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JEREMY **DAY**



NEW

PASSWORD

B2+/C1

WORKBOOK



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A black and white photograph of a young man with glasses, smiling and looking out of a train window while using a laptop. The image is partially obscured by a large, stylized circular graphic with diagonal lines.

NEW

PASSWORD

B2+/C1

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WORKBOOK



		VOCABULARY	GRAMMAR 1	LISTENING AND VOCABULARY	GRAMMAR 2	READING AND VOCABULARY
1	Fun and games	p4 socialising Tłumaczenie fragmentów zdań	p5 tense contrast: present perfect simple, present perfect continuous, past simple Słownictwo, Tłumaczenie fragmentów zdań, Transformacje zdań (zadanie otwarte)	p6 listening for gist and detail Dobieranie, Pytania otwarte vocabulary: holidays and celebrations	p7 speculating about the present and the past: may / might / could / can't / must Gramatykalizacja, Tłumaczenie fragmentów zdań	pp8-9 reading for gist and detail Pytania otwarte vocabulary: games and fun activities
2	Success and failure	p16 describing levels of performance	p17 past tenses Gramatykalizacja	p18 listening for gist and detail Wybór wielokrotny, Zdania z lukami vocabulary: competitive sports	p19 talking about present and past habits Transformacje zdań (zadanie otwarte), Gramatykalizacja	pp20-21 reading for gist and detail Dobieranie nagłówków do części tekstu, Uzupełnianie streszczenia, Tłumaczenie fragmentów zdań, Słownictwo vocabulary: dishonesty in sport
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3	How we shop	p30 department store; types of shopping; shopping preferences	p31 future forms	p32 listening for gist, context and detail Uzupełnianie streszczenia w języku angielskim, Pytania otwarte vocabulary: advertising	p33 future continuous, future perfect and future perfect continuous Tłumaczenie fragmentów zdań, Transformacje zdań (zadanie otwarte)	pp34-35 reading for detail, coherence and cohesion vocabulary: customer services Dobieranie, Zdania z lukami
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7	A place of learning	p82 the education system; planning your education Tłumaczenie fragmentów zdań	p83 conditionals, mixed conditionals: review Gramatykalizacja	p84 listening for gist and detail Wybór wielokrotny, Zdania z lukami vocabulary: higher education; experimental schools; phrasal verbs	p85 unreal past, expressing wishes and regrets	pp86-87 reading for gist and detail Zdania z lukami, Tłumaczenie fragmentów zdań vocabulary: 21-st century skills
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SPEAKING / WRITING		ENGLISH IN USE	MATURA PRACTICE	SPOTLIGHT ON SOCIETY VIDEOS	THE WORLD TODAY VIDEOS
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1

FUN AND GAMES

VOCABULARY

socialising

- 1** Write words which match definitions a–f. Then use the words in the correct form to complete the text below.

- a** a party with many guests: **b** _____ **d** _____
b a place where an organised event takes place: **v** _____
c a meeting between people who haven't seen one another for a long time: **r** _____
d a meeting held for a specific purpose: **g** _____
e a relaxed social occasion: **g** _____-**t** _____
f make (a reservation): **b** _____

I must say the school ¹_____ was truly a night to remember. To begin with, it didn't resemble the informal ²_____ from previous years. This time the organisers threw a ³_____, with more than 200 guests. They managed to ⁴_____ a conference hall at the Holiday Inn! I have to say that the choice of the ⁵_____ was perfect – the party was very elegant, and we all felt really special. In fact, I liked the place so much I might even consider organising our next family ⁶_____ there.



- 2** Choose the correct answers.

- 1** I haven't seen Laura for ages. It would be great to meet and catch _____.
a on **b** up **c** in
2 Does Tim expect us to _____ a big do for his birthday?
a run **b** take **c** throw
3 We had such a great time at the class reunion. In fact, we _____ a real night of it.
a took **b** made **c** had
4 I've finally finished writing the invitations. Now, I just need to send them _____.
a on **b** out **c** to
5 Before you plan anything for the party, _____ together a guest list.
a write **b** get **c** put
6 Do you think it's a good idea to _____ my birthday up as an event on Facebook?
a set **b** make **c** do

- 3** Translate the Polish parts of the sentences into English.

- Paul** Are you going ¹_____ (*uczestniczyć w zjeździe rodzinnym*) next month?
Luke I'm not sure yet. Why?
Paul I'm supposed to ²_____ (*pomóc zorganizować to spotkanie*). So I'm trying to find out what the guests are expecting.
Luke Just make sure it's not in the same place as last year! The food in the restaurant was awful.
Paul I know! But I'm not responsible for ³_____ (*zarezerwowanie lokalu*).
Luke So what exactly is your job?
Paul Generally speaking, I'm to handle the social media. I need ⁴_____ (*utworzyć wydarzenie*) on Facebook. I'm going to post important information and some old family pictures.
Luke How's it going so far?
Paul Not so good. Very few people ⁵_____ (*przyjęło zaproszenie*). We're worried that the party might turn out to be a flop.
Luke Cheer up! I'm sure the Facebook event will encourage some people to come. Why don't you run a poll to make sure everyone can have a say?

VOCABULARY CHALLENGE! Student's Book, p. 128, UNIT 1, ex. 1

- 4** Match the parts of the sentences. There is one extra part.

- | | |
|--|--------------------------|
| 1 I hadn't realised Susan was such a loner | ☐ |
| 2 No wonder people don't want Pete in the team – | ☐ |
| 3 Kevin didn't use to be so gregarious, but now he seems to be the life | ☐ |
| 4 Ever since I met Jake, he has enjoyed being the centre | ☐ |
| 5 Andy turned out to be a good sport | ☐ |
| 6 Jane isn't much of a scream, | ☐ |
| a and helped me to complete the project on time. | |
| b and told some really good jokes. | |
| c and soul of the party whenever we meet. | |
| d until she told me she hated socialising. | |
| e but she is very approachable and a good friend. | |
| f he can be a real wet blanket and spoil the fun for everyone. | |
| g of attention – he's always got to be noticed. | |

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

- 1** My dream venue for my 18th birthday party is _____.
2 If I could catch up with any of my childhood friends, I'd choose _____ because _____.
3 The last time I threw a big do was _____.
4 I decided to make a night of it and _____.

1 Choose the correct answers.

- I _____ my room all morning. I'm almost done now.
a have painted b have been painting
- Judy _____ Russian as a child, but she's forgotten most of it now.
a has been learning b learned
- It seems Dave _____ visiting his parents a long time ago.
a has stopped b stopped
- My grandma _____ the best Christmas parties out of all the family. I wish she was still with us.
a organised b has been organising
- Patty's been sitting in front of the TV all day. I wonder how many films she _____.
a has been watching b has watched
- Nobody _____ him since last week.
a saw b has seen
- Do you know if any of your friends _____ an invitation?
a have received b received

2 Complete the sentences with appropriate words.

Write one word in each gap.

- We've had terrible weather _____ last month.
- How _____ have they been waiting for the guests to arrive?
- _____ did Stephanie attend the school reunion?
- Lucy has been organising her wedding reception _____ months.
- You can't change your mind now! I've _____ bought the tickets for the concert.
- Tom was sick _____ week and stayed at home.
- She's lost two umbrellas _____ week.
- I've read three of Andrzej Sapkowski's novels _____ far, and I have to say he's a great writer.
- Have you _____ considered getting married without having a big reception?
- A** Have you invited your grandparents?
B Well, I haven't called them _____, but I'll do it today.

3 Choose the correct option to complete each sentence. Sometimes both answers are correct.

- Tom and I **have worked** / **have been working** on this project for so long that we cannot wait to finally show it to everyone.
- Dave **has been saving** / **has saved** for months to buy a new Xbox. So far, he **has been saving** / **has saved** half the sum he needs.
- How long **have you lived** / **have you been living** with your aunt?
- You **'ve been watching** / **'ve watched** TV all morning. Don't you think it's time to stop?
- How many people **have been responding** / **have responded** to the online invitation?
- So far, we **'ve been booking** / **'ve booked** the venue and the band, and we are currently choosing flowers for the ceremony.

4 Complete the text with the correct forms of the verbs below.

graduate be appear gain study help

Dear Sir/Madam,
I am writing in connection with the advertisement that ¹_____ in the last issue of *Weekly Career*. I would like to apply for the position of a children's party planner at your company.
Since I ²_____ pedagogy at university and ³_____ with a BA degree, I am convinced that I ⁴_____ the necessary qualifications to work with children.
Since my graduation, I ⁵_____ my aunt run her business – organising birthday parties for children. I ⁶_____ responsible for making all the bookings and checking the venues before the events, which I believe further makes me a suitable candidate for the job. I hope you will consider my application.
Yours faithfully,
Margaret Green

5 Translate the Polish parts of the sentences into English.

- Lucy ¹_____ (*Zaplanowałaś*) all the activities for the games night at your place next week yet?
Mark I'm afraid not. ²_____ (*Myślę o tym*) for a week, but I am not sure what the guests would like.
³_____ (*Dotąd kupiłem*) a few board games, but it might not be enough.
Lucy I guess you're right. Kevin ⁴_____ (*przyniósł*) some board games for Tom's birthday party and many guests ⁵_____ (*uważało, że były nudne*).
Mark So what should I do? I guess I ⁶_____ (*skończyli mi się*) of ideas.
Lucy Why don't you ask someone for help? Someone who ⁷_____ (*brał udział w*) a similar event. Take Peter, for example, last summer ⁸_____ (*urządzał*) such parties at his house regularly.
Mark Sounds like a good idea. But we're not very close friends.
Lucy Don't worry! We ⁹_____ (*znamy się*) for years. I'll talk to him for you.

6 Complete the second sentence so that it means the same as the first. Use the word given.

- I last spoke to Timmy over two years ago. **NOT**
I _____ for over two years.
- It's a long time since we ate out together. **FOR**
We _____ a long time.
- Sue began reading when she came home, and she hasn't stopped yet. **BEEN**
Sue _____ came home.
- The last time there was a wedding in my family was in 2018. **NO**
There _____ 2018.
- We still need to book a venue for the reception. **YET**
We _____.
- Paul has been out for three hours now. **AGO**
Paul _____.
- How long has it been raining? **START**
When _____?

- 1 Answer the questions so that they are true for you. Check the meanings of the words and phrases in bold in a dictionary.

- 1 Would you rather go to a party or curl up on the sofa with a **good book**?
- 2 Have you ever been to a **family get-together**? Would you like to?
- 3 Have you ever been invited to a party **out of the blue**?
- 4 Is it better to plan a party **meticulously**? Or do you prefer to be **spontaneous**?
- 5 How would you feel if someone **threw a surprise party** for you?
- 6 Have you **lost touch with** any friends and relatives? Would you like to **catch up with** them again?
- 7 If you were at a party that **didn't live up to your expectations**, would you be tempted to **make your excuses and leave**?
- 8 What type of party **fills you with dread**?

- 2 **MP3 01**  Listen to four people talking about parties. Match the statements (1–5) with the speakers (A–D). There is one extra statement that you don't need to use.

This speaker

- 1 is glad about making the right decision. ☐
- 2 states that the party wasn't organised by anybody. ☐
- 3 had been expecting to do something different that evening. ☐
- 4 had been dreading the party but ended up having a great time. ☐
- 5 felt disappointed because of other people's behaviour. ☐

- 3 **MP3 01**  Listen again. Answer the questions (1–5).

- 1 What was Speaker A hoping?
- 2 What did Speaker B's friend agree to do?
- 3 What was the purpose of the get-together described by Speaker C?
- 4 How did Speaker C feel about her school results?
- 5 How many people were at the party described by Speaker D?

- 4 Write a short description of a party or get-together that you attended. For example, a party that was better or worse than you expected. Try to use some of the words and phrases in bold from exercise 1.

REVISION Student's Book, p. 6

- 5 Complete the speeches with the words below. There is one extra word. What occasions are the speeches for?

best to happy to on

- 1 I'd like to propose a toast. Congratulations _____ my baby girl, who grew up to be a beautiful, smart woman with a brilliant career ahead of her. May this degree be the first of many outstanding achievements in her life.

- 2 Brian, this company wouldn't be the same without you. Congratulations _____ all your achievements that have made this business so successful. We're going to miss you, mate!

- 3 Let's make a toast! Maggie, Ben – it's been wonderful and inspiring to watch your relationship grow over the last twenty years. _____ wishes for the future!

- 4 There is nothing more exciting than to watch our family get bigger. Here's _____ the baby boy who will keep me busy in my retirement!

- 6 Complete the words with the missing letters.

- 1 Everyone was impressed by the o _ _ s _ _ n _ _ g celebration the Greens organised – it was excellent.
- 2 At the family reunion, I had a chance to talk to some distant r _ l _ _ i _ _ s whom I'd never met before.
- 3 If you want to throw your birthday party in this restaurant, you'd better make a _ o _ _ i _ _ g soon.
- 4 I thought Ellen would help us organise the event, but sadly, I was _ _ s _ _ k _ _ n.
- 5 You could see that Dennis was _ h _ _ _ l _ _ d with his birthday present – he couldn't stop smiling!
- 6 The concert hall was p _ _ k _ _ with fans – the organisers should have chosen a bigger venue.
- 7 It would be inappropriate to wear this shirt to a wedding _ _ c _ _ p _ _ _ n!

- 7 Write 4–5 sentences about what, in your opinion, makes a great party or family celebration.



1 Choose the correct option to complete each sentence.

- Can you hear the music? The neighbour **must practise** / **must be practising** the violin.
- The school-leaving party **can't have been planned** / **can't be planned** by a professional. It was a disaster.
- I can't find my phone, and I don't know where to look for it. It **must** / **could** be anywhere.
- Stella **can't** / **might** refuse to come to your birthday party as she doesn't like such occasions.
- Congratulations on passing the exam with such a great result. You **might** / **must** have worked very hard.
- You've forgotten to book a table? You **can't** / **must** be joking!
- It **can't** / **might** be raining in the afternoon, so you'd better take an umbrella.
- Laura **must go** / **must have gone** shopping. She said she needed a new dress for the wedding reception.

2 Complete the sentences with the correct modal verbs. Sometimes more than one answer is possible.

- Sarah _____ have stolen the money. She's too honest to do such a thing.
- The baby has been crying for ten minutes. It _____ be hungry.
- Look at that man waving. He _____ be trying to get your attention.
- It's a pity she didn't decide to continue her education. She _____ have become a very good doctor.
- I haven't got my keys. Ah, I _____ have left them in the office. Hold on, I'll be back in a minute.
- Have you seen Harry's new car?! It's a Ferrari! It _____ have cost a fortune!
- You're going to buy Mary a day at a spa as a graduation gift? You _____ be serious!
- I wouldn't ignore his opinion. He _____ know more than we think.

3 Complete the mini-dialogues with modal verbs and the correct forms of the words in brackets.

- A Where is Toby?
B I don't know. He (**have** / **lunch**) _____ in the cafeteria.
- A Have you got any idea who made the booking for Friday?
B It (**not be** / **Jeff**) _____ – he isn't organising our party.
- A I can't find my jacket anywhere.
B You (**leave**) _____ it in the locker – I'm pretty sure you came home without it.
- A You (**be** / **hungry**) _____. You've only just eaten!
B I wouldn't say 'only just'. I had lunch more than 30 minutes ago ...
- A I haven't found any suitable accommodation for my stay in New York.
B Betty (**agree**) _____ to put you up for a few nights. Just give her a call.
- A So the graduation ceremony is next week. You (**be** / **thrilled**) _____.
B I am! I am really looking forward to it.

4 Add five missing words to the email below.

Mark,

Just a quick one to let you know that Betty hasn't shown up for grandma and grandpa's anniversary. Can you believe it? She must know the celebration is today. I mean, she accepted the invitation. Nobody really knows what's happened. She might have missed her train and might waiting to catch the next one. But she have her phone with her, right? She have left it at home! She can't that careless, right? Anyway, if she contacts you, let me know.

Henry

5 Write a sentence to speculate about each situation.

- Your friend is falling asleep during a lesson.

- You can see your friend carrying some flowers.

- Some of your classmates didn't come to your birthday party.

- Your cousin has called off her wedding unexpectedly.

- Your mum has been in a very good mood all day.

GRAMMAR CHALLENGE! Student's Book, p. 128, UNIT 1, ex. 1

6 Find and correct the mistakes in the sentences. Some sentences are correct.

- Peter can be abroad at the moment. Try calling him when he's back.
- Eating too much could make you sleepy.
- Do you think your ex-boyfriend can show up at the party?
- If you don't know the way, you could easily get lost in the dark.
- I love my younger brother, but he may be so annoying at times.
- It might get very cold here at this time of the year.
- Ask Peter! He might remember Alice's phone number.

7 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- _____ (*Jak długo mieszkasz*) in this neighbourhood?
- _____ (*Nieemożliwe, że Betty zapomniała*) about your birthday.
- _____ (*Znalazłeś te klucze? Szukasz ich*) for three hours now!
- How many times _____ (*Ken wygrał odkąd zaczęliście*) playing?
- As a teenager, _____ (*nie miałem zbyt wielu*) friends.
- They _____ (*wzięli ślub na studiach i są szczęśliwi*) ever since.
- I've been collecting stamps for years and I _____ (*udało mi się zebrać*) some pretty valuable ones.
- Sheila _____ (*potrafi być bardzo towarzyska*) when it suits her.

1 Read the text below and answer the question.

What's the best title for this text?

- a How rich kids have fun
- b Birthday parties are getting more and more expensive
- c There are many ways to celebrate coming of age

2 Read the text again and answer the questions (1–5).

The birthday which marks the crossing of the threshold between childhood and adulthood is always considered a reason for a special celebration. Typically, this is when one legally **comes of age**, i.e. acquires certain legal rights such as voting or marrying. In the United States, however, there are often different legal ages for voting, buying alcohol or marrying, depending on the state you live in. To somehow work around the problem, Americans have settled on what's known as the *sweet sixteen* as the party that welcomes the birthday boy or girl into adulthood.

Most people organise a conventional family gathering or a private party for friends to celebrate their sweet sixteen. However, more and more teenagers are growing tired of regular parties and go for something totally different. Popular alternatives to traditional restaurant dinners include fancy picnics or murder mystery dinners where someone pretends to be murdered and the other guests have to guess who did it. Others **take their friends out** and go go-kart racing, spend a day at an amusement park or go away for the weekend on a camping trip.

Another idea that seems to be gaining in popularity, especially for girls, originated in Latin America. This is a formal ball, often held at a restaurant or country club. There may be more than a hundred guests at such events. The guests receive beautiful invitations, which usually



announce that you are cordially invited to the sweet sixteen of *such and such* and that an **RSVP** is required if they wish to attend. The food at such parties is supplied by professional **caterers**, and the place is usually lavishly decorated, while the guests are required to wear either formal **gowns** or **tuxedos**. The birthday girl is queen for a night. She wears a tiara and a gorgeous ball gown. The highlight of the evening is when she dances with her father.

Needless to say, there are also the children of millionaires, whose parties are so ridiculously extravagant that the celebrity magazines gossip about them for weeks afterwards. To please their sweet sixteen-year-olds, richer parents rent out hip-hop clubs for **theme parties** or have top celebrities, such as Jay-Z or Kanye West, to **entertain** the guests. They may even present their kids with the latest model of Mercedes or Range Rover. The general impression is one of showing off and outdoing everyone else. For most people, however, the sweet sixteen is not about how much money one has: it's more about spending the day in a way that guarantees you'll always look back on it with fondness.

- 1 Why did Americans choose the sweet sixteen as the coming-of-age celebration? _____
- 2 What are the most conventional ways of celebrating sweet sixteen? _____
- 3 What is a typical venue for a formal ball? _____
- 4 What seems to be the main idea behind the extravagant parties held by affluent families? _____
- 5 What is the main purpose of the text? _____

3 Match the words and expressions in bold from the text with the definitions below.

- a an abbreviation used on written invitations asking to say whether or not you will attend: _____
- b a social occasion where the food, decorations and clothes are related to a particular subject or a historical period: _____
- c very formal jackets: _____
- d very formal dresses: _____
- e provide enjoyment: _____
- f legally becomes an adult: _____
- g people who organise the food for events: _____
- h to go somewhere with someone and pay for it: _____



4 Skim the text. Underline the fragments which mean the same as the sentences below.

- 1 It is widely believed that the day you legally become an adult should be marked as a special occasion.
- 2 Yet an increasing number of young people are growing bored with typical celebrations and look for something else.
- 3 Recently, a new fashion for girls' parties appeared and it is based on traditions from Latin America.
- 4 The most important moment of the party is the birthday girl's dance with her dad.
- 5 People who have a lot of money pay for famous venues or even famous people to provide enjoyment for their guests and it's all done to make their birthday boy or girl happy.

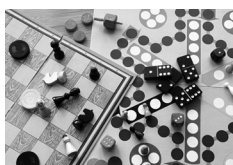
REVISION Student's Book, pp. 8–9

5 Complete the names of games 1–9 with the words below. There are two extra words.

scotch games (x2) war ships crosses Ludo
man draughts seek hunt



1 battle_____



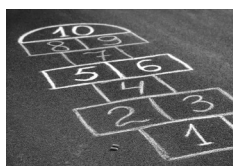
2 board _____



3 hang_____



4 hide-and-_____



5 hop_____



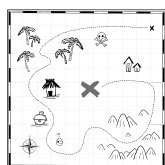
6 noughts and _____



7 tug-of-_____



8 shooter _____



9 scavenger _____

6 Complete the sentences with the correct forms of the words below.

be count have (x2) fad crave pursuit on at

- 1 I thought Mike and me would just play Minecraft as we've done _____ times before, but I _____ in for a surprise – his father had bought a Virtual Reality set with a bunch of adventure games.
- 2 It doesn't matter where you are – with the right people you can always _____ the time of your life.
- 3 My sister _____ thrill and adventure, so a weekend in front of a TV is not for her.
- 4 I can't do this puzzle – why don't you _____ a shot _____ it?
- 5 Everyone is big _____ colouring books these days, but I think they're just a _____ and will not be so popular next year.
- 6 I've been working on a tough project all week, so intellectual _____ are not for me today – let's go out tonight.

VOCABULARY CHALLENGE! Student's Book, p. 128, UNIT 1, ex. 2 & 3

7 Complete the words with the missing letters. Some letters have been given.

- 1 If you could ____t to a robot – what would you talk about?
- 2 Instead of completely banning computer entertainment parents should _n_ _r_g_ their children to play educational games.
- 3 My family's support helps me to _u_ _ _ _ even the most ambitious goals.
- 4 Friday night has always been an opportunity to _ _ _s _ _ _ _t with my friends.
- 5 In a role-playing game, inventing the story for the players is crucial so you need someone creative to p_ _f_ _m this task.
- 6 Summer outdoor concerts are not just a great way to enjoy music but also to s_ _c_ _l_ _ _ with your friends.
- 7 Our class team didn't win the scavenger hunt, but we've _ _ _ _ _v_ _ _ a more important goal – getting to know one another better.

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

- 1 I had a time of my life when _____.
- 2 My friends and I have _____ countless times and we never get bored with it.
- 3 I thought _____ would be very boring but I was in for a surprise. It turned out _____.
- 4 A fad that I simply do not understand is _____.
- 5 I've never been big on _____ because _____.
- 6 The best way to accomplish your goal is to _____.
- 7 I really don't like to engage in tasks which involve _____.
- 8 The best place to hang out with my friends is _____.

- 1 Write sentences from the prompts to describe the picture. You will need to change the form of some words and add any necessary words.



- 1 it / look / as if / photo / take / picnic
- 2 judge / they / appearance / I / say / they / be / father and son
- 3 I / guess / something / unpleasant / might / happen / boy
- 4 he / cover / face / as if / he / cry / and / he / appear / rather / upset
- 5 I / imagine / the father / cheer up / he

- 2 Match the parts of the sentences. Which question in exercise 3 do they help to answer?

- 1 She must be very upset,
- 2 They don't seem to
- 3 It doesn't seem
- 4 She might
- 5 Chances are
- 6 Maybe she's failed her exams, then she is bound
- a have had an argument with either her boyfriend or her parents.
- b know how to help her.
- c like the girl has been hurt.
- d or so it seems, because she's crying.
- e that she has received some bad news.
- f to feel depressed and that's why she needs her friends.

- 3  Describe the picture and answer the questions.

 3 minuty



- 1 What might have happened to make the girl cry?
- 2 Who do you turn to when you have a problem? Why?
- 3 Describe a situation when you had to cheer up a friend in a difficult situation.

- 1 Which of the underlined fragments are not suitable for a formal letter? Write more formal equivalents.

¹Dear Newspaper Editor,

²I'm writing in response to the article which claims that young people do not spend their free time in a creative way, but instead sit in front of their computers all day. ³I think that's an incorrect idea, and I would like to offer my point of view on the matter.

My best friend and I have been solving word puzzles for six years. Our interest in word games started with magazine crosswords, ⁴but we soon discovered we had a real talent for them. We became passionate about word games and began searching bookshops and the Internet for various kinds of challenges. It soon became more than just a form of recreation. Now ⁵we take great pleasure in creating our own word puzzles.

⁶From my point of view, this hobby ⁷is really good for you for many reasons. Firstly, our range of vocabulary is much broader than that of many of our peers. Secondly, we have learned to think creatively and logically. ⁸Also, we ⁹make up crosswords in ¹⁰English and Spanish. We're learning them at school. I believe it is the reason for our good grades in vocabulary quizzes.

In conclusion, ¹¹let me emphasise the fact that many teenagers have creative hobbies, which range from constructing model planes to cooking, and I firmly believe they develop knowledge as well as a sense of taste.

¹²Thank you for your attention,

XYZ

- 2 Read the writing task in exercise 3. Match the ideas (a–h) with the correct category. There is one extra idea which does not match any category.

Positive aspects of using technology: _____

Ways of avoiding the negative effects: _____

- a always in touch with friends and family
- b it's easy to follow the events in our friends' lives
- c meeting people in real life, not just online
- d it's easy to organise social events
- e limiting the amount of time spent in front of the computer
- f there are many dangers present for children on the Internet
- g social media remind us about people's birthdays
- h talking to people instead of texting them

- 3  Read the instructions and do the writing task.

Przeczytałeś/Przeczytałaś w gazecie młodzieżowej artykuł o negatywnym wpływie nowoczesnych technologii na wiele aspektów naszego życia, m.in. na życie towarzyskie. Napisz list do redakcji tej gazety (200–250 wyrazów), w którym nie zgodzisz się z autorem artykułu, podając przykłady pozytywnego wpływu technologii na życie towarzyskie, oraz opiszesz, jak można ustrzec się przed ich negatywnym wpływem.

1 Find and correct one grammatical mistake in each sentence. One sentence is correct.

- Bad music can make your guests to leave a party early.
- A fight with her boyfriend caused Mandy go home.
- I can't help thinking that we should have done more for her.
- Can you help me setting the table?
- I've been enjoying snowboarding since I was five.
- What took you so long? I sat here for 45 minutes!

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

happen mean arrange bother regret miss fail
avoid

- I've been _____ to ask you for ages – could you give me the recipe for your amazing blueberry muffins?
- I _____ not taking my phone to Justin Timberlake's concert – he was taking selfies with anyone who asked for one!
- If you _____ to talk to Sandra, please give her my love.
- Don't _____ asking Chloe for help. She always refuses.
- Now that I've moved out, I _____ chatting with my family at the dinner table every night.
- I _____ to see what all the excitement about escape rooms is.
- They _____ to meet in secret because they didn't want the paparazzi to follow them.
- I knew something was wrong when she _____ looking me in the eye.

3 Complete the text with appropriate words. Write one word in each gap.



When was the last time you attended a wedding reception? I've been
1 _____ three lately, and I'm confused.

