an investigation /ˌlɔːntʃ ən ɪnˌvestɪˈgeɪʃən/ wszcząć śledztwo
mediocre /ˌmiːdiˈəʊkə/ kiepski, mierny
reference number /ˈrefərəns ˌnʌmbə/ numer referencyjny
tick away /ˌtɪk əˈweɪ/ upływać, przemijać (o czasie)

14 CUMULATIVE REVISION

Listening

WYBÓR WIELOKROTNY

1 CD 2.40 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Text 1

1 What surprises the boy about SmartWater?
- **A** It has a multitude of applications.
- **B** It is not what he had previously assumed.
- **C** It is not a recent invention.

Text 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?
- **A** By law the government has to stop excessive council tax increases.
- **B** Refusing to pay a council tax bill if it is excessive is legal.
- **C** The council has to ask the people about tax increases if enough complain.

Text 3

3 At the beginning of her talk the speaker
- **A** predicts that there will be improvements made to the prison service.
- **B** implies that centres similar to the one mentioned might open in the future.
- **C** suggests that centres like this are not appropriate for everyone.
- **D** regrets that prison systems have been designed by men.

4 According to the speaker, women are more traumatised by custodial sentences because
- **A** they are neither physically or mentally able to cope.
- **B** they fear the loss of family support.
- **C** they are impacted by the loss of their children.
- **D** they require more rehabilitation than men do.

5 Which of the following has NOT contributed to the creation of Hope Street centre?
- **A** advice from figures involved in the legal system
- **B** donations from a variety of charities
- **C** suggestions from ex-offenders
- **D** expertise from architects

6 Which would be the best title for the talk?
- **A** 'Hope Street – the best chance for female offenders.'
- **B** 'Hope Street – a stand-out example of affordable accommodation.'
- **C** 'Hope Street – an architectural award-winning achievement.'
- **D** 'Hope Street – a forward-thinking treatment centre.'

ZDANIA Z LUKAMI

2 CD 2.41 **Wysłuchaj tekstu 3 jeszcze raz. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–4) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 Hope Street centre can accommodate as many as _____.
2 One Small Thing supports the idea of _____ harsh, short, severe prison terms for women.
3 Southampton was chosen as the centre's location due to its elevated percentage of _____.
4 The gardens enable the inhabitants of the centre to _____.

Use of English

TRANSFORMACJE ZDAŃ

3 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Soon after the race started, all the runners got caught in a torrential downpour. **SOONER**
No _____ than all the runners got caught in a torrential downpour.

2 We often forget that our fundamental freedoms might be taken away from us one day. **REMEMBER**
Seldom _____ that our fundamental freedoms might be taken away from us one day.

3 The doctor advised me to build up my immunity after all the antibiotics I had taken. **SUGGESTED**
The doctor _____ up my immunity after all the antibiotics I had taken.

4 If Lucy came with us one day, she would love the open heathland of Yorkshire. **TO**
_____ with us one day, she would love the open heathland of Yorkshire.

5 The constant howling of my neighbour's dog gave me a splitting headache. **WAS**
_____ the constant howling of my neighbour's dog that gave me a splitting headache.

6 I regret that I didn't study longer for my physics test – now I have to retake it. **WISH**
I _____ longer for my physics test because now I have to retake it.

7 Don't take unnecessary risks when you travel abroad. **TAKING**
When you travel abroad, you _____ unnecessary risks.

WYBÓR WIELOKROTNY

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

Generation Z, often referred to **(1)** ___ Gen Z, is known for its remarkable sensitivity to social matters. This generation **(2)** ___ as a powerful force in addressing humanitarian issues and promoting positive change in society. They are actively **(3)** ___ with non-profit organisations and initiatives that aim to **(4)** ___ social injustices and **(5)** ___ to the principles of equality, dignity, and freedom for all.

Gen Z's **(6)** ___ to social causes is evident in their respectful and inclusive approach to diversity. They recognise the importance of respecting different cultures, backgrounds, and identities, and believe in the fundamental freedom of every individual to live free **(7)** ___ discrimination and prejudice.

Not only **(8)** ___ they express their passion for social change through words, but Gen Z also **(9)** ___ real action to create a positive change. They **(10)** ___ volunteer work, advocacy campaigns, and educational endeavours to create a more equitable world. They are quick to **(11)** ___ issues like climate change, racial inequality and gender discrimination, demonstrating a deep sense of responsibility **(12)** ___ the planet and its inhabitants.

In a world where social issues are pressing concerns, Gen Z **(13)** ___ out as a generation that strives to **(14)** ___ a difference, championing humanitarian values, and actively working towards a more just and **(15)** ___ society. Their dedication to promoting these principles sets a promising path for a better future for all.

1	**A** like	**B** as	**C** so	**D** for
2	**A** emerges		**B** had emerged	
	C has emerged		**D** had been emerging	
3	**A** engaged		**B** committed	
	C dedicated		**D** entitled	
4	**A** assert		**B** eradicate	
	C overturn		**D** honour	
5	**A** follow	**B** keep	**C** stick	**D** hold
6	**A** compassion		**B** commitment	
	C consideration		**D** solidarity	
7	**A** of	**B** to	**C** under	**D** from
8	**A** should	**B** are	**C** do	**D** must
9	**A** takes	**B** follows	**C** brings	**D** carry
10	**A** take part		**B** participate in	
	C play a role		**D** insist on	
11	**A** implement		**B** solve	
	C tackle		**D** address	
12	**A** behind	**B** with	**C** for	**D** in
13	**A** runs	**B** passes	**C** leaks	**D** stands
14	**A** do		**B** make	
	C underline		**D** perceive	
15	**A** compassionate		**B** indifferent	
	C competitive		**D** inattentive	

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 ___ (*Pod żadnym pozorem nie powinnaś*) walk in the forest without a hat – you might get bitten by a tick.
2 ___ (*Żałuję, że nie nauczyłem się*) to read music – it would be so much easier for me to sing in a choir.
3 Had ___ (*gdybym wiedziała, że uśpiony*) volcano was showing signs of activity, I would never have planned the trip.
4 I love George R.R. Martin – do you know when ___ (*wychodzi jego książka*)?
5 ___ (*Ledwo zaczęliśmy*) write an essay when the head deputy asked us to go to the assembly hall.
6 The extinction of dinosaurs is ___ (*uważa się, że została spowodowana*) by a massive asteroid impact and volcanic activity, which led to dramatic environmental changes.

SETY LEKSYKALNE

6 **W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 ___
Lawyers usually charge clients an hourly ... for their services.
Do you happen to know what the exchange ... of the dollar to the euro is today?
Setting up the neighbourhood watch has led to a significant decrease in the crime ... in our city over the past few years.

2 ___
Most war refugees live hand to ..., struggling to meet their basic daily needs and facing uncertain futures in their host countries.
The ... of the river, where it meets the ocean, is an important area that supports various marine species.
My grandma's fruit dumplings are so good that they just melt in your ... .

3 ___
Moira is ... up debts because she has been overspending on non-essential items.
We're going to miss the plane – our bus is ... late!
The young activist is ... a campaign to raise awareness of the importance of mental health among young people.

4 ___
The PM has just announced that the country is coming ... of recession.
My brother lives ... of a suitcase as he works as a journalist and travels a lot.
The detective had to rule ... the prime suspect because he presented a watertight alibi.

SPEAKING SETS

Rozmowa wstępna

Zestaw 1
1 Are you keen on fashion? Why (not)?
2 Would you be a good teacher? Why (not)?
3 How do you cope with negative emotions?

Zestaw 2
1 Where would you like to live in the future? Why?
2 What housework do you like doing on your own?
3 What changes would make your bedroom look better?

Zestaw 3
1 Which school subjects do you like most? Why?
2 What extracurricular activities would you like to attend? Why?
3 What are you going to do when you leave school?

Zestaw 4
1 In your opinion, what makes good working conditions?
2 In your future job, would you prefer to work individually or in a team? Why?
3 Would you like to do a dangerous job in the future? Why (not)?

Zestaw 5
1 Where do you usually hang out with your friends?
2 Do you like big family dinners? Why (not)?
3 In your opinion, what are the advantages of turning eighteen?

Zestaw 6
1 What dishes can you make on your own?
2 Do you often eat out? Why (not)?
3 Do you believe in miraculous diets? Why (not)?

Zestaw 7
1 What is your favourite shop and what is it like?
2 Do you prefer to pay in cash or by card? Why?
3 What is your favourite TV commercial? Why?

Zestaw 8
1 Which means of transport do you like using most? Why?
2 Do you like visiting distant places? Why?
3 Do you prefer going hiking in the mountains or sunbathing by the sea? Why?

Zestaw 9
1 Do you often participate in cultural events?
2 Are you keen on literature? Why (not)?
3 Which source of news do you prefer: the press, the TV, or the Internet? Why?

Zestaw 10
1 Are you interested in extreme sports? Why (not)?
2 In your opinion, what is the most inspiring aspect of sports?
3 Do you prefer watching sport live or on TV? Why?

Zestaw 11
1 Do you have a healthy lifestyle? Why (not)?
2 Is it easy for the disabled to live in your neighbourhood? Why (not)?
3 What addictions do you find the most harmful? Why?

Zestaw 12
1 How do you usually solve problems with technology?
2 Would you like to work in a science lab? Why (not)?
3 What technology helps you keep in touch with your friends?

Zestaw 13
1 What do you do to protect the environment?
2 Do you follow the weather forecast on a regular basis? Why (not)?
3 How can different natural disasters affect the life of people?

Zestaw 14
1 Would you make a good politician? Why (not)?
2 Do you feel safe where you live? Why (not)?
3 Would you like to work as a volunteer for a charity? Why (not)?

01 – Człowiek

Zadanie 1 (4 minuty)

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

UCZEŃ A

Jesteś uczniem/uczennicą szkoły międzynarodowej. Twoja klasa pomaga w organizacji szkolenia poświęconego dobrej autoprezentacji w szkole, na uczelni i w pierwszej pracy. Udzielasz informacji osobie zainteresowanej uczestnictwem w tym kursie.
Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- czas i miejsce szkolenia
- cena i ewentualne zniżki dla studentów
- kwalifikacje prowadzących
- program kursu

UCZEŃ B

Jesteś uczniem/uczennicą szkoły międzynarodowej. Chcesz wziąć udział w szkoleniu poświęconym dobrej autoprezentacji w szkole, na uczelni i w pierwszej pracy. Rozmawiasz z przedstawicielem/przedstawicielką organizatora szkolenia. 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 i zaproponować inne rozwiązanie,
- zapytaj, czy otrzymasz zwrot części kosztów za zajęcia, w których nie możesz wziąć udziału,
- dowiedz się, czy mimo tego że nie masz jeszcze legitymacji studenckiej, otrzymasz zniżkę studencką.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Twój kolega/Twoja koleżanka z Wielkiej Brytanii kończy swój wakacyjny pobyt w Polsce. Z tej okazji chcesz sprezentować mu/jej jakiś strój z elementem kojarzącym się z Polską. Masz do wyboru trzy takie prezenty.

- Wybierz ten prezent, który będzie – Twoim zdaniem – najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1

2

3

1 Are clothes with national symbols popular with Polish teenagers? Why (not)?
2 Do you think a person's mood can change when they put on different clothes? Why (not)?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 What do you think is making these women look happy?
2 How do your everyday clothes reflect your personality?
3 Describe the last time you had to look really elegant.

UCZEŃ B

1 What do you think the woman is talking about?
2 What makes you angry with other people?
3 Describe the last time you got cross with someone.

02 – Miejsce zamieszkania

Zadanie 1 (4 minuty)

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

UCZEŃ A

Twoi znajomi szukają osoby chętnej do wynajęcia ich mieszkania na czas wyjazdu za granicę. Twój kolega/Twoja koleżanka z Anglii szuka właśnie mieszkania do wynajęcia. Udzielasz mu/jej informacji o mieszkaniu.
Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- okres wynajmu
- sposób zapłaty
- obowiązki lokatora/lokatorki
- wyposażenie mieszkania

UCZEŃ B

Jesteś studentem/studentką z Anglii szukającym/szukającą mieszkania do wynajęcia. Rozmawiasz ze znajomym/znajomą właścicieli mieszkania.
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 i zaproponować inne rozwiązanie,
- zapytaj, czy możesz trzymać psa/kota w mieszkaniu,
- upewnij się, czy możesz opłacać czynsz w funtach.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Wyjeżdżasz za granicę na roczne stypendium i szukasz zakwaterowania. Masz do wyboru dwa mieszkania w różnych lokalizacjach.

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

1 What problems may people face when moving from an urban to a rural area?
2 Why do some people decide to house-swap?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 Why do you think the people are smiling?
2 Would you like to share a flat with someone you don't know well? Why (not)?
3 Describe the last time you had to do some chores you dislike.

UCZEŃ B

1 How is the woman feeling at the moment?
2 What would your ideal home be like?
3 Describe the last time you or someone you know had their room redecorated.

03 – Edukacja

Zadanie 1 (4 minuty)

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

UCZEŃ A

Jesteś uczniem/uczennicą szkoły międzynarodowej. Odpowiadasz za wprowadzenie w realia Waszej szkoły nowego anglojęzycznego ucznia/nowej anglojęzycznej uczennicy.
Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- zasady korzystania ze szkolnej biblioteki
- obowiązki ucznia
- zajęcia pozalekcyjne
- prace domowe

UCZEŃ B

Jesteś uczniem/uczennicą z Kanady, obecnie uczącym/uczącą się w międzynarodowej szkole w Polsce. Chcesz uzyskać jak najwięcej informacji o swojej nowej szkole. Rozmawiasz z osobą, która pełni funkcję Twojego szkolnego opiekuna/opiekunki. 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 i zaproponować inne rozwiązanie,
- zapytaj o możliwość korzystania z Internetu podczas lekcji,
- powiedz, że chcesz uczestniczyć w zajęciach klubu sportowego.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Przeglądasz oferty europejskich uniwersytetów zachęcające do podjęcia studiów na ich kierunkach, szukając najlepszej dla siebie metody kształcenia.

- Wybierz tę metodę, która będzie – Twoim zdaniem – najbardziej skuteczna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 Some people claim that we never stop learning. Would you agree with that statement? Why (not)?
2 What are the major drawbacks of studying abroad?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 How is the girl feeling? Why?
2 Which subject is the most difficult for you at school? Why?
3 Describe the last time you or someone you know had to study very hard for a test.

UCZEŃ B

1 Do you think the students in the photograph are enjoying working together? Why do you think so?
2 Do you prefer learning on your own or with a friend? Why?
3 Describe the last time someone helped you learn something for school.

04 – Praca

Zadanie 1 (4 minuty)

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

UCZEŃ A

Podczas wakacji starasz się o pracę sezonową w anglojęzycznej firmie na stanowisku asystenta/asystentki biura. Rozmawiasz z przedstawicielem/przedstawicielką firmy. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- okres zatrudnienia
- wynagrodzenie
- praca w weekendy
- wymagania wobec kandydata

UCZEŃ B

Jesteś przedstawicielem/przedstawicielką anglojęzycznej firmy w Polsce. Prowadzisz rekrutację nowych pracowników na czas sezonu letniego. Rozmawiasz z kandydatem/kandydatką na stanowisko asystenta/asystentki biura. 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 i zaproponować inne rozwiązanie,
- poinformuj, że nowy pracownik musi mieć prawo jazdy,
- powiedz, że w trakcie okresu próbnego wynagrodzenie wynosi €400 miesięcznie.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Szukasz wakacyjnej pracy dorywczej. Masz do wyboru trzy propozycje zatrudnienia.

- Wybierz tę pracę, która będzie – Twoim zdaniem – najbardziej dla Ciebie odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 What do you think makes a job satisfying? Why?
2 What are the possible side effects of upsetting the work-life balance?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 What may happen next?
2 Would you like to work for the police? Why (not)?
3 Describe the last time you did something hazardous.

UCZEŃ B

1 What, in your opinion, makes these people want to do their job?
2 What would you ideally do for a living?
3 Describe the last time you helped someone in a difficult situation.

05 – Życie prywatne

Zadanie 1 (4 minuty)

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

UCZEŃ A

Jesteś opiekunem/opiekunką na obozie językowym w Anglii. Odpowiadasz za organizację czasu wolnego uczestniczących w nim dzieci. Twoim zadaniem było opracowanie planu zajęć na nadchodzący tydzień. Udziel informacji osobie, która zleciła Ci to zadanie.
Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- przewidywane trudności
- pomysły na zajęcia
- niezbędne rekwizyty
- planowane ramy czasowe zajęć

UCZEŃ B

Jesteś organizatorem/organizatorką obozu językowego dla dzieci. Rozmawiasz z osobą odpowiedzialną za zorganizowanie ich czasu wolnego. 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 i zaproponować inne rozwiązanie,
- dowiedz się, czy zajęcia są odpowiednie dla wszystkich grup wiekowych,
- zapytaj, czy uczeń A potrzebuje pomocy w organizacji zajęć.

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 What are these people probably talking about?
2 Do you like spending your free time on your own? Why (not)?
3 Describe the last time you did something really relaxing.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Masz możliwość zorganizowania swojej imprezy urodzinowej w jednym z poniższych miejsc.

- Wybierz miejsce, które Twoim zdaniem będzie bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1 What are the most popular ways of spending free time among young people in Poland?
2 Why is running becoming a more and more popular hobby?

UCZEŃ B

1 Why do you think these teenagers chose to be in this place?
2 What is your favourite place to spend free time with your friends? Why?
3 Describe the last time you had to give up a meeting with your friends.

06 – Żywienie

Zadanie 1 (4 minuty)

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

UCZEŃ A

Uczysz się w szkole międzynarodowej. Wraz z kolegą/koleżanką z Indii rozmawiacie o wieczorze kulinarnym, który planujecie wspólnie przygotować. Spotkanie ma promować kuchnie z różnych stron świata. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- plan wieczoru
- planowane potrawy
- podział obowiązków
- promocja wieczoru wśród uczniów

UCZEŃ B

Jesteś uczniem/uczennicą szkoły międzynarodowej pochodzącym/pochodzącą z Indii. Wraz z kolegą/koleżanką z Polski planujecie zorganizować wieczór kulinarny promujący kuchnie z różnych stron świata. 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 i zaproponować inne rozwiązanie,
- dowiedz się, czy są inni chętni do pomocy przy organizacji tego wieczoru,
- powiedz, że nie możesz wykonać któregoś z zadań, i wyjaśnij dlaczego.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Organizatorzy telewizyjnego konkursu kulinarnego dla młodzieży proszą o pomoc przy wyborze głównej nagrody dla zwycięzcy. Masz do wyboru trzy propozycje nagrody.

- Wybierz tę nagrodę, którą uważasz za najbardziej odpowiednią, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 In your opinion, how useful is it to be able to cook nowadays?
2 Do you agree with the statement that cooking is an art? Why (not)?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 Why do you think the people have met over lunch?
2 Do you like eating out with your friends? Why (not)?
3 Describe the last time you enjoyed a meal.

UCZEŃ B

1 Why do you think the people in the photograph are smiling?
2 Do you find family meals interesting or boring? Why?
3 Describe the last time you had a big meal with your family or friends.

07 – Zakupy i usługi

Zadanie 1 (4 minuty)

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

UCZEŃ A

Uczysz się w międzynarodowej szkole w Polsce. Jesteś jednym z organizatorów kampanii reklamowej Waszego szkolnego sklepiku. Udzielasz informacji osobie zainteresowanej uczestniczeniem w tej akcji. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- asortyment sklepiku
- wsparcie właściciela sklepu
- planowane promocje
- sposoby dotarcia do uczniów z informacją

UCZEŃ B

Jesteś uczniem/uczennicą międzynarodowej szkoły w Polsce. Jesteś zainteresowany/zainteresowana uczestniczeniem w kampanii promującej Wasz szkolny sklepik. Rozmawiasz z osobą, która szuka chętnych do współpracy. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie zaproponuj uczniowi A inne rozwiązanie,
- dowiedz się, dlaczego sklepik nie sprzedaje czegoś, na czym Ci zależy,
- zapytaj, co uczeń A sądzi o zorganizowaniu konkursu dla klientów sklepiku.

Zadanie 3 (5 minut)

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

Dostałeś/Dostałaś propozycję zrecenzowania jednej z poniższych wersji reklam czekolady.

- Wybierz tę wersję reklamy, która będzie – Twoim zdaniem – najciekawsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Need a break? Have some Douglas Chocolates!

Douglas Chocolates – made with love!

Douglas Chocolates give you extra energy!

1 To what extent are we influenced by advertising when we buy things? Why do you say that?
2 What makes a good salesperson? Why?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 Do you think the woman enjoys her job? Why?
2 If you won a lottery, what would you spend the money on?
3 Describe the last time you wasted a lot of time shopping.

UCZEŃ B

1 What do you think the women are going to do next?
2 Do you like window-shopping? Why (not)?
3 Describe the last time you spent money on something you had been dreaming about.

08 – Podróżowanie i turystyka

Zadanie 1 (4 minuty)

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

UCZEŃ A

Odwiedza Cię znajomy/znajoma z USA. Chciałby/Chciałaby poznać Polskę i jej obyczaje. Wspólnie planujecie kilkudniowy wyjazd. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

- transport
- dodatkowe atrakcje
- wybór miejsc do zwiedzania
- zakwaterowanie

UCZEŃ B

Pochodzisz ze Stanów Zjednoczonych. Odwiedzasz obecnie swojego kolegę/swoją koleżankę w Polsce. Planujecie wspólny kilkudniowy wyjazd. 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,
- powiedz, że nie lubisz podróżować środkiem lokomocji zaproponowanym przez ucznia A,
- zapytaj o koszt wycieczki.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Wygrałeś/Wygrałaś w konkursie tygodniowy wyjazd wakacyjny. Masz do wyboru trzy rodzaje wyjazdów.

- Wybierz ten rodzaj wyjazdu, który najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 In your opinion, what are the advantages of travelling?
2 What can make people unhappy with their holiday?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 Why do you think this person chose to spend her holiday in this way?
2 Do you like facing challenges? Why (not)?
3 Describe the last time you or someone you know travelled on your own/their own.

UCZEŃ B

1 Do you think the people are enjoying themselves? Why (not)?
2 Would you want to spend your summer holiday like this? Why (not)?
3 Describe the last time you spent your holiday in an interesting way.

09 – Kultura

Zadanie 1 (4 minuty)

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

UCZEŃ A

Uczysz się w szkole międzynarodowej. Jesteś jednym z organizatorów dni kultury brytyjskiej. Masz pewne pomysły dotyczące tej imprezy, które chcesz omówić z kolegą/koleżanką z Anglii. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- plan wydarzenia
- lista gości
- poczęstunek
- dekoracje

UCZEŃ B

Pochodzisz z Anglii i uczysz się w międzynarodowej szkole w Polsce. Twoja szkoła organizuje dni kultury brytyjskiej, a Twój kolega/Twoja koleżanka z Polski ma pewne pomysły na organizację tej imprezy i chciałby/chciałaby je z Tobą omówić. 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 i zaproponować inne rozwiązanie,
- dowiedz się, dlaczego uczeń A chciałby zaprosić proponowane osoby,
- zasugeruj pewną zmianę i poproś ucznia A o opinię w tej sprawie.

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 What might the man be singing about?
2 Who is your favourite musician? Why?
3 Describe the last time you or someone you know went to a concert.

UCZEŃ B

1 Why do you think the woman chose to practise dancing in this place?
2 Do you find dance performances enjoyable? Why (not)?
3 Describe the last time you took part in a cultural event.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Masz możliwość uczestniczenia w bezpłatnych warsztatach tanecznych prowadzonych przez sławne osoby ze świata sztuki. Masz do wyboru trzy rodzaje warsztatów.

- Wybierz te warsztaty, które uważasz za najciekawsze i najbardziej rozwijające, oraz uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 In what ways can music affect people?
2 How popular is dancing in Poland?

10 – Sport

Zadanie 1 (4 minuty)

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

UCZEŃ A

Trenujesz koszykówkę w lokalnym klubie sportowym. Do Waszego klubu chciałby/chciałaby dołączyć nowy kolega/nowa koleżanka z Anglii, tymczasowo przebywający/przebywająca w Polsce. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- wymagane umiejętności i predyspozycje
- strój do ćwiczeń
- treningi
- udział w turniejach

UCZEŃ B

Pochodzisz z Anglii. Tymczasowo zamieszkałeś/zamieszkałaś wraz z rodziną w Polsce. Chcesz zapisać się do lokalnego klubu sportowego, aby uprawiać koszykówkę. Rozmawiasz z członkiem drużyny. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- wyraź swoją opinię na temat wymagań wobec członków drużyny,
- dowiedz się, jakie są dotychczasowe osiągnięcia drużyny,
- zapytaj, czy uczeń A jest zadowolony z tego, że należy do klubu.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Twoja szkoła ma możliwość zorganizowania dodatkowych zajęć z WF-u. Masz do wyboru trzy rodzaje zajęć.

- Wybierz ten rodzaj zajęć, który uważasz za najbardziej odpowiedni dla całej klasy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 Is talent or practice more important in doing sports? Why?
2 Do you agree that the only sports that are popular in Poland are the ones in which our professional sportspeople achieve international success? Why (not)?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 How do you think the man is feeling? Why?
2 Which sportsperson do you admire the most? Why?
3 Describe the last time you or someone you know did well in sports.

UCZEŃ B

1 What do you think the man is saying?
2 Are you a competitive person? What makes you say that?
3 Describe the last interesting sports event in Poland that you followed.

11 – Zdrowie

Zadanie 1 (4 minuty)

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

UCZEŃ A

Jesteś na wakacjach w Kanadzie. Nabawiłeś/Nabawiłaś się infekcji i jesteś u lekarza. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- objawy
- wizyty kontrolne
- zalecenia
- wpływ choroby na Twoje najbliższe plany

UCZEŃ B

Jesteś lekarzem. Zgłasza się do Ciebie pacjent/pacjentka. Porozmawiaj z nim/nią na temat choroby i sposobu leczenia. 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 jednym z pomysłów ucznia A, wyjaśniając, że tego typu zachowanie nie sprzyja szybkiemu powrotowi do zdrowia,
- dowiedz się, czy uczeń A przyjmuje jakieś leki,
- zaproponuj termin wizyty kontrolnej.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Chcesz zachęcić kolegów i koleżanki ze szkoły do wzięcia udziału w akcji honorowego krwiodawstwa. Masz do wyboru trzy plakaty promujące to wydarzenie.

- Wybierz ten plakat, który – Twoim zdaniem – jest najlepszy i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 How does being a white-collar worker influence one's health?
2 What are the risks of using the Internet as your main medical adviser?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 What should the woman do in this situation?
2 How do you try to avoid becoming ill in autumn and winter?
3 Describe the last time an illness spoilt your plans.

UCZEŃ B

1 What advice could the chemist give the customer?
2 Do you believe in natural medicine? Why (not)?
3 Describe the last time when you had to do something despite being ill.

SPEAKING SETS

12 – Nauka i technika

Zadanie 1 (4 minuty)

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

UCZEŃ A

Rozmawiasz z kolegą/koleżanką z Anglii, którego/którą starasz się przekonać do słuchania muzyki za pośrednictwem serwisu streamingowego. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- korzyści płynące z używania serwisu
- ograniczenia
- niezbędny sprzęt
- Twoje doświadczenia

UCZEŃ B

Rozmawiasz z kolegą/koleżanką, który/która chce Cię przekonać do słuchania muzyki za pośrednictwem serwisu streamingowego. 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 i zaproponować inne rozwiązanie,
- dowiedz się, co uczniowi A najbardziej podoba się w tym rodzaju usługi,
- wyraź obawę co do jakości dźwięku plików muzycznych oferowanych przez serwis streamingowy.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Wasza szkoła uzyskała dofinansowanie na zakup dodatkowego wyposażenia pracowni chemiczno-biologicznej. W wyborze sprzętu ma pomóc ankieta przeprowadzona wśród uczniów. Macie do wyboru trzy rodzaje sprzętu.

- Wybierz wyposażenie, które uważasz za najatrakcyjniejsze dla całej klasy, oraz uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1

2

3

1 What would make science more interesting for young people? Why?
2 What are the disadvantages of living in an era of rapid technological advancements?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 What may the man do next? Why do you think so?
2 What is your favourite piece of technology? Why?
3 Describe the last time you used technology to learn about something of interest to you.

UCZEŃ B

1 What might these people be talking about?
2 Are you interested in science? Why (not)?
3 Describe the most interesting science lesson you have had.

13 – Świat przyrody

Zadanie 1 (4 minuty)

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

UCZEŃ A

Jesteś uczniem/uczennicą międzynarodowej szkoły w Polsce. W Twojej szkole planowane są warsztaty dotyczące ciekawych gatunków roślin i zwierząt występujących w Polsce. Program tych warsztatów wydaje Ci się za mało interesujący i wraz z kolegą/koleżanką ze Szkocji zastanawiacie się, jak go ulepszyć. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- dotychczasowy program
- materiały dla uczniów
- proponowane zmiany w programie
- sposób przekonania organizatorów do zmian

UCZEŃ B

Pochodzisz ze Szkocji. Jesteś uczniem/uczennicą międzynarodowej szkoły w Polsce. W Twojej szkole planowane są warsztaty dotyczące ciekawych gatunków roślin i zwierząt występujących w Polsce. Program tych warsztatów wydaje Ci się zbyt mało interesujący i wraz z kolegą/koleżanką zastanawiacie się, jak go ulepszyć. 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 propozycją ucznia A,
- zasugeruj inny pomysł niż ten, który podsunął uczeń A,
- zapytaj, co uczeń A sądzi o zaproszeniu gości z zewnątrz.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Razem z wychowawczynią i kolegami oraz koleżankami z klasy planujecie wycieczkę szkolną. Rozważacie kilka miejsc, do których moglibyście pojechać. Macie do wyboru trzy lokalizacje.

- Wybierz to miejsce, które byłoby dla Ciebie najciekawsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 What places are popular as holiday destinations among young people in Poland?
2 Some people believe spending holidays close to nature makes you healthier. Do you agree? Why (not)?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 Why do you think the man decided to spend his time like this?
2 Do you like spending time close to nature? Why (not)?
3 Describe the last time you visited a place of natural beauty.

UCZEŃ B

1 What could the woman be thinking about at this moment?
2 Which place of natural beauty in Poland is the most appealing for you to visit? Why?
3 Describe the last time you spent time close to nature.

SPEAKING SETS

14 – Państwo i społeczeństwo

Zadanie 1 (4 minuty)

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

UCZEŃ A

Przebywasz w Londynie, gdzie podczas podróży metrem padłeś/padłaś ofiarą kradzieży. Zgłaszasz tę sprawę na komisariacie. Rozmawiasz z policjantem/policjantką. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- procedury policyjne
- okoliczności wydarzenia
- świadkowie
- ustalenie formy dalszego kontaktu

UCZEŃ B

Jesteś policjantem pracującym/policjantką pracującą na komisariacie policji w Londynie. Zgłasza się do Ciebie osoba z Polski, która padła ofiarą kradzieży. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- poproś ucznia A o opisanie sprawcy kradzieży,
- dowiedz się od ucznia A, jak zareagowali inni ludzie na to zdarzenie,
- zapytaj ucznia A, w jaki sposób można się z nim skontaktować w trakcie prowadzonego postępowania.

Zadanie 3 (5 minut)

Pracujcie w parach. Popatrzcie na ilustracje i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Wraz z kolegami i koleżankami z klasy przygotowujecie plakat, który ma służyć jako zaproszenie do debaty o problemach ekonomicznych, z jakimi zmagają się młodzi ludzie wchodzący w dorosłość. Macie do wyboru trzy możliwości.

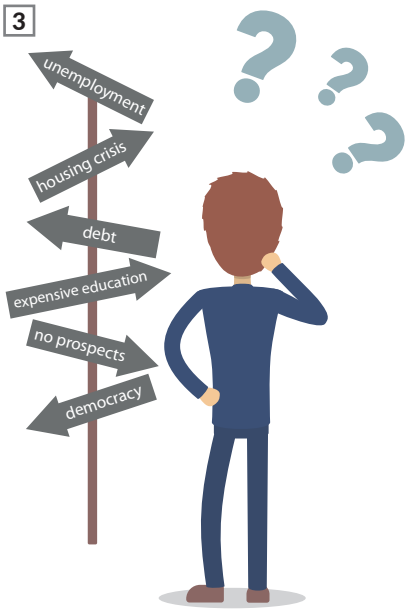
- Wybierz to zdjęcie, które uważasz za najodpowiedniejsze do umieszczenia na plakacie zachęcającym do udziału w debacie, oraz uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 A dream which never comes true?

2

Young and homeless: What can be done?

3



1 What could ordinary people do to help fight poverty on a global scale?
2 In your opinion, what are the most common causes of international conflicts?

Zadanie 2 (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

UCZEŃ A

1 Why do you think the people are protesting?
2 What would make you protest against something in the street?
3 Describe when you or someone you know took part in a protest or demonstration.

UCZEŃ B

1 Does the man look self-confident to you? What makes you say that?
2 Would you like to be a politician? Why (not)?
3 Describe a time when you saw an interview with a politician.

Zadanie 1 (4 minuty) Rozmowa z odgrywaniem roli

Speaking Playout

UCZEŃ A

Współorganizujesz w swojej szkole warsztaty na temat uzależnień wśród młodzieży. Rozmawiasz z nauczycielem ze szkoły międzynarodowej, który jest zainteresowany zgłoszeniem swoich uczniów na te warsztaty.
Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

- program i czas trwania warsztatów
- wybór problemów
- zaproszeni goście
- zasady zgłaszania uczestnictwa

Rozmowę rozpoczyna uczeń B.

UCZEŃ B

Jesteś nauczycielem z USA, który uczy w szkole międzynarodowej w Polsce. Wraz ze swoimi uczniami chcesz wziąć udział w warsztatach na temat uzależnień wśród młodzieży. Rozmawiasz z uczniem, który współorganizuje takie warsztaty w innej szkole. 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,
- zapytaj ucznia A o możliwość zaproszenia dodatkowego gościa,
- poproś ucznia A o informacje dotyczące liczby uczestników.

WSKAZÓWKI

1 W trakcie rozmowy porusz wszystkie cztery kwestie podane w poleceniu. Nie tłumacz ich dosłownie na język angielski, lecz w sposób naturalny odnieś się do nich w trakcie rozmowy.

2 Rozwiń każdą kwestię, omawiając ją bardziej szczegółowo: podaj dodatkowe informacje i przykłady. Unikaj wypowiedzi składających się z pojedynczych słów lub wyrażeń.

3 Uważnie słuchaj rozmówcy i reaguj na to, co mówi, odpowiednio do sytuacji. Jeśli rozmówca się z Tobą nie zgodzi lub odrzuci Twoją propozycję, podejmij z nim dyskusję. Przedstaw swoje stanowisko lub zaproponuj inne rozwiązanie.

MODEL ANSWER

Uczeń B *Good morning. My name is Jason Oaks. I'm a teacher from International High School Number 14. I'm interested in the workshops your school's organising. Can you give me some information, please?*

Uczeń A *Yes, of course. The workshops will take place next Friday between 3:00 and 6:00 pm at our school. We're planning to have a short opening lecture and four practical workshops, half an hour long each.*

Uczeń B *What kind of workshops do you have in mind?*

Uczeń A *The participants will be discussing different addictions and their consequences. There will also be some problems for them to solve in small groups.*

Uczeń B *Oh, I see. What problems exactly will you be discussing?*

Uczeń A *We're going to deal mainly with addiction to drugs, alcohol and smoking.*

Uczeń B *Interesting, but isn't that what all workshops on addictions are about? I think my students would rather talk about addiction to computer games or mobile phones.*

Uczeń A *I'm not sure. Our guest trainers have already suggested their ideas for the workshops. I can ask, but I cannot promise including another topics will be possible. Our school has invited university experts to lead the workshops. They have a lot of experience with these kinds of events.*

Uczeń B *OK. I understand it's possible for students from other schools to sign up for the workshops.*

Uczeń A *Yes, but we can only have 15 students per group so we've decided to invite a maximum of 5 students from any other school. So I suggest you sign up your students as soon as possible.*

Uczeń B *Oh, so few ... I'll have to choose wisely then. Thank you for all the information.*

Uczeń A *You're welcome. We look forward to meeting you and your students.*

Uczeń A odnosi się do pierwszego punktu polecenia i go rozwija.

Prośba rozmówcy o dokładniejsze objaśnienie wybranej kwestii jest doskonałą okazją do rozwinięcia wypowiedzi.

Uczeń A odnosi się do drugiego punktu polecenia.

Prośba rozmówcy o dokładniejsze objaśnienie wybranej kwestii.

Uczeń A rozwija drugi punkt polecenia.

Uprzejma kontrpropozycja wobec sugestii ucznia A sprawdza umiejętność negocjowania lub uzasadnienia własnego stanowiska.

Uczeń A nie musi zawsze zgadzać się na wszystko, co proponuje rozmówca w toku rozmowy, ani obawiać się konsekwencji grzecznej odpowiedzi odmownej. Zadaniem ucznia A jest wykazanie się umiejętnością komunikacji, a nie okazanie uległości.

Uczeń A odnosi się do trzeciego punktu polecenia i go rozwija.

Uczeń A odnosi się do czwartego punktu polecenia i go rozwija.

SPEAKING BANK

Zadanie 2 (3 minuty) Rozmowa na podstawie ilustracji i odpowiedzi na trzy pytania

Speaking Playout

Opisz zdjęcie i odpowiedz na pytania.

1 What could the man be taking a photo of?
2 How do you relax best? Why?
3 Describe the last time technology made your life more difficult.

WSKAZÓWKI

1 W opisie ilustracji należy zawrzeć następujące kluczowe informacje:
- kogo przedstawia ilustracja,
- gdzie znajdują się osoby przedstawione na ilustracji,
- co robią osoby przedstawione na ilustracji.

W tej części wypowiedzi używaj czasu *present continuous*.

2 Możesz również:
- spróbować odgadnąć myśli/uczucia osób na zdjęciu,
- wyrazić przypuszczenie na temat przyczyny i następstwa zobrazowanej sceny,
- wyrazić swoją opinię na temat ukazanej sytuacji.

3 Po opisaniu ilustracji odpowiedz na trzy pytania:
- pierwsze pytanie wymaga interpretacji przedstawionej sceny, np. *What could the man be taking a photo of?*;
- drugie pytanie jest związane z tematyką ilustracji i dotyczy Twoich poglądów, zainteresowań lub planów, np. *How do you relax best?* Podczas odpowiedzi na nie, należy również wyjaśnić swoje stanowisko i podać dodatkowe argumenty lub przykłady (*Why?*);
- trzecie pytanie to prośba o zrelacjonowanie jakiegoś wydarzenia lub opisanie doświadczeń, np. *Describe the last time technology made your life more difficult*. Jest ono luźno związane z tematyką ilustracji. Podczas odpowiedzi na nie, należy stosować czasy przeszłe: *past simple*, *past continuous* oraz *past perfect*.

MODEL ANSWER

This picture shows a young man. He's probably on some tropical island. I can see the sea and some palm trees in the background. It is sunny so the man is wearing a straw hat, but I think it's a little chilly there as well because he's wearing a sports jacket. It looks like the man has gone for a walk from the beach up the stairs to the top of a cliff. He is holding his mobile phone and taking a picture with it. He's enjoying himself and he looks very relaxed.

1 *It seems to me that he could be taking a selfie because he's smiling and looking at the phone that he's holding. Perhaps there are some interesting plants or tropical birds behind him that he'd like to have in the picture.*

2 *I think I relax best when I listen to music or do sports. Music makes me forget about my problems, especially when it is upbeat and has interesting lyrics. As for sports, I really unwind when I go swimming. This sport helps me relax my body and my mind at the same time.*

3 *This happened last month. It was a Monday and I overslept for school. I'd set my alarm clock on my mobile phone, but I had forgotten to charge the phone so it went dead and the alarm didn't go off. So, when I eventually woke up, I was in a terrible hurry. I just had the time to get dressed and pack my stuff. What's worse, I took my phone with me to school but forgot to take the charger. I couldn't contact anyone for the whole day, tell my parents I was going to be home late after school or let my friend know I couldn't meet her later on in the evening. My parents were worried and my friend was angry. It was terrible not to be able to use my phone. Never again!*

Opis osoby przedstawionej na ilustracji.

Opis miejsca.

Informacja o miejscu, w którym przebywa sfotografowana osoba.

Wyrażenie przypuszczenia na temat zobrazowanej sceny.

Opis sytuacji lub wykonywanych przez osobę czynności i pogłębiony opis osoby i miejsca.

Opis uczuć, samopoczucia osoby przedstawionej na ilustracji.

Przy tym pytaniu często możesz się wykazać umiejętnością spekulowania.

To pytanie daje Ci możliwość mówienia o sobie, rzeczach, które lubisz i znasz – postaraj się, kiedy tylko to możliwe, posługiwać się ciekawym, bogatym językiem, unikając powtórzeń najpospolitszych przymiotników typu *nice*, *good*, *cool*, które zubożają przekaz.

Gdy odpowiada się na pytanie o wydarzenie lub sytuację z przeszłości, należy pamiętać o użyciu odpowiednich czasów przeszłych. Dbaj o logikę i spójność Twojej wypowiedzi. Pamiętaj też, by nie przejmować się tym, czy opisujesz prawdziwe zdarzenie czy wymyśloną historię.

Zadanie 3 (5 minut) Rozmowa na podstawie materiału stymulującego i odpowiedzi na dwa pytania

Speaking Playout

Wraz z kolegami z klasy chcesz stworzyć ulotkę zachęcającą do adopcji zwierząt ze schroniska. Masz do wyboru trzy grafiki.

- Wybierz tę grafikę, która będzie – Twoim zdaniem – najbardziej przekonująca, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Odpowiedz na pytania.

1 Should animals be kept in zoos? Why (not)?
2 What are the advantages of having a pet?

WSKAZÓWKI

1 W pierwszej części tego zadania musisz, zgodnie z poleceniem, wybrać jedną z trzech ilustracji. Nie musisz opisywać ilustracji, ale pamiętaj, aby uzasadnić, dlaczego wybierasz jedną z nich i odrzucasz pozostałe.

2 W drugiej części zadania należy odpowiedzieć na dwa pytania związane z tematyką materiału ilustracyjnego. Pytania dotyczą często zagadnień abstrakcyjnych, wymagają przedstawienia Twojego poglądu lub wyrażenia opinii na jakiś temat.

MODEL ANSWER

If I had this choice, I'd go for the last option that is the photo showing a dog dreaming of finding a home. I think that this image is the most persuasive because it shows a dog as if it was a human being who has his or her dreams, and feelings. The image is also supported by a simple message 'Take me home' which I find very effective for a leaflet like that. It's clear and up to the point. Also, the image seems positive and may encourage people to adopt a dog from a shelter.

Uczeń, zgodnie z poleceniem, wybiera ilustrację.

Uzasadnienie wyboru.

I'd reject the first idea as the image does not somehow appeal to my emotions as much as the last one. I think it's less original than the last one, and I have seen it on other leaflets.

Uzasadnienie odrzucenia pierwszej propozycji.

As for picture number two, I would not choose it because it shows a big dog, and not everyone wants to adopt an animal like that. In fact, it may discourage people from coming to the shelter.

Uzasadnienie odrzucenia drugiej opcji.

1 *It's a tricky question. On the one hand, I'm totally opposed to this idea as I think it's cruel to keep animals in cages or small enclosed spaces. These animals suffer there, and often fall ill or even die in captivity. On the other hand, zoos are sometimes the only places where conservationists can help preserve endangered species. Also, more and more zoos are becoming modern, more like safari parks, where animals can roam freely. In this case I approve of the idea.*

Możesz zgodzić się z opinią i podać argumenty albo zakwestionować podaną tezę.

2 *I believe that there are a number of advantages of having a pet. First of all, when someone has to look after a pet, they learn to be responsible as pets usually require a lot of care and attention. Secondly, pets usually become our friends who we talk to and spend time with. This is particularly important when we think of lonely people. Finally, when you have a pet like a dog, you spend a lot of time outdoors, walk a lot and so keep fit.*

SPEAKING BANK – USEFUL PHRASES

Opisywanie

- **In the photograph, there is/are ...**
  Na zdjęciu znajduje/znajdują się...
- **The photograph shows ...**
  Zdjęcie przedstawia...
- **In the foreground, we can see ...**
  Na pierwszym planie widać/widzimy...
- **In the background, we can see ...**
  Na drugim planie / W tle widać/widzimy...
- **On the right/left there is ...**
  Po prawej/lewej stronie znajduje się...
- **He/She is on the beach / at school / in a shop.**
  On/Ona jest na plaży / w szkole / w sklepie.
- **He/She looks ...**
  On/Ona wygląda na...
- **He/She seems to be ...**
  On/Ona zdaje się być...
- **He/She is wearing ...**
  On/Ona ma na sobie / nosi...
- **He/She looks as if / feels ...**
  On/Ona wygląda, jakby / czuje się...
- **I believe she's posing for a photograph / drawing something.**
  Myślę, że ona pozuje do zdjęcia / rysuje coś.
- **The woman gives the impression of being ...**
  Kobieta sprawia wrażenie, jakby była...
- **I would say that the people feel ...**
  Powiedziałbym/Powiedziałabym, że ludzie czują się...

Wyrażanie opinii

- **I guess (that) ...**
  Wydaje mi się, że...
- **As far as I'm concerned, ...**
  Jeśli o mnie chodzi, ...
- **On the one hand, ...**
  Z jednej strony...
- **On the other hand, ...**
  Z drugiej strony...
- **If you ask me, ...**
  Według mnie...
- **To my mind, ...**
  Moim zdaniem...
- **I reckon (that) ...**
  Uważam, że...
- **To be honest with you, ...**
  Szczerze mówiąc, ...

Wyrażanie preferencji i uzasadnianie wyboru

- **This idea is much/far more interesting to me because ...**
  Ten pomysł wydaje mi się o wiele ciekawszy, ponieważ...
- **I like this idea the most/least because ...**
  Ten pomysł podoba mi się najbardziej/najmniej, ponieważ...
- **This option is definitely more/less appealing than the other because ...**
  Ten pomysł przemawia do mnie zdecydowanie bardziej/mniej niż drugi, ponieważ...
- **I'd rather ... than ...**
  Wolałbym raczej... niż...
- **I think ... would be the least attractive option for me as I'm not very keen on ...**
  Myślę, że... byłoby dla mnie najmniej atrakcyjnym pomysłem, gdyż nie przepadam za...
- **So, for these reasons, I would opt for the first/second picture.**
  A zatem z tego powodu wybrałbym/wybrałabym pierwszy/drugi obrazek.
- **My first preference would be to ...**
  Moim pierwszym wyborem byłoby...
- **I'd go for this option because ...**
  Wybrałbym/Wybrałabym tę opcję, ponieważ...
- **I wouldn't choose this idea because ...**
  Nie wybrałbym/wybrałabym tej propozycji, ponieważ...
- **If it's a choice between ... and ..., then I'd go for ...**
  Gdybym miał/miała do wyboru... albo..., zdecydowałbym/zdecydowałabym się na...
- **Although I personally enjoy ..., I guess ... would be better because ...**
  Choć osobiście uwielbiam..., wydaje mi się, że... jest lepszą opcją, gdyż...

Przedstawianie planów

- **I'm going/planning to ...**
  Zamierzam...
- **I intend to ...**
  Mam zamiar...
- **I'd like/love to ...**
  Chciałbym/Chciałabym...
- **This time next year I will / In ten years' time, I will be ...**
  O tej porze w przyszłym roku będę / Za dziesięć lat będę...

Relacjonowanie

- **This happened not so long ago.**
  To się zdarzyło nie tak dawno temu.
- **This happened a long time ago / when / while ...**
  To się zdarzyło dawno temu / gdy / podczas gdy...
- **First, ...**
  Najpierw...
- **Then ...**
  Następnie...
- **In the end, ... / Finally, ...**
  W końcu... / Ostatecznie...
- **As soon as ...**
  Jak tylko...
- **To my surprise, ...**
  Ku mojemu zdziwieniu...
- **I hadn't expected to ...**
  Nie spodziewałem/spodziewałam się, że...
- **I had the time of my life.**
  Nigdy w życiu tak świetnie się nie bawiłem/bawiłam.

Zgadzanie się / Niezgadzanie się

- **I (fully) agree with this because ...**
  Zgadzam się z tym (w pełni), ponieważ...
- **This is true because ...**
  To prawda, ponieważ...
- **I completely agree with you about ...**
  W pełni się z Tobą/Wami zgadzam w kwestii...
- **I go along with you on this.**
  Zgadzam się z Tobą/Wami w tej kwestii.
- **I only agree with this statement to some extent.**
  Zgadzam się z tym stwierdzeniem tylko do pewnego stopnia.
- **I believe this statement is only partly true.**
  Uważam, że to stwierdzenie jest tylko częściowo prawdziwe.
- **I see your point, but I still ...**
  Rozumiem Twój/Wasz punkt widzenia, jednak...
- **You're right to some extent, but I think ...**
  Masz/Macie rację do pewnego stopnia, ale myślę, że...
- **I don't think I agree.**
  Raczej się nie zgadzam.
- **I am afraid I disagree with you.**
  Obawiam się, że muszę się z Tobą/Wami nie zgodzić.

Spekulowanie / Wyrażanie stopnia prawdopodobieństwa

- **I think/guess this girl will buy the phone.**
  Myślę / Wydaje mi się, że ta dziewczyna kupi telefon.
- **It looks like the boy will run away from the shop.**
  Wygląda na to, że chłopak ucieknie ze sklepu.
- **To my mind, the man may/might ...**
  Według mnie mężczyzna może/mógłby...
- **It seems to me that she could be taking a picture ...**
  Wydaje mi się, że ona może robić zdjęcie...

Udzielanie rad

- **Why not ...? It's fun to ...**
  A może...? Fajnie jest...
- **If I were you, I'd choose ...**
  Na Twoim/Waszym miejscu wybrałbym/wybrałabym...
- **It's ideal for people who ...**
  To jest idealne rozwiązanie dla ludzi, którzy...
- **I suggest you (should) choose ...**
  Sugeruję, że powinieneś/powinnaś/powinniście/powinnyście wybrać...
- **Why don't you ...?**
  A może byś/byście...?
- **My advice is to ...**
  Moja rada jest taka, aby...
- **I think/guess ... would be perfect / the best option for you.**
  Wydaje mi się, że... byłoby dla Ciebie/Was idealne / najlepszą opcją.

Przedstawianie wad i zalet

- **One of the advantages of ... is that ...**
  Jedną z zalet/korzyści... jest to, że...
- **Another plus is the fact that ...**
  Kolejnym plusem jest to, że...
- **Another positive aspect is the fact that ...**
  Kolejną zaletą jest to, że...
- **One of the disadvantages of ... is that ...**
  Jedną z wad... jest to, że...
- **Another minus is that ...**
  Kolejnym minusem jest to, że...
- **Another negative side is that ...**
  Kolejną wadą jest to, że...

Podawanie przykładów

- **This is an example of ...**
  To przykład...
- **For example, / For instance, ...**
  Na przykład...
- **A well-known example / The most obvious example of ... is ...**
  Dobrze znanym / Najbardziej oczywistym przykładem... jest...
- **To give one example of what I mean, ...**
  Jednym z przykładów tego, co mam na myśli, jest...
- **As I said before, / Related to what I said earlier, ...**
  Jak już mówiłem/mówiłam, ...