I understand that everyone wants to have a big do, but do we have to play games all night? At the last one I went to, all the guests
2 _____ to take part in different contests. We played tug-of-war, and then

the bride went missing and we had to participate in a scavenger hunt to help the groom get her back from the 'kidnappers'. Some people might have 3 _____ a real laugh but not me. Whatever happened to good old-fashioned dancing and catching
4 _____ with relatives that you often only get to see at such events? Now I am helping my daughter, Marta, organise her 18th birthday party. We've already put 5 _____ a guest list and booked a venue. But now I'm stuck because I started thinking that possibly people 6 _____ be expecting games at birthday parties as well. Marta 7 _____ reading about celebrities – should I hire one to come as a guest? My sister says I should. It's the first time I 8 _____ heard of such a thing, but apparently it's possible. But how does one go about it? Anyone had similar problems? Any suggestions would be welcome!

4 Complete the sentences with the correct forms of the words in brackets. Add any necessary words. Write no more than five words in each gap.

- Doing yoga (*enable* / *I* / *keep* / *fit*) _____ and relax at the same time.
- He said he was my cousin? He (*must* / *be* / *mistake*) _____ – I'm not related to anyone by that name.
- I (*be* / *stick* / *indoors*) _____ two weeks now because of my broken leg.
- It (*be* / *commonly* / *believe*) _____ that word games improve your memory.
- She (*play* / *chess*) _____ since she was a little girl – no wonder she's so good at it.
- The Willards have renovated their house. They (*might* / *think* / *sell*) _____ it.
- We're throwing Sam a surprise party. He (*bound* / *be* / *thrill*) _____.
- I'm sorry, I don't (*seem* / *remember* / *meet*) _____ you. What's your name again?
- The teacher (*listen* / *student* / *play*) _____ the whole piece before giving his comments.



5 Choose the correct answers. Sometimes two or all three options are correct.

- Jake! I haven't seen you for ages! What ____ all this time?
a did you do b have you done
c have you been doing
- Although Sarah is a very busy person, she ____ me with all the preparations for the party.
a is helping b has helped c has been helping
- Have you heard? Jake has cancelled tonight's party. He must ____.
a be having problems with his parents
b have a good reason for doing it
c have changed his mind and decided to study for tomorrow's finals after all
- The concert is in Berlin. It ____ be difficult to convince mum to let us go.
a might b can c could
- My brother has always enjoyed being ____ at parties.
a a scream b a good sport
c the centre of attention
- I'm sure he's gone. I saw him ____ so fast that he almost hit the gatepost.
a get in the car and leave
b got in the car and left
c getting in the car and leaving
- Furthermore, allow me to draw your attention to the fact that young people do not seem to have much time to ____ with their friends as they believe they have too many responsibilities.
a hang out b mess about c socialise
- I must say that I ____ you my secrets.
a am regretting to tell b now regret telling
c have often regretted telling
- If you want to find Sam, you ____ his sister – she usually knows where he is.
a could try calling b must have tried calling
c might be trying to call



- 1 **MP3 02** Usłyszysz dwukrotnie cztery wypowiedzi na temat wydarzeń organizowanych poprzez media społecznościowe. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A doesn't understand his/her friend's passion.
 B was surprised when it turned out he/she needed help.
 C says organising events is easy thanks to social media.
 D was worried about being by himself/herself among strangers.
 E wants to organise similar events in the future.

1	
2	
3	
4	

- 2 Match the words and expressions in bold from the text in exercise 3 with the definitions below.

- a person who listens when you talk about your problems: _____
- shared by two or more people: _____
- sadness which you keep to yourself: _____
- complaining: _____
- behave calmly after being very upset: _____
- crying: _____
- all the stages in dealing with something difficult: _____
- understand someone's feelings: _____

- 3 Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 1–4 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.



Sadness is as much a part of our lives as happiness. Couples break up, students fail important exams, and teenagers often argue with their parents. ¹____ In such situations, most people tend to curl up into a ball, pull the blanket over their head and cry. This is often called *having a pity party*. But if it's one of your friends, you might consider not letting them go through this difficult time alone. Instead, you can do what many people have been doing lately – taking the 'party' part literally. After all, it seems only logical that since we celebrate the good times with our friends, we should also share the bad ones with them.

So call all your **mutual** friends and have the most tearful pity party ever. Be careful when putting together a guest list, though. ²____ They need **a shoulder to cry on**, someone who will **sympathise** and continue supplying tissues all night. Decorations are not required, but there are plenty of 'Life sucks' and 'Why me?!' banners and balloons available if you want to go all the way. As for the activities, most pity parties involve dusk-till-dawn heartfelt **whining**

and **sobbing**, depressing music playing in the background, tearful movie marathons and plenty of comfort food, such as junk food and ice cream.

Spending an evening together complaining about life instead of trying to cheer a sad friend up might sound strange at first. ³____ However, it's part of the **coping process**. We shouldn't deny ourselves the right to express negative emotions. **Bottled-up grief** or anger only tend to blow up in our faces at the least expected moments. It's much better to let them out in the safe and supportive environment of your friends. So, if something horrible happens, enjoy your pity party and cry your eyes out – it's therapeutic. Only don't make a habit of it. ⁴____ After all, the point is not to get stuck in self-pity, but to let go of bad emotions so as to be able to get on with your life.

- A All these can cause a person to feel that life's not fair and they just can't go on any longer.
 B Once the party is over, get a good night's sleep and then try to **pull yourself together**.
 C A pity party is all about allowing people to feel sorry for themselves, so don't invite people who are going to tell the sad person to stop complaining.
 D That's why, instead of turning off the phone, you should call them and tell them to bring boxes of tissues and comfort food of your choice.
 E After all, ours is a culture which favours strength, and we're always told to be tough and deal with problems.

- 4 Do the speaking task and answer the questions.

Po zakończeniu roku szkolnego i egzaminów maturalnych maturzyści postanowili zorganizować imprezę dla wszystkich uczniów ze swojego rocznika, aby razem świętować ukończenie szkoły. Jesteś jednym z organizatorów i masz do wyboru dwa plakaty reklamujące tę imprezę.

- Wybierz ten, który najlepiej zachęci absolwentów do udziału w imprezie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- Proms are very often organised at school. What are the advantages and disadvantages of choosing such a venue?
- How important is it for a school to organise fun events such as dances, concerts or sports days for the students?



▶ VIDEO 01

SPOTLIGHT ON SOCIETY VIDEOS

E-body

1

BEFORE WATCHING

- 1 Which of these are important to you in contact with others? Why?

making eye contact hugging touching meeting in real life
smiling holding hands

- 2 Look at the photo and answer the questions.



- Why do you think the man is giving out free hugs?
- Are hugs important to our well-being?
- The title of the video is "E-Body" – what could it mean?
- How might the title be related to hugging?

WHILE WATCHING

- 3 Watch the video and say who or what these people and objects are.

- Justin Bratton _____
- T-Jacket _____
- James Teh _____
- Julie Chia _____
- Justin _____

- 4 Watch the video again. Complete the sentences.

- According to scientists, we need _____ to function well.
- By touching and hugging, we tell other people that we _____ them and also communicate other emotions and give assurance.
- When someone gets overstimulated by the things, on the autism spectrum they _____, hugging calms them down.
- T-Jacket is controlled _____.
- T-Jacket helps Justin because when it 'hugs' him, Justin _____ it and this pleasant sensation allows him to forget about everything else.
- Julie says that thanks to the T-Jacket Justin _____ more and is less _____.

FOLLOW-UP

- 5 Complete the text with the words below.

imitate off reciprocation down inflates
load well-being

THE POWER OF HUGS

You hug someone close to you and they hug you back. Apparently, this simple ¹_____ of human touch is very important to our emotional ²_____. As historic research shows, infants who have unfortunately been deprived of it don't develop as they should. Why are hugs so important? Well, for a start, when you hide yourself in someone's arms, you shut ³_____ the world. It ceases to exist, and all its problems and worries disappear with it. But what if a mother needs to give such hugs to her autistic child all the time to prevent him or her from becoming overwhelmed by all of the stimuli from the outside world? It used to be a serious problem, but these days, she may get them a T-jacket, that is a piece of clothing which ⁴_____ with a click of a specially-designed app in order to ⁵_____ the sensation of being hugged. What a ⁶_____ off her shoulders to know her child will be able to calm themselves ⁷_____ in this way!

- 6 Complete the sentences with the correct forms of the words in brackets.

- Little children get _____ (*stimulate*) by computer games, so they shouldn't play too much.
- Marrying someone is a way of giving them _____ (*assure*) that you'll never leave them.
- Claiming that we need four hugs a day for _____ (*survive*) is going a bit too far, isn't it?
- Little children need varied _____ (*senses*) input for proper development.
- Do you really think being hugged by a T-Jacket can give one a sense of _____ (*secure*)?
- She has many _____ (*anxious*) issues that she's working out with a therapist.

AFTER WATCHING

- 7 Justin Bratton's video suggests that in the future robotic devices may be fulfilling some of our emotional needs, for example robotic pets. Find information about them and create a short video or a presentation to present it to the class.



COMPREHENSION

- 1 Look at the pictures at the bottom of the page. How do you normally react in these kinds of situations?
- 2 🎧 Watch the first part of the video (up till 00:45). What problem is Oliver Burkeman talking about? What is 'busy bragging'?
- 3 Work in pairs. Discuss the questions.
 - 1 Does this 'busyness trap' exist in your country?
 - 2 What solutions to this problem can you think of?
- 4 🎧 Watch the second part of the video (00:45-3:15). Does Oliver mention any of the solutions you thought of? What other solutions does he mention?

Glossary

abundance (n) a very large quantity of something
compartmentalise (v) to separate something into different types or groups
overwhelmed (adj) to exist in such great amounts that someone or something cannot deal with them
takeaway (n) an important piece of information to remember from a meeting, presentation, book etc.

- 5 🎧 Watch the second part of the video again. Answer the questions.
 - 1 What does Oliver say about busyness in the modern world?
 - a There is a fixed amount of space and tasks.
 - b Organised people can get everything done on time.
 - c There is no limit on the amount we could do.
 - 2 What effect does being efficient have on your work life?
 - a It will make you lazier.
 - b You'll get more work.
 - c You'll be a more attractive employee.
 - 3 What does Oliver say about getting everything done?
 - a It's a difficult but achievable goal.
 - b It's not important.
 - c It's an impossible goal.
 - 4 What does Oliver say we have to choose?
 - a What is important to us.
 - b What makes us happy.
 - c What we believe in.
 - 5 What does the author of *Overwhelmed* focus on?
 - a Multi-tasking.
 - b Doing just one thing in each period of time.
 - c Making time for yourself.

AUTHENTIC ENGLISH

- 1 Work in pairs. Read the extract from the video. Why does the speaker ask the question in bold?

So how can we get out of this busyness trap?

I think we need to understand how busyness really works.

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

Rhetorical questions

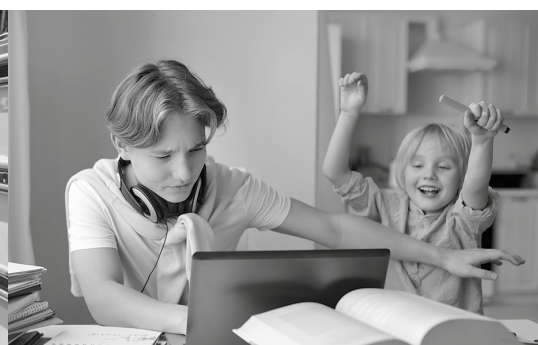
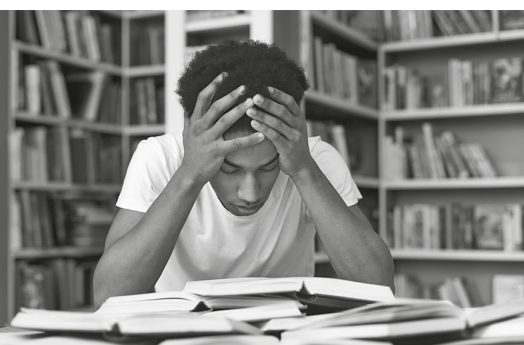
A rhetorical question is a question you ask without expecting an answer from the listener. It is used for effect to persuade or influence the listener. Rhetorical questions are often preceded by so when the speaker supplies the answer.

- 3 Work in pairs. Add rhetorical questions before or after the sentences.
 - 1 In my opinion, the best solution is to make people valued at work as well as paying them better.
 - 2 I think I failed the last part of that exam.
 - 3 You really need to do your share of the housework!
 - 4 You should work a lot harder than you are now.

DISCUSSION

Work in pairs. Discuss the questions.

- 1 Do you agree with Oliver that if you become more efficient, you won't be rewarded with an easier life? Why? / Why not?
- 2 Do you feel part of this 'busyness trap'? If so, what could you do to prevent it?



READING

- 1 Read an article about a book. Complete the article with sentences a–e. There is one sentence you do not need to use.
- a In the workplace, we value workers who put in ridiculously long hours and devote themselves to the job.
 - b She explains that a lot of the stress we feel comes from the constant feeling that everything we have to do has to be done right now.
 - c Other things we want to do, although they may be enjoyable or rewarding, just have to go.
 - d However, there's absolutely no evidence that working more hours leads to greater productivity.
 - e You need to let people know what your boundaries are, and not accept every request you get.

THE FOUR LESSONS I LEARNT FROM OVERWHELMED

Here are my four takeaways from the book *Overwhelmed: Work, Love, and Play When No One Has the Time* by Brigid Schulte.

Put first things first

Schulte tells us to prioritise what is important and schedule time to do it. We need to be clear with ourselves what our priorities are if we are to focus on them. ¹ ____ Prioritising will help you realise what is truly important in your life.

Leave on time

Many companies are obsessed by 'presenteeism', the belief that there is a direct correlation between the number of hours you spend at your desk and your productivity. ² ____ So don't feel guilty about leaving work on time.

Chunks of time

The author stresses the importance of what she calls 'compartmentalised time', which is dividing your time into parts and trying to do just one thing in each period. ³ ____ This is what can lead to doing lots of things at the same time, but not doing any of them well.

Just say 'no'

Schulte emphasises how important it is to learn to say no diplomatically. ⁴ ____ She advises that whenever someone makes a request of you, before you accept, you should consider whether you can actually deliver on it. Whenever possible, delegate and offload it to someone else.

Glossary

- delegate (v)** to give a particular job or duty to someone else so that they do it for you
- offload (v)** to get rid of something that you do not want by giving it to someone else
- prioritise (v)** to decide which things are most important so that you can deal with them first



2 Work in pairs. Discuss the questions.

- 1 Do you agree with the advice in the article in exercise 1? Why? / Why not? Which piece of advice do you like best?
- 2 Who do you know that would benefit from reading this book? Why?

SPEAKING

1 PREPARE Work in pairs. You are going to role-play a situation. Read your instructions.

Student A: You're a successful businessperson, but you're feeling overwhelmed. Make notes on some problems that you may face. Use the ideas below to help you or use your own ideas.

- managing money
- time management
- socialising with friends

Student B: You've recently attended a course on how to overcome busyness. Make notes on strategies you could recommend to a friend who is overwhelmed. Use the ideas below.

- prioritising tasks
- accepting your limitations
- relaxation techniques

Giving strong recommendations

I feel it's essential/vital that you ...
I strongly recommend that you look into the possibility of ...
It's urgent/imperative you start to consider how best you can ...

2 SPEAK Perform your role-play. Then change roles and act out the situation again.

3 REFLECT Which advice did you find useful? Why? Could you apply any of this advice in your own life?

BEYOND THE CLASS

Why not try ...

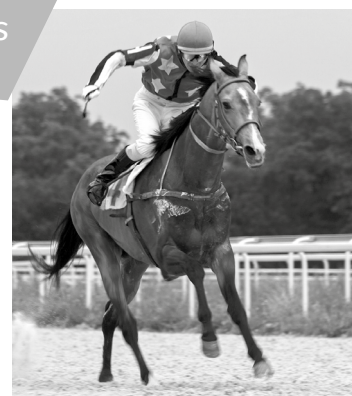
... researching more advice on how to deal with stress/busyness online? Report your findings to the class.

2

SUCCESS AND FAILURE

VOCABULARY

describing levels of performance



1 Choose the correct option to complete each sentence.

- 1 Bolt and Stevens are neck **to** / **and** neck in the final round. It's hard to predict who is going to win this time.
- 2 After the first lap, Fraser is still in the **win** / **lead**, with the remaining runners some distance behind her.
- 3 Davidson used to be a top performer, but he's been on a losing **string** / **streak** since the beginning of this season.
- 4 Will a 1:1 **draw** / **equal** be enough to take England to the semi-finals?
- 5 After a few miles into the race, Tala fell **out** / **behind** and never managed to make up for the lost time.
- 6 As always, the Wizards fought to the **equal** / **finish** and never gave up.
- 7 You could see that Irinova was no **match** / **form** for Greene, and she still needs to learn a lot.

2 Replace the phrases in bold with more appropriate words or phrases with similar meanings.

- 1 The swimmer has worked so hard to achieve his goal that he truly deserves the **winning of a competition**.
v. _____
- 2 Next week, Thomas is playing against last year's **winner in the competition**. c. _____
- 3 We rarely see a United's **failure in a game**, but yesterday's match was an exception. l. _____
- 4 The New York Giants remain **without any losses** this season. u. _____
- 5 Due to her knee injury, which she sustained earlier this season, Williams is no longer **able to perform very well**.
in g. _____ f. _____

3 Complete the text with appropriate prepositions.

The best game I've ever watched was the Handball Championship finals. Our team had only to win one more game in order to become the best team in Europe. Early on in the game, we were ¹_____ the lead, ahead of our opponents by a few points. But then suddenly, our players started falling ²_____ and lost the ball a few times. From then on, the match was like a roller-coaster ride! As soon as the team had managed to catch ³_____ a bit, they started losing again. I can't describe the emotions. The crowd went wild! As if this was not enough, the match ended ⁴_____ a draw and went into extra time. We remained neck and neck ⁵_____ the other team, but in the end we were in second place. Nevertheless, it was a game to remember!



VOCABULARY CHALLENGE! Student's Book, p. 128, UNIT 1, ex. 1

4 Choose the odd one out.

- 1 dive backstroke lane shoot
- 2 backboard slam dunk poles dribble
- 3 defender racket net backhand
- 4 penalty pitch flipturn header
- 5 slope serve slalom downhill

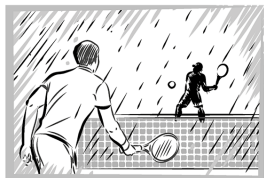
5 Complete the sentences with the correct forms of some words from exercise 4.

- 1 Both teams were still drawn 1:1 after extra time, so the match had to be settled with _____.
- 2 Sheila was going quite fast down the _____ when an inexperienced skier crashed into her.
- 3 A standard football _____ is about 105 metres long by 68 metres wide.
- 4 As a basketball fan, Oliver loves watching the NBA _____ contest – the way the players jump high in the air is quite spectacular.
- 5 Do you lose points in tennis if the ball touches the _____ after a serve?
- 6 How deep can you _____? I mean, how long can you stay underwater?
- 7 In basketball, you mustn't _____ with two hands at the same time, only one hand can touch the ball.

6 Write a few sentences about a memorable sporting event you have watched.

1 Complete the sentences about each picture using the pairs of verbs below in the correct form.

exercise / watch sports play tennis / start to rain
be exhausted / jog arrive / be closed



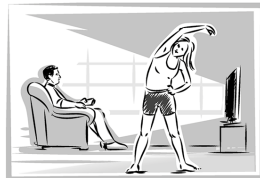
1 When Tom and Bob _____,
it _____.



2 When Tina _____ at
the gym, it _____
for half an hour.



3 Jeff _____
because _____
for two hours.



4 When Julia _____,
her brother James _____
on TV.

2 Choose the correct verb forms in each sentence.

- The coach **had asked** / **asked** all players to come closer, **had stepped** / **stepped** onto a chair and **begin** / **was beginning** his speech.
- Sally **was working** / **worked** out when she suddenly **was feeling** / **felt** intense pain in her left knee.
- When Shaun **was waiting** / **waited** for his flight at the airport, he suddenly **had seen** / **saw** his favourite footballer, who **had been travelling** / **was travelling** with his family.
- Martha was very angry with me yesterday, as she **had waited** / **had been waiting** for hours for me to call her back.
- When we entered the room, everybody **was playing** / **played** a strange game that we **never saw** / **had never seen** before.
- When I **had wanted** / **wanted** to pay for the tickets, I **was realising** / **realised** that I **had had** / **had** no money on me because I **left** / **had left** my wallet at home.

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

The Champions League Final is a major event for every football fan, so my brother and I ¹_____ (**decide**) to invite a bunch of friends round and watch the game at home. We wanted to make sure that everything was well-planned. First, we ²_____ (**clean**) the flat, ³_____ (**order**) some snacks and beverages, and we even ⁴_____ (**decorate**) the living room with the flags of the two teams. On the actual day, we ⁵_____ (**sit**) on the couch and ⁶_____ (**wait**) for the game to begin. When I ⁷_____ (**switch**) on the TV, it ⁸_____ (**turn**) out that we ⁹_____ (**miss**) one detail – we ¹⁰_____ (**not pay**) to watch the broadcast! Obviously, the final was a pay-per-view event. Unfortunately, due to some technical issues, by the time we managed to pay for watching the game, it ¹¹_____ (**already** / **end**).

4 Choose the correct answers. There are two correct options for each sentence.

- _____ so I didn't know the rules of the game.
a I had never played it before,
b I wasn't playing water polo,
c I hadn't been paying attention during PE classes,
- I wanted to believe him, but _____.
a he didn't tell the truth before.
b it seemed like he was lying.
c he had already lied to me a few times.
- When I woke up this morning, _____.
a my parents had already left for work.
b it was raining heavily.
c I had taken a shower.
- _____ when our school team finally scored the first goal.
a We had been thrilled
b They had been playing for more than an hour
c Unfortunately, I wasn't watching the match
- The teacher was really irritated _____.
a because most of the students had forgotten to do their homework.
b when we arrived late for class.
c as she was marking our tests all night.

5 Write sentences from the prompts using the correct past tenses.

- How long / you / take driving lessons / before you / take the test?

- While / Tina / sleep / her phone / ring / three times.

- After / Helen / join the national team / she / win championship twice.

- While / the teacher explain / English grammar, Chris / look out of the window.

- I / already lie in bed / when / I realise / I not buy anything / for mum's birthday.

- Lucy / hear a knock / get up / and open the door / but there be no one there.

6 Complete the sentences with your own ideas.

- Before I arrived in class this morning, _____.
- I was just leaving the house yesterday when _____.
- I was exhausted last night because _____.
- While I was getting ready to school yesterday, I suddenly realised _____.

- 1 Complete the questions with the words below. Then answer the questions so that they are true for you. Check the meaning of the phrases in bold in a dictionary.

bombshell grasp hand leg sights steam

- Would you prefer to succeed in life **under your own** _____, or is it OK to take advantage of whatever help you can get?
- Have you ever received some bad and unexpected news that **came as a total** _____?
- Have you ever **set your** _____ **on** becoming the best at something (e.g. a sport, a skill)?
- Have you ever tried to argue with somebody even when you **didn't have a** _____ **to stand on**, and had no chance of winning the argument?
- What new hobby or sport would you like to **try your** _____ **at**?
- Have you ever had success **within your** _____, but then missed out at the last moment?

- 2 **MP3 03**  Listen to part of a radio phone-in about doping in sport and choose the correct answers.

- When did Mark train the most during his teenage years?
 - Before school.
 - After school.
 - At the weekend.
 - During the holidays.
- What type of cycling was Mark least successful at?
 - Road racing
 - Track cycling
 - BMXing
 - Mountain biking
- What did Mark do to check the medicine was safe to take?
 - He compared the ingredients with a printed list.
 - He checked an online list of illegal ingredients.
 - He discussed the medicine with his team doctor.
 - He asked his roommate for advice.
- The worst moment for Mark was when
 - he saw his test results.
 - he was suspended from the competition.
 - he was banned for four years.
 - other people assumed he had been cheating.
- After being banned from the sport, Mark
 - accepted that it had been entirely his own fault.
 - went back to intense training for a while.
 - stopped cycling completely.
 - helped others to avoid substances which are forbidden.

- 3 **MP3 03**  Listen again. Complete the sentences with information from the conversation.

- At his peak, Mark believed he could be _____.
- He expected to represent his country as a _____.
- He needed some medicine because his _____.
- He got his test results on the evening of the _____ of the competition.
- Mark regrets that he didn't _____ enough.

- 4 Write a short description of a success that ended in failure (or a failure that ended in success). It can be a true story from your own experience, or an invented story from your imagination. Try to use some of the words and phrases in bold from exercise 1.

REVISION Student's Book, p. 20

- 5 Match the parts of the sentences.

- | | |
|---|--|
| 1 Before he retired from sports, Adams took | ☐ ☐ |
| 2 Sports drinks caught | ☐ ☐ |
| 3 Teenagers often take | ☐ ☐ |
| 4 She got injured and, as a result, dropped | ☐ ☐ |
| 5 Tamara has recently got | ☐ ☐ |
| a on | I sports in order to impress their friends. |
| b out | II in three Olympic Games. |
| c into | III in Poland two decades ago. |
| d part | IV climbing and is planning a trip to the Alps soon. |
| e up | V of the competition. |

- 6 Insert five missing words in the text below.

Coach Jackson:

'The fact that we've managed to put such a great water polo team within just a few months is a major achievement for our school. Most of the boys are swimmers who into water polo only several months ago. They had never taken part swimming competitions or considered taking a competitive sport! Luckily, my team is very ambitious, and I believe they can achieve quite a lot. In fact, the last three victories have shown we are just warming.'



- 7 Write 2–3 sentences to answer the questions below.

- Which sport that you've never tried before would you most like to take up and why?

- Which activity do you most regret having given up?

- If you could drop out of something you don't like, what would it be?

1 Match the parts of the sentences.

- 1 Paul used ☐
 - 2 My younger sister is always ☐
 - 3 How many times a week does Sheila ☐
 - 4 When my dad was at university, he would ☐
 - 5 When we were kids, Sam was ☐
 - 6 What sports are you ☐
- a do aerobics?
 - b playing in your PE classes this month?
 - c to be sportier before.
 - d go to the swimming pool every morning.
 - e borrowing my clothes without asking for permission.
 - f constantly forgetting to bring his sports kit to school.

2 Complete the sentences with the correct forms of *used to* or *would* and the words in brackets. In some sentences both forms are correct.

- 1 Tina _____ (*visit*) us more often some time ago. Do you know why she's stopped coming?
- 2 As children, we _____ (*not receive*) any pocket money as our parents could not afford it.
- 3 When my brother and I were little, dad _____ (*take*) us to basketball matches every month.
- 4 _____ (*Ronaldo / play*) for Manchester United?
- 5 When we lived in the countryside, we _____ (*have*) a little pony, which everyone loved.

3 Translate the Polish parts of the text into English.

The sportsperson that I admire the most is my younger brother Tim, mainly because of how much he's changed since he took up sport. As a child, he ¹_____ (*był*) a very weak boy, who hated PE classes. At home, he ²_____ (*zawsze narzekał*) when I wanted to play some sports with him, which made me really mad. Then one day, dad signed him up for karate classes. It came as a surprise to everyone that Tim got into it quite quickly. Usually, he ³_____ (*uczęszczał na*) the karate classes twice a week, but now he ⁴_____ (*trenuje*) three to four times every week as he's taking part in a school competition next month. Recently, he's reached 4 KYU and he's preparing for his brown belt. The only thing I still find annoying is that he ⁵_____ (*ciągła się chwali – boast*) about his victories. But I guess many successful athletes are a little vain.

GRAMMAR CHALLENGE! Student's Book, p. 129, UNIT 2, ex. 1

4 Complete the sentences with the correct forms of the verbs in brackets and either *be used to*, *get used to* or *used to*.

- 1 Even after having lived in London for six months, I _____ still _____ (*drive*) on the left.
- 2 I'm not looking for a flatmate, as I _____ (*live*) alone.
- 3 John _____ (*jog*) three times a day, but now he only goes once a day.
- 4 I hope one day my daughter _____ (*eat*) fresh vegetables. At the moment, she refuses to eat her greens.
- 5 As a teenager, I used to sleep in a lot, but a few years ago I _____ (*get*) up early.
- 6 Sheila _____ (*study*) at night ever since we were at college, and I guess she still prepares for exams when everyone else is sleeping.
- 7 I know that winning the cup has made me famous, but I _____ never _____ (*be*) the centre of attention.