Wyjaśnianie / Precyzowanie

- **What I mean is that ...**
  Mam na myśli to, że...
- **What I wanted to say is that ...**
  Chciałem/Chciałam powiedzieć, że...
- **By this I mean ...**
  Rozumiem przez to, że...
- **To be more precise, ...**
  Ściślej mówiąc, ...

LIST PRYWATNY / E-MAIL

Niedawno uczestniczyłeś/uczestniczyłaś w przyjęciu. Napisz do przyjaciela z Anglii e-mail, w którym:

- napiszesz, kto zorganizował przyjęcie i jak ono wyglądało,
- poinformujesz, co najbardziej Ci się w tym wydarzeniu podobało,
- zachęcisz przyjaciela do przyjazdu na Twoje urodziny w przyszłym miesiącu,
- wyjaśnisz, w jaki sposób chcesz zorganizować swoje przyjęcie urodzinowe.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. ***Rozwiń*** *swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić* ***od 100 do 150 wyrazów*** *(nie licząc wyrazów podanych na początku wypowiedzi). Oceniana jest umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).*

MODEL ANSWER

Hi Ben,

I'm writing to tell you about a party I went to last weekend.

My mate Robert threw an incredible party at his home. It was his eighteenth birthday and he wanted it to be an event to remember. He had organised everything himself, including hiring a brilliant band. I bet it cost a fortune! Everyone had a good time.

For me, the best part was meeting loads of people I hadn't seen for ages. Of course, I also enjoyed getting dressed up in an expensive new outfit!

By the way, it's my birthday next month. I'll be seventeen! It would be great if you could come to Poland for it. Would you like to? Please try to make it!

I'm thinking of having a party on a river boat. Or, I could always invite a small group of friends to tea at the best café in Warsaw! What do you think?

That's it for now.

I hope to hear from you soon.

XYZ

(138 wyrazów)

Odniesienie do pierwszego punktu polecenia.

Rozwinięcie pierwszego punktu polecenia.

Używaj zwrotów idiomatycznych, które pozytywnie przekładają się na ocenę bogactwa językowego Twojej pracy.

Odniesienie do drugiego punktu polecenia.

Rozwinięcie drugiego punktu polecenia.

Odniesienie do trzeciego punktu polecenia.

Rozwinięcie trzeciego punktu polecenia.

Odniesienie do czwartego punktu polecenia.

Rozwinięcie czwartego punktu polecenia.

Krótki, nieoficjalny zwrot do adresata oraz pierwsze zdanie listu lub e-maila zostały podane i nie są wliczane w określony w poleceniu limit słów. Odnoszą się one do samego polecenia.

Zdanie łączące pierwszy punkt polecenia z drugim, sprawiające, że wypowiedź tworzy spójną całość.

Stosuj, w miarę możliwości, szeroki wachlarz struktur gramatycznych – to również wpływa na ocenę bogactwa językowego Twojej pracy. Pamiętaj jedynie o tym, że niezwykle ważna jest również poprawność językowa. Unikaj zdań, których poprawności nie jesteś pewien.

Staraj się używać jak najbardziej zróżnicowanego słownictwa. Zastępuj pospolite słowa, takie jak np. *clothes*, ciekawszymi – jak *outfit*.

WPIS NA FORUM

Na anglojęzycznym forum internetowym przeczytałeś/przeczytałaś wpis dotyczący planów młodzieży po egzaminie kończącym szkołę średnią. Przedstaw swoją opinię na ten temat. W swoim wpisie:

- napisz, na jakim kierunku chcesz studiować i dlaczego,
- wyjaśnij, czym – Twoim zdaniem – należy się kierować, wybierając kierunek studiów,
- napisz, co zrobili Twoi koledzy po ukończeniu szkoły,
- zachęć użytkowników forum do wyrażenia swoich opinii.

*Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. **Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi). Oceniana jest umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), bogactwo środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).*

WPIS NA BLOGU

Niedawno odwiedziłeś/odwiedziłaś koleżankę mieszkającą za granicą. Na prowadzonym przez Ciebie blogu:

- poinformuj, kogo odwiedziłeś/odwiedziłaś,
- opisz miejsce, w którym mieszka koleżanka, i wyraź swoją opinię na jego temat,
- zrelacjonuj jedno wydarzenie z Twojego pobytu u koleżanki,
- napisz, jak zamierzasz uatrakcyjnić pobyt koleżanki podczas jej planowanej wizyty u Ciebie.

*Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. **Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi). Oceniana jest umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), bogactwo środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).*

MODEL ANSWER

Początek wpisu został podany i nie jest wliczany w podany w poleceniu limit słów.

Hi everyone!
I am writing to share my opinion about young people's plans after finishing high school.

I would like to study German when I graduate. I am really keen on learning foreign languages and I hope to work as an interpreter.

Gdy wyrażasz swoją opinię lub pytasz innych o zdanie, stosuj odpowiednie zwroty.

I must say that at 18 it is not easy to decide what subject is right for you, but I can't imagine studying something I am not interested in.

In my opinion, young people should think about their interests and then choose a university course.

My older friends who finished school last year went to college. The majority of them decided to both work and study to get some professional experience, which I think is a good idea.

What should young people study to later find a job? Please tell me what you think in the comment section below. Anyway, that's all for now.

XYZ

(129 wyrazów)

Hello everyone,
I've just got back from visiting my friend. I had a cool time!

I stayed with my friend Julia, who's Irish and lives just outside Dublin. We met last year in Warsaw. I stayed for five days, but I wish I had stayed longer!

Julia lives in an isolated old house in the countryside. It's over four hundred years old and it's beautiful! The area is very peaceful and all you can hear are the birds and cows. There aren't many cars at all!

While I was there, Julia took me to Dublin to do some shopping. We also saw the homes of some famous Irish writers, for instance the Oscar Wilde House. That trip was very educational. I also bought some books - I think they'll be cool.

Julia's coming to stay with me in August and I want to show her some of our art galleries. She'll love them because she's fond of paintings.

That's all for now.

XYZ

(146 wyrazów)

Niektóre zdania nie wynikają bezpośrednio z konieczności realizacji polecenia, ale zawarcie ich w pracy jest konieczne, aby ta była spójna i tworzyła logiczną całość.

Używaj języka nieformalnego/potocznego.

ROZPRAWKA ZA I PRZECIW

Wypowiedz się na poniższy temat.
Podniesienie minimalnego wieku dla osób zdających egzamin na prawo jazdy jest częstym postulatem obywatelskim.
Napisz **rozprawkę**, w której przedstawisz wady i zalety wprowadzenia takiej regulacji prawnej.
*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

MODEL ANSWER

Pamiętaj o tym, że wstęp musi odnosić się do wszystkich aspektów tematu, najczęściej podanych w pierwszym zdaniu polecenia.

We all know that our roads are getting busier and more dangerous. For this reason some people believe that we should start learning to drive later because older people drive more carefully. However, this solution has both advantages and disadvantages.

Pamiętaj, że we wstępie należy sformułować tezę, czyli napisać, że analizowane zagadnienie ma zarówno wady, jak i zalety.

W tym akapicie przedstaw i rozwiń minimum dwa argumenty za wyrażoną w temacie tezą, a w kolejnym minimum dwa argumenty przeciw.

On the one hand, insurance statistics show that younger drivers make more claims and tend to drive faster than older people. It is thought that this is because younger people are more impetuous and do not realise the risks of driving fast. Furthermore, some researchers suggest that younger drivers cause more accidents because their brains have not matured enough to spot potential dangers on the road. This would imply that raising the legal age to drive would make our roads safer.

Używaj bogatego słownictwa, charakterystycznego dla wypowiedzi w stylu formalnym.

Używaj łączników zdań i myśli, tak aby Twoja praca stanowiła logiczną i spójną całość.

However, if young people had to wait longer to be able to drive and get their own cars, many would simply drive illegally, without proper training. That would make the roads even more dangerous. Moreover, driving experts agree that we should avoid making hasty generalisations as there are good and bad drivers of all ages. Perhaps it is not the age of the drivers that is important, but the type of training that they get.

Staraj się stosować szeroki zakres środków językowych, a jednocześnie zadbaj o to, aby tekst brzmiał naturalnie.

W zakończeniu zwięźle podsumuj innymi słowami przedstawione wcześniej argumenty.

To sum up, there is no simple solution to making our roads safer. While some people believe that raising the legal age for driving is a good idea as it improves safety on the roads, others claim that we need to focus on improving the training.

(242 wyrazy)

ROZPRAWKA WYRAŻAJĄCA OPINIĘ

Wypowiedz się na poniższy temat.
Dorośli coraz częściej wyrażają obawy, że korzystanie z gier komputerowych negatywnie wpływa na młodych ludzi. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty rodziców oraz ich nastoletnich dzieci.
*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

MODEL ANSWER

Playing computer games has become one of the most popular pastimes among young people. This trend worries a lot of adults who are of the opinion that it has a negative influence on youngsters. While I appreciate that it could be a cause for concern, I believe that there is more to computer games than meets the eye.

From the standpoint of parents, playing computer games is a waste of time which could otherwise be used to revise for school. Another common opinion is that it is also detrimental to their children's concentration. Consequently, computer games are often blamed for school results. Another argument is that spending too much time in front of your computer affects young people's social life by stopping them from making friends. Finally, computer games are held responsible for youngsters' deteriorating eyesight and obesity.

However, young people's opinion about playing computer games differs significantly. Teenagers claim that games develop creativity and strategic thinking as they encourage players to make decisions and cooperate. Multiplayer games, therefore, give them the chance to socialise online. It is also worth mentioning that playing online often means communicating in English, and thus improving your language skills.

To summarise, I believe that, while it may be true that teens sometimes spend too much time in front of their devices, it does not have to be a wasteful activity. I am positive that teenagers can learn a lot while playing different games and, what is more, make new acquaintances.

(249 wyrazów)

Pamiętaj, że w rozprawce długość wstępu powinna mniej więcej odpowiadać długości zakończenia.

Używaj bogatego słownictwa charakterystycznego dla stylu formalnego.

Pamiętaj, aby w drugim i trzecim akapicie swojej pracy odnieść się i rozwinąć oba aspekty z polecenia.

W ostatnim akapicie rozprawki zwięźle podsumuj argumenty i ponownie wyraź swoją opinię, ale innymi słowami niż we wstępie.

Pisząc rozprawkę wyrażającą opinię, należy określić swój punkt widzenia we wstępie, a w dalszej części pracy poprzeć go różnorodnymi argumentami.

Podkreślaj przy pomocy odpowiednich wyrażeń związek przyczynowo-skutkowy między przedstawianymi zjawiskami.

Pamiętaj o stosowaniu wyrażeń wprowadzających kontrast.

Stosuj zwroty sygnalizujące to, że w swojej pracy przedstawiasz zróżnicowane argumenty.

ARTYKUŁ

Wypowiedz się na poniższy temat.
Lokalne władze planują zrezygnować z organizacji cyklicznego festiwalu muzycznego odbywającego się tradycyjnie w Waszej okolicy i dostępnego bezpłatnie dla mieszkańców. Napisz **artykuł** na Waszą szkolną stronę internetową, w którym odniesiesz się do popularności ostatniej edycji festiwalu oraz przedstawisz i uzasadnisz swoją opinię na temat planowanych działań władz.
*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

MODEL ANSWER

Save our festival!

For many years we have had an annual open-air music festival in Green Park. The event is free and features local bands and singers. Now the festival is in danger as the local authorities are planning to cease to fund the event. They claim that it is too pricey and that the festival-goers leave the park in a terrible mess. This must NOT happen!

I know from personal experience how wonderful the event is as I have been there every year since I was six years old. It is gaining more and more popularity. Last year, for example, over 5,000 people attended the two-day event. It was a great success and one of the local bands that played was given a record deal by a top music producer.

It is quite clear to me that the festival should continue. It is part of our local cultural tradition and many people who participate in the event cannot usually afford tickets to music concerts. It is also very important for bands as they get the chance to demonstrate their talents on a stage. The problem of the litter could easily be solved as, in my opinion, people would rather help in a clear-up action than lose the festival.

To conclude, I would like to encourage everyone to join the protest against the decision to stop the event. If we do nothing, we would miss a wonderful opportunity to hear local live music for free and promote local culture.

(245 wyrazów)

Pamiętaj, że ważnym elementem każdego artykułu jest chwytliwy i ciekawy tytuł.

Stosuj szeroki wachlarz środków językowych.

Pierwszy akapit musisz poświęcić na zapoznanie czytelników z tematem i podanie im podstawowych informacji niezbędnych do podążania za Twoim tokiem rozumowania.

Wieloaspektowa i pogłębiona realizacja elementów zawartych w poleceniu.

Pamiętaj o tym, aby używać szerokiej gamy słownictwa.

Stosuj szeroki wachlarz środków językowych.

Używaj łączników zdań i myśli, aby Twoja praca stanowiła logiczną i spójną wypowiedź.

Tam gdzie można, używaj synonimów najczęściej powtarzających się wyrazów.

LIST FORMALNY

Wypowiedz się na poniższy temat.
Twoim zdaniem ostatnio znacznie pogorszyła się jakość usług świadczonych w Waszym szkolnym bufecie.
Napisz **list** do szkolnej gazety, w którym uzasadnisz swoją opinię na temat obniżonych standardów usługi i zaproponujesz, co można zrobić, aby ta sytuacja poprawiła się w przyszłości.
*Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

MODEL ANSWER

Dear Editor,

I am writing to point out that the standards of the school cafeteria have dropped in recent months and to suggest some solutions to the problem.

When I first came to this school, the cafeteria had an excellent reputation and I was very impressed by the range of food on offer as well as the quality. There was always a healthy option and the portions were generous. In addition to this, the staff always kept the eating area tidy. Recently, however, it has become increasingly common to find no healthy option on the menu and quite often there are very few choices at all because they have run out of food! The plates are much smaller now and the quality is also lower than before. The meals are frequently cold and have no real flavour. What is more, the tables are often cluttered and dirty.

It would be in everyone's interests to improve the standards in the cafeteria. Students need a good range of healthy food while they are at school, and if the cafeteria did not run out of food, it would increase profits. Perhaps the answer would be to focus on making fewer, but healthier types of meals and to organise things better so that the eating area is regularly cleaned and maintained properly.

I hope that we shall see some improvements soon. The quality of food and service and the cafeteria is important to students' health. For this reason it should remain high.

Yours faithfully,

XYZ

(250 wyrazów)

Pamiętaj, aby w pierwszym akapicie wyrazić cel, w jakim piszesz list.

Rozpocznij list oficjalnym zwrotem do adresata.

Aby sprawić, żeby Twój list brzmiał naturalnie i wiarygodnie, uwzględnij w nim informacje budujące tło informacyjne.

Pamiętaj, aby wykazać się znajomością bogatego zakresu słownictwa, odpowiedniego dla formalnego stylu wypowiedzi i poruszanego tematu.

Stosuj typowe dla języka formalnego łączniki zdań.

Ilustruj swoje tezy i opinie przykładami.

Unikaj powtórzeń wyrazów, staraj się używać synonimów.

Pamiętaj, aby w liście formalnym posługiwać się językiem oficjalnym. Unikaj form skróconych i wyrażeń potocznych.

Używaj zróżnicowanych środków językowych, aby zdobyć jak najwięcej punktów za bogactwo środków językowych.

Zakończ list odpowiednim zwrotem.

WRITING BANK – USEFUL PHRASES

Zapraszanie i zachęcanie

- **Would you like to ...?**
  Czy chciałbyś/chciałabyś/chcielibyście/chciałybyście...?
- **Why don't you ...?**
  A może byś/byście...?
- **You might as well ...**
  Możesz/Możecie też...
- **We could always ...**
  Zawsze możemy...
- **How about ...?**
  Co powiesz na...?

Przepraszanie

- **I am so sorry that I didn't ...**
  Przepraszam, że nie...
- **Forgive me for not ...**
  Wybacz mi, że nie...
- **I sincerely apologise for ...**
  Szczerze przepraszam za...

Przedstawianie wad i zalet

- **One advantage/disadvantage of ... is ...**
  Jedną z zalet/wad... jest...
- **An additional benefit could be ...**
  Dodatkową korzyścią mogłoby być...
- **The main/obvious drawback is ...**
  Główną/Oczywistą wadą/minusem jest...

Relacjonowanie wydarzeń (w wypowiedziach nieformalnych)

- **One evening ...**
  Pewnego wieczoru...
- **One memorable day ...**
  Pamiętnego dnia...
- **The first thing he/she did was ...**
  Pierwszą rzeczą, którą zrobił/zrobiła, było...
- **He/She followed that by ...**
  Następnie on/ona...
- **It's hard to believe but then ...**
  Trudno w to uwierzyć, ale wtedy...
- **When we got there, we ...**
  Kiedy tam dotarliśmy/dotarłyśmy, ...
- **We started at ... and then we went ...**
  Zaczęliśmy/Zaczęłyśmy od..., a potem poszliśmy/poszłyśmy...
- **After ..., I ...**
  Po... ja...
- **During ...**
  Podczas, ...
- **We spent three hours ...**
  Spędziliśmy/Spędziłyśmy trzy godziny...
- **We were on our way back when ...**
  Wracaliśmy/Wracałyśmy, gdy...
- **You'll never guess who we saw / what happened next.**
  Nigdy nie zgadniesz/zgadniecie, kogo zobaczyliśmy/zobaczyłyśmy / co się potem wydarzyło.
- **What I remember most is ...**
  Najbardziej zapadło mi w pamięć...
- **The highlight of my stay there was ...**
  Główną atrakcją mojego pobytu tam było...
- **It was a terrible experience.**
  To było okropne doświadczenie.

Relacjonowanie wydarzeń (w wypowiedziach formalnych)

- **I particularly enjoyed ...**
  Szczególnie podobało mi się...
- **When I first visited ...**
  Kiedy po raz pierwszy odwiedziłem/odwiedziłam...
- **I was really impressed by ...**
  Byłem/Byłam pod ogromnym wrażeniem...

Opisywanie miejsc

- **It's a ... near ...**
  To jest... niedaleko...
- **It's a bit isolated, but ...**
  Jest odrobinę na odludziu, lecz...
- **It's just outside the big city of ...**
  To jest tuż poza dużym miastem...
- **It's situated on the east coast of ...**
  Znajduje się na wschodnim wybrzeżu...
- **They've made lots of improvements ...**
  Wprowadzono wiele ulepszeń...
- **It hasn't changed much.**
  Nie zmieniło się wiele.
- **The state of the building is appalling.**
  Stan budynku jest zatrważający.
- **The place is waiting for ...**
  To miejsce wprost czeka na...
- **The building has not been well maintained ...**
  Budynek nie jest zadbany...

Przedstawianie planów / Spekulowanie

- **I would really miss ...**
  Bardzo brakowałoby mi...
- **I would find it hard to ...**
  Byłoby mi ciężko...
- **I'm thinking about ...**
  Myślę o (planuję)...
- **I'd like/love to ...**
  Chciałbym/Chciałabym...
- **I'm hoping to ...**
  Mam nadzieję...
- **I'm considering ...**
  Rozważam...

Wyrażanie i uzasadnianie opinii

- **I find it ...**
  Uważam to za...
- **I fully support the view that ...**
  Całkowicie popieram opinię, że...
- **I am convinced that ...**
  Jestem przekonany/przekonana, że...
- **It was more expensive than we'd thought.**
  To było droższe, niż się spodziewaliśmy/spodziewałyśmy.
- **I'm not sure it is worth ...**
  Nie mam pewności, czy to jest warte...
- **What I really like about ... is ...**
  To, co mi się podoba w..., to...
- **The thing I most like about ... is ...**
  To, co najbardziej lubię w..., to...
- **The person I admire most is ...**
  Osobą, którą najbardziej podziwiam, jest...
- **I have a lot of respect for ...**
  Mam wiele szacunku dla...
- **I know only too well from first-hand experience that ...**
  Wiem aż za dobrze z własnego doświadczenia, że...
- **In my opinion, ...**
  Moim zdaniem...
- **I feel very strongly that ...**
  Uważam zdecydowanie, że...
- **It's quite clear to me that ...**
  Jest dla mnie oczywistym, że...
- **From my point of view, ...**
  Z mojego punktu widzenia...
- **I definitely believe that ...**
  Zdecydowanie uważam, że...
- **However, I have to point out that ...**
  Muszę jednak zaznaczyć, że...
- **My opinion is based on the fact that ...**
  Moją opinię opieram na tym, że...
- **The reason behind writing this is that ...**
  Powód, dla którego piszę, jest taki, że...

Bezosobowe wyrażanie opinii (w wypowiedziach formalnych)

- **It is thought/said that ...**
  Uważa się / Mówi się, że...
- **Many believe that ...**
  Wiele osób uważa, że...
- **Some people claim that ...**
  Niektórzy twierdzą, że...

Rozpoczęcie dyskusji (w wypowiedziach formalnych)

- **... is quite a controversial issue.**
  ... jest dość kontrowersyjną kwestią.
- **There are several ways of looking at this question.**
  Na tę kwestię można spojrzeć z różnych stron.
- **We are all aware that ...**
  Wszyscy jesteśmy świadomi, że...
- **We need to consider several points.**
  Musimy rozważyć kilka spraw.
- **It made me aware that ...**
  Uświadomiło mi to, że...

Proponowanie rozwiązań

- **There is no simple solution to the problem because ...**
  Nie ma prostego rozwiązania tego problemu, gdyż...
- **One solution might/could be to ...**
  Jednym z rozwiązań mogłoby być...
- **It would be in everyone's interest to ...**
  W interesie wszystkich byłoby...
- **What is really needed is ...**
  Naprawdę potrzebne jest to, żeby...
- **It goes without saying that you should ...**
  Nie muszę mówić, że powinniście/powinnyście/powinieneś/powinnaś...
- **I strongly suggest that you ...**
  Zdecydowanie zalecam, abyście/abyś...
- **You definitely need to ...**
  Bezwzględnie powinniście/powinnyście/powinieneś/powinnaś...
- **Without changes/solutions like this you will ...**
  Bez wprowadzenia takich zmian/rozwiązań...

Zgłaszanie zażaleń

- **I am writing to complain about ...**
  Zwracam się do Państwa ze skargą dotyczącą...
- **I would like to express my strong dissatisfaction with ...**
  Pragnę wyrazić moje ogromne niezadowolenie...
- **I'm afraid I have several complaints about ...**
  Obawiam się, że mam kilka uwag co do...
- **We weren't the only ones who were unhappy with ...**
  Nie byliśmy/byłyśmy jedynymi osobami niezadowolonymi z...
- **The manager refused to listen to our concerns ...**
  Menadżer/Menadżerka odmówił/odmówiła wysłuchania naszych obaw...
- **We were very disappointed with ...**
  Byliśmy/Byłyśmy bardzo rozczarowani/rozczarowane...

Gratulowanie

- **I'd like to congratulate you on ...**
  Chciałbym/Chciałabym pogratulować Tobie/Panu/Pani...
- **Many congratulations on ...**
  Gratulacje z okazji...
- **Let me congratulate you on getting ...**
  Pozwól, że pogratuluję Ci otrzymania...

GRAMMAR REFERENCE AND PRACTICE

Unit 01 Mówienie o teraźniejszości (present simple, present continuous)

Czasu **present simple** używamy, aby opisać:

- powtarzające się czynności i sytuacje: *He goes swimming every Saturday.*
- nawyki, upodobania: *She drinks a lot of coffee. I don't like Chinese food.*
- fakty, reguły: *Footballers earn a lot of money. My cousin lives in Germany. Water freezes at temperatures below 0°C.*
- czynności odbywające się według harmonogramu: *The game starts at 6 pm.*

Określenia częstotliwości używane w zdaniach w czasie **present simple**:

- ***never, seldom, hardly ever, rarely, sometimes, often, usually, always.*** W zdaniu twierdzącym z czasownikiem innym niż *be* określenia częstotliwości występują **przed** czasownikiem; w zdaniach przeczących określenia częstotliwości występują między operatorem a czasownikiem głównym; w przypadku czasownika *be* (zarówno w zdaniu twierdzącym, jak i przeczącym) określenia częstotliwości występują **po** czasowniku: *I often sleep till late. She never helps out around the house.* Ale: *He is usually late. I don't usually watch that programme.*
- ***every day / week / month / year / summer, from time to time, once / twice / three times a day / week / month / year*** itp. Tych określeń używamy na początku lub na końcu zdania: *She goes jogging every morning. From time to time, we spend the weekend in the mountains.*

Czasu **present continuous** używamy, aby opisać:

- czynności odbywające się w chwili, w której o nich mówimy: *They're going to school at the moment.*
- czynności lub sytuacje mające miejsce w danej jednostce czasu, np. w tym tygodniu/miesiącu itp.: *I'm studying a lot this week. It's raining heavily this summer.*
- stany lub sytuacje ulegające zmianie: *The climate is getting warmer.*
- powtarzające się czynności, które nas irytują (z ***always / forever / constantly***): *My sister is always borrowing my clothes. He's forever moaning about the amount of homework he has.*

Określenia czasu używane w zdaniach w czasie **present continuous**:

- ***now, at the moment*** – przy opisywaniu czynności odbywających się w tej chwili;
- ***today, these days, this week, this month, this summer*** – przy opisywaniu czynności lub sytuacji odbywających się w danej jednostce czasu.

Niektórych czasowników zwykle nie używamy w czasie **present continuous**, mimo że mówimy o chwili obecnej. Są to tzw. czasowniki statyczne (*stative verbs*), do których zaliczamy:

- czasowniki określające uczucia i emocje: ***love, like, hate, (not) mind***;
- czasowniki opisujące doznania lub postrzeganie: ***see, hear, smell, taste, feel***;
- czasowniki określające stan umysłu: ***know, believe, understand, think***;
- czasowniki wyrażające wolę, preferencje, chęci lub intencje: ***want, need, mean, prefer***.

Niektóre czasowniki występują zarówno w czasie **present simple**, jak i **present continuous**, jednakże mają wtedy różne znaczenia:

- *I think it's a good idea.* (sądzę, uważam) *I'm thinking about my holiday.* (myślę, rozmyślam)
- *She looks tired.* (wygląda) *She is looking at me.* (patrzy)
- *He has a lot of friends.* (ma, posiada) *Now, he's having a break.* (robi sobie przerwę)
- *The soup tastes really good.* (smakuje) *I'm tasting the soup.* (kosztuję, próbuję)

Za pomocą czasów **present simple** i **present continuous** możemy również mówić o przyszłości. Użycie to jest szczegółowo omówione w rozdziale 4.

Practise

1 **Choose the correct verb forms to complete the dialogues.**

1 **A:** This is my cousin Max. He **(1)** ***stays*** / ***'s staying*** with us for a couple of weeks.
B: Hi, Max. **(2)** ***Do you live*** / ***Are you living*** a long way from here?
C: Yes. We **(3)** ***have*** / ***are having*** a house in London. My dad **(4)** ***prefers*** / ***is preferring*** to live near his work so he **(5)** ***doesn't have*** / ***isn't having*** to commute too far every day.
B: That **(6)** ***makes*** / ***is making*** sense! Nice to meet you.

2 **A:** Hi! I **(7)** ***do*** / ***'m doing*** a survey about shopping. **(8)** ***Do you have*** / ***Are you having*** a moment? I'd like to ask you some questions.
B: Sorry! I'm in a hurry. I **(9)** ***run*** / ***'m running*** to a meeting and I **(10)** ***have*** / ***'m having*** no time to talk, really. Sorry.
A: That's OK.

2 Complete the email with the correct present forms of the verbs in brackets.

Hi Eva,
What **(1)** _____ (**you / think**) of the new Billie Eilish album? I **(2)** _____ (**absolutely / love**) it. I **(3)** _____ (**listen**) to it at this very moment! I **(4)** _____ (**play**) it really loudly in my bedroom every night. Mum **(5)** _____ (**get**) a bit fed up with it! She **(6)** _____ (**always / tell**) me to turn it down or put my earphones on. You know, I **(7)** _____ (**think**) Billie Eilish's music **(8)** _____ (**get**) better and better. **(9)** _____ (**you / agree**)? By the way – **(10)** _____ (**you / know**) that we **(11)** _____ (**think**) about a summer language course in London? Then, we could meet and chat long hours. I **(12)** _____ (**look**) forward to it.
See you next week!
Love, Sammy

3 Complete the blog with the correct present forms of the verbs in the box.

do enjoy go improve look play read speak study train want watch

My name is Jack, and I **(1)** _____ for a friend to write to in Poland. I'm sixteen, and at the moment, I **(2)** _____ for my exams. I **(3)** _____ languages and I **(4)** _____ French and German quite well and my Spanish **(5)** _____. I **(6)** _____ to learn Polish too! I **(7)** _____ quite a lot of sport. Every week, I **(8)** _____ football and **(9)** _____ swimming with my mates. These days, we **(10)** _____ for a national competition. I also **(11)** _____ a lot and I **(12)** _____ films at the cinema at least three times a month. Would you like to write to me?

4 Choose the correct time expression in brackets and put it in the correct place in the sentence. Sometimes the expression can go in more than one place.

1 My friend is spending two weeks in Scotland. (**currently / invariably**)
2 I play tennis with my friends. (**off and on / as we speak**)
3 We're doing a project about the environment. (**every so often / presently**)
4 My brother cooks dinner for the family. (**as we speak / every now and then**)
5 Our teacher doesn't give us much homework. (**as a rule / temporarily**)
6 We're revising the present tenses. (**at this stage / off and on**)
7 Do you check new words in your dictionary? (**invariably / at this stage**)
8 I indulge in a decadent dessert just for the pleasure of it. (**temporarily / once in a blue moon**)

5 Choose the correct verb forms to complete the description of the picture.

In the picture, I **(1)** ***can see*** / ***am seeing*** students and a teacher in the school lab. Two boys **(2)** ***stand*** / ***are standing*** at a big table and **(3)** ***do*** / ***are doing*** something together. Perhaps they **(4)** ***carry*** / ***are carrying*** out an experiment. They **(5)** ***wear*** / ***are wearing*** school uniforms, so they might be at an English school. Their teacher **(6)** ***stand*** / ***is standing*** between them, and she **(7)** ***point*** / ***is pointing*** at some equipment with her finger. The students **(8)** ***seem*** / ***are seeming*** interested in their activity, and I **(9)** ***think*** / ***am thinking*** they **(10)** ***enjoy*** / ***are enjoying*** their work.

WYBÓR WIELOKROTNY (TEKST)

6 Z opcji A–D wybierz właściwą odpowiedź.

My cousin Sam is twenty-two. He is a student of medicine, but he's also interested in music and sport. He **(1)** ___ the guitar in a rock band with his friends. We like the same music and I **(2)** ___ to his band's concerts. He's also into running – I sometimes **(3)** ___ running with him, but he's much better than I am. Actually, he **(4)** ___ part in his third marathon next weekend. I **(5)** ___ up to him because he is so hard-working! He is also sociable and has lots of friends, but the only thing about him that gets on my nerves is that he **(6)** ___ his social media when we go somewhere together!

1 **A** is playing **B** plays **C** is played **D** played
2 **A** can always go **B** am always going **C** always go **D** has gone
3 **A** may go **B** can go **C** am going **D** go
4 **A** takes **B** took **C** is taking **D** has taken
5 **A** look **B** would look **C** am looking **D** will look
6 **A** always checks **B** is always checking **C** will always check **D** can always check

Unit 02 Mówienie o przeszłości (past simple, past continuous, past perfect, past perfect continuous, *used to*, *would*)

Czasu **past simple** używamy, aby opisać:
- czynności lub sytuacje, które wydarzyły się raz w określonym momencie w przeszłości: *I finished my project last week.*
- czynności lub sytuacje, które powtarzały się w przeszłości: *Our maths teacher always gave us a lot of homework.*
- sytuacje trwające przez jakiś czas i zakończone w przeszłości: *He studied economics for several years.*
- czynności lub zdarzenia, które miały miejsce tuż po sobie w przeszłości: *We did some shopping, then we met Jack and had a coffee together.*

W zdaniach w czasie **past simple** często używamy następujących określeń czasu: ***yesterday, the day before yesterday, last Monday / week / month / summer / year, three / a few minutes / hours / days / weeks / months / years ago, in 1985, on 12th September 2009.***

Czas **past simple** występuje również w zdaniach z wyrażeniem ***It's (high/about) time***, stosowanym kiedy jakaś czynność powinna zostać wykonana jak najszybciej: *It's about time we **cleaned** up the attic.* *It's high time he **found** his own flat in the city.*

Czasu **past continuous** używamy, aby:
- opisać czynności lub zdarzenia, które trwały w określonym momencie w przeszłości: *I was doing my homework at 7 pm last night.*
- opisać czynności lub zdarzenia, które stanowiły tło innych wydarzeń – szczególnie z wykorzystaniem spójników ***when*** i ***while***: *Jane met Madonna **when** she was living in Hollywood. I met her **while** I was shopping.*
- zwrócić się do kogoś z prośbą: *I was wondering if you could help me with this.*
- wyrazić w uprzejmy sposób zdziwienie/nadzieję (z czasownikami ***expect*** / ***hope***): *I wasn't **expecting** you to come today. I was **hoping** you would come today.*
- opisać powtarzające się w przeszłości czynności, które nas irytowały (z ***always***): *The teacher was **always** telling us to be quiet in class!*

Zwróć uwagę na użycie spójników ***when*** i ***while***:
- past simple + ***while*** + past continuous: *The teacher came in **while** Jane was telling us all a joke.*
- past continuous + ***when*** + past simple: *I was doing my homework **when** you called.*
- past continuous + ***while*** + past continuous: *I was preparing the sauce **while** Ben and Mark were cutting up the vegetables.*

W zdaniach w czasie **past continuous** używamy również następujących określeń czasu: ***this time yesterday, this time last week / month / year.***

Czasu **past perfect** używamy, aby opisać:
- czynności, sytuacje lub stany, które poprzedzały inne czynności, sytuacje lub stany: *When I had finished the essay, I gave it to the teacher.*

W zdaniach w czasie **past perfect** wykorzystujemy często takie spójniki, jak: ***when***, ***after***, ***before***, ***as soon as***, ***until***, ***by the time***, aby jasno wyrazić kolejność zdarzeń w przeszłości: *We started doing grammar exercises **as soon as** the teacher had explained the new structure. Her marks didn't improve **until** she had taken some extra classes. **By the time** Paul got to the party, we had eaten all the food.*

Czasu **past perfect continuous** używamy, aby opisać:
- czynności, które trwały do pewnego momentu w przeszłości: *By the time the bus arrived, we had been waiting for an hour and a half.*

Konstrukcji ***used to*** + **czasownik** używamy, aby opisać:
- czynności lub sytuacje, które były regularnie powtarzane w przeszłości, a teraz już nie są: *We **used to** do a lot of experiments during our chemistry classes.*
- stany, które trwały przez pewien czas w przeszłości, ale już się zakończyły: *She **used to be** very popular with the students. **Did you use to** live in a small flat?*

Konstrukcji ***would*** + **czasownik** używamy, aby opisać:
- typowe zdarzenia lub zachowania, które miały miejsce w przeszłości, a które różnią się od obecnych zdarzeń/zachowań: *Every Saturday morning we **would take** the bus to town.*

Practise

1 **Complete the sentences with the correct forms of the verbs in brackets.**

1 We _____ (**study**) art with Miss Sykes, but now we have Mr Turner.
2 What _____ (**Gary / say**)? I _____ (**not / hear**) him.
3 Sorry I _____ (**miss**) your call. I _____ (**listen**) to a new album.
4 Tina and Mike _____ (**not / be**) at school today. I think they're on holiday.
5 Yesterday, they _____ (**watch**) a film when the postman _____ (**come**).
6 Kate _____ (**go**) to the kitchen, _____ (**put**) on her apron and _____ (**start**) cooking.
7 The manager of the shop _____ (**work**) as usual early yesterday morning when he _____ (**hear**) the sound of breaking glass.
8 Mark _____ (**play**) hockey for a long time before he decided to apply for the scholarship.

2 **Choose the correct verb forms to complete the dialogues.**

1 **A:** How **(1)** ***was / used to be*** your maths lesson this morning?
B: A nightmare! First, I **(2)** ***didn't concentrate / wasn't concentrating*** when the teacher **(3)** ***explained / was explaining*** the material, and then I **(4)** ***got / was getting*** everything wrong in the test.
2 **A:** When I **(5)** ***got / was getting*** home last night, my mum **(6)** ***had / was having*** an argument with my brother about cleaning his bedroom.
B: I know the problem. When my brother **(7)** ***lived / had lived*** at home, my mum **(8)** ***had always argued / was always arguing*** with him about the same thing!
3 **A:** **(9)** ***Did you have / Were you having*** a good day in town on Saturday?
B: Yes, thanks. We **(10)** ***spent / were spending*** three hours in the shopping centre! Then we **(11)** ***went / were going*** to an art gallery because dad **(12)** ***had read / had been reading*** an article about it last month. It was cool actually! After the art gallery, we **(13)** ***had / had had*** a meal and then **(14)** ***came / were coming*** home.

3 **Write five sentences about changes in the area where you live. Then add three sentences about the changes you think need to be made.**

e.g. *There didn't use to be a shopping centre in Wiązowska Street. We used to buy bread from the baker's in the village centre. Now the shop isn't there anymore. It's about time they fixed the bumpy roads in my neighbourhood.*

4 **Use the prompts to make sentences about the past.**

1 I / wait for a bus / when / I / see / my friend / .
2 Where / you / go / when I / meet / you / yesterday / ?
3 I / play football / but when I / change schools / I / stop / .
4 I / not see Jenny / for a long time / before / we / meet again / at a swimming competition / last weekend / .
5 While you / watch TV / I / do / the washing-up / !

5 **Read the task and bullet points and complete the sentences with the correct past forms of the verbs in brackets.**

You recently visited your English friend for the first time.

- Explain how you travelled to England.

My dad **(1)** _____ (**drive**) me to the airport, and I **(2)** _____ (**catch**) the plane at 8:30. The journey **(3)** _____ (**take**) two hours.

- Describe your first meeting.

When I **(4)** _____ (**come**) through customs, my English friend, Mark, **(5)** _____ (**wait**) for me. I **(6)** _____ (**recognise**) him immediately from his photograph! He **(7)** _____ (**walk**) up to me and **(8)** _____ (**smile**). 'Hi! I'm Mark!' he **(9)** _____ (**say**) and we both **(10)** _____ (**laugh**).

- Say what the best thing about your stay was.

Mark's family **(11)** _____ (**take**) me to visit the countryside, and we **(12)** _____ (**go**) for a walk with his two dogs. While we **(13)** _____ (**walk**) through the forest, I **(14)** _____ (**see**) some beautiful wild horses! I **(15)** _____ (**never / see**) wild horses before. That **(16)** _____ (**be**) a great day.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 _____ (*Przechodziłam obok*) the new clothes shop when I realised they had a half-price sale on.
2 When I was young, _____ (*zwykle jeździłam*) to the market on Saturday afternoons.
3 I thought I would be late for the rehearsal yesterday, but by the time I got to school it _____ (*nawet się nie zaczęła*).
4 I was walking home through the park this afternoon when I noticed a letter I _____ (*upuściłam tam*) the previous day.
5 By the time the taxi arrived, we _____ (*czekaliśmy*) at the airport for nearly an hour.
6 It's _____ (*najwyższy czas, żebyś zaczął*) sorting your rubbish!
7 _____ (*Co robiłeś*) when you heard the fire alarm?
8 We _____ (*mieszkaliśmy*) in a really noisy street, but this village is much quieter.

TRANSFORMACJE ZDAŃ

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

1 I've changed my opinion about rock music and now I like it. **USE**
I _____ rock music, but now I do.
2 I wasn't very punctual at my last school and this made my teacher angry every time. **GETTING**
At my last school my teacher _____ with me for not being punctual.
3 I worked on my computer for several hours last night and then I got a headache, which wasn't a surprise. **HAD**
I got a headache last night, which wasn't surprising because _____ on my computer for several hours.
4 As a child, eating a meal too close to bedtime often gave me very bad dreams. **GET**
As a child, if I ate a meal too close to bedtime _____ very bad dreams.

Unit 03 Czasy perfect (present perfect simple, present perfect continuous, past perfect simple, past perfect continuous)

Czasu **present perfect simple** używamy, aby opisać:

- czynności lub zdarzenia, które odbyły się niedawno (w nieokreślonym momencie w przeszłości), a których skutki są nadal widoczne lub odczuwalne: *He has lost his job. (→ He's unemployed.)*
- sytuacje lub stany, które rozpoczęły się w przeszłości i trwają do teraz. W tym przypadku zwykle wykorzystujemy przyimki:
  – ***for*** (aby określić, jak długo trwa dana sytuacja): *I've been a student at this school for six months.*
  – ***since*** (aby określić, od kiedy trwa dana sytuacja): *I've been a student at this school since January.*
- czynności, które zostały lub nie zostały wykonane do tej chwili, bez dokładnego określenia czasu. W tym przypadku często wykorzystujemy następujące przysłówki: ***already***, ***still***, ***yet***, ***ever***, ***never***, ***always***, ***so far***.
- niedawno zakończone czynności lub wydarzenia. W tym przypadku często używamy przysłówka ***just***: *Mike has just phoned.*
- sytuacje mające miejsce w jednostce czasu, która jeszcze trwa: *We have had a lot of problems this week.*
- sytuacje, które oceniamy przy pomocy stopniowania przymiotników (najlepszy, najgorszy, najsmaczniejszy) oraz określeń czasu (***ever***, ***in my life***): *This is the best film I have ever seen. This is the first time I've been to this shop.*
- przyszłe czynności lub zdarzenia, których zakończenie warunkuje wykonanie innych czynności: *I'll ring Mark when I've finished my homework.*

Czasu **present perfect continuous** używamy, aby opisać:

- czynności, które trwają nieprzerwanie od pewnego momentu do tej chwili: *They have been discussing the problems for over an hour.*
- czynności, które od pewnego czasu powtarzają się stale aż do teraz: *Sarah has been going to bed late in the last couple of weeks.*
- czynności lub sytuacje, które trwały przez pewien czas w niedalekiej przeszłości i których skutki są nadal odczuwalne lub widoczne: *I have been working really hard. I need a holiday now.*

Pamiętaj, że w czasie **present perfect simple** opisujemy stany lub rezultat czynności, natomiast w czasie **present perfect continuous** opisujemy:

- stan: *I've had this computer for two years.*
- rezultat: *I've sold all of my furniture.*
- czynność: *We've been selling furniture for many years.*

Czasu **past perfect simple** używamy, aby opisać:

- czynności, sytuacje lub stany, które poprzedzały inne czynności lub stany przeszłe: *When I had read the email, I immediately wrote a reply.*

Czasu **past perfect continuous** używamy, aby opisać:

- czynności, które trwały do pewnego momentu w przeszłości: *By the time I shut down the computer, I had been working for three hours.*

Pamiętaj, że w zdaniach w czasie **past perfect** wykorzystujemy często takie spójniki, jak: ***when***, ***after***, ***before***, ***as soon as***, ***until***, ***by the time***, by jasno wyrazić kolejność zdarzeń w przeszłości:
We left for school as soon as we'd finished eating our breakfast. We waited until the teacher had finished talking. By the time I got to class, the teacher had started the lesson.

Practise

1 **Choose the correct verb forms to complete the sentences.**

1 I've ***just received / just been receiving*** an email from my sister in Canada. She says she's the happiest ***she's ever been / she ever was*** in her life!
2 As soon as ***I've spoken / I spoke*** to the teacher, I'll meet you in the cafeteria.
3 Katya ***hasn't texted / didn't text*** me yet. ***I've been waiting / I waited*** for a message from her for a week.
4 My eyes are hurting a bit because ***I've been reading / I've read*** this book for two hours.
5 I really enjoyed the new drama series on TV last night. ***I haven't seen / I hadn't seen*** it before.

2 **Complete the dialogue with the correct perfect forms of the verbs in brackets.**

Jo: You **(1)** _____ **(be)** on holiday – your face is tanned!
Ben: You're right! I **(2)** _____ **(ski)**. I got back last night.
Jo: **(3)** _____ **(you / see)** Mark yet?
Ben: No, I **(4)** _____ **(not / have)** time. But he **(5)** _____ **(be)** busy training for the swimming competition next weekend. I imagine he's in the pool now.
Jo: I know. I saw him yesterday morning. He **(6)** _____ **(train)** for two hours before school! He looked terrible!
Ben: When I left for Switzerland last week, they **(7)** _____ **(not / choose)** the team for the competition, but Mark texted me during the week to tell me the news.
Jo: Yes – he **(8)** _____ **(look)** forward to it. Let's go and watch him together.
Ben: Good idea! Look, I **(9)** _____ **(just / hear)** that Dawid Podsiadło's giving a concert on Friday. Do you want to go?
Jo: I'd love to. His new album is the best he **(10)** _____ **(ever / make)**.

3 **Choose the correct verb forms to complete the description of the picture.**

The family is sitting around a table. They are all smiling and look happy. I think it's the girl's birthday as there is a birthday cake on the table, and a lot of balloons. The table looks really nice – someone **(1)** ***has probably just brought*** / ***had probably just brought*** a lot of delicious food before the party started. I don't think they **(2)** ***have celebrated*** / ***have been celebrating*** too long, as their plates are empty and they **(3)** ***haven't eaten*** / ***hadn't eaten*** anything yet. The girl looks surprised, so I guess she **(4)** ***hasn't expected*** / ***hadn't expected*** to get so many presents – there are two presents on the table, and her parents **(5)** ***have just given*** / ***have just been giving*** her two more. She **(6)** ***hasn't started*** / ***hadn't started*** to unwrap any of them yet.

4 **Translate the fragments in brackets into English.**

1 _____ (*Dotychczas odpowiedziałam na*) fifteen questions, but there are still another fifteen to do.
2 _____ (*Ostatnio Jake opuszcza dużo zajęć w szkole*), do you think he's OK?
3 This is the seventh time _____ (*próbuję*) to call Kate today, but she isn't answering. I hope she _____ (*nie wyszła*) for the airport yet.
4 _____ (*Mike właśnie mi powiedział*) that _____ (*zaprosił*) twenty people to the party! I don't think he realises how small the room is.
5 _____ (*Nie trenuję*) for the competition very long – in fact, _____ (*dopiero co zaczęłam*)!
6 _____ (*Jak tylko dowiedziałam się*) that my son had been skipping school, I took away his pocket money.

5 **Read the task and bullet points and complete the sentences with the correct perfect forms of the verbs in brackets.**

Tell your English friend about your holiday.

- Say what you've been doing in the last few weeks.

I **(1)** _____ (**have**) an amazing time. I **(2)** _____ (**spend**) most of the time with my best mates and we **(3)** _____ (**do**) all sorts of things – like spending money at the shops and going to see films at the cinema. I **(4)** _____ (**see**) a couple of superhero films and a brilliant French documentary about Kenya.

- Explain what you had planned to do.

Of course before the holidays started, I **(5)** _____ (**intend**) to do loads of schoolwork, and also I **(6)** _____ (**think**) about redecorating my bedroom for a while. Needless to say, I **(7)** _____ (**not / do**) any work or redecorating!

- Say what you've done so far today.

I **(8)** _____ (**decide**) to keep at least a minor part of my holiday resolutions. I **(9)** _____ (**be**) to the library to borrow a book from the school reading list. I **(10)** _____ (**already / read**) a few chapters, and I must say the novel is not so boring. Also, I **(11)** _____ (**visit**) a paint shop to choose the new colour of my room. My dad will help me with redecorating as soon as he **(12)** _____ (**finish**) renovating the garage. The last two weeks of my holidays are going to be quite busy!

SETY LEKSYKALNE

6 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
A It's the first … Mark has driven on a motorway.
B By the … we got to the cinema, the film had already started.
C This … last week we were all sunbathing.

2 _____
A They haven't heard from Tom … he left for Brazil.
B I've been trying to work out these answers … five o'clock.
C I haven't seen her … the beginning of the week.

3 _____
A The judges had … seen anything like Tina's performance before.
B I've … tried adding that spice to a curry, but it might be good.
C Now I feel as if I'd … been on holiday.

4 _____
A Have you been waiting … long?
B They've been repairing the road … over three weeks.
C My neighbours went to Spain … the whole of the summer holidays.

5 _____
A We had to stand in the rain … the bus finally arrived.
B The film was so boring that I couldn't wait … it was over.
C Helena wasn't allowed to learn to drive … she'd reached her seventeenth birthday.

Unit 04 Mówienie o przyszłości (future simple, future continuous, *be going to*, present continuous, present simple, future perfect simple, future perfect continuous)

Czasu **future simple** używamy, aby opisać:
- decyzje, które zostały podjęte spontanicznie, bez wcześniejszego planowania: *OK, I'll go to the shop. Don't worry about the washing-up, I'll do it in a moment.*
- przewidywania dotyczące zdarzeń lub sytuacji przyszłych: *I'm sure you'll pass the exam. It's possible they'll be late.*
- propozycje, prośby, ostrzeżenia, obietnice, nadzieje:
  I'll make you a cup of tea. (propozycja)
  Shall I get you a drink? (propozycja)
  Will you help me to clean up? (prośba)
  Slow down or you'll end up paying a fine. (ostrzeżenie)
  I'll write to you every day when I'm on holiday. (obietnica)
  I hope you'll like the flat. (nadzieja)

Czasu **future continuous** używamy, aby opisać:
- czynności lub sytuacje, które będą trwały w określonym momencie w przyszłości: *At 3 pm this afternoon, I'll be playing tennis with Peter.*
- przyszłe zdarzenia lub czynności, które mają charakter rutynowy: *As usual, we'll be arriving by train.*
- bezpośrednio wyrażane prośby i uprzejme pytania na temat czyichś planów: *Will you be using your laptop? Can I borrow it?*, *'How long will you be staying here?' We're booked for three nights.'*

Czasu **present continuous** używamy, aby opisać:
- czynności szczegółowo zaplanowane przez nas na niedaleką przyszłość, których szczegóły są już określone: *We're taking the train to Cracow tomorrow morning.*

Konstrukcji ***be going to*** używamy, aby opisać:
- plany na przyszłość: *I'm going to buy a new car soon.*
- przewidywania dotyczące czynności lub sytuacji, oparte na zaistniałych okolicznościach: *Look at the clouds! It's going to rain soon.*

Czasu **present simple** używamy, aby opisać:
- czynności lub sytuacje, które wydarzą się w przyszłości zgodnie z wcześniejszym harmonogramem: *Hurry up! The train leaves in a few minutes.*

Czasu **future perfect simple** używamy, aby opisać:
- czynności i stany, które zakończą się w pewnym momencie w przyszłości, zazwyczaj z określeniem czasowym poprzedzonym przez słowo ***by***: *I'll have finished my essay by four o'clock.*

Czasu **future perfect continuous** używamy, aby opisać:
- czynności, które w określonym momencie w przyszłości będą już trwać od jakiegoś czasu: *By the end of this week, we'll have been working on this project for a month.*

O przyszłości możemy również mówić za pomocą zdań okolicznikowych czasu, wprowadzanych przez takie spójniki, jak: ***when***, ***after***, ***before***, ***till/until***, ***whenever***, ***as***, ***as soon as***, ***as long as***, ***by the time***: *We'll set off as soon as it stops raining.*

Pamiętaj, że nawet kiedy mówimy o przyszłości, po tych spójnikach nigdy nie używamy czasów przyszłych, lecz czasu **present simple** lub **present perfect**: *You'll have to wait until they call your name.* (nie: ~~*will call*~~), *You can go outside after you finish/have finished your homework.* (nie: ~~*will finish*~~)

Practise

1 Match the sentences with the correct functions.

a an arrangement **b** a prediction about the immediate future based on evidence **c** a warning **d** an offer **e** a routine activity **f** a promise **g** a general prediction **h** an intention **i** a request **j** an activity in progress at point in the future **k** an action continuing until a point in the future **l** polite inquiry

1 I think the weather will be perfect for our holiday next month.
2 Hurry up or you'll be late!
3 This time tomorrow we'll be sitting on the plane ready for take-off.
4 I'm definitely going to finish my essay tonight.
5 I'm having a coffee with Ben later. He called a few minutes ago.
6 By Thursday I'll have been serving in this restaurant for two months.
7 I'll phone you every day while I'm away.
8 Shall I make you a sandwich? You look hungry.
9 I'll be going to the tennis club this evening.
10 Will you be going shopping today? I think we're out of coffee.
11 Will you wait for me after school?
12 It's too late. We're going to miss the train.