5 CUMULATIVE GRAMMAR Complete the second sentence so that it has a similar meaning to the first. Use the words given.

- 1 Ted left the stadium before I arrived. **ALREADY**
When I arrived, _____ left the stadium.
- 2 This room was once my older brother's bedroom. **SLEEP**
My older brother _____ in this room.
- 3 Ann's recently become quite selfish! **USE**
Ann _____ so selfish!
- 4 During dinner, the phone rang. **WE**
While _____, the phone rang.
- 5 I started cooking two hours before you came home. **FOR**
When you came home, I _____ two hours.
- 6 I often went fishing with my grandad. **WOULD**
My grandad _____ me fishing with him.
- 7 It's common for Helen to start crying for no reason. **OFTEN**
Helen _____ for no reason.
- 8  I don't usually eat such a big breakfast! **USED**
I'm _____ such a big breakfast!
- 9  He still finds it difficult to speak English all the time. **GOT**
He still hasn't _____ English all the time.

6 Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary.

- 1 Look at the scores. Paul _____ (*can't / win / last / game*) because he's no longer in the lead.
- 2 Please be quiet as not everyone _____ (*wake up / yet*). They _____ (*must / fall / sleep*) very late last night.
- 3 Steve _____ (*can't / part / Olympics*) – he was never that good.
- 4 How long _____ (*you / play / together / team*)?
- 5 Thomas _____ (*must / feel / exhausted*) when he arrived last night. He _____ (*just / drive*) 400 kilometres.
- 6 The phone _____ (*may / ring / while / I / take*) a shower, but I couldn't hear a thing.
- 7  I _____ (*not / be / use / go / bed*) so late at night, so I _____ (*might / tired / morning*).
- 8  Margaret _____ (*can / extreme / compete*) at times, but few people know that side of her.

1 Read the text in exercise 2 and decide what these names and numbers refer to.

- 1 Thomas Gregory – _____
- 2 The English Channel – _____
- 3 16 – _____
- 4 32 – _____

2  Match the headings (A–F) with the correct paragraphs (1–4). There are two extra headings.

- A IT'S NOT ABOUT THRILLS OR HI-TECH GEAR
- B NEW BAN TO PREVENT ACCIDENTS
- C A RECIPE FOR DISASTER?
- D AN UNLIKELY SUCCESS STORY
- E THE HIGH PRICE OF SUCCESS
- F THE DIFFERENCE BETWEEN SINKING AND SWIMMING



SWIMMING THE ENGLISH CHANNEL

1 ____

The English Channel, known as *La Manche* in French, is the stretch of dark, cold and rough water that separates Great Britain from France. Although it's not very deep, the Channel has strong currents since it joins the North Sea with the Atlantic. At its narrowest point it's 32 km wide, but the currents mean that swimming in a straight line is virtually impossible, so any swimmers who wish to cross the Channel are forced to cover a greater distance. In fact, the swim is so dangerous that France has banned swimmers from departing from its shore. Yet, many people are tempted by the challenge.

2 ____

Although open water swimming might seem like child's play, it is actually a unique kind of extreme sport that really lives up to its label. Unlike many other extreme sports whose appeal lies in the high speed or huge height at which they are performed and the accompanying adrenaline rush, crossing the Channel is about braving the forces of nature. What's more, most extreme sports involve using modern equipment such as wingsuits or parachutes. However, to swim the Channel, you can only rely on your own physical strength. The success stories show that preparations require both determination and years of hard work, and even that does not guarantee success.

3 ____

The youngest person to brave these rough waters was Thomas Gregory. When he was picked as a candidate for the swim by his coach, Gregory didn't look like a likely record-breaker. He was a chubby 7-year-old who had joined his local swimming club simply because his friends had as well. It took 4 years of systematic training, both in the swimming pool and in lakes, before the boy was ready for his 12-hour swim. His success was remarkable, but the British Channel Swimming Association did not approve of the idea of such young people risking their lives, and later raised the age limit for Channel swimmers to 16.

4 ____

So, what is the secret ingredient in the recipe for success of those who have managed this feat? The answer, surprisingly enough, seems to be self-awareness. The statistics of record-breakers suggest that almost anyone with enough persistence can build up the necessary physical endurance to face this challenge. The list of those who have made it includes men and women of all nations and ages. What they have in common is that they'd prepared methodically and avoided the temptation to push themselves too far. Sadly, most of the swimmers who died while attempting to swim the Channel had refused to stop even when it was clear they ought not to go on.

3  Read the text again and complete the leaflet below. Use no more than four words in each gap.

CROSSING THE CHANNEL

- The Channel which separates the British Isles from continental Europe is not very wide. In fact, ¹ _____ between England and France (which is on the other side) is only 32km. However, ² _____ make it impossible to cross the Channel in a straight line.
- Swimming across the Channel qualifies as open water swimming – an extreme sport. It's unusual for such disciplines in that it doesn't involve being ³ _____, which causes the adrenaline rush people are after. It also doesn't require any equipment. It's all about being both ⁴ _____, although it still doesn't mean you'll make it.
- The youngest swimmer to cross the Channel was Thomas Gregory, who achieved this feat at the age of ⁵ _____. Despite being neither very fit nor ⁶ _____ (he only started doing it for his mates), he managed the crossing after 4 years of training.
- Thomas will forever remain the youngest person to do so, because nowadays you must be at least 16 to be able to try. This is because the crossing was felt to be ⁷ _____ for younger people.
- Anyone can try it ⁸ _____ their sex, age or nationality. It's all about resilience and endurance. But if you want to survive, you also have to know when to ⁹ _____ if the going gets tough.

4

- | | | |
|---|------------|--------------------------|
| 1 | systematic | ☐ |
| 2 | physical | ☐ |
| 3 | guarantee | ☐ |
| 4 | push | ☐ |
| 5 | manage | ☐ |
| 6 | cover | ☐ |

5

- 1 Marathon runners have to _____ a distance of 26 miles and 385 yards.
- 2 Even the most rigorous training does not _____ success – you usually also need some luck to do well in a competition.
- 3 Thanks to _____ training, John quickly became the best tennis player in the club.
- 4 John beat the world heavy weight champion. It was really impressive how he _____ this feat.
- 5 You can't just give up because of slight muscle ache! If you don't _____ yourself, you'll never improve.
- 6 People who participate in the Ironman contest need to have great physical _____ in order to get to the finish line.

REVISION

6

- 1 giving money so that someone will help you do something against the law
- 2 making something better
- 3 say something is true
- 4 officially say that something is forbidden
- 5 take away
- 6 officially stop someone from doing their job
- 7 stop doing something
- 8 tests

- 1 BIEBYRR
- 2 NAGNIEHNC
- 3 TAMID
- 4 NAB
- 5 PISRT
- 6 SUPNESD
- 7 UIQT
- 8 CKCEHS

The secret message:

1	2	3	4	5

F		X		
6		7	8	9

7



Unfortunately, there are many instances of dishonesty in sport. From time to time, the media report that a judge or a referee ¹_____ (*przysnął się do łapówkarstwa*), which makes us doubt the results of the games they had refereed. Athletes themselves don't always play fair, either. When their performance starts dropping or when the competition gets too tough, many of them ²_____ (*zaczyna brać środki dopingowe*) in order to ³_____ (*poprawić swoje wyniki sportowe*). That is why the International Olympic Committee ⁴_____ (*przeprowadził kontrole na*) a few hundred athletes after the last Olympic Games. It turned out that a number of the test results came back positive, and many athletes had to pay the price. Those who had cheated ⁵_____ (*odebrano im wszystkie medale*) or ⁶_____ (*zostali czasowo zawieszeni w zawodach*). Naturally, they promised ⁷_____ (*przestać brać doping*), but can we trust them?

VOCABULARY CHALLENGE!

8

- 1 + success _____
- 2 - expense _____
- 3 - compete _____
- 4 + logic _____
- 5 - satisfy _____
- 6 + replace _____
- 7 - comfort _____
- 8 - respect _____
- 9 - legal _____

9



- 1 Canoeing is so _____ (*adventure*). Let's go white water rafting this time.
- 2 UEFA wants football fans to be more _____ (*tolerate*), so during the European Cup they put up banners with the message 'UEFA against racism'.
- 3 The Portuguese team was _____ (*prepare*) for our sudden change of tactics and lost the game.
- 4 He's been the world champion for three years, so 7th place is clearly _____ (*satisfy*) for him.
- 5 If you don't stop being _____ (*respect*) towards the teachers, you'll get into trouble.
- 6 Your speech seems to be a bit _____ (*personal*) – you could include some more interesting details in it.

1 Correct one mistake in each sentence by adding, crossing out or replacing a word.

- 1 How would you prefer to let the students to know?
- 2 Oh no, I can't be along with that.
- 3 OK, we're with agreement about that.
- 4 So, we're here to discuss ideas at the Sports Day.
- 5 That's the excellent idea!
- 6 We need to decide how promote our competition.



2 Complete the mini-dialogues. Then read the speaking task in exercise 3 and decide which points (1–4) each mini-dialogue refers to.

- 1 **A** I think one of the teachers should be the referee.
B I am not sure I _____ because he might not be objective. ☐
- 2 **A** Then who do you suggest?
B What would you _____ of asking the hotel owner to be the referee? ☐
- 3 **A** What if the teachers don't want to participate?
B I am sure that the teachers _____ love to show that they are unbeatable. ☐
- 4 **A** Do you think we need some prizes for the winners?
B I do. What _____ buying some local souvenirs for the winning team? ☐
- 5 **A** We need to decide where to organise the match.
B I would _____ that the pitch behind the hotel is an ideal place. ☐

3 Read the instructions and do the speaking task.

⌚ 4 minuty

Jesteś na obozie młodzieżowym za granicą. Razem z kolegami/koleżankami chcecie zorganizować towarzyski mecz piłki nożnej między uczestnikami obozu a opiekunami. W rozmowie z jednym z opiekunów omów poniższe kwestie.

1 zachęcenie opiekunów do udziału w meczu

2 sędziowanie

3 czas i miejsce meczu

4 nagrody dla zwycięzców

Rozmowę rozpoczyna zdający.

1 Read the writing task and the article below. Then complete the text with the words and phrases below. There is one extra word/phrase.

Lokalna gazeta ogłosiła konkurs na artykuł zatytułowany *Learning from the mistakes of others*. Napisz artykuł (200–250 wyrazów) na ten konkurs. Przedstaw w nim sylwetkę sportowca, który okazał się nieuczciwy, oraz napisz, jakie wnioski mógłby wyciągnąć młody człowiek, dla którego ten sportowiec był idolem.

apart from this craved eventually harm all in all pose
by the time demanding it wasn't long before initially

Famous athletes often become our idols and we can learn a lot from them, even when they make mistakes. Lance Armstrong is a good example.

Armstrong was into running and swimming, and as a teenager combined these passions by taking up triathlon – a very ¹ _____ discipline. However, his love for cycling ² _____

won, and at 18, he became a professional cyclist.

³ _____ he was 21, he was winning many of the world's most important championships. However, it turned out he ⁴ _____ victory so much, he was taking performance-enhancing drugs.

⁵ _____ he was stripped of his medals and banned from cycling for life. Armstrong ⁶ _____ denied all accusations, but later admitted to everything.

It is clear that trying to win by cheating is not worth it. How can we admire achievements that might have been won unfairly? The shame, accusations and disappointment of fans must be very unpleasant. Also, when your medals are taken away, someone else becomes the winner anyway.

⁷ _____, you risk losing more than your medals – you are endangering your entire career. First of all, you are banned from competing, but secondly you might miss out on a chance of becoming a coach. After all, who wants to learn from someone dishonest?

⁸ _____, foul play does more ⁹ _____ than good as athletes who are found to be involved in doping lose their trophies, careers and the respect of others. So the lesson here is that if you do not play fair, you might be left with nothing.



2 Read the writing task in exercise 3. Divide the phrases below into problems and ways of dealing with problems.

Problems:

Ways of dealing with problems:

- | | |
|---|---|
| a equipment failure | f learn to work as a team |
| b injuries | g lack of persistence |
| c always check your equipment | h analyse your opponents' game |
| d do not give up easily | i lack of strategy in team games |
| e train under professional supervision | j know your limits |
| | k overtraining |

3 Read the instructions and do the writing task.

Młodzieżowa gazeta sportowa ogłosiła konkurs na artykuł pt.: *Failure can lead to success*. Napisz artykuł (200–250 wyrazów), w którym opiszysz czyjaś sportową porażkę oraz wyjaśnisz, jak na dłuższą metę pomogła ona tej osobie osiągnąć sportowy sukces.

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

Hi TJ,

How are things? A lot has been happening over here. Remember going to the lakes in the summer when we were younger? We ¹_____ our kayaks and go exploring together, and you ²_____ my oars! Well, all that rowing comes very handy now, because I have joined a rowing club. Our new PE teacher talked us into it. We were sceptical at first, but then a few classmates decided to join, and so it ³_____. Actually, half of my class are now in the school team. We've been on a winning ⁴_____ for months now, and we've qualified for the national finals. Unfortunately, our best rower was suspended from ⁵_____ races after it turned out he had been taking some performance-enhancing substances. ⁶_____ this, another good rower broke his arm last week, so I'm not confident about our next race.

Anyway, congratulations ⁷_____ your test results! Let me know which university you get into!

All the best,

Kate



- | | | | |
|-------------------------|----------------------|---------|------------|
| 1 a were used to taking | c had been taking | | |
| b have taken | d would take | | |
| 2 a did always hide | c could always hide | | |
| b were always hiding | d have always hidden | | |
| 3 a took on | c caught on | | |
| b turned up | d broke through | | |
| 4 a streak | b line | c time | d period |
| 5 a more | b further | c later | d another |
| 6 a Despite | b Besides | c Aside | d Moreover |
| 7 a for | b to | c on | d with |

2 Translate the Polish parts of the sentences into English.

- By the time the Ironman triathlon finished, 25 participants _____ (*już odpadli*).
- Sandy _____ (*nie przyzwyczaiła się do*) wearing glasses yet.
- It's the first time _____ (*osiągnęłam*) such success.
- Sue and Steve were all wet, because _____ (*biegali*) in the rain.
- The two presidential candidates _____ (*idą też w łeb*), so it's difficult to say who'll win.
- The fans _____ (*są niezadowoleni z*) our team's performance this season.

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

- She's an experienced and _____ (*respect*) teacher. I'm glad she's going to teach us physics.
- Seven teams will participate in this _____ (*compete*).
- My _____ (*adventure*) parents are planning to climb Mt Blanc during the long weekend.
- It was only thanks to our two great _____ (*defend*) that we didn't lose the game.
- If you have problems, try talking to Ms Hudson – she's the most _____ (*approach*) of all the teachers here.
- Everyone was waiting _____ (*impatient*) for the results of the test.
- Our team has been _____ (*defeat*) for four seasons now, so I'm sure we'll win our next game.

4 Complete each set of sentences with one word.

- _____ The World Cup committee will _____ teams for each group in the next championships.
If the game ends in a _____, we will not qualify for the quarter finals.
We need a bigger venue. I'm sure his concert will _____ a crowd.
- _____ Meghan lit a _____ so close to her face she burnt off her eyebrow.
When we go to England, I want to go to see a cricket _____ live.
Ons Jabeur was no _____ for Iga Świątek, who beat her in the US Open tournament in 2022.
- _____ Adam Małysz _____ to be a ski jumper before he got into car races.
I am not _____ to running so much, could we please take a break?
The diver _____ up all the oxygen so he had to come up to the surface.
- _____ The _____ price of the device is €200 but with taxes it will be a bit more.
Volleyball is a game where two teams are separated by a _____.
She spent hours surfing the _____, but she finally found the recipe she was looking for.
- _____ Sam's knee was giving him problems, so he fell _____ the other runners.
The swimming pool is _____ the school – just go through the back door and you'll see it.
Mary thinks the hike in the mountains will be too demanding for the kids and I'm _____ her on this one.
- _____ We typically use bamboo _____ to support growing plants in our garden.
I need to buy some new ski _____ before we go skiing this year.
His life goal is to visit the Arctic and Antarctica and walk to both the _____.



- 1 Przeczytaj dwa teksty związane z kontuzjami w sporcie. Następnie wykonaj zadania 1–7 zgodnie z poleceniami.

Tekst 1.

No one would deny that sport is part of a healthy lifestyle. Naturally, there's no avoiding muscle aches and bruises while practising a sport. Yet, it seems that the number of sport-related injuries among children has risen to alarming proportions. Two independent reports, released by the US Center for Disease Control (CDC) and Safe Kids Worldwide, confirm that millions of children every year need medical treatment as a result of sport injuries. These injuries range from twisted ankles and broken toes to brain damage. What both institutions stress, however, is that many of them could easily have been predicted, and CDC believes that more than half of them could have been prevented.

Of course, accidents will always happen, but a lot could be done to improve the situation. Statistics show, for instance, that despite the fact that only about half of the injuries take place during actual games, many parents fail to ensure that their kids obey health and safety guidelines during practice sessions. This is possibly the first thing that could be looked into – practice sessions contain the same risks as the game itself.

Besides accidents, there's another problem – overuse. This basically means training too much or too hard. Researchers have found that the number of hours a child trains each week should be equal to their age. If children exceed this limit, then the probability of injury increases to 70% and children are likely to develop problems common for their chosen discipline. According to the statistics, almost half the number of sport injuries among 11 to 18-year-olds are a consequence of overuse. That's why it's important that everyone – young athletes, their parents and their coaches alike – is made aware of the problem. They need to learn to recognise the early symptoms of overuse and, more importantly, learn how to prevent it. This means, among other things, remembering to warm up and cool down, correcting your technique and allowing your body a proper rest between training sessions.

Tekst 2.

Late in the evening, on June 11, 2010, some shocking news was announced on the sports bulletins – one of the best Polish handball players, Karol Bielecki, had been badly injured. His eye had been damaged during a match with Croatia. Bielecki was immediately taken to a local hospital, where it was established that he had to be taken to Lublin in order to undergo surgery. To make matters worse, it was getting dark, so a helicopter was out of the question; the only option was a conventional ambulance. It was hours until the specialists in Lublin could finally examine him.

Like many other handball fans, I spent the next few days anxiously waiting for more information. Was he going to lose his eye? Was this going to be the end of his brilliant career? Bielecki's road to stardom had been impressive. Fascinated with handball since he was little, he applied to a high school specialising in the sport in order to come under the wing of a well-known coach who trained the Polish junior team. The school, however, believed him to be unsuitable for handball and asked him to leave. Karol promised himself that he would prove them wrong and within months he had become the youngest player in a regular second league club, Wisła Sandomierz, and then he was accepted by Iskra Kielce. By the time he was twenty, he'd participated in a number of national and European championships with these clubs and had been selected for the Polish national team.

And now all that was hanging in the balance. The whole Polish handball community held its breath. Bielecki was transferred from Lublin to a clinic in Germany. Finally, a week after the horrible accident the worst scenario turned out to be true. Bielecki announced that he had lost one of his eyes and he would quit sports. Luckily, however, he did not allow his disability to ruin his career and reconsidered his decision within days. Despite warnings from his doctors, he decided to return to the court. Wearing special protective goggles, Bielecki took part in a friendly competition. The fans were amazed and ecstatic. The goggles worked and over a month later, he returned to play in the Bundesliga. When his German club came to Poland for a match, hundreds of fans greeted him back on his home court in Kielce with banners saying 'Hats off to the pride of handball!'

*Cały kraj, cała hala chyli czoła przed dumą handballa

W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

- In the first paragraph we learn
 - various injuries are to be expected when doing sports.
 - CDC and Safe Kids Worldwide cooperated in investigating sport-related injuries in kids.
 - most injuries requiring medical treatment are sports-related.
 - stress is among the reasons why so many injuries happen.
- Which of the following is presented in the text as **an opinion**, and not a fact?
 - Overuse is the cause of over 50% of sport injuries among young people.
 - Over 50% of sport injuries need not have happened.
 - The amount of time children should spend on training depends on their age.
 - Many parents allow their kids to ignore advice on health and safety during practice sessions.
- The author of this text
 - criticises parents and coaches who ignore safety guidelines while children are doing sports.
 - explains who is responsible for so many sport injuries among young people.
 - expresses doubts on whether children should be encouraged to do sports.
 - highlights safety problems and suggests ways of avoiding them.

Uzupełnij luki w zdaniach 4–7 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- When Bielecki got injured, it wasn't possible _____ to take him to the hospital.
- Bielecki chose a high school which had _____ among their staff.
- When he was forced to leave this school, Bielecki decided to show them _____.
- He started playing for the Polish national team _____ years old.

2 Read the instructions and do the writing task.

Przeczytałeś/Przeczytałaś ostatnio artykuł sugerujący, że liczba godzin lekcji WF powinna być ograniczona. Napisz artykuł (200–250 wyrazów), w którym wyjaśnisz dlaczego nie należy tego robić, oraz zaproponujesz, co mogłoby sprawić, że uczniowie będą bardziej angażować się w lekcje WF.



▶ VIDEO 03

SPOTLIGHT ON SOCIETY VIDEOS

Shona faces her fears

2



BEFORE WATCHING

- 1 Work in pairs. Answer the questions.
 - 1 What kind of activities or situations make you scared?
 - 2 What kind of sport activities can make people scared?
 - 3 Why would someone be afraid to ride a horse?
- 2 Look at the words connected with horses. Explain their meaning. Look up any words you don't know and add any other words that you do.

saddle the gallops galloping horse reins
stable mount bounce

WHILE WATCHING

- 3 Name Shona's feelings/attitudes as they changed over time.
 - 1 Shona when she first started riding.
 - 2 Shona after the accident.
 - 3 Shona when she started riding again.
 - 4 Shona when she's talking to her mum.
 - 5 Shona at the end of the film.
- 4 Complete the sentences with the information from the video.
 - 1 In the countryside, Shona likes _____.
 - 2 She _____ for two years now after she _____ her horse.
 - 3 In order to face her fears, she has recently gone back _____.
 - 4 On her first day, as she remembers her accident, Shona doubts whether she _____ her horse.
 - 5 The gallops are dangerous because even a _____ can cause the rider to fall.
 - 6 As a result of the course, Shona _____.

FOLLOW-UP

- 5 Use the words below to create collocations. Then explain their meanings in English.

receive one's fears balance give up creep in confront
an obstacle

- 1 become _____ - _____
- 2 _____ one's doubts - _____
- 3 doubts _____ - _____
- 4 _____ on a first attempt - _____
- 5 loss of _____ - _____
- 6 overcome _____ - _____
- 7 _____ a confidence boost - _____

- 6 Complete the email Shona's mum sent her with the words below.

inner extraordinary overcome persevere scars pay off

Dear Shona,

I know you're scared and the ¹_____ on your arm remind you of that horrible accident. I also realise what an ²_____ effort it is for you to try to get on a horse again. But I just wanted to let you know how happy I am you're doing this. Remember how you used to love riding? How exhilarated it made you feel? I want that for you again. You're a person with such a(n) ³_____ strength that I'm sure you'll be able to ⁴_____ all obstacles. Just ⁵_____ and it will ⁶_____ - believe me. And then you can ride like you used to. Call me whenever you need me!

Love,
Mum

AFTER WATCHING

- 7 Think about a fear you have and how you could try to overcome it. Then write a blog entry to describe how your attempt has gone.



COMPREHENSION

1 Work in pairs. Discuss the questions.

- 1 Are there any famous Olympians from your country?
- 2 What personal qualities do you think an Olympian needs?

2 ▶ Watch the first part of the video (up to 1:25) about the British Paralympian, Sarah Storey. Do you think she has any of the qualities you discussed in exercise 1?

3 ▶ Watch the first part of the video again. Complete the sentences with one word.

- 1 In Sarah's opinion, structure and organisation are more important than _____ for success.
- 2 For Sarah, psychological training is something you should constantly _____.
- 3 Your pressure to perform is the same whether the stadium is empty or _____.
- 4 It's important to remain _____ in each specific race.

Glossary

blinker (*adj*) limited or inflexible

breakaway (*n*) in cycling when a small group of riders or an individual has successfully opened a gap ahead of the main group of riders

4 ▶ Watch the second part of the video (1:25–3:00). Choose the correct option (a, b or c) to answer the questions.

- 1 What is Sarah's attitude to technology in cycling?
 - a It helps you to deal with whatever the other team does.
 - b It means you don't have to rely on your instincts.
 - c It is useful, but you have to think for yourself during the race.
- 2 How does Sarah feel about emotions in a race?
 - a They can prevent you from concentrating.
 - b They can help you break through a difficult situation.
 - c They can't be controlled.

- 3 Why is visualising what you are capable of useful?
 - a It can help you to calculate how much time you have.
 - b It can help you keep ahead of the other riders.
 - c It allows you to hear when people are shouting at you.
- 4 What is the secret of a long and successful career in sport according to Sarah?
 - a using your emotions in the race
 - b being cool and focused
 - c making time to party

5 ▶ Watch the whole video again. Answer the questions.

- 1 Which Olympic Games does Sarah mention?
- 2 How many sports does Sarah mention? What are they?
- 3 What does Sarah say she used to be good at?

AUTHENTIC ENGLISH

1 Work in pairs. Read the sentence from the video. Why do you think the speaker uses the phrase in bold?

*I think over the course of a long breakaway, **you know**, a couple of hours away on your own ...*

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

you know

We use *you know* in natural spoken English:

- to clarify a point,
- to tell the listener they already know the answer,
- to check understanding,
- as a filler when we are thinking of what to say next.

3 Decide why *you know* is used in the following sentences.

- 1 Rugby is more dangerous than tennis, you know, because it is a contact sport.
- 2 Success is partly luck and partly talent, you know. Does that make sense?
- 3 Who is David Beckham? You know, he's that English footballer. Everybody has heard of him.
- 4 I like that game, you know, that they play indoors with rackets.

4 Work in pairs. Clarify an idea to your partner using *you know*. Use the ideas below or your own idea.

- fixing a problem with your computer
- the rules for a particular sport
- the rules of a video game

DISCUSSION

Work in small groups. Do you agree with Sarah's scientific approach to success? Why? / Why not?

**READING**

- 1 Work in pairs. What advice would you give to someone who wants to be successful?
- 2 Read the article. Match the headings (a–e) with the paragraphs (1–3). There are two extra headings.
 - a Focusing on what you can actually change
 - b Taking a scientific approach
 - c Learning from successful people
 - d Preparing for the unexpected
 - e Setting clear goals

THREE STEPS TO SUCCESS

1 ____

The acronym TCUP stands for 'Thinking Correctly Under Pressure'. What it means is that you have to perform well at the critical moment to ensure success. You will have to work through every eventuality so that you go through the thought processes needed to overcome any stressful situation. This process reduces the chances of coming up against something you haven't anticipated and allows you to use the little time you have at the critical moment to think through the problem.

2 ____

If we want to be successful, we have to stay focused. A highly effective way of staying focused is to set specific goals. This makes them less abstract and more real. The SMART goalsetting technique will help you do this. The acronym SMART refers to goals that are Specific, Measurable, Achievable, Relevant and Time-bound. By forcing you to evaluate and readjust your approach, the SMART approach helps you to stay focused on achieving your goals.

3 ____

Essentially, you have two choices: to focus on things you can control or to focus on things you can't control. Focusing on what you can't control will most likely lead to a lot of wasted time and energy. But focusing on what you can control will make you feel more positive and confident and you will have a greater chance of achieving success. If something is in your control, think of some simple actions you can do to increase your chances of achieving your goals.

Glossary

eventuality (n) something that might happen, especially something bad that people might have to deal with

SPEAKING

- 1 **PLAN** Work in pairs. You are going to tell your partner about a time when you did something successfully and what strategies helped you achieve this. Choose one of the following topics or use your own idea.
 - education
 - work
 - sport
 - hobbies
 - family
 - relationships
- 2 **DISCUSS** Work in pairs. Tell your partner about your success story. Listen carefully to your partner's story.

Setting the scene

Let me give you a little background ...
This all happened when ...

Talking about your experience

I found the key thing was ...
One thing I would take away from the experience was ...