2 Choose the correct verb forms to complete the sentences.

1 I'm sure ***you're doing*** / ***you'll do*** well in the play, don't worry.
2 Sorry, I can't come round this morning – ***I'm playing*** / ***I'll have played*** tennis until 12:00.
3 This is delicious! When are you ***teaching*** / ***going to teach*** me how to cook properly?
4 We'd better run – the shop ***is closing*** / ***closes*** at 5:30.
5 I'll ***be finishing*** / ***have finished*** this book by the end of the week. Can I borrow another one?
6 Just think – in three years' time, ***we're studying*** / ***we'll be studying*** at university!
7 ***I'll have sat*** / ***I'm going to sit*** down for a moment. I feel a bit sick.
8 Make sure to save your work before you ***shut down*** / ***will shut down*** your computer.
9 OK, I promise. ***I'm phoning*** / ***I'll phone*** you when I ***get*** / ***will get*** home.
10 Whenever you ***need*** / ***will need*** help, give me a call.

3 **Complete the text with the correct forms of the verbs in brackets.**

OK everyone – here are the plans for the trip tomorrow. Firstly – please, **(1)** _____ (**you** / **get**) an early night? The train obviously **(2)** _____ (**not** / **wait**) for anyone who isn't there! I **(3)** _____ (**set**) my alarm clock for 6:30, so I suggest you do the same! As you can see in the itinerary, we **(4)** _____ (**all** / **meet**) on platform 8 at 7:15. The train **(5)** _____ (**leave**) at 7:30 and **(6)** _____ (**arrive**) in Brighton at 9:30. After we **(7)** _____ (**get**) there, we **(8)** _____ (**have**) a meal at Ron's Restaurant on Brighton beach. Then we **(9)** _____ (**have**) a walk round the town and visit the museum. We **(10)** _____ (**finish**) the tour by about 4:30, so I'm sure we **(11)** _____ (**be**) back home by seven or eight o'clock. I hope your parents **(12)** _____ (**wait**) for you at the meeting point.
See you tomorrow! Mr Jones

4 **Complete the text with the correct forms of the verbs in brackets.**

It's quite difficult to think about life in ten years' time. The only thing I am sure of is that life **(1)** _____ (**be**) very different! We **(2)** _____ (**live**) in tall buildings because the population **(3)** _____ (**increase**) a lot by then, and we **(4)** _____ (**not have**) much space. We definitely **(5)** _____ (**not have**) gardens. Perhaps everyone **(6)** _____ (**work and study**) at home. I'm sure by that time, we **(7)** _____ (**use**) computers to do nearly everything for years.

5 **Translate the fragments in brackets into English.**

1 _____ (*Gram*) a squash match with Brian after school tomorrow, so _____ (*nie będę mógł się z tobą spotkać*) for a coffee until after five o'clock.
2 Gary _____ (*zdecydowanie wygra*) the election because he's popular and everyone knows _____ (*że będzie ciężko pracował*) if he's elected.
3 The caterers _____ (*dostarczą*) the food for the buffet by 6:30, and then _____ (*będziemy mieć pojęcie*) about what extras we may need to buy.
4 _____ (*Będziesz przejeżdżał*) past the bank on your way to work? If so, could you give me a lift? I _____ (*mam spotkanie*) with the manager at 2.30.
5 By the time Mr Grant _____ (*odejdzie*) on Friday 16th, _____ (*będzie uczył*) at this college for fifteen years.
6 I've made the decision. _____ (*Mam zamiar złożyć*) my resignation after work tomorrow. _____ (*Nie będę pracować*) another day for this organisation.

6 **Read the task and bullet points and choose the correct verb forms to complete the sentences.**

Write a blog extract about your plans for today.
- Write about your plans for the day.

Our English teacher **(1)** ***is giving / gives*** us a big test in class tomorrow, so today, I **(2)** ***'m going to do / do*** a lot of revision. I think **(3)** ***'m starting / 'll start*** by looking at all the vocabulary we've studied this term. I **(4)** ***do / 'll do*** that this morning, and then this afternoon, I **(5)** ***look / 'll be looking*** at the grammar.

- Write about your arrangements for the day.

My friend Robert **(6)** ***comes / is coming*** round in the afternoon so that we can test each other. He **(7)** ***'ll have stayed / 's staying*** for dinner too. The first episode of a new TV drama **(8)** ***will start / starts*** at 6 pm, and we **(9)** ***'ll both definitely have watched / 're both definitely going to watch*** it.

- Write about what you'll have achieved by the end of the day.

So, by 7 pm I **(10)** ***'ll have revised / 'll be revising*** all the vocabulary, and I **(11)** ***'ll read / 'll have read*** through the grammar rules. With Robert's help I hope I **(12)** ***'ll have understood / understand*** the future tenses. I **(13)** ***'ll work / 'm going to work*** really hard today so I believe I **(14)** ***'ll deserve / 'm deserving*** some rest with TV.

TRANSFORMACJE ZDAŃ

7 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 My plan is to apply for drama school after the holidays. **GOING**
_____ apply for drama school after the holidays.
2 I'm not sure which town will be our home in a few years' time. **BE**
I wonder _____ in a few years' time.
3 Would you like to join us for lunch at 1:30? **ARE**
_____ at 1:30 if you'd like to join us.
4 4:40 is the deadline for finishing my essay and handing it in. **HAVE**
_____ the essay by 4:30 and will hand it in then.
5 This is too much food for me to eat without feeling ill. **TO**
If I eat all this food _____ ill.
6 Jake can check the laptop when he comes round later, as usual. **BE**
Jake _____ later as usual and he can check the laptop then.

Unit 05 Czasowniki modalne

Czasownika modalnego ***can*** używamy, aby wyrazić:
- umiejętność: *I **can** run very fast. (= I am able to run very fast.)*
- pozwolenie: *OK, you **can** take the car tonight. (= OK, you're allowed to take the car tonight.)*
- przypuszczenie (w formie przeczącej): *They **can't** be at home. (= I'm sure they are not at home.) They **can't** have been at home last night because their car wasn't outside their house. (= I'm sure they were not at home.)*
- przypuszczenie dotyczące chwili obecnej: *They **can't** be doing their homework – they are in the garden.*
- wrażenia zmysłowe: *I **can** hear a noise. I **can** see the tree from my window.*

Czasownika modalnego ***could*** używamy, aby wyrazić:
- umiejętność posiadaną w przeszłości: *She **could** swim when she was five.*
- możliwość w przeszłości: *He **could** have gone to university, but he didn't work hard enough.*
- uprzejmą prośbę: ***Could** you help me, please?*
- prośbę o pozwolenie: ***Could** I borrow your tennis racket?*
- prawdopodobieństwo: *He **could** be one of the local team players. (= It's possible he is one of the local team players.) He **could** have been at the party, but I didn't see him.*
- prawdopodobieństwo dotyczące chwili obecnej: *She **could** be playing the piano right now.*

Czasownika modalnego ***must*** używamy, aby wyrazić:
- konieczność lub wolę mówiącego: *You **must** be on time. (= You have to be on time. / It's necessary for you to be on time.)*

> Aby wyrazić obowiązek wykonany w przeszłości, używamy ***had to***, a nie ***must***: *We had to give in our report at the end of the day.*

- przypuszczenie graniczące z pewnością: *They **must** be at the stadium. (= I'm sure they are at the stadium.) They **must** have been at the wedding – they showed me some photographs.*
- przypuszczenie graniczące z pewnością dotyczące chwili obecnej: *You **must** be kidding!*

Wyrażeń ***have to / need to*** używamy, aby wyrazić:
- konieczność lub zewnętrzny nakaz: *I **had to** practise a lot before the competition. To qualify for the semi-finals, they will **need to** beat the German team.*
- brak potrzeby konieczności lub nakazu: *You **don't have to** play today if you don't want to. You **don't need to / needn't** take an umbrella. It's not going to rain.*

> Aby wyrazić brak potrzeby, konieczności lub nakazu w przeszłości, używamy ***didn't have to*** lub ***didn't need to***: *I **didn't have to / didn't need to** bring any food to the party.*
>
> Aby wyrazić, że czynność została wykonana mimo braku takiej potrzeby, używamy ***needn't have***: *I **needn't have** brought all these things.*

Czasownika modalnego ***mustn't*** używamy, aby wyrazić:
- zakaz: *You **mustn't** use your hands in a football match. (= You are not allowed to use your hands in a football match.)*

Czasowników modalnych ***may / might*** używamy, aby wyrazić:
- przypuszczenie dotyczące teraźniejszości: *The man **may / might** be a boxer. (= It's possible that the man is a boxer.)*
- przypuszczenie dotyczące przeszłości: *He **may / might** have gone to a tennis club. He had his sports bag with him.*
- przypuszczenie dotyczące przyszłości: *They **may** win the game tonight. (= It's possible they will win the game tonight.)*
- uprzejmą prośbę o pozwolenie: ***May** I leave early, sir? (= Do you mind if I leave early, sir?)*
- przypuszczenie dotyczące chwili obecnej: *He **may / might** be chatting online right now.*

Czasowników modalnych ***should / ought to*** używamy, aby wyrazić:
- powinność lub obowiązek: *I **should / ought to** work out more often to keep fit. I **should / ought to** have worked out more before the competition.*
- radę lub zalecenie: *You **should / ought to** practise your backhand more. You **should / ought to** have practised your backhand more before the match.*
- krytykę dotyczącą chwili obecnej: *You **should** be packing now!*
- krytykę: *You **shouldn't / ought not to** have taken this turning. We're going the wrong way!*

Wyrażenia ***had better (not)*** używamy, aby udzielić rady lub ostrzeżenia w konkretnych sytuacjach: *You'd **better** answer the phone! You'd **better not** be late or he'll be angry.*
Pamiętaj, że nie istnieje forma przeszła wyrażenia ***had better (not).***

Czasownika modalnego ***shall*** używamy, aby wyrazić:
- propozycję zrobienia czegoś wspólnie: ***Shall** we play tennis this afternoon?*
- propozycję zrobienia czegoś dla drugiej osoby: ***Shall** I get you something to drink?*

Czasownika modalnego ***will*** używamy, aby wyrazić:
- prośbę: ***Will** you show me how to play baseball? (= **Can** you show me how to play baseball?)*
- obietnicę: *I **will** phone you before 6:30. I **will** always be there for you.*

Czasownika modalnego ***dare*** używamy, aby wyrazić:
- śmiałość (lub jej brak), żeby coś zrobić: *No one **dare** tell him that bad news. I **daren't** go home – my parents will be furious!*

> Czasownik ***dare*** funkcjonuje również jako zwykły czasownik (*odważyć, ośmielić się*), po którym używamy bezokolicznika z ***to***: *I **dared to** tell him the truth.*

Practise

1 **Complete the sentences with the correct modal verbs or their synonymous expressions.**

1 You don't look very well. You _____ go home and rest.
2 I _____ eat that chocolate – I'm trying to lose weight.
3 _____ you help me with this computer?
4 I _____ get up early this morning and now I'm really tired.
5 You _____ borrow my laptop if you want.

2 **Choose the correct verb forms to complete the dialogues.**

A: When does Miss Jones want our homework?
B: We **(1)** ***mustn't / don't have to*** give it in until Friday.

A: The teacher's going to be late this morning.
B: Really? So I **(2)** ***needn't have rushed / didn't need to rush*** to be on time!

A: **(3)** ***Shall / Will*** you be coming to the drama club today?
B: I **(4)** ***might / can*** come. It depends when lessons finish.

A: Is that the new student?
B: It **(5)** ***mustn't / can't*** be him. He's coming next week.

A: **(6)** ***May / Can*** you think of a word for question 3?
B: Sorry, no. You **(7)** ***ought to / might*** ask Sara.

3 **Complete the email with the correct words.**

Hi Bea,
Sorry! I **(1)** ***should / could*** have written before, but I've been trying to finish my essay! The new house is great, but it's miles from my new school! I **(2)** ***can't / couldn't*** get a bus there, so I **(3)** ***must / have to*** walk for about ten minutes to the train station! I **(4)** ***could / might*** get a lift in with dad, but he goes out much earlier, so then I'd **(5)** ***need / better*** to get up at 5:30! Ugh! I'm looking forward to your visit next week. You **(6)** ***have to / should*** find us quite easily. You **(7)** ***may not / can't*** use the main road now because they're repairing it, so you **(8)** ***'ll have to / might*** take the country road to Sowchester. It's a bit longer, but you **(9)** ***need to / should*** get here by five o'clock. I **(10)** ***mustn't / don't have to*** forget to send you a photo of the house. You **(11)** ***will / may*** recognise it easily from the road when you get here! Well, I'd **(12)** ***ought to / better*** finish now and get on with that essay.
Love, Emily

4 **Answer the questions.**

1 What did you need to do yesterday?
2 What needn't you have done yesterday?
3 What do you have to do before tomorrow morning?
4 What shouldn't you have done last week?
5 What would you never dare do?
6 What plans do you have for your future studies and career?

5 **Complete the description of the picture with the correct modal forms.**

The picture shows a group of people in the park. They **(1)** _____ (**be**) friends because they're all laughing and smiling. Yes, they **(2)** _____ (**know**) each other quite well. They **(3)** _____ (**be**) on a school break or they **(4)** _____ (**decide**) to meet up to have a chat and something to eat. They **(5)** _____ (**do**) something for school or university, as they have some books and notes. It **(6)** _____ (**be**) quite cold because they're wearing hats and scarves. The photo **(7)** _____ (**take**) in a city or town, but it **(8)** _____ (**not take**) in the countryside, that's for sure.

6 **Read the bullet points and write your answers in your notebook.**

Write to your English friend.
- Apologise for not writing before and explain what prevented you.
- Tell him/her about your obligations over the next few days.
- Suggest having a phone chat next weekend and say why you need to talk.

TRANSFORMACJE ZDAŃ

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

1 It isn't necessary to bring anything to the party. **HAVE**
You _____ anything to the party.
2 It's not a good idea to stay in bed so long! **NOT**
You _____ in bed so long!
3 It's forbidden to leave your bicycle outside this gate. **NOT**
You _____ your bicycle outside this gate.
4 We needn't wait for Suzi. She's going to be late. **HAVE**
We _____ for Suzi. She's going to be late.
5 I need your advice about a problem I have. **ME**
_____ some advice about a problem I have?
6 I'm sure he's gone home by now. **HAVE**
He _____ home by now.
7 Mr Tip didn't give us an essay to write, thank goodness! **NEED**
We _____ write an essay for Mr Tip, thank goodness!
8 I'm not brave enough to ask Mr Barnes for extra time for my homework. **DARE**
I _____ ask Mr Barnes for extra time for my homework.

Unit 06 Temat 1: Przedimki

Przedimka nieokreślonego *a / an* używamy z rzeczownikami policzalnymi w liczbie pojedynczej:

- kiedy mówimy o kimś lub o czymś po raz pierwszy: *I've got a dog.*
- kiedy stwierdzamy, że ktoś lub coś należy do pewnego typu lub rodzaju osób lub rzeczy: *Zakopane is a mountain town. My mum is an accountant.*
- w wyrażeniach ilościowych: *a lot, a few, a little, a couple of, a kilo, a litre, a kilometre*
- przed rzeczownikami określającymi popularne dolegliwości lub choroby: *I've got a headache / a sore throat / a stomach ache.*
- w wyrażeniach określających częstotliwość: *three days a week, once a year*
- w stałych wyrażeniach: *go for a walk, have a rest, as a result, take a shower*
- przed niektórymi liczebnikami w liczbie pojedynczej: *It cost a hundred pounds.*

Przedimka określonego *the* używamy:

- kiedy mówimy o osobie lub rzeczy, która wcześniej została wspomniana: *I've got a dog. The dog is very old.*
- kiedy rozmówcy wiedzą, o jakiej osobie lub rzeczy jest mowa: *I put the grocery bags on the floor. Did you talk to the boss yesterday?*
- kiedy przed rzeczownikiem używamy przymiotnika w stopniu najwyższym: *Rysy is the highest mountain peak in Poland.*
- kiedy chcemy zaznaczyć, że istnieje tylko jedna rzecz danego typu lub osoba o określonej funkcji: *the mayor of New York, the Equator, the Earth*
- przed nazwami instrumentów muzycznych, w zdaniach, w których mowa o umiejętnościach gry na instrumentach: *He plays the piano.*
- przed przymiotnikami oraz przed nazwami narodowości, oraz przymiotnikami służącymi do opisania grupy ludzi, których łączy dana cecha: *the rich, the English*
- z nazwiskami w liczbie mnogiej w znaczeniu całej rodziny: *I've asked the Smiths to dinner.*
- przed nazwami krajów zawierającymi rzeczownik pospolity *(**state**, **republic**, **kingdom**)*: *the USA, the UK*
- przed nazwami rzek: *the Nile*, mórz i oceanów: *the Pacific Ocean*, łańcuchów górskich: *the Alps*, archipelagów: *the Maldives*, pustyń: *the Sahara Desert*, kanałów: *the Panama Canal*
- przed nazwami i kierunkami geograficznymi zawierającymi ***of***: *the Valley of the Kings, the south of France*
- przed nazwami kin, teatrów, restauracji: *The Empire, The Forest Front (restaurant)*
- przed liczebnikami porządkowymi: *the first, the second*
- przed rzeczownikami, takimi jak: *the police, the weather, the press, the radio*
- przed niektórymi rzeczownikami w stałych wyrażeniach: *at the cinema/theatre, on the bus/train, in the mountains, at the seaside, on the coast, in the sky, on the ground, in the forest*

Przedimka zerowego (–) używamy:

- przed rzeczownikami policzalnymi w liczbie mnogiej lub rzeczownikami niepoliczalnymi, kiedy nie precyzujemy konkretnie, o jakich osobach lub rzeczach mówimy: *I like horror films. Dolphins are sea mammals. People should care about the environment.*
- przed nazwami własnymi, takimi jak: imiona, nazwiska, nazwy miast, państw, jezior, pojedynczych wysp i szczytów górskich oraz kontynentów: *Tenzig Norgay and Edmund Hillary were the first men to climb Mount Everest. Lake Victoria is in Africa.*
- przed rzeczownikami oznaczającymi nazwy dni tygodnia, miesięcy, świąt: *We're leaving on Tuesday. Easter often falls in April.*
- przed nazwami dyscyplin sportowych, kolorów, posiłków, konkretnych chorób: *I often play basketball. Green is my favourite colour. I have already eaten breakfast. He came down with malaria.*
- przed rzeczownikami w niektórych utartych wyrażeniach: *at home, in bed, to school / work, by bus / train / car, have something for breakfast / lunch / dinner, go on holiday*

Practise

1 **Choose the correct options to complete the sentences.**

1 Have you ever been to ***the*** / – USA?
2 Ben's in ***a*** / ***the*** garden. He's playing ***the*** / – football with ***a*** / ***the*** friend.
3 I got ***a*** / ***the*** bad stomach ache after our ***the*** / – meal at ***a*** / ***the*** hotel yesterday.
4 Do you want to take ***a*** / ***the*** break from studying and have ***a*** / ***the*** coffee?
5 I saw Charlotte at ***a*** / ***the*** cinema yesterday. We were watching ***the*** / – new Hugh Jackman film.
6 ***The*** / – Alps are in ***the*** / – Switzerland, aren't they? Or is it ***the*** / – Austria? Or maybe both?
7 ***The*** / – first time I went for ***a*** / ***the*** walk in ***a*** / ***the*** forest near here, I found ***a*** / ***the*** very unusual flower.

2 **Complete the text with *a* / *the* or (–).**

My blog

On Monday, my mum started **(1)** ___ new job as **(2)** ___ receptionist. She's working in **(3)** ___ new office building they have built next to **(4)** ___ bus station on **(5)** ___ Croxley Road. **(6)** ___ transport is difficult because **(7)** ___ parking is **(8)** ___ big problem in town. **(9)** ___ boss has **(10)** ___ parking space in front of **(11)** ___ building, but **(12)** ___ people like my mum don't. So, she has to take **(13)** ___ taxi instead of driving **(14)** ___ car.

3 **Write the messages in full.**

1 Had great time at party! Thanks. Pete gave me lift home. House completely dark and quiet when I got home!

2 Met Brian in shopping centre today. Having lunch together now. Going to buy new coat later! See you on bus tomorrow!

3 Just got results of maths test. Got all answers right! Best result in class! Cool or not?!

4 Got couple questions about new project. You got a moment? Call me.

4 **Complete the description of the picture with *a* / *the* or (–).**

In **(1)** _____ picture, there's **(2)** _____ family, and they are in **(3)** _____ restaurant. There are six people sitting at **(4)** _____ table, chatting and laughing with each other. I don't think it's **(5)** _____ special occasion like **(6)** _____ birthday party because I can't see **(7)** _____ birthday cake. **(8)** _____ family are having dinner, I think, and **(9)** _____ food looks delicious. **(10)** _____ restaurant looks really nice and cosy. There are a lot of plants, lamps and some photos on **(11)** _____ walls in **(12)** _____ background. It seems like **(13)** _____ nice place to visit and spend time with your family.

5 **Translate the fragments in brackets into English.**

1 I watched _____ (*doskonały program*) on television _____ (*zeszłego wieczoru*) which was _____ (*o odkryciu pierwszych antybiotyków*). _____ (*Program jest częścią nowej serii naukowej*) and I think I'll watch all of them.

2 _____ (*Amerykańska astronautka*) called Sunita Lyn Williams _____ (*przeszła do historii*) in 2012 when she ran _____ (*pierwszy maraton w kosmosie*). She completed it _____ (*na bieżni stacjonarnej*) in four hours and 24 minutes. _____ (*Pozostali członkowie załogi*) cheered her on and _____ (*dawali jej pomarańcze*) during the race.

3 _____ (*Naukowcy*) are investigating how _____ (*zwierzęta*) hibernate. It's possible that _____ (*w przyszłości ludzie*) will be able to _____ (*wejść w stan hibernacji*) to travel in space, not _____ (*na Księżyc czy planety, takie jak Wenus czy Mars*), but further out into the galaxy.

4 Recent surveys suggest that _____ (*przepaść między bogatymi a biednymi w społeczeństwie*) is growing _____ (*coraz większa*) and future job cuts because of automation will affect _____ (*niżej opłacanych pracowników*) most, and create an even greater gap.

5 I was appalled _____ (*jedną z wiadomości w telewizji*) this morning. Apparently _____ (*w poniedziałek złodzieje włamali się do mieszkania starszej kobiety*) in Somerton and tied her to a chair before ransacking her house and stealing _____ (*wszystkie jej najbardziej wartościowe*) possessions. _____ (*Policja została zaalarmowana*) by a neighbour but were too late to catch _____ (*złodziei*).

6 **What's the best present you've ever received? Write your answer, saying what it was, when you received it, and why you liked it.**

7 **Read the task and bullet points and choose the correct options to complete the sentences.**

Write to your English friend.

- Tell him/her the best time to visit your country.

(1) ***A*** **/** ***The*** good time to come here is in **(2)** ***the*** **/ –** April because **(3)** ***a*** **/** ***the*** weather is usually quite good, and there are lots of **(4)** ***the*** **/ –** flowers and colours in **(5)** **–** **/** ***the*** countryside. It's always good to see **(6)** **–** **/** ***the*** sun again after **(7)** **–** **/** ***the*** winter!

- Tell him/her what to bring with him/her on his/her visit.

It's **(8)** ***a*** **/ –** good idea to bring some warm clothes with you as it will be colder than in **(9)** ***the*** **/ –** England. You'll need **(10)** ***the*** **/ –** thick socks and gloves! Also, bring **(11)** ***a*** **/ –** smart suit because we might go to **(12)** ***a*** **/ –** wedding. My sister is getting married!

Unit 06 Temat 2: Rzeczowniki policzalne i niepoliczalne (*some, any, much, many, a lot of, too, enough, (a) few, (a) little*)

Rzeczowniki policzalne nazywają osoby, rzeczy i miejsca, które można policzyć.

- Rzeczowniki policzalne występują zarówno w liczbie pojedynczej, jak i mnogiej.
- Aby utworzyć liczbę mnogą rzeczownika, zwykle dodajemy do formy liczby pojedynczej końcówkę ***-s***: *table – tables, cat – cats*.
- Jeśli rzeczownik kończy się literami: ***ch***, ***ss***, ***s***, ***sh***, ***o*** lub ***x***, w liczbie mnogiej dodajemy do formy liczby pojedynczej końcówkę ***-es***: *church – churches, kiss – kisses, bus – buses, dish – dishes, potato – potatoes, box – boxes*.
- Jeśli rzeczownik kończy się literą spółgłoskową, po której występuje litera ***-y***, do formy liczby pojedynczej dodajemy końcówkę ***-ies***: *fairy – fairies*.
- Jeśli rzeczownik kończy się literami ***fe*** lub literą ***f***, w liczbie mnogiej literę ***f*** zastępujemy literą ***v***: *wife – wives, wolf – wolves*.
- Aby utworzyć liczbę mnogą rzeczownika złożonego, zazwyczaj dodajemy ***-s*** do ważniejszego znaczeniowo członu rzeczownika: *passer-by – passers-by*.

Niektóre rzeczowniki tworzą liczbę mnogą w sposób nieregularny: ***a man → men***, ***a child → children***, ***a tooth → teeth***, ***a phenomenon → phenomena***, ***a criterion → criteria***

- Niektóre rzeczowniki nie zmieniają formy w liczbie mnogiej: *sheep, cod, deer, aircraft, spacecraft, fish, hair*.
- Niektóre rzeczowniki występują wyłącznie w liczbie mnogiej i nie mają liczby pojedynczej: *arms, belongings, cattle, clothes, goods, outskirts, surroundings, troops, trousers*.
- Rzeczowniki policzalne w liczbie pojedynczej występują z przedimkiem nieokreślonym ***a/an***: *There's an apple on the table.*
- Rzeczowniki policzalne w liczbie mnogiej łączą się z następującymi określeniami ilości: ***a lot / lots of***, ***plenty of***, ***(too / so / how / not) many***, ***some*** (w zdaniach twierdzących), ***any*** (w pytaniach i przeczeniach), ***several***, ***a few (of)***, ***a couple of***, ***(very / too / so) few***, ***no***.

Rzeczowniki niepoliczalne nazywają rzeczy i zjawiska, których nie można policzyć.

- Rzeczowniki niepoliczalne to m.in. nazwy substancji: *sugar, water*, uczuć: *love, happiness*, oraz pojęć abstrakcyjnych: *freedom, beauty*.
- Rzeczowniki niepoliczalne nie mają liczby mnogiej i nie występują z liczebnikami ani przedimkiem nieokreślonym ***a/an***.
- Rzeczowniki niepoliczalne łączą się z następującymi określeniami ilości: ***a lot of***, ***plenty of***, ***(too / so / how / not) much***, ***some*** (w zdaniach twierdzących), ***any*** (w pytaniach i przeczeniach), ***a little***, ***(very / too / so) little***, ***no***.

Zwróć szczególną uwagę na takie słowa, jak: ***advice***, ***information***, ***news***, ***furniture***, ***luggage***, które w języku angielskim są niepoliczalne:
*I need some **advice** from you.*
*They didn't give us much **information**.*
*That is good **news**!*
*We don't have much **furniture** in the flat.*
*Don't take too much **luggage**.*

Konstrukcji ***there*** + ***be*** używamy, aby powiedzieć, że coś jest: *There is some orange juice.*

Zdania z konstrukcją ***there*** + ***be*** często wskazują na lokalizację i liczbę/ilość:
There were a few apples on the table.
There must be a lot of pepper in this meal.

Zwróć uwagę na różnicę pomiędzy ***There is*** … oraz ***It is*** …

- *There is some bread on the table.* (wymieniamy rzeczownik po raz pierwszy, podając, gdzie dana rzecz się znajduje i w jakiej ilości)
- *It's great here. (= I think this place is great.)*
  It makes me happy.
  It's worth having a look inside the shop.
- *It is too old to eat.* (mówimy o konkretnej rzeczy, opisując jej właściwości)
  It's raining. (mówimy o pogodzie)

Practise

1 **Choose the correct words to complete the sentences.**

1 Have you got ***much*** / ***many*** money at the moment?
2 I'm afraid there aren't ***some*** / ***any*** tickets left for the concert.
3 ***It*** / ***There*** is a letter for you on the table.
4 There wasn't ***enough*** / ***some*** food for everyone.
5 The news about the floods ***is*** / ***are*** very bad.
6 You must stop to drink ***a*** / ***some*** water during your run.
7 ***A little*** / ***A few*** of the students stayed after class to talk to the teacher.
8 There are ***too*** / ***very*** many questions for me to answer!
9 We had too ***little*** / ***few*** apples to go round.
10 My father has given me ***lots of*** / ***much*** driving tips.

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

1 There was _____ of work to do, so I didn't get bored.
2 I couldn't answer _____ of the questions in the test because they were all _____ difficult.
3 There were _____ many requests for tickets that a _____ people couldn't go to the gig.
4 A _____ of people complained about the meal, but fortunately, not a _____.
5 _____ few students enrolled on the course and it had to be cancelled.

3 **Complete the second sentence so that it has a similar meaning to the first one, using the word given.**

1 All the tables in the restaurant are occupied. **ANY**
There _____.
2 It's too late to finish the essay. **TIME**
There _____.
3 What shall I do? **ADVICE**
Can you _____?
4 We've got nothing but one table and two chairs in the room. **FURNITURE**
There _____.
5 Someone has eaten most of the chocolates. **LEFT**
There are _____.
6 A band will be playing in the concert hall this evening. **MUSIC**
There _____.
7 I saw only two apples on the table. **FEW**
There _____.
8 The cake was very, very sweet. **SUGAR**
There _____.

4 **Complete the description of the picture with the correct words.**

In the picture, **(1)** _____ are four people taking part in a cooking class. They are wearing aprons and standing by the table. On the table, there are a **(2)** _____ different food products. There are **(3)** _____ of different vegetables: I can see a **(4)** _____ tomatoes, **(5)** _____ mushrooms, and **(6)** _____ sweet peppers, but there are **(7)** _____ potatoes. I also can't see **(8)** _____ meat, so I think they're preparing **(9)** _____ vegetarian meal. There is also **(10)** _____ kitchen equipment: there are a **(11)** _____ plates, **(12)** _____ knives, and two or three chopping boards.

5 **Complete the gaps with the plural forms of the nouns given.**

1 _____ (**deer**) are easy prey for _____ (**wolf**).
2 The king of England, Henry VIII, had six _____ (**wife**).
3 _____ (**cod**) are known to migrate in large numbers.
4 The _____ (**goose**) honked loudly as they migrated south for the winter.
5 The _____ (**spacecraft**) in the new *Star Wars* film are amazingly designed.
6 My father needed two _____ (**icebox**) to bring home all the _____ (**fish**) he had caught.

6 **Read the task and the bullet points and complete the sentences with the correct words.**

Write a blog extract about your redecorated bedroom.

- Describe what your room used to look like.

My room used to have one small window, and it let in very **(1)** _____ light, so I couldn't do **(2)** _____ homework there. I had a **(3)** _____ of boring pictures on the walls, and I didn't have **(4)** _____ shelves or tables there at all. Needless to say, I didn't spend **(5)** _____ time there!

- Explain what it looks like now.

It's very different now! Dad put in two more windows, so there's **(6)** _____ of light now. He's also knocked down a wall, so the room's bigger. Now I've got **(7)** _____ room to have a big desk and my PC, and there's **(8)** _____ space for more furniture too. In fact, there's too much space! I need to do **(9)** _____ shopping soon. And now, there are **(10)** _____ boring pictures on the walls!

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

7 **Uzupełnij każdą lukę jednym wyrazem.**

Hiya!

I just thought I'd write to you quickly because I've got **(1)** _____ free time before my next lesson. I had quite a lazy Sunday, and I didn't do **(2)** _____ homework at all. In fact, I didn't do **(3)** _____ all day. I spent **(4)** _____ hour playing a computer game – you know, the one you lent me. I'm getting better and I got a **(5)** _____ of points! But I haven't had **(6)** _____ practice to be as good as you yet. **(7)** _____ is a difficult game – there are so **(8)** _____ levels. Perhaps you can give me **(9)** _____ advice next time we talk. Just a **(10)** _____ tips, please! Anyway, the bell's gone, so now it's double science.

See you soon,

Amy

Unit 07 Temat 1: Strona bierna, konstrukcja *have something done*

Strony biernej w języku angielskim używamy:

- gdy wykonawca czynności jest nieznany lub nieistotny dla treści zdania: *My camera has been stolen. Breakfast is included in the price.*
- w stylu formalnym: *You aren't allowed to take photographs inside the museum.*
- aby opisać procesy lub zjawiska: *A lot of historic buildings in the town centre were damaged during the war and rebuilt later on.*
- aby podkreślić wykonawcę czynności za pomocą przyimka ***by***: *This part of Africa was explored by David Livingstone.*
- aby wyrazić powszechne przekonania lub domysły. Stosujemy w tym przypadku następujące czasowniki (***passive reporting verbs***): ***say***, ***believe***, ***report***, ***think***, ***claim***, ***know***, ***expect***, ***allege***, ***suppose***, ***consider***, ***expect***:
  It is said that *doing half an hour's exercise every day will keep us fit.*
  It is thought that *the attacker was waiting for his victim in the street.*

Stronę bierną tworzy czasownik ***be*** (w odpowiednim czasie) + **past participle**.
Strona bierna z użyciem czasowników modalnych to: **modal verb** + ***be*** + **past participle**. *It must be done today. The car can't be repaired.*

	Zdania twierdzące	Zdania przeczące	Pytania ogólne	Pytania szczegółowe
present simple	Podmiot + ***am / is / are*** + **past participle** *Coffee is grown in Brazil.* *These cars are made in Germany.*	Podmiot + ***am not*** (***'m not***) / ***is not*** (***isn't***) / ***are not*** (***aren't***) + **past participle** *Coffee isn't grown in Poland.* *These cars aren't made in Japan.*	***Am / Is / Are*** + podmiot + **past participle** *Is coffee grown in Brazil?* *Are these cars made in Japan?*	Zaimek pytajny + ***am / is / are*** + podmiot + **past participle** *Where is coffee grown?* *Where are these cars made?*
present continuous	Podmiot + ***am / is / are*** + ***being*** + **past participle** *The project is being discussed at the moment.*	Podmiot + ***am not*** (***'m not***) / ***is not*** (***isn't***) / ***are not*** (***aren't***) + ***being*** + **past participle** *The project isn't being discussed at the moment.*	***Am / Is / Are*** + podmiot + ***being*** + **past participle** *Is the project being discussed at the moment?*	Zaimek pytajny + ***am / is / are*** + podmiot + ***being*** + **past participle** *Where is the project being discussed at the moment?*
past simple	Podmiot + ***was / were*** + **past participle** *It was built in 1354.* *They were arrested yesterday.*	Podmiot + ***was not*** (***wasn't***) / ***were not*** (***weren't***) + **past participle** *It wasn't built in 1354.* *They weren't arrested yesterday.*	***Was / Were*** + podmiot + **past participle** *Was it built in 1354?* *Were they arrested yesterday?*	Zaimek pytajny + ***was / were*** + podmiot + **past participle** *When was it built?* *Why were they arrested yesterday?*
past continuous	Podmiot + ***was / were*** + ***being*** + **past participle** *Our house was being redecorated.*	Podmiot + ***was not*** (***wasn't***) / ***were not*** (***weren't***) + ***being*** + **past participle** *Our house wasn't being redecorated.*	***Was / Were*** + podmiot + ***being*** + **past participle** *Was our house being redecorated?*	Zaimek pytajny + ***was / were*** + podmiot + ***being*** + **past participle** *When was our house being redecorated?*
present perfect	Podmiot + ***have / has been*** + **past participle** *They have been invited.* *It has been cancelled.*	Podmiot + ***have not*** (***haven't***) / ***has not*** (***hasn't***) ***been*** + **past participle** *They haven't been invited.* *It hasn't been cancelled.*	***Have / Has*** + podmiot + ***been*** + **past participle** *Have we been invited?* *Has it been cancelled?*	Zaimek pytajny + ***have / has*** + podmiot + ***been*** + **past participle** *Who have we been invited by?* *Why has it been cancelled?*
past perfect	Podmiot + ***had been*** + **past participle** *I had been robbed.* *They had been informed.*	Podmiot + ***had not*** (***hadn't***) ***been*** + **past participle** *I hadn't been robbed.* *They hadn't been informed.*	***Had*** + podmiot + ***been*** + **past participle** *Had you been robbed?* *Had they been informed?*	Zaimek pytajny + ***had*** + podmiot + ***been*** + **past participle** *Where had you been robbed?* *When had they been informed?*
future simple	Podmiot + ***will be*** + **past participle** *It will be delivered tomorrow.*	Podmiot + ***will not*** (***won't***) ***be*** + **past participle** *It won't be delivered tomorrow.*	***Will*** + podmiot + ***be*** + **past participle** *Will it be delivered tomorrow?*	Zaimek pytajny + ***will*** + podmiot + ***be*** + **past participle** *When will it be delivered?*
modal verbs	Podmiot + **modal verb** + ***be*** + **past participle** *The job must be done today.* *You might be fined for smoking here.*	Podmiot + **modal verb** + ***not be*** + **past participle** *The car can't be repaired.* *He might not be informed about the meeting.*	**Modal verb** + podmiot + ***be*** + **past participle** *Can it be seen from the space?* *Should they be told the truth?*	Zaimek pytajny + **modal verb** + podmiot + ***be*** + **past participle** *When can it be delivered?* *How long must he be given the antibiotics?*

Page 99 answer key: **1** 100 **2** 92 **3** 60 **4** 42 **5** 87 **6** 1

Aby wyrazić powszechne przekonania lub domysły, możemy też zacząć zdanie od podmiotu. Czasownik raportujący pozostaje w stronie biernej, natomiast czasownik opisujący czynność, o której mowa, występuje w bezokoliczniku:

- teraźniejszym, gdy opisywana czynność jest w stosunku do czasownika raportującego jednoczesna lub późniejsza:
  Doing half an hour's exercise every day is said to keep us fit.
- przeszłym, gdy opisywana czynność jest w stosunku do czasownika raportującego wcześniejsza:
  The attacker is thought to have been waiting for his victim in the street.

Strona bierna z czasownikami opisującymi czynności zmysłów oraz czasownikami *help* i *make*:

Czasowniki opisujące czynności zmysłów oraz czasowniki ***help*** i ***make***, które zwykle w stronie czynnej łączą się z bezokolicznikiem bez ***to***, w stronie biernej łączą się z bezokolicznikiem z ***to***:
Kate's mum made her eat the whole dinner. → Kate was made to eat the whole dinner by her mum.
Someone saw the boy break the window. → The boy was seen to break the window.
Someone heard him say that he was angry. → He was heard to say that he was angry.

Konstrukcji ***have something done*** używamy, aby powiedzieć, że jakaś czynność jest/będzie/została zlecona innej osobie do wykonania. Gdy używamy konstrukcji ***have something done*** w różnych czasach, odmieniamy odpowiednio czasownik ***have***, np. ***has***, ***is having***, ***had***, ***will have*** itd.:
We have our house cleaned every week. I'm having my car repaired at the moment. She had her room painted three years ago.

Konstrukcji ***have*** + **osoba** + **bezokolicznik** używamy, gdy chcemy podkreślić, że ktoś (na naszą prośbę lub polecenie) wykonuje jakąś pracę: *I will have Mike cook dinner next time we meet. I had my mother design my new bedroom.*

Practise

1 **Complete the sentences with the correct passive forms of the verbs in brackets.**

1 This film _____ (**direct**) by an Italian woman in 2005.
2 A car _____ (**discover**) in a lake by two dog walkers yesterday afternoon.
3 An email _____ (**send**) to everyone involved, giving the times of the meetings.
4 Do you think the results _____ (**publish**) this week?
5 The room _____ (**redecorate**) at the moment, so it _____ (**can't / use**) by guests.
6 The books _____ (**should / deliver**) by now.

2 **Rewrite the sentences using the passive.**

1 They have arrested two boys for vandalising school property.
2 Someone was interviewing the politician when she suddenly became ill.
3 Oscar Wilde wrote this poem when he was in prison.
4 They must produce these chocolates in Switzerland – they are so good!
5 Someone will have marked the tests by the end of the week.
6 They don't allow anyone to eat sandwiches in the classroom.

3 **Rewrite the notices using the passive.**

A

We have cancelled the 2:30 train to Waterloo and we ask passengers who are waiting for this train to go to Platform 2 to take the 2:45 train instead. We will accept any ticket types on the train. We expect the train to be very crowded, and therefore, any ticket holders can use the first class carriages. We will sell refreshments on this train.

B

We will hold the history exam in Room 102. We ask students to leave their bags outside the exam room. Before entering it, you should switch off all mobile phones. We will distribute the question papers once all the students are seated. We will allow no one to leave the exam room during the exam. At the end of the exam we shall collect all the papers. Then, we will permit students to leave the exam room. We will put up a list of the exam results on the notice board on 5th June.

4 **Write full sentences from the headlines.**

1 Coastal Towns Hit By Storm Last Night
2 Drunk Drivers Targeted By Police This Christmas
3 New Drug Given Go-Ahead By Top Scientists
4 Billions Of Pounds Wiped Off Stock Market Yesterday
5 Politicians' Expenses Scrutinised In New Investigation
6 Rare Bird Recently Spotted At Beach

5 **Complete the sentences with the correct forms of the *have something done* construction.**

1 My mum _____ (**make / curtains**) by a local shop this month.
2 I _____ (**check / my teeth**) last week.
3 My brother _____ (**need / repair / his computer**) soon.
4 Every month I _____ (**style / my hair**) by the hairdresser in town.
5 My dad _____ (**not / cut / the grass**) for a couple of months. It's really high now!
6 I _____ (**redecorate / my room**) by the time you come to stay.

6 **Rewrite the sentences using the *have somebody do something* construction.**

1 Our teacher ordered us to stay ten minutes after the end of the lesson.
2 I'm going to ask Bill to check my computer.
3 My personal trainer encourages his clients to run for an hour every morning.
4 My mum usually tells the window cleaner to clean the conservatory roof too.
5 Dad asked the gardener to cut down a small tree.

7 **Rewrite the sentences using the words given.**

1 The teacher always makes us work hard in class.
We _____.
2 The guard helped the old lady board the train.
The old lady _____.
3 Someone saw a white fox run across the park.
A white fox _____.
4 Someone heard the policeman shout a warning before he started shooting.
The policeman _____.
5 Soon they'll make us pay for breathing air!
Soon we _____!

8 **Rewrite the following sentences in two different ways, using the passive.**

1 People think that human beings have caused climate change.
2 We know that bankers earn a lot of money.
3 We expect our friends to arrive before lunchtime.
4 Experts believe that looking at screens before bed causes insomnia.
5 They hope that this new antibiotic will save many lives.
6 The newspapers report that thieves stole fifteen million pounds from a bank last week.
7 People say that our doctor is the best in the area.

9 **Read the bullet points and write your answers in your notebook.**

- Tell your English friend about a famous historic monument or building in your town or city.
- Recommend a good film or book set in Poland and give him/her some information about it.

10 **Translate the Polish fragments into English. Write up to five words.**

1 The artist is _____ (*uważa się, że mieszkał*) here when he painted his most famous artwork.
2 This parcel _____ (*miała być*) delivered yesterday morning.
3 Last month _____ (*uważa się, że był*) the wettest June since records began.
4 The thief is _____ (*rzekomo ukrywał się*) downstairs while the family were watching TV.
5 We _____ (*Oczekuje się, że założymy*) formal clothes at the celebratory dinner.
6 He _____ (*wiadomo, że napisał*) another book, but the manuscript has never been found.
7 At the awards ceremony tonight, Mia will _____ (*oczekuje się, że zaśpiewa*) her number one hit song.

TRANSFORMACJE ZDAŃ

11 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 People think that he will be speaking at about six o'clock this evening. **SPEECH**
He's expected _____ at about six o'clock this evening.
2 The secretary was told by the politician to stay late to send off all the reports. **HAD**
The politician _____ late to send off all the reports.
3 Everyone thought that Ivy had broken the school's 100-metre record last week, but they were wrong. **HAVE**
Ivy _____ school's 100-metre record last week, but that was wrong.
4 My parents' generation had to stand up whenever a teacher entered the room. **WERE**
My parents' generation _____ whenever a teacher entered the room.
5 It was thought that the technician was helping the police, when in fact he was deleting all the relevant information. **SUPPOSED**
The technician _____ helping the police, when in fact he was deleting all the relevant information.
6 There are reports of several wild cats escaping from an enclosure just outside the city. **HAS**
_____ several wild cats have escaped from an enclosure just outside the city.
7 A news article this morning said that current repairs to water pipes should be carried out more quickly. **NOT**
Repairs to water pipes _____ quickly enough, according to a news article this morning.
8 Someone heard our teacher say that she thinks we'll all pass the exam easily. **TO**
Our teacher _____ that she thinks we'll all pass the exam easily.

Unit 07 Temat 2: Liczebniki

Liczebniki możemy czytać na kilka sposobów. Porównaj poniższe przykłady odczytywania ułamków:

- ułamki dziesiętne: *0.5 = (nought / zero) point five; 0.72 = (nought / zero) point seven two; 0.06 = (nought / zero) point oh six; 2.86 = two point eight six*
- ułamki zwykłe: *¼ = a quarter; ¾ = three quarters; ⅓ = a third; ½ = a half; ⅗ = three fifths; ⅞ = seven eighths*

Działania na liczbach czytamy w następujący sposób: **+** (***plus***), **–** (***minus***), **×** (***times***), **/** (***divided by***), **=** (***equals*** / ***makes***): *2 × 3 – 2 / 2 = 5 two times three minus two divided by two equals / makes five*

Cyfrę 0 odczytujemy na różne sposoby, w zależności od kontekstu:

- w numerach telefonicznych – ***oh*** / ***zero***: *87456603 = eight seven four five double six zero / oh three*
- w oznaczeniu numerów pokoi lub numerów autobusów – ***oh***: *Room 101 = Room one oh one*
- w punktacji sportowej – ***nil*** (koszykówka, piłka nożna): *they won four nil (4:0);* ***love*** (tenis, badminton): *the score is 30–0 = thirty love*
- w datach – ***oh***: *1906 = nineteen oh six*
- w temperaturach – ***zero***: *–10°C = ten degrees centigrade below zero (minus ten)*

Duże liczby często rządzą się własnymi prawami. Warto pamiętać o:

- braku końcówki ***-s*** w liczbie mnogiej liczebników: *8,500 = eight thousand five hundred; 200,000 = two hundred thousand; 5,500,000 = five and a half million*
- użyciu przecinków w pisowni dużych liczb: *He earned £8,750,000 last year.*

Aby odczytać **lata w datach**, czterocyfrową datę dzielimy na dwie liczby dwucyfrowe: *1939 = nineteen thirty-nine*

Pełne daty zamykające nowe stulecia czytamy, nie dzieląc ich na dwie liczby dwucyfrowe: *1800 = eighteen hundred, 2000 = two thousand*

Istnieje różnica w zapisie i odczytywaniu dat **w systemie brytyjskim i amerykańskim** (kolejność występowania dnia/miesiąca): *5th March 1998 = 5/3/1998 (UK)*, ale *3/5/1998 (US)*

Practise

1 **Write in numbers and words.**

1 your phone number
2 your date of birth
3 a simple calculation
4 the fraction showing how many students in your class have dark hair
5 the answer to point 4 in decimal numbers
6 the coldest temperature you can remember
7 the worst defeat a team that you know has suffered
8 the population of Poland
9 the average cost of a house in your area

Unit 07 Temat 3: Pytania rozłączne (*question tags*)

Question tags są to krótkie pytania, które dodajemy na końcu zdania. Używamy ich, by upewnić się, że mamy rację.

- Jeśli w zdaniu głównym pojawia się czasownik posiłkowy (***do***, ***be***, ***have***) lub modalny, to ten sam czasownik zostaje powtórzony w pytaniu rozłącznym: *He should be at home now, shouldn't he? She has been very busy recently, hasn't she?*
- Jeśli w zdaniu głównym nie ma czasownika modalnego ani posiłkowego, w pytaniu rozłącznym używamy odpowiedniej formy czasownika ***do***: *You went to Karpacz last year, didn't you? She knows how to cook it, doesn't she?*
- Jeśli w zdaniu głównym pojawia się ***I am***, to w pytaniu rozłącznym używamy formy ***aren't I***: *I am really lucky to have won it, aren't I?*
- Jeśli zdanie główne zawiera konstrukcję ***Let's***, w pytaniu rozłącznym dodajemy ***shall we***: *Let's have some coffee, shall we?*
- Jeśli zdanie główne jest w trybie rozkazującym, w pytaniu rozłącznym używamy form ***will you*** lub ***would you***: *Walk the dog, will you? Shut the door, would you?*
- Po zdaniu twierdzącym *question tag* ma formę przeczenia: *It's a bookshop, isn't it? I can pay by card, can't I? You kept the receipt, didn't you?*
- Po zdaniu przeczącym występuje twierdzące *question tag*: *These shops aren't open on Sundays, are they? This bag wasn't cheap, was it? You don't buy clothes online, do you?*
- Jeśli w zdaniu pojawia się słówko przeczące (***nobody***, ***seldom***, ***hardly***), *question tag* ma formę twierdzącą: *They never call, do they? She is hardly ever present, is she?*

Practise

1 **Correct the sentences if necessary.**

1 There is no florist's in this department store, is it?
2 I can't afford to buy these earrings, could I?
3 You're leaving tomorrow, aren't you?
4 There's nothing I can do about it, is there?
5 Tom has lost the receipt, didn't he?
6 This self-checkout is out of order, doesn't it?
7 I'm next in the queue, am I?
8 Let's have a coffee while we wait for Kate, will we?
9 It isn't very far to the station, isn't it?
10 We have to be at the theatre by 7:00, haven't we?

2 **Complete the sentences with the correct questions tags.**

1 She has never been to Australia, _____?
2 You don't like shopping, _____?
3 There's a new retail park near the city, _____?
4 This coat is worth the money, _____?
5 You should be doing your homework, _____?
6 They didn't have to wear school uniforms, _____?
7 Everyone liked the meal, _____?
8 Jane hardly spoke during the lesson, _____?
9 We'll never get there by 8:30, _____?
10 We need to write 250 words in the essay, _____?