Active listening

What happened next?
So what did you do?
How did you feel then?

- 3 **REFLECT** Work with another pair. Tell your success stories to each other and reflect on the strategies used. Which are the most common strategies? How could you use these strategies in other areas of your life to be successful?

BEYOND THE CLASS**Why not try ...**

... finding another inspirational success story online? Make notes of any strategies used. Report your findings to the class.

VOCABULARY

1 Choose the correct option to complete each sentence.

- I'd start party preparations by **writing** / **putting** together a guest list.
- It's our last night in Monaco, let's **do** / **make** a night of it!
- Do you think Barry's ex will **turn** / **come** up at his wedding?
- Did you send **away** / **out** all the invitations as promised?
- Our boss is retiring after 35 years with us. Should we throw him a big **do** / **thing**?
- We booked a **local** / **venue** for our prom a year in advance.

2 Translate the Polish parts of the sentences into English.

- Let's raise our glasses! _____
(*Wszystkiego dobrego dla nowożeńców!*)
- The school is almost over. Would you like us to throw you a _____
(*przyjęcie z okazji ukończenia szkoły*)?
- What kind of gift would you suggest for a _____
(*przyjęcie z okazji nadchodzących narodzin dziecka*)?
- He's passed yet another difficult exam, so I think we should have a banner that says "_____"
(*Gratulacje z okazji dotychczasowych sukcesów*).
- Jake, we hope that job in Japan is everything you've dreamed of, so let me raise my glass and say:
"_____" (*Powodzenia w przyszłości!*)
- What do you think about having a _____
(*przyjęcie weselne*) on a river boat?

3 Complete the sentences, using the words below.

big countless crave fad life noughts scavenger

- Instead of going on a regular sightseeing tour, we've decided to take part in a _____ hunt around Paris.
- I've seen Disneyland on TV _____ times, but I was still amazed by it when I went there for the first time.
- Our family is _____ on board games and we usually play them together every weekend.
- New York has exceeded all of my expectations – it's not only beautiful, but also fascinating, so I'm having the time of my _____ here.
- It seems to me that horror films are for people who _____ excitement and fear.
- If you're bored on the train, we can always play a game of _____ and crosses.
- I think that cold press juicers, like many other fashionable household appliances, are a _____ that will soon go away.

4 Complete the sentences with the correct prepositions.

- Natasha had been _____ the lead for the first half of the race, but then her knee started hurting and she fell _____ other competitors.
- This is James's third gold medal _____ a row – he undoubtedly is _____ a winning streak.
- You guys ride ahead and I'll catch _____ with you in a few minutes, I'll just pump up the front tyre.
- The Belgium team was winning 1:0 for 80 minutes, but despite their efforts, the game eventually ended _____ a draw.
- To everyone's surprise, Mueller came _____ second in the end.

5 Complete the sentences with phrasal verbs created with the correct forms of the verbs below.

catch drop get give give take warm

- If you want to _____ a new sport, how about trying yoga?
- Our PE teacher had tried to organise a rowing team in our school, but it didn't _____ and after two years he _____ trying to convince us it was fun.
- Doing a hard workout without _____ beforehand can cause muscle injury.
- I twisted my ankle and had to _____ of the race.
- If you don't succeed the first few times, don't _____, but keep trying – that's how champions are made.
- How did you _____ archery? It's such an unusual discipline.

6 Complete the sentences, using the words and phrases below.

banned boost their performance competitive
disclose mistakenly performance-enhancing
stripped

- It later turned out that Davies did not commit a foul, so the referee _____ awarded a penalty to the Swedes.
- When they found out he was using _____ drugs, they _____ him from professional cycling for life.
- Unfortunately, there are more and more ways in which athletes illegally _____.
- The national team's coach didn't want to _____ his strategy for the next game.
- Figure skating is a very _____ sport so you need to have nerves of steel if you want to do it professionally.
- Marion Jones was _____ of all her medals when it turned out she had used steroids.

VOCABULARY CHALLENGE!

7 Find and correct a mistake in each sentence.

- My parents always nudged me to playing intellectually stimulating games.
- Do you have some expensively mountain bikes? I'd like to buy a new one, but I've got a fairly limited budget.
- The player was punished for his respectful behaviour towards the referee.
- All her attempts to jump further than 5 metres were successful, so the disappointed girl finally gave up trying.
- Look, there's George, swimming ahead of all the others in line number 3!
- No wonder no one wants to play with Sammy; he's such a wet eye.

GRAMMAR

8 Choose the correct answers. Sometimes more than one answer is correct.

- When ____ as a wedding planner?
a you had worked b did you work c have you worked
- I knew his strategy well because I ____ chess with him many times before.
a had played b have been playing
c was used to playing
- As children we ____ hopscotch all the time.
a played b have been playing c used to play
- If the doping accusations turn out to be true, he ____ for life from swimming.
a must be banned b might be banned c could be banned
- They ____ the wedding reception on a boat because she's a very traditional person.
a couldn't have b might be c must have
- When he was little, my brother ____ films for us by telling us the ending.
a was always spoiling b would always spoil
c had always spoiled

9 Choose the correct translation to complete the sentences.

- I think Sara ____ (*może przyjść*) to the party with her new boyfriend.
a might have come b would come c might come
- This week ____ (*ćwiczymy*) twice as hard because of the competition.
a we exercise b we're exercising
c we have exercised
- I was surprised that it had turned out to be so easy, because I ____ (*nie próbowałam*) paragliding before.
a hadn't tried b couldn't have tried c didn't use to try
- He's fantastic! How long ____ (*on ćwiczy*) with you?
a does he practise b has he been practising
c did he use to practise
- He's a world champion, he ____ (*nie mógł przegrać*) to an amateur!
a mustn't lose b might not have lost
c couldn't have lost
- After the tests, the athlete admitted he ____ (*brał*) performance boosting drugs for the past 3 years.
a used to take b was used to taking c had been taking

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

- Felix ____ (*always / bend*) the rules to his advantage. That's unfair!
- How many movies ____ (*Fred Astaire and Ginger Rogers / make*) together?
- I used to hate giving autographs, but now I ____ (*be / use*) it.
- Look at their gowns and tuxedos! They ____ (*can / not / go*) to a simple dinner dressed like that.
- How many dance championships ____ (*Mandy / win*) so far?
- The grass was soaking wet because it ____ (*rain*) for hours.
- While everyone else was playing shooter games, Sammy ____ (*sit*) alone and reading his book.

11 Complete the sentences using the correct forms of the verbs below. Add any necessary words.

sit go out end fall take give get up organise

- I can't see our favorite among the racers. She must ____ behind.
- I'm used to ____ early, so I can drive you to the airport at 6 a.m. without any problems.
- Please ask the kids to come inside, they ____ in the sun for hours now.
- Both teams are so strong that the game could ____ in a draw.
- Our club ____ seven sweet sixteen parties recently.
- I can't find my keys. Do you think mum might ____ them?
- The groom ____ a speech when the lights ____.

ENGLISH IN USE

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

- When my mum told me to turn the lights off, I always continued reading with a flashlight. **CONTINUE**
When my mum told me to turn the lights off, I ____ with a flashlight.
- It's the first time they're playing battleships. **BEFORE**
They ____.
- I'm sure the runners are warming up now, as the marathon is about to begin. **MUST**
The runners ____ right now, as the marathon is about to begin.
- I think it's possible he won't be allowed to participate in future games. **SUSPENDED**
I think he ____ future games.

13 Complete the text with correct forms of the words in brackets.

My parents always ¹____ (COURAGE) me to do sports. For some reason they always thought I should ²____ (PURSUIT) some sort of a team sport. And if not that, it had to involve racing. Anything that would push me to compete against others. The thing is, I hate ³____ (COMPETE) sports. There's something very depressing about those rankings, where the three people at the top are treated as ⁴____ (STAND) athletes and everyone else is looked down on. And then there's everyone's ⁵____ (BELIEVE) when you don't succeed. When a good team suffers a ⁶____ (LOSE), everyone seems to be an expert on what happened and why. So, this year I finally told my parents that I had had enough and started going to the gym instead. What a relief!

3

HOW WE SHOP

VOCABULARY

department store • types of shopping • shopping preferences

- 1 Label the pictures in order to find the mystery word. Then choose the correct definition: a, b or c.

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Mystery word:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

- a a building with a lot of shops, restaurants and a cinema
b a large shop in which different sections sell a variety of goods
c a place where people sell fresh fruit and vegetables from stalls

- 2 Match the words in A and B to form phrases. Then match the phrases with their definitions (1–6).

A browse support wide shop comparison special

B local the shops selection find small businesses shop

- 1 look at different goods in order to find the cheapest or best quality product: _____
2 look at things in shops, although you may be unsure about buying something: _____
3 help privately owned companies which are not very large: _____
4 purchase products which were produced in the area you live in: _____
5 a lot of things to choose from: a _____
6 a product bought at a very good price: a _____

- 3 Complete the text with the correct prepositions.



I've never been able to understand why people enjoy shopping. ¹_____person shopping is particularly annoying. The crowds of shoppers you see at weekends are unbearable. It gets even worse during the sales, when all the shops mark their prices ²_____ so that they are ridiculously low. Sometimes it can take days before you hunt ³_____ the item you want, only to find out that you need to wait two weeks for the shop to stock up ⁴_____ it. It's a real nightmare! As a result, when I wanted to buy a tablet recently, I didn't even bother to leave my house – I just ordered it online, tried it ⁵_____ at home and sent it back because I didn't really like it.

VOCABULARY CHALLENGE! Student's Book, p. 129, UNIT 3, ex. 1

- 4 Choose the correct option to complete each sentence.

- 1 All items **in** / **on** stock are now **at** / **on** sale. They are available **at** / **on** a 10% discount.
2 I managed to pick up a few **rip-offs** / **bargains** during the clearance sale last weekend.
3 I'm afraid this shirt doesn't **suit** / **fit** you. You either need it in a bigger size or need to look for a different top that would **match** / **suit** these trousers.
4 The school got such a good **deal** / **steal** from the computer shop that we managed to buy two PCs more than we'd planned.
5 You will receive a full **return** / **refund** if you're not satisfied with our service.

- 5 Write a few sentences about your own shopping preferences. Use some words from exercises 3 and 4.

1 Choose the correct option to complete each sentence.

- 1 *Are you really going to* / *Do you really* buy a new pair of trainers? You have plenty of shoes already!
- 2 Look at that car! Oh no, it *will crash* / *is going to crash* into the tree.
- 3 I've got some good news. Kevin and Miranda *are going* / *are going to go* to the concert with us. They've just bought the tickets.
- 4 I believe that in five years' time customers *will switch* / *are switching* to online shopping.
- 5 Promise me you *will call* / *are going to call* me as soon as you get to the hotel.

2 Find and correct the mistakes in the sentences.

One sentence is correct.

- 1 We meet Jake tomorrow at 5.00, so feel free to join us.
- 2 Could you wait a few minutes? I'll be with you shortly.
- 3 Within the next few years, most people are going to buy their groceries online.
- 4 All the shops in the centre are closing at 8.00.
- 5 As for our summer holidays, we will fly to New York to visit Ben – we've already bought the tickets.

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

What are your plans for this year?

Well, my life ¹_____ (*probably* / *change*) a lot this year. I ²_____ (*take*) my final exams in May, and if everything goes OK, after the holiday, I ³_____ (*move*) to Warsaw because I ⁴_____ (*study*) there. My aunt has promised she ⁵_____ (*put*) me up for the first few weeks in Warsaw, but I ⁶_____ (*look*) for a flat to rent. I can't wait!

4 Complete the dialogue with appropriate question structures. Use the words in brackets. Sometimes more than one answer is possible.

- Brenda Sue, you'll never guess what I've just got!
- Sue Well, what is it?
- Brenda Mark is getting married! I've just received an invitation.
- Sue That's news to me! Who ¹_____ (*he* / *get married to*)?
- Brenda A Miss Lynda Franklin. I've never heard of her.
- Sue So, ²_____ (*you* / *go*)?
- Brenda Of course I am! I'd never miss such a thing!
- Sue When ³_____ (*it* / *take* / *place*)?
- Brenda The invitation says 29 March at 4.30 p.m. I'm really curious about what she looks like!
- Sue And where is it?
- Brenda St Mary's Church. It's that big one in the town centre.
- Sue What ⁴_____ (*you* / *buy* / *present*)? Have you thought about that yet?
- Brenda That's why I'm calling. I'm going to go shopping tomorrow. ⁵_____ (*you* / *join*) me, please?
- Sue With pleasure.

5 Complete the dialogue using the Polish prompts in brackets and the phrases below.

join buy some new furniture stay at my parents' house
paint the room pink meet help somebody clean the flat
go to a DIY store open look much better

- Paul Hi Sue. It looks like you're about to redecorate your room.
- Sue Yes, actually ¹_____ (*Poinformuj współlokatora o zamiarze pomalowania ścian na różowo.*). I think the room ²_____ (*Opisz estetyczne korzyści wynikające z tej zmiany.*) afterwards. The walls are just too dark as they are at the moment.
- Paul Oh, I see. Are you planning to change anything else?
- Sue Well, ³_____ (*Poinformuj o zamiarze kupna nowych mebli.*) too. I've got a friend who is an interior designer. He can help me choose it. ⁴_____ (*Poinformuj o zaplanowanym na jutro spotkaniu z tą osobą.*).
- Paul Sounds good! I guess you have quite a long shopping list.
- Sue You can say that again! Actually, ⁵_____ (*Poinformuj, że planujesz odwiedzić market budowlany w najbliższy weekend.*).
- Paul Oh really? I think ⁶_____ (*Powiedz, że dołączysz do współlokatorki.*). I need a new armchair. ⁷_____ (*Zapytaj, o której będzie otwarty sklep.*)?
- Sue I think they are open from 9.00 on Saturdays. There's one more thing – I think it may be quite messy here during the renovation work. I'm really sorry, but ⁸_____ (*Poinformuj, że zatrzymasz się na kilka dni u swoich rodziców.*). My brother has promised that he ⁹_____ (*Poinformuj o obiecanej pomocy brata przy sprzątnięciu po remoncie.*).
- Paul Don't worry. I think I'll be OK on my own for a few days.

GRAMMAR CHALLENGE! Student's Book, p. 129, UNIT 3, ex. 1 & 2

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

- 1 My brother _____ (*find out*) years later that the bike he bought from his best friend was stolen.
- 2 The school team _____ (*play*) rugby on Friday, but the downpour made the field too muddy.
- 3 Lady Gaga _____ (*give*) a concert last week, but it was cancelled due to pandemic.
- 4 Our last lecture was cancelled because professor Jones _____ (*speak*) at the conference. We all went to the library to watch his speech online.

7 Write a few sentences to answer the question from exercise 3.

1 Choose the correct options to complete the definitions of the underlined words and phrases.

- If something is of inferior quality, it's *better* / *worse* than something else.
- If somebody skimps on something, they make *more* / *less* of an effort to do it right.
- If you check your hunch, you find out if your *analysis* / *assumption* is correct.
- If something makes a world of difference, it changes things *a lot* / *a little*.
- If prices go through the roof, they *increase* / *decrease* sharply.
- If you part with your hard-earned cash, you *earn* / *spend* money.
- If the amount of something has shrunk, it has become *bigger* / *smaller*.

2 **MP3 04** Listen to part of a lecture from a marketing course. For questions 1–5, complete the notes with a word, number or short phrase.

Skimpflation: Receiving worse ¹ _____ for the same price.

→ **Example 1:** The lecturer had to wait ² _____ to speak to somebody on a helpline.

→ **Example 2:** His new socks are ³ _____ thinner than his old ones.

Inflation: Prices increase, e.g. high quality socks now cost ⁴ _____ pounds.

Shrinkflation: Receiving a lower quantity, e.g. packs of pasta contain ⁵ _____ less than before.

3 **MP3 04** Listen again. Answer the questions.

- How did the lecturer initially request a refund?
- According to the lecturer, what are businesses spending less money on these days?
- What did the lecturer notice about the new socks shortly after buying them?
- What might the lecturer do to deal with inflation?
- When did the size of pasta packs change?

4 Write a short paragraph about your own experiences of skimpflation, inflation or shrinkflation. Try to use some of the words and phrases in bold from exercise 1.

REVISION Student's Book, p. 36

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

redeem share be personalise receive score
give up

- If you don't want _____ tracked online, turn off the location settings on your phone.
- Most people I know find _____ alerts on their mobile phone pretty annoying.
- So far, I _____ three of the online coupons I got last year.
- Whenever we shop together, Rita always _____ some great deals, but I go home empty-handed.
- Do you think _____ personal information with your friends on social media is safe?
- Businesses no longer have any doubts about whether customers will _____ their privacy; instead, they're wondering how many personal details they are willing to share.
- _____ the shopping experience, an example being loyalty cards, is just one of the methods used by shops to attract more customers.

6 Write a few sentences to present your opinion about one of the topics below.

- receiving mobile alerts from clothes shops
- sharing your personal information while shopping
- giving up your privacy online to buy products at lower prices



1 Read the text. Which of the following sentences about Brenda (1–8) are true?

Brenda loves shopping and she often spends the whole weekend at the local shopping centre. On Saturdays, she goes there at 10 a.m. and starts browsing in the clothes shops, which usually takes her about three hours. She never misses an opportunity to pick up a bargain and always leaves the shops with the latest trendy items of clothing. At 1 o'clock she has a coffee, which usually takes around 30 minutes, and then she starts shopping for groceries. She buys some food for dinner and anything else she needs for the home. After that, usually about an hour later, Brenda begins hunting down bargains in the interior design stores. She loves buying home accessories. Most Saturdays, she spends a lot of money and doesn't get home until 5 o'clock. The journey takes her an hour. Needless to say, she gets home exhausted.

Next Saturday

- 1 at 10, Brenda will have been shopping for an hour. ☐
- 2 at 11 a.m., she will be shopping for clothes. ☐
- 3 by 1 o'clock, Brenda will have bought a new item of clothing. ☐
- 4 by 2 o'clock, she will have had her coffee. ☐
- 5 at 2.15 p.m., Brenda will have bought all the food she needs. ☐
- 6 at 3.00 p.m., she will be browsing through the interior design shops. ☐
- 7 at 4.30 p.m., Brenda will be spending her money on home accessories. ☐
- 8 by 5.30 p.m., she will have been travelling home for an hour. ☐

2 Choose the correct option to complete each sentence.

- 1 Can you believe it? Next month, I **will be living** / **will have been living** in Canada for three years!
- 2 Hopefully, this time tomorrow, I **will have browsed** / **will be browsing** through the shops in the town looking for the perfect wedding gift for Susan.
- 3 Sam cannot join us tonight – he **will have been** / **will be helping** his dad in the shop.
- 4 By the time Danny arrives, he will be exhausted – he **will have driven** / **will have been driving** all day.
- 5 It won't be too long – they **will have repaired** / **will be repairing** your car by lunchtime.
- 6 Why don't you come around 6 o'clock? I **ll have cooked** / **ll be cooking** dinner by then.
- 7 Do you think everyone **will leave** / **will have left** by the time we get there?
- 8 Gina has been busy with the invitations all day. By 6 o'clock, she **will have written** / **will have been writing** for eight hours, and she **will have been writing** / **will have written** at least 150 of them.

3 Complete the sentences with the correct forms of the verbs in brackets.

- 1 I hope that, by the end of the day, we _____ (pick) up a few bargains.
- 2 Alison X is having a tour around the world. When the summer ends, she _____ (visit) fifteen countries. This time tomorrow, she _____ (travel) to Kenya.

- 3 What _____ (you / do) in two hours? Can I come?
- 4 The flight is extremely long. When we get to Hong Kong, we _____ (sit) in the same seat for 12 hours. Can you imagine it?
- 5 This James Bond film marathon is pretty challenging. When it finishes, we _____ (watch) films for about 12 hours, and they _____ (show) six films.
- 6 I'm afraid I won't be able to take your call this afternoon as I _____ (have) a meeting with the boss. I'm sure the meeting _____ (end) by 4.00, so call me then.

4 Translate the Polish parts of the sentences into English. Use the future simple, future continuous, future perfect or future perfect continuous.

- 1 When you come back home tonight, _____ (wszyscy będą spać), so please try not to make much noise.
- 2 By the time the parents come back from the theatre, the _____ (dzieci usną), so only in the morning mum will tell them what's happened.
- 3 It seems like I've been living in this flat for ages. In fact, _____ (w przyszłym roku będę tutaj mieszkał od) twelve years!
- 4 When you have paid for the clothes you've chosen, meet me in the fitting room. _____ (Będę przymierzać) this dress.
- 5 Can you imagine it? _____ (Jutro o tej porze będziemy leżeć) on a sunny beach!
- 6 I fear we're spending too much. _____ (Przed końcem wakacji wydamy) everything we've got.
- 7 I've calculated that by the end of the school year _____ (będziemy mieli ponad) 1000 lessons. Isn't that amazing?!

5 CUMULATIVE GRAMMAR Complete the second sentence so that it has a similar meaning to the first one. Use the words given in capitals.

- 1 I'm sure that Lucy bought this top in a second-hand shop. **HAVE**
Lucy must _____ this top in a second-hand shop.
- 2 It's our tenth wedding anniversary next week. **MARRIED**
Next week, we _____ exactly ten years.
- 3 The company started sending these advertising messages to us a month ago. **BEEN**
We _____ from the company for a month now.
- 4 By the time they're back, we won't be here anymore. **GONE**
By the time they're back, we _____ out.
- 5 At this time tomorrow, I'll be on a plane to Miami. **FLYING**
At this time tomorrow, _____ to Miami.
- 6 It was my grandma's first online shopping experience, so she didn't know what to do. **HAD**
My grandma didn't know how to shop online because _____ it before.
- 7 Martha planned to sing some carols in the school Christmas performance, but she had to cancel it due to her illness. **WAS**
Martha _____ some carols in the school Christmas performance, but she had to cancel it due to her illness.

1 Read the texts in exercise 2 and match each text with an appropriate title.

1 Supermarket Sweep ☐3 Million Dollar Shoppers ☐5 The Price Is Right ☐2 Shopping with the Stars ☐4 Shopping Queen ☐2 Read the texts again and answer the questions.

In which show

1 does attending the filming give you a chance to participate? ☐2 do contestants help decide who the winner is? ☐3 can you watch people going to real shops? ☐4 is the aim to try to spend more money than the other contestants? ☐5 must contestants know a product's value if they want to win? ☐6 does answering questions about products give contestants an additional advantage? ☐7 do contestants need to collect things that match? ☐

A

This show, originally filmed for German TV, now has both Polish and French versions. In every episode, cameras follow four or five women who have been given €500 to spend within four hours at any boutique, beauty salon or hairdresser's in the neighbourhood. The aim is to see who can buy the most suitable outfit for that particular week's theme, for example, Date with a Famous Star, School Reunion or Beach Party. The contestants must put together items of clothing and **accessories**, and then complete the look with an appropriate hairdo and make-up. They present the end result in a mini fashion show, and are judged by other participants and a panel of fashion celebrities. The winner receives €1000 in prize money or the equivalent in designer goods, such as Gucci handbags.

B

This is one of the longest-running TV reality shows in the US and, even after more than 8000 episodes, fans are still camping out in front of the studio in an attempt to take part in it. The formula sounds very simple: contestants are chosen from the audience and asked to guess the price of a number of selected items. The individual whose guess is the closest to the actual retail price moves on to the next round. The items in the show range from groceries and **washing powder** to sports equipment. When there are only two contestants left, each is shown a combination of valuable prizes, for example, cars, **home appliances** and exclusive holidays. Whoever is most accurate in valuing their particular selection of goods walks away as the winner and gets to keep all of their items.

C

The show, filmed in a studio made to look like a typical supermarket, is all about making snap decisions and choosing the most expensive products. One part of the game involves teams of contestants taking part in a timed shopping race. In the first round, they've got only 60 seconds in which to do their shopping, but they can extend this time by solving riddles connected either with supermarket products or their prices. Then, they race through the aisles, filling up their **trolleys** with their chosen products. At the final bell, each team reports back to the **checkout**, where all of their items are rung up by the cashier. The team with the highest total goes on to the final round.

3 Complete the sentences so that they are true according to the texts in exercise 2.

SHOW A

1 Not only are the contestants supposed to buy new outfits, they also _____.

2 Fashion celebrities, as well as the other contestants, _____.

SHOW B

1 Only people who attend the actual filming are able to _____.

2 The contestants estimate _____.

SHOW C

1 The most important skill in order to do well in the show is the ability _____.

2 Buying products for a reasonable price _____.

4 Match the words in bold from the texts in exercise 2 on page 34 with the definitions below.

- 1 a bracelet, a bag or a scarf: _____
- 2 more bulky items of electronic equipment such as a washing machine or a TV set: _____
- 3 chemicals used for washing clothes: _____
- 4 a type of basket on wheels in which shoppers place their shopping: _____
- 5 the place in a supermarket where you pay for your purchases: _____

5 Complete the sentences with the words and phrases from exercise 4.

- 1 We've got everything that's on the shopping list, so let's go to the _____.
- 2 We need to get some _____ that's suitable for colours – I must wash all the summer clothes before we go on holiday.
- 3 I don't think we need a _____ if we're only getting milk and cereal.
- 4 I've got a gorgeous dress for the wedding, but I need to find some _____ to go with it.
- 5 These days _____, such as fridges or dishwashers, are made to last only a couple of years.

REVISION Student's Book, pp. 38–39

6 Find the names of seventeen services and service providers in the word search (7 across and 10 down).

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



7 Match the parts of the sentences.

- | | |
|---|--------------------------|
| 1 I think cable TV providers aren't doing enough to please | ☐ |
| 2 If you require | ☐ |
| 3 In the future, telecommunications companies will provide | ☐ |
| 4 Many shops offer | ☐ |
| 5 Orders can be | ☐ |
| 6 Our babysitting service guarantees | ☐ |
| 7 The new clothing company conducted a survey to find out how they could appeal | ☐ |
| 8 This car hire offers | ☐ |
| 9 We've received | ☐ |
-
- | |
|--|
| a a cleaning service, please contact the hotel reception. |
| b affordable mobile phone services in even the most remote parts of the globe. |
| c customer satisfaction, or we'll refund your money. |
| d placed via our website or by phone. |
| e special deals during the Christmas season. |
| f their customers. They seem to only focus on making a profit. |
| g to young customers. |
| h good value for money, and you can rent the latest models for a decent price. |
| i your order, and it is now being dealt with. |



VOCABULARY CHALLENGE! Student's Book, p. 129, UNIT 3, ex. 2 & 3

8 Complete each pair of sentences with the same word in the appropriate form.

- 1 a _____ works of art is a very difficult and subjective thing.
- b Although the _____ of the ring was outrageous, I liked it so much that I bought it anyway.
- 2 a More and more people are _____ their data in the cloud.
- b Instead of driving all over the city, let's first check online which _____ have the camera we want.
- 3 a I believe that anyone who _____ their time shops online these days – it's so much quicker.
- b I'm watching a show where people buy unclaimed storage lockers without knowing the _____ of the contents.
- 4 a Maybe we should get a celebrity to help us with _____ this product – that always works.
- b Many farmers are realising there's a huge _____ for eco-products and have therefore started investing in them.
- 5 a Here are the contact details for the computer technician who will _____ your laptop within 24 hours or provide you with a replacement.
- b You can find information about local bike hire _____ at the tourist information office.

1 Complete the sentences with appropriate words.

- _____ we can see _____ the photo, the shopping centre is rather crowded.
- _____ me, _____ best choice would be the little boutique selling original jewellery.
- My _____ would _____ a hotel which offers good customer service.
- Another good reason _____ choosing this catering service is _____ they have great reviews.
- _____ reasons _____ my choice are the low prices and great location.
- _____ is also the fact _____ this shop has a home delivery service.
- To my _____, shopping local is always the best idea.

2 Read the question. Write sentences using the prompts.

Why do you think so many people hire interior decorators instead of choosing to design their home on their own?

- I / see / several reasons / some people decide / hire / interior decorator / .

- first place / , / many people / not know / what / they like / .