Unit 08 Temat 1: Konstrukcje czasownikowe

Bezokolicznika z *to* (infinitive) używamy:
- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. ***want***, ***would like***, ***plan***, ***decide***, ***be going to***: *I'm planning to take dancing classes this year. She would like to become an actress.*
- po takich czasownikach, jak: ***agree***, ***refuse***, ***offer***, ***promise***, ***manage***, ***afford***, ***deserve***, ***hope***, ***choose***, ***seem***: *She agreed to help us with the work. We managed to buy some tickets for the concert.*
- w konstrukcji **verb** + **object** + **infinitive** z takimi czasownikami, jak: ***tell***, ***allow***, ***want***, ***would like***, ***ask***, ***expect***, ***advise***, ***warn***: *She wanted us to come to her party. I advised him not to use the train today because of delays.*
- po zwrotach ***be supposed to***, ***be about to***: *I'm supposed to hand in this essay this afternoon, but it won't be ready. I'm about to go for lunch.*

Bezokolicznika bez *to* (bare infinitive) używamy:
- po czasownikach modalnych, z wyjątkiem ***ought***: *She should be more careful. I must be off now.*
- po wyrażeniach ***had better***, ***would rather***: *You'd better answer your phone.*
- w konstrukcji **verb** + **object** + **bare infinitive** z czasownikami ***make*** i ***let***: *She made us stay longer. We didn't let him go on his own.*

Formy *-ing* czasownika (gerund) używamy:
- po czasownikach wyrażających emocje, np. ***like***, ***love***, ***hate***, ***can't stand***, ***enjoy***, ***dislike***, ***(not) mind***: *I love listening to heavy metal.*
- po czasownikach i wyrażeniach zawierających przyimek, np. ***keen on***, ***interested in***, ***good at***, ***congratulate sb on***, ***thank sb for***, ***be tired of***: *We were keen on seeing the show. He thanked us for coming to his concert.*
- po niektórych czasownikach i wyrażeniach, np. ***keep***, ***avoid***, ***spend time***, ***go***, ***miss***, ***practise***, ***admit***, ***give up***: *He spent a lot of time practising before the concert. You should avoid working too long on the computer.*
- po wyrażeniach ***There's no point (in)***, ***It's no use***: *It's no use calling him – he's switched off his phone.* ***There's no hope of***: *There's no hope of (our) getting home before the storm.*
- po spójnikach ***after***, ***before***, ***while***: *She lived in Liverpool before moving to Warsaw. I don't think you should listen to music while studying.*
- po konstrukcji ***be used to*** (aby wyrazić akceptację pewnej sytuacji, przyzwyczajenie do czegoś): *I'm used to getting up at 6:30. I've been doing it for years.*
- jako podmiot zdania: *Learning English phrasal verbs is very difficult.*

- Po niektórych czasownikach możemy użyć zarówno **bezokolicznika z *to***, jak i **formy *-ing* czasownika**. Należy pamiętać jednak, że wybór formy czasownika ma wpływ na znaczenie wypowiedzi. Porównaj poniższe przykłady:

*I must remember **to buy** the tickets today.*	**vs**	*I remember **buying** the tickets last Saturday.*
*Don't forget **to send** him an invitation.*	**vs**	*I forgot **sending** him an invitation.*
*I met them, and we stopped **to talk** for a while.*	**vs**	*We stopped **talking** when the actors appeared on the stage.*
*I tried **to drink** the coffee, but it was too hot.*	**vs**	*I tried **drinking** coffee, but I still felt tired.*

- Po czasownikach ***start*** i ***begin*** możemy używać zarówno **bezokolicznika z *to***, jak i **formy *-ing* czasownika** bez zmiany znaczenia: *He started **playing** the piano.* lub *He started **to play** the piano.*

Practise

1 **Put the verbs in the box into the correct categories. Then add two more words to each group.**

admit afford allow avoid choose keep manage miss offer refuse spend time thank for

Verbs followed by ***to*** + ***infinitive***
Verbs followed by verb *-ing*

2 **Complete the sentences with the correct forms of the verbs in brackets.**

1 Did you remember _____ (**invite**) Dave to the party? You forgot about him last summer.
2 I stopped _____ (**work**) at about six because I was getting a headache.
3 You'd better _____ (**leave**) now or you'll miss the train.
4 Before _____ (**exercise**), you should _____ (**warm**) up your muscles.
5 I expect _____ (**receive**) my results today.
6 I tried _____ (**log**) on last night, but I keyed in the wrong password. I remember _____ (**write**) it down somewhere, but I've forgotten where I wrote it!

3 Complete the dialogue with the correct forms of the verbs in the box.

buy call chat check do fix join lend look meet spend try

Sam: I'm really weary of **(1)** _____ this work! Do you want **(2)** _____ out some shops in town with me?
Sue: I'd love **(3)** _____ you – I really need **(4)** _____ at some winter jackets, but I've promised to meet Luke **(5)** _____ about our English project. Also, I'm broke and I can't afford **(6)** _____ anything pricey at the moment.
Sam: I persuaded my dad **(7)** _____ me twenty pounds – after all, I spent over an hour **(8)** _____ his computer last night!
Sue: Well done! OK, after **(9)** _____ Luke, I'll call you and perhaps I can help you **(10)** _____ the money!
Sam: There's no point **(11)** _____ me – the signal's terrible in the shopping centre. I've given up **(12)** _____ to make calls there! If you're around, I'll see you at Benny's café at 3 pm.
Sue: It's a plan!

4 Answer the questions.

1 What have you agreed to do recently?
2 What do you try to avoid doing?
3 What have you spent a lot of time doing recently?
4 What have you missed doing recently?
5 What have you congratulated someone on doing recently?
6 What do you expect to do soon?

5 Translate the fragments in brackets into English.

1 _____ (*Żałuję, że nie uczyłem się*) harder when I first started secondary school.
2 You shouldn't _____ (*spędzać tak dużo czasu na graniu*) computer games.
3 I dropped my phone, and when I _____ (*próbowałem go użyć*) it afterwards, it wouldn't work.
4 Please _____ (*przestań oglądać ten film*) for just one moment and listen to what I have to tell you.
5 Would you rather _____ (*pójść do restauracji z widokiem na*) the river or the one in the town centre?
6 Jack wasn't used to _____ (*wstawania wcześnie*) and he overslept on his first day at work.

TRANSFORMACJE ZDAŃ

7 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I really want to learn more about this period in history. **KEEN**
I _____ more about this period in history.
2 Our teacher never lets us use bilingual dictionaries in class during tests. **TO**
Our teacher never _____ bilingual dictionaries in class during tests.
3 My brother said he would give me a hand with the translations we got for homework. **OFFERED**
My brother _____ me a hand with the translations we got for homework.
4 My mum expects me to do some housework today, but I think I'll go swimming instead. **SUPPOSED**
I _____ some housework today, but I think I'll go swimming instead.
5 My dad gave Penny a lift home, and she told him that she was very grateful. **FOR**
Penny _____ a lift home.
6 Don't call Dan on that number because he changed it recently. **POINT**
There's _____ Dan on that number because he changed it recently.
7 We had to finish the essay in class before we could leave. **MADE**
The teacher _____ the essay in class before we could leave.
8 It will be impossible for him to get into university with these low grades. **HOPE**
There _____ him getting into university with these low grades.

6 Read the bullet points and choose the correct verb forms to complete the sentences.

- Tell your Scottish host family about your hobbies.

I'm really crazy **(1)** ***to cycle*** / ***about cycling***. To maintain my fitness, I engage **(2)** ***to go*** / ***in going*** running every day. I devote time to **(3)** ***ride*** / ***riding*** up hills because that's the most demanding part! Moreover, I find great enjoyment **(4)** ***to listen*** / ***in listening*** to music, particularly folk rock, and I aspire to **(5)** ***learn*** / ***learning*** the guitar one day.

- Inform your host family about some decisions you've made recently.

I've recently resolved to **(6)** ***study*** / ***studying*** biology at university. I derive immense satisfaction **(7)** ***to learn*** / ***from learning*** about animals, and I'm considering **(8)** ***to become*** / ***becoming*** a vet in the future. However, prior to **(9)** ***go*** / ***going*** to university, I intend to **(10)** ***spend*** / ***spending*** some time **(11)** ***working*** / ***to work*** in Scotland! I recognise the necessity **(12)** ***to improve*** / ***improving*** my English proficiency.

Unit 08 Temat 2: Przyimki

Wiele czasowników występuje z określonymi przyimkami. Porównaj poniższe przykłady:

agree with	apologise to sb for	arrive in / at	ask sb for	belong to
care about	choose from	consist of	cope with	depend on
dream about	hear from	invite sb to	laugh at	prepare for
smile at	suffer from	thank sb for	warn sb against	work on

W okolicznikach czasu zwykle występują następujące przyimki:

- ***at*** – z godzinami: *at 5:30 am, at midday / midnight*,
  z grupami dni i świętami: *at the weekend, at Christmas*,
  z wydarzeniami: *at the party, at the concert*,
  w wyrażeniach: *at night, at present, at the moment*.
- ***in*** – z porami dnia: *in the morning / afternoon / evening*,
  z porami roku: *in (the) spring / summer / autumn / winter*,
  z miesiącami i latami: *in March, in 2016*.
- ***on*** – z dniami tygodnia: *on Sunday, on Friday morning*,
  z dokładnymi datami: *on 1st June, 1998*.
- ***during*** – z okresami czasu: *during the week, during the summer*,
  z wydarzeniami: *during the show / performance / lesson*.

W okolicznikach miejsca zwykle występują następujące przyimki:

- ***at*** – *He's standing at the bus stop. I'll meet you at Dave's. You weren't at the wedding.*
- ***in*** – *My bag is in your car. I wonder what's in the box. He's in prison for robbery.*
- ***on*** – *The phone is on the table. There's a strange message on my screen. My parents are on the beach.*
- ***opposite*** – *The library is opposite the supermarket. He was sitting opposite me at the table.*
- ***in front of*** – *A tall man was in front of me in the queue.*
- ***behind*** – *The dog goes behind the sofa when there are fireworks.*
- ***among*** – *The boy hid among the trees.*
- ***between*** – *We put the poster on the wall between the two wardrobes.*
- ***next to / beside*** – *I always sit next to Sandra in class. Who's standing beside Jeff?*
- ***near*** – *I live quite near the town centre.*
- ***above / over*** – *There's a lovely light above / over the table.*
- ***under*** – *The letter is under that book.*

W okolicznikach sposobu i celu zwykle występują następujące przyimki:

- ***by*** – *I commute to London every day by train. He did it completely by himself. The letter arrived by courier.*
- ***with*** – *I saw the robbery with my own eyes! I can't eat with chopsticks. I stirred the mixture with a wooden spoon.*
- ***in*** – *He trembled in fear. He left the meeting in despair.*

Wiele rzeczowników i przymiotników występuje z określonymi przyimkami. Porównaj poniższe przykłady:

Rzeczownik + przyimek

advantage of	advice on	answer to	attack on	basis for	delay in	excuse for	influence on
lack of	objection to	protection from	respect for	responsibility for	sensitivity to	threat to	war between

Przymiotnik + przyimek

addicted to	angry with	ashamed of	based on	brilliant at	capable of	careless about
characteristic of	conscious of	content with	cruel to	delighted with	dependent on	discouraged from
disappointed in	dissatisfied with	eager to	enthusiastic about	envious of	famous for	frightened of
furious with	guilty of	inferior to	intent on	jealous of	proud of	respected for
shocked by	suspicious of	terrified of	typical of	valid for	worried about	wrong about

Practise

1 **Rewrite the sentences, using the verbs in the box and the correct prepositions.**

agree apologise belong hear invite prepare suffer

1 I'm sorry I'm late.
2 This bag is mine.
3 I've just received an email from Karen.
4 I needed to pack my cases for our holiday.
5 You're quite right!
6 I get a lot of headaches.
7 Pete asked me to go to his party.

2 **Complete the sentences with the correct prepositions.**

1 We got home _____ midnight after the concert.
2 My younger sister isn't allowed to go out _____ night.
3 My birthday is _____ the fall.
4 I'm going to Spain _____ the end of this month.
5 School starts again _____ 15th September.
6 _____ my holiday in Wales, I met a really nice family.
7 The exhibition has been closed _____ visitors _____ seven months.
8 Our family always gets together _____ Christmas.
9 I decided to go _____ school _____ foot this morning.
10 Marie's teacher asked her if she'd done the essay _____ herself.

3 **Choose the correct preposition to complete the sentences.**

1 We chose food from the self-service buffet and put it ***at*** / ***on*** a tray.
2 The man ***beside*** / ***behind*** me at the cinema kept kicking my seat.
3 Our school is ***between*** / ***next to*** a park which is great for walks.
4 You need to cross the road. The police station is directly ***in front of*** / ***opposite*** the bank.
5 My grandmother's necklace was ***at*** / ***among*** the jewellery that was stolen in the burglary.
6 We had a great time ***on*** / ***at*** my sister's wedding last month.
7 My brother's room is a mess. He's got lots of dirty socks and coffee cups ***under*** / ***between*** his bed.
8 The race was very close and it finished ***in*** / ***by*** a draw.
9 I've never been able to write ***by*** / ***with*** my right hand. I'm left-handed.
10 Did your three-year-old sister draw that picture ***for*** / ***by*** herself? It's really good.

4 **Complete the sentences with your own words.**

1 I often meet my friends _____.
2 In class, I usually sit _____.
3 The nearest cash point is _____.
4 My favourite place is _____.

5 **Complete the sentences with the correct prepositions.**

1 I'm proud _____ my collection of swimming medals.
2 Everyone was shocked _____ the attack on the town.
3 Elvis Presley was a major influence _____ many of today's singers.
4 Climate change is a real threat _____ the environment.
5 My mum was delighted _____ the laptop that dad bought for her birthday.
6 I don't want my parents to be disappointed _____ me.
7 I've always been jealous _____ my brother because he's brilliant _____ everything he does.
8 My passport is valid _____ another three years.
9 Miss Barnes has responsibility _____ checking all the students' attendance.
10 I didn't think Charlie was capable _____ achieving such a high grade!

6 **Correct the prepositions in bold where necessary.**

1 Jane's sister has a job **at** Manchester Airport.
2 I met David yesterday **by** the city centre.
3 The post office is **on** the end of this road.
4 Gavin always sits **on** the back of the class.
5 There was a painting hanging **on** the wall in her bedroom.
6 Turn right **at** the garage, and our house is **in** the left.
7 I'll meet you **in** the corner of Slade Street and Tanner Road.
8 A brilliant new sports shop has just opened **in** the High Street.
9 The hotel we're going to is **in front of** the post office.
10 The bridge **above** the river was built two centuries ago and is a fine architectural example of that era.

7 **Write an email to your English friend about your daily routine.**

Unit 09 Temat 1: Przymiotniki i przysłówki (stopień równy, wyższy i najwyższy)

Przymiotniki opisują rzeczowniki i dostarczają o nich dodatkowych informacji: *It was a long journey. We've got a new, red car.*

Przysłówki opisują czasowniki i dostarczają o nich dodatkowych informacji: *The shop assistant spoke rudely to me. We left the shop quickly.*

Przysłówki regularne tworzymy, dodając do przymiotnika końcówkę ***-ly***: *slow – slowly, easy – easily*.

Stopniowanie przymiotników

- Stopień wyższy i najwyższy przymiotników krótkich (jedno- lub dwusylabowych) oraz tych zakończonych na ***-y*** tworzymy, dodając odpowiednio końcówki ***-er*** i ***-est:*** *long – longer – the longest, pretty – prettier – the prettiest*.
- Stopień wyższy i najwyższy przymiotników dłuższych (składających się z trzech lub więcej sylab) tworzymy, dodając ***more / less*** i ***the most / the least*** przed przymiotnikiem: *interesting – more interesting – the most interesting*.
- Stopień wyższy i najwyższy niektórych przymiotników tworzymy w sposób nieregularny: *good – better – the best*.
- Porównanie i kontrast możemy wyrazić przy użyciu konstrukcji: ***the*** + **stopień wyższy przymiotnika** + **clause (podmiot + orzeczenie)**, + ***the*** + **stopień wyższy przymiotnika** + **clause (podmiot + orzeczenie)**: *The more adventurous it is, the more I like it. The older we grow, the wiser we become. The richer one grows, the greater one's worries. The sooner they go, the better.*

Stopniowanie przysłówków

- Stopień wyższy i najwyższy przysłówków tworzymy, dodając ***more / less*** i ***the most / the least*** przed przysłówkiem:
  Mum drives more carefully than dad.
  Terry writes the most slowly in our group.
- Niektóre przysłówki mają taką samą formę jak przymiotnik, np. ***late***, ***early***, ***fast***, ***hard***. Przysłówki te tworzą stopień wyższy i najwyższy w ten sam sposób, co odpowiadające im przymiotniki: *hard – harder – the hardest, early – earlier – the earliest*.
- Niektóre przysłówki, mające taką samą formę jak przymiotnik, mają też formę z końcówką ***-ly***, która jednak zmienia ich znaczenie, np.:
  She always arrives late. (spóźniona)
  He's been ill a lot lately. (ostatnio)
  Our teacher works very hard. (ciężko)
  I've hardly done any work today. (prawie w ogóle)
- Przysłówkiem utworzonym od przymiotnika ***good*** jest ***well***, który ma te same formy stopnia wyższego i najwyższego co przymiotnik ***good***: *well – better – the best*.

Określeń ilości ***much***, ***a lot*** i ***far*** używamy przed przymiotnikami i przysłówkami w stopniu wyższym, aby wyrazić dużą różnicę między czymś a czymś: *It's far colder than yesterday.*
Określeń ilości ***slightly***, ***a bit*** i ***a little*** używamy, aby wyrazić małą różnicę między czymś a czymś: *I feel a bit better than I did this morning.*

Najczęściej stosowane konstrukcje z przymiotnikami i przysłówkami:

- **przymiotnik/przysłówek w stopniu wyższym** + ***than***: *Your bag is heavier than mine.*
- ***as*** + **przymiotnik/przysłówek w stopniu równym** + ***as***: *The car was as expensive as a house!*
- ***so*** + **przymiotnik/przysłówek**: *It was so annoying!*
- ***such*** + **przymiotnik** + **rzeczownik**: *It was such an expensive dress.*
- ***too*** + **przymiotnik/przysłówek**: *We arrived too late.*
- **przymiotnik/przysłówek** + ***enough***: *This shirt isn't smart enough.*
- ***what*** + **przymiotnik** + **rzeczownik**: *What a beautiful day!*
- ***how*** + **przymiotnik/przysłówek**: *I didn't realise how expensive it was!*

Niektórych przymiotników można użyć jako rzeczowników zbiorowych, stawiając przed nimi przedimek określony ***the***: *the poor, the rich, the brave*.

Practise

1 **Complete the dialogue with the correct comparative or superlative forms of the adjectives in brackets.**

A: Did you enjoy the new season of the science fiction series on TV last night?
B: It was a lot **(1)** _____ (**good**) than I'd expected! The previews in the paper said it was going to be **(2)** _____ (**boring**) than the last series. It wasn't **(3)** _____ (**good**) programme I'd ever seen ... but then again, it wasn't **(4)** _____ (**bad**)! What do you think?
A: I thought it was the **(5)** _____ (**clever**) storyline they had ever invented. I loved it. The monsters were **(6)** _____ (**scary**) than those in the last series too. And the programme was **(7)** _____ (**long**) than it used to be before. But I'm the **(8)** _____ (**loyal**) fan of the series and I'll love anything they do!

2 **Complete the blog entry with the correct forms of the adjectives in the box. There is one extra adjective.**

careful cold early easy far fast illegal long low slow

Got a bit of a shock this morning. The snow had come **(1)** _____ than the forecasts had predicted. When I got up, it was still falling – only very **(2)** _____, and the temperatures were much **(3)** _____ than yesterday. They're saying that temperatures will drop even **(4)** _____ and tomorrow will be the **(5)** _____ day of the year so far. I just hope that the cars will drive **(6)** _____ past our house than they did the last time we had snow! Some people drive much too **(7)** _____ when it's icy. One man crashed straight through our garden wall. He was speaking on his phone at the time. He could have **(8)** _____ hurt someone! I hope the snow doesn't stay too **(9)** _____.

3 **Complete the sentences with the correct words.**

1 I don't play the guitar very _____.
2 It's _____ dark in here to see anything.
3 It was _____ a difficult test that I only got three questions right.
4 What _____ fantastic party! Thanks for inviting me.
5 The film was _____ more interesting than I'd thought.
6 The new computer wasn't _____ expensive as my last one.
7 I had no idea _____ difficult it is to act on stage!
8 She's definitely worked hard _____ to pass all her exams.
9 The work took a _____ longer than the teacher had said.

4 **Compare your school life now with your school life five years ago.**

5 **Complete the pairs of sentences with the words given.**

1 hard / hardly
a He had studied _____ before the exam, so it was no surprise he got the best results in the class.
b Ben has _____ spent a moment away from his computer today. He'll definitely get a headache.

2 late / lately
a The weather's been getting colder and wetter _____. I think we're in for a bad weekend.
b When you start work, you can't afford to oversleep and arrive _____ in the morning.

3 fortunate / fortunately
a I took a chance on going round to Mark's as he might have been at football practice, but _____ he was in.
b My dad's been very _____ in his choice of jobs as each one has given him a higher salary than the one before.

4 slight / slightly
a I've got a _____ cold, so keep your distance. I don't want you to catch it.
b After the accident, it's still _____ difficult to write with my right hand, but it's improving.

6 **Write eight sentences about the differences between the place you live and a town or city in Poland you have visited.**

GRAMATYKALIZACJA

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

1 It was _____ (**such** / **interesting** / **book** / **I**) couldn't put it down.
2 The film had _____ (**bad** / **special** / **effect**) I've ever seen – they were terrible!
3 Lady Gaga's latest album is not _____ (**good** / **previous**) albums.
4 _____ (**gripping** / **book**) is, the less time it takes me to read it.
5 Remigiusz Mróz writes _____ (**much** / **quick**) than other Polish crime writers.
6 This crime series is _____ (**little** / **boring**) other popular British series, but I love it because of Olivia Colman and David Tennant, who play the main roles.

Unit 09 Temat 2: Zaimki

Przymiotników dzierżawczych: *my*, *your*, *his*, *her*, *its*, *our*, *their* i **zaimków dzierżawczych: *mine*, *yours*, *his*, *hers*, *its*, *ours*, *theirs*** używamy, aby określić przynależność.

- Przymiotniki dzierżawcze stawiamy przed rzeczownikiem: *This is my guitar.*
- Zaimki dzierżawcze występują samodzielnie, zamiast rzeczownika: *This guitar is mine.*

Dopełniacz saksoński *'s*

- Dopełniacz saksoński ***'s*** dodajemy do rzeczowników, by wyrazić przynależność:
  My sister's boyfriend is called Dan.
  This is my grandparents' family home.
- Dopełniacz saksoński stosuje się zwykle z grupami rzeczownikowymi odnoszącymi się do osób, ale można też go stosować z grupami rzeczownikowymi odnoszącymi się do zwierząt, nazw geograficznych i geopolitycznych, nazw własnych, miejsc oraz czasu:
  The President's spokesman gave a speech on TV.
  Apple's new tablet is selling fast.
  The city's power supply is shrinking.
  This week's programme is very promising.
- Zwykle nie stosujemy dopełniacza saksońskiego, gdy opisujemy przynależność w kontekście przedmiotów nieożywionych. W takim wypadku stosujemy przyimek ***of***:
  the leg of the table, a nie: ~~*the table's leg*~~;
  the size of the coat, a nie: ~~*the coat's size*~~.

Zaimków wskazujących: *this*, *that*, *these*, *those* używamy jako podmiotu w zdaniach wskazujących: *This is my sister, Ania. These are my cousins.*

Zaimków zwrotnych: *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, *themselves* używamy:

- z niektórymi czasownikami jako odpowiednikami polskiego *się*: *I taught myself to play the piano.*
- w sytuacji, kiedy czynność skierowana jest do osoby wykonującej ją: *She looked at herself in a mirror.*
- z czasownikami: ***enjoy***, ***blame***, ***help***, ***hurt***, ***behave***, ***dress***: *He hurt himself in the accident.*
- dla podkreślenia, że czynność została wykonana przez daną osobę samodzielnie: *She repaired the bike herself.*

Jeżeli opisujemy czynność wykonywaną przez dwie osoby lub więcej, używamy wyrażenia ***each other***: *My friends and I often visit each other. Dan and Steven looked at each other in surprise.*, a nie: ~~*They looked at themselves*~~.

Zaimków nieokreślonych używamy, mówiąc o:

- niezdefiniowanej osobie: ***someone*** / ***somebody***, ***anyone*** / ***anybody***, ***no one*** / ***nobody***, ***everyone*** / ***everybody***;
- niezdefiniowanej rzeczy: ***something***, ***anything***, ***nothing***, ***everything***;
- niezdefiniowanym miejscu: ***somewhere***, ***anywhere***, ***nowhere***, ***everywhere***.

Zasady użycia zaimków nieokreślonych są takie same jak określników ***some***, ***any***, ***no*** oraz ***every***:

- ***some*** – w zdaniach twierdzących oraz w pytaniach będących sugestiami, propozycjami lub uprzejmymi pytaniami;
- ***any*** – w zdaniach pytających i przeczących;
- ***no*** – w zdaniach przeczących.
  Uwaga: Zdania zawierające zaimek nieokreślony, utworzony od ***no***, nie mogą zawierać innego elementu przeczącego: *I saw nobody*, a nie: ~~*I didn't see nobody*~~;
- ***every*** – we wszystkich typach zdań.

Zaimki ***everyone*** / ***everybody*** / ***everything*** zawsze występują z czasownikiem w 3. osobie liczby pojedynczej: *Everyone likes Tom. Everything was prepared for our arrival.*

Użycie zaimków: ***each (other)***, ***every(one)***, ***another***, ***other***, ***the other***, ***both***, ***all***, ***neither***, ***none***, ***either*** zostało przedstawione na poniższych przykładach:

- *I invited a few people to the party, and **each** of the guests brought some snacks.* (każdy z określonej liczby)
- *I like to get up early **every** morning.* (każdy z nieokreślonej liczby)
- *My friends and I often visit **each other**. Dan and Steven looked at **one another** in surprise.* (na siebie nawzajem)
- *I'm bored with collecting stamps, so I'm going to find myself **another** hobby.* (inne, kolejne, jeszcze jedno)
- *Some people like to spend their weekends in town. **Other** people prefer going away from the city.* (inni, pozostali, z nieokreślonej liczby osób lub rzeczy)
- *I've got two cousins. One of them is Robert, and **the other** one is Tom.* (ten drugi, z dwóch określonych osób lub przedmiotów)
- *My parents often go to sporting events. They **both** / **Both of** them love football.* (oboje, każda z dwóch wymienionych osób lub rzeczy)
- *My friends and I love music. **All** of us can play a musical instrument.* (wszyscy, każda z więcej niż dwóch wymienionych osób lub rzeczy)
- *I only have one grandfather and grandmother. **Neither** of my father's parents are still alive.* (żadna z dwóch wymienionych osób lub rzeczy), *I have no grandparents. **None** of them are still alive. **Neither** my mother **nor** my father speaks English.* (żadna z więcej niż dwóch wymienionych osób lub rzeczy)
- *It doesn't matter if you get her **either** the watch **or** the bracelet. **Either** of them will make a great gift.* (którakolwiek z dwóch wymienionych osób lub rzeczy)

Practise

1 Choose the correct words to complete the sentences.

1 I decided to give ***me*** / ***myself*** a treat and bought a box of chocolates.
2 I found this phone in class and wondered if it was ***your*** / ***yours***.
3 My friend and I help ***ourselves*** / ***each other*** with our homework.
4 We had ***other*** / ***another*** teacher for maths today.
5 What should I click on ***this*** / ***these*** screen?
6 Did you make this cake ***itself*** / ***yourself***?
7 Mia won the prize because ***her*** / ***hers*** project was the best in class.
8 The ***children*** / ***children's*** mother is in the shop.

2 Choose the correct words to complete the dialogues.

A: Hi! Where have you been?
B: Well, I haven't been **(1)** ***anywhere*** / ***nowhere*** exciting! Just to stay with my grandparents.

A: How was your trip to London?
B: Everything **(2)** ***was*** / ***were*** fine. Next summer, we're going to **(3)** ***the other*** / ***another*** city because we've been to London so many times.

A: Have you invited **(4)** ***either*** / ***neither*** Terry or Jim to the party?
B: I've asked both **(5)** ***them*** / ***of them***.

A: What did you do in class today?
B: **(6)** ***Each*** / ***Every*** of the students had to give a short presentation. **(7)** ***My*** / ***Mine*** was about football! **(8)** ***Other*** / ***Another*** student talked about swimming.

A: **(9)** ***Neither*** / ***Either*** my mum nor my dad likes curry.
B: What a coincidence! Neither do **(10)** ***my*** / ***mine*** parents!

3 Complete the sentences in your own words.

1 None of my friends _____.
2 By myself, I _____.
3 Tonight, I will either _____.
4 I haven't met anyone who _____.
5 Each student in my class _____.

4 Complete the email with the correct words.

Hi! I haven't seen **(1)** _____ since I got back from Paris. I hope all is well and that you've been **(2)** _____ nice yourself! Paris was brilliant, and I definitely enjoyed **(3)** _____, but I think we went to **(4)** _____ the museums in the city and my feet still hurt! I looked for **(5)** _____ interesting to buy for you – like a poster for your room – but **(6)** _____ was very expensive, and there was **(7)** _____ that I really liked. The hotel was cool. **(8)** _____ of the rooms had a view over the River Seine. But **(9)** _____ of the people I met spoke Polish! I had to speak **(10)** _____ English or French, and you know what **(11)** _____ French is like! We must meet up soon and tell **(12)** _____ other about our holidays! Take care of **(13)** _____!

Love, Magda

5 Add an apostrophe where necessary in the sentences.

1 My parents new car is electric and it gets charged overnight.
2 The twins homework was identical and the teacher wondered which of them had written it.
3 There are hundreds of second-hand cars for sale online.
4 I'm not sure whose notebook this is, but the dictionary is definitely yours.
5 My mum was born in the late 1980s and my dad a few years later.
6 We usually buy our meat from the butchers in Silver Street.
7 Mr Jones house overlooks the park and its grass and trees must make a lovely view for him.
8 The childrens mother was waiting for them outside the school.

6 Read the task and bullet points and complete the sentences with the correct words.

Write to your friend.

- Tell him/her about a sporting event you've been to recently.

Last weekend, I went to a football match with my mate, and we enjoyed **(1)** _____ a lot. **(2)** _____ scored a goal, but **(3)** _____ still had a great time. **(4)** _____ team played very well, and they **(5)** _____ behaved **(6)** _____! They didn't argue with **(7)** _____ or shout at the referee!

- Explain why you like this sport.

I love football because **(8)** _____ can play it, and the equipment doesn't cost a lot like in other sports. You just have to find **(9)** _____ where it's quite flat, borrow a ball, and put **(10)** _____ to represent a goalpost at **(11)** _____ ends. Easy!

Unit 10 Zdania warunkowe typu 0, I, II, III i mieszane

Zdania warunkowe – oprócz warunku – zawierają rezultat spełnienia lub niespełnienia tego warunku. Poszczególne typy zdań warunkowych w języku angielskim różnią się stopniem prawdopodobieństwa spełnienia/niespełnienia warunku.

Zdań warunkowych typu 0 (*if* + present, present) używamy, aby opisać:
- konsekwencje powtarzających się regularnie zdarzeń, czynności lub zjawisk: *If I have a big supper, I usually have problems falling asleep.*

W zdaniach warunkowych typu 0 spójnik ***if*** możemy często zastąpić spójnikiem ***when***: *I usually feel much better if / when I go jogging in the morning.*

Zdań warunkowych typu I (*if* + present, future) używamy, aby opisać:
- czynności lub sytuacje, które prawdopodobnie wydarzą się w przyszłości po spełnieniu określonego warunku: *You'll get a cold if you don't wear warm clothes outside.*

W zdaniu nadrzędnym zamiast ***will*** możemy użyć czasowników modalnych ***may / might***: *If she doesn't feel any better, she may / might have to stay longer in hospital.*

Zwróć uwagę na inne spójniki wykorzystywane w zdaniach warunkowych:
- *provided / providing that* (pod warunkiem że), *as long as* (o ile): *I'll come to the cinema provided that / as long as I finish all my work first.*
- *unless* (jeżeli nie, chyba że): *I'll see you at 3:30 unless the train is late.*
- *in case* (na wypadek gdyby): *They set off five hours before departure in case there was a queue at the check-in desk.*

Zdań warunkowych typu II (*if* + past, *would* + bezokolicznik bez *to*) używamy, aby:
- opisać mało prawdopodobne lub praktycznie niemożliwe sytuacje w teraźniejszości lub przyszłości: *If I had a lot of money, I would give some of it to a children's hospital.*
- udzielić rad lub wyrazić opinię dotyczącą konkretnej sytuacji: *If I were you, I would consult a doctor immediately.*

W zdaniu nadrzędnym zamiast ***would*** możemy użyć czasowników modalnych ***might*** lub ***could***: *If we had a first aid kit, we could stop the bleeding.*

W zdaniach warunkowych typu II w zdaniu podrzędnym (po spójniku) możemy użyć formy ***were*** dla wszystkich osób: *If he were younger, he would recover more quickly.*

Zdań warunkowych typu III (*if* + past perfect, *would / might / could* + *have* + past participle) używamy, aby opisać:
- wydarzenia, które mogły się wydarzyć w przeszłości, ale się nie wydarzyły: *If I had invited friends round last night, I wouldn't have felt so lonely. (= I didn't invite them and so I felt lonely.)*

Zdania warunkowe mieszane:
- ***if* + zdanie warunkowe typu III, zdanie warunkowe typu II:**
  Tego rodzaju zdań używamy, aby opisać prawdopodobne skutki w teraźniejszości, gdyby spełniony został określony warunek w przeszłości: *If I had passed the exam last week, I would be on holiday now. If you had taken aspirin two days ago, you wouldn't be in bed with flu now.*
- ***if* + zdanie warunkowe typu II, zdanie warunkowe typu III:**
  Tego rodzaju zdań używamy, aby opisać sytuacje, które mogłyby się wydarzyć w przeszłości, jeśli ogólny warunek, który nie został spełniony, zostałby spełniony niezależnie od czasu: *If I were you, I would have helped him then. If I were the boss here, I wouldn't have employed him. If he were a better player, he would have won last year's competition.*

Practise

1 **Complete the sentences with the correct forms of the verbs in brackets.**

1 No oranges, please. If I _____ (**eat**) oranges, I always _____ (**get**) red spots all over me.
2 Come down from that ladder. You _____ (**fall**) if you _____ (**not be**) careful!
3 Hurry up. If we _____ (**get**) home early, we _____ (**be able to**) watch the football results.
4 My little brother is being very naughty. He _____ (**not behave**) like that if my parents _____ (**be**) here.
5 Now we're lost. If I _____ (**check**) the route online before setting off, we _____ (**not take**) the wrong road.
6 What a pity! Jasper _____ (**win**) the competition if Gary _____ (**not enter**) it.
7 If I _____ (**go**) to bed earlier last night, I _____ (**feel**) so tired right now.
8 I _____ (**apply**) for this job if I _____ (**speak**) Spanish. But I don't, so I won't!
9 If I _____ (**be**) the prime minister, I _____ (**change**) these laws last year.
10 If we _____ (**miss**) the flight, we _____ (**be**) home now.

2 Match the beginnings of the sentences with the endings.

1 I'll go to university in September
2 I can't work in the mornings
3 I wouldn't have taken the job
4 I would spend all Sunday morning in bed
5 I'll lend you my notes
6 I might have gone to the club meeting

a if I'd known you were going too.
b if I go to bed too late the night before.
c unless I fail all my exams.
d if I had the chance.
e as long as you help me with my maths.
f if I'd known how early I had to get up.

3 Rewrite the sentences using the words given.

1 I need to revise tonight because I have to pass the test tomorrow.
If _____.
2 I haven't got enough money to buy those boots.
If _____.
3 Jack must behave better at school or they'll expel him.
Unless _____.
4 I didn't watch the programme because I didn't know it was on.
If _____.
5 I'm glad you came to the party because I didn't know anyone else.
If _____.
6 Something must be done quickly or climate change will be irreversible.
Unless _____.
7 With good advertising for the auction, we'll be able to raise a lot of money for charity.
Provided _____.
8 It might rain, but otherwise we can walk all the way to the beach and back.
As long as _____.

4 Complete the sentences with your own words.

1 If I had my own car, _____.
2 If I get married, _____.
3 If I lived in England, _____.
4 If I'd taken my friend's advice, _____.
5 If I have enough time next weekend, _____.
6 Provided that my parents agree, _____.

5 Complete the sentences with the correct forms of the verbs in the box.

know not know order run speak

1 If I _____ more about first aid, I could have helped at the scene of the accident.
2 If I _____ Italian, I could have understood what Marco was saying then.
3 If I didn't have an allergy to fish, I _____ salmon yesterday.
4 If I were fitter, I _____ and caught the train.
5 If I _____ you better, I would have said you were jealous!

6 Complete the notices with the correct forms of the verbs in brackets.

A

If **(1)** _____ **(you / be)** interested in going to the career's talk this afternoon, please sign the list. The talk will be in the Main Hall unless **(2)** _____ **(there / be)** only a few students. If the number of participants is less than fifty, **(3)** _____ **(we / meet)** in Room 15. If fewer than twenty-five students sign up, we **(4)** _____ **(have to)** cancel.

B

It's a pity that only four students signed up for the career's talk yesterday. If more students **(5)** _____ **(sign up)**, we wouldn't have had to cancel it. It **(6)** _____ **(be)** a waste of time and money if the Career's Specialist had come all this way for just four students. We have had to reschedule the talk for next Friday. If you **(7)** _____ **(think)** about your future career and have to make decisions soon, it **(8)** _____ **(be)** very useful for you. If we had a Career's Specialist on the staff, we **(9)** _____ **(have)** regular meetings, but unfortunately this isn't possible. So, please take advantage of these talks when they are arranged.

7 Read the bullet points and complete the sentences.

- Make your friend a promise about a possible visit to Poland.
  If you _____, I _____.
- Tell your friend about why you're not feeling very happy today.
  If I hadn't _____, I would _____.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

8 Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

1 _____ (*Gdybym miał więcej*) time, I would take up a new sport: squash or judo.
2 If I don't do anything to keep fit, _____ (*nie mam energii*) to do anything.
3 If I were you, I _____ (*zaprosiłabym Chrisa*) to your birthday party, it wasn't the same without him.
4 If Jake _____ (*nie opuszczał lekcji*) last semester, he wouldn't have so many problems now.
5 We will play tennis in the morning if _____ (*kort nie będzie*) too wet after the rain.

Unit 11 Mowa zależna, pytania pośrednie

Mowy zależnej używamy, aby przytoczyć wypowiedź własną lub innych osób, nie cytując jej. Gdy relacjonujesz czyjąś wypowiedź w mowie zależnej, pamiętaj o zasadzie następstwa czasów. Niekiedy zmiany te nie są konieczne, np. kiedy czasownik wprowadzający mowę zależną jest w teraźniejszym lub gdy przytaczana wypowiedź jest wciąż aktualna w chwili jej relacjonowania.

Direct speech		Reported speech
present simple	→	past simple
present continuous	→	past continuous
past simple	→	past perfect simple
past continuous	→	past perfect continuous
present perfect simple	→	past perfect simple
present perfect continuous	→	past perfect continuous
past perfect simple / continuous	→	no change
am / are / is going to	→	*was / were going to*
will	→	*would*
can	→	*could*
may	→	*might*
must / have to	→	*had to*
should / could / might / ought to / would / had better	→	no change

- Pamiętaj, że w mowie zależnej zmieniają się również niektóre określenia czasu i miejsca. Porównaj poniższe przykłady zmian:
  at the moment → at that moment
  today → that day
  now → then
  yesterday → the day before / the previous day
  last week / month / year → the week / month / year before, the previous week / month / year
  tomorrow → the next / following day
  next week / month / year → the next week / month / year, the following week / month / year
  this → that
  these → those
  here → there

Niekiedy zmiany te nie są konieczne, np. gdy wypowiedź relacjonowana jest w tym samym miejscu, w którym została pierwotnie wygłoszona.

- Spójnik ***that*** w mowie zależnej może być pomijany:
  He said (that) he was tired.
- Do wprowadzenia mowy zależnej w zdaniach twierdzących lub przeczących można użyć czasowników ***say*** i ***tell***. Pamiętaj, że po czasowniku ***tell*** należy wymienić osobę, do której skierowana była wypowiedź: *He said (that) he had enjoyed the play. He told me (that) he had enjoyed the play.*

Gdy relacjonuje się **pytania w mowie zależnej**, należy pamiętać o zastosowaniu następstwa czasów oraz zmianie szyku pytającego na szyk twierdzący.

Przytaczając pytania ogólne, używamy spójników ***if / whether***, a pytania szczegółowe – zaimków pytających: ***who / what / when / where / what time / why***:
Are you going to the demonstration? → She asked me if I was going to the demonstration.
What will you tell the police? → He asked me what I would tell the police.

Aby przytoczyć **prośby i polecenia w mowie zależnej**, zazwyczaj stosujemy konstrukcję **podmiot** + ***asked*** / ***told*** + **osoba** + **bezokolicznik**. Porównaj poniższe przykłady:
Could you wait a moment, please? → She asked us to wait a moment.
Don't leave the room. → The police officer told me not to leave the room.

Aby przytoczyć **rady w mowie zależnej**, zazwyczaj stosujemy konstrukcję **podmiot** + ***advised*** / ***warned*** + **osoba** + **bezokolicznik**: *The doctor advised me to get more exercise. The doctor advised me not to eat too many cakes and biscuits. Our teacher warned us to be careful in the exam and read all the questions. She warned us not to finish too quickly because we should always check our work.*

Aby przytoczyć **sugestie w mowie zależnej**, możemy użyć czasownika ***suggest***. Zmienia się wtedy jednak schemat budowy zdania:
podmiot + ***suggest*** + **czasownik z końcówką *-ing*** lub
podmiot + ***suggest*** +(***that***) + **osoba** + **czasownik**:
My friend suggested we study together.
My friend suggested studying together.
My friend suggested that we study together.

Przykłady użycia konstrukcji czasownikowych wprowadzających zdania podrzędne w mowie zależnej:

1 czasownik wprowadzający + bezokolicznik z ***to***; ***agree***, ***claim***, ***decide***, ***demand***, ***offer***, ***promise***, ***refuse***, ***swear***, ***threaten***
'Yes, I'll meet you after school.' → He agreed to meet me after school.
'I'll carry your case.' → He offered to carry my case.
'I won't be late!' → My dad promised not to be late.
'I won't help you again.' → She refused to help me again.

2 czasownik wprowadzający + osoba + (*not*) + bezokolicznik; ***beg***, ***encourage***, ***invite***, ***persuade***, ***urge***
'Please don't tell Sarah!' → He begged me not to tell Sarah.
'Learn Spanish. You'll be good at it.' → He encouraged me to learn Spanish.
'Would you like to come to dinner with my family?' → He invited me to have dinner with his family.
'You really should apply for the job.' → She urged me to apply for the job.

3 czasownik wprowadzający + czasownik z końcówką ***-ing***; ***admit***, ***deny***, ***recommend***
*'OK. It was me. I broke the window.' → He **admitted** to breaking the window.*
*'No, I didn't take your book.' → He **denied** taking the book.*
*'Try the new restaurant. It's very good.' → She **recommended** trying the new restaurant.*

4 czasownik + (osoba) + przyimek + czasownik z końcówką ***-ing***; ***accuse sb of sth***, ***apologise for sth***, ***complain about sth***, ***congratulate sb on sth***, ***insist on sth***, ***thank sb for sth***
*'Tim stole the money.' → She **accused** Tim **of** stealing the money.*
*'I'm so sorry I forgot your birthday.' → He **apologised for** missing my birthday.*
*'You won! Well done!' → She **congratulated** me **on** winning.*

5 czasownik + (osoba) + ***that*** *clause*; ***add***, ***admit***, ***agree***, ***announce***, ***claim***, ***complain***, ***explain***, ***inform sb***, ***reply***, ***mention***, ***remind sb***
*'OK. We can go together.' → He **agreed** that we could go together.*
*'Classes will finish early today.' → The teacher **announced** that classes would finish early that day.*
*'You need to use the present perfect in this sentence.' → She **explained** that I needed to use the present perfect in that sentence.*
*'Don't forget to pick up some bread on your way home.' → She **reminded** me to pick up some bread on my way home.*

Pytań pośrednich używamy, gdy chcemy o coś zapytać w uprzejmy sposób. Pytania pośrednie relacjonujemy w ten sam sposób jak inne pytania. Pytanie pośrednie – po uprzejmym zwrocie wprowadzającym – ma szyk zdania twierdzącego.
*'Would you like to go for a walk?' → **I was wondering if** you'd like to go for a walk.*
*'Where is the bank?' → **Could you tell me** where the bank is?*
*'What time does the lecture begin?' → **Do you know** what time the lecture begins?*
*'What's the time?' → **Have you any idea** what the time is?*
*'Where did you buy that?' → **Would you mind telling me** where you bought that?*
*'What does this word mean?' → **I'd like to know** what this word means.*

- Aby odpowiedzieć na pytanie pośrednie, możemy użyć szyku zdania twierdzącego po zdaniu wprowadzającym:
  I don't know where he is. I have no idea when they arrived. I can't tell you what it means.

Practise

1 **Rewrite the sentences into reported speech.**

1 'I've donated some money to the conservation charity,' said Miranda.
Miranda said _____.
2 'The teacher is going to give us some extra lessons on computer programming,' said Mike.
Mike said _____.
3 'Debbie, I'll see you for lunch in the cafeteria,' said Dave.
Dave told Debbie _____.
4 'I don't really like going round exhibitions,' said Sarah.
Sarah said _____.
5 'I visited Frank in hospital yesterday afternoon,' said Alison.
Alison said _____.
6 'I won't have finished the essay by Friday,' said Jason.
Jason said _____.
7 'I'm not going to vote in the elections next month,' said Mark.
Mark said _____.
8 'Could you please take a seat, Mr Smith?' said the receptionist.
The receptionist asked _____.
9 'Don't leave town without informing us, Mike,' said the policeman.
The policeman warned _____.
10 'Why don't we go for a coffee, Marie?' said Jake.
Jake suggested _____.
11 'Please, don't stand on the chairs, children!' said Tina.
Tina asked _____.
12 'It's a good idea to check in early at the airport,' the travel agent said to my parents.
The travel agent advised _____.
13 'Well done on winning the award for the second time, Sarah!' said Marie.
Marie congratulated _____.

2 **You heard this report on the radio. Write an email to your friend to tell him what was said.**

We've been thinking about improving our local health centre for a long time because it doesn't suit the needs of all the patients in the area. Last year we received over a hundred complaints about the service. So we're going to make a few changes. Doctors' working hours will be different and there will be a range of different phone numbers to use to contact us more easily. Matt Dawson has designed a leaflet that sets out the changes clearly and we hope it will be very useful.

Hi Paul,

I heard a doctor on the radio last week. He said that they _____.

3 Rewrite the sentences into reported speech.

1 Will you wait for me after school?
2 What time do you plan on leaving tomorrow morning?
3 How many times have you failed this exam?
4 Can you give me a lift home after the concert next Friday?
5 Don't be late for the start of the lecture this afternoon.
6 Shall I do the online research for our project tonight?

4 Choose the correct verb forms to complete the sentences.

1 Pat denied ***to spray / spraying*** the graffiti on the wall, but I saw him do it.
2 Kate threatened ***to tell / telling*** the teacher that Suzy had cheated in the test.
3 The shop assistant claimed ***giving / that I had given*** her ten pounds, but I had given her twenty.
4 I didn't want to go to university, but my parents persuaded me ***to apply / applying*** for next year.
5 The teacher apologised for ***that she had lost / losing*** my homework, but I still had to do it again!
6 My young brother refused ***to eat / eating*** his dinner unless there was ice cream for dessert.
7 The bank assistant explained ***making / that they had made*** a mistake with my statement.
8 At the end of the party, Jen thanked everyone ***to come / for coming***.
9 Mason admitted to ***forget / forgetting*** to post my letter the previous day.
10 My sister's tutor at college recommended ***to read / reading*** a book by Stephen King about creative writing.

5 Read the dialogues and report them in one sentence: *He asked me … and I said / told (him) …*

1 **A:** Where did you buy that scarf?
B: I bought it in the market and it cost ten pounds.

2 **A:** What did you think of the exam we had last week?
B: I made a real mess of the questions and I don't think I've passed.

3 **A:** How long will you be staying in New York?
B: We're supposed to be staying there for three days before travelling on to Los Angeles for a week.

4 **A:** What did the teacher say about the trip tomorrow? I wasn't listening.
B: We have to get to school by 8:30 and we need to bring a packed lunch.

5 **A:** Have you booked our concert tickets yet? It's getting a bit late.
B: Don't worry. I'll book them this evening.

6 Read the dialogue and then complete the email to Linda.

Kim: Hi, Jenny! Where are you going? I thought you had a science test today.
Jenny: Don't tell anyone! I'm going to meet Grant for a coffee and then we're going to the cinema. I've told the teacher that I have to go to the dentist's!
Kim: Don't worry! I'll pretend I haven't seen you! Enjoy the film!
Jenny: Thanks. Can you tell Linda what I'm doing and that I might be late for our tennis match?
Kim: I will.

Hi Linda,

I saw Jenny at lunchtime and I asked her **(1)** _____ because **(2)** _____. She **(3)** _____ that she **(4)** _____ and then they **(5)** _____. She **(6)** _____. I told her **(7)** _____ and that I **(8)** _____. I **(9)** _____! She then asked **(10)** _____ and that **(11)** _____. I said **(12)** _____.

So, now I've told you!

Kim

7 Complete the text with the correct words in the box.

accused apologised claimed denied explained insisted offered promised thanked urged

The singer, Marlon gave an interview about his most recent album this morning. Firstly he **(1)** _____ for not talking to his fans earlier, but he **(2)** _____ that he had been unwell for two weeks, although he was photographed in a night club last Saturday. He then **(3)** _____ all his fans for their continued support and **(4)** _____ that his new single *Road to Glory* was dedicated to them. He also commented on the newspaper stories about him losing his voice and needing surgery. He **(5)** _____ the media of exaggerating the problem and **(6)** _____ on singing to the interviewer to show that he's fine. He also **(7)** _____ miming on stage during the music programme last week and **(8)** _____ his fans not to believe everything they read about him. At the end of the interview he **(9)** _____ to tour the UK next year and **(10)** _____ to let some fans backstage after the concerts.

8 **Reorder the words to make indirect questions.**

1 tell / time / what / you / is / me / could / the / ?
2 you / do / sent / who / the / any / have / email / idea / ?
3 mind / cost / much / me / that / you / how / telling / would / ?
4 like / where / study / to / know / can / I'd / I / Spanish / .
5 was / if / today / Mark / had / seen / you / wondering / I / .
6 what / do / is / our / tomorrow / homework / know / for / you / ?
7 and / might / I / we / dinner / wondering / where / go / Jon / were / for / .
8 long / we / know / you / how / wait / to / could / me / let / need / ?

9 **Rewrite the direct questions into indirect questions, making them more polite.**

1 'Where's the station?'
2 'How should I translate this phrase?'
3 'Do you want to go to the cinema?'
4 'How can I make an apple pie?'
5 'Where did Frank go?'
6 'What time will you be home?'
7 'What's the weather like in Madrid today?'
8 'When did Jack leave?'
9 'How often do they collect the rubbish?'
10 'Have you got any free time today?'

10 **Read the task and bullet points and complete the sentences with the correct forms of the words in brackets.**

Write an extract from a blog in which you report on an interesting interview with a famous sports star you have seen on TV recently.

- Say what questions the interviewer asked.

She asked him a lot of questions about **(1)** _____ **(when / he / start / play)** football and **(2)** _____ **(who / encourage)** him. Then she asked **(3)** _____ **(whether / he / enjoy / play)** in the USA and **(4)** _____ **(what / his plans for the future / be)**.

- Comment on the sports star's replies.

He told the interviewer about **(5)** _____ **(how / he / grow up)** in a poor area of the city and how **(6)** _____ **(his / sports teacher / notice / his skill)** in football. He said **(7)** _____ **(he / happy / that / he / move)** to the USA to play, but that **(8)** _____ **(he / miss / be)** in the UK and **(9)** _____ **(hope / go back)** with his family soon.

11 **Write your own sentences to answer the bullet points in exercise 10.**

12 **Read the message below and write down the dialogue between the holiday rep and Leo's dad.**

Hey Sis, you missed the meeting with the holiday rep after breakfast. First, she welcomed us all to the hotel and thanked us for coming to the meeting. She asked whether our flights had been good, and Dad told her that the flight had been great, but we'd been delayed at the airport the previous morning for five hours. She apologised on behalf of the company and suggested we claim compensation. She promised to hand out some forms later. Dad said how interesting the excursions on the noticeboard looked, but reminded her that the holiday included three excursions, not two. She politely contradicted him and explained that it was only two for a seven-day stay like ours. Dad admitted his mistake! She then praised the hotel facilities and encouraged us to make good use of them. She also advised us not to leave valuables on the beach. Dad asked whether the weather was going to be good and she warned us that there was going to be a storm tonight, but assured us that the rest of the week would be warm and sunny. She wished us all a good stay and asked us to contact her if we had any problems. So, my biggest problem is whether to go to the beach or the pool? Difficult decision!

Leo

TRANSFORMACJE ZDAŃ

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

1 'I'm sorry I'm late,' said Tim.
Tim apologised _____ late.
2 'Why don't we go swimming?' said Gary.
Gary _____ we go swimming.
3 'Penny, you should apply for the job,' said Helen.
Helen encouraged _____ for the job.
4 'This is a good dictionary to use,' said the teacher.
The teacher _____ using this dictionary.
5 'Don't forget to switch on the house alarm,' Dad told us.
Dad reminded _____ on the house alarm.
6 'OK. Let's do our homework together tonight,' said Jemma.
Jemma agreed _____ their homework together that night.
7 'You ate the last biscuit, didn't you Jack?' said Chris.
Chris _____ eating the last biscuit.
8 'Please, give me a lift to the party, Dad,' said Paul.
Paul begged _____ him a lift to the party.

Unit 12 Wyrażanie życzeń i ubolewania

Wish / If only

- Wyrażeń ***wish*** i ***if only*** używamy z czasownikiem modalnym *could*, aby wyrazić życzenie albo żal i ubolewanie. Wypowiedź zawierająca wyrażenie ***if only*** ma większy ładunek emocjonalny: *I wish I could speak Italian. If only I could speak Italian!*
- Konstrukcji ***I wish*** + **osoba** + ***would*** + **czasownik** używamy, aby wyrazić niezadowolenie lub irytację z powodu zastanej sytuacji, którą chcielibyśmy zmienić. Tej konstrukcji używamy tylko wtedy, gdy w zdaniu występują dwa różne podmioty: *I wish my parents would stop nagging me about my clothes. (= They are always nagging me about my clothes and I would like them to stop.)*
  Nie można powiedzieć: ~~*I wish I would ...*~~, ponieważ podmiot w obu częściach zdania odnosi się do tej samej osoby (*I*).
- Konstrukcji ***I wish*** + **past simple** używamy, aby wyrazić żal lub skrytykować coś, co dzieje się teraz: *I wish I spoke French. (= I don't speak French, but I'd like to speak it.)*
- Konstrukcji ***I wish*** + **past perfect** używamy, aby wyrazić żal lub skrytykować coś, co wydarzyło się w przeszłości: *I wish I had told my sister when all this started. (= I didn't tell her and I regret it now.)*

It's time / would rather / suppose / supposing / as if / as though

- Konstrukcji ***It's (high/about) time*** + **osoba** + **past simple** używamy, aby wyrazić niezadowolenie, że ktoś nie wykonał jeszcze jakiejś czynności: *It's (high/about) time you applied for that grant. (= You should apply as soon as possible.)*
- Konstrukcji ***would rather*** + **osoba** + **past simple** używamy, aby wyrazić nasze preferencje dotyczące zachowania danej osoby: *I'd rather you stayed and helped me. I'd rather you didn't open the window.*
- Konstrukcji ***would rather*** + **osoba** + **past perfect** używamy, aby wyrazić żal, że coś się nie stało tak, jak tego byśmy sobie życzyli: *I'd rather you hadn't done that.*
- Konstrukcji ***suppose / supposing*** + **osoba** + **past simple** używamy, aby zapytać daną osobę, jak postąpiłaby w danej sytuacji: *Suppose/Suppposing you were asked to give a speech, would you agree? (= If you were asked to give a speech, would you agree?).*
- Konstrukcji ***suppose / supposing*** + **osoba** + **past perfect** używamy, aby zapytać, co ktoś zrobiłby w określonej sytuacji w przeszłości: *You did very well in the exam, but suppose/suppposing you had failed?*
- Konstrukcji ***as if / as though*** + **present simple / present perfect / *going to*** używamy, aby porównać daną sytuację do innej hipotetycznej sytuacji, która jest możliwa i prawdopodobna: *You look as if/as though you are thirsty / you have run twenty kilometres / you are going to faint.*
- Konstrukcji ***as if / as though*** + **past simple** używamy, aby porównać daną sytuację do innej hipotetycznej sytuacji, która jest niemożliwa i nieprawdopodobna: *You look as if you saw an alien. She behaves as if/as though she was famous.*

Practise

1 **Complete the sentences using the correct forms of the verbs in brackets.**

1 I wish I _____ (**have**) more time. There's so much work to do.
2 It's time _____ (**you** / **go**) home. It's nearly midnight.
3 I wish _____ (**Jack** / **give**) me his email address yesterday. I'd like to write to him.
4 I'd rather _____ (**you** / **not** / **eat**) that cake in front of me. I'm on a diet!
5 I wish _____ (**it** / **stop**) raining. I want to go out for a walk.
6 Suppose _____ (**you** / **live**) in the USA. What do you think you'd enjoy most?
7 Suppose _____ (**they** / **offer**) you the job, would you have accepted it?

2 **Answer the questions.**

1 Do you have any regrets about how you spent your first years at school?
I wish _____.
2 What things would you like to change in your life today?
I wish _____.
3 How can people help the environment?
I wish _____.
4 Suppose you were a politician, what changes would you make?
_____.
5 Do you have any hopes or ambitions for the future?
I wish _____.
6 How would you like some people's behaviour to change?
If only _____.

3 **Choose the correct alternatives to complete the sentences.**

1 I wish I ***would*** / ***could*** speak French. We're going on holiday to Paris soon.
2 I'd rather you ***didn't*** / ***wouldn't*** add onions to the meal this time. I don't like them very much.
3 It's time we ***left*** / ***leave***, otherwise we won't catch the train.
4 Supposing I ***hadn't*** / ***wouldn't have*** handed in my essay on time. Would Miss Turner have been cross?
5 ***Would*** / ***Had*** you rather I hadn't booked seats so close to the stage?
6 Sometimes I wish I ***didn't choose*** / ***hadn't chosen*** maths as my main subject at university. It's very hard.
7 I'd rather ***I wouldn't stay*** / ***not stay*** up too late tonight as I have a test in the morning.

4 Choose the correct options to complete the text.

Do not, under any circumstance, miss the latest immersive exhibition at the gallery in the town centre. It's time the town **(1)** ___ in bringing this type of exhibition to the public, and I hope there will be many more. Stepping into this exhibition is quite an amazing experience and you feel **(2)** ___ though you are actually walking through the paintings, surrounded by light and beautiful flowers. The streams look as if they are really moving gently and that your hands **(3)** ___ wet if you touched them. **(4)** ___ the gallery owners could extend the duration. As it is, there are only five days remaining. Personally, I enjoy walking round traditional art galleries, but I'd rather **(5)** ___ art presented in a creative and fascinating way. **(6)** ___ the artist himself were alive today and **(7)** ___ this exhibition of his work. I'd say he would be absolutely delighted.

1	**a**	invest	**b**	had invested
	c	invested	**d**	would invest
2	**a**	like	**b**	as
	c	if	**d**	supposing
3	**a**	were	**b**	should be
	c	had been	**d**	would be
4	**a**	If only	**b**	I'd rather
	c	Suppose	**d**	As though
5	**a**	I see	**b**	saw
	c	see	**d**	seeing
6	**a**	Providing	**b**	Supposing
	c	Imagining	**d**	Wishing
7	**a**	can see	**b**	could see
	c	would see	**d**	had seen

5 Translate the Polish fragments into English.

1 In my opinion, it _____ (*powinniśmy poprosić*) some experts for their input.
2 Are you saying that you _____ (*nie powinienem był mówić*) Alfie about the party?
3 I _____ (*wielka szkoda, że Freya nie zgodzi się*) to help us out, but she says she's too busy.
4 _____ (*Przypuśćmy, że ktoś zaoferował*) you a chance to meet your favourite singer. What would you say?
5 The boss _____ (*żałuje, że nie mógł dać*) us a higher pay rise, but the business isn't doing that well.
6 Did you see Ray's suntan yesterday? He _____ (*wyglądał jakby spędził*) in the south of France for a month!

6 Look at the picture and make hypothetical sentences about it, or related to the topic using: *'d rather / suppose / supposing / as if / as though / wish / if only.*

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

TRANSFORMACJE ZDAŃ

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

1 I'm very tall and it's a problem sometimes. **WISH**
I _____ shorter.
2 It's nearly five o'clock and they are still playing on the computer. **STOP**
I wish _____ on the computer.
3 The teacher should really talk to Pia about her attitude in class. **WOULD**
I wish _____ to Pia about her attitude in class.
4 I don't want to go to this restaurant. **RATHER**
I _____ to this restaurant.
5 I regret not going to the music festival with Ned and Sara. **WISH**
I _____ to the music festival with Ned and Sara.
6 Carrie is not rich, but she behaves like that. **AS**
Carrie behaves _____ rich.

Unit 13 Zdania podrzędnie złożone (zdania okolicznikowe, zdania przydawkowe)

Zdania okolicznikowe przyczyny, skutku, celu, przyzwolenia i czasu (*clauses of reason*, *result*, *purpose*, *concession and time*)
Zdania okolicznikowe tworzymy w języku angielskim za pomocą następujących spójników:

- ***because*, *as*** – by opisać przyczynę: *The phone didn't work **because** the battery was flat.*
- ***so*, *such (a) ... that*, *so ... that*** – by opisać skutek: *The device was very complicated to operate, **so** I started reading the instruction manual. It was **such a** wet day **that** we took umbrellas with us and wore boots.*
  Gdy opisujemy skutek, dla podkreślenia jakiejś informacji możemy zastosować inwersję: ***So** hard was he concentrating **that** he didn't hear me come in.*
- ***so that*, *in order to*, *so as (not) to*** – by opisać cel: *I often record TV programmes **so that** I can watch them in my free time.*
- ***although*, *even though*, *however*, *in spite of*, *despite*** – by wyrazić przyzwolenie (fakt, że dana czynność może zostać wykonana pomimo pewnych okoliczności): ***Although** my mobile phone has got many functions, I only use it to make phone calls.*
- ***when*, *whenever*, *while*, *after*, *before*, *by the time*, *until*** – by opisać czas trwania czynności: ***When** a computer crashes, you have to reboot it.*

Zdania przydawkowe (*relative clauses*) dzielimy na:

- **zdania przydawkowe definiujące (*defining relative clauses*)**, które zawierają informację kluczową. Nie oddzielamy ich przecinkami od zdania głównego;
- **zdania przydawkowe niedefiniujące (*non-defining relative clauses*)** – stosowane, gdy chcemy podać dodatkową informację, bez której zdanie nadrzędne jest nadal logiczne i zrozumiałe. Zdania przydawkowe niedefiniujące zawsze oddzielamy przecinkami od zdania głównego.

Zdań przydawkowych definiujących używamy:

- z zaimkiem ***who / that***, aby zdefiniować osobę, o której mówimy: *I met a man **who** teaches art history at university.*
- z zaimkiem ***which / that***, aby zdefiniować przedmiot, o którym mówimy: *I've got an old camera **which** still takes very good pictures.*
- z zaimkiem ***where***, aby sprecyzować miejsce, o którym mówimy: *They took us to a restaurant **where** we could eat seafood.*
- z zaimkiem ***whose***, aby sprecyzować informację o osobie lub rzeczy, do której coś należy lub której część coś stanowi: *I saw a TV programme about a man **whose** comedy career started in 1925.*
- z zaimkiem ***when / that***, aby sprecyzować, kiedy miała miejsce opisywana czynność lub zdarzenie: *1969 was the year **when** the first man walked on the Moon.*

W zdaniach przydawkowych definiujących możliwe jest opuszczenie spójników ***who / which / that***, jeżeli dotyczą one dopełnienia, a nie podmiotu zdania, czyli nie opisują wykonawcy czynności: *Can I see the phone (which / that) you bought last week? The woman (who / that) I spoke to on the phone told me to call again today.*

Natomiast nigdy nie możemy opuścić spójników ***where*** i ***whose***.

Zdań przydawkowych niedefiniujących używamy:

- z zaimkiem ***who***, aby podać dodatkową informację o osobie, o której mówimy: *I've recently read a biography of Agatha Christie, **who** created the detective Hercule Poirot.*
- z zaimkiem ***which***, aby podać dodatkową informację o rzeczy, o której mówimy: *My new printer, **which** cost me quite a lot of money, keeps breaking down.*
- z zaimkiem ***whose***, aby podać dodatkową informację o osobie lub rzeczy, do której coś należy lub której część coś stanowi: *Thomas Alva Edison, **whose** inventions are still used today, was a self-educated man.*
- z zaimkiem ***when***, aby podać dodatkową informację o tym, kiedy nastąpiły opisywana czynność lub zdarzenie: *Last week, **when** my old TV stopped working completely, I bought a new one.*
- Za pomocą zaimka ***which*** możemy dodać informacje do całego zdania głównego, np. *Tom helped me clean up after dinner, **which** was really nice of him.*

W zdaniach przydawkowych niedefiniujących przed zaimkami ***whom*/*which*** często występują określniki ilości (***both of***, ***all of***, ***some of***, ***neither of***, ***none of*** itp.), np.:
*I know plenty of Hollywood actors, **some of** whom are pretty vain.*
*Liam has written two novels, **both of** which have become bestsellers.*

Practise

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

1 _____ buying the shoes, I put them on and carried on shopping!
2 I didn't phone earlier _____ I thought you were going to the cinema.
3 I wanted to go to the concert on Friday. _____, I didn't have enough money to buy the tickets.
4 _____ my lack of experience, I got the part-time job.
5 I went to school early this morning _____ I could talk to my teacher before class.
6 Nick arrived _____ we were watching the news on TV.
7 _____ it's a difficult language, I really want to learn Mandarin Chinese.
8 The English have a big breakfast nearly every day, _____ the French have a very light one.
9 The bus didn't come, _____ I decided to walk home.
10 _____ complicated was the definition that I still had no idea what the word meant.
11 I wore two jumpers under my coat _____ feel too cold outside in the freezing temperatures.

2 Complete the sentences with *who*, *which*, *where*, *when*, *whose* or *that*.

1 _____ Jacky came to the office this morning, she found two cards on her desk. I remembered it was her birthday!
2 The woman _____ dog I petted wasn't really happy about it.
3 The article _____ I read said that the weather would get worse.
4 Dan gave me a book _____ I really enjoyed.
5 The man _____ lives here is called Mr Barnes.
6 The hotel _____ we stayed in Paris is on the left bank.

3 Decide if the sentences include defining (D) or non-defining (ND) relative clauses. Then add commas to the non-defining clauses.

1 The man who crashed his car this morning is one of our neighbours.
2 Prince William who is in line for the throne married Kate Middleton in 2011.
3 The essay that I had submitted for the competition won first prize.
4 There weren't any questions on the topics that I'd revised!
5 We stayed at the first hotel that we saw in the town.
6 My first dog who was called Mitsy lived until she was sixteen years old.

4 Which relative pronouns can be left out in sentences 1–6?

1 There weren't any doubts about the decisions that she'd made.
2 The history teacher told us a lot about Guy Fawkes last week, which was very interesting.
3 I had a phone call from the person whose wallet I found last week.
4 We stayed at a lovely campsite which overlooked the river.
5 This is the restaurant which I was telling you about.
6 The student who gets top marks will receive an award at the end of the term.

5 Complete the sentences with the correct clauses a–f.

1 My grandmother lived in London in the 1960s, _____.
2 Garden Primary School, _____, has just been closed down.
3 One aspect of grammar _____ is relative clauses.
4 Have you still got the book _____?
5 I can't decide whether to invite Paul to the party _____ or not.
6 One thing _____ is the washing-up!

a that I can't stand
b when it was one of the most popular cities in the world
c I lent you last term
d we're having on Friday
e which I attended when I was six
f that I find really difficult

6 Complete the sentences in your own words.

1 That's the teacher who _____.
2 The programme, which _____.
3 We went to the shopping mall where _____.
4 I missed the train, which _____.
5 My sister is marrying a boy who _____.

7 Read the task and bullet points and write your answers.

Write to your English friend about a gadget you bought recently.

- Describe the item and what it does.
- Tell him/her where and why you bought the item.
- Explain the good and bad points of the item.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

8 Uzupełnij każdą lukę jednym wyrazem.

The picture is of a market **(1)** _____ is in the street. A young man and a young woman are shopping at a stall **(2)** _____ fruit and vegetables are sold. The girl **(3)** _____ is choosing strawberries looks quite happy. She's showing her boyfriend the fruit **(4)** _____ she wants to buy. I think they prefer shopping in a place **(5)** _____ is outdoors, **(6)** _____ they can buy lots of different fresh food. I think the next thing the woman and man do is probably go to the other stalls **(7)** _____ also sell fresh food, **(8)** _____ are in the background.

Unit 14 Temat 1: Czasowniki frazowe (*phrasal verbs*)

Czasowniki frazowe (złożone) w języku angielskim to czasowniki, które składają się z czasownika głównego i przyimka lub partykuły przysłówkowej; lub z czasownika głównego, przyimka i partykuły. Poniższa lista przedstawia często używane czasowniki frazowe.

break down	*Our car **broke down** in the middle lane of the motorway.*
break up	*Jack and Tina have recently **broken up** after being together for ten years.*
bring about	*Advances in medicine have **brought about** better treatment options.*
bring round	*Dave collapsed, but we used first aid and **brought** him **round**.*
call off	*They **called off** the student meeting at the last minute.*
carry on	***Carry on** with your homework while I go and get some books.*
carry out	*A terrorist group claimed responsibility for **carrying out** the bombing.*
catch up (with)	*You go on ahead and I'll **catch up with** you.*
come across	*You haven't **come across** an envelope addressed to me, have you?*
come down with	*Jude's **come down with** yet another cold.*
come out with	*My sister **came out with** a really interesting comment at dinner.*
cut down	*I need to **cut down** on the number of cream cakes I eat.*
cut out for	*I don't think I'm **cut out for** a job in an office.*
do up	*Can you **do up** my top button at the back – I can't reach!*
do without	*I can't **do without** a cup of strong coffee in the morning.*
fall for	*My dad **fell for** my mum the first time he saw her.*
fall out with	*Even good friends **fall out with** each other from time to time.*
fall through	*Our weekend plans **fell through** because of the bad weather.*
get across	*Sometimes it's difficult to **get across** exactly what I mean.*
get away with	*Harold Shipman **got away with** dozens of murders before being caught.*
get on with	*Don't complain about the work – just **get on with** it.*
get over	*The operation is very short, but it can take a long time to **get over** it.*
give in	*Tina begged her parents to let her have a dog and eventually they **gave in**.*
go down	*The price of fruit in the supermarket has **gone down** again!*
go in for	*I don't usually **go in for** competitions, but this one will be really interesting.*
hold up	*I mustn't **hold** you **up**, I know you're in a hurry.*
keep up with	*You shouldn't worry about **keeping up with** the other students – just work at your own pace.*
let down	*I hate to **let** you **down**, but I'm afraid I can't give you a lift on Friday after all.*
look after	*Jane's got a part-time job helping to **look after** people's dogs during the day.*
look down on	*You should never **look down on** people who are disadvantaged.*
look for	*If you're **looking for** your watch, I saw it in the bathroom.*
look forward to	*I always **look forward to** Christmas because it's a real feel-good time of year.*
look up	***Look up** any new phrasal verbs in your dictionary and note them down.*
look up to	*Younger children often **look up to** their older siblings and see them as role models.*
make out	*This copy is a bit blurred and I can't **make out** what that word is.*
make up	*Leo is always **making up** stories about his family, but we know that they're not true.*
pick up	*Once my dad forgot to **pick** me **up** after school and I had to wait with the teacher.*
put down	*I cried for several days after my dog had to be **put down**.*
put off	*I usually **put off** doing things I don't enjoy for a few days.*
put up	*While I was touring Australia, my friend's sister **put** me **up** for a weekend in Melbourne.*
put up with	*My parents had to **put up with** my moody behaviour during the exams.*
run down	*Some people are always **running** their friends **down** and I think that's terrible.*
run out of	*We'll need to get some petrol so that we don't **run out of** it on the trip.*
set off	*Do we really need to **set off** so early for the airport on Monday?*
stand for	*Our teacher doesn't **stand for** rudeness in class and sends students out.*
stand out	*Lucy always **stands out** in a crowd because she is very tall and very blonde.*
stand up for	*Our MP **stands up for** people who are poor and unemployed.*
take after	*My brother **takes after** our grandad and never raises his voice.*
take in	*The government has decided to **take in** refugees from the conflict zone.*
take off	*Our campaign to support homeless people really **took off**.*
take to	*I didn't **take to** Mia when I first met her, but now I like her.*
take up	*It's a good idea to **take up** a new sport if you want to get fit.*
tell off	*The teacher **told** us all **off** for talking during the test.*
turn down	*I asked Mike to the party, but he **turned down** the invitation.*
turn out	*It started gloomy, but it's **turned out** to be a lovely day.*
turn up	*Guess who **turned up** to say goodbye at the airport! Eva!*

Czasowniki frazowe dzielą się na przechodnie oraz nieprzechodnie.

Czasowniki frazowe przechodnie (*transitive*) to takie, po których występuje dopełnienie: *I looked up the word in the dictionary.* Dzielą się one na rozdzielne i nierozdzielne:

- Czasowniki rozdzielne (*separable*) to te, w których dopełnienie może zająć pozycję po czasowniku frazowym lub między czasownikiem a partykułą: *I looked up the word in the dictionary. I looked the word up in the dictionary.*

> Jeśli dopełnienie jest zaimkiem, wówczas musi zająć pozycję przed partykułą:
> *I looked it up in the dictionary.* a nie: ~~*I looked up it in the dictionary.*~~

- Czasowniki nierozdzielne (*inseparable*) to te, w których dopełnienie musi zająć pozycję po partykule:
  I fell out with Tim. / I fell out with him. a nie: ~~*I fell Tim out with. I fell him out with.*~~

Czasowniki frazowe nieprzechodnie (*intransitive*) to takie, po których nie występuje dopełnienie:
That's the place where I grew up.

Practise

1 **Answer the questions.**

1 Who have you fallen out with recently?
2 What have you put off recently?
3 What can't you put up with?
4 Who do you most look up to?
5 Who do you get on with best in your class?
6 Have you made up any stories recently?
7 Have you come across anything old recently?

2 **Complete the sentences with the correct prepositions.**

1 Sorry we're late, but we were held _____ in traffic on the motorway.
2 Do you think I take _____ my mum or my dad?
3 Come to the protest march – it's important to stand _____ for what you believe in.
4 It took a long time to get _____ that nasty cold I had last month.
5 Have you come _____ with any interesting ideas for your essay yet?
6 Do you remember that handsome boy from the party? He turned _____ to be our next-door neighbour.
7 The characteristic of a good teacher is the ability to get _____ difficult concepts easily.
8 Carl turned _____ at the party even though no one had invited him.

3 **Complete the sentences with the correct answers A, B or C.**

1 I can't _____ up with Jack's rudeness any longer!
A look **B** put **C** stand
2 I _____ in for a swimming competition during the holidays.
A took **B** stood **C** went
3 Can you help me _____ for my phone?
A go **B** look **C** make
4 I _____ up chocolate while I was on the diet.
A gave **B** made **C** took
5 I can't do _____ my phone for more than a day!
A off **B** without **C** out
6 I'm relying on your help – please don't let me _____.
A off **B** over **C** down
7 The doctor gave Tom an injection to bring him _____.
A forward **B** round **C** through

4 **In which of these sentences can we put the object before the preposition / particle?**

1 If you look carefully, you can **make out** a person in the background of the photograph.
2 I always **look after** my sister's dog when she's on holiday.
3 I **get on with** all my classmates.
4 I **came across** this old report while I was clearing out my desk.
5 I always **put off** my homework until later – but I shouldn't!
6 I hear that Robbie has **taken up** a new sport.
7 Katy didn't **take to** the new teacher because he criticised her in the first lesson.
8 Terry started to **run down** a friend of mine so I told him to stop.
9 My mum **tells off** my dad if he's on the computer too long.
10 We're going to **put up** my English friend for a few days next week.

UZUPEŁNIANIE LUK W DIALOGU

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

May Mum, could you please **(1)** _____ **(pick)** after school and drive me to the town hall? I need to deliver the leaflets for the protest. My friends will be there and I can't **(2)** _____ **(down)**.
Mum May, wasn't Tim supposed to get you there?
May He was, but his car **(3)** _____ **(down)** yesterday. This protest is really important to me, you know that. I feel we all need **(4)** _____ **(stand)** people who suffer from discrimination and help them in any way we can. I was really **(5)** _____ **(forward)** taking part in it, you know, helping to give the leaflets to people, hoping our campaign will **(6)** _____ **(off)**.
Mum OK, May, you've convinced me.

Unit 14 Temat 2: Tryb łączący (*the subjunctive*); inwersja

Trybu łączącego używamy w języku angielskim tylko w bardzo formalnych sytuacjach. Nie powinno się używać tego trybu w języku mówionym lub potocznym.

W **trybie łączącym** czasownik ma tylko jedną formę dla wszystkich osób, a jest ona taka sama jak forma bezokolicznikowa tego czasownika bez słowa ***to***: *I suggest (that) you go home now. I suggest (that) he go home now.*

Tryb łączący występuje:

- po pewnych czasownikach, np. ***suggest***, ***insist***, ***demand***, ***recommend***, ***propose***, ***request***: *The doctor **insisted (that)** he stay at home for several days. The council **requested (that)** we separate our waste into different bags.*
- po pewnych wyrażeniach, np. ***it's important***, ***it's essential***, ***it's best***, ***it's imperative***, ***it's recommended***: *It's essential **(that)** he deliver the report by Friday. It's best **(that)** we wait for advice from an expert.*
- wymiennie z czasownikiem modalnym ***should*** po pewnych czasownikach, np. ***suggest***, ***insist***, ***recommend***: *They **suggested (that)** we should wait another two days before contacting the company. The teacher **recommended (that)** he should get private tuition to help him with maths.*

Inwersja stylistyczna pozwala na zaakcentowanie jakiegoś fragmentu wypowiedzi. Zazwyczaj jest używana w języku pisanym lub w bardzo formalnych sytuacjach.

- Inwersja stylistyczna polega na przesunięciu wyrażenia powodującego inwersję (omówienie poniżej) na początek zdania oraz na zastosowaniu szyku zdania pytającego.

Inwersja z przeczącymi wyrażeniami przysłówkowymi:

- ***never***, ***little***, ***rarely***, ***seldom***: *Never have I seen such a large number of people in one place. **Little** did she know what the whole fuss was about. **Rarely** have I enjoyed a classical concert as much as I did last night's performance. **Seldom** do we stop to think about what we really want from life.*
- ***hardly***, ***scarcely***, ***barely***, ***no sooner***: *Hardly had she opened the door, when her mother started shouting at her. Scarcely had I opened my mouth to speak, when Katy stood up and walked out. No sooner had we sat down to eat dinner than the doorbell rang.*

Inwersja z wyrażeniami ***not only***, ***under no circumstances***, ***at no time***, ***not for a moment***, ***not until***: *Not only do I dislike liars, but I also hate boasting and arrogance in people. Under no circumstances should you touch this switch. At no time did I feel the umpire was being unfair. Not for a moment did I believe that he would keep his promise. Not until I got home did I realise that I'd left my bag on the bus.*

Inwersja w zdaniach warunkowych:

- **zadania warunkowe I**: *If you need me, I'll be home all evening. Should you need me, I'll be home all evening.*
- **zadania warunkowe II**: *If she came with us one day, she would really enjoy herself. Were she to come with us one day, she would really enjoy herself.*
- **zadania warunkowe III**: *If I had thought about the consequences, I wouldn't have written the email. Had I thought about the consequences, I wouldn't have written the email.*

Inne konstrukcje w funkcji emfatycznej:

- czasownik posiłkowy w zdaniu twierdzącym: *I **do** enjoy listening to his music. We **did** learn a lot from the documentary we watched in class.*
- rozpoczęcie zdania od konstrukcji ***It is / was*** + **podmiot** + ***who / which / that***: *Jacky loaned me this book last week. → **It was** Jacky **who** loaned me this book last week. The chicken curry gave him food poisoning. → **It was** the chicken curry **that** gave him food poisoning.*
- rozpoczęcie zdania od słowa ***What***: *She really hated the way that he picked at his food. – **What** she really hated was the way he picked at his food.*
- rozpoczęcie zdania od słowa ***All***, aby podkreślić, że ważna jest tylko jedna rzecz: *The current government focuses on the problem of soaring inflation. → **All** the current government focuses on is the problem of soaring inflation. We only took part in a peace rally. → **All** we did was (to) take part in a peace rally.*
- rozpoczęcie zdania od słowa ***It*** lub ***What***, aby podkreślić znaczenie podawanej informacji: *__What__ I like about Ally is her sense of humour. __It__ was Samira who told me about this restaurant.*

Practise

1 **Rewrite the sentences using the subjunctive (without *should*).**

1 'Why don't we go to a hotel on the beach?' said Mr Fox.
Mr Fox suggested _____.
2 'I think that you should get the 9:30 train. It's less crowded,' said the rail official.
The rail official recommended _____.
3 Your dad must return this form by noon at the latest.
It is important _____.
4 'Could Elsie please contact the office immediately,' said the administrator.
The administrator requested _____.
5 You definitely need to take out insurance before travelling.
It is essential _____.
6 The teacher says that everyone must arrive before 9:15.
The teacher insists _____.
7 'You have to pay the bill tomorrow,' said the tax inspector.
The tax inspector demanded _____.
8 'Let's wait for the survey results before sending off the report.'
The manager proposed _____.
9 'Mr Davis must report immediately to the police station.'
It is imperative that _____.

2 Rewrite the sentences, using the words given.

1 I have never had such a busy day.
Never _____.
2 I had no sooner opened my book than the cat jumped on my knees.
No sooner _____.
3 I didn't realise I had lost my phone until I got home.
Not until _____.
4 The government seldom reduces taxes.
Seldom _____.
5 I not only enjoy reading crime fiction, but also write crime novels myself.
Not only _____.
6 I didn't think for a moment that Julie would support the Conservative Party.
Not for a moment _____.
7 I had no idea that Ken was going to attend the function.
Little _____.
8 The teacher never thought that Mark would get top marks in the exam.
At no time _____.
9 I had only just replied to one email from Danny when I received another.
Scarcely _____.

3 Answer the questions.

1 What do you like about your town?
What I _____.
2 What do you hate on TV at the moment?
What _____.
3 What irritates you about technology?
What _____.
4 Who was a big influence on you when you were young?
It was _____.
5 What worries you about the future?
What _____.

4 Read the bullet points and write your answers in your notebook.

- Tell your friend what you enjoyed about your last holiday.
- Tell your friend what you don't like about school at the moment.
- Tell your friend what you find difficult about learning English.

5 Rewrite the conditional sentences using inversion.

1 If I had known that you were interested, I would have told you about the meeting.
2 If it rains tomorrow, the match will definitely be called off.
3 If your grandad were alive, he'd be extremely proud of you.
4 They wouldn't have understood me if I'd spoken in Polish.
5 If they lowered their prices, more people would shop there.
6 If you find this project too tricky, I can give you some more options.

6 Rewrite the sentences.

1 Our boss came up with the idea we're using now.
It _____.
2 The book was originally published in 1965.
It _____.
3 The teacher's comments persuaded me to continue studying English at university.
It _____.
4 Spending a year in Africa really changed David's life.
It _____.
5 The last Prime Minister introduced legislation against smoking in public places.
It _____.

7 Translate fragments in brackets into English, using inversion where possible.

1 _____ (*Ani przez chwilę nie miałem wątpliwości*) that he would win the race.
2 _____ (*Pod żadnym pozorem nie wolno nam*) skip classes.
3 _____ (*To deser*) made him suffer from stomach ache.
4 _____ (*Ledwie weszliśmy do domu*) when our neighbours rang.
5 _____ (*Nasi nauczyciele rzadko dają nam*) any homework.
6 _____ (*Nie tylko wzięła udział w zawodach*), she made it all the way to the finals!
7 _____ (*Nigdy nie słyszałam tak nudnego*) lecture!
8 _____ (*Tylko wy widzieliście*) how much time I needed to go through this test.
9 _____ (*Nigdy wcześniej nie byłem*) so confident that I would pass an exam.
10 _____ (*To, co było interesujące w tym filmie*) was the way the director had used camera angles.

WYBÓR WIELOKROTNY

8 Z opcji A–D wybierz właściwą odpowiedź.

1 ____ about effective learning at the age of ten.
A Little we know **B** We little know
C Little do we know **D** Do we know little
2 Not until ____ home did we remember we had left the house keys at grandma's place.
A did we get **B** we got
C didn't we get **D** we didn't get
3 ____ spinach, but I also dislike cabbage.
A Not only do I hate **B** Not only I hate
C Not only I don't hate **D** Not do I hate only
4 Not until the next day ____ she had been robbed.
A she realised **B** she didn't realise
C did she realise **D** did she not realise
5 ____ his mouth when they started laughing.
A Hardly he opened **B** He opened hardly
C Did he hardly open **D** Hardly had he opened

USE OF ENGLISH – EXTRA PRACTICE UNITS 1–2

UNIT 1

WYBÓR WIELOKROTNY

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

I have always been **(1)** ___ of going in lifts. When I was a child, people around me thought it was a charming quirk, but as soon as I started growing up, they either burst **(2)** ___ laughing or kept telling me that I was crazy when I refused to get into elevators with them and took stairs instead. It wasn't so difficult to **(3)** ___ to my habits until the day that I had to get on a plane to go abroad with my parents. The moment I went on board, and I realised that the plane was in fact very much like a lift, I started shaking and I **(4)** ___ into tears. I simply refused to go! My parents were at a(n) **(5)** ___. Finally, embarrassed and ashamed, I got off the plane. I was devastated, but I knew enough was enough. Right now, **(6)** I ___ special therapy to help me deal with claustrophobia – so, keep your fingers crossed!

1	**A** bewildered	**B** devastated	**C** intimidated	**D** petrified
2	**A** into	**B** in	**C** out	**D** up
3	**A** stick	**B** hold	**C** keep	**D** glue
4	**A** blew	**B** burst	**C** came	**D** exploded
5	**A** end	**B** loss	**C** finish	**D** point
6	**A** attend	**B** will attend	**C** am attending	**D** attended

WYBÓR WIELOKROTNY

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

If you're into fashion, you'll have probably heard the term 'shabby chic'. It **(1)** ___ to be such a contradiction in terms, doesn't it? What you wear can either be shabby or chic, one surely rules out the other, right? However, fashion gurus seem to have successfully combined the two, and shabby chic is something that they ask us to aspire to. People who wear sport clothes like these don't **(2)** ___ out from the crowd any more. This look has simply become commonplace. What does it involve? Well, it's a combination of modern-looking and vintage-inspired clothing and jewellery. It's layered, lacy, loose-fitting, pastel-coloured, and very feminine in how it looks. Some people say that women who go **(3)** ___ these types of clothes tend to be independent, outgoing, a little eccentric and sensitive. They **(4)** ___ themselves as free-spirited and in love with nature. They frequently have a fringe and wear their hair **(5)** ___. The outfits may be purposefully shabby-looking, but thanks to all the accessories and good quality natural fabrics they never look **(6)** ___. Fashions usually **(7)** ___ so this one may easily disappear, but for now it seems to fit in with young people's attitude to life and nature. It's a generation that isn't **(8)** ___ to what's going on in the world. That's why it appreciates vintage clothes **(9)** ___ on from their grandmothers. Eco-friendly at its best.

1	**A** looks like	**B** appears	**C** means	**D** comes across
2	**A** stand	**B** differ	**C** look	**D** move
3	**A** on	**B** with	**C** for	**D** at
4	**A** engage	**B** define	**C** call	**D** believe
5	**A** loosely	**B** lose	**C** loose	**D** lost
6	**A** worn-out	**B** spiky	**C** fluffy	**D** scruffy
7	**A** are coming and going	**B** come and go	**C** have come and gone	**D** came and went
8	**A** intolerant	**B** indifferent	**C** immature	**D** insincere
9	**A** given	**B** made	**C** obtained	**D** passed

UNIT 2

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 My sister wasn't able to pay for the flat she really liked because she ___ (*nie otrzymała*) a mortgage.
2 I ___ (*wynosiłem śmieci*) when I saw a kitten trying to get into the cellar.
3 The garden is overgrown with weeds – it's ages ___ (*od kiedy nasz sąsiad porządkował*) the place up.
4 Ms Clarke said to me, 'I ___ (*zastanawiałam się, czy mógłbyś*) help me carry the shopping into my flat, the lift isn't working.'
5 ___ (*Czy kiedyś jeździłeś na*) to your grandparents' allotment when you were a child?
6 My mum was cleaning up the living room while I ___ (*ładowałem zmywarkę*).
7 My brother was very ___ (*przeciwny wyprowadzce*), but he's slowly getting used to living in the countryside.
8 We ___ (*szukaliśmy*) the right bedsit for a year before we eventually found it.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Our house ___ (*wymaga remontu*) if we want to live in it for another few years.
2 Mark had left Manchester by ___ (*zanim się wprowadziliśmy*).
3 They live ___ (*rzut kamieniem od nas*). It takes us a minute to get there.
4 I am writing ___ (*w nawiązaniu do ogłoszenia*) in the last edition of your magazine.
5 We paid for this ___ (*łóżko piętrowe na raty*). It was quite expensive.
6 This time last week I got bitten by a snake while ___ (*grabiłam trawę*).
7 I hope that if I move in with my dog, it will not be ___ (*zbyt duża niedogodność*) for you.
8 How much do you ___ (*pobierasz od swojego najemcy*) for the rent every month?
9 When ___ (*zburzyli*) this old hotel? I didn't even notice that!

USE OF ENGLISH – EXTRA PRACTICE UNITS 3–4

UNIT 3

SETY LEKSYKALNE

1 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Gary dropped out of ... a few months before graduation.
Important celebrations are usually held in the ... hall.
Terry was sent to the ... counsellor because of his disruptive behaviour.

2 _____
I'm running low ... memory in my laptop – I think I need to delete some old documents.
After I take all the exams, I'm finally going to catch up ... some reading.
Well-educated people sometimes look down ... people without higher education.

3 _____
The easiest way to broaden your ... is to read widely.
Specialised education will prepare your for employment in jobs which require expert ... or specific training.
Do you think AI can convey ... as well as good teachers do?

4 _____
When my parents were young, they had to take an entrance ... if they wanted to study at university.
In Poland, you take an oral matura in English in front of an ... board which consists of two specialists.
How many times are university students allowed to retake an ... if they fail it?

5 _____
My brother has set his ... on becoming an engineer in the future.
After we had seen all the ..., we decided to chill out in our hotel room.
Greg has victory in the school basketball finals in his ... .

SETY LEKSYKALNE

2 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Our neighbours decided to let ... their flat when they were moving to Spain for a year.
I felt ... of my depth when Sheila asked me to hang a picture in her dorm room.
My brother Peter is not cut ... for an office job – he's too laid-back and inattentive.

2 _____
How good is your concentration ...?
Over a ... of five years our students have made a lot of progress.
Jack is a curious person who has the largest ... of interests among my friends.

3 _____
How many clothes can you ... into this small suitcase?
I have to ... for my German test tomorrow.
Most people tend to ... too much into a day. No wonder they get tired by the end of it.

4 _____
Marking essays is ... and parcel of every English teacher's job.
We spend the best ... of our lives at school.
It looks like ... of a test tube from the chemistry lab.

5 _____
What do you think about ... education instead of streaming students?
The university offers its students a ... range of practical workshops.
This book offers a ... study of democracy in Europe.

UNIT 4

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 The workers _____ (*będą strajkować*) next week if their demands are not met.
2 Kate _____ (*zaczyna pracować na własny rachunek*) – she has already made up her mind.
3 I can't meet you tomorrow, I _____ (*będę przyuczać nowych członków*) of staff in my department all day.
4 It is true to some extent that _____ (*częsta zmiana pracy może*) mean moving to new locations.
5 By the time my grandmother retires, she _____ (*przepracuje w*) this company for 40 years.
6 At the weekend, my brother _____ (*będzie pracował na nocną*) shift, as usual.
7 I can't imagine _____ (*wykonywania pracy bez perspektyw*). It'd be so dull!
8 I _____ (*mam właśnie uzupełnić*) this application form. How do I go about it?
9 You look really tired after the meeting with the trainees – (*czy mam ci zrobić*) _____ a cup of coffee?

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Teresa _____ (*pracuje na wysokim stanowisku*). It's quite stressful but rewarding.
2 How long will it take you _____ (*aby nauczyć się fachu*)?
3 We'll get in touch as soon as _____ (*jak tylko szef przekaże*) the information.
4 Do you know when Josh wants _____ (*złożyć swoją rezygnację*)?
5 If I were you, I'd _____ (*rozważył za i przeciw*) of becoming a civil servant.
6 By the end of this year my mother _____ (*będzie zarządzała*) of this firm for ten years.
7 I was wondering _____ (*jaka jest dzienna stawka*) in this job.
8 Mark sees _____ (*się za dobrze wykształconego*) employee.
9 Don't worry about the broken lock – our (*złota rączka zajmie się*) _____ of it.

USE OF ENGLISH – EXTRA PRACTICE UNITS 5–6

UNIT 5

TRANSFORMACJE ZDAŃ

1 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 I'm sure you know her by sight – she used to live in the same block of flats as us. **MUST**
_____ her by sight – she used to live in the same block of flats as us.

2 Charlie isn't answering – perhaps he had an early night. **MIGHT**
Charlie isn't answering – he _____ an early night.

3 You are not allowed to plagiarise from Internet sources when you write your essay. **MUST**
You _____ from Internet sources when you write your essay.

4 I wouldn't have enough courage to tell Mike that I'm sick to death with his blatant lies. **DARE**
I _____ Mike that I'm sick to death with his blatant lies.

5 Don't let Philip fool you – it's quite likely that he's pulling your leg. **COULD**
Don't let Philip fool you – he _____ your leg.

6 I'm sorry you fell out with Ali – it's a pity you left her high and dry on prom night. **NOT**
I'm sorry you fell out with Ali – you _____ her high and dry on prom night.

7 It was possible for Jen to spend the night at her grandma's place, but she preferred to catch the night bus to go home. **COULD**
Jen _____ the night at her grandma's place, but she preferred to catch the night bus to go home.

TRANSFORMACJE ZDAŃ

2 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 After a long week at work, I enjoy spending time with my family on Sundays. **HANG**
After a long week at work, I _____ my family on Sundays.

2 The girl panicked when she couldn't see her parents any more. **SIGHT**
The girl panicked after _____ of her parents.

3 Buying so much food for the party was a waste of money. **NEEDN'T**
We _____ so much food for the party. What a waste of money!

4 I'm sure it wasn't Vicky who put on the wash. **HAVE**
Vicky _____ on the wash.

5 This time, you've really gone too far. **LINE**
This time, you've really _____.

6 You seem very tired. You should sit down comfortably and relax for a while. **FEET**
You seem very tired. You should _____ up for a while.

7 It wasn't necessary for me to wear a suit for my friend's stag night as it was a very informal party. **I**
_____ wear a suit for my friend's stag night as it was a very informal party.

UNIT 6

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

1 **Uzupełnij każdą lukę jednym wyrazem.**

I used to be a picky eater as a child and there were only a **(1)** _____ dishes I liked, and I only started learning to cook in college. It was like embarking on **(2)** _____ thrilling adventure in a foreign land. I browsed through recipes on the Internet, especially ones which didn't include **(3)** _____ of exotic ingredients. One evening, determined to impress my friends, I decided to cook **(4)** _____ hearty pot of curry. Brimming with enthusiasm, I gathered **(5)** _____ ingredients and began chopping, frying, and seasoning with the confidence of a novice cook. As **(6)** _____ savoury aroma filled the kitchen, I proudly served the bowls with the chilli and **(7)** _____ cream to my friends, expecting praise. However, one bite shattered my dreams: my friends' eyes watered and they started choking. **(8)** _____ chilli was so fiery that it was inedible. I must have added too **(9)** _____ chilli powder. I apologised and admitted my mistake. We laughed about it, deciding to order pizza instead. **(10)** _____ evening became a memorable lesson on **(11)** _____ importance of precise measurements: if a recipe tells you to add a pinch **(12)** _____ chilli powder or ground pepper, do not make it a tablespoon, or two.

UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

2 **Uzupełnij każdą lukę jednym wyrazem.**

When you're in China, you eat Chinese. You discover this simple truth when you visit smaller towns or villages. There, you have no alternative **(1)** _____ to order a rice- or noodle-based dish, and eat it with chopsticks. Rice is eaten to **(2)** _____, but the way it's done is just marvellous. Before my first visit to China, I'd never been too fond **(3)** _____ Chinese food, but once I got to sample its astonishing variety of flavours, I just got fixated **(4)** _____ it. Almost like an addict! My Chinese friends were also very keen on explaining how come they eat with chopsticks **(5)** _____ of forks. It turns out that originally chopsticks were mainly used **(6)** _____ taking noodles **(7)** _____ of boiling water. This changed around 400 AD when China went **(8)** _____ its first big population boom. The rapid population growth meant that food became scarce and, as a result, eating smaller portions by means of chopsticks started to be regarded **(9)** _____ polite. Nowadays no one could imagine eating without chopsticks like no one could possibly turn down a **(10)** _____ of steaming green tea at the end of a meal.

USE OF ENGLISH – EXTRA PRACTICE UNITS 7–8

UNIT 7

SŁOWOTWÓRSTWO

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

When our dishwasher broke down recently, my parents had an appliance repairman come and take a look at it. To our surprise, he said it would be cheaper to buy a new dishwasher instead of having the old one **(1)** _____ (**repair**). However, he also warned us that it would be **(2)** _____ (**possible**) to buy a dishwasher which would be as durable as the one we had (we had been using it for 16 years!) as home **(3)** _____ (**apply**) produced nowadays are not **(4)** _____ (**make**) to last so long. Why is that? Most manufacturers focus on **(5)** _____ (**cut**) costs and short-term profitability, which results in compromises in the quality and durability of products. As a result, they are mass-produced and quite **(6)** _____ (**afford**), which boosts sales, but will not last too long – unless you want to splash out on an **(7)** _____ (**market**) product. Additionally, consumers are **(8)** _____ (**encourage**) to buy newer models, which are **(9)** _____ (**drive**) by advancements in technology. This trend corresponds with a culture of **(10)** _____ (**consumer**) that prioritises convenience and novelty above **(11)** _____ (**sustain**) practices. Consequently, our devices and machines fail earlier, creating more waste and requiring more frequent **(12)** _____ (**replace**). As for our dishwasher, it is being repaired right now.

SŁOWOTWÓRSTWO

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

According to recent reports, young adults in the UK have less to spend on the so-called non-essentials than the previous generation. Tickets for concerts, holidays and eating out have simply become **(1)** _____ (**afford**) for this social group. Many have had to **(2)** _____ (**economy**) in order to make ends meet. To make matters worse, **(3)** _____ (**house**) costs have skyrocketed, making it almost impossible for a young adult to get on the property ladder. While a **(4)** _____ (**short**) of money is never a good thing, some experts point out that less **(5)** _____ (**spend**) power is likely to reduce consumerism. With no **(6)** _____ (**dispose**) income, people will simply spend less, which will certainly benefit the environment. Another advantage is perhaps the fact that **(7)** _____ (**retail**) will stop charging ridiculous prices for the **(8)** _____ (**produce**) they sell. Some other pundits claim, however, that those less well-off will just end up taking out loans or buying goods in **(9)** _____ (**install**), but are unlikely to have too many buy-nothing days.

UNIT 8

TRANSFORMACJE ZDAŃ

1 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 I'm sure I packed the lifejacket in my backpack, but I can't find it. **REMEMBER**
I _____ the lifejacket in my backpack, but I can't find it.
2 Greg is such a good driver – he managed to avoid a head-on collision on a busy road in Spain. **SUCCEEDED**
Greg is such a good driver – he _____ a head-on collision on a busy road in Spain.
3 This crash helmet isn't mine – is it yours? **BELONG**
This crash helmet _____ – is it yours?
4 Ken suggested that he might help me with my presentation for social sciences. **TO**
Ken _____ me with my presentation for social sciences.
5 Don't take the motorway – there's bound to be heavy traffic at this time of the day. **BETTER**
_____ the motorway– there's bound to be heavy traffic at this time of the day.
6 Mr Green should have given up on sugar a long time ago. **STOPPED**
Mr Green should _____ sugar a long time ago.

TRANSFORMACJE ZDAŃ

2 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 We started our journey to the mountains at sunrise. **ROAD**
We _____ on our journey to the mountains at sunrise.
2 The tour guide said we should visit the castle as it was a unique experience. **WELL**
The tour guide said that the castle _____ visit.
3 The car stopped suddenly and noisily because a pedestrian walked onto the road without checking. **HALT**
The car _____ because a pedestrian walked onto the road without checking.
4 I'm not in the habit of travelling on my own. I choose to travel with friends. **USED**
I choose to travel with friends as I'm _____ myself.
5 You will have to give me instructions how to get there. **THROUGH**
You will have to _____ there.
6 I'd like you to drive more slowly. I don't feel safe in the car with you. **RATHER**
I _____ more slowly. I don't feel safe in the car with you.