- another reason / decorating house / usually expensive / not everyone / do it well / .

- further disadvantage / decorate the house / yourself / need / spend hours in various furniture and DIY shops / .

- additional advantage / hire decorator / they know / what / be trendy / where / buy things / .

3 Do the speaking task and answer the two questions below.

Planujesz wynająć samochód podczas wakacji za granicą. Masz do wyboru dwie oferty.

- Wybierz tę ofertę, która, Twoim zdaniem, jest bardziej atrakcyjna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1

Our car
at your door
within
2 hours of payment,
insurance included



2

Rent a car

RELIABLE CARS
AT AFFORDABLE PRICES
THOUSANDS OF SATISFIED
CUSTOMERS



- Some people say that hiring a limo to go to your wedding is a waste of money. Do you agree? Why? / Why not?
- Is the Internet a good source of information about the quality of services provided by various companies? Why? / Why not?

1 Complete the sentences using the words given in capitals. Add any missing words. Do not change the form of the words given.

- I _____ that small shops won't disappear completely. **FIRMLY**
- _____ that people will always want to have a small shop just around the corner. **BELIEF**
- It _____ that farmers' markets are creating serious competition for supermarkets. **CONVICTION**
- As _____, the quality of fruit and vegetables in supermarkets is poorer than in open air markets. **SEE**
- As _____, supermarkets usually stock the most popular brands. **FAR / TELL**
- In _____ the variety of goods available, small shops, unlike supermarkets, often offer local products. **TERMS**
- _____ the freshness of fruit and vegetables, supermarkets cannot compete with farmers' markets. **REGARDS**
- When _____ to prices, seasonal local produce can be much cheaper at farmers' markets. **COMES**



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

slight consider rapid decrease increase rise

- There's a _____ number of products not available in traditional high street shops.
- The number of online shops without secure connection certificates is gradually _____ as fewer people trust them.
- As more shoppers are turning to the Internet, we are witnessing a drastic _____ in purchases made in online shops.
- This has been followed by a _____ rise in money transfers and credit card transactions.
- The number of online shops offering specialty items is already high and will continue to _____ steadily.
- Thanks to various campaigns, our awareness of the dangers connected with online shopping has _____ increased.

3 Read the instructions and do the writing task.

Coraz więcej osób dokonuje zakupów w zagranicznych sklepach internetowych. Napisz **rozwprawkę** (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty związane z bezpieczeństwem zakupów oraz ofertą handlową.

1 Choose the correct option to complete each sentence.

- 1 They need to find a car mechanic. Would you mind *looking into it / looking it into*?
- 2 The babysitter from the hotel childcare service is *looking our children after / looking after our children* tonight.
- 3 I'd like to have all of Stephen King's books, so I'm going to town in order to *hunt down them / hunt them down*.
- 4 Dany bought a china vase that *dates to the 8th century back / dates back to the 8th century*.
- 5 Keep the receipt. If you *throw it out / throw out it*, you won't be able to return these shoes if you need to.
- 6 Michelle not only has the same character as her mother, but she also *takes her after / takes after her* in looks.

2 Complete the text with the correct forms of the words below. There are three extra words.

significant clear origin have find want spend
will wear

Some time ago, whenever I needed a new outfit, I ¹ _____ go to a big shopping centre and spend a lot of money on unoriginal clothes, which everyone else was wearing. Then, one day, I saw my friend ² _____ an amazing dress. I thought she must ³ _____ a fortune on it, but it turned out she had bought it at a second-hand shop, and it had been very cheap. The next day, I visited the shop with her and I was lucky ⁴ _____ some great bargains. I came home with some new trousers and a skirt. Now I'm hooked and go to second-hand shops regularly. No two items on offer are the same, and a lot of them still have their labels with the original prices on them, so you can see that they have been ⁵ _____ marked down, sometimes by more than 90%. Once a month there's also a ⁶ _____ sale, because they want to get rid of everything to make room for new stock. All their customers know this of course, and everyone comes hoping to find something special. It's always crazy when that happens, but it's also a lot of fun.



3 Complete the sentences with the correct forms of the words in brackets. Add any necessary words. Use no more than five words in each gap.

- 1 The new shopping centre _____ (due / open) in a month.
- 2 By the end of December, I _____ (have) my car for 20 years. I suppose it may be time to buy a new one.
- 3 Susy has applied for a babysitting position, and I'm sure they _____ (not / turn down / she) as she's great with kids.
- 4 Be careful whom you give your email address to, or _____ (you / get / bombard) advertisements.
- 5 _____ (you / ever / redeem) online coupons? I need someone to show me how to do it.
- 6 Don't _____ (forget / stock up) grandma's favourite biscuits before her visit! She goes through a packet a day.
- 7 I'm sure that _____ (they / sale / increase / rapid).
- 8 They hope the extra income _____ (allow / they / hire) a babysitter.
- 9 I _____ (rather / pay / plumber) than try to fix the dripping tap by myself.



4 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- 1 I _____ (tak przyzwyczaiłam się do nabywania) everything online that I hardly ever visit conventional shops.
- 2 _____ (Niezadowoleni klienci mogą wymienić) the product within 10 days.
- 3 Jake _____ (miał uzupełnić zapasy) dry goods, but he was short of money.
- 4 We need a catchy slogan _____ (aby rozreklamować ten produkt na rynku) successfully.
- 5 Since my car broke down only two days after I'd bought it, the dealer _____ (zaoferował, że naprawi go) for free.
- 6 You were _____ (kupić poduszkę ozdobną), not a pillow!
- 7 Hurry up, or by the time we get to the shop, all _____ (okazje znikną).
- 8 These ski poles are very expensive, but I'm sure _____ (będą w przecenie) at the end of the season.
- 9 Online coupons _____ (miały być wykorzystane) by January.
- 10 _____ (Czy ten rozpinany sweter pasuje do) my yellow skirt?
- 11 You _____ (będziesz mógł przechowywać) up to 200GB of data on this USB stick.
- 12 You _____ (miałeś zwrócić) the faulty equipment two weeks ago! I can't believe that you forgot to do it!



- 1** **MP3 05** Usłyszysz dwukrotnie wywiad z mężczyzną, który przeprowadza badania w sklepach. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

- 1 Mike says that being a mystery shopper
 - A is not the only shopping job he has had.
 - B also means evaluating the atmosphere in a shop.
 - C is easier if you are friends with the staff.
 - D was an idea he first had when he was trying to buy a laptop.
- 2 Mike's biggest problem when writing reports is
 - A the fact that they need to be very formal.
 - B being honest about certain aspects of his visit.
 - C remembering as many details as possible.
 - D the fact that he must use a special application.
- 3 What does Mike say about being a mystery shopper?
 - A Once you have got the job, you have to wait for information about where to go.
 - B It's best to begin when you're on holiday and have plenty of free time.
 - C You should try to visit specialised shops because you get paid more.
 - D His family have started sending him to do the shopping since he's had the job.
- 4 According to Mike, which is NOT true about mystery shoppers in the UK?
 - A Most of them also work somewhere else.
 - B One report doesn't earn them a lot of money.
 - C There's a lot of competition for the job.
 - D They sometimes have to report in person to the office.
- 5 When answering the last question, Mike wants to
 - A encourage listeners to apply for the job.
 - B dispel some myths about mystery shopping.
 - C criticise people who think his job is easy.
 - D explain why people apply for the job.

- 2** **MP3 05** Listen again and complete the summary.

The main idea behind the job of a mystery shopper is to examine both the quality of services and the overall appearance of the shop. First, the mystery shopper buys several products and then, they have to ¹ _____, taking into consideration various aspects of their visit. This might take different forms depending on whether the mystery shopper ² _____ or by a company that offers such services. It's essential that the information ³ _____. Mystery shoppers rarely ⁴ _____. This is because they never know whether they will get regular work. One of the advantages of this job is that you might get a chance to spend ⁵ _____. You might even get the chance to go on a free cruise! Fancy giving it a try?



- 3** Read the instructions and do the speaking task.

4 minuty

Przebywasz na wakacjach w USA. Rozmawiasz z koleżanką na temat zakupu pamiątek. Twoja koleżanka chciałaby iść do centrum handlowego, a Ty uważasz, że lepszym pomysłem jest lokalny bazar. W rozmowie omówcie poniższe kwestie.

ceny i rodzaje produktów

sposoby płatności

jakość i oryginalność produktów

komfort
i bezpieczeństwo podczas zakupów

Rozmowę rozpoczyna egzaminujący.



- 4** Choose three activities from the list below that, in your opinion, a robot or a computer would be unable to perform. Write 2–3 sentences to express and justify your opinion.

search for a suitable house/flat paint nails
design a wedding dress complete a tax return
cook a meal drive a taxi

- 5** Read the instructions and do the writing task.

Istnieje opinia, że w dobie inteligentnych maszyn i komputeryzacji wiele zawodów związanych z handlem i usługami, takich jak taksówkarz czy sprzedawca, wkrótce zniknie. Napisz **artykuł**, w którym przedstawisz swoją opinię na ten temat oraz podasz przykład usługi, która Twoim zdaniem, za sto lat wciąż wykonywana będzie tylko przez ludzi.

Wypowiedź powinna zawierać od 200 do 250 wyrazów.



▶ VIDEO 05

SPOTLIGHT ON SOCIETY VIDEOS

Alternative shopping: vintage markets

3

BEFORE WATCHING

- 1 The girl in the photo is a *fashionista*. What do you think that is?
- 2 Look at the photo of a market and think of markets that you have visited.



- 1 Where were they?
- 2 What kind of things are sold there? Did you buy anything?
- 3 What are the advantages and disadvantages of markets compared to high-street shops?

Advantages	Disadvantages

WHILE WATCHING

- 3 Watch the video and complete the sentences.
 - 1 According to the video, people prefer _____ over _____.
 - 2 Ana is _____ but she lives in _____.
 - 3 There are two kinds of things you can buy at the Fleadonia market – _____ or _____ by the sellers.
 - 4 Ana buys the camera because it _____ although it might _____.
 - 5 Ana doesn't buy anything at the second market because _____.
 - 6 Ana suggests that the main difference between the two markets is that _____.
 - 7 At the end of the day, Ana feels _____.



FOLLOW-UP

- 4 Match the parts of the sentences.

1	Old-school style is taking	☐
2	My aunt let me browse her closet and it was like going vintage	☐
3	Oh look, a flea market. Let's have	☐
4	Fleadonia Market is in Raval, a young and vibrant	☐
5	The high-street	☐
6	Do you know if this market is open	☐
7	So, I didn't buy anything in	☐

a	to the public? I have some old furniture I'd like to sell.
b	neighbourhood.
c	glamour of pricey boutiques and diamond rings is not for me.
d	shopping – you won't believe what treasures I found.
e	a look around.
f	over the fashion scene.
g	the end.
- 5 Complete the sentences with one word. Sometimes more than one answer is possible. After completing the questions, answer them with your own ideas.
 - 1 What's the latest _____ that young people like to wear at the moment?

 - 2 What kinds of things are worth buying from the _____ vendors at a street market? Why?

 - 3 What hidden _____ have you found or would you like to find in a market?

 - 4 Describe an object or item of clothing that you or someone you know owns that is 'one of a _____'.

 - 5 What market or shop would you like to check _____ next weekend? Why?

AFTER WATCHING

- 6 Imagine you are organising a garage sale. Decide on five items of clothing or other possessions that you are going to try to sell. Prepare a short presentation in which you are going to include the following:
 - a brief description of the items you have chosen,
 - how you would advertise your sale to attract as many people as possible,
 - the price you would ask for each item,
 - your ideas for making the items sound attractive.**In your presentation, try to use at least five of the vocabulary items from the video.**



VIDEO 06

COMPREHENSION

- 1 Work in pairs. Do you think you would make a successful entrepreneur? Why? / Why not?
- 2 Watch an interview with knife-maker Ben Edmonds. Put the following topics in the order he discusses them.
 - ___ the properties of the materials
 - ___ the importance of design
 - ___ a wish for the future
 - ___ Ben's reasons for changing career
 - ___ the focus of the business

Glossary

- burr/burl (n)** a growth on a tree trunk that gives wood an interesting pattern
- grain (n)** the natural direction and pattern of lines in wood, cloth, etc.
- spalted (adj)** used to describe wood that contains irregular black lines

- 3 Watch the interview again and answer the questions.

- 1 What did Ben do before he became a knife-maker?
- 2 Why did he decide to leave that career?
- 3 What type of knives does Ben make and why?
- 4 What four aspects of the design did Ben originally struggle with?
- 5 What type of material does Ben use for the handles?
- 6 What is the name of Ben's company?

- 4 Work in pairs. Discuss the questions.

- 1 What do you think Ben means when he says he wanted to do something more 'hands-on'?
- 2 Ben also says that he 'likes old things' and 'wanted to make something that would last'. How do Ben's knives match this description?



AUTHENTIC ENGLISH

- 1 Work in pairs. Read the extract from the interview. Why do you think the speaker uses a vague time expression instead of being precise?
- 2 Read the information in the box and check your answer to exercise 1.

*I did it **for about** 12 years or so and was just really conscious that I wanted to, you know, get away from the desk ...*

Vague time expressions

We use vague time expressions in informal spoken English when we aren't sure of the exact time, date or duration of something, or this information isn't important.

*OK, I should be out of my meeting by **about** 4.30-ish.*
(= it could be a little before or after this time)

*It takes **more or less** three years to build a successful new business.* (= it takes roughly this amount of time)

*Writing a business plan **takes a while**, so allow plenty of time to do it.* (= there isn't an exact time scale, but it isn't quick)

*It **wasn't long ago** that I was sitting at a desk, wishing I was somewhere else.* (= the exact time of the change isn't important, just that it happened recently)

*I've been self-employed **for about** five years or so now.*
(= this isn't exact but gives you an idea of how long)

- 3 Work in pairs. Take turns using the prompts below to ask each other questions. Try to avoid giving a specific answer by using vague time expressions from the box.

1 What time do you ...

2 How long does it take ...

3 When did you first start ...

A: When did you first start working at your company?

B: Not long ago, actually. I've only been there for about two months or so.

DISCUSSION

Work in groups. What do you think are the main advantages and disadvantages of working for yourself?

READING

- 1 Work in pairs. Brainstorm a list of reasons why people decide to change careers.
- 2 Read the article. Which of your ideas from exercise 1 are mentioned?



Continuing our series on starting a small business, Natalie Holland speaks to some young entrepreneurs about what inspired them to do it alone.

Natalie Holland | Fri 18 Oct 2022 9.25 BST

a) Remi Giroux – freelance writer

To be honest, I hated the lack of flexibility at my last job. We had to be at our desks from nine till six every day with no exceptions. It just meant that if anything came up, like going to parents' evening at my children's school or watching my daughter in the school play, I couldn't do it. I'm ashamed to admit that I actually called in sick a few times, just to get things done during the week. I didn't feel good about it, but I felt like I had no choice. Now that I run my own business, I'm able to fit my work commitments around my life rather than the other way round.

b) Maria Nowak – furniture maker

Before I started making furniture, I worked at a big advertising company. That might sound like it should be pretty creative – that's why I took the job – but as it turned out, I spent more time getting coffee for my boss than coming up with new ideas. I felt as though I had no input on the direction of any of the campaigns we were running and I just grew sick of it. I'd always liked interior design and working with my hands, so I took a course, and here I am. Now I get to choose what I make and how to market it, and although I do worry sometimes whether or not I'm making the right decisions, it's better than having no voice whatsoever.

c) Marta Cohen – personal trainer

I used to work as a receptionist for a small pharmaceuticals company based in Oxford and it was unbelievably boring. We rarely had any visitors, so I would just spend all day looking at Facebook and trying to look busy when anybody important walked past! My friends all thought I was really lucky to have such an easy job, but because I didn't really have to use my brain, every day just felt painfully long. Now I do five or six personal training sessions a day and barely notice the time. In fact, sometimes sessions overrun a bit because I'm so into what I'm doing. I know it's a bit of a cliché, but it really doesn't feel like work because I'm doing something I love. Plus I get to meet all sorts of different people, so it never feels boring or repetitive.

- 3 Read the article again. Which person (a, b, c) ...

- 1 often works longer than they need to? _____
- 2 retrained to change careers? _____
- 3 felt they had to lie to their employer? _____
- 4 found their old job wasn't what they'd expected? _____
- 5 has found a better work-life balance? _____
- 6 often had to pretend they were working? _____

SPEAKING

- 1 **PLAN** Imagine you are going to start your own business. Brainstorm a list of things you could do.
- 2 **PREPARE** Choose one of your ideas from exercise 1. Make notes about:
 - the name of your business,
 - what products or services you offer,
 - what your motivations are,
 - what you think the challenges will be,
 - what makes your company unique.
- 3 **SPEAK** Work in groups. Take turns explaining your business ideas. Use phrases from the boxes to help you.

Talking about motivations

I'd love to get involved in something a bit more ...
 I've always been interested in ...
 ... is something I think I'd be really good at because ...

Talking about challenges

Probably one of the biggest challenges would be ...
 Something else to deal with would be ...
 It would also be difficult to ...

Asking for more information

Could you tell me a bit more about ...?
 So you said ... Could you expand on that a little?
 How would you cope with ...?

- 4 **DISCUSS** Work in groups. Discuss which idea you think has the best chance of success and why.

BEYOND THE CLASS

Why not try ...

... conducting some research into successful entrepreneurs from your town or city? Make notes about their business and what inspired them. Report your findings to the class.

4

ONE WORLD

VOCABULARY

world issues • globalisation

1 Find the words in the word search which match the definitions (1–8).

Words appear across, down and diagonally, forwards and backwards.

- 1 a situation in which someone doesn't have enough money to pay for their basic needs
- 2 an unreasonable and unfair opinion about or a feeling for a group of people, usually negative
- 3 a situation in which an individual or a larger group of people are out of work
- 4 the exchange of goods and products between countries
- 5 how much someone earns
- 6 the right or opportunity to have or do something (e.g. ... to education)
- 7 a lack of food affecting a large number of people, which can lead to illness or death
- 8 the right to express your opinions and make your own decisions

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

2 Complete the sentences with the missing words.

Some letters have been given.

- 1 The government has promised to _ _ e _ _ e more workplaces in poorer regions.
- 2 I think it's important to educate people about cultural differences to help _ n _ prejudice.
- 3 International companies may _ n _ _ u _ _ _ e unfair competition by offering products at much lower prices.
- 4 Cutting down tropical rainforest _ e _ _ _ _ ys the natural habitat of many animal and plant species.
- 5 I'm writing an essay on how to _ m _ _ o _ _ cross-cultural communication to avoid misunderstandings.
- 6 What can be done to make sure that the gap between the rich and the poor does not continue to _ i _ _ _ ?

3 Complete the text with the correct forms of the words below.

nature culture nation employ compete tolerate



I see myself as a global citizen and I believe I benefit from globalisation on a daily basis.

To begin with, this phenomenon offers a number of economic opportunities.

Because of the increase in ¹ _____

trade, there is more foreign investment in my country and, as a result, thousands of workplaces have been created. Consequently, ² _____ has dramatically decreased. Apart from these economic effects, globalisation promotes ³ _____ understanding. Since we can travel more freely, we learn more about people from different countries, and it makes us more ⁴ _____.

On the other hand, antiglobalisation activists point to the downsides of the phenomenon, such as encouraging unfair

⁵ _____ for local markets or the destruction of the

⁶ _____ environment. But perhaps that's the price we have to pay for the positive impact of globalisation?

VOCABULARY CHALLENGE! Student's Book, p. 130, UNIT 4, ex. 1

4 Translate the Polish parts of the sentences into English. Use phrases that include *make* or *bring* in each sentence.

- 1 We all hope that the reforms _____ (*spowodują pozytywne zmiany*) in the education system.
- 2 The government should _____ (*podjąć próbę wyeliminowania*) racial prejudice.
- 3 During his speech, the minister _____ (*poruszył problem bezrobocia*).
- 4 Susan _____ (*chciałaby coś zmienić*) to the world, so she's joined a local charity.
- 5 _____ (*Pani polityk zrobiła bardzo dobre wrażenie*) because she promised to create more workplaces.
- 6 The aim of the conference is to _____ (*zgromadzić ludzi z różnych kultur*) in order to discuss various ways of eliminating discrimination against women.
- 7 What can we do _____ (*aby uświadomić ludziom*) of the pay gap between the rich and the poor?

5 Write 3–4 sentences to explain how you understand the quote below.

It has been said that arguing against globalisation is like arguing against the laws of gravity.

Kofi Annan

1 Choose the correct option to complete each sentence.

- The police officer insisted **to see** / **on seeing** our documents.
- Mary apologised **to** / **for** arriving late for the class.
- They warned me **not to go** / **from going** to the forest in the evening.
- Bill was obviously bored to death, so he suggested **to go** / **going** out.
- She explained **to me** / **me** that she was busy.
- The employer promised **that he would prepare** / **on preparing** all the details of the contract.
- Mark offered **me to help** / **to help me** with the project.
- The man denied **being** / **to be** a member of the gang.

2 Complete the sentences with the correct forms of the verbs below. Add prepositions where necessary.

leave donate take part stop lie complete
show

- My parents advised me not _____ in the march in the city centre as it might be dangerous.
- The newspaper accused the government _____ to the public.
- They congratulated the scientists _____ the research successfully.
- The billionaire proposed _____ large sums of money towards cancer research.
- Luckily, my mum had reminded _____ early. Otherwise, we would have missed the plane!
- A police officer told me _____ my ID.
- Mum was really angry and warned _____ my pocket money if I didn't improve my grades.

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

- As Steven isn't a good public speaker, he _____ (**object** / **make**) a speech.
- When Tom suggested joining a political party, I _____ (**refuse** / **consider**) his idea.
- They _____ (**regret** / **make**) donations to that organisation.
- Last week, Elsa _____ (**promise** / **not call**) me after 10.00 p.m., but she broke her promise.
- In the headmaster's office, Henry _____ (**convince** / **we** / **he** / **not be**) responsible for the silly joke.
- After the exam results arrived, Karen _____ (**boast** / **she** / **score**) the best mark.
- At the last meeting, Paul _____ (**assure** / **we** / **he** / **consider**) our proposal.

4 Correct the mistakes in the underlined fragments of the text. One fragment is already correct.

The press conference organised by the car manufacturer, Industry International, didn't go quite as planned. When one of the journalists ¹mentioned the company to pollute the local river, there was no comment. The spokeswoman simply said that it was not true and ²threatened suing anyone who made similar false statements. She then ³insisted reading from a prepared speech and refused to answer any further questions. The atmosphere became even more tense when another reporter reminded the company's representatives that they ⁴had stated that they would employ more workers within the next few months. The president ⁵denied to say anything like that, which was obviously a lie.

5 Rewrite the sentences as reported speech using the verbs below. Use each word only once.

admit demand state invite convince

- 'Would you like to spend the winter break at my chalet?' aunt Janet said to me.

- 'I did destroy all the evidence after the accident,' the accused said.

- 'Most of the money has been lost due to corruption,' a spokesperson for the organisation said.

- 'I want to see my lawyer right away!' John said.

- 'If you create vibrant workplaces, the country's economy will be boosted,' the economist was trying to explain the situation to the government.

GRAMMAR CHALLENGE! Student's Book, p. 130, UNIT 4, ex. 1

6 Rewrite the sentences as reported speech. Sometimes more than one answer is possible.

- 'We are going to take part in the antiglobalisation protest on the 1st of May.'
Miriam and Jane told us _____.
- 'The Moon is the Earth's only natural satellite.'
The teacher told us _____.
- 'UNICEF provides humanitarian and financial aid to children in developing countries.'
The lecturer explained _____.
- 'Large corporations control the world's economy.'
The journalist claimed _____.
- 'The government has never encouraged unfair trade.'
The minister denied that _____.
- 'The gap between the rich and the poor is widening every day.'
The anti-globalisation activists informed the audience that _____.

- 1 Complete the sentences with the words below. Use a dictionary to check the meaning of the phrases in bold.

belt crowd end fancy field niche possibilities
wiser

- I started out as a general website designer, but I've managed to **carve out a** _____ **for myself** as the guy who designs amazing websites for the most prestigious architects.
- She explained what her job involves, but she used so much technical jargon that **I'm still none the** _____.
- If you're prepared to travel abroad to find work, **the** _____ **are endless**. You can do virtually whatever you want, wherever you want.
- The unemployment rate is quite high, but **there's no** _____ **of** work available if you don't mind working unsociable hours for low pay.
- I went shopping to look for a new outfit, but nothing **took my** _____, so I came home empty-handed.
- In the global marketplace, you're competing with thousands of similarly qualified people from all over the world, so you'll need to find a way to **stand out from the** _____.
- She's not ready to manage a team yet, but once she's got a bit more experience **under her** _____, she'll be an excellent manager.
- I don't expect to be given special treatment, but I think there should be **a level playing** _____, so it's fair for everybody.

- 2 **MP3 06**  Listen to part of a radio interview. For questions 1–5, complete the email with a word, number or short phrase.

Hi Jake,

I just heard an interesting radio show about _____, and it occurred to me that it might be the perfect career for you. Basically, they're self-employed people who use _____ to find and complete jobs for other people and organisations. You just need to create a profile on an _____ and then you can work for clients all over the world. Start by offering a _____, and then raise it once you've built a good reputation. Don't worry about perfect English! Your level (B2) is fine for day-to-day _____. What do you think? Are you going to sign up?

Lukas

- 3 **MP3 06**  Listen again. Complete the sentences.

- A freelancer is a person who works for others without being an _____.
- Clients care about three things in terms of problem-solving: _____, _____, _____.
- As your reputation for being _____ grows, it'll be easier to get paid well for your work.
- Carly thinks it's fair for people in poor countries to be paid _____ people in richer countries.
- Carly recommends asking somebody _____ carefully to make sure the English is perfect.

- 4 Would you like to be a digital freelancer? Write a short paragraph about why it might (not) be a good career option for you. Try to use some of the words and phrases in bold from exercise 1.

REVISION Student's Book, p. 50

- 5 Complete the texts with the words below. Then decide which natural or man-made disaster is described in each text. There is one extra disaster.

move forward faded facilities clue fundraiser
donate corruption privileged

- | | |
|--|----------------------------------|
| ☐ food shortage | ☐ tornado |
| ☐ earthquake | ☐ flood |

a The town will need a lot of rebuilding, as the water damaged most of the public ¹_____ in the town centre. We will also organise a ²_____ to collect money for this cause.

b It was rather sad to see that media interest ³_____ just a few weeks after our city had been almost completely destroyed. To ⁴_____ and recover from the disaster, we definitely need more help and regular media coverage. Trust me, an occasional money-raising event is not enough to help residents who are still traumatised by the tremors.

c As so-called ⁵_____ people, we do not have a ⁶_____ about how serious the situation in Sudan is. The money that we ⁷_____ to the institutions which are helping the starving often disappears without a trace due to ⁸_____ and bad organisation, and the financial help rarely reaches those in need.

- 6 Complete the sentences with the missing words. Then decide if they are formal (F) or informal (I).

- If you need someone to help clean the place, I'm all i_____. ☐
- I found the lecture on globalisation quite h_____. I just couldn't understand it. ☐
- D_____ to illness, we are closed this week. Please c_____ visiting our shop at 18 Bradford Street. ☐
- Recently, relations between the two countries have d_____ sharply. It is feared that the present situation might lead to war. ☐
- I think Ruth is not the s_____ of girl to take part in a public protest. ☐

- 7 Write 2–3 sentences to answer the questions.

- Would you consider becoming a volunteer to help the victims of a natural disaster? Why? / Why not?

- Describe a situation when you or someone you know raised money for a charity.