USE OF ENGLISH – EXTRA PRACTICE UNITS 9–10

UNIT 9

GRAMATYKALIZACJA

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

1 Jack is _____ (**forgetful / person**) I've ever met – he literally forgets everything, even his friends' names.
2 Cracow is (**every / appealing**) _____ for restaurants and coffee shops as Warsaw.
3 My _____ (**grandparents / townhouse**) situated on a side street, a stone's throw from the Old Town.
4 My cousin Emily and my best mate Jessica have been _____ (**other / throat**) since they met – I wish I was able to clear the air and sort out their problem.
5 The older Kate grows, _____ (**conscientious / become**) – she's not the lazy girl she used to be any more.
6 An English cooked breakfast is _____ (**far / substantial**) a continental breakfast – a whole plate of eggs, bacon, sausages and toast will fill you up for hours.
7 _____ (**pretty / painting**), the more I want to buy it. I just love art.

GRAMATYKALIZACJA

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

1 These days it looks like almost everybody _____ (**stay / glue**) screens 24/7.
2 I'd say that modern art comes across _____ (**far / intriguing**) than classical art.
3 The new musical is _____ (**far / cry**) what a watchable musical should be like.
4 Julie is _____ (**not / friend / I**), so I have got no idea what she's doing at the moment.
5 This comedy is every _____ (**bit / funny**) the one we watched last weekend.
6 Does Tom play the flute _____ (**good / other**) boy his age?
7 The novel is so brilliant that I just _____ (**can / put**)!
8 George R.R. Martin writes _____ (**slowly / any**) writer I know – do you think he'll ever finish the book?
9 The more disturbing a book is, (**much / I /like**) _____ it.
10 It was (**catchy / tune**) _____ I couldn't stop humming it.

UNIT 10

SŁOWOTWÓRSTWO

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

Racism and discrimination have long been issues plaguing the world of sports, even in the modern era. Even **(1)** _____ **(high)** popular and accomplished athletes, such as the British **(2)** _____ **(football)** Marcus Rashford, have not escaped this troubling reality. Despite their immense talent and dedication, they have faced appalling **(3)** _____ **(harass)** and prejudice on and off the field.

Following England's Euro 2020 final defeat to Italy, an image of Marcus Rashford, **(4)** _____ **(locate)** in Withington, Manchester, was defaced with swear words. In **(5)** _____ **(add)** to the mural incident, Marcus Rashford, along with Jadon Sancho and Bukayo Saka, received racist abuse on social media after missing **(6)** _____ **(penalty)** in the final.

Marcus Rashford expressed his remorse for **(7)** _____ **(miss)** the penalty and thanked those who placed the **(8)** _____ **(sympathy)** messages of support on the mural to cover the damage. He also joined around 700 people at an anti-racism **(9)** _____ **(demonstrate)** at the mural, where people took the knee. Footballers, including Rashford, have adopted the symbolic act of "taking the knee" as a peaceful protest against **(10)** _____ **(race)** injustice. By doing so, they send a powerful message of unity and solidarity, demanding an end to **(11)** _____ **(discriminate)** in the sport they love. It is sad that, despite efforts to raise **(12)** _____ **(aware)**, incidents of racial abuse still occur in stadiums, on social media, and in everyday life.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Injuries often _____ (*stanowią ogromne zagrożenie*) to professional sportspeople.
2 If the cyclist hadn't cheated in the race, he _____ (*nie miałby zakazu*) for life.
3 _____ (*Co masz na myśli*) mind when you say that she's wasted her talent?
4 If you had given it a go, you _____ (*mógłbyś odkryć*) a new hobby for yourself. You don't know what you like until you try, do you?
5 If Jessica _____ (*byłaby bardziej odporna*), she wouldn't have withdrawn from the contest. She just isn't mentally strong enough to overcome setbacks.
6 How long ago _____ (*przeszedłeś na zawodowstwo*)? Was it a good decision?
7 Pushing yourself too hard in training can _____ (*przynieść więcej szkody niż pożytku*), leading to injuries and burnout.
8 He _____ (*nie zostałby zdyskwalifikowany*) if he hadn't failed a dope test.

UNIT 11

GRAMATYKALIZACJA

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

1 My neighbour called an ambulance and said that she _____ (**have / trouble / breathe**).
2 Gregory _____ (**deny / hook / painkiller**) and said he had to take them because of recurring headaches.
3 The doctor _____ (**recommend / try / Mediterranean / diet**) to my grandparents as it should help lower their high cholesterol.
4 When Steve came round after an anaesthetic, the nurse asked him _____ (**he / feel / dizzy**).
5 The paramedic said that he _____ (**have / resuscitate / patient**) with a defibrillator after someone noticed her choking and dropping to the floor.
6 The therapist _____ (**persuade / Carrie / try**) acupuncture to help her quit smoking.
7 Colin thought he was getting better, but unfortunately, his condition suddenly _____ (**take / turn / bad**).

GRAMATYKALIZACJA

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

1 I'm afraid I _____ (**stand / see**) blood because I faint as soon as I see it.
2 The doctor suggested _____ (**I / try / take**) some vitamin supplements.
3 The paramedic wanted to know how long the accident victim _____ (**be / conscious**).
4 Joe won't come to the party because he has been _____ (**feel / weather**) today.
5 When Sue told us about the infection, she mentioned _____ (**come / out**) rash, didn't she?
6 The patient _____ (**admit / hospital**) last night and is in stable condition at the moment.
7 It's high time young people _____ (**teach / how**) cope with stress.

UNIT 12

SETY LEKSYKALNE (TRZY ZDANIA)

1 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
You shouldn't leave your laptop plugged in all the time if you want to extend the ... life.
I need to get a new phone as ... leakage damaged my old one.
The problem with electric cars is that you have to replace the ... every three years.

2 _____
This cashpoint has been ... of service for weeks, you need to find another one.
Dr House is carrying ... research into the possible causes of autoimmune diseases.
Do you really think that the fear of missing ... is a serious problem?

3 _____
In order to deal with and use a huge amount of ... some institutions need to buy large mainframe computers.
A ... breach is a kind of cyberattack as a result of which private, sensitive, medical or financial information about people are stolen.
Working from home may pose a threat to maintaining ... security.

4 _____
The scientist admitted she wasn't able to ... to a conclusion on the basis of the available evidence.
I wonder if people will ever ... up with a cure for the common cold.
This article doesn't ... across as immediately appealing because it needs a better introduction.

5 _____
In some situations, visual aids such as charts, graphs, infographics, and presentations can be the most effective means of transmitting ... .
Encrypting ... is necessary in various situations, such as data storage or cloud services, to protect sensitive data from unauthorised access or theft.
After hours of going through countless articles, books, and websites while trying to write my thesis, I experienced ... overload.

SETY LEKSYKALNE (TRZY ZDANIA)

2 **W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.**

1 _____
Since Wi-Fi technology ..., using the Internet has become much more convenient.
Is this the conclusion you ... at?
We ... at our destination safe and sound.

2 _____
Try to ... off during the weekend. You look worn out.
Can you ... the channel? I don't want to watch this sitcom.
The politician wanted to ... sides, but eventually remained in his party.

3 _____
My mum keeps a ... of everything she spends.
Do you recollect who set the ... for the fastest swimmer in the last Olympics?
My grandfather boasts a huge ... collection because he adores music.

4 _____
The students have had lots of exams recently, so don't be so ... on them.
There's been a problem with the ... drive and nobody knows how to fix it.
These are ... facts so don't deny them.

UNIT 13

TRANSFORMACJE ZDAŃ

1 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 The cabin was hidden very deep in the woods and we could not find it.
The cabin was hidden _____ that we could not find it.

2 Although I try to reduce my carbon footprint, I feel I should do more to protect the environment.
In _____ reduce my carbon footprint, I feel I should do more to protect the environment.

3 During a full moon the night sky is illuminated with its radiant glow.
Whenever _____, the night sky is illuminated with its radiant glow.

4 However hard you try, you will not manage to pull up all the weeds today.
No _____, you will not manage to pull up all the weeds today.

5 Renewable energy sources are technologies harnessing power from the sun, wind and other natural elements.
_____ power from the sun, wind and other natural elements are known as renewable energy sources.

6 Farmers need to use insecticides so that they can protect their crops from destructive pests and ensure a successful harvest.
Farmers need to use insecticides in _____ their crops from destructive pests and ensure a successful harvest.

TRANSFORMACJE ZDAŃ

2 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 No matter how hard the team tried, they couldn't save the stranded whales.
The team couldn't save the stranded whales despite _____.

2 'Who do these binoculars belong to?' asked the tour guide.
The tour guide wanted to know whose _____.

3 I contribute my success to my hard work and determination to do well in life.
My hard work and determination to do well in life is what I put _____.

4 Some people think that space exploration is a waste of time and money.
Space exploration _____ as a waste of time and money.

5 My family do their best to protect the environment. Even so, I don't think it helps the world too much.
Even _____ hard to protect the environment, I still think it doesn't help the world too much.

UNIT 14

WYBÓR WIELOKROTNY

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

The proliferation of cybercrime in today's digital age is a growing concern that cannot be ruled **(1)** ___. Criminals **(2)** ___ to the evolving technological landscape, exploiting vulnerabilities to infringe upon the **(3)** ___ and privacy of individuals and organisations alike.
Cybercrime encompasses a wide range of illegal activities, from hacking and identity **(4)** ___ to online harassment and financial fraud. Not only **(5)** ___ victims of cybercrime sustain financial **(6)** ___, but they also suffer emotional distress and reputational damage. The abuse of technology for criminal purposes has reached alarming levels, **(7)** ___ urgent attention.
(8) ___ enforcement agencies face significant challenges in cracking down on cybercrime. Gathering digital evidence is complex, and perpetrators often operate across international borders, making it difficult to track **(9)** ___ and apprehend them. It is essential that the legal system **(10)** ___ that sentences are appropriate and serve as a **(11)** ___ to future cybercriminals. Victims of cybercrime also have the option to **(12)** ___ civil lawsuits against the perpetrators to seek compensation for their losses. Such lawsuits can help **(13)** ___ cybercriminals accountable and send a message that the perpetrators will not get **(14)** ___ their crimes.

1	**A** in	**B** off
	C out	**D** down
2	**A** adapted	**B** had adapted
	C are adapted	**D** have adapted
3	**A** principles	**B** rights
	C freedoms	**D** laws
4	**A** forgery	**B** theft
	C robbery	**D** burglary
5	**A** are	**B** mustn't
	C won't	**D** do
6	**A** loose	**B** loses
	C losses	**D** losing
7	**A** calling for	**B** paying
	C catching	**D** distracting
8	**A** Legal	**B** Police
	C Law	**D** Right
9	**A** up	**B** down
	C on	**D** out
10	**A** will ensure	**B** must ensure
	C ensure	**D** shall ensure
11	**A** measure	**B** lesson
	C punishment	**D** deterrent
12	**A** combat	**B** file
	C settle	**D** defend
13	**A** keep	**B** catch
	C grab	**D** hold
14	**A** out with	**B** away from
	C away with	**D** off from

EXTENDED

accuse sb of sth oskarżać kogoś o coś
acknowledge przyznawać się do czegoś, pogodzić się z czymś
address zająć się czymś, zwracać się do kogoś
advocate popierać
alert powiadamiać, ostrzegać
anticipate przewidzieć, oczekiwać
appeal for zaapelować o...
appoint mianować, ustalać
appreciate być wdzięcznym za..., doceniać
approach podchodzić do..., zwracać się do...
assess oceniać, szacować
attribute przypisywać
award przyznawać
ban zakazać, zabraniać
challenge kwestionować, rzucać wyzwanie
commemorate upamiętniać
commit to sth zobowiązać się do czegoś
comply with stosować się
compromise skompromitować; iść na kompromis
confess to przyznawać się do czegoś
contribute to przyczyniać się do czegoś
convey przekazywać, wyrażać
dare (sb to do sth) odważyć się, ośmielić się (rzucić wyzwanie)
decipher rozszyfrować
decline (an invitation) nie przyjąć (zaproszenia)
depict przedstawiać
deplore ubolewać nad czymś
deprive sb of pozbawiać
desire pragnąć
despair of tracić nadzieję na..., rozpaczać
determine ustalać
deter from zniechęcać do czegoś
differentiate between sth and sth odróżniać coś od czegoś, rozróżniać
diminish zmniejszać, osłabiać
disclose ukazywać, ujawniać
discriminate against dyskryminować
dismiss odrzucać, lekceważyć
emphasise podkreślać, kłaść nacisk na...
encounter (problems) napotykać (problemy)
inquire about zapytać o coś
estimate szacować, określać
evade uchylać się od czegoś
excel in/at prześcignąć kogoś, wyróżniać się w czymś
exploit (a possibility) wykorzystać (możliwość)
face (a problem) stanąć przed (problemem)
fail to do sth nie zrobić czegoś
familiarise oneself with zaznajomić się, zapoznać
give evidence for/against przedstawiać dowody przemawiające za czymś/ przeciwko czemuś
honour honorować, oddać honory
host gościć, być gospodarzem (programu)
humiliate upokorzyć
(have/make an) impact on wpływać na coś; (wywrzeć wpływ na...)
implement wprowadzać w życie
implicate zamieszać, wplątać
imply zasugerować
impose (limitations) narzucać, wymuszać (ograniczenia)
infer wnioskować
interfere mieszać się, wtrącać
intrigue snuć intrygi
insinuate insynuować, dawać do zrozumienia
insist nalegać
interrogate (a suspect) przesłuchiwać (podejrzanego)
investigate sprawdzać, badać
mock wyśmiewać, przedrzeźniać
neglect zaniedbywać, nie dostrzegać
notify zgłaszać, powiadamiać
oblige zobowiązać
opt for sth wybierać coś
(give an) outline (of) przedstawiać w skrócie
overestimate przeceniać
penetrate przeniknąć (np. do czyjegoś sumienia), przejrzeć (np. plan)
persuade przekonywać
plead guilty/innocent przyznać się do winy/ nie przyznać się do winy
praise chwalić
pursue dążyć do czegoś, gonić za czymś
put forward wysunąć, zaproponować
raise (questions) budzić (wątpliwości)
reflect on zastanawiać się
regret żałować
relate to dotyczyć czegoś, powiązać
request prosić, żądać
resort to sth uciec się do czegoś
restrict oneself to sth ograniczać się do czegoś
set an example for dawać przykład
signal dawać znak
speculate on/about spekulować na temat czegoś
stress podkreślać
submit przedstawiać, składać; twierdzić, że...
succeed in odnosić sukces w czymś
sue sb for sth pozywać kogoś za coś
swear przysięgać
take sth for granted brać coś za pewnik
take sth into account uwzględniać coś
take sth into consideration brać coś pod uwagę
tempt kusić
trace wyśledzić, odnaleźć
trigger wywoływać, spowodować (np. reakcję, debatę)
undermine podkopywać, podważać (np. autorytet)
underestimate nie doceniać
urge popędzać, zachęcać
weigh (arguments) rozważać, porównywać (argumenty)

BE + ADJECTIVE/PARTICIPLE

affected by sth być dotkniętym, wstrząśniętym czymś
anxious być zatroskanym, zaniepokojonym
astonished być zdziwionym, zaskoczonym
concerned about sth być zaniepokojonym czymś
delighted być uszczęśliwionym
forced to do sth być zmuszonym do zrobienia czegoś
disappointed być rozczarowanym
disgusted być oburzonym, zniesmaczonym
disillusioned with sth być rozczarowanym czymś,
made to do sth być zmuszonym do zrobienia czegoś
offended być urażonym, obrażonym
overwhelmed with/by sth być przytłoczonym czymś; być do głębi poruszonym czymś
privileged być uprzywilejowanym
regretful być pełnym żalu
relieved at sth z ulgą coś przyjąć
ridiculed być ośmieszanym
taken aback zostać zaskoczonym

BILINGUAL

abide by (the law) przestrzegać (prawa)
accelerate przyspieszać (np. rozwój)
acclaim darzyć uznaniem
aggravate pogorszyć (np. sytuację)
attribute sth to sth przypisywać coś (np. zysk, sukces) czemuś
begrudge żałować (np. czasu, pieniędzy); zazdrościć
captivate urzekać, zauroczyć
cherish pielęgnować, czcić
confide in sb zwierzać się komuś
confine oneself to sth ograniczać się do zrobienia czegoś
consent to sth zgadzać się, wyrażać zgodę na coś
convene zwoływać (np. spotkanie), zbierać się (np. w grupie)
debunk obalać (mity, teorie)
deflect (criticism) odpierać (krytykę)
derive (pleasure) from sth znajdować w czymś (przyjemność)
devalue dewaluować, nie doceniać
diminish zmniejszać, osłabiać (np. autorytet)
disclose ukazać, ujawniać
emerge from sth wychodzić z czegoś
endorse udzielać poparcia, zatwierdzać
enforce wprowadzać w życie, egzekwować
enumerate wyliczać, wymieniać
envisage przewidywać, wyobrażać sobie
evince przejawiać (np. talent)
exercise (authority) mieć (autorytet)
exert (pressure) wywierać (presję)
expand rozwijać, powiększać
extrapolate przewidywać, wnioskować o czymś
halt zatrzymywać, przerywać
incorporate włączać, zawierać w sobie
inflict wymierzać (np. karę), zadawać (np. ból), wyrządzać (np. krzywdę)
infuse sb with sth natchnąć kogoś czymś
instil wpajać (np. odwagę)
issue (an order) wydawać (rozkaz)
juxtapose zestawiać (np. kolory)
lay sth aside odkładać coś na bok
merge łączyć, scalać
oscillate wahać się, oscylować (np. o cenach)
pose (a problem) stanowić (problem)
pre-empt uprzedzać, udaremniać
pressure sb into (doing) sth zmuszać kogoś do (zrobienia) czegoś
preview omawiać
proceed to do sth przejść do robienia czegoś
proffer podawać (np. rękę), wręczać (np. kwiaty); dawać
reassess oceniać ponownie
refute (an argument) obalać (argument)
resent sb żywić do kogoś urazę
resort to sth uciec się do czegoś
restrict ograniczać
ridicule wyśmiewać
rule sth out wykluczać coś (np. możliwość)
shift sth away from sth odsunąć coś od czegoś
shy away from (doing) sth cofnąć się przed czymś (zrobieniem czegoś)
stipulate określać (np. warunki)
summon wezwać, zawołać
suppress powstrzymywać (np. śmiech)
unravel rozplątać, rozwiązać

BE + ADJECTIVE

apprehensive być pełnym obaw
complacent about sth być zbyt pewnym czego (np. sukcesu)
disheartened być zniechęconym
hostile być wrogim, nieprzyjaznym
indignant over/about sth być oburzonym z powodu czegoś
oblivious of/to sth być nieświadomym czegoś
reluctant być niechętnym
resentful być pełnym urazy
weary być zmęczonym, znużonym

PRONUNCIATION ACTIVITIES

UNIT 1 Stress shift in adjective-noun pairs

1a CD 2.42 Read the adjective-noun pairs and put a stress mark (') before the stressed syllables. Then listen and check. In which pairs does the stress shift?

Adjective	Noun
cynical	cynicism
efficient	efficiency
gullible	gullibility
inclusive	inclusivity
mysterious	mystery
moral	morality
objective	objectivity
sympathetic	sympathy
timid	timidity

1b CD 2.42 Listen again and repeat.

UNIT 2 Past simple: regular verbs pronunciation

2a CD 2.43 Listen to the past simple forms of the regular verbs in the box and put them in the correct column of the table. What are the rules for pronouncing regular verbs in the past simple?

accept answer arrive ask close collect count demand finish fix live lock pack rent show stay travel visit wash work

/t/	/d/	/ɪd/

2b CD 2.44 Listen, check and repeat.

UNIT 3 Diphthongs and triphthongs

GET SMARTER

Dyftong (*diphthong*) to kombinacja dwóch samogłosek wypowiadanych jedna po drugiej. W brytyjskiej odmianie języka angielskiego pojawia się osiem dyftongów:

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

Tryftong (*triphthong*) to kombinacja trzech samogłosek wypowiadanych jedna po drugiej. W brytyjskiej odmianie języka angielskiego pojawia się pięć tryftongów:

/aʊ/ + /ə/ = [aʊə] *hour* /aɪ/ + /ə/ = [aɪə] *fire*
/eɪ/ + /ə/ = [eɪə] *player* /əʊ/ + /ə/ = [əʊə] *mower*
/ɔɪ/ + /ə/ = [ɔɪə] *employer*

3a CD 2.45 Read and listen to the words and phrases in the box. Decide whether they contain a diphthong or a triphthong sound. Which of the words contain more than one diphthong?

antisocial behaviour biotechnology debating society education employ employer enrol environmental science fine arts maintain social media vocational school

3b CD 2.45 Listen again, check and repeat.

UNIT 4 Intonation in questions

GET SMARTER

Pytania ogólne (*Yes/No questions*) mają zazwyczaj intonację wznoszącą:
Do you like working in a team? ↗

Pytania szczegółowe (*Wh- questions*) mają zazwyczaj intonację opadającą:
What inspired you to choose this career? ↘

4a CD 2.46 Read and listen to the questions. Mark the intonation pattern: rising (↗) or falling (↘).

1 What are you going to do after school?
2 Why not take a personality test?
3 Would you like to join us for lunch at 1:30?
4 How do I go about choosing the right career?
5 Are you capable of working under pressure?
6 Are you taking white-collar jobs into consideration?
7 Would you rather work on your own?
8 Why don't you want to work from home?

4b CD 2.46 Listen again and repeat.

UNIT 5 Pronunciation of past modal contractions

GET SMARTER

W mowie potocznej czasowniki modalne odnoszące się do przeszłości, np.: *could have, should have, would have,* często ulegają zredukowaniu do form: *could've, should've* i *would've* itd.:
could have /ˈkʊd həv/ → *could've* /ˈkʊdəv/
should have /ˈʃʊd həv/→ *should've* /ˈʃʊdəv/
would have /ˈwʊd həv/ → *would've* /ˈwʊdəv/.

5 CD 2.47 Read and listen to the sentences. Then listen again and repeat.

1 Jamie should've listened to Cat's advice.
2 Sue must've blurted out our secret.
3 He might've been at the party, but I didn't see him.
4 You could've backed me up, but you stayed silent.
5 We would've told her off if we'd known.

UNIT 6 The schwa sound /ə/

GET SMARTER

Dźwiękiem najczęściej pojawiającym się w języku angielskim jest dźwięk zwany *schwa*, oznaczany symbolem /ə/. Najczęściej *schwa* występuje w :

- nieakcentowanych sylabach, np.: *blackcurrant* /ˌblækˈkʌrənt/, *asparagus* /əˈspærəgəs/, *mutton* /ˈmʌtən/
- nieakcentowanych formach słów funkcyjnych, takich jak: przedimki (*articles*), przyimki (*prepositions*), zaimki (*pronouns*) i czasowniki posiłkowe (*auxiliary verbs*), np.: *toad-in-the-hole* /ˌtəʊd ɪn ðə ˈhəʊl/, *a jug of milk* /ə ˌdʒʌg əv ˈmɪlk/, *smack your lips* /ˌsmæk jə ˈlɪps/
- niektórych słowach zakończonych na *-er*, *-or*, *-ar* oraz *-ur*: *flounder* /ˈflaʊndə/, *yoghurt* /ˈjɒgət/, *simmer* /ˈsɪmə/.

6a CD 2.48 **Read and listen to the words and phrases in the box and underline the syllables pronounced with the *schwa* sound. Then listen again and repeat.**

a bottle of water a dollop of jam a jug of milk
a scoop of ice cream a segment of an orange
balanced diet banana celeriac gooseberry marjoram
octopus oyster season rosemary

6b CD 2.49 **Read and listen to the sentences and underline the syllables pronounced with the *schwa* sound. Then listen again and repeat.**

1 Do you ever tend to overeat?
2 I'll have a cup of coffee with breakfast.
3 Could you pass me the salt and pepper, please?
4 We usually have sandwiches for lunch.

UNIT 7 Intonation in question tags

GET SMARTER

W pytaniach rozłącznych (*question tags*) stosujemy intonację opadającą ↘, kiedy znamy odpowiedź i oczekujemy od rozmówcy jedynie przytaknięcia.

Intonację wznoszącą ↗ stosujemy, kiedy nie znamy odpowiedzi i chcemy uzyskać ją od rozmówcy.

7a CD 2.50 **Read and listen to the sentences. Mark the intonation pattern the speaker uses: rising (↗) or falling (↘).**

1 A phone case seems like a brilliant idea, doesn't it?
2 We can't afford to buy these earrings, can we?
3 You're leaving tomorrow, aren't you?
4 There's nothing I can do about it, is there?
5 Tom has lost the receipt, hasn't he?
6 This self-checkout is out of order, isn't it?
7 I'm next in the queue, aren't I?
8 I'll gift-wrap it for you, shall I?
9 It isn't very far to the station, is it?
10 We have to be at the theatre by 7:00, don't we?

7b CD 2.50 **Listen again and repeat.**

UNIT 8 Commonly mispronounced words Homographs

8a CD 2.51 **Read the words in the box. Do you know how to pronounce them? In pairs, take turns to read the words aloud. Then listen, check and repeat.**

aisle auction baggage bargain buffet cough up
en route en suite fraudulent gear luggage mishaps
pawnbroker picturesque precautions quay queue
route voyage

8b CD 2.52 **Study the information in the *Get Smarter* box. In pairs, take turns to read the pairs of sentences aloud. Then listen, check and repeat. What are the differences in the pronunciation of the words in bold?**

GET SMARTER

W języku angielskim często można spotkać tzw. homografy, czyli pary wyrazów o takiej samej pisowni, ale różnym znaczeniu i odmiennej wymowie.

Niektóre pary homografów to wyrazy spokrewnione ze sobą, lecz będące różnymi częściami mowy:

separate – „oddzielać" /ˈsepəreɪt/ i „osobny" /ˈsepərət/

use – „używać" /juːz/ i „użycie" /juːs/.

Inne pary pary homografów mają zupełnie różne znaczenia, a zbieżność w ich pisowni jest przypadkowa, np.: *row* – „kłótnia" /raʊ/ i „wiosłować" lub „rząd/szereg" /rəʊ/.

1 a As the train drew **close** to the station, the passengers gathered their luggage.
b Please **close** the door behind you before we depart.
2 a Can you please **present** your passport for inspection?
b I received this trip as a birthday **present** from my friend.
3 a She didn't shed a single **tear** when she heard the news.
b Be careful not to **tear** the map while folding it.
4 a We enjoyed a peaceful **row** across the tranquil lake.
b There was a loud **row** between the passengers over seating arrangements.
5 a We decided to take **separate** routes.
b Use a knife to **separate** the pieces of cake evenly.
6 a Can you find a **use** for these old poles?
b Mum learned how to **use** chopsticks during her trip to Asia.
7 a Our tour guide pointed out every **minute** detail of the historic building.
b Just give me a **minute** to check the train schedule.
8 a Hotel guests sometimes **refuse** to leave their rooms at check-out time.
b Early morning **refuse** collectors might disturb your sleep.

PRONUNCIATION ACTIVITIES

UNIT 9 Word stress in longer adjectives and adverbs

9a CD 2.53 Read and listen to the adjectives and adverbs in the box and put a stress mark (') before the stressed syllables.

compelling considerably contemporary decreasingly
entertaining exclusively extraordinarily fortunately
mystifying offensive outstanding overwhelming
practically provoking quintessentially spectacular

9b CD 2.53 Listen again, check and repeat.

UNIT 10 Stress patterns in compound nouns

10a CD 2.54 Read and listen to the compound nouns in the box and put a stress mark (') before the stressed syllables.

basketball chesspiece doggy paddle
endurance sport life jacket match fixing
mountain climbing police force police uniform
relay race shuttlecock sports gear sports medicine
table tennis bat table tennis player

10b CD 2.54 Listen again, check and repeat. What patterns and exceptions did you notice?

UNIT 11 Silent letters

11a CD 2.55 Read the words in the box and underline the letters that are silent, or not pronounced. Then listen, check and repeat.

benign bomb calf climb comb diarrhoea
exhaustion honest knuckle lamb limb palm
phlegm plumber tomb

11b Give more examples of words with silent letters:

- at the beginning of the word
- in the middle of the word
- at the end of the word

UNIT 12 Homographs: verbs and nouns

GET SMARTER

W języku angielskim niektóre czasowniki i utworzone od nich rzeczowniki mają taką samą pisownię, lecz różnią się wymową: w przypadku czasowników akcent pada na drugą sylabę, natomiast rzeczowników – na pierwszą. Mogą pojawić się też inne różnice w wymowie:

to increase /ɪŋ'kri:s/ – *an increase* /'ɪŋkri:s/

to contract /kən'trækt/ – *a contract* /'kɒntrækt/.

12a CD 2.56 Listen and repeat.

Verb	Noun
to conduct	a conduct
to contract	a contract
to decrease	a decrease
to export	export
to import	import
to increase	an increase
to permit	a permit
to progress	progress
to protest	a protest
to transfer	a transfer
to transport	transport
to suspect	a suspect

12b CD 2.57 Listen and decide whether a noun or verb is pronounced. Then listen again, check and repeat.

1 decrease *noun / verb*
2 suspect *noun / verb*
3 progress *noun / verb*
4 transfer *noun / verb*
5 conduct *noun / verb*
6 export *noun / verb*
7 permit *noun / verb*

UNIT 13 Stress patterns in longer words

13a CD 2.58 Read and listen to the words in the box. Put them in the correct columns of the table according to their stress patterns.

bumblebee carnivore constellation contaminant
continental deforestation depletion deprivation
eliminate endangered environmental implement
incalculable indigenous industrial renewable
radioactive starvation tropical

o . .	
. o .	
. . o .	
. o . .	
. o . . .	
. . . o .	

13b CD 2.59 Listen again, check and repeat.

UNIT 14 Stress patterns in phrasal verbs and their compound noun counterparts

GET SMARTER

W czasownikach frazowych (*phrasal verbs*) główny akcent pada najczęściej na ich drugą część składową, czyli przyimek/przysłówek, natomiast w utworzonych od nich rzeczownikach złożonych (*compound nouns*) – na pierwszą sylabę:

break through /ˌbreɪk ˈθruː/ – *breakthrough* /ˈbreɪkθruː/

knock out /ˌnɒk ˈaʊt/ – *knockout* /ˈnɒkaʊt/.

14a CD 2.60 **Read and listen to the sentences and put a stress mark (ˈ) before the stressed syllables in the phrasal verbs and compound nouns in bold.**

1 After two years of a happy relationship, they **broke up** last week.
2 Dave has been really depressed since his **breakup** last month.
3 We can **set up** the equipment in the conference room.
4 The event coordinator spent weeks on the **set-up** for the charity fundraiser.
5 I was sitting nervously in the plane, waiting for **take-off**.
6 Because of the storm, we had to wait for almost an hour before the plane could **take off**.
7 The manager said he would **work out** the solution himself.
8 I really enjoyed our last **workout**. I felt so energetic.
9 Before you can use all the features of the website, you need to **log in** first.
10 Make sure not to show anyone your bank account **login** details.

14b CD 2.60 **Listen again, check and repeat.**

PRONUNCIATION GUIDE

Consonants

/p/	**p**ress	/ʒ/	mea**s**ure
/b/	**b**ag	/h/	**h**ot
/t/	**t**ime	/x/	lo**ch**
/d/	**d**ay	/tʃ/	**ch**air
/k/	**c**an	/dʒ/	**j**am
/g/	**g**ap	/m/	**m**ore
/f/	**f**ast	/n/	s**n**ow
/v/	**v**ote	/ŋ/	si**ng**
/θ/	**th**in	/w/	**w**ater
/ð/	**th**at	/r/	**r**ing
/s/	**s**it	/l/	**l**ist
/z/	**z**ebra	/j/	**y**ou
/ʃ/	**sh**ine		

Vowels and diphtongs

/ɪ/	b**i**t	/eɪ/	b**ay**
/e/	b**e**d	/aɪ/	b**uy**
/æ/	b**a**d	/ɔɪ/	b**oy**
/ɒ/	h**o**t	/əʊ/	g**o**
/ʌ/	c**u**t	/aʊ/	n**ow**
/ʊ/	b**oo**k	/ʊə/	t**our**
/ə/	**a**bout	/eə/	h**air**
/i/	pretty	/ɪə/	h**ear**
/u/	casual		
/iː/	b**ee**		
/ɑː/	f**ar**		
/ɔː/	c**augh**t		
/uː/	b**oo**t		
/ɜː/	b**ir**d		

UNIT 1, p.7 CD 1.01

1
In my opinion, to get the right job you need to keep going, keep trying and not be put off by rejections.
2
And I would say that if your application for a job is unsuccessful, the company should be polite enough to inform you.
3
I feel that today employers expect candidates to lie a little on their CVs or at least, not to be completely honest.
4
It's important that interview panellists should have an open mind about a candidate, and not go into an interview with preconceptions.
5
Sometimes candidates think it's easy to walk straight into a job after getting a qualification. It is definitely not!
6
A candidate needs to be confident about what they can bring to a role, but also should show that they do not know everything and are willing to learn.

UNIT 1, p.8 CD 1.03

1
Clearly, when you're considering future careers, although you may not be a born leader, entertainer, journalist or whatever, it is good to at least have a flair for something, which can narrow down your options. Your future is in your hands – no one can make all those choices and decisions for you. But what we can do on this course is help with the skills you'll need to become successful, and to help you develop a strong work ethic.
2
Learning soft skills starts early, and you'll find our students engage in critical thinking tasks every day. Likewise, we realise that digital literacy is vital today, so this starts early too, with guidance on using the internet, how to code, and warnings about privacy and dangers. Even an awareness of time management can begin at a young age. Most of all, what we try to encourage is a willingness to learn, something we hope will stay with a student through life.
3
At this level, you'll be required to have good conflict resolution skills when dealing with clients and colleagues, as well as troubleshooting skills to overcome problems. It is quite obvious to us that you have excellent interpersonal skills – you appear able to interact with people from a range of backgrounds well – and your CV shows definite entrepreneurial flair, with the start-up you launched. Your creativity and ability to think outside the box is exactly what this company needs right now.

UNIT 1, p.9 CD 1.04

OK, so we're talking about people who have shaped our lives. Well, there have been so many! However, there was one inspiring woman I saw giving an interview on TV when I was on the verge of making decisions about university subjects. She wasn't young, but in the prime of life and glamorous, with dark, shiny hair. She was soft-spoken and laid-back, answering the questions with ease and a quiet confidence. She was a respected senior doctor of the same ethnic origin as myself, and she was talking about how she had reached her goal of becoming a doctor, even though she was not from a wealthy family, and had not attended a top school. In my country, to study medicine you generally have to be both! I can see myself back then, sitting there watching the TV, bags under my eyes from late nights studying, and apprehensive about the future. I was trying to decide if my parents were right and that I wouldn't be able to become a children's doctor, which was my dream, and that I should become an accountant instead. The TV doctor showed me that with perseverance and the courage of my convictions, I could become anyone I wanted to be. I needed to take my future into my own hands and not compromise by being pushed into following a second-choice career just because I wasn't from the most affluent and privileged sector of society. I should not be defined by my background. This gave me a new lease of life. I researched and found a way of following and realising my dream, and I can now trace it all back to hearing that down-to-earth doctor talking on TV. I only hope that I can set others as good an example, as she set me.

UNIT 1, p.10 CD 1.05

For many individuals, the idea of outperforming other people and having a sense of victory is what drives them in their lives. We see competition everywhere around us. It's part and parcel of school or work life, it's synonymous with the world of sport. Many people believe that by competing against other people and comparing ourselves with one another we develop as humans and thus earn success. However, it's not the case. Competition often leads to self-doubt, hostility, jealousy or even aggression because when someone beats you, you feel frustrated, miserable or even depressed. Competition may sometimes stimulate you to do things better, but it's not the path to victory. What do you think motivates you to do well in life?

UNIT 1, p.10 CD 1.06

1
I really don't get it why in our team-oriented world, where collaboration is given so much weight, so many people stress the importance of competition. Would you believe that some still claim that exposing children to tough competition early on will prepare them for adulthood! What nonsense! When we compete, we don't learn how to interact, and interaction, (surprise surprise), is what's invaluable in our modern times. Leadership, decision-making and trust-building are all to do with communication, and that's what we need to pass onto our children. We must foster cooperation, and encourage collaborative learning or face a society of sick, competitive and lonely people.
2
One way in which societies can be categorised is along the collectivist-individualist divide. In collectivist societies, the cultural norms which are valued are: group goals, solidarity, cooperation, relationships, family, empathy and compassion. An individual is part of a group, and he or she isn't supposed to stand out from the crowd. Instead, these cultures call for the common good, and conformity. By contrast, individualist cultures favour individual needs, personal success and competition over any group needs. Independence and autonomy are real virtues. So, it should not come as a surprise that there are sometimes communication breakdowns between people from countries where the core values are so different. It's the difference between 'we' and 'I'.
3
I study sociology and recently I have come across a really eye-opening study. Well, eye-opening for me, because the research isn't that new. It was conducted by Geert Hofstede, a Dutch social psychologist. Hofstede compared cultural identities across the world, and came to the conclusion that each nation has its own characteristics when it comes to building relationships, among other things. I'm half Polish and half English, so I got interested in finding out more about how these cultures fare in this respect. It turns out that Poland is quite an individualist culture, but not as individualist as the UK. The info about the UK wasn't that unexpected, but I was kind of astonished because I assumed that Poles were more into their family values ...
4
I'm an introvert and for this reason my experience with teamwork wasn't exactly successful. Introverts are quieter, more timid and often unwilling to speak in public. I would have probably remained averse to team projects if it hadn't been for my university professor who understood my individuality. Actually, she was brilliant at delegating roles for our projects, and she would always give me the role of the data collector. I loved it because I could do it in my own time and share what I'd found with my group. I gained a lot of self-esteem, and learnt to function in a group. With time I could even handle group conflicts. When I didn't see eye to eye with someone, I had the courage to admit it!

UNIT 1, p.18 CD CD 1.07

Speaker 1
It's a strange thing, fashion. To some people it's a dominant feature of their lives, but others are indifferent, laid-back about their appearance. I follow fashion but not slavishly. For me, it's vital to let your personality shine through whatever clothes you choose to dress in and however you do your hair. Sometimes by simply following trends and copying a look, just because it's 'in', this hides the person you really are. My opinion is that each person should develop a style that reflects their personality and retains their individuality and uniqueness, but maybe this comes with age and life experience.
Speaker 2
I'm always intrigued by the part fashion designers play in our lives. Undoubtedly, they set trends for millions to follow and dictate what clothes and colours stores will be selling us for a certain period. However, when you look back it's clear that fashion trends also reflect changes in society as well. In the nineteen sixties, designers like Mary Quant developed styles and colours that went hand in hand with the increased freedoms society was experiencing. The mini skirt was symbolic of this. And in times of economic hardship, UK designers in particular opt for escapist styles that are both glamorous and rebellious. Whether we are a slave to fashion, or just use it as a guide, it is a fascinating topic.
Speaker 3
Choosing what to wear or how to present ourselves to the world says a lot about us, and for me it's about personality and mood. We might dress in a particular way because it reflects our mood but also dressing in a particular way can influence how we feel. So, if we're quite introverted, timid and don't want to stand out, we might dress so that we're inconspicuous and blend into the crowd, but also if, say, we're feeling low we might dress up to make ourselves feel better and perhaps more confident. And of course, we can also wear certain clothes, or follow a certain style in order to fit in – be that with a group that identifies with a special look, like hipsters or goths or simply because our social group favours a type of style and look.
Speaker 4
The whole fashion industry, to my mind, carries huge responsibilities, not only for making us all so concerned about self-image that it can affect people's mental well-being, but also for the amount of harm it does both to our pockets and the environment. It is always

encouraging us to buy, buy, buy in order to stay on trend and not appear old-fashioned. And in order to accommodate the new, we throw out the old. What I do find encouraging these days is the increasing awareness of the environmental hazards of sending old clothes and fabrics to landfill. There seems to be a new industry flourishing that involves giving items a new lease of life, whether it is repurposing old clothes or reselling, gifting and donating. I am all for that.

UNIT 2, p.23 CD 1.09

One of my glorious childhood memories is a place called The Nook, where my family lived when I was about nine. It was a bungalow – well, a bungalow with a playroom in the loft which had a balcony overlooking the garden, and I loved it. It was old, with low ceilings and cracks in the plaster that my imagination made into pictures of exotic animals. It had lovely creaking floorboards and in fact I once jumped off my top bunk bed and my foot went through the floor! But it had lots of character, unlike the pristine maisonette that my parents had just sold. It even smelled old – I later learned that that was down to the rising damp that stained the walls. The garden was completely overgrown, and my friends and I made footpaths through the long grass as we explored. Just through the broken old fence there was a dilapidated old house, and it really was in a state. There were no panes in the window frames, the staircase had collapsed, and climbers and weeds had taken over. But what a place for adventures! My parents would have forbidden us to go there, but it seemed no one knew about it – it was hidden by the trees and bushes. I didn't know then that The Nook was temporary – that it was rented until my parents closed the deal on a new house, a typically boring suburban townhouse on a residential road with off street parking and every modern convenience imaginable. I sometimes revisit The Nook in my dreams – and I wonder if it's still standing or if it has gone the same way as its secret neighbour. I'd rather not find out.

UNIT 2, p.24 CD 1.10

Have you ever heard of a style in architecture which is referred to as brutalism? It came into being in the 1950s, and was an offshoot of the early 20th century modernist movements. Brutalist buildings have an air of being austere and inhospitable since they are usually constructed out of massive concrete, steel or stone walls and often resemble a stack of grey, soulless boxes. The style took off in the 50s and the 60s, and was commonly adopted the world over by architects designing government buildings, universities and blocks of flats.
It was particularly favoured by the communist regimes as it resonated with their utopian beliefs that unification was the key to people's happiness. With time, the style lost its appeal. Many brutalist structures were demolished and replaced by more friendly-looking constructions. However, examples of brutalist architecture can still be found in most countries, and some have even become distinctive landmarks. One of these projects is Habitat 67 in Montreal, Canada.
The building was erected to mark Canada's 100 years of independence, and became a highly desirable residence. It reaches up to 12 storeys, and consists of 354 prefabricated concrete boxes. Visitors who come to have a look at this man-made wonder express mixed feelings. Some are in awe of it, others consider it a real eyesore. Now let me ...

UNIT 2, p.24 CD 1.11

1
Reporter Mr Wilson, would you care to comment on your recent visit to The National Museum of African American History and Culture in Washington D.C.? Were you impressed by its architectural merits such as the bronze exterior panels, or its green design?
Mr Wilson Well, all of those! I am indeed overwhelmed by both the exterior and the interior. I couldn't have designed it better myself. The building, which is a three-tiered inverted pyramid, was inspired by the crowns worn by Yoruban rulers from West Africa, which, by the way, is where my ancestors come from. In fact, I am as overwhelmed as I am moved, especially by the Contemplative Court, inside the museum.
Reporter So, it does make a huge impact even on a professional like you. I guess especially this cylindrical fountain that rains down water into the square pool below, right?
Mr Wilson Yes, it's very poignant too. Somewhere where people can sit and reflect on the often painful history of African Americans.
Reporter And what do you think ...
2
Journalist Hello, welcome to The Architecture and Design programme. Today, Christiana Parks will elaborate on the idea of the so-called 'can-float' buildings. Welcome, Christiana.
Christiana Hello, everyone. We often refer to these buildings as 'amphibious' as well. The general idea is for these constructions to float in the event of a flood, but other than that to stay still on solid foundations.
Journalist Right, what are the foundations made of then and how are they designed?
Christiana They are a sort of pontoon base. It's empty inside, so you can use it as additional room to put things away in normal weather conditions. The building materials range from timber and steel to concrete. The base is made stable by a keel, so it's like on a boat. When a flood strikes, the house moves upwards.
Journalist Aren't we humans inventive? I was once toying with the idea of living on a houseboat, but the main disadvantage was the lack of space. Are these amphibious houses spacious enough?
Christiana Depends what you mean by spacious ...
3
Welcome to the third episode of my podcast on the world's man-made wonders. Today I'd like to take you on a journey to Asia, which, I'd say, abounds in outstanding buildings and inspiring ideas for urban developments. As you know, my love of travel takes me to places, and Asia happens to be an irresistible destination. Asia and its varied architecture will never cease to surprise you.
Today, let us begin with a trip to China's Shanxi province to marvel at the Hanging Temple, which, among other things, is a kind of a balancing act. The temple looks like it clings to the mountain defying the laws of gravity. The wooden building with its 40 rooms, staircases and passages is in fact fixed to the stone wall by means of long, thin posts. Believe me, when you're there, you feel just overwhelmed by the whole experience and wonder how on earth humans managed to insert a building so deep into the rock.
The next place on our itinerary is the one and only Taj Mahal, an icon of India. Built in the 17th century as a symbol of love, this wide marble edifice attracts millions of visitors every year. Tourists flock to the place because of the touching story behind the construction of the monument as well as the sheer beauty it represents: its extraordinary chambers, gates, domes and arches. I was particularly dazzled by the changing colour of the marble which ranges from pink to white to gold depending on the time of the day. It's a magical place, and a real feat of architecture. It's one of these places where you stand and can't help but think that human imagination and creativity have no end. It's such a liberating feeling.
Last but not least, I'd love you to accompany me to the Gardens by the Bay in Singapore. It's an award-winning horticultural park situated in the heart of Singapore, and probably the country's most renowned architectural landmark. The park consists of three gardens which together span 540,000 square metres. Its shape resembles an orchid, Singapore's national flower symbol, and the idea behind the development was to manifest the country's diverse cultures: Indian, Chinese, Malay and colonial. What strikes me the most are the so-called super trees – enormous steel and concrete structures connected by walkways where you can admire thousands of plant species like vines or ferns. It's illuminated by neon lights at night to bring out its charm, and it's just stunning. It also merits a mention that the whole development is sustainable, so I suppose that you don't have to feel guilty when you visit it.
Well, that's all from me today.
I hope I got your imagination fired up with my description of these architectural masterpieces. What buildings would you recommend I see in your country? Let me know in the comments box. I'll be more than happy to pay your country a visit and explore its architectural gems. Until next time!

UNIT 2, p.32 CD 1.12

Text 1
The cost of buying or renting property in central locations is spiralling and a young architect, Harrison Marshall, is using his knowledge of design and construction to raise awareness of the issue. Harrison, remarkably, has built a tiny house in a skip – that's right – the big heavy metal container we usually hire to dump rubbish when we're doing home renovations. The house is narrow but tall with windows, and insulated walls and roof. It may not have all mod cons and is a little cramped, but there's room inside for a table, some cupboards and steps leading up to a bunk bed. The owner of a plot of land is allowing Harrison to put the skip on his property for a year and Harrison is only paying a modest amount for the hire. He has no running water and will shower at work, but his main concern is that it will get draughty!
Text 2
According to experts, the number of repossessions and evictions is only going to get worse in the coming months as the effect of rising interest rates continues to have an impact on mortgages. This affects both the housing and rental markets, as landlords need to increase rents to pay their own higher mortgage instalments. Tenants who cannot pay up may be evicted. And house owners who fall behind with their payments face losing everything. With a decrease in house prices, they could even find themselves with negative equity, where the sale of their house won't cover paying off their mortgage. It's a nightmare scenario. With a lack of council houses and social housing, what happens to people forced from their homes? It is a problem that many of us are only one or two steps away from. It could only take an unforeseen job loss or a divorce to push us closer to homelessness.
Text 3
Presenter Continuing our interviews with people who have interesting homes, I have with me Matt, who lives on a houseboat. Matt – an unusual place to live, isn't it?
Matt I suppose it is, although there are far more people who call a houseboat home than you might think. It's thought that in recent years, there has been up to an 80% increase in people choosing a floating home. In the UK, one of the attractions is the cost – it can be

much less than renting or buying a bricks and mortar house and of course, houseboats are exempt from stamp duty too. Although I found getting a mortgage was quite tricky.
Presenter It sounds like a romantic choice of accommodation.
Matt Yes, many people assume that life on a houseboat is romantic, with the opportunity to sail off as and when you feel the urge! On a practical note – most houseboats are static, permanent homes without engines or sails. But I guess there is a certain romance in the sense of being on the water and often lulled to sleep by the sound and the rocking of the waves, even in stormy weather. Before buying my houseboat, I'd been sharing a flat with two friends in the inner city and I would wake up every morning to the sound of traffic. The idea of the boat appealed to me. It would be a new experience.
Presenter But isn't it quite limited – I mean in space and what you can or can't fit in?
Matt You'd be surprised! Mine is a narrowboat, and it is narrow, but it is fully equipped and with fitted furnishings throughout. You need to be quite creative and resourceful – I've had some bespoke pieces made for the boat and now it all works for me. There is ample storage space, and everything has a home. What I must point out is that there is no room for clutter, and I think it suits my way of living because I'm quite an organised person and I've always been tidy. I also like the cosiness of my living area, and the security of there only being one entrance and exit. And although I lose out on not having a proper garden, I have potted plants and miniature shrubs on the roof. Some houseboats are beautifully vibrant with colour – flowers and greenery, and their owners take a real pride in them.
Presenter It must be quite a solitary life – better for singles, and introverts?
Matt Not at all. Many couples live on houseboats, although cramped living conditions mean that you have to get on really well! But there are larger boats. If you've seen the detective series *Van der Valk*, set in Amsterdam, you'll know that there they have large Dutch barges which have good-sized accommodation – some of the scenes in the series look like they've been filmed in a normal dining room or bedroom – really airy and spacious! But regarding the type of personality needed for a life on a houseboat, I suppose many owners do live alone and it's important that you're happy in your own company. Having said that, wherever your houseboat is moored, there is usually a community, and it can be very close, people looking out for each other and helping with maintenance of the boats and so on. I can't think of anywhere better to live.

UNIT 3, p.34 CD 1.13

Speaker 1
We learn about everything related to human development in the past and the present, behaviour, physiological, social interactions – you name it, it's on our course!
Speaker 2
The study of all aspects of language is fascinating, particularly interesting for me is first language acquisition, how babies learn to talk. Amazing.
Speaker 3
With my degree, I hope to be able to work with online newspapers, or perhaps a job with one of the major TV channels. That would be fun!
Speaker 4
My dream would be to help discover the new antibiotics that the world is in desperate need of. It's going to be a long road, but something I'd love to achieve.
Speaker 5
I'm following in my mum's footsteps here and aiming to work in government. Who knows, maybe one day I'll be a member of parliament like her.
Speaker 6
I've always enjoyed painting and drawing, and more recently sculpture, so this degree is perfect for me. I'm especially interested in the application of recent software, as that is where I see the future.

UNIT 3, p.37 CD 1.15

I'm a pastoral care specialist and I'm here to explain a little about my role and the role of pastoral care in the school. Teachers are extremely busy people, and their focus is on imparting knowledge and dealing with their students' individual learning needs. However, it is not always possible for them to pick up on issues that may be affecting a student's learning. That's where the pastoral team come in. We deal with the reasons that some students cannot take full advantage of their education. Perhaps they play truant or are constantly disciplined for disruptive behaviour. Perhaps they fail to hand in work on time. The majority of these students should not be suspended but helped. Maybe their families are having a hard time, or they have other issues that reduce their concentration span and cause them to struggle to understand in class. Having a counsellor from our team, who is not judgemental and who keeps meetings confidential, can help vulnerable pupils become successful learners, perhaps even high achievers who go on to follow degree courses. I love my work. It can be challenging, but it is ultimately very rewarding.

UNIT 3, p.38 CD 1.16

Kasia Simon, thanks for agreeing to talk to me about fundraising at schools. I know that it's been a long-held tradition in the UK, from primary and secondary schools to tertiary-education institutions. It's part and parcel of your education system, isn't it? Why do you view it as such a crucial part of what you do?
Simon Well, there are numerous benefits to fundraising events. Students gain priceless leadership skills and acquire self-esteem. Plus, they become aware that what they do may really make a difference to the world. Fundraisers demand that students, school staff and parents collaborate. Everyone learns and experiences the importance of community, creativity and common goals. It's a win-win situation. Needless to say, through fundraisers schools get hold of extra funds which can be allocated to improve the school's facilities, to implement new extracurricular programmes, and so on.
Kasia Could you elaborate on what kinds of events you stage most often at schools?
Simon I wouldn't know where to start! The sky's the limit, really! For instance, at primary level, schools opt for pyjama days, craft days, sleepovers or picnics. For secondary school students we often provide trivia competitions, community clean-up projects, battle of the bands events, cook-off contests, etc. To attend the event, students have to donate some money which then goes to a good cause. It's about entertainment, but also contributes to the students' well-being and builds trust ... It's second to none when it comes to proper, all-round education.

UNIT 3, p.38 CD 1.17

Interviewer Today, I'll be talking to Melanie, a secondary school student whose school holds regular fundraisers and charity events to support various causes. Melanie, is there much interest in these events among your classmates, and generally the school community?
Melanie I'd say so. Obviously, we make sure that we don't exaggerate by having too many of them and we do our utmost to offer a variety of activities so that everybody feels at home, contributing to this or that event.
Interviewer So, which ideas sell the best then?
Melanie The simplest to organise are raffles. We sell raffle tickets to students for, let's say, a pound, and these tickets are then drawn as part of a school raffle. Students can win 'offers' for their class, for example, a test-free week, etc. Recently, however, we've decided to arrange a stress-relief week, and it proved a tremendous success. Volunteers offered aromatherapy classes and a workshop to learn how to make scented candles. All the proceeds were donated to a local animal shelter. It felt so good especially since we hadn't expected to raise so much money!
Interviewer I've also heard you mention something like a themed selfie run and a multicultural fair. What were they about?
Melanie The run was a great marketing stunt for the school. Our students had to take selfies at some checkpoints and post them on social media. To participate they had to pay a registration fee, and again the money went to a good cause. The multicultural fair, on the other hand, was held on the school premises. We have students from various backgrounds, and they just prepared snacks and drinks for sale that represent their culture. That went well too!
Interviewer Which is your favourite type of event?
Melanie I'm really keen on those involving the head teacher. We call them 'the principal challenges'. You have to get him or her to complete a challenge if the financial goal is achieved. So, for example, you dare her or him to dye their hair blue if you've raised the desired amount!
Interviewer Wow! And do they really do it?!
Melanie Ours did. It was very brave of her, but then again we collected lots of money for the school.
Interviewer Are there ever any problems with these events?
Melanie They involve hard work and dedication, so sometimes we need to drum up some enthusiasm. Occasionally, there are complaints from parents that there are too many of them, and that schools should get sponsored by businesses not parents. From time to time teachers express their concern that these activities only add to their workload. This is all true, but I'd say that on the whole, most people get involved and contribute the best way they can. It's worth pointing out that in this day and age parents can donate their money online. Our school has donation software integrated into our website. So, if they can't be present physically, they can just send the money. We never ask for huge sums.
Interviewer I must say I'm truly impressed with your efforts and creative ideas. It's wonderful to see young people willing to get involved with their community. Well done to you!
Melanie Thanks ever so much for the invitation. I was happy to share my ideas, perhaps they'll inspire others to do good too!

UNIT 3, p.46 CD 1.18

Speaker 1
Where I live, children start school when they're rising five – so, about four and a half on average and I'd say the timing is about right. At that age, children are itching to learn, they're really curious and their brains are very receptive. A playgroup for toddlers, or nursery school has its value in socialising children and keeping their brains active, but I think they need to be around not only their peers, but older children too to learn basic interpersonal skills when they

start on that fascinating educational journey proper! Of course it's important that the family is settled in the area and not about to up stakes and move. Otherwise moving school just after starting can be disruptive for a child.

Speaker 2

My youngest sister started school last week, and she seemed so young, standing there in her smart uniform and carrying her bright red lunchbox. She'd been looking forward to the day for ages, not apprehensive at all, and barely gave mum a backward glance as she ran off to be with her friends from playschool in the playground. After her first day, she declared that it had been fun, but that she didn't think she'd go back again tomorrow, she'd been to school now and that was enough! In spite of this, starting at four and a half was right for her. She'd been bored at home, and she was definitely ready. She did go back the next day and loved it.

Speaker 3

I've often wondered why we make our children start school at such a young age in my country. Education is a very long journey, so why not delay its start a little and allow children to enjoy their childhoods for a while longer? In some other countries, the starting age is about two years later, and the children certainly don't seem to suffer educationally. It gives them more time to forge good friendships with other children, rather than start knuckling down to work and competing with their peers in some shape or form – which will continue for the rest of their lives really.

Speaker 4

There are many arguments about when a child should start school and I think the important thing to consider is the child's emotional maturity. As long as they are getting some educational input, whether it's organised at a nursery, or informally with the parents, then they should be fine joining school later, when they are mature enough to deal with it. They need to feel confident and comfortable to start following a new learning routine – not out of their depth, trying to get to grips with things that may not be within their grasp. So why not have different starting ages, according to the attitude and development of each child?

UNIT 4, p.48 CD 1.19

So, what do you do for a living?

1

I deliver babies. I'm a midwife.

2

I go with ambulance drivers when there's an emergency. I'm a paramedic.

3

I buy and sell shares to make a profit for people. I'm a stockbroker.

4

I fix things around the house for people. I'm a handyman.

5

I drive a truck and collect rubbish from outside people's houses. I'm a refuse collector.

6

I represent people in court. I'm a barrister.

7

I work in the public sector for a government department. I'm a civil servant.

UNIT 4, p.49 CD 1.20

OK, so we've just finished interviewing the shortlist of applicants for the vacancy and it's come down to a choice between candidate C and candidate E. There were, unfortunately, inexplicable gaps in candidate A's CV, which they couldn't explain and neither B or D had the requisite qualifications or experience. I like C because she dealt with every question we threw at her, and she has the skill set we're looking for. I also liked that she was upfront with telling us about her dyslexia. If selected, she'll need to give two months' notice to her current employer. E, on the other hand, could start immediately, but I'm not quite sure that he would be a fit for our team. So, let's have a think and reconvene at 3.30 to discuss further.

UNIT 4, p.51 CD 1.22

In my opinion, it's an extremely good idea to take on a part-time job while you're still studying for a variety of reasons. Although earning your own money plays a big part in deciding whether to spend some hours a week working, another really important aspect of it is that it can give you a sense of responsibility. It might be a menial job like car washing or cleaning, or repetitive like factory working, but it still teaches people the need for good timekeeping and gives a sense of job satisfaction. What it also gives is an idea of what type of job or career you might want to pursue in the future – and also which you might try to avoid! It encourages people to ask questions such as 'Do I want a job that is lucrative, even though it's monotonous and unexciting?' 'Do I want to supervise or be supervised?' Part-time jobs also help students start to develop those interpersonal skills that will be useful for their future jobs – a check-out assistant's interaction with customers, a hospitality worker's collaboration with colleagues, a childminder's negotiations with the children! And we mustn't forget the importance of work experience when it comes to completing a CV. Recruiters will favour an applicant who has some real-world work experience under their belt. Finally, to return to the money side – earning and looking after their money helps students learn about controlling their finances – a definite positive for their future lives as full-time wage earners.

UNIT 4, p.52 CD 1.23

1

It may come as a surprise to some of you, but after years of technological progress and the resulting focus on jobs requiring digital skills, more and more young people are turning to traditional jobs.

2

Some university graduates pursue careers as shoemakers or carpenters, while others go into organic farming or pottery.

3

These young people capitalise on the fact that in this day and age anything that is 'home-made' or 'eco-friendly' instantly gains popularity and sells well.

4

In a nutshell, old-fashioned jobs are making a robust comeback because they seem to suit the green entrepreneur of the 21st century.

UNIT 4, p.52 CD 1.24

Every generation seeks new professional opportunities that reflect their values and priorities. A while back young undergraduates were after jobs in computer programming, graphic design, nutrition, not to mention the ever-popular professions like law, medicine and management. While high-powered jobs are still in demand, more and more young people are setting their hearts on manual jobs, which in most cases mean learning a trade. In the past, grown-up children would take over their parents' workshop or farm, but the 90s brought about significant changes to the job markets across the world. Every young person wished to enter university, and then climb the career ladder in some multinational company. Needless to say, in the absence of interest among youngsters, occupations such as being a tailor, an upholsterer or a blacksmith almost vanished. Then came the millennials and Gen Z, and it turned out that these old-fashioned professions that held no appeal for their predecessors, are now sought-after. One of the reasons is that younger generations are opposed to the so-called waste culture which allows, for example, an average Brit to spend about £9,000 a year on items never used. The urge to prevent so much wastage encouraged young people to learn how to mend things such as socks, shoes, clothes, leather belts or furniture. This, in turn, made them realise that they could do the same for people, and alternative and innovative business ideas began emerging. Young professionals rushed to sign up for courses to learn the traditional trades, and the so-called repair cafés or small workshops have mushroomed all over the world. Young and tech-savvy entrepreneurs post their work on social media, and show that old things can look new, that weaving a basket or growing your own vegetables can be relaxing and profitable at the same time, that bespoke items are so much better than mass-produced goods. This philosophy certainly appeals to affluent people with disposable incomes, but also to the less well-off individuals who care about the environment. Let's hope the trend lasts as long as possible for everyone's sake!

UNIT 4, p.60 CD 1.25

Text 1

If the state of your desk reflects the state of your mind, then mine must be interesting to analyse. Have you ever heard the term 'organised chaos'? Well, that describes my home office. To anyone coming into my small, but cosy office, at first sight it's a total mess. There are piles of papers on the floor and the shelves are stacked full, practically overflowing with books. There is no clear filing system and boxes of envelopes sit on top of printer paper with printer inks behind the printer itself. So, that's the 'chaos' but what about the 'organised'? You see, I know exactly where everything is. I know immediately where to find information relevant to my need, and my lack of a system seems to work perfectly. My desk itself, on the other hand, is a different matter entirely. I put things down and then put other stuff on top of them. I spend ages searching madly for a memory stick that turns out to be behind a coffee mug. Just why a disorganised office works but a disorganised desk doesn't is beyond me. Any ideas?

Text 2

I cannot recommend a recent piece of tech I bought highly enough. I'd been getting stressed out working on my PC because every time I was away from the screen for a break, a short walk, even to make a coffee, my session would time out and I'd have to restart it. The Move Mouse is a brilliant piece of kit that keeps the cursor moving slightly to simulate action and keeps the screen awake. I think it's had a bad press because it's associated with remote workers, maybe lazy ones, trying to fool their bosses who have software to monitor their activity. I just think it's a perfect tool for anyone who wants to get on with their work with the least hassle.

Text 3

Interviewer Good morning, everyone. I was recently watching an episode in a series that I'd downloaded and was intrigued to see a set of quirky, egg-like pieces of furniture in an office, with people sleeping, curled up inside them! So, I'd like to ask my guest this morning, Simon Burrows, author of the book 'The Changing Workplace', about them.

Simon Hello there. Yes, these are items that we may well be seeing more of in the future. They are called 'sleep pods', or 'nap pods' and they are for employees who are working round the clock and who need a break and a short rest or actual sleep during office hours.

Interviewer That sounds strange. People go to work to work, not sleep! Why is this happening? Are we talking about slackers here?
Simon Not at all. It's all down to changes in how we're working these days. The traditional nine to five working day is long gone – at least for a lot of people. Working overtime is not necessarily a choice these days, but an expectation. Although remote working is becoming more and more popular, there are still those workers who will find themselves physically in the workplace for long hours and are worked off their feet. In addition to this, there are the changes in lifestyles today. With both parents often working full time, the mornings can be very hectic and the evenings full of household chores. The result is that people often arrive at work already shattered, with bags under their eyes. A recent survey shows that thirty eight percent of us have low energy levels or sleep problems.
Interviewer I imagine a tired workforce results in lower productivity. Is that right?
Simon Yes, spot on. If you're fatigued, you're prone to making the wrong decisions, getting confused and short-tempered, and literally slowing down. The brain has a maximum capacity, a maximum concentration span, and it can't be pushed beyond certain limits. I'm sure you've experienced the situation where at the end of the day it can take half an hour to pore over a document in order to understand and act on it, whereas fresh in the morning the same task might take a few minutes. Taking a short nap or sleep for, say, twenty to thirty minutes during the day can make our brains sharper, refreshed, and recharge our batteries so that we can do more in a shorter time. Higher performance, increased productivity.
Interviewer So, I'm struggling to understand why companies should invest in what I am sure are quite costly special sleep pods rather than encourage workers to power nap at their desks or in a quiet room?
Simon Good question. People have been taking power naps at their desks for a while now, but this comes with health risks and also isn't ideal because of noise and light. And having a good-sized quiet room is not generally possible because of space. Purpose built, ergonomic sleep pods can be specially shaped chairs with a dome, a top that can be pulled down for privacy and that cuts out intrusive light. They can have silent alarms to wake the sleeper, too. Alternatively, a company can invest in Japanese-type sleeping capsules with small beds and doors. I would think that a large number of companies will have installed some of these by the end of the decade.
Interviewer Well – I imagine it's better than constant cups of coffee! Thank you, Simon. I might just mention the idea to my boss.

UNIT 5, p.64 CD 1.27

a
He is always posting about his daredevil trips down whitewater rapids or climbing mountains.
b
We never see her go out or have friends round.
c
Now I always eat breakfast before cycling to work.
d
The working day is not the same as it is in the UK, and dinner in the evening is much later.
e
Foreign travel and more eating out would become possible.
f
She's frequently seen at celebrities' parties, awards and dinners.
g
I started exercising regularly when I first had weight issues six months ago.

UNIT 5, p.65 CD 1.28

1
I'm really unsure about this. Dave could well prove to be a good student representative, but then I also like Steph's attitude.
2
I really don't think I'm in the wrong here, because although I agreed with the action in principle I wasn't there when it happened.
3
I'm sorry, but until he apologises, I shall ignore him whenever we're in the same room.
4
I'd like to talk through why the row between us escalated so fast last week. If it was my fault, I'm very sorry.
5
It isn't intentional. I don't mean to get on her nerves all the time, but somehow I do.
6
Ownership of the fence between our garden and the next-door neighbour has always been angrily disputed by my dad and Mr Parker.
7
It's important to let the past go and move forward.
8
My brother gets extremely angry if I so much as set one foot in his room.

UNIT 5, p.65 CD 1.29

Host My guest today is Noah Simpson, a member of the team working for The Bridge Services. Noah, I'm sure many listeners will not know much about The Bridge. Could you let us in on what it is you aim to do?
Noah Of course. We're a charitable organisation and really the name says it all. In today's world, with everyone leading hectic lifestyles and trying to keep their heads above water, families sometimes lose their way. There isn't the opportunity to chill out, or spend quality time with their children, or even with each other. In less stressful times what might start and finish as a simple difference of opinion, or misunderstanding between family members, immediate and extended, today, with many people on edge can escalate into something far more serious. People can fly off the handle for the slightest reason and before they know it, they're at each other's throats, and saying things they will later regret. The apologies, the words that could have defused the situation, remain unsaid. There is resentment and over the course of time this can fester and build until one family member has had enough and washes their hands of the situation and walks away from it, or they get kicked out. This can lead to the silent treatment for a long time and drifting even further apart. At times this can even develop into a family feud where all communication between the people is lost, sometimes people simply disappear. This can cause heartbreak for all involved. And it's where we come in.
Host So, you track down people who have gone missing?
Noah Not us personally. We liaise with other services who do the tracking if it needs to be done. We are there to put people back in touch if this is what they want. Some people, a minority, prefer to stay away and we respect that. If both parties want to be reunited and regain a good relationship, we at The Bridge, are there for them. But this sort of situation is extreme. More often than not we act as a bridge between family members experiencing conflict before it reaches the walking out stage. We advise, we counsel, we are confidants, and we help to bring the people involved together again.
Host So, you're a counselling service?
Noah Not exactly – we see people individually, not together as is often the case with family counselling – we represent each party to the other, and we work on removing any guilt and encourage them to take small steps to help them make up and meet up again. Sometimes we are dealing with grudges that go back a long way, and it takes time. There are no fees, but most days we put a smile on people's faces, which is reward enough.

UNIT 5, p.66 CD 1.30

Interviewer So why is independence so important for teenagers? Do parents give them enough of it?
Nicola Lambert Well, being independent is an essential part of every child's journey to adulthood and maturity. Children crave it, and they do need it to try out new things. Otherwise, there's no learning curve. You've got to learn from your own mistakes to tell risks from opportunities, to get the hang of things, to form your identity, figure out your life values etc. Most parents I've met in my professional career seem to realise that, and let their kids explore the world even if it involves some risks. Of course, they lay down some rules, set the boundaries, but give their children some space to develop their independence.
Interviewer You said most parents. Does it mean that some refuse to grant their children that opportunity?
Nicola Lambert I wouldn't say refuse. I think that they aren't aware of their behaviour. They get protective of their children. Like, for example, the so-called helicopter parents who never want to lose sight of their child for fear of them doing something wrong, risky or inappropriate. In the course of the family therapy sessions I run with parents, they often see the problem. It's a lengthy process to start giving your child the independence they need, but it's a must if you want them to take on more responsibility and handle tricky situations in life.

UNIT 5, p.66 CD 1.31

Interviewer Today with me in the studio is Clive Owens. Welcome. You work with parents and their teenage children, and teach them both how to respect each other's points of view. Am I right?
Clive Owens Yes. I'm an expert in family communication skills, and I help family members get their points across. I believe that most conflicts arise when teenagers aren't given enough freedom, and parents' worries are ignored. Raising children problem-free is a tall order, but you don't need to row, ground children or set curfews. There are ways to go about it in a more peaceful manner.
Interviewer What do parents worry about the most?
Clive Owens In most cases it's that their children will get involved in risky behaviour or get hurt. You must admit it's a legitimate worry. The thing is, most teenagers don't view it like that. Instead, they believe their parents want to curb their freedom, have no trust in them, and treat them like little children.
Interviewer It does sound familiar. I happen to have first-hand knowledge of the topic. I could tell you a few stories of when I myself seriously limited a certain young person's independence. So what do you advise both parties?
Clive Owens Striking the right balance, respecting mutual agreements, not going ballistic when something goes wrong and talking things through. I suppose that when it comes to the rules you lay down in your family the most important thing is to take the opinions of adolescent children into account, and accept that they may differ from the opinions of parents. Also, children should take part in

establishing those rules. And they mustn't be too strict — there should be room to try out new experiences.
Interviewer Should teenage children make decisions by themselves?
Clive Owens Ideally they should be able to rely on their parents' support and guidance, and make the decision on their own. Parents can help consider the pros and cons of a given move, lead the child to think about what happens if things don't work out well. Children don't have the hindsight their parents' experience provides them with.
Interviewer Earlier on in our conversation, you mentioned the idea of creating safe opportunities for children to exercise independence. What do you mean by that?
Clive Owens For example, for younger children these would be sleepover parties, for ten to twelve year-olds letting them go out with their friends to the park or for a pizza, for teenagers allowing them to have a date, throw a party at home and so on.
Interviewer Thank you very much. This might help me to have a better relationship with my younger boy.
Clive Owens My pleasure.

UNIT 5, p.74 CD 1.32

Speaker 1
I recently read about a head teacher who advised parents to dissuade their children from having 'best friends', and I couldn't quite believe it. The reason given was that by pairing up as best friends, children could inadvertently ostracise others, making them feel left out, lonely and full of self-doubt. While I can see where he's coming from, I cannot go along with this. It would be trying to stop something that is completely natural. When children start school, they seek out friends – and try to find a 'best friend' as a means of feeling secure in a new world. Two is better than one. Children want to feel supported and popular, and this brings confidence. As long as they treat others with kindness, surely this bonding experience can only be a positive one.
Speaker 2
As a toddler, one of my pre-school friends, Sara, had another friend, called Louisa. What I couldn't get my head around at that age was the fact that Louisa was completely imaginary. Sara would constantly consult her, confide in her, and play for hours, apparently alone, but smiling, laughing and engaging with this invisible being. It confused my young brain, but it also made me want to have a friend like Louisa, too. Someone who was always there for me. Now, as a counsellor I understand a child's need to invent playmates and also the benefits that interaction like this can bring. I reassure concerned parents of children with imaginary friends that their child is most likely an imaginative and creative individual.
Speaker 3
Having worked as a pastoral care professional for many years, I have seen all manner of friendships forged between young people. Although the majority of friendships are mutually beneficial, there are a fair number of false friendships, and it can be devastating for some young people when they realise that they have been used by the supposed 'friend'. These 'frenemies' are the ones who are two-faced and talk about you behind your back, who are always asking favours and never returning them and whose emotional needs always outweigh yours. They are condescending about your achievements and let you down when you need them. Basically, they need you to make themselves look better. These toxic relationships are intimidating and damaging and should be ended.
Speaker 4
There has been so much written and discussed about the value of friendship these days that I wonder whether I'm alone in NOT having friends. I mean, I'm not reclusive or antisocial, I have acquaintances and a good rapport with my work colleagues. I interact with people on a daily basis, but I don't have anyone close to whom I might reveal my innermost thoughts. It is said that quality friendships are a necessity for a fulfilled life and good mental well-being, but I beg to differ. I don't feel deprived, or in danger of suffering a psychological cost, quite the contrary. I feel content and happy with my life. The danger is, in my opinion, to try to categorise people, put them in different boxes. We are all individuals.

UNIT 6, p.76 CD 1.33

1
That's got to be gooseberries. They are SO bitter. Ugggh. They make me shiver!
2
I suppose I would say asparagus. I used to find it a bit bland and just watery, but now I quite enjoy it, especially cooked with butter and pepper!
3
Nope. Never in a million years. Eel. They look so slimy – it must be like eating a snake. No, thank you.
4
Shellfish. I have to be very careful and check all the ingredients of what I'm eating. Otherwise I could be really ill.
5
OK, so I get through several cans of baked beans a week. Tasty and nutritious, I hear. So that's good.
6
It may sound weird, but something I adore is octopus! Something about the texture and flavour – it's a real treat.
7
Sauerkraut is something I'd like to sample at some point. I know it's popular in a lot of countries, but not that common in mine, and I've never tried it.

UNIT 6, p.79 CD 1.34

In my country it used to be seen as the height of bad manners, but today asking for a doggy bag in a restaurant to take away the leftovers from your meal is considered acceptable and even encouraged. New laws in many countries are making it mandatory for food outlets to offer doggy bags in order to curb food waste. If our eyes are bigger than our tummies or the portions too large for us to eat, we can take the uneaten food home with us in a container. Another law forces supermarkets to donate more tinned goods or even fresh foods that are close to their best-before date to food banks. We've known for a long time that wasting food is a huge problem for the environment in many ways and also immoral when there is so much malnutrition in the world, even close to hand. Statistics reveal that three years ago over 930 million tonnes of food sold was thrown away and about a fifth of the food from shops, eateries and our homes is binned. In addition to legislation, there are other ways to help. I was surprised at a hotel recently at the all-you-can-eat buffet breakfast which had a sign where you picked up crockery and cutlery. 'Come back as often as you like,' it read. 'but be aware that any plates with leftovers will be charged to your room.' Should this be rolled out to other establishments? Now, there's food for thought. So next time you're tempted by a side order of fries at a restaurant, make sure that you really have room for them, and if you reach for an enticing pack of barbecued spare ribs on a supermarket shelf, think about whether you'll have time to eat them before they go off. Every little change we make to our eating and shopping habits helps.

UNIT 6, p.80 CD 1.35

1
Many children appear to be overly fussy about the food they eat, and parents sometimes worry that their offspring are not eating as healthily as they would like, and they are not dealing with this well. A dislike of green vegetables is a common problem with children, but one that may have some reason beyond the lack of sweetness. Our ancestors were hunter gatherers and learned to avoid or be very wary of certain plants because they were poisonous. Could our children's refusal to eat their spinach be linked to this?
2
The question of whether parents should push their children into eating food that they are determined to refuse is a controversial one. Many of us may remember being told that we were not allowed to leave the table until every pea on a plate was eaten. Or dessert was withheld until the main course had been finished. Fighting over food preferences is a big headache for many families, but is it really that important?

UNIT 6, p.80 CD 1.36

Speaker 1
The government's approach to tackling the problem of increasing obesity has resulted in the proposal of several new laws, cracking down on the access that children in particular have to junk food and fast food of various types. Many consider this simply another example of the 'nanny state' whereby we are forced to give up certain rights for our own good. The most recent of these proposed strict regulations is on takeaway restaurants in the close vicinity of schools where older children can leave the premises at lunch times. These food outlets would need to see age identification before serving food such as fish and chips to customers. This is surely a step far too far.
Speaker 2
In my considered opinion, the rules imposed by many schools on students bringing unhealthy food, such as crisps and chocolate bars, into school, are to be welcomed. In fact, such initiatives should be extended or covered by law if we are to help improve the health of our nation as a whole. How far trust should be involved is debatable, and I believe it should be up to the head teacher to make and enforce a decision on this. Good eating habits formed at an early age will carry a child through life, and prevent such problems as anorexia and binge-eating disorders. Maybe teachers should even discuss with the students how diet can affect health, appearance and energy levels.
Speaker 3
According to leaks from the main school office, the trial period of banning junk food at our school, which will come to an end in October, is set to be extended indefinitely. As editor of the newsletter, I am setting up an online petition for students to sign that will show the school authorities that this ban is an encroachment on our freedom of choice. We are not unintelligent or uninformed about the unhealthiness of some foods when eaten to excess, or on a regular basis. However, the decision on what we choose to eat lies clearly with the person eating, so I would encourage everyone to sign and the results will be included in next month's newsletter.
Speaker 4
Checks on the food available in the Lanford Secondary School cafeteria have revealed extremely positive results. Whilst pizza appeared on the menu on some days, the majority of the meals on offer included a variety

of nutritious alternatives which were neither unappetising nor bland, and which were flavoured with herbs such as parsley and thyme as opposed to salt. Pasta dishes were popular (with no chips in sight!) as were selections of vegetables such as courgettes and aubergines. In addition, students could choose soups with wholemeal crusty bread, and fruits, like blueberries, instead of the traditional apples and oranges. All coffees were made with semi-skimmed milk. This points to a marked difference in students' diets and the school is to be congratulated.

UNIT 6, p.88 CD 1.37

Text 1

Hi, I'm Noah. I often get asked about what my working day entails and I've yet to find anyone who really understands what I do. Some people think it must be an easy and fun way to earn a living. Others assume it's monotonous, and that I spend all day slurping different brands of soup or chewing chocolates, and they marvel at the fact that I'm not overweight! The truth is that firstly – it's a challenging job, and one that takes a lot of dedication and training, and secondly, I don't actually eat what I taste – it gets spat out, and my palate cleansed for the next mouthful! Another point is that the actual tasting is only one aspect of the job. I also spend time improving my food knowledge and giving feedback to companies and chefs about recipes and flavours. But I must admit – I'm glad I chose to pursue this career. I absolutely love what I do.

Text 2

My younger brother trained as a chef and now owns a Michelin-starred restaurant, offering a superb a la carte menu. A meal there is fine dining at its very best! However, I remember Joshua's first attempt at cooking in food technology at school when he was about ten. My parents had been asked to supply the ingredients for a spicy meat dish and he returned proudly with the result, insisting that we all tried it. Clearly, his teacher had avoided sampling all the kids' meals because when my parents took a mouthful each, they ended up drinking cup after cup of tap water, their faces bright red and shiny. Apparently, Joshua had used whole red chillies in the dish and it was so fiery that no one could eat it. My parents were unable to speak for hours! When they could, dear Joshua got told off for not reading the recipe properly. Well, it certainly taught him a good lesson!

Text 3

Interviewer This morning we're talking about what influences our food choices and why some people develop aversions to certain foods. My guest, Paula Saunders, is an expert. Paula, why is it that some people will eat nearly everything, and others are so fussy that cooking for them is a nightmare?

Paula OK, well, let's set aside for the moment the choices that people make because of principles – like vegetarians and vegans. If we go back a very long way, our ancestors survived on hunting and gathering – animals they could kill and what they could find on bushes, trees and other plants, berries, and fungi etc. Finding food that was nutritious and not harmful was initially a case of trial and error, and one of the general rules appeared to be that sweet food was good – sugar contained calories which helped energy levels, and bitter food was not so good – it could be poisonous. Anything that was decaying was definitely a no-no. As children we often turn our noses up at green vegetables – probably because of this ancient instinct that bitter things are dangerous. However, our tastes change as we get older and our brains allow us to tolerate a whole range of different tastes.

Interviewer So, why do our tastes change?

Paula It's mainly because we are curious. We are interested in other people's diets and we can train ourselves, we can learn to like new tastes. Think about eating game, like venison. The taste is strong, the meat is actually on the verge of decaying – but it is a real delicacy for many people. And they'll pay through the nose for it!

Interviewer So, Paula, should fussy children be encouraged to eat foods they refuse or allowed to choose?

Paula It depends on the child. Some experts believe they should be encouraged to eat very tiny portions of the food they dislike, but there's no hard and fast rule. Some children's brains simply won't allow them to eat the food. There's one extreme example I read about where a toddler was simply unable to eat any fruit or vegetables at all. It was because of the texture. She would eat bread, pasta, cheese etc. but however hard her parents tried, and however hard she tried, she couldn't swallow fruit and veg. For eighteen years she survived on what she called a 'beige' diet, becoming increasingly more uncomfortable around other people as she grew older. She was mocked by classmates at school and later felt left out at work parties with colleagues. Strangely, after an operation, something changed in her brain, and she discovered that she could manage to eat very small portions of what she'd previously been unable to even put in her mouth. She recalls her feeling of triumph on eating a single pea! Now she's well on the way to extending her intake even further. But it just goes to show how complex the whole eating process is, and how deep-rooted many of our instincts are.

UNIT 7, p.93 CD 1.39

Presenter Starting your own business might sound challenging in today's economic climate, but it seems that there is still an incredibly large number of people willing to give it a go. I'm talking to Anya Leveson from Marston Charity Enterprises to see what it is that entices people to want the responsibility this entails and what her charity can do to help.

Anya Yes, it is surprising, isn't it? At a time when small businesses are suffering, whether that's because increased bills means that they're falling behind with mortgage repayments and bank loans or because footfall in precincts is dropping, life doesn't appear all that rosy for new start-ups.

Presenter You just have to look at the number of retail outlets that have closed recently and online stores that are slashing their prices to see that it's difficult out there.

Anya There are a few reasons for this. With inflation and unemployment today, many potential customers simply do not have the disposable income that they used to, and this means that they have to be quite choosy about what they spend and where.

Presenter So, why, Anya, are people still trying to start up their own businesses?

Anya I would say it's because some people have always taken risks in business. You have an idea and maybe it's a bit of an obsession. But you have confidence and the conviction that you will be the one who makes it, the one who doesn't fail! And who knows, maybe you will. Great entrepreneurs, even billionaires today, started small, sometimes in a less-than-ideal economic climate, but they persevered and realised their dream.

Presenter Is there a secret to their success?

Anya Now there's a question with no simple answer! It might be that they spot a gap in the market – whether it's selling cheap goods from a street stall or starting an online business dealing with a niche product that people hadn't realised they needed! They might start by selling a service to locals – regular deliveries of stunning food or cleaning garden drives. It could be anything. One young guy I knew made a profitable business from making tasty dog biscuits in his mum's kitchen and selling them to local inns and cafés where dogs were welcome. It took off big-time!

Presenter And where does your organisation come in?

Anya We're a charity that helps fund local initiatives, and also gives advice and training. We give financial assistance if, for example, a young business person needs to buy in bulk and can't afford to or is trying to put down a deposit on some premises. We encourage new businesses to sell their products reasonably and not price themselves out of the market. We line them up with a financial adviser and try to equip them with the right information to make a success out of what they believe in.

Presenter Wonderful, Anya. Thank you so much for sharing, and good luck!

UNIT 7, p.94 CD 1.40

1

With me here is Annette, who has been our secret shopper in local grocer's shops for the last few months. Annette has been shopping undercover to find out which stores give the best customer service and offer the best value for money. This week she has been seeing how different assistants and managers respond to customers who have made complaints. And it was proven that 62% of the managers were unwilling to talk to customers about faulty products. Annette, in your opinion, what exactly ...

2

As we all know, smartphones are extremely useful and we depend on them not only for communication but also for more important things, like online banking for instance. As far as smartphone users we talked to are concerned, almost all of them, save for just a few individuals, admitted to feeling that their operating system is not dependable at all. So, what happens when things go wrong and you can't access your phone? Well, don't despair as I'm going to show you what to do. First, connect your phone to a laptop or ...

3

I hope everyone can hear me – how about you at the back? Hello! Good. Right, get yourselves settled and I'll be starting in a couple of minutes. Today's topic looks at the success of viral advertising. I shall be taking questions at the end, so jot down anything you're unclear about. So, the most widespread example of viral marketing in recent times is the creation of emotional, surprising, funny or unique videos that are posted on social media. However, there is a lot of evidence showing that how quickly and easily content is shared is largely dependent on whether the company uses the right tools that make this possible.

UNIT 7, p.94 CD 1.41

1

Before we move on to the sports news at 7.30 we need to broadcast a product recall announcement. It has recently been discovered that an electrical fault on a range of tumble driers has led to several cases of fire. It is by no means the case that all dryers in this range are suffering from a similar fault but, in line with our policy regarding safety issues on any product, the manufacturer, Kendall's, is recalling all dryers purchased between 2020 and 2021. Should you have a *Kendall* dryer in your house, bought within this time period, please stop using it and go online to Kendall's website to input your details. Alternatively, contact the number given on the home page. You will automatically qualify to get a free replacement

dryer and removal of the old one within a week. *Kendall* wishes to apologise for any inconvenience caused and reassure customers with the old dryers that any faults have been rectified, and that the dangers posed were on a very small scale.

2

OK, so you're out shopping and you're looking for some dog food for your best buddy. You're slowly going down the aisle where all the pet food is stacked, shelf after shelf. There's wet food, dry food, chunky food, smooth food. Faces of happy dogs try to attract you to a particular brand but just end up confusing you. Well, as you know, I am very, very careful about what I feed Daisy here and I want to tell you about my latest discovery. It's a new combination of dry food that has just reached the shelves. It's been developed to contain the right balance of vitamins and minerals and it's been tested and certified by scientists and vets as very nutritious. It seems to be tasty too. I haven't personally tried it – but Daisy can't get enough of it – and as I mentioned last week – she's a fussy eater! What is great about this new brand is that it is tailored to your breed. The only downside, as far as I can see, is the price. It's a little more expensive than your average brand, but you can always save money by buying in bulk. Go on – spoil your favourite companion.

3

Mark I suppose we really ought to talk about what went wrong with the last advertising campaign. It certainly didn't bring us the customers we wanted, did it?

Sam No. And it's such a shame, because we both know we've got a great product here, and the business could really take off, if only more people were aware of what we're doing.

Mark You're right. We're good at designing greeting cards and setting up the website and so on, but we're just not cut out for marketing!

Sam Mark, we tried. Developing a start-up is a demanding task! Look, I ran our campaign past our old friend – Isaac – remember him from college? He works in marketing now and he made some good points in his analysis.

Mark OK, so where did we go wrong? Did we limit the campaign budget too much?

Sam No, not at all. Isaac thought we got that right. But he suggested we had just overstretched ourselves in trying to do TOO much, you know – we failed to diversify our marketing approach – which weakened the message. It meant we limited our reach with the target audience. The exposure was also not enough and that's what's important – the number of repeats, so the customers hear, see or read about us again and again. He said we should do fewer things, but more often.

Mark Right, that makes sense. What did he think about some of the actual adverts – the banners and the flyers? I thought we got those spot on. Your ideas were very clever!

Sam Ah – that was maybe a problem too! According to Isaac, our ads need to be more straightforward. Yes, ours were very creative, but it's no use if the customer remembers the ad but not the product! For instance, remember that one on TV a few years back with the colours and the horses? Brilliant, but no one had a clue what the product was!

Mark That's true. I think it was for a car – but I've no idea which one.

Sam We should also be wary of too much hype – not overselling our product and promising too many things. Our message has to be believable. We need to be aware of that in our next campaign. And identify and target the right people.

Mark Yes, I was thinking about that. Our cards actually appeal to a niche market – people who are really into art – not those who want a range of Happy Birthday or Good Luck cards with stars all over them. So, we should learn about people who go to galleries and buy books about famous artists and then target them, shouldn't we?

Sam That's a really good idea! Let's think about what else ...

UNIT 7, p.102 CD 1.42

Speaker 1

Nothing stays still, does it? And with advances in technology and a need for immediate satisfaction, ways of shopping will continue to evolve. What has become undeniable over recent years is the switch to online consumerism because of the convenience for those who are snowed under, and also the need for immediate gratification, I would say. Particularly the trend of sharing product adverts and reviews on social media platforms. You can be online, scrolling down your feed and up pops an ad for a must-have eye gel to banish those bags, or conditioner to transform lank and greasy hair. With one click you're on the site and within a minute you've bought two! It will be in your hands tomorrow. What this trend does mean is that we're not being given the time to reflect or weigh up the pros and cons of a purchase, and for me, that means a lot of money can be wasted in a reckless transaction.

Speaker 2

I'm usually wary of articles purporting to reveal new trends in this or that as generally speaking, a new trend gets outdated practically as soon as it becomes a topic to write about, superseded by the next trend and then the next! However, something I read recently I found very encouraging, and that was about a sustained interest in ethical concerns, in particular in attitudes towards environmental and social issues. Consumers seem to be willing to fork out more to buy sustainable brands and goods and there is increased consumer awareness of the impact of packaging on the environment too. This is pushing businesses, from apparel to beauty and retail, to invest in sustainable practices, albeit factoring in additional costs, but which can only be a very good thing.

Speaker 3

Something I've seen an increase in over the course of the last five years is the number and variety of hygiene products on sale, and also more and more adverts promoting fitness and well-being, from videos putting pressure on us to maintain a fitness routine, to vitamin and mineral supplements to complement the cheap meals (also well-promoted) that use up leftovers. It's a trend I embrace as it means that as a society, we are becoming more health aware. What troubles me slightly, is a concern that we might be going too far in the direction of cleanliness and fitness. Surely our bodies need to develop immunities naturally, good old-fashioned exercise should keep us in good shape, and well-balanced meals and a sensible diet should provide what we need to thrive without costly additions.

Speaker 4

They're touted as being an essential tool for consumers in the online shopping world, but I still can't get my head around it. I must admit I have had some good experiences using chatbots when I've needed some basic advice on a website, but anything remotely complicated just seems to take the chat round in circles. Yesterday, I needed to chat to a real agent about a problem with a flight booking and I did my utmost, but the chatbot refused to let me. Firstly, I was made to wait ten minutes on the chat screen. Then my message – please connect me to an agent – resulted in a list of options from which I selected 'other', then a 'change my seats', then a list of links about seats which were unrelated to my query. So back to the request for the agent, and the list of options and around we went again. Talk about frustrating!

UNIT 8, p.107 CD 2.04

Barbados ... You might have heard of this small island in the Caribbean Sea, where the sun is always shining down on unspoilt beaches and palm trees. Where the temperatures are scorching, the sea is perpetually calm and turquoise, and the way of life is chilled out. Well, that's how Barbados is supposed to be. It's why my fiancé and I chose to go on our honeymoon there. However, we were on a tight budget, what with the wedding and everything, so we went for one of the cheapest offseason dates. Big mistake. If you're heading for the sun, then you need to do your research and check out just why some months are cheaper than others – something we neglected to do. In the Caribbean, the words to look out for are 'hurricane season'. We arrived in full sunshine and basked in the heat that met us after we'd landed, but it was short-lived. Having settled into our beachfront self-catering apartment and strolled for a while along the deserted beach and coastal path, we dined out at a restaurant renowned for its fish cuisine and suffering a little from jet lag we got an early night. Well, the next morning, I was woken up by a thundering on the roof. It was heavy rain. The beach was shrouded in mist, the sea was raging, and the sky was covered in fast-moving clouds. And that is how it stayed for the next five days. We did manage to get out and about a bit, using the island buses – we hadn't thought to hire a car. And that was quite an experience! Always packed full and sounding their horns at regular intervals, the buses hurtled at breakneck speed along the narrow lanes through the flood water. We braced for impact at every corner! Luckily, the sunscreen products finally came in handy as our last two days were hot and sunny and as we headed for the airport to fly home, we made a promise that we'd return – but not in the hurricane season!

UNIT 8, p.108 CD 2.05

Robert These days we are all very much aware of the negative impact the human race has had on the environment. There are many locations all over the world that are becoming increasingly fragile and we can all agree that the need to protect them is vital. Today we are here to discuss if, taking all those factors into consideration, it is still possible for us to travel and enjoy our holidays without harming the environment. I must admit that whenever I hear the word 'ecotourism', I feel a little confused, but I hope that today's experts – Sarah Collins and Joe Smith – can elucidate! Sarah, what's your opinion on that term?

Sarah Well, it IS strange, isn't it? Ecotourism is almost an oxymoron – how can tourism be eco-friendly? After all, tourism is one of the reasons why so many locations become unstable in the first place! We use fuel to fly long-haul to distant places, which pollutes the air. We trample over beautiful areas, we enjoy sandy beaches and put suntan lotion in the water, which bleaches coral. Tourists make use of lovely locations, but they often end up hurting nature.

Joe And that's where ecotourism comes in. It encourages people to visit the places of natural beauty in order to learn about the threats to them.

Sarah Yes, I understand that people need to be made aware, but some of these so-called ecotourist trips are simply doing more damage to already damaged areas. I mean, take Antarctica for example. The cruise liners that take holidaymakers to visit this beautiful

pristine land are filling the seas around with polluted water. The people's feet are damaging fragile ecosystems. Humans are even bringing invasive species with them. Did you know that some penguins are dying because they have been infected by diseases hitherto unknown in Antarctica?
Joe That's because some of these tour operators are not following regulations. The main aim of ecotourism is to conserve the environment, sustain the well-being of the local people and educate. For instance, in some areas cutting down forests has stopped because the local inhabitants get more income from the tourists who come to see the trees.
Robert But people still need to travel to these locations, don't they – and that uses energy resources. They're leaving their carbon footprint.
Joe Yes, but it's a balance. People have got so used to being able to travel widely and jet off anywhere they want that it's not going to stop immediately! However, …

UNIT 8, p.108 CD 2.06

As one of the London icons, along with London Bridge or the red telephone box, it has starred in films such as James Bond and Sherlock Holmes. The London black cab, because that is the topic of my talk, has a worldwide reputation. The beginning of this means of transport was in the 1600s when London saw the first horse-drawn carriages for hire. They were called hackney carriages (spelt H-A-C-K-N-E-Y, for those of you taking notes) – from *hacquenee* – a Norman French word used to state that a horse is available for hire. The term is still sometimes used today as many people refer to the black cab as the hackney carriage. When the cabs became motorised in the 1900s the licensing authority called the Public Carriage Office imposed specific safety rules for motor cab design and some of those regulations are still followed today. For instance there is one which says that each taxi must be able to turn in a tight circle of 25 feet.
Today, black cabs remain extraordinary as they are the only taxis you can flag down in the streets of London. Other private hire vehicles must be pre-booked which means they cannot pick up a fare as they're driving. Black cabs are also fully accessible for wheelchairs and will carry assistance dogs free of charge. Interestingly, they can be any colour, not just black, but must be purpose-built vehicles with a *for hire* light on their roof. According to the original regulations, whenever a pedestrian wanting a ride sees a *for hire* light lit up, they must raise a hand, but under no circumstances shout. If they do, the driver is supposed to ignore the person. Cab etiquette!
What adds to the fame of black cabs, is their drivers' expertise in knowing the roads of London. In order to be allowed to drive a black cab they have to convince the examiners on a test called the *Knowledge* that they know the city well enough. This means memorising about 320 routes and 25,000 roads across the city. It took some of the licensed drivers more than four years to remember all the information required. So, if you are visiting London, it is well worth a trip in one of these amazing vehicles, and a welcome extra is that the cabbies are usually more than willing to share a chat with you during the drive.

UNIT 8, p.116 CD 2.07

Text 1
A So, why have local people been up in arms about the new traffic calming schemes? There've been some really angry exchanges and some bollards and speed bumps have been vandalised! I thought the idea was simply to slow the traffic down in certain residential areas and make some roads no-through roads. Better for the environment.
B That's the idea! But the residents in these neighbourhoods insist that the measures have been implemented without any consultation and some are angry that their freedom to drive where they want is being restricted. They maintain that the council could have held a meeting to discuss the plan. Others, of course, welcome the lower pollution. The plans are supposed to calm the traffic, but they need to calm the local residents too! It is a very socially divisive issue!
Text 2
A I was reading earlier that because of the rising cost of living, many families can't afford to go away on holiday. Surely that must have a detrimental effect on people's lives. We need a break from normal, everyday life, don't we?
B I completely agree. A holiday – even just a short staycation – is really important for people, whether they're in high-powered jobs or working at a check-out. It's a time to recharge your batteries, de-stress and boost your motivation for when you return.
A And students, too. I mean, a holiday is something to look forward to after cramming for exams. I forged a load of new friendships too when I was on holiday as a student. Some of which I still maintain.
B Exactly. Sometimes, though, I do so much on holiday that I come home needing another holiday. But as they say – a change is as good as a rest!
Text 3
When was the last time that you read a map or remembered and followed directions to a new location? Probably quite a while back. With Sat Navs or apps telling us exactly when to bear right, do a U-turn or keep in a certain lane, there is no need for us to form mental images of maps or use landmarks to find our way along a route. And experts believe that this innate sense of direction that we have is a 'use it or lose it' skill. The more we rely on tech to get us around, the less able we are to do it on our own. Studies have shown that a certain area of our brains relating to directions can grow, the more we use it. Black cab drivers in London have to learn what is called the *Knowledge*, which is a test – sometimes called one of the most difficult tests of anything in the world! It involves memorising 25,000 streets in London and all the landmarks, retail outlets, barber's, restaurants on them. It takes roughly four years to learn the *Knowledge*, and medical scans reveal that these cab drivers have an enlarged hippocampus – a certain part of the brain which deals with different types of memory. So, it seems fair enough to assume that not using it in this way could mean shrinking. And with evolution, who knows, perhaps future humans will depend totally on tech when they're out and about. A far cry from our ancestors who developed the ability in the first place to enable them to hunt and gather food in order to survive.
One would hope though that tech of the future will become more fine-tuned to our directional needs and vastly more efficient than at present. I recall one nightmare journey which had been supposed to go round Birmingham, a particularly large and bustling city, especially on a Saturday afternoon, but which ended up with my brother and I crawling through the heart of the place. He had insisted on following the Sat Nav's vocal directions, instead of my instructions from the paper map I was holding on my knees, and my directional instinct. Stuck in a long tail-back, slap bang in the middle of the city we argued. I was adamant that we couldn't carry on, he flew off the handle and refused to turn back. Eventually, in a huff, he took a random side street and we found ourselves totally lost for an hour, going from side street to side street. It was a horrific experience – simply being completely unaware where we were in relation to anything else. Were we going north, south, east or west? My joy when we finally saw a blue motorway sign was intense. It didn't matter which motorway it was or where it would take us, it was like a torch, lighting the way to somewhere which would ground us again and put us back, literally, on the map. I was astounded at how disorientated I'd felt.

UNIT 9, p.121 CD 2.09

The Brits do pageantry well, and the one event, steeped in tradition that showcases pageantry at its very best is the Coronation, the official crowning of a new monarch. When Charles III was crowned in May, 2023, 70 years after the previous coronation, the event was broadcast live across the world, but I was fortunate enough to be in the crowds that lined the streets on that memorable day. And what a day – quintessentially English in every way, from the typically cloudy, grey and damp weather to the spectacularly colourful parades and mystifying rituals that made up this tradition – a tradition that had been handed down through the generations. My home country is Canada, and our history is not as long as England's. We never see scenes like that of the Coronation, but, like many other countries in the world, we enjoy watching the pageantry. It's compelling viewing. And being there in person, having a front row seat, was quite amazing. The whole event was a carefully controlled and well-rehearsed event. I hear that they had a dress rehearsal for the parade in the middle of the night the previous week. Well, when you've got 4,000 people, it needs to be controlled, doesn't it? The music reached us before we could see the parade – brass and percussion instruments – and then we saw them. Beautiful horses, unfazed by the beating drums, drew a fairy-tale gold coach with the king and queen, and the colours were vibrant – golds, blues, reds, all vivid against the greyness of the day. This was a break with tradition. Previous monarchs had travelled both to and from Westminster Abbey in the Gold State Coach – an antique from 1760. But this first coach of the day, the Diamond Jubilee Coach, only dates back to 2012 and has all mod cons – good suspension, power windows, heating and so on. The service in Westminster Abbey was screened for the crowds along the procession route to watch. And I have to admit to getting a bit lost with all the different rites that were performed, and the reasons behind them. What was powerful was the incredible full orchestra that played during the ceremony and the beautiful voices of the choirs that sung hymns in perfect pitch at various times. Still, even in the rain outside and not being English myself, there were a few moments that were quite emotional and I'm sure very meaningful. The procession back to Buckingham Palace was brilliant, everyone was cheering and waving flags – spooking the horses a little at times! This coach was the original Gold State Coach – and it probably gave the occupants a bumpier ride than earlier! And then we all clustered round the gates of the Palace when, as is now customary, the royal family – well, the working royals – appeared on the balcony. Charles was still wearing the very heavy crown and I couldn't help thinking that it must have been giving him a headache by then!

UNIT 9, p.122 CD 2.10

Betty Jack, I know you're a Denzel Washington fan. Have you seen him in *Fences*? It was up for an Oscar a few years back.
Jack Yes, Betty, I have – it's one of my top five films – I really loved it. I've also got a lot of respect and admiration for Viola Davis. For me

she steals the show whatever she's in. Did you know that she's the first black actress to win the triple crown of acting? You know, an Oscar for film, an Emmy for TV and a Tony for stage. In *Fences* she was brilliant and she actually moved me to tears.
Betty Yeah – I streamed the film last night – her performance was compelling, as was Washington's. I wasn't aware though that the film was based on a play by an American playwright, August Wilson. You must have noticed the limited scenes and settings? It's a far cry from films that take the viewer to numerous locations, and feature loads of special effects as well as a cast list of hundreds!
Jack For me, that's exactly what makes *Fences* and other films based on plays, so great. You don't get distracted so it's possible to give all your attention to the plot itself. And the thing that keeps you at the edge of your seat should be the story, not the special effects! What's more, the interaction between the few actors is very intimate – it's almost like we're there with them, and that is nearly the same intimacy an audience gets in the theatre. So, I think this kind of film transfers superbly from theatre.
Betty But, I don't know, perhaps I'm playing devil's advocate here – but isn't there a case for the medium of film being used for something different from the medium of the theatre? They are different. Unless the director expands out from the stage limitations of a play, then why bother? I must say, it didn't knock me off my feet – I kept thinking while I was watching that it should have been a play. And I should have been in a theatre. It was too close in, claustrophobic.
Jack I see where you're coming from. And some critics say that films of plays like this lack cinematic effect. But I disagree – it doesn't lack it – it just uses it in a different way. The cameras can create visuals, and angles we don't see in the theatre and catch tiny innuendos of expression you can't see in the auditorium – we get a bird's eye view. For me, films like this are breathtaking in their simplicity. And a degree of claustrophobia is part of what it's all about!