1 Rewrite the sentences using impersonal constructions with the passive voice.

- 1 People say that a local businessperson has donated 1000 dollars to charity.
A local businessperson _____
1000 dollars to charity.
- 2 The oil spill is thought to have already killed thousands of marine animals.
It is thought that _____
thousands of marine animals.
- 3 People expect that air pollution will not be reduced in the near future.
Air pollution _____
reduced in the near future.
- 4 Some people believe that Megan played truant.
Megan _____ truant.
- 5 People estimate that the project has helped thousands of out-of-work individuals.
The project _____
thousands of out-of-work individuals.
- 6 A lot of people said that Lucy was the best runner in the team.
Lucy _____
the best runner in the team.
- 7 Some people assume that a new campaign will be launched next month.
A new campaign _____ next month.
- 8 It is believed that the government will promote cultural understanding.
The government _____ cultural understanding.
- 9 Sarah is thought to be suffering from an incurable disease.
It is _____ an incurable disease.
- 10 People said that the teenager was the youngest volunteer in the famine-stricken country.
The teenager _____
volunteer in the famine-stricken country.

2 Complete each sentence with one missing word.

- 1 The organisation is believed to spent hundreds of pounds on fighting corruption in the country.

- 2 The money-raising event was thought to a resounding success.

- 3 You should leave to your parents to make a decision.

- 4 It assumed that the local factory had polluted the river.

- 5 It is estimated that more than fifty activists have arrested.

- 6 Tom it difficult to deliver a speech to hundreds of people.

- 7 Mary hates when people drop litter on the beach.

- 8 I would appreciate it you would make less noise.

- 9 Do you mind it people smoke at bus stops?

- 10 Jane considers it her duty support environmental organisations.

3 Complete the sentences using the words in brackets. Change the form of the words and add any other words where necessary.

- 1 My mum _____ (*hate / people / leave*) without saying goodbye.
- 2 We _____ (*owe / we / children*) to make this world a better place.
- 3 Julia _____ (*like / she / can / help*) the disadvantaged.
- 4 I _____ (*appreciate / you / can / support*) our cause.
- 5 Some teenagers _____ (*find / difficult / speak / they*) mind among their peers.
- 6 We shouldn't _____ (*leave / up / government / decide*) about environmental policies.
- 7 Helen _____ (*not mind / she / ask*) to support an environmental organisation.
- 8 We _____ (*think / necessary / hold*) a fundraising event at our school.

4 Correct one mistake in each of the sentences.

- 1 I owe there to Jim to tell him the truth.
- 2 Mr Smith is believe to have founded the organisation.
- 3 George love it when he can spend all morning lying in bed.
- 4 We consider it necessary to held a meeting as soon as possible.
- 5 The meeting is believed to lasted two hours.
- 6 The students found it difficult to wrote the test in an hour.

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

- 1 I find it extremely difficult _____.
- 2 My mother hates it when _____.
- 3 I do mind it when _____.
- 4 I would appreciate it if _____.

6 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- 1 By the time we come back, Jake _____ (*skończy przygotowywać się*) for the test.
- 2 Luke _____ (*obietwał zebrać większość*) the money by Friday.
- 3 When Lidia entered the room, she asked _____ (*jak długo siedzimy*) in darkness.
- 4 This time tomorrow, Steve _____ (*będzie brał udział w*) a charity event.
- 5 Someone in the room asked the speaker _____ (*czy oskarżyli kogoś o zanieczyszczanie*) the local river.
- 6 Grandma _____ (*musiała mieć problemy z*) her mobile phone – that's why she didn't call.
- 7 Whenever I see Lucy, she _____ (*wiecznie prosi mnie, żebym sprzedał*) her this picture, although she knows it's not for sale.
- 8 _____ (*Nie przeszkadza mi, gdy*) people ask me about my experience of being a volunteer in Sudan.

1 Do the quiz below.

- 1 A monolingual dictionary does not give any
a word definitions. b translations. c synonyms.
- 2 Which of the following countries is not officially bilingual?
a Haiti b Canada c Albania
- 3 How many Polish native speakers are there in the world?
a 30–35 million b 39–48 million c over 55 million
- 4 Which of the following Polish computer terms is not derived from an English word?
a laptop b kliknąć c klawiatura
- 5 Name three foreign borrowings that are common in Polish.
a _____ b _____ c _____

3 Read the text in exercise 2 again and complete the sentences.

- 1 After the Norman invasion, Old English and Norman French merged, which resulted in the _____.
- 2 For the sake of protecting the French language, the French government demands that all official publications _____.
- 3 According to some French university employees, it might be more difficult to attract international students unless _____.
- 4 The majority of people in French-speaking countries have doubts about _____.
- 5 In order to make Quebec a monolingual province, a _____.

2 Read the text and put the paragraphs in the correct order to make a logical text.

I LOVE CANADA

A ____

On the other side of the Atlantic, there is a country which has always been proud of its official French-English bilingualism – Canada. Despite years of apparent harmony, Quebec is now discussing how much English should be allowed. In 1974, Quebec's National Assembly passed a law declaring French to be the only official language in the province. Lawmakers hoped that the **introduced change** would result in the province becoming monolingual. But stopping English from seeping into everyday life in a bilingual country is almost impossible. It pops up everywhere from shop names to hospital signs. In an attempt to prevent this from happening, Quebec's language police is constantly keeping a lookout for such signs. Those responsible are usually asked to change them to French.

B ____

Changes to a language are as much a part of history as any other change. One thousand years ago, William the Conqueror invaded England from Normandy, making the Normans the new ruling class. Initially, they spoke only Norman French, but their new subjects continued using Old English. However, since coexistence without communication was impossible, the two languages eventually merged. The resulting change was so **substantial** that linguists decided it was the end of Old English. The grammar was simplified, and its vocabulary enriched with many French borrowings.

C ____

While many people in French-speaking countries appreciate the idea of promoting French vocabulary over English, most argue that the government is taking it too far. Naturally, every language is a vital part of its speakers' cultural heritage and, as such, it should be protected. However, languages have always had to adjust to changes in the world. The difference is that in the past, the changes were usually **subtle** and **gradual**, while in today's rapidly changing world most languages are dramatically expanding their vocabulary and, in a world where everyone uses English terms such as *software* or *hashtag*, it seems impractical to expect that the French will suddenly switch to the terms devised by their linguists. Since the current range of French words is not being added to, why would adopting these new English words be **a change for the worse**? Surely, if it makes communication easier for everyone, isn't it **for the better**?

D ____

But now, the tide of linguistic history has turned. As with many languages around the world, French has recently borrowed some words from English, especially in the field of science and technology. In an attempt to **resist** this change, the French government has passed a law requiring all official publications to be 100% in French, and it has also created a website of English terms which are banned from use. The authorities would also like universities to deliver lectures only in French. However, many distinguished academics have actually suggested introducing more courses in English, claiming that without them it might be difficult to attract international students.



4 Use the phrases in bold from the text in exercise 2 on page 46 to complete the following collocations with change.

- | | |
|---|----------------|
| 1 a change that happens over time | a _____ change |
| 2 a change that improves the situation | a change _____ |
| 3 a really big change | a _____ change |
| 4 make a change | _____ change |
| 5 a change which makes a situation more serious | a change _____ |
| 6 a tiny change | a _____ change |
| 7 be against change | _____ change |

5 Complete the sentences with the correct form of the words from exercise 4.

- Although she said she didn't care, the _____ change in the tone of her voice suggested she was upset.
- The fact that we can now share our ideas with anyone around the world is one example of how the Internet has changed the world _____.
- Youth exchange programmes are beginning to bring about _____ changes in young people's attitudes towards other cultures.
- Higher taxes are likely to change the financial situation of poorer people _____.
- Words like *blog* have entered our language despite the fact that some people are _____ such linguistic changes.
- The appearance of computers has resulted in _____ changes in our vocabulary.
- The European Union wants to _____ changes in its environmental laws.

REVISION Student's Book, pp. 52–53

6 Match the words in A and B below to form phrases. Then complete the text with the correct expressions.

A likely inevitable emerging growing far-reaching major

Most of us stay in touch with our friends and family either via the Internet or some form of mobile device. Digital technology has brought about ¹ _____ in the way we communicate. First of all, we now feel we need to communicate very quickly and respond to messages without delay. Moreover, the Internet also has a ² _____ on the way we organise our social life. We share more details about our everyday lives with our friends than ever before. Digital communication in the form of short messages or tweets has a ³ _____ on the way we use language. Some linguists even predict that one of the ⁴ _____ of texting is that people tend to use less complex language in favour of short and simple sentences. Another ⁵ _____ is towards

VOCABULARY CHALLENGE! Student's Book, p. 130, UNIT 4, ex. 2 & 3

7 In each group, there is one word which takes a different suffix. Cross out these words and put them into the right groups.

- ance:** accept, permit, tolerate, _____
- ness:** defend, eager, kind, willing, _____
- tion:** admit, motivate
- sion:** expand, invade, ready, discuss, _____
- ence:** guide, prefer, _____
- ity:** complex, possible, real, responsible, tidy

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

- Her _____ (*willing*) to accept absolutely everything that she hears on the news without question seems a bit naive to me.
- In _____ (*defend*) of his client, the lawyer said it had been a crime of passion.
- _____ (*tidy*) has never been one of my strengths, with the result that my room is usually a mess, but I prefer it that way.
- The _____ (*complex*) of the problem means that a solution will be hard to find.
- No one is allowed to enter the building without the _____ (*permit*) of the police.
- Her _____ (*eager*) to help everyone is one of her greatest qualities.
- There's no denying the fact that the _____ (*expand*) of English around the globe is an unprecedented phenomenon.
- Children's _____ (*ready*) to trust anyone can get them into trouble.

B implications influence trend changes consequences impact

using pictures and emojis to communicate rather than actual words. Teachers and psychologists are suspecting that in the future the use of such, mostly short, messages will have ⁶ _____ for our learning abilities, since people are getting so used to short texts that they are not able to process longer texts.



1 Read the question below. What arguments and examples could you use to answer it?

Does the fact that the world has become a global village make it increasingly difficult to explore the world in terms of

- experiencing the unknown,
- experiencing foreign culture,
- living in a different way for a moment?

2 Complete the parts of a presentation (A–E) with the expressions below.

without saying point out say so sum up not least
to discuss result in visibly affected comes to

- A** Last but ¹_____, there's the fact that travelling used to mean 'when in Rome do as the Romans do'. You had no choice but to live like the locals or – in the wilderness – tough it out on a sleeping mat in your tents. This aspect of travelling is ²_____ by the development of hotels of similar standard and camping equipment that imitates the comforts of home.
- B** When it comes to experiencing foreign cultures, it's really up to us. Indeed, many people take the easy way out and miss out on that. What makes me ³_____ is the fact that everywhere there are the same shops and fast food outlets that draw people in with their familiarity. It may ⁴_____ a situation when you're on holiday but never really try to eat the local foods. Yet if we make an effort, foreign culture is there for us to enjoy.
- C** To ⁵_____, I'd say that it takes a bit more effort than it used to for our travelling to be an experience that it as different from our everyday life as possible, but it is still possible to have the thrills of a different rhythm of life, cuisine and views.
- D** In this presentation I wish ⁶_____ whether globalisation kills the thrill of exploring the world while travelling. I must say that I believe it does, but only to a certain extent.
- E** It goes ⁷_____ that the Internet and films also spoil some of the surprise that comes from visiting the places. But we need to remember that when it ⁸_____ breathtaking landscapes or impressive architecture, exploring in person is never the same as looking at pictures. I would like to ⁹_____ that while tourist websites help us prepare for the trip, they do not show everything and the less known places remain to be discovered along the way.

3 Put the parts of the presentation in exercise 2 in the correct order. Which parts of the presentation referred to the aspects of the question in exercise 1?

4 Read the instructions and do the speaking task.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

W jaki sposób może wpływać na nas doświadczenie pracy lub nauki w towarzystwie osób pochodzących z różnych stron świata?

- umiejętności społeczne
- wartości
- zainteresowania

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

- Who is the target audience of this article? _____
- Which of the titles below would you choose for the article? Why? Suggest one extra title.
 - BENEFITS OF SCHOOL EXCHANGES
 - A YEAR THAT ROCKED MY LIFE
 - your title: _____
- Which of the following arguments would appeal to the target audience of this article? Why?
 - meeting new friends
 - learning the language
 - getting to know a different culture
 - spreading information about your culture
 - travelling around a new country
 - learning about the political and economic situation of a different country
 - personal development

2 Write sentences from the prompts.

- by / engage / this programme / you / acquire / number / genuinely useful skills.

- not / pass up / chance / get to know / different culture.

- I / believe / it be / highly beneficial / you / since / it / make / you / more self-reliant.

- I / can assure / you / this time / be / enormously productive / since / you / improve / language skills.

- I / suggest / participate / this programme / it / will / allow / you / make / new friends.

- if / I be / your shoes / I / take / this opportunity / experience / something new.

- programmes like this / be / must / any person / interested / visit / other countries.

- take part / this programme / certainly give / opportunity / become / open-minded.

3 Read the instructions and do the writing task.

Właśnie wróciłeś/wróciłaś z międzynarodowej wymiany międzyszkolnej, w ramach której spędziłeś/spędziłaś rok, chodząc do szkoły w innym kraju. Napisz do gazetki szkolnej **artykuł**, w którym opisziesz swoje doświadczenia i wyjaśnisz, jakie korzyści może przynieść udział w takiej wymianie.

Wypowiedź powinna zawierać od 200 do 250 wyrazów.

1 Translate the sentences into English.

- Poinformowano, że w roku 2017 w Europie było tylko dwóch ekspertów od tej choroby.

- Przypuszcza się, że naprawy obiektów zniszczonych przez tsunami będą bardzo kosztowne.

- Zakłada się, że prędkość komunikacji będzie nadal się poprawiać.

- Chcę, żeby było jasne, że nie wezmę udziału w konferencji.

- Wiem, że nie lubisz występować przed publicznością, więc możesz zostawić to mnie.

- Mówi się, że globalizacja tyle samo ubóstwa powoduje, co eliminuje.

2 Complete the sentences with the correct form of the words in brackets. Add any necessary words. Use no more than five words in each gap.

- The company promised they _____ (will / consider / send / we) the information we needed for our project.
- Paul keeps _____ (deny / be / involve) the fight, but I think he's not telling the truth.
-  This organisation has been very successful _____ (attempts / improve) communication between young people from different cultures.
- So far, his teachers _____ (always / speak) of him. He's an excellent student.
- Anna _____ (demand / know) what was happening with the prisoners.
- I _____ (regret / I / not be) with you on the demonstration on Sunday.

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

- Julia is not very good _____ (w mówieniu kłamstw).
- Over the next few decades, we will have to deal _____ (z nieuniknionymi zmianami) caused by global warming.
- She said that participating in the seminar on African cultures _____ (było prawdziwie niezapomnianym) experience.
- Mark said he _____ (nie przejmuję się) social problems.
- The teacher asked if _____ (udało nam się zarezerwować) a venue for the European Day event.
-  They said they _____ (będą skłonni) offer us some financial help the following year.

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

bring cause courage admit make ready defend tolerate

Whenever the subject of environmental protests is ¹ _____ up, I immediately think of Extinction Rebellion (XR), the international movement that ² _____ non-violent civil disobedience. It was established in 2018 and, since then, its activists have protested against governments' inability to act on climate change in a variety of ways, for instance, by holding demonstrations, blocking roads and bridges, and even gluing themselves to the gates of Buckingham Palace. Hundreds of XR members have been arrested so far, but we need to bear in mind that the activists have expressed their ³ _____ to be arrested and that they intend to continue using civil disobedience as a form of protest.

One of their actions has recently taken place in the National Portrait Gallery, where three activists were covered in what was supposed to look like crude oil in order to protest against the sponsorship of the gallery by a major oil and gas company. The National Portrait Gallery stated that as a result of that sponsorship in 2019 thousands of people had free ⁴ _____ to one of their exhibitions.

I'm in two minds about the steps taken by Extinction Rebellion, as XR activists are definitely ⁵ _____ a difference but, on the other hand, some of their actions seem to be an ⁶ _____ nuisance to members of the public. What is your opinion?

5 Complete each set of sentences with one word.

- _____ For the salad, please get some tomatoes, lettuce and onions and your favourite salad _____. It's a bit chilly, so if you want to sit in your pyjamas then at least put a _____ gown on. Excuse me, do you have a _____ room? I'd like to try this on.
- _____ The police are trying to _____ track of all the phone calls made to these numbers. My dad is a computer specialist and he likes to _____ abreast of all new developments in IT. You're walking too fast, and I can't _____ up with you.
- _____ Three victims of the attack were _____ to the local hospital. We weren't _____ into the club because of our clothes. The man arrested _____ to stealing the jewellery.
- _____ This duvet requires _____ cleaning, don't wash it yourself. After a week of rain, we're finally headed for a _____ spell. For breakfast, I need little more than _____ bread and a cup of coffee.
- _____ I want to study ecology and _____ a difference in the world. We need to _____ everyone aware that bribery is wrong. We failed today, but we're going to _____ another attempt.



- 1 **MP3 07** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat restauracji typu *fast food*. Odpowiedz na poniższe pytania.

SPEAKER 1

- 1 What kind of people would make a fast food outlet their number one choice?
- 2 What are the advantages of fast food restaurants when travelling in a hot or exotic country?

SPEAKER 2

- 3 How do fast food restaurants create unfair competition for local restaurants?
- 4 What's the alternative to introducing legislation to restrict the expansion of fast food companies?

SPEAKER 3

- 5 What are the advantages of the global popularity of fast food restaurants?

SPEAKER 4

- 6 What are the negative sides of trying the local cuisine?
- 7 When might the speaker choose to eat fast food?

- 2 Przeczytaj tekst i uzupełnij zdania 1–5. Zdania należy uzupełnić w języku angielskim.



The word *fairtrade* can now be found on countless products, but not everyone realises that it actually stands for something very important.

More worryingly, there is a lot of confusion about what *fairtrade* does or doesn't mean. It might, therefore, be difficult for the average consumer to decide whether or not to support it. Here are some facts which should make things clearer.

The Fairtrade Foundation works with small and economically disadvantaged producers from developing regions of the world to help them compete with the huge international corporations. They sign contracts with these producers in order to ensure that they will not only be able to sell their products worldwide but also receive a decent price for them. This, in turn, enables these producers to improve their standard of living and, in the long-run, allows them to expand their business and, hopefully, hire more people. In this way, Fairtrade helps to reduce unemployment in the poorer areas of the world. Fairtrade, though originally associated with the coffee trade, is now involved in many different areas: producing clothes, jewellery, home decor, cosmetics, foodstuffs, tea and wine. However,

- 3 Read the instructions and do the speaking task. Then answer the follow-up questions.

W dobie globalizacji wiele mówi się o tym, czy warto uczyć młodzież tradycji narodowych. Rozważ tę kwestię w odniesieniu do tradycji Twojego kraju dotyczących

- kuchni,
- tańca,
- języków mniejszości.



- 1 Which elements of the Polish culture would be the easiest to promote abroad?
- 2 How important is your national identity for you?
- 3 Can you name some elements of other cultures which have enriched your national culture?

farmers are still the most important group that cooperates with Fairtrade – over eight hundred thousand of them, who are from over thirty countries around the world, proudly put the Fairtrade logo on their products.

Fairtrade is also very aware of difficult social issues, condemning child labour and demanding greater gender equality. Keeping that in mind, they only work with and award the Fairtrade logo to producers who can prove that they are offering fair employment and working conditions. Furthermore, Fairtrade believes in protecting the environment. Farmers must attempt to minimise the harmful impact that their businesses have on the environment by using local resources, renewable energy sources and biodegradable packaging. Complying with such conditions requires extensive knowledge on the part of the farmers – which not all of them may possess. This is why, apart from the regular payments for their products, they also receive yearly premiums from the organisation. The money comes from the sales of their products and must be invested into educating themselves more about ecological solutions, developing their businesses so that they are more efficient or environmentally friendly.

- 1 Thanks to Fairtrade, small producers are capable _____ international corporations.
- 2 Fairtrade is committed to fighting unemployment in developing countries, so the producers are given _____ products, which allows them to employ more workers.
- 3 The Fairtrade logo can be found on _____, most notably on coffee.
- 4 Not only do the producers awarded with the Fairtrade logo have to _____, but they must also adopt environmentally friendly practices.
- 5 The reason why the producers receive yearly premiums is to help them _____ about more ecological solutions so that they can be more environmentally friendly.



► VIDEO 07

SPOTLIGHT ON SOCIETY VIDEOS

Elijah's Battle

4

BEFORE WATCHING

- 1 Look at the video still from the film. What do you think might be happening? Would you like to be in this boy's situation? Why / Why not?



- 2 Look at the names of these organisations. Do you know what they work for and what they have in common? Can you add any other similar organisations to this list?

Global Climate Strike WWF Oceana
Earth Justice Fridays for Future

WHILE WATCHING

- 3 Watch the video and answer the questions.
 - 1 The video shows two sides of Elijah – what are they?
 - 2 The students are out in the rain, wet and tired – what does it say about them?
 - 3 Why are there so many police officers in the streets?
 - 4 Does Elijah's mother agree with his choices?
 - 5 In what way does Elijah change his plans?
 - 6 What's Elijah's role in the group?
 - 7 What's Elijah's mum's attitude at the end of the clip?
- 4 Watch the video again. Who says these things? Try to explain the context and meaning in which they are said in the film.

'I need to learn to be able to be listened to, unfortunately.'

Who says it? _____

What is the meaning and context? _____

'It's really important!'

Who says it? _____

What is the meaning and context? _____

'That's exactly what Eli is worried about too.'

Who says it? _____

What is the meaning and context? _____

'I'm terrified.'

Who says it? _____

What is the meaning and context? _____

'Climate justice!'

Who says it? _____

What is the meaning and context? _____

FOLLOW-UP

- 5 Complete a student's blog entries from the strike with the correct forms of the words below.

unstoppable defeated followed by go extinct
acceptable banner justice

September 8th

I signed up for the Climate Strike today! Both my parents are eco-activists, so they've been telling me about climate change and problems related with it since I was a baby. I believe that climate change has a growing influence on every aspect of our lives and every young person is going to feel its impact when we grow older. It's not just about species ¹_____. The changes in climate will be ²_____ more and more natural disasters, and it is not ³_____ that companies want to earn money without any concern for our future. So I'm going on strike!

September 21st

It was amazing! We were ⁴_____! There was rain and tons of police but we just didn't care! I carried a ⁵_____ saying 'Climate ⁶_____!', and shouted till my throat was sore! I heard a lot of people saying we should all just go back to our classrooms and our books and study. Well, no. This week is about our planet. There are thousands of us here and we will not be ⁷_____! We're going to fight this battle until our governments hear us and take more serious measures to save us all! The next march is in a few days and I can't wait!

AFTER WATCHING

- 6 Find out more about one of the organisations from exercise 2. Prepare a leaflet which would give students some information about this organisation and encourage them to take part in some of its initiatives.



VIDEO 08

COMPREHENSION

1 Work in groups. Discuss the potential issues of the following situations:

- freely sharing a large amount of data online
- following links in emails without checking the source
- living in a smart home that records personal data

2 Watch the video about online privacy. Were any of your ideas from exercise 1 mentioned?

Glossary

big data (n) the data generated by online activity, the quantities of which are so large that new tools and methods are needed to analyse it

digital footprint (n) information about a person that can be learned by analysing their internet activities

hacking (n) illegal activity using a computer to access information stored on another computer system or to spread a computer virus

3 Watch the first part of the video (up to 1:25) again. Are these sentences true (T) or false (F)? Correct the false sentences.

- Digital detectives are employed to protect the online reputation of businesses and celebrities. T / F
- Max was able to gather a huge amount of data about Aleks within a few hours. T / F
- Max says that the majority of Aleks's digital footprint is data she'd intended to keep private. T / F
- According to Max, criminals could potentially use data that you've shared online to make you do things against your will. T / F

4 Watch the second part of the video (1:25–4:00) again and answer the questions.

- Why does Aleks visit the hacking conference?
- According to Khalil, why is the Middle East behind the US in terms of online data protection?
- How does Khalil hack Aleks's laptop?
- What can Khalil do once he has access?
- According to Khalil, why is it easier to hack a company computer?

Glossary

clone (v) to create an exact copy of something else

5 Watch the third part of the video (4:00–5:45) again. Complete the sentences with no more than three words in each gap.

- The Sekisui House uses sensors to gather your _____ as well as network information about the house itself.
- The _____ behind the development of smart homes in Japan is to improve the ageing population's quality of life.
- According to William Saito, _____ could use the cameras in a smart home to monitor its residents.

AUTHENTIC ENGLISH

1 In the video, when the digital detective opens the box of data he's gathered on Aleks, he says, 'Let's walk you through it'. What do you think this phrasal verb means? Mark the correct definition in the box.

walk someone through something

- to help someone find their way around somewhere
 - to slowly and carefully explain something to someone
- My boss **walked me through** the installation of the software.
- She asked me to **walk her through** my experience.

2 Rewrite the sentences using **walk through** and appropriate pronouns.

- I explained the fire alarm procedure to my students.
- I outlined the details of the document to my colleague.
- My mum asked me to explain the contract to her.
- She explained the basics of employment law to us.
- I showed my friend how to set up his new computer.

DISCUSSION

Work in groups. Discuss what kind of information you are happy to share online and why.



How to maintain your online privacy

Think about your password

It's vital to choose a password that no one will easily guess. Don't use a word or phrase of special personal importance, like a birthday, the name of a family member, your favourite song or football team. ¹___

Make sure your password is more than ten characters long and use at least one capital letter, one lowercase letter and one number. You should also make sure you use a different password for each online service you use.

Protect the messages you send

To ensure the security of your messages, consider using encryption. ²___ Online, this means your message is sent in an encrypted format and can only be decrypted upon reaching its final destination.

Don't let your browser track you

When you see an ad on a website related to another website you've looked at recently, it's because the search engine you use has traced the sites you've browsed. ³___

Enable 'private browsing' on your computer. This setting is available on every web browser. It deletes cookies, temporary internet files and your browsing history after you close a window.

Use a search engine that blocks advertising trackers, doesn't track your web queries and keeps your search history private.

Be wise about wi-fi

Think twice before sending information on wi-fi networks that don't require a password, or which accommodate more than one person at a time, for example, in a coffee shop, an airport or a hotel. Using these shared wi-fi networks may put you at risk of having your data stolen. Even young people who have grown up with technology seem unaware of the risk. ⁴___

Update your software

If you don't update all your software, you leave yourself open to hackers. Over 90% of software updates are there to help patch security holes. However, most people are unaware that digital security and digital privacy are closely linked. ⁵___ The easiest way to avoid this nightmare is to keep your software updated.

READING

- 1** Work in pairs. What are the main dangers of not protecting your online privacy?
- 2** Match the sentences (a-f) to the gaps (1-5) to complete the article. There is one extra sentence.
 - a Being untraceable online is becoming increasingly difficult, but here are two tips to help you maintain your privacy.
 - b In a recent survey, 95% of under 25-year-olds said they had shared information on a public network, the largest percentage of any age group.
 - c That's the kind of information that can be discovered quickly by someone doing a little research.
 - d If your computer is infected by a virus, hackers can gain access to your personal information and may also lock your files and ask for money to get them back.
 - e Never save your passwords on shared computers at university or work.
 - f This is the process of encoding information so that it can only be understood by those who are given access to read it.

SPEAKING

- 1 PLAN** Work in groups. You are going to conduct a survey on online privacy. Write a list of six questions about the following topics.
 - passwords
 - messaging
 - browsers
 - public wi-fi
 - software updates
 - shared information
- 2 SPEAK** Work alone to conduct your surveys. Try to interview at least five people.
- 3 DISCUSS** Work in groups. Compare your results and make a list of the most interesting findings.
- 4 PRESENT** Choose one person from your group to present your findings to the class.

BEYOND THE CLASS

Why not try ...

... watching a talk about protecting your online privacy? Make notes about anything you find interesting. Report your findings to the class.



VOCABULARY

1 Choose the odd one out – a word which is not used in a phrase with the word in bold.

- | | | | |
|-------------|----------|-----------------|------------------|
| 1 clothes | browser | general apparel | shop |
| 2 rise | reassure | appeal to | customers |
| 3 end | prevent | fade | prejudice |
| 4 house | baby | customer | sitter |
| 5 essential | unfair | full | service |

2 Choose the correct option to complete each sentence.

- The **emerging** / **raising** trend in education is to use more interactive games.
- UNICEF is seeking care **providers** / **service** for the children orphaned in the tornado.
- Mark needs to buy special shoes, helmet and knee **security** / **pads** before his first training session.
- I brought the presentation on a memory **USB** / **stick**.
- I definitely prefer local places to **chain** / **net** coffee shops and restaurants.
- House prices are increasing **rapid** / **rapidly**, soon we won't be able to afford one.

3 Complete the sentences with the words below. There are two extra words.

deteriorating inevitable reduce vibrant diminished
clue file scoring reaching

- We need to buy some _____ folders for these documents.
- The recent attempts to _____ unemployment failed miserably.
- The pandemic caused far-_____ complications for our health and economy.
- I'm sorry to say this, but the guy they hired doesn't have a _____ about marketing.
- Global warming is followed by _____ changes in the natural world.
- Afternoons are the best time for _____ great deals at the farmers market because many sellers reduce prices by half.
- Negative publicity resulted in _____ interest in this company's products.

4 Complete the sentences with the missing words.

- I've created dozen of sites since I started working as a website _ _ s _ _ n _ _ three years ago.
- To r _ _ _ _ m an online coupon, please type the code into the box below.
- Look, there's a shop with sporting _ _ e _ _ over here. Maybe they have the rackets you've been searching for.
- I like it when an online shop offers an opportunity to _ r _ _ k the journey of your parcel.
- I find the statistics about climate change d _ _ pl _ _ disturbing.
- Our dog's health is d _ _ _ r _ _ r _ _ t _ _ g rapidly, which is a huge worry to the whole family.

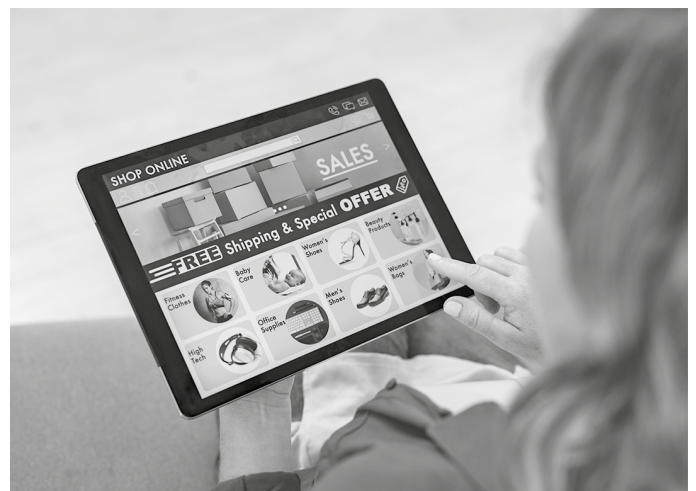
5 Complete the sentences with the correct prepositions.

- As soon as the excitement over this latest phone wears _____, it's price will drop drastically.
- I don't speak French and she doesn't speak Greek, so we rely on gestures _____ communication.
- I'd love to wear new shoes to Tom's wedding. Could you please help me hunt _____ something classy and affordable?
- It's time to abandon the traditional ways of thinking about architecture and move _____ towards greener ways of designing houses.
- Most delegates spoke _____ favour _____ the new legislation.
- The government will look _____ the latest case of river pollution and try to find ways of preventing it in the future.

VOCABULARY CHALLENGE!

6 Complete the text with the correct forms of the words in brackets.

Today's entry is for those who are only beginning their adventure with shopping for fashion online and need some ¹ _____ (**guide**) as to how to go about it. Let me start by saying that the first thing you need is ² _____ (**will**) to sacrifice some time to looking at seemingly endless websites and items of clothing. Good bargains are out there, but they're not always found at the first click of a mouse. The good news is that there's a way of narrowing down your searches. Below, I'm posting links to sites which track ³ _____ (**clear**) sales at various shops for you. This will definitely save you a lot of time and effort. Another common fear among many would-be online shoppers is that the clothes they've bought online won't fit. You should definitely not worry about that as every online shop has to give you a full ⁴ _____ (**fund**) if you return the product within two weeks. If you'd like to ⁵ _____ (**change**) an item of clothing for a different size, that's also possible, although sometimes it means going through a return procedure and buying the item again.



GRAMMAR

7 Choose the correct option to complete each sentence.

- I hate it when **people tell** / **people to tell** me how to spend my money.
- The student council **organises** / **is going to organise** three fundraisers this year.
- Dad advised **me to look** / **that I look** at a few websites before buying anything.
- Everyone **will be celebrating** / **is celebrating** tomorrow at midnight – it's New Year's Eve.
- My parents agreed **sponsoring** / **to sponsor** my horse-riding hobby for another year.
- The upset customer is insisting **to see** / **on seeing** the manager.

8 Choose the correct answer: a, b or c.

- She promised that she ____ with us next year, but she might change her mind by then.
a was going b would go c would have gone
- I think in the future people ____ cryptocurrency much more often than they do today.
a will use b are using c will have used
- Everyone congratulated me ____ student council's president.
a on becoming b to become c that I became
- Give them until 4 o'clock – they ____ for two hours by then and their screen time will be up.
a will play b are going to play
c will have been playing
- The Titanic is thought ____ because of crashing into an iceberg.
a to have sunk b that it sank c to sink
- Look at this queue! ____ an hour to get to the cash register!
a We will take b It is taking us
c It's going to take us

9 Find and correct a grammar mistake in each sentence.

- She found surprisingly easy to buy vegan food at the supermarket.

- What time does the weekly Monday meeting going to begin?

- The architects are suggesting to build more hurricane-resistant houses in this area.

- The new gadget would earn the company lots of money, but it turned out a total flop.

- The protesters are demanding the government to do something to reduce inflation.

- It is saying that in thirty years we will have resolved most of the current energy problems.

10 Complete the sentences using the words in brackets. Change the form of the words and add any other words where necessary.

- _____ (I / hold) a garage sale tomorrow to get rid of the old stuff from the attic.
- This morning our teacher reminded _____ (we / that / participate) in a World Cleanup Day the following week.
- The company which had polluted the lake _____ (object / pay / fine).
- The drastic lowering of temperatures _____ (think / cause) by ash clouds from numerous volcanic eruptions.
- The guests are arriving at 6 p.m., _____ (you / finish) work by then?

ENGLISH IN USE

11 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- An antique clock for €10?
_____ (Wezmę go)!
- The sales person _____ (zapewnił mnie, że będę mogła) return the skirt within a week.
- _____ (Uważa się, że lasy są) the 'lungs' of the Earth.
- The final price of my prom dress _____ (była znacząco wyższa) than I'd expected.
- Shopaholics _____ (czerpią satysfakcję z wydawania) money on things they don't necessarily need.
- I think artificial intelligence _____ (będzie miała ogromny wpływ) on the way we shop.

12 Complete the text with the correct words. Put one word in each gap.

One day, when I was browsing the Internet, one of the adverts suddenly caught my attention. It was for a website offering cut-price ¹_____ on antiques, including a gorgeous armchair I'd always wanted for my room. I soon clicked on the 'Buy' icon without realising that this piece of furniture ²_____ to become my nightmare for the next few months. The seller claimed that he ³_____ come into it a few years before, on the death of his grandfather. It was supposed to date ⁴_____ to the 19th century. I bought it and excitedly shared the news with my friends, only to be warned that the website was a scam and urged to ⁵_____ my order as soon as possible. Unfortunately, the warnings came too late. Although I waited for weeks, my purchase never arrived. I later found out that the website was indeed a well-known scam whose owners are believed ⁶_____ have stolen thousands from hundreds of people. I'm still trying to get my money back, but with little luck. So, a word of warning to you all – before you shop online, learn to tell the ⁷_____ between a reliable website and a scam!

5

PEOPLE AND INFLUENCES

VOCABULARY

personality and character

- 1 Find three personality traits in each line. Then decide which of them are needed for the jobs in the pictures.

- 1 nh integrity bh like ability mhulp passionie
- 2 nhgs insecure dependent hglomphf courageousuy
- 3 plaqdiplomacymlacreativityqtiy imaginationluy
- 4 mpqindifferentjhkointelligentprusloppymn



- 2 Match the adjectives below with the correct sentences. There are two extra words.

cowardly stubborn dependable sloppy insensitive
pessimistic impatient confident upbeat

- 1 Mary's always cheerful and positive about the future.
- 2 Leila's always expecting that something bad is about to happen to her.
- 3 When Ms Evans asked the students who had painted the graffiti, Jason didn't have the courage to admit that he had done it.
- 4 Sheila has to have whatever she wants immediately. When she has to wait for something, she instantly becomes nervous.
- 5 I don't understand how Karen can be so cold-hearted. She doesn't care about other people's feelings at all!
- 6 Once Martha has made a decision, she never changes her mind.
- 7 If you need any assistance with this task, ask Tom for help. You can always count on him.

- 3 Complete the dialogue with the missing adjectives.

Suzie Have you called Steve? I haven't seen him since he got his new job.
Ben Me neither! He seems to be really ¹e_____c about it – he's never been so ²p_____e about any of his jobs until now, so no wonder he is giving it all his time and effort.
Suzie I see, but don't you think he could be a bit more ³f_____e and find some time to meet up with his old friends?
Ben Oh, come on! You should feel happy for him. He used to be so ⁴u_____d, and now he's actually trying hard to achieve something. I think we should be keeping our fingers crossed for him instead of criticising him.
Suzie But I am happy for him! All I'm trying to say is that I've always thought of Steve as a ⁵c_____g person, who's always ready to listen and offer support. And I miss that ...

- 4 Complete the text with the correct forms of the words below.

care know patient persist autonomy

Are you having trouble getting a job? Perhaps it's not your CV that's to blame, maybe it's how your potential employers see you at the job interview. There are a few characteristics which, according to a recent survey, are particularly valued in job candidates. To begin with, employers look for people who are ¹_____ about their business and who do not, as a result, require a lot of training. Another highly appreciated personality trait is the ²_____ that's required to achieve goals at work. Moreover, ³_____ is sometimes needed if you have to work on repetitive tasks. Basically, business owners seem to value independence, and they also like workers who are ⁴_____, meaning that they do not need to be supervised all the time. What recruiters often find problematic is the ⁵_____ of many job candidates because they often fail to think about what they are doing and, consequently, make lots of mistakes.

VOCABULARY CHALLENGE! Student's Book, p. 130, UNIT 5, ex. 1

- 5 Complete the sentences with appropriate words.

- 1 Have you met the new biology teacher? What do you _____ of her?
- 2 Mark seems to be the right sort of person to become the class representative. I mean, he has always had a confident _____ about himself and made us believe in his abilities.
- 3 Rita motivated the whole group and, as a result, helped us complete the project on time. She proved to be a real _____ player.
- 4 At first, Mike and I didn't really _____ to each other, but now I feel we could become best friends.
- 5 It's always been difficult for me to fit _____ big groups. That's why I've chosen to be a graphic designer and work from home.
- 6 When Paul joined our team, he _____ across as a very knowledgeable person, but he actually turned out to be rather ignorant.

- 6 Next to each of the qualities below, write a name of a person you know who has/had this quality and complete the sentences.

- 1 _____ is detail-oriented, and that's why _____.
- 2 _____ and _____ are very caring _____.
- 3 My _____ is stubborn, and he/she _____.
- 4 When _____ was young, he/she was rather undependable, which _____.
- 5 My _____ isn't very upbeat, so _____.

1 Choose the correct option to complete each sentence.**Sometimes more than one answer is correct.**

- 1 Sharon, I need the book **that / which / -** I lent you a couple of weeks ago. A friend of mine **- / whom / that** is preparing for an exam needs to borrow it.
- 2 We spoke to several people **that / which / who** had applied for the job.
- 3 We looked at the flats **which / where / -** you recommended, but none of them were suitable.
- 4 The room **when / which / where** I slept was very gloomy.
- 5 Tom's first job, **that / which / -** required a lot of travelling, was very tiring.
- 6 Is there anyone in our class **who / that / whose** parents would like to help prepare the party?
- 7 Do you know of a place **that / where / which** we can talk without being disturbed all the time?
- 8 2020 was the year **that / - / when** I started my career in fashion design.
- 9 What's the name of the girl **that / - / whom** you asked so many questions at the meeting?
- 10 Carol Green is the teacher **whose / who / that** will be taking over maths classes next year.

2 Complete the sentences with relative pronouns.**Sometimes more than one answer is correct. Then tick the sentences in which the relative pronouns can be omitted.**

- 1 Are these the photos _____ you wanted to show me? ☐
- 2 I'd rather you didn't do anything _____ could decrease his motivation. ☐
- 3 Here's the album _____ I promised to give you. ☐
- 4 I only caught a quick glimpse of the man _____ car is parked outside, so I can't describe him in detail. ☐
- 5 We put the boxes on the floor, _____ was already covered with all sorts of rubbish. ☐
- 6 There is a tree in our garden _____ branches nearly touch my window. ☐
- 7 Have you read the letter _____ arrived this morning? ☐
- 8 My tablet, _____ I bought only two months ago, has suddenly stopped working. ☐
- 9 Lisa met her husband in the same year _____ she moved to London. ☐
- 10 Is this the man with _____ we have arranged to meet? ☐

3 Rewrite each pair of sentences as one sentence.**Add commas where necessary.**

- 1 The book was written by my favourite author. I borrowed it from Kate.

- 2 I offered to carry a woman's suitcase. She turned out to be my Spanish teacher.

- 3 Mr Livingstone paid for some new sports equipment. His son plays in the basketball team.

- 4 My friend George failed the exam. He's always been rather knowledgeable.

- 5 I'd like to show you around the city. I grew up there.

- 6 Danny has a new girlfriend. I used to be in love with him.

- 7 Yesterday, my grandma made a cake. It was delicious.

- 8 I saw a boy in the street. He reminded me of someone from the past.

- 9 You've been reading a book by George R. R. Martin. Can I borrow it?

- 10 Ian's dad helped me change my diet. He is a dietician.

4 Complete the text with the sentences (a-g) using relative clauses. Add appropriate relative pronouns and commas where necessary. There are two extra sentences.

- a On that day I announced that I wanted to be a fashion designer.
- b My family's ambitions have always been pretty high.
- c I will never forget that day.
- d His professional career wasn't very successful.
- e My mum and my dad are top neurosurgeons.
- f We used to spend the evenings together in the living room.
- g Ian is now a professor at university.

I come from a family ¹_____. My parents ²_____ have always had very high expectations of me and my brother, Ian. We both grew up to be knowledgeable, polite and hard-working people. My dad always hoped I would follow in his footsteps. I clearly remember the day ³_____. We were all sitting in the living room ⁴_____. Can you imagine my parents' disappointment when they heard my announcement? At the time, it probably felt like the end of the world to them. However, in the end things turned out quite well. I've become a world-famous shoe designer, and my career is definitely something my parents can be proud of. Also, my brother ⁵_____ has managed to meet our parents' high expectations.

GRAMMAR CHALLENGE! Student's Book, p. 131, UNIT 5, ex. 1 & 2**5 Translate the Polish parts of the sentences into English. Add commas where necessary.**

- 1 a Sue got a job in the capital _____ (*co nie było łatwe*).
b Sue got a job in a city _____ (*które jest położone*) 300 kilometres from her home town.
- 2 a My sister _____ (*która jest o 5 lat starsza ode mnie*) can speak five foreign languages. My youngest sister does not speak any foreign languages.
b My only sister _____, (*która studiuje medycynę*) is coming to visit us for Christmas.
- 3 a The national team lost the match, _____ (*co było bardzo rozczarujące*).
b The national team lost the match _____ (*który bardzo chcieli wygrać*).

1 Complete the definitions with the adjectives below.

artificial awkward cynical devastated ecstatic
enthusiastic heartbroken relieved unaware uneasy

- 1 If you feel _____, you can't relax because you think something bad might happen.
- 2 If you're _____, you're feeling happy and motivated to do something.
- 3 If somebody is blissfully _____ of something, they're (still) happy because they haven't heard some bad news (yet).
- 4 An _____ situation is one where people feel uncomfortable and embarrassed.
- 5 If you do something in an _____ way, you're not showing your true feelings.
- 6 A _____ person doesn't trust that others are as kind or honest as they seem.
- 7 If you're _____, you're extremely sad because something bad has happened.
- 8 If you're _____, you're extremely sad, perhaps because you've lost somebody you love.
- 9 If you're _____, you can relax at last after a stressful situation.
- 10 If you're _____, you're extremely happy.

2 **MP3 08** Listen to a conversation between two friends. For questions 1–5, complete the sentences with a word or short phrase.

- 1 Alison thinks the man has borrowed _____ from somebody else.
- 2 She thinks he is going to have a job interview in _____.
- 3 Alison thinks the _____ is friends with the other two.
- 4 Roger thinks the middle-aged couple aren't really _____.
- 5 Roger thinks the middle-aged woman looks _____ after the man leaves.

3 **MP3 08** Listen to the conversation again and complete the notes.

PEOPLE-WATCHING FOR BEGINNERS

- 1 Find a _____ place to sit where you can observe people without them noticing.
- 2 Pay attention to people's _____ and _____.
- 3 Avoid staring and pointing so as not to _____.
- 4 Create a hypothesis about the people, and then keep watching to _____ or _____ your hypothesis.
- 5 Keep your voice down so _____ can't hear you.

4 Imagine you are people-watching with a friend in English. Write a short dialogue about the people around you. Use the tips from exercise 3. Try to use some of the words and phrases from exercise 1.

REVISION Student's Book, p. 66

5 Complete the sentences with appropriate words.

- 1 Running your own company isn't easy. If you really want to _____ it work, you'll have to try harder.
- 2 I did everything I could to make a _____ of this business, but it seems that nothing is going to work.
- 3 While following your dreams, it is very important not to _____ up hope as there is always a chance you will finally succeed.
- 4 To begin with, when Jen had to leave the basketball team following an injury, it felt like the _____ of the world.
- 5 Rita is _____ set on getting into school basketball team.
- 6 I said I'd lend Sally some money for her singing camp, and I must _____ to our agreement.
- 7 I feel that, due to my daily cello practice, I'm missing _____ on having fun with my friends.

6 Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary.

- 1 Helen (*never / be / as / dead / set / win*) _____ the tennis tournament as she is now.
- 2 Mary is a very stubborn child. Whenever she makes a plan, she (*always / stick / it*) _____ and never changes her mind.
- 3 He's such a talented and hardworking singer – he (*never / miss / opportunity*) _____ to improve his skills.
- 4 Amy and Ray _____ (*try / make / go*) their relationship, but it looks like they just can't make it work.

7 Complete the sentences with your own ideas.

- 1 I feel I've missed out on _____.
- 2 It felt like the end of the world when _____.
- 3 I'm currently dead set on _____.
- 4 I've recently decided to stick to _____.



1 Complete the sentences with the correct forms of the verbs in brackets. Use reduced relative clauses.

- Can you see the man _____ (wave) at us?
That's my roommate.
- The money _____ (collect) at the Charity Bazaar will be used to fund a scholarship for underprivileged kids in our neighbourhood.
- The woman _____ (talk) to my wife is the most creative person I know. She writes books for children.
- The thief, _____ (arrest) yesterday, left his fingerprints in the house he had burgled.
- All students _____ (take part) in the workshops at the job fair were rather pessimistic about their future careers.
- A black minivan, _____ (drive) by a young man, suddenly turned left.
- I'm afraid that the students _____ (sit) at the back of the lecture hall could not hear a word of what the professor was saying.

2 Complete the photo description with the correct forms of the verbs below. There is one extra word.

award show win think play try

In the picture, I can see a team ¹ _____ a game of basketball. All of the players ² _____ in the picture are wheelchair users. It's inspiring to see athletes ³ _____ hard to fulfil their dreams despite their disabilities. It obviously takes a great deal of motivation and courage not to give up. I believe everyone ⁴ _____ about a career in sport should watch the Paralympics. I once watched a medal ceremony after the tennis finals, and it was very moving. The winner, ⁵ _____ the gold medal, couldn't have been prouder.



3 Rewrite the sentences using reduced relative clauses. Some sentences cannot be reduced.

- The blonde woman who is standing by the window is my aunt.

- All of the classmates, whom Margaret has invited to the party, have accepted her invitation.

- The bride was wearing a dress which had been ordered from Paris.

- The person who won the lottery last week lives in my town.

- They are now renovating the bridge which connects the two parts of the city.

- Have you had a chance to watch the film which I recommended?

4 Match the sentence pairs. Then rewrite them using relative clauses. Make any necessary changes.

- The driver has been stopped by the police for speeding. ☒ f
The driver, stopped by the police for speeding, has to pay a \$200 fine.
- The neighbours' dog was hit by a car. ☐
- The young man is playing the guitar. ☐
- The horse is being ridden by a jockey in a blue shirt. ☐
- An elderly man was crossing the street. ☐
- A man works in the grocery shop round the corner. ☐
- a He is a music teacher.
- b It managed to survive.
- c It is expected to win the race.
- d He caught a shoplifter.
- e He suddenly fell over and broke his arm.
- f He has to pay a \$200 fine.

5 CUMULATIVE GRAMMAR Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary.

- Mr Smith, _____ (who / start / teach / we / history) last year, has proved to be a passionate and helpful teacher.
- Martin _____ (use / be / unmotivated), but he's just the opposite now. In fact, he's the most determined person I know.
- The teacher _____ (accused / I / cheat) in the exam.
- She promised that she _____ (take / my advice / heart) and try to be more flexible.
- Hopefully by the end of this year, Jack _____ (choose / university) where he wants to study.
- Kevin _____ (insist / be / autonomous) ever since he was a teenager.
- I'm not sure I _____ (ever / able / fit) this team – they don't think I'm a good player.
- No wonder Karen is exhausted – she _____ (run) for two hours.
- My family moves to a different country every two years. I'm afraid I _____ (never / get / use / move) house so often.

1 Read the text in exercise 3 and choose the best title.

- A** Emotions and their functions **B** Finding empathy through one's emotions **C** The importance of empathy

2 Write words with the negative prefix *dis-* which match the definitions below. Then read the text in exercise 3 again and check your answers.

- 1 A feeling of not believing anyone *dis* _____ *t* 4 not like something *dis* _____ *e*
 2 A feeling of unhappiness *dis* _____ *t* 5 ignore *disr* _____ *r* _____
 3 A situation when people have different points of view *dis* _____ *r* _____ *s*

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

Empathy has become a buzzword recently. So much so that everyone seems to be striving to be able to feel it, both at work and in our personal lives. Why? Probably because it is believed to help people develop healthy relationships, resolve conflicts, and work smoothly in a team. But what does it actually mean to be empathetic?

If you think you are being empathetic when you try to help people by giving them some sound advice, then you are in the wrong. We're often tempted to steer someone experiencing difficulties in the right direction, but this rarely makes them feel any better. The parents of teenage children should be especially sensitive about this. Instead of listening and trying to relate to the situation, they often rather scold their kids or attempt to offer them guidance. Much to their surprise, their behaviour leads to disagreements or fierce quarrels. And whenever teenagers feel deeply hurt, it is very hard to get through to them and win back their trust.

So, what is empathy? In a nutshell, it is the ability to mirror what other people feel and to identify and understand their emotions correctly. Yet, in order to truly recognise somebody else's emotions, we first need to have a good understanding

of our own feelings. This is easier said than done. Emotions are often suppressed or ignored because experiencing and expressing them is difficult and often socially unacceptable. It is important to remember, however, that they serve a particular function by informing us about our experiences and needs. Take anger, for example. Anger's main function is to show us our boundaries, giving us the necessary energy to change a situation that we dislike so we can stand up for ourselves and our rights. Other emotions which are often perceived as difficult to deal with are sadness and fear. The main function of the latter is to warn us of possible danger, which is why it should never be dismissed. If you acknowledge to yourself that you are afraid, you are more likely to stay out of trouble. The former, however, is often connected with disappointment or loss, and its function is to allow us to adapt to a new situation. Understanding our own emotions and their functions is crucial for developing empathy towards others. It might seem easier to disregard those which we perceive as negative, but, instead of distrusting them, we should explore them in order to be more open to others. It may also help us to turn our life around as achieving higher levels of empathy very often leads to greater personal success and fulfilment as a human being.

- 1 Empathy should not be described as an ability to
a understand the emotions and feelings of other people.
b offer people some useful advice.
c see the world from another person's perspective.
d notice what other people are struggling to deal with.
- 2 Parents sometimes can't get along with their teenage children because
a they prefer to tell them off.
b they can't offer them sound advice.
c they are incapable of relating to the situation.
d they tend to hurt their feelings.
- 3 Which statement does the text agree with?
a Difficult emotions should be suppressed.
b Dismissing particular emotions will help you stay out of trouble.
c Some emotions are essential but, at the same time, difficult to deal with.
d Unpleasant emotions do not serve any function.
- 4 The text
a highlights the importance of understanding emotions in developing empathy.
b criticises parents for their inability to get through to their teenage children.
c suggests ways of dealing with difficult emotions.
d explains how to give advice in an empathetic way.

4 Complete the notes with the information from the text in exercise 3. Use no more than three words in each gap.

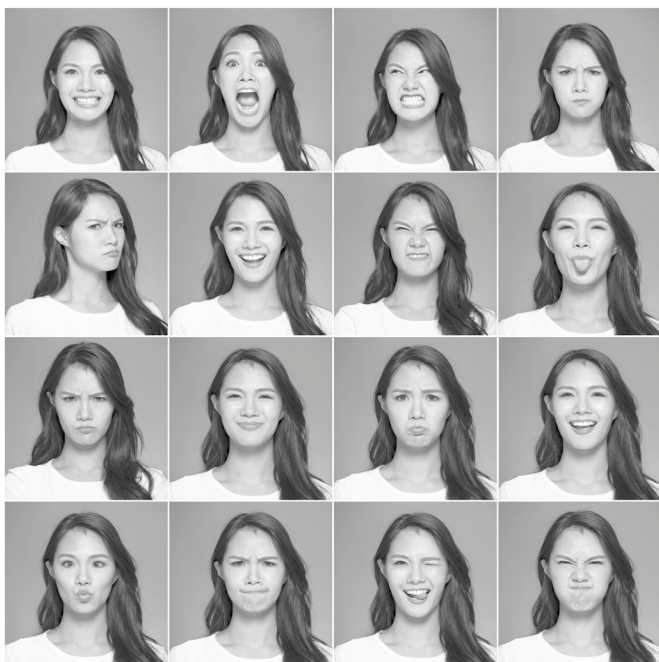
Empathy can possibly help you to build healthier relationships, successfully deal with conflicts and be a better ¹_____. A few guidelines for becoming more sympathetic:

- it's mostly about listening to others,
- parents of teenagers ought to remember that too much guidance can lead to fights and once the kids ²_____, you may find it difficult to change things,
- try to sort out your own feelings first.
- Although our culture makes us feel like we shouldn't ³_____, they are important. For instance:
 - anger helps us to fight for our rights,
 - feeling afraid tells us we might ⁴_____,
 - sadness is about accepting loss or disappointment.
- So ⁵_____ or distrust such emotions – understand them so that you can understand other people better.

5 Match 1–7 with a–g to form phrases from the text in exercise 3 on page 60. Then match the phrases with the correct definitions (A–G).

- | | | | |
|-------------------|--------------------------|--------------------------|---------------------------------|
| 1 relate to | ☐ | ☐ | a (someone) guidance |
| 2 turn one's life | ☐ | ☐ | b someone's situation |
| 3 stay out of | ☐ | ☐ | c someone's trust |
| 4 offer | ☐ | ☐ | d to someone |
| 5 get through | ☐ | ☐ | e trouble |
| 6 steer someone | ☐ | ☐ | f around |
| 7 win | ☐ | ☐ | g in the right direction |

- A** make someone understand your point of view
B make someone trust you
C make someone do the right thing
D make a change for the better
E give advice
F avoid doing something bad
G be able to understand someone's situation



6 Complete the sentences with the correct forms of the phrases from exercise 5.

- We won't punish you this time, but in future please try to _____ out of trouble.
- Someone needs to _____ that boy in the right direction, or he'll end up in trouble.
- You can't _____ to my situation! You don't have to work and study at the same time as I do.
- It's never too late to turn your life _____. The most important thing is that you want to change it.
- It took me a few months to _____ her trust, but it was worth the wait.
- The school counsellor _____ students guidance concerning both school life and personal life.
- Please talk to mum. She won't listen to my arguments, but maybe you can get _____ to her.

REVISION Student's Book, pp. 68–69

7 Complete the sentences with the missing words.

- Caroline's phone rang, and she immediately recognised the number. She **h** _ _ **t** _ _ _ for a moment, but then picked up the phone.
- The two girls were sitting in the corner, _ _ _ **s** **p** _ _ _ **g** to one another quietly. They were probably saying something very funny because they both started _ _ **g** _ **l** _ _.
- The crash in the garden made me jump. I sat quite _ _ _ _ **l**, listening and trying to figure out if someone was outside.
- Katie had **b** _ _ **g** _ _ her mum to let her go to the party and promised to be home early. But she was now three hours late, and her mum was waiting for her in the kitchen, **f** _ **o** _ _ **n** _ and, no doubt, quite angry.

VOCABULARY CHALLENGE! Student's Book, p. 131, UNIT 5, ex. 2 & 3

8 Complete the second sentence so that it means the same as the first. Use a phrasal verb with turn in each sentence.

- Jake proposed to Lisa three times, but she kept refusing him.
Jake proposed to Lisa three times, _____.
- How many people came to the street festival?
How many people _____ at the festival?
- Cinderella's fairy godmother changed the pumpkin into a carriage.
Cinderella's fairy godmother _____ a carriage.
- I thought he was an insensitive person, but it appeared that I was wrong.
I thought he was an insensitive person, _____ that I was wrong.
- Please stand there with your back to me until I tell you the surprise is ready.
Please don't _____ until I tell you the surprise is ready.
- We wanted to go to the Hotspot club, but they refused to let us in because of how we were dressed.
We wanted to go to the Hotspot club, _____ because of how we were dressed.
- Whenever I have problems, I always ask my grandma for advice.
Whenever I have problems, _____ for advice.



1 Choose the correct option to complete each clause.

- I'll never forget the ____ when ...
a while b memory c time
- What ____ with me most vividly ...
a reminds b stays c stands
- What started ____ as an ordinary day ...
a out b from c at
- The first ____ that happened was ...
a thing b what c which
- What happened ____ was ...
a after b next c following
- The next thing ____ happen was ...
a to b at c what
- When I look ____ now, I feel ...
a behind b back c in the past

2 Complete the sentences using the prompts in brackets.

- Her speech has helped me realise _____.
_____ (who / I / want / be / when / grow up).
- It got me thinking _____.
_____ (career / science).
- Meeting him encouraged me _____.
_____ (turn into / I / passion / career).
- This day opened my eyes to the fact that _____.
_____ (any dream / can / true).
- I knew then that _____.
_____ (she / become / I) best friend.
- Ever since I heard her story, _____.
_____ (I / want / visit / Japan).

3 Describe the picture and answer the three questions. 3 minuty

- What do you think the boy is asking the firefighter?
- Would you like to meet someone famous?
Why? / Why not?
- Describe a meeting with someone who influenced your life.

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

Dear Sir/Madam,

1 _____ (I / write / reference / the article)

in which you claim that young people are not interested in social and political life. I believe there are many young people who are

2 _____ (deep / involved / shaping our society).

3 _____ (great example / prove this)

is Malala Yousafzai, who 4 _____ (devote / herself / fight / children's right) to education since an early age. 5 _____ (reason / I / consider / she / be)

an amazing young woman is the fact that as an 11-year-old girl, living under Taliban occupation, she was not afraid to blog about her life. Moreover, Malala is extremely courageous.

6 _____ (this / show / fact) that, although she was shot and almost lost her life, she never considered giving up. She continues to speak up about the chronic lack of schools and is actively campaigning for help.

7 _____ (it / be / Malala / make the world more aware) of the problems of girls in Muslim countries. She has received numerous awards for her achievements, the Mother Teresa Prize and Nobel Peace Prize 8 _____ (name / but / two). 9 _____ (thank / persistence), she now heads a charity organisation which builds schools and continues working for the rights of girls and women.

I hope you will agree with me that she is a true inspiration to every teenager in the world. I would like to encourage readers to write about other teenagers who have made a difference to the world.

Yours faithfully,

XYZ

2 Rewrite the informal sentences in a more formal style using the prompts below.

- I'm answering your question about our school patron.
(I / write / response / request / describe)

- I think she's a great person for us to look up to because of her character. (reason / I / consider / she / suitable role model / young people / her character)

- Her example shows us that we should try to make our dreams come true. (example / show / we / pursue / dreams)

- She loved her work, which still inspires young people. (it / dedication to her work / continue / inspire / young people)

3 Read the instructions and do the writing task.

Gazeta młodzieżowa poprosiła czytelników, żeby przedstawili patronów i patronki swoich szkół. Napisz list do redakcji (200–250 wyrazów), w którym opisziesz, kim był patron / była patronka Twojej szkoły, i wyjaśnisz, co sprawia, że jest on/ona dobrym wzorem dla młodzieży.

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

- One of the common _____ (*concept*) about teens is that all of our social life takes place in the virtual world.
- One example of her _____ (*care*) is that she always forgets to lock the door when leaving the house.
- Her example has always _____ (*courage*) me to set my goals high.
- Mary is a very shy and _____ (*secure*) person. She never disagrees with anyone.
- This film _____ (*drastic*) changed Diana's attitude to life and inspired her to take greater control over it.
- My great-uncle Ed, whose life has been full of amazing experiences, is my favourite _____ (*relate*).

2 Complete the sentences with the words below. Sometimes more than one answer is possible.

use point sense good worth

- It's no _____ waiting for the rain to stop. Let's put our raincoats on and go for a walk.
- It's no _____ trying to change her mind – she's very stubborn.
- It's _____ fighting for what you believe in.
- There is no _____ in paying for a language course if you're not going to attend it.
- There's no _____ in worrying about things you have no control over.

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

- Anna is the most confident of all my friends. **NONE**
_____ as confident as Anna.
- I'm surprised that Sara hasn't been nominated for the Young Hero award. **SURPRISING**
Sara hasn't been nominated for the Young Hero award, _____.
- He is dedicated to his work, and that's what people admire most about him. **DEDICATION**
It _____ his work that people admire most about him.
- As a child, I was constantly begging my parents for a dog, but they always refused to get one. **WOULD**
As a child, _____ my parents for a dog, but they always refused to get one.
- Don't ask her to look after your dog. She's so undependable she's unlikely to do it properly. **POINT**
There _____ her to look after your dog. She's so undependable she's unlikely to do it properly.
- 'I'm sorry I didn't come to your party!' said Luke. **TURNING**
Luke _____ at my party.
- I think it's wrong to keep your emotions to yourself. **OPPOSED**
I'm _____ your emotions to yourself.
- Recent studies show that ginger and garlic are beneficial to our health. **FOR**
Recent studies show that ginger and garlic _____.

4 Choose the correct options to complete the text.

Would you rather be liked or be right? Peer pressure can be a real nightmare. Those around us often try to influence our behaviour, so we need to learn how to deal with it. The trick is to be able to tell the difference between the positive pressure that results ¹_____ studying more or taking up a sport and the negative one that makes you do things you normally consider wrong. In the long run, giving in to such pressure will turn ²_____ you never wanted to be. So, what do you do when you are asked to do something stupid in order to ³_____?

First of all, stop worrying that if you ⁴_____ to do it, you'll come across as a coward or a wet blanket. You'll be surprised to see how many people respect someone who can ⁵_____ their mind with confidence. Also, stop ⁶_____ about the consequences of your refusal; if you don't feel like doing something, then simply don't do it. Finally, if you feel pressurised to behave in a way you don't like, consider hanging out with someone else, someone ⁷_____ attitudes you share.

- | | | | |
|--------------|------------|------------|----------------|
| 1 a from | b in | c to | d at |
| 2 a to you | b you into | c someone | d you for |
| | someone | at you | someone |
| 3 a fit in | b go in | c come in | d fall in |
| 4 a object | b refuse | c deny | d disagree |
| 5 a say | b tell | c speak | d express |
| 6 a thinking | b think | c to think | d for thinking |
| 7 a who | b that | c who's | d whose |



5 Find and correct any grammatical or spelling mistakes in the following sentences.

- My grandparents' dog, that they've had for ten years, is a Rottweiler.
- Last year, we spent our holidays in Edinburgh which is the capital of Scotland.
- My older brother, whose I don't see that often these days, has recently announced that he's getting married.
- Every candidate inviting to the job interview was knowledgeable and creative.
- We are looking for candidates who are good at children to work as tutors in primary schools.
- Today's lecture will be delivered by a specialist on world trade who is famous with his controversial theories.
- Who was the girl to who you were talking during the break?

**1 Match the words or phrases (1–6) with their Polish equivalents (a–f).**

- | | | |
|-------------------------------|--------------------------|--------------------|
| 1 pliant | ☐ | a kroczyć |
| 2 stride [past tense: strode] | ☐ | b ciężko westchnąć |
| 3 furtive | ☐ | c ukradkowy |
| 4 wend your way | ☐ | d gibki, giętki |
| 5 heave a sigh | ☐ | e iść |
| 6 pansy | ☐ | f bratek |

2 Przeczytaj dwa teksty i uzupełnij e-mail.**Tekst 1.**

As he was passing by the house where Jeff Thatcher lived, he saw a new girl in the garden – a lovely little blue-eyed creature with yellow hair plaited into two long-tails [...]. The fresh-crowned hero fell without firing a shot. A certain Amy Lawrence vanished out of his heart and left not even a memory of herself behind. He had thought he loved her [...]. He had been months winning her; she had confessed hardly a week ago; he had been the happiest and the proudest boy in the world only seven short days, and here in one instant of time she had gone out of his heart like a casual stranger whose visit is done.

He worshipped this new angel with furtive eye, till he saw that she had discovered him; then he pretended he did not know she was present, and began to “show off” in all sorts of absurd boyish ways [...] but by-and-by, while he was in the midst of some dangerous gymnastic performances, he glanced aside and saw that the little girl was wending her way toward the house. Tom came up to the fence and leaned on it, grieving [...]. She halted a moment on the steps and then moved toward the door. Tom heaved a great sigh as she put her foot on the threshold. But his face lit up, right away, for she tossed a pansy over the fence a moment before she disappeared.

The boy ran around and stopped within a foot or two of the flower, and then shaded his eyes with his hand and began to look down street as if he had discovered something of interest going on in that direction. Presently he picked up a straw and began trying to balance it on his nose, with his head tilted far back; and as he moved from side to side, in his efforts, he edged nearer and nearer toward the pansy; finally his bare foot rested upon it, his pliant toes closed upon it, and he hopped away with the treasure and disappeared round the corner. But only for a minute – only while he could button the flower inside his jacket, next to his heart – or next to his stomach, possibly, for he was not much posted in anatomy, and not hypercritical, anyway.

He returned, now, and hung about the fence till nightfall, “showing off,” as before; but the girl never exhibited herself again, though Tom comforted himself a little with the hope that she had been near some window, meantime, and been aware of his attentions. Finally he strode home reluctantly, with his poor head full of visions. All through supper his spirits were so high that his aunt wondered ‘what had got into the child.’

extract from *The Adventures of Tom Sawyer* by Mark Twain

3 Read the instructions and do the writing task.

Już od jakiegoś czasu wiele firm decyduje o przyjęciach do pracy na podstawie testów osobowości. Teraz również uczelnie zaczynają wprowadzać takie testy dla swoich kandydatów jako istotny element rekrutacji. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz dobre i złe strony takiego rozwiązania.

Tekst 2.

To the Editor:

I am writing in reference to the article ‘Digital Dating’, which appeared last Friday. I would like to share my experiences concerning modern approaches to dating.

Firstly, I would like to say that I have been on many dates arranged through social media, and my conclusion is that dating these days is a little like choosing a chocolate bar – in that you base your choice on the wrapper alone. The wrapper, in this case, being my profile on the dating website. I’m assessed by the users as either interesting or boring without ever having a chance for a face-to-face conversation. Then, if I’ve been assessed positively, I get one chance – a date, during which a girl will decide whether she’s made a good choice or not. I always feel like I’m supposed to perform some clever trick if I want the chance of a second date.

It seems to me that we have simply become too impatient about dating. It’s either love at first sight or goodbye and good luck. No instant spark means there’s going to be no second date. I believe many of us are under the mistaken impression that they can get to know someone by reading their profile. We overlook the fact that there are many important details which make each and every one of us unique. Instead, people become reduced to the details of their profile, which may be things as bland as our favourite films and sports.

I would like to encourage other readers to share their opinions on dating in the 21st century, and I’m looking forward to more articles on the topic.

Yours faithfully,
Mark Jones

Hi Emma,

I’ve recently come across an interesting letter, and it made me think about how we date nowadays. I totally agree with the author that online dating is like choosing a chocolate bar because we simply ¹_____ on the wrapper. What this means is that we make our decision according to whatever’s on the individual’s profile on the dating website. ²_____ as either attractive or not solely by the profile seems unfair. Interestingly, the author feels he needs to show off on the first date because if there ³_____ spark, he’s aware that there will be no second date.

This reminded me of *The Adventures of Tom Sawyer* that we read as kids. There is a passage describing how Tom sees a beautiful girl and does everything to impress her. In my opinion, this is a great example of basing one’s choice on the “wrapper”, in other words, the girl’s first appearance. Unfortunately, the moment he sees her, he completely forgets about Amy, whom ⁴_____ for the previous week. Tom continues to show off, hoping that the new girl will notice his efforts. Well, people have always shown off to impress others, haven’t they?

I’d love to know what you think about it.

Love, James



► VIDEO 09

THE WORLD TODAY VIDEOS

Rising to the challenge

5

COMPREHENSION

- 1 Work in groups. Do you think space exploration is important to humanity? Why? / Why not?

Glossary

colonise (v) to send people to live in and govern a place (a country, planet, etc.)

- 2 Watch the first part of a video (up to 1:05) about the Mars One project and answer the questions.

- 1 What is the aim of the project?
- 2 How many places are there on the spaceship?
- 3 When will the participants return?

- 3 Watch the second part of the video (1:05–4:05). Match the speakers (1–3) to the reasons they give for applying (a–c).

- 1 Ryan, UK ☐
- 2 Dina, USA ☐
- 3 Jeremias, Mozambique ☐

- a to make a better civilisation on an untouched planet
- b to be remembered for making a contribution to history
- c no clear reason given

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

- 1 Ryan believes that the best way for him to leave a legacy is to raise a family. T / F
- 2 Dina thinks colonising Mars won't be any different to starting a new life in the USA. T / F
- 3 Jeremias believes that humanity has the capability to overcome the issues it currently faces. T / F
- 4 Dina still believes she will experience love in her lifetime. T / F
- 5 Jeremias isn't afraid of dying on the mission to Mars. T / F
- 6 Ryan says that knowing he is doing something important will make it easier when conditions are difficult. T / F

- 5 Work in groups. Discuss which of you would make good candidates for the Mars One project and why.

AUTHENTIC ENGLISH

- 1 Work in pairs. Read the extract from the video. Why do you think the speaker says *something like that*?

... if I'm on Mars and there's a dust storm raging or **something like that** ...

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

something like that

Speakers use phrases *something like that* to avoid having to give further examples of what they're talking about. Often this is because the examples are obvious or won't add anything more to the main idea.

We can also use *something like that* when we aren't sure about the exact details of something.

She works as a designer or something like that.

(= we aren't sure exactly what she does but know it's similar to a designer)

- 3 Work in pairs. Take turns rephrasing the sentences with *something like that*.

- 1 The town really needs a gym, a leisure centre or some tennis courts so young people have more to do.
- 2 When I finish university, I'd like to be an economist, a bank manager or an accountant.
- 3 I'm not sure, but I think he's an engineer.
- 4 We could go to the cinema, the theatre or out for dinner – I don't really mind.
- 5 I'm absolutely starving; I'd love a sandwich, a hamburger or a hotdog.
- 6 I didn't quite understand, but I think she said she didn't like her boss.

DISCUSSION

Work in groups. Discuss the biggest challenges you have ever faced and whether you would have done anything differently.

READING

- 1 Work in pairs. You are going to read about a sailing race around the world. What do you think the main similarities and differences are between applicants for this event and the Mars One project?
- 2 Read the FAQ page about the race and answer the questions.
 - 1 How long is the race?
 - 2 How many teams are there?
 - 3 How many countries does the race include?
 - 4 What qualities are important in an applicant?
 - 5 How are applicants chosen?



ROUTE

This year's race is divided into eight legs:

Leg 1: UK – Uruguay

Leg 2: Uruguay – South Africa

Leg 3: South Africa – West Australia

Leg 4: West Australia – East Australia

Leg 5: East Australia – Sanya, China – Zhuhai, China

Leg 6: Zhuhai, China – Qingdao, China – West Coast, USA

Leg 7: West Coast, USA – Panama – East Coast, USA

Leg 8: East Coast, USA – UK

YACHT

The race organisers provide each team with an identical Clipper 70 yacht.

CREW

Each of the 12 crews is formed of one professional skipper and 8 amateur participants. Race organisers are keen to highlight that there is no 'ideal' team member. Aged between 18 and 73, former participants have come from all walks of life, from taxi drivers to CEOs. What's most important is your attitude – applicants must be determined team players that are ready to work hard.

SELECTION

Following the application review process, preliminary interviews are held to determine whether you have the right character to take part. Successful candidates must then complete an intensive training programme.

Glossary

nautical mile (n) a unit for measuring distance at sea; equal to 1852 metres

skipper (n) someone who is in charge of a small ship or fishing boat

- 3 Work in groups. What do you think are the main challenges faced by amateur crew members in the Clipper Round the World Yacht Race?

SPEAKING

- 1 **PLAN** Work in pairs. Brainstorm a list of qualities you think a successful candidate for the Clipper Round the World Yacht Race must have.

- 2 **PREPARE** Work in groups of three. Follow the instructions below.

Student A – You are going to be interviewed for a place in this year's Clipper Round the World Yacht Race. Make notes about why you should be selected.

Student B–C – You are going to interview an applicant for this year's Clipper Round the World Yacht Race. Make a list of questions you'd like to ask.

- 3 **SPEAK** Hold your interviews. Try to explain your ideas and ask follow-up questions.

Explaining your ideas

I think I'd make an excellent crew member because ...
... and for this reason, I think I'm a strong candidate for a place on the crew.

Asking follow-up questions

How does that experience set you apart from other candidates?

Why do you think that makes you a suitable candidate?

- 4 **DISCUSS** Work as a class. Follow the instructions below to help you choose three successful applicants.

Student A – Summarise in one sentence why you would make a good crew member.

Student B–C – Briefly explain the pros and cons of the applicant you interviewed.

BEYOND THE CLASS

Why not try ...

... conducting some research into other extreme races or challenges? Choose one that you would like to apply for and make notes about the event and why you'd be a good candidate. Report back to the class.



▶ VIDEO 10

SPOTLIGHT ON SOCIETY VIDEOS

Ben's vlog: Emotions are OK

5

BEFORE WATCHING

- 1 Name as many emotions as you can.

Positive	Negative

- 2 Answer the questions.

- How often do you feel negative emotions?
- What causes them?
- How do you deal with negative emotions?



WHILE WATCHING

- 3 Complete the summary of the video.

It's been ¹_____ since Ben has been stuck at home and he has decided to make a vlog about it. He can see that everyone is feeling weird, for instance because ²_____ are open. Only ³_____ can enter grocery shops and not everyone obeys these rules. He also claims that we ⁴_____ our emotions. For instance, he is sad and therefore he decided to ask ⁵_____. This led to some reflections and, as a result, he ⁶_____ London after lockdown. Similarly, his friend decided to change jobs. Ben suggests that waiting for things you discover you need helps ⁷_____. He suggests that if you go about it the right way, lockdown is a chance to ⁸_____ better. For him, it was also an opportunity to ⁹_____ friends.

FOLLOW-UP

- 4 Use the correct forms of the words in brackets to write synonyms of the phrases on the left. Then watch the video again to check your answers.

- to face a new situation – _____ (*confront*)
- to think about how you feel and why – _____ (*reflect*)
- to become a better person at the end of sth – _____ (*come out*)
- Look after yourself! – _____ (*stay*)
- my friend – _____ (*mine*)

- 5 Complete the sentences with the correct forms of the words in brackets.

- Introverts are often _____ (*comfort*) when they have to speak in front of an audience.
- New situations might cause _____ (*certain*) or even _____ (*confuse*), but you should just take it slow and try to adapt.
- Changing jobs or schools seems _____ (*scared*) but it's also an opportunity for a new beginning.
- _____ (*lonely*) was one of the biggest problems single people faced during lockdown.
- If you're feeling _____ (*frustrate*) with your life, why not try to change something?
- It was a huge _____ (*comfort*) to be watched by everyone as I was taking my first steps on rollerblades.

AFTER WATCHING

- 6 The COVID-19 pandemic forced many people into social isolation for long periods of time. However, there are many other reasons why you may end up stuck at home – for example, as a result of an accident. Design a leaflet which would feature advice on how to deal with social isolation so you avoid unnecessary stress or negative emotions.



6

CITY AND COUNTRY

VOCABULARY

qualities of places • describing a place

- 1** In the wordsearch, find the adjectives that match the definitions below. The words appear across, down and diagonally, forwards and backwards.

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

- 2** Complete the sentences with the words below.

noisy bustling happening quaint shabby
picturesque

- You will never get bored in our hotel – we are right in the middle of a _____ old town, full of clubs and cafés.
- Why don't we go to the trendy new club in Grand Street? It's the most _____ place in town.
- The hotel was situated on a _____ street full of traffic. It was so loud I couldn't sleep.
- At the end of our journey, we reached a _____ village with a lot of old buildings and some charming cobbled streets.
- The artist went to the north of Scotland to look for some _____ landscapes as an inspiration for his paintings.
- I got off the bus in front of a _____ old building, which looked as if it hadn't been taken care of for years.

- 3** Complete the texts with appropriate words. Then decide which adjective from exercise 1 best describes each person's dream hometown.

a If I were to move, I'd definitely look for a place where I could escape the rat ¹ _____ which I am part of at the moment. I'm sick and tired of being in a hurry all the time, and I'd love to find a place where I could enjoy the ² _____ and quiet – perhaps somewhere close to a forest where I could feel a closer ³ _____ with nature. I would also like to live in a place where people know their neighbours and where there is a ⁴ _____ of community. (_____)

b Most of my friends enjoy the relaxed atmosphere in my hometown. However, I'd much prefer to live in a big city, at the ⁵ _____ of everything. You have no idea how dull this place can get on long winter afternoons, so I'd definitely appreciate being close to all the ⁶ _____, such as swimming pools, cinemas or restaurants. I know that people who live in the city tend to complain about traffic jams, but I'd even be willing to ⁷ _____ up with them. (_____)

c I hate the city I live in. Some people might think it's fascinating, but I'm actually quite depressed here. I'd like to live in a place where I could enjoy a slower ⁸ _____ of life, without constantly having to rush from place to place. It would be great to have a house ⁹ _____ by nature, far from the city centre. (_____)

Which adjective do you use to describe a place

- where you can do a lot of exciting things? **v** _____
- which will make you feel bored? **d** _____
- where you have to pay a lot for accommodation? **e** _____
- which is calm and quiet? **r** _____
- which may make you feel sad? **d** _____
- which is a long way away from other places? **i** _____
- where the air or water is dirty? **p** _____
- which is attractive and pleasant? **c** _____

VOCABULARY CHALLENGE! Student's Book, p. 131, UNIT 6, ex. 1

- 4** Decide if the sentences below are correct. If not, correct the mistakes by replacing one word in each incorrect sentence.

- If you were more economic, you wouldn't need to borrow any money now.
- Due to the works on the runway, the flight was delayed four hours.
- I must say the amount of tourist attractions in the region is truly impressive.
- The third home on the right looks a bit shabby, doesn't it?
- Before we move any farther, have you got any questions?
- I don't care where I live as long as I'm among friends.
- The researchers look for historic evidence to find out the truth about past events.
- Can you name any factors that influence economic growth?
- When James was a student, he did a lot of historical research.
- Don't you think it's high time to redecorate the home?

- 5** Write 4–5 sentences to describe one of the places below. Use vocabulary from the lesson.

- your last holiday destination
- your grandparents' hometown
- the most memorable place you've visited

1 Complete the sentences with the correct comparative or superlative forms of the adjectives and adverbs in brackets.

- We should visit this town in winter – the hotels are _____ (*expensive*) during that time of the year.
- When Tom asked Lisa to marry her, she felt _____ (*lucky*) person on Earth.
- The view from the window is beautiful, but the room could be _____ (*big*).
- You should address him _____ (*politely*) – he's older than you!
- If the problem gets any _____ (*serious*), we will have to inform the parents.
- Do we really have to live in what seems to be _____ (*noisy*) street in the city?
- Of all people I know, my mum drives _____ (*carefully*). In fact, some people are afraid to get into the car with her.
- Can't we look for somewhere _____ (*far*) from the centre? I could do with some peace and quiet.
- Jill had been studying very hard for two weeks before the test, so it's no wonder that she did _____ (*well*) of all the students in the class.
- The fact that you have to put up with traffic jams is definitely _____ (*bad*) thing about living in a big city.

2 Match 1–8 with a–h and choose the correct option to complete each sentence.

- It turns out that Lesley can run *by far* / *a lot* / *nearly* ☐
 - Look how much Ron has grown. He's now *just* / *not quite* / *by far* ☐
 - Dune* by Frank Herbert is *probably* / *just* / *barely* ☐
 - In the last competition, their team did *almost* / *slightly* / *a lot* ☐
 - You need to practise more. Your performance was *not quite* / *almost* / *easily* ☐
 - This is the most expensive car *from* / *of* / *in* ☐
 - Now that I've met Amy, I must say that she's *nearly* / *quite* / *far* ☐
 - This is the busiest street *from* / *in* / *of* ☐
- a the city.
b all those that my parents have ever had.
c as good as last time.
d faster than Mike. That's why she beat him in the race.
e better than ours. They only won by a point.
f the best science fiction novel I've read.
g as tall as his dad.
h nicer than people say.

3 Find and correct a mistake in each sentence.

- I hate winter. It's getting colder and coldest every day.
- I'm afraid the older she gets, the most forgetful she becomes.
- The town we have chosen for the trip isn't as quiet like we had expected.
- During the conversation, it became least and least likely that we'd reach a compromise.
- If you work more hardly, your marks will improve.
- The pace of life here seems to be slower as a hundred years ago.
- I have to admit that Mike is least stubborn than he used to be.
- Don't you think that the meal they served wasn't barely as good as the last one?

4 Translate the Polish parts of the sentences into English.

- I was hoping the bed would be _____ (*trochę wygodniejszy*).
- Living in the suburbs is _____ (*o wiele tańsze niż*) renting a flat in the city centre.
- You need to do your homework _____ (*dużo bardziej starannie*) or you will keep making mistakes.
- This is _____ (*zdecydowanie najmniej turystyczna*) holiday resort we've been to.
- Why don't you say 'no' to your friend _____ (*dokładnie tak samo grzecznie jak*) the last time he asked you to do his homework for him?
- Don't you think this sugar-free vegan cake is _____ (*dużo smaczniejszy*) than the chocolate one?
- _____ (*Im głośniej Sara mówi, tym mniej*) I can understand what she means.
- Uncle Tom was dressed _____ (*najmniej elegancko ze wszystkich*) the guests at the dinner party last night.

5 Complete the second sentence so that it means the same as the first. Use the word given.

- The test wasn't as easy as we'd expected. **DIFFICULT**
The test proved _____ we had expected.
- Whenever I am very busy, I try to plan my time better. **THE**
The busier I am, _____ plan my time.
- We received a smaller donation than we had expected. **AS**
The donation we received _____ as we had expected.
- Fantasy literature is gaining in popularity nowadays. **AND**
Fantasy literature is _____ nowadays.
- There is no one in our class better at IT than Dale. **BY**
Dale _____ in our class.
- No one in our family is more skilful at playing the violin than John. **SKILFULLY**
John _____ any other person in our family.
- After the accident, Betty