UNIT 9, p.130 CD 2.11

Speaker 1
It's that time of the year again. It comes round so fast, doesn't it? Come April and plans for the celebration have been set in motion. You might think it was someone's milestone birthday by the detail that goes into the preparations, but no, it's all in aid of our Eurovision party. Throwing a big party is a tradition that has been going on for at least a decade and will undoubtedly continue for as long as we are all living in the same area. We are all quite fanatical about the event and consider it a brilliant excuse to dress up – fancy dress – the more outrageous, the better. We bake Eurovision themed cakes and biscuits to gorge on and gather in front of the TV – it definitely can't be done on catch up! We have an evening of singing along with the songs that we've heard, cheering the acts we like and scoring each song individually – inevitably arguing fiercely with one another! And whoever gets closest to the final result gets a prize. Fabulous fun!
Speaker 2
Being a music teacher, I have a fondness for many different types of music, whether classical, folk, or popular. But what I care about is the quality of the music that I listen to, which perhaps explains my reluctance to follow the long-running Eurovision contest. I'm not saying that all the songs are just catchy and lack depth, indeed every so often one will make it onto my playlist, but I would say that the majority are too simplistic and follow a formula that the songwriter hopes will prove to be a winning one. Either that, or overly quirky. The staging of the performances is usually quite spectacular and I'll occasionally record the event and fast forward the playback to watch the most outstanding moments, but I wouldn't spend an entire evening watching the live coverage.
Speaker 3
I'm aware that Eurovision gets slated by a lot of people because of the nature of the types of songs it showcases, but I appreciate that the contest brings people and countries together. It's important to learn about other cultures, and this night of musical celebration gives people the chance to do just that. Above everything else, I feel that anything that unites people far outweighs those things that divide us, and in that Eurovision is quite precious. It offers us insight into the culture of the country that is hosting the event, and also the opportunity to listen to the type of music different countries enjoy, albeit with a modern twist! On the night in question, I usually plan to watch the first part of the show, which is what interests me, not caring too much about who actually wins, but more often than not, I find myself sitting through all the results too – I get caught up in the drama!
Speaker 4
I have real trouble understanding the popularity of Eurovision. It costs a fortune to stage and I suspect that some countries enter songs without a good chance of success because they are not keen on forking out the money to host it the following year! And only rarely does an act go on, after winning the contest, to have a great musical career – the famous exception being ABBA, of course, who made their name back in the 1970s! I know there are those who think it promotes cultural understanding and a sense of togetherness, but surely, it also does the opposite. I'm thinking of friends complaining about some countries who always give the maximum votes to the same country, or expressing irritation that there are some countries that never vote for us. The belief that the voting is governed by more than a reaction to a particular song can create an element of friction. I own up to watching the whole thing once, a while back, mainly because I was staying over with a friend who is a fan. But no, thank you, never again.

UNIT 10, p.135 CD 2.13

Sid Olly has just let out that he's going to be competing at the weekend, and I think we should go along in support. What do you say, Bea?
Bea He's a dark horse! I didn't know he was into sport. What's the competition?
Sid It's cheerleading. Apparently, he joined a club six months ago and they've entered a national tournament.
Bea Cheerleading? Isn't that an American tradition where the girls do dance routines at sports matches and wave pom poms in the air? I can't imagine Olly waving pom poms!
Sid No! I mean, yes, that custom does go on – in fact when it started out back in 1897, it was all male. Then it became a mainly female activity and the idea was to cheer on teams from the side-lines. But now it's become a global sport for men and women. The balance of genders depends on the team. It's quite remarkable and amazing to watch – it's a sort of combination of dance and gymnastic moves.
Bea So, what makes it different to gymnastics?
Sid Well – it also involves jumping, tumbling and acrobatics – and it's all about teamwork and balance. The participants are sports people who have really honed their athletic skills, have exceptional stamina and are very strong. It's a good sport to get into. You can join a club and follow it just like any sport but recently it has become very competitive, too. The English are really successful and since 2017 they've taken some major international titles.
Bea OK. Will we see it at the next Olympics?
Sid It's interesting. There's been a fair amount of controversy about whether it qualifies to be called a 'sport' or not. Some people still see it as girls at the side of a pitch singing and chanting for a team, and say that it isn't a sport, but they simply don't understand the vigorous and intense training that goes into cheerleading at a competitive level, and the athleticism involved. However, in 2021 the International Olympic committee accepted that it is a sport and that it can feature in the summer Olympics! A big step for Cheerleading.
Bea And you know all this how?
Sid Olly's persuaded me to join the club! But before deciding to pursue the sport I wanted to find out about it. So, shall we go and cheer Olly on in his Cheerleading competition, and watch his team clinch the title? With Olly's confidence and determination, I'd be amazed if they didn't blow the competition away easily.
Bea You bet. I can't wait to see Olly being thrown into the air.
Sid Ah – it's more likely to be Olly doing the throwing and lifting! But let's hope he can lift the trophy, too.

UNIT 10, p.136 CD 2.14

Mark It is with great pleasure that I welcome today's guest onto our programme. Sitting beside me is someone for whom I, and many, many others, have an enormous amount of respect. June Maddox, is one of the most experienced, talented and successful players of women's football that the game has ever known, winning sports personality of the year on two occasions. Hello, June!
June Hi, Mark, and thank you for that build-up! It's been a long career, and I've loved every minute of it – well, nearly every minute.
Mark Yes, let's get straight to the point. I can't get my head round the fact that you're hanging up your boots! The game is going to miss you enormously. And it's such a shame that we're having this chat on the occasion of your retirement to look back on your career, rather than to celebrate another success and look forward to many more achievements.
June Well, unfortunately football can be a tough game, both mentally and physically, and it takes its toll on the body. After years of being pushed to the limits, my body said 'enough is enough' and, unfortunately, I didn't have much choice in the matter! Yet, the other thing that I was really worried about was my mind. You see, many people believe that professional footballers constantly enhance their stamina and quickly recover from injuries. But statistics show that players who suffer from numerous concussions can experience dizziness, depression, insomnia or even memory loss in the long run. And as you probably know I've suffered from many head injuries over the years – as have many other footballers out there. So I must say that I welcome this early retirement with some sort of relief.
Mark Of course, your health is top priority, but I suspect that women's football is not going to lose you completely.
June You're right. I'm planning on going into coaching. While women's football has definitely come on in leaps and bounds since its early days, there are still too few female coaches and I want to do my best to right that balance.
Mark That is very good to hear. You've mentioned the early days of women's football, but of course you must have seen some seismic changes in the game yourself.
June Absolutely. When I first started out there were few prospects for women in football. They had to overcome so many obstacles. There were nearly no sponsorship deals and

women were balancing jobs with training and playing in order to scrape a living. There was little support in the way of proper professional coaching or advice on nutrition or strength and exercise routines etc. We were amateurs – we played on poor pitches with no decent facilities and few spectators. But what we did was to develop resilience. We didn't give up. And there has been a remarkable sea change in recent years. The game is enjoying huge success now – as a result of being accepted by the various football associations – after far too long, in my personal opinion.

Mark Yes, you draw enormous crowds and TV coverage these days. Why do you think that is?

June It's like every sport. Female athletes can produce equally exciting and skilled performances in competition as men. Look at tennis, hockey or cycling. It took longer for women to catch up with men in the popularity of football, largely because it was considered an unsuitable sport for a woman. Yet, just before the women's game was banned in 1921, our matches were attracting larger crowds than the men's were! Luckily, today's generation of young female footballers is entering a completely different world to the one I knew. There is support at all levels, financial, educational and in terms of opportunity. However, we still need to narrow the pay gap in terms of both salaries and prize money. And here I'm planning to do my bit to change it – for female coaches!

UNIT 10, p.136 CD 2.15

People often cite getting fit as their main reason for exercising. However, there are other benefits to taking up physical activities. Listen to four people talking about the benefits of certain sporting experiences.

Speaker 1

I've always loved sports and did a lot of competitive swimming when I was young. However, the competition aspect put a lot of pressure on me and began to stress me out a lot, so I packed it in. But I still want to exercise, because it's really important for mental well-being. So, I've started doing some virtual challenges and I recently completed the Ring of Kerry, which is a 200km route – but you don't do it all in one go, or race against anyone else! You use the mobile app to record any distance you do when exercising – walking, running or cycling – and your avatar advances along the route. You also see the surroundings of where you've got to. And at certain places you get a virtual postcard with information about the location you've reached. Absolutely loved it!

Speaker 2

Getting wet and dirty is not my idea of fun, so I was not looking forward to a team building day out with my classmates on an assault course. In fact I have to rather shame-facedly admit that I was dreading it. I'm relatively fit and work out regularly but this course had a fearsome reputation and I knew that I might be a liability for the team. Some of the people from my class are super, super fit. So, the idea was that we help each other to get through to the end of the course and improve our team building skills—something I was rather sceptical of. Surprisingly, I enjoyed the day. We worked really well and supported each other. Yes, we got dirty and wet and finished completely shattered, but we had a lot of fun and I haven't laughed so much for ages. I sincerely believe that we've been working together much better since then.

Speaker 3

When I started college I have to admit that I was focusing mainly on my studies – engineering is a tough course with a lot of homework and it doesn't leave much time for socialising. I found myself in my room most evenings, and after about a month I was feeling pretty lonely, so when I heard about tennis practice I thought I should give it a try. I thought that at least I would be out of my room getting some exercise! What I hadn't expected was that I would meet such a great set of people. We weren't there for the competitions and tournaments, but had regular knock-abouts on the court without keeping score and also met up socially outside the court. Tennis has definitely helped me enjoy my time at college more, and bond with fellow students.

Speaker 4

Running marathons and half marathons seems to have recently become increasingly popular ways of getting fit as well as a means of raising money for charity for many people. Still, I've always found the idea rather daunting. These are long distances, and the participants are usually serious runners so it is not possible to enter them without proper training. However, a few weeks back my best friend talked me into taking part in a Colour Run and I must admit that I am happy that I managed to conquer my trepidation. Colour runs are truly remarkable events. No gruelling training sessions, no pushing the body to the limits or facing off against stiff competition. Entrants can run or walk or even stroll and be part of a huge colour spectacle – every so often you're engulfed in huge clouds of powder. We both ended up looking like rainbows, with big smiles on our faces.

UNIT 10, p.144 CD 2.16

1

Withdrawing from a competition can be down to many reasons. A competitor could have suffered an injury, might have a personal tragedy to contend with, or simply throw in the towel because they feel they are facing inevitable defeat. The reason behind World Chess Champion Magnus Carlsen's withdrawal from a prestigious tournament in 2022 was that he believed his opponent to have cheated during the previous game. It is difficult to cheat in chess, but Carlsen's accusation was that Niemann had had illegal access to chess engines – chess computers with abilities to calculate future chess moves faster than a human. Niemann, a nineteen-year-old Grand Master who has risen dramatically quickly through the ranks, continues to deny this, although he has admitted to having cheated a couple of times in unimportant games in the past.

2

This is a request for you all to put your hands in your pockets and dig deep to help us finance some new equipment for the youth centre gym. This is a frequently used facility and helps local young people maintain their fitness levels and also get fit for sporting events. Little investment has been made into gym equipment for several years and we are afraid that many of the treadmills and other machines will have become unusable by the end of the summer, basically due to age and wear and tear. If the centre hadn't run up debts over the course of time, there would be more money to play with when it comes to replacing these items. So, please, show your generosity by donating as much as you can.

3

Host Most of us have engaged with sport at some level during our lives, whether this is just sports lessons at school, joining a sports club, or following a competitive sports career. The majority of us also follow a sport or sports, support a team or watch international sporting events during the year. We marvel at the skill and abilities of sports stars to break records year on year, but what do we really know about these people's lives? And what happens to them when they disappear from the world stage? I'm talking to Hanna Robinson, a psychologist, about the ending of a sports career.

Hannah Hello, yes – as you say, we admire these sporting legends who dedicate their lives to their sport, but at some point, their career will end. Sometimes this is early on. Perhaps they don't fulfil their potential promise or perhaps a severe injury puts paid to their prospects. Sometimes their moment in the spotlight just ends in failure – they are beaten by other, better athletes in their field and they are no longer selected for competition. Or, in many cases, age catches up with them and exhaustion and continued disappointment push them to retire.

Host I would imagine that retiring from a successful sporting career can be very difficult for some sportsmen and women.

Hannah That is SO true. It can be devastating. Both serious amateur and professional sportspeople dedicate their lives to their sport and pursue it passionately. They follow strict training regimes which fill their days, routines that are not simply planned per week but sometimes over months and years ahead of big competitions such as the Olympics. Their bodies become like supercharged machines and they develop strategies to help them cope with the stress of competing, which means that these people are not only physically at the top of their game but mentally tough too. They are used to having adrenalin charging through their bodies and there is always a goal that they are reaching for. So, when it ends, as it must because no one goes on forever, it can be an enormous shock to the system.

Host How do these people cope with that?

Hannah Many of them don't cope well. Some do – they welcome retirement with relief, happy to be away from the constant pressure to perform well, and looking forward to taking on new ventures, away from sport. But for many, retirement is a struggle. Days which used to be full are empty, with no structure. Retirement from work can be hard for many people, but for sports people, it is often the cause of depression. Suddenly they have no focus and those who are used to the spotlight, no longer have that attention. They can feel like failures, useless and lose their sense of identity – they no longer know who they are, what their purpose is.

Host Is there any way they can prepare themselves for this?

Hannah If we're talking about an athlete who is choosing to retire, then yes, they can put together plans for coping with it. Too many, however, have tunnel vision as athletes and refuse to see or look beyond the next competition. When retirement, for whatever reason, happens, because they are seen as fit, physically, and mentally strong people, they are reluctant to ask for help and advice. There are approaches they could take which can make the transition easier. For example, they could consider other interests and avenues that they could follow and get advice from people like me – sports psychologists who can help them explore other ways of using their skills and talents. Some sports stars move into coaching or take on TV roles as presenters or commentators. What is vital is that they have a support network to help them through the transition phase.

UNIT 11, p.147 CD 2.18

1

999 What's your emergency?

Caller I think my father may be suffering a heart attack. He's experiencing excruciating

chest pain. On a scale of one to ten I'd say it's up at 9. He passed out for a while, but now he's regained consciousness and is in pain and having trouble breathing.
999 Has he had heart problems in the past?
Caller Not specifically. He has high cholesterol and high blood pressure and been on medication for this for over a year. He's been having palpitations recently, but he thought it was stress or a panic attack. He's also had a nagging ache in his chest area.
999 An ambulance will be with you as soon as possible.
2
Nurse So, why do you need to see a doctor?
Caller It's my lower leg. It's swollen and it's throbbing. There's a burning sensation too in the calf muscle. I thought at first yesterday it was maybe muscle cramps but it deteriorated overnight and it's taken a definite turn for the worse today. I have just returned by plane from holiday and I'm concerned that it might be a blood clot, I've heard that the warning signs are pain and swelling, so I thought I'd call you.
Nurse You were right to call. You need to see someone as soon as possible.

UNIT 11, p.149 CD 2.19

First up, I'd like to welcome you to the team and thank you all for volunteering to help out at the music festival over the next two days. You are all trained to administer first aid and perform CPR if required, and you will have access to first aid kits with some basics in them such as plasters, antiseptics, and other wound dressings. There are defibrillators at various positions around the site and a designated First Aid area with a doctor, should an injury or condition require further treatment. Here vital signs can be monitored, larger cuts can be stitched, and there is also a rest room for people recovering from heat exhaustion, which can often be a problem at events like this.

UNIT 11, p.149 CD 2.20

Just a few years ago, it would have been in the realms of science fiction to imagine that paralysed people would be able to walk again or for the blind to see. However, recent developments in technological spinal cord injury treatment have shown that not only is this a possibility but is actually becoming a reality. What is really exciting the medical profession in general is the scope of brain implants to overcome or at least alleviate conditions that affect and inhibit people's daily lives. Scientists claim to have implanted an electronic chip in the brain of a forty-year-old man, who had been in a traffic accident and was paralysed from the waist down. The chip is said to act like a bridge between the brain and the spine, connecting messages from the man's thoughts to the nerves in his spine below the injury. What is also amazing is that the spine appears to be actually recovering from the damage as the man can still walk with crutches after the implants have been switched off. Neurologists and researchers maintain that brain implants will be able to assist those suffering from upper body paralysis in the future as well as helping people with, for example, epilepsy, obsessive compulsive disorder, obesity and restoring sight to the blind or partially sighted. While the research, results and claims seem truly miraculous, the whole topic of brain implants remains controversial. There are concerns about pushing ahead with trials too quickly, and about the number of surgeries people will need to undergo. There are additional worries about possible damage to the brain should the implants need to be removed. However, neurologists insist that advances in technology will eventually overcome these obstacles. I, for one, cannot wait to see how far this technology will take us.

UNIT 11, p.150 CD 2.21

With the pace of life getting faster and increased pressures being put on students to fit in more homework and do better in exams, it is not surprising that chronic stress can be a major factor in mental health issues for many young people, often resulting in moodiness and irritability. As a consequence, there has recently been a lot of interest in finding ways to reduce anxiety, one of which has made a lot of headlines. Mindfulness, which is the topic of today's podcast, was developed in the late 1970s. Most of you will probably have a rough idea about it but let me try to explain what's behind this technique. Mindfulness is a type of meditation in which you try to focus on the present, to experience each moment and notice what is happening, both around you and within you, without interpretation or judgment. It's a way to calm racing thoughts, eliminate negativity and become aware of your feelings. However, although we might agree that it sounds like a good idea in theory, how to achieve this is something else entirely. So you might want to seek some guidance at first. This might be found in some classes, but obviously not everyone has the time for these. There are also self-help books, of course – there are self-help books on nearly everything nowadays! But the thing I would highly recommend is to start online. Obviously, you will find a host of websites that are simply advertisements. They give you a taster and then demand that you sign up for paid sessions before you learn any more, so beware of that. What you're looking for is a website that gives you a range of information on mindfulness, tips on whether it would suit your needs and exercises that you can do straightaway. I would strongly advise browsing ones connected with mental health organisations and charities as well as the National Health Service. Yet before doing that, you can simply sit comfortably somewhere quiet, close your eyes and straighten your upper body. Then, you can try to focus your attention on your breath and notice when your mind wanders from it. Don't worry if it happens. It's quite difficult to eliminate thinking and, in fact, there is no need to do that. Try to notice the fact and then gently return your attention to your breathing. Finally, open your eyes whenever you're ready and check how you feel. And don't forget to let me know how it was!

UNIT 11, p.158 CD 2.22

Speaker 1
If I'm feeling poorly, I get myself checked out by a doctor, unlike my sister, who insists on going straight to her laptop to find out every possible thing she can about whatever she suspects is wrong with her. I mean, I get that today there's a lot of useful information about medical conditions, what causes them, how to diagnose them and what treatment you should have, but I have to say that I'm a bit dubious about a lot of what you read. You have to ask yourself about where the information you read up on comes from and check the source veracity. Sometimes you'll find that one site will tell you one thing, while another says something completely different, and some are simply a front for companies which are touting for business and promoting their own products. I'd advise anyone to go to the professionals, the doctors, if they have concerns.
Speaker 2
In my opinion, health care and ways to access it are changing rapidly these days. The old system of having a family doctor who makes home visits and who you can consult whenever you are sick has disappeared, well – certainly in my country. So, people are taking to consulting the Internet instead, and although some maintain that the information is overwhelming, I would say that having all this information at our fingertips is extremely beneficial and can save health systems in most countries an enormous amount of money. Instead of waiting ages to see a doctor about, for example, a possibly cracked bone in your little toe, you can read about strapping it to the toe either side for support and it will heal itself! I did, and it worked.
Speaker 3
Medical information and advice online are available to practically all of us, and for simple problems it can prove very useful, particularly if trying to see a doctor is tricky, or necessitates a long wait in your area. However, I believe that a little knowledge can be a dangerous thing and do more harm than good. People read up on different medical problems and immediately think that they're an expert. This can be dangerous, especially if they pass this so-called 'expert knowledge' around through posts. Sometimes this advice can cause unnecessary worry, but often it has an altogether more sinister effect. In my experience, people tend to look online for the least serious diagnoses. I know my friend does that. Recently she found a post that advised her to treat a condition with vitamin supplements (which cost an arm and a leg by the way), but it turned out she had a nasty illness that needed a doctor's opinion. Luckily, she recovered well.
Speaker 4
Over the years, I have found a lot of good sites online that promote healthy lifestyles, with lists of foods to favour and those to avoid, types of exercise that benefits different age groups and also some excellent diagnostic sites. But what I find most useful if I'm the least bit worried about some medical issue is reading the threads where people post about what they've been through themselves. It can sometimes be difficult to understand the medical sites, and looking at images of, for example, different types of rashes or eye problems, can be confusing. But reading about what some people really tried for their symptoms and what worked or didn't work for them, can help a great deal. There's a lot of advice about the unforeseen side effects of popular medications too, which you aren't always told about.

UNIT 12, p.160 CD 2.23

anthropology
archaeology
biotechnology
meteorology
microbiology
ornithology
pathology
sociology
zoology

UNIT 12, p.160 CD 2.24

anthropology anthropologist
archaeology archaeologist
biotechnology biotechnologist
meteorology meteorologist
microbiology microbiologist
ornithology ornithologist
pathology pathologist
sociology sociologist
zoology zoologist
astronomy astronomer
genetics geneticist
linguistics linguist
oceanography oceanographer
veterinary medicine veterinarian

UNIT 12, p.163 CD 2.26

Ann Do you think scientists and inventors ever regret what they have created or discovered? Or are they just so single-minded and focused on achieving a goal that they don't consider the potential consequences?

Todd Interesting, isn't it? I'd say that those scientists have a level of intelligence that is so high that they're completely involved in formulating and refining hypotheses, setting up trials, posing questions, drawing conclusions, anything that is taking them forward to that major breakthrough.
Ann But later, afterwards. When they see how their invention or discovery is being used – sometimes in negative ways, they must sometimes feel regret and responsibility and wish that they'd never been involved.
Todd Well, I read about Alfred Nobel – you know, the scientist. He was a physicist, chemist, engineer and industrialist – he definitely had a big brain! We know him basically because he started the Nobel Prizes in 1901. He's also known for inventing dynamite, among other things – apparently, he took out around 350 patents! The story goes that he got very upset by the way dynamite was used – to kill people and wage war, and he was concerned about his legacy and reputation. When his brother died, the newspapers mistakenly thought it was Alfred and there was a headline 'The merchant of death dies.' It got him very worried. So, being a very rich man, understandably, he left his money in his will to found the Nobel Foundation, which would award five prizes annually to – as he put it – those who have conferred the greatest benefit to humanity.
Ann As opposed to himself, whose achievement didn't turn out that well for humanity.
Todd Exactly. But developing and inventing weapons goes back a very long way – Nobel might have invented dynamite but it was the Chinese, possibly as far back as the 1st century who invented gunpowder!
Ann True! So, are those prizes for Physics, Chemistry, Medicine, Peace and Literature?
Todd Yes, the first winner was Wilhelm Roentgen – for discovering X-rays. Today these awards are perhaps the most admired and coveted in the world. And of course, we have our very own Marie Curie who won twice for different sciences, a feat that has never been repeated.

UNIT 12, p.164 CD 2.27

It is the time of year for nominations for the prestigious European Inventor Award again. Established for the first time in 2006 by the European Patent Office, which oversees the registration of inventions from all scientific and technological fields, its purpose is to honour genius and encourage innovation. It recognises initiatives and breakthroughs that use technology and science to contribute towards innovation, the economy and society in Europe, thus improving and advancing our common future. Submissions are welcomed from inventors working on cutting-edge advancements in a whole range of fields, from climate change to the development of sustainable cities, from creating green plastic to helping protect wildlife, and awards are given in several different categories. These include the recently announced *Lifetime Achievement Award* for the person who has made enormous scientific contributions to society over the course of his or her life. Another recently added category is the *Young Inventors Award*. It was established to recognise potential and to act as an incentive to those currently under the age of 30 who could become the trailblazers of the future. Submissions can be made by the inventor him or herself, or by someone who knows them and their work, and must reach the office by the deadline of 1st October each year. The decisions on who will receive the prizes are made by a multi-disciplinary jury of a dozen leading experts in a variety of fields, including business, science and the media. They come from a range of different countries and are extremely thorough in their assessments. There is one exception – the Popular Prize, which is voted on by the public. The outline of the trophy itself is based on one of the oldest inventions in the world – a sail – and each year it is made of a different material. It epitomises the determination and ingenuity of humans to overcome problems and enhance their lives. A cash prize is additionally given to the Young Inventor as financial support. The winners, chosen from a short-list of finalists, are usually revealed in June of the year following the nominations.

UNIT 12, p.164 CD 2.28

Over the years films have highlighted the achievements and recounted the lives of many outstanding scientists. Listen to four speakers talking about their favourites.
Speaker 1
The brilliance of Eddie Redmayne's portrayal of the theoretical physicist and cosmologist, Stephen Hawking, in the film *The Theory of Everything*, guaranteed the actor an Academy Award in 2015 for Best Actor in a Leading Role. Redmayne owes the prize to his uncanny and sensitive depiction of a genius who, in spite of his body's gradual deterioration through incurable neuromuscular disease, evolved groundbreaking theories about the cosmos, time and black holes. While the abstract science behind Hawking's work may be beyond many who watch the film, the story of the celebrated physicist and Jane Wilde, the arts student he fell in love with while studying at Cambridge in the 1960s, is mesmerising not only due to amazing sets and scenes but also due to the tough questions it poses regarding love in the shadow of someone's disability.
Speaker 2
Another film bringing celebrated scientists to the public eye is the much lauded and very moving *Gorillas in the Mist* from 1988, which revolves around the work of the intrepid primatologist and conservationist, Dian Fossey. Fossey went to Rwanda to study mountain gorilla groups which were under threat from poaching, hoping to raise global concerns about their plight and slow down the decline in their numbers. Fossey's work was controversial and dangerous. She was in her element when she changed her lifestyle to be in tune with the way the gorillas lived, but she also had to stand up to local disapproval. Sadly her passion for conservation eventually led to her death in 1985. However, as a consequence of her tireless dedication and sacrifice, gorillas started to receive protection from poachers and tourists worldwide. A brilliant performance by Sigourney Weaver and the restless work of the entire film crew led to five Academy Award nominations for the film.
Speaker 3
The film *Hidden Figures* brings three black women who worked for NASA the spotlight they deserve. For decades, the role of these brilliant mathematicians in the success of the US space programme in the 1960s was glossed over as Katherine Johnson, Mary Jackson and Dorothy Vaughan were simply considered cogs in the machine. Yet their genius in the fields of mathematics, computer coding and engineering contributed greatly to America's space triumph. In fact, Johnson's reputation was such that John Glenn, the first American to orbit the Earth, insisted on her checking the calculations before his launch. Eventually, Johnson, Vaughan and Jackson were honoured by Barack Obama in 2015 and their story was presented to the world in this informative, humorous and heart-warming award-winning film.
Speaker 4
One of the most well-known female scientists who has ever won the Nobel Prize is Marie Curie, and her life and achievements are celebrated by the 2019 film *Radioactive* featuring Rosamund Pike as Curie. The film breaks with the traditional way of telling a biographical story and uses jumps in the time sequencing to show the incredible discoveries of radium and polonium (named by Curie after her homeland, Poland) and radioactivity, side by side with their future impact, both positive and negative. Although receiving criticism for a weak script and certain inaccuracies, the film does not blind us with science and Pike's performance has received wide acclaim and is considered an excellent tribute to a true genius who was light years ahead of her time.

UNIT 12, p.172 CD 2.29

1
The thriller *Look Both Ways* by Linwood Barclay really had me on the edge of my seat. It's an excellent read but really scary, basically because although the storyline is partly science fiction, it is also very relevant to today and to certain technologies that are being developed. The thought of cars that drive themselves and use AI to make driving and safety decisions has always concerned me, and the book illustrates how horrifically things can go wrong if systems are hacked and coding altered. Perhaps the infection of whole fleets of cars with a virus that turns them into an army intent on harming humans is a step too far to be a possibility in the near future, but it does make you think.
2
Over the summer months, the Synergy College will be welcoming groups of older residents from the community to weekly lessons on information technology. Students will be paired with an older person to help familiarise them with the latest developments in software that they will be able to use in their homes to form greater social links, keep updated with world events and access a range of different types of entertainment. Priorities on the course will include enabling people to have a greater awareness of scams and phishing, how to deal with simple technical problems and how to protect themselves with strong passwords and two-factor authentication. The course has attracted wide interest and we would like any student who might like to help to get in touch.
3
Presenter Today I'm welcoming Harper Beckman on to the programme to discuss something that I, personally, find intriguing. Going back a while, when I was at secondary school, it was assumed that students would either favour science subjects or art subjects. I was considered 'artistic'. It now appears that the idea – that each of us has a side of the brain that is dominant, or stronger, and which causes us to favour an artistic path or a scientific one – this idea is a myth. Harper – can you clarify?
Harper I can try! You're right. It's been a long-held belief, recently corrected, that different sides of the brain control different types of thinking and that each of us has a left or right brain dominance. People will say – oh I'm more of a right brain thinker – I'm quite imaginative – or – I have left brain dominance – I'm logical and analytical. This has led to a wealth of well-loved quizzes and tests online to determine whether you are right- or left-brained, and how you can best use this to your advantage. Historically it has been thought that right-brained people are creative, intuitive, emotional, artistic and think outside the box as opposed to left-brained people who are more logical and analytical and follow a linear way of thinking. This brought about the idea that the talents of left-brained thinkers will be in the

fields of maths and science, and those of the right-brained in the more creative and artistic areas.
Presenter So how has the thinking about this changed?
Harper Recent research has shown that the truth about the way we use our brains is far more complex than previously thought and that it is wrong to make what now seem simplistic assumptions. Both hemispheres of the brain appear to work together – they collaborate. Just to give one example – traditionally, the left side has been associated with language, but findings reveal that although the left side is involved with language structure, the right plays its part in stress and intonation. In fact, research indicates that skills in subjects like maths and science are probably stronger with both halves of the brain working together.
Presenter But not everyone is good at science. I'm hopeless at maths, whereas my brother just loves coding and equations and stuff like that.
Harper Yes. There's no denying the fact that different people have different talents, but we shouldn't categorise them so dramatically. I'm sure that you and I both know people who are both analytical and imaginative, people who are good at science but also play a musical instrument for example. There's an interesting article I read recently concerning polymaths – people who have experience and knowledge of lots of different subjects and use this range of knowledge to solve problems. I guess one of the most famous is Leonardo da Vinci. He was an incredible artist but also an amazing inventor. He used both sides of his brain in both scientific and artistic fields and his work was all the richer for that. The article was about cancer research and how a particular project is using both scientists and artists to look at the problems involved in developing cures from different angles. Quite amazing – I'll send you the link.

UNIT 13, p.177 CD 2.32

Mia So, this project we're doing on the gas and oil industries – I'm finding it fascinating.
Ron Yes, it's interesting to look at how it developed so quickly to meet people's needs for cheap energy, the problems it's faced over the years – and of course, its decline in recent years because of environmental concerns. That's what I've been researching – how the shifting from fossil fuels to alternative sources of energy has come about, and how difficult it's been fighting these major corporations for whom oil is power and money. You're looking at the environmental disasters associated with the industries, aren't you?
Mia Yes, and I've learned SO much. There's such a lot of information online that it's been hard to know where to start, so I've asked around – mainly members of my family – to see what big events they recall. I was expecting them to mention disasters such as the Deepwater Horizon oil spill in the Gulf of Mexico, 2010, which is said to be the largest oil spill ever – 210 million US gallons, 780,000 m3. There was enormous damage to marine and wildlife habitats, fishing and of course, tourism. But the disaster my grandparents came up with first was the 'Torrey Canyon', which I'd never heard of. It was in 1967 when the Torrey Canyon, which was one of the first big super tankers, ran aground off the western coast of Cornwall in the UK. That's probably why my grandparents remember it – they were living in England at the time and of course it was big news. Apparently, the tanker was the largest vessel ever to be wrecked, and the result was an oil slick that stretched 270 square miles and contaminated 180 km of Cornish coastline as well as 80 km of French. Of course, the environmental impact was huge. Over 15 000 seabirds died and an untold number of other marine creatures and plants on the seabed were affected – both by the oil and the toxic chemicals used to break up the oil slick.
Ron Do they know what caused the ship to run aground?
Mia It's thought that the captain took a short cut, would you believe? And there were problems with the steering. The way the UK government dealt with the whole incident has been criticised and the event led to changes in the law about liability of ships and tankers.
Ron I'd hope that could never happen again. What about blowouts on oil rigs – are you researching that side too?
Mia I am, and I've just started to read up about a real-life superhero, called Red Adair, who became famous through putting out fires caused by blowouts and capping the oil wells that were exploding upwards like geysers! An exciting, but dangerous job. There were some terrible disasters on oil fields that, as well as having environmental impacts, took a human toll too. The lives of a lot of workers were lost.
Ron I'm looking forward to hearing all about your research when we come to put the project together!

UNIT 13, p.178 CD 2.33

1
Marie We went to the Eden Project while we were down in Cornwall last week and, for me, it was a real eye-opener. I'd heard of it obviously, but I had no idea it was so impressive! The domes are specially constructed to maintain the different temperatures for the plants and they're quite a sight.
Oliver I know! They look like something built on another planet, don't they!
Marie Exactly! And they not only look amazing but also have an important role. They provide diverse growing conditions allowing visitors to see plants from various regions of the globe. That visit made me sure I want to study biotechnology in order to be able to work there some day.
Oliver Are you sure about that? It might be quite a challenging job, Marie. And you would need good results from your school leaving exams this year.
Marie Yes, I'm sure – the place is terrific. Can you imagine being able to enter the Rainforest Biome, which is the largest indoor rainforest in the world, by the way, every day? I would love to experience those tropical temperatures and see the waterfall and the birds that are allowed to fly freely around inside the domes. It's really fascinating!
2
Interviewer So, Barry, we've already seen the new documentary by David Attenborough. Do you think it lived up to the previous ones?
Barry Without a doubt. I've reviewed all his documentaries now and this is undeniably the best of them. It takes different angles and examines how humanity has pushed Earth beyond the boundaries that have kept it stable for nearly 10,000 years. Of course, nature tries to balance itself and adapt to changing conditions. This shows why Earth is truly a perfect planet, and perhaps the only planet able to support life in so many different forms.
Interviewer Did you think the angles were well-chosen?
Barry Definitely yes. One interesting aspect is that the viewers are able to see scientists working on different environmental problems like melting ice, the deforestation of the Amazon, and the loss of biodiversity, and become acquainted with their views on the problem. As always the photography is unparalleled, and new camera techniques enable the capture of some very detailed shots, as well as some that are exceptionally moving. Of course, the detrimental effect humans are having on the environment featured some extremely poignant moments, but I am convinced the documentary delivered Attenborough's strongest message to us all yet: we are running out of time.
3
Good afternoon, everyone. As part of this weekend's careers conference, I'd like to talk a little bit about the European Wilderness Network and some of its projects.
I'll summarise the ongoing work, and give you a taster of the employment prospects for people interested in the projects. First, some background!
Since human beings first arrived on the planet, we have changed the face of nature unbelievably rapidly, but it is only in the last fifty years or so that we have really become aware of how significantly this change will affect our own future survival as a species. In the past, Europe was a wilderness populated by vast ranges of both carnivores and herbivores. However, it is thought that, as humans developed agricultural skills and enclosed farmland, the landscape, animals and plant life inhabiting those landscapes changed.
The reality of climate change is now undebatable, due to considerable research, as is the realisation that we have irreversibly altered the delicate balances in the natural world. Steps are being taken to redress the balance, although restoring it completely would be an impossibility – such enormous areas of Europe are now populated that it is a pipe dream to attempt to turn back time! However, there are things we can do. One example of how we might be able to restore the self-regulatory ability of nature to some degree is by backing all the efforts being made to encourage the comeback of wolves, as has been done in one of the European Wilderness Network projects. Wolf packs were practically wiped out by the twentieth century due to habitat loss, the protection of livestock and human fear. However, the near extinction of this species in the wild had a ripple effect on certain ecosystems, which was devastating. Without the wolves, there was nothing to eat for scavengers and those animals nearly died out. The loss of wolves also meant a growing population of deer which contributed to the overgrazing of certain trees and the loss of forests. You see, in nature, everything has its place in a chain. If humans disrupt that chain for their own gain, the effects elsewhere can be potentially catastrophic. Now, humans are finally beginning to accept that, firstly, animals have as much right to inhabit this planet as we do and, secondly, that unless we try to restore some of the balance on Earth, we will not survive. There is, and there always will be, strong opposition to support the populations of animals such as bears, wolves and other predators, but we need to heighten public awareness about the fact that this planet is also their home. Now, what career paths are available in ...

UNIT 13, p.186 CD 2.34

Speaker 1
I fully appreciate that things change, life moves on and what used to be fashionable a few decades back no longer is. But surely the design of open spaces, which the general public enjoy on a daily basis, and that are so important for both our physical and mental well-being, surely this shouldn't be down to a matter of trend, should it? Perhaps I'm still living in the past, but for me a park is a place where I can go for a stroll to unwind, and sit and look at neat and tidy lawns and rows of beautifully coloured flowers – often planted in specific and varied designs. Today it seems the trend is towards

untidy patches of what they call wildflowers – what I would call weeds – and long grasses (particularly bad for my hay fever). They can't even be bothered to cut the grass very often. It's a bit of a mess really, not visually attractive and certainly doesn't encourage me to linger.

Speaker 2

On a baking hot day there's nothing better than hearing the sound of water or, if you're a child, being able to run under or over jets of water. Children's laughter is another brilliant sound and hats off to our local council for providing a fabulous splash play area in our park. Some parks have fountains with statues and they're fine, but you can't really jump into a fountain – if you did you'd get arrested! Also, in the park there are lots of grassy areas where people can spend quality time with their kids, picnicking or playing ball games. We get some funny looks from people every so often, but the parks are there for everyone, right? The only thing is, they let the grass grow quite long and my daughter twisted her ankle on some hidden stones in the grass last week while she was playing 'catch'. I might suggest they cut it more often. My only beef with the park is that it gets locked overnight. I guess they worry about antisocial behaviour, but maybe, if they made locking up time later, more of us could enjoy the space well into the evening.

Speaker 3

I've noticed some changes in the ways parks in many different towns I've visited recently are changing, not dramatically, but subtly, and I have to say that I can see the reasoning behind it. We're all having to alter aspects of our way of living to help the environment and so, quite naturally, councils and government departments must alter what they do too. Something that has clearly been done to focus on sustainability and encourage biodiversity in parks today is doing away with annual planting – all those pretty flowers in lines. They're planted every year and take a lot of watering to bring them on. The wildflower meadows that are popping up all over the place need little to no watering and by not cutting the grass, it encourages more insects and pollinators. Also we're seeing more bone dry lawns in parks in the hot summer months, which is another good sign – no excessive use of water.

Speaker 4

I moved into my current apartment, in a highly sought-after area six months ago and I've already complained to the local council about the park that my windows overlook. I have no concerns about the park itself – there's a lot of good sustainable planting and some nice walks through the trees with benches to relax on and enjoy a sandwich or read a book for a while. I use it regularly and its location is one reason I bought the apartment. What I can't abide is the noise. Parks are supposed to be restful places, but this one has a children's play area close to the edge of the park adjacent to my building and the noise those children make, sometimes for hours on end, especially during the holidays is terrible. And right beside that there's an outside gym. I'm all for getting exercise, but from my windows I can hear personal trainers shouting encouragement and lots of loud chatting and laughing. But the council won't take me seriously – they say the children's area and the gym were in place when I bought my apartment, and it was my choice. Well, I ask you!

UNIT 14, p.191 CD 2.37

I'm opening the discussion this evening about policing today and why crime rates seem to be increasing rather than decreasing as the years roll past. You'd think that with advanced technology the police would be better able to identify and take the perpetrators off the streets, and that with better systems in place for rehabilitation for ex-offenders and programmes to address the needs of potential offenders there would be fewer crimes anyway. Unfortunately, that does not seem to be the case. While some crimes have become less frequent, others – often connected with organised crime and criminal gangs – have multiplied. It's the vast scale of these criminal operations that means that most of the arrests made by the police are of those on the fringes of the gangs; the young drug runners in county lines, the desperate who steal cars to order and so on. Reaching the masterminds means going up through the hierarchy of these gangs, which can take years of undercover work to get results. And no sooner has one been brought down, another is there, ready to fill the void left. The police are basically playing catch up. Over the years policing has changed, in some ways for the better, in others – in my opinion, not. Take for example the policemen on the beat. There was a time, back in the day, when policemen used to physically patrol areas – that is, on foot, not in cars. These policemen got to know their areas and communities well; they knew the people, the potential troublemakers, the kids who had problems at home, and the relationship between police and locals was far better than it is today, when people in general see the police as the enemy, and to be feared – or in many cases, to be attacked. The police could warn the troublemakers and sometimes steer them away from crime. But also, being a physical presence they were a deterrent to muggers, burglars, car thieves and so on. In some parts of the country policemen still walk the beat, but not many. In my opinion, taking the physical police presence away from the streets so dramatically has been a mistake. Maybe it's too late, maybe the damage has been done, but what I would like to see is more police back in the community – not as a threat, but as a symbol of authority and it could give local people more peace of mind. Did you know that some people don't even bother to report a theft or a burglary these days because the police do not even turn up to check it out. And even if there's video evidence of someone breaking into a house, they won't follow it up? They are putting their resources elsewhere. Police budgets and numbers have been cut, meaning that police forces have combined and many police stations closed down. So, increasing crime rates – that's my take on the topic – what's yours?

UNIT 14, p.192 CD 2.38

Interviewer With the approaching Presidential election in the US, we are lucky to have Lucy Grant with us today. Lucy is a lecturer who has spent most of her life in America, and she's going to answer some questions from our listeners. Hello, Lucy.

Lucy Hello, Josh.

Interviewer It appears that the whole political scene in the US is rather puzzling for many people. What do you think the reason for this is?

Lucy Well, I know, it's hard to get your head around it. I believe that's because it's so different from the system we have here, in the UK, and, what is more, the US is so big. All the different states have their own different powers and it can be quite complex.

Interviewer You're right – it took me ages to figure out the difference between a constitutional monarchy and a federation. It appears that in the US there are two types of the government – the federal government and the state government! The state government manages the public health, safety, housing, trade and so on within a particular state. But when it comes to international relations and the economy in general, that's in the hands of the federal government, am I right?

Lucy Pretty much so – but it's never clear cut, is it? The most important thing to understand in my opinion, is that everything is based on the Constitution that was drawn up at the Constitutional Convention. The amendments in the Constitution are the basis for all laws and rights for US citizens. Originally, there were ten amendments, but there have been many additions, for instance concerning the abolition of slavery, and granting the right of all citizens to vote.

Interviewer OK, so the first question from our listeners is about the division of power in the US government and how it operates. It looks quite complicated, doesn't it?

Lucy Right, well, think of it as being three branches. That's the Executive Branch – which is the President, the Cabinet and various departments and agencies. Then there's the judicial branch, which involves the courts. And the legislative branch – the Congress. This consists of two houses – the House of Representatives is one, with 435 representatives, representing the population of the 50 states. The other house is the Senate and that has 100 senators, two from each state. They're all called members of Congress.

Interviewer And what do the three branches do?

Lucy The job of Congress is mainly to pass laws which then affect all the states, and which are put into practice by the executive branch. The judicial branch decides on the constitutionality of federal laws and resolves all the problems concerning federal laws.

Interviewer Great. And the final question is about the president. What do the presidential elections look like?

Lucy Now this can be confusing! The president is elected every four years, but they begin campaigning about a year and a half before! You might have heard of the primary elections? These show the parties which of their candidates is the most popular, so they choose one to fight in the presidential election. Phew! It's obviously a lot more complex than that – but I hope I've helped a bit!

Interviewer Superb summary Lucy, thanks! There might be a few more questions after the break ...

UNIT 14, p.192 CD 2.39

Caroline Mark, what are you doing this Saturday? Do you want to go to the cinema with me and Livia?

Mark Sorry, Caroline, I can't because I'm volunteering as a cook in the local soup kitchen this weekend. Me and my friends prepare hot meals that are provided for people experiencing homelessness from our district. The soup kitchen also distributes clothing and hygiene kits to those in need.

Caroline That's a great thing to do Mark, but don't you think that our government should tackle this problem on a bigger scale?

Livia Well, I personally can't see how any government is going to solve the problem of homelessness without considerable long-term investment in affordable housing, can you?

Mark Exactly! The people we see in the soup kitchen sleep rough or in shelters, but they do not choose to be there! It's because they have no alternative.

Caroline Mark, is there anything we can do to help?

Mark Well, you might try talking to the local shelter and find out what items they need in order to donate some clothes, household goods, electronic devices or books. Or you can try to work there fixing up the building or

organising events like a board game or chess night.
Livia The inhabitants of the shelters often get a bad press, but, in my opinion, the most important thing is to give people experiencing homelessness the same courtesy and respect you would accord your friends or your family. Simply, treat them as you would wish to be treated if you needed assistance.
Mark That's so true! What is more, if you see someone sleeping rough in the street, especially in winter, you should alert the local authorities who will try to help them access the things they need.
Caroline In my opinion, people should get sufficient help from the government in order to be able to keep their homes in the first place. Above all, an affordable, safe, and adequate home is simply a human right!
Livia But are you sure the government is going to commit tax payers' money to problems connected with homelessness whilst there are other burning issues that affect all citizens, like education and health? I have to say I'm not optimistic about anything being done on a proper scale for the foreseeable future.
Caroline You are probably right, Livia, but I think all support counts so maybe we might consider helping Mark in that soup kitchen over the weekend, what do you think?
Livia Great idea!

UNIT 14, p.200 CD 2.40

Text 1
Tyler I'd always thought that SmartWater was a type of drink, but apparently it's something else entirely! I was doing some research for a forensic science project and found out about it. It's a liquid that was invented over twenty five years ago and it's like magic. You spray it on something and anyone who touches whatever you've sprayed gets it on their skin or clothes. It's invisible but remains there for ages!
Rhea Wow! I guess it's got lots of applications. Like for tracing stolen objects and the thieves who stole them.
Tyler Absolutely. They use it on museum pieces to deter criminals and now they've started to use it for other crimes – like domestic abuse. People can spray it on people who try to attack them or break into their houses. Ground-breaking really.
Text 2
William The proposed council tax increases are an outrage! Surely they can't put them up by so much?
Moira Well, everything's going up in price, isn't it? The council have to pay for things like social care and road maintenance. We're the first to moan when the roads are full of potholes – or the rubbish doesn't get collected regularly.
William That's true, but there are limits. On a government website it says that if 5% of people in an area think the increases are excessive, the council has to hold a referendum.
Moira Well, some people are sure that the government will step in and give the extra money to the councils – but that's just taking it away from other departments.
William True. But, the council should watch out. In my opinion, if they impose the increase there'll be a council tax strike like there was a decade or so back. People haven't got bottomless pockets.
Text 3
Hope Street centre in Southampton, is very aptly named, and should this newly opened centre be successful, it could serve as a blueprint for others to be rolled out across the UK. Created by One Small Thing, a charity concerned with prison reform, and in particular with reforms related to women in the justice system, Hope Street offers residential care for up to thirty women and children. So, what is it that makes Hope Street special and how did it come about? Well, to cut to the chase – women offenders do not survive custodial sentences well. Prison systems were designed around men and over the course of time this has hardly changed. They do not take into consideration the treatment or needs of women, and especially the effect of separation from their children. Even a short custodial sentence for a minor offence can have a traumatic knock-on effect on the woman, the children, the extended family and ultimately society. It can cause upheaval and havoc in families – children may be put into care, marriages end in divorce and the women, on release, fall into addiction and a cycle of reoffending. What One Small Thing wants to see is an alternative to these harsh, short custodial sentences for women. They argue that there needs to be a safe provision for these women with their children in the community, where they can access therapy, heal from trauma, learn new skills, and turn over a new leaf – in other words to get rehabilitation to prevent reoffending and address the problems that caused them to offend in the first place. But this must be done in a carefully designed environment, which keeps the women with their children, not separating them. Hope Street is the first such project and it has been developed with input from women who have experience of the prison system, and close liaison with the justice system at every stage. Southampton was chosen specifically because it has a relatively high proportion of women with minor convictions and also because there are no prisons that take women offenders within the county of Hampshire. The women convicted are sent to prisons a long way from their homes and for many children it is impossible to travel and visit their mothers at all. Hope Street will offer an alternative, and the whole clever design of the buildings centres on well-being and community, from the natural materials used to create a warm and cosy environment to the courtyard and gardens with opportunities for residents to grow their own flowers. There are eight flats and a crèche as well as a 24 /7 café and in the centre of the courtyard is a beautiful tree, called the Hope Tree, a symbol of protection, new beginnings and hope. As I said before – a very apt name for a visionary project.

UNIT 14, p.200 CD 2.41

Hope Street centre in Southampton, is very aptly named, and should this newly opened centre be successful, it could serve as a blueprint for others to be rolled out across the UK. Created by One Small Thing, a charity concerned with prison reform, and in particular with reforms related to women in the justice system, Hope Street offers residential care for up to thirty women and children. So, what is it that makes Hope Street special and how did it come about? Well, to cut to the chase – women offenders do not survive custodial sentences well. Prison systems were designed around men and over the course of time this has hardly changed. They do not take into consideration the treatment or needs of women, and especially the effect of separation from their children. Even a short custodial sentence for a minor offence can have a traumatic knock-on effect on the woman, the children, the extended family and ultimately society. It can cause upheaval and havoc in families – children may be put into care, marriages end in divorce and the women, on release, fall into addiction and a cycle of reoffending. What One Small Thing wants to see is an alternative to these harsh, short custodial sentences for women. They argue that there needs to be a safe provision for these women with their children in the community, where they can access therapy, heal from trauma, learn new skills, and turn over a new leaf – in other words to get rehabilitation to prevent reoffending and address the problems that caused them to offend in the first place. But this must be done in a carefully designed environment, which keeps the women with their children, not separating them. Hope Street is the first such project and it has been developed with input from women who have experience of the prison system, and close liaison with the justice system at every stage. Southampton was chosen specifically because it has a relatively high proportion of women with minor convictions and also because there are no prisons that take women offenders within the county of Hampshire. The women convicted are sent to prisons a long way from their homes and for many children it is impossible to travel and visit their mothers at all. Hope Street will offer an alternative, and the whole clever design of the buildings centres on well-being and community, from the natural materials used to create a warm and cosy environment to the courtyard and gardens with opportunities for residents to grow their own flowers. There are eight flats and a crèche as well as a 24/7 café and in the centre of the courtyard is a beautiful tree, called the Hope Tree, a symbol of protection, new beginnings and hope. As I said before – a very apt name for a visionary project.

IRREGULAR VERBS

MP3 127

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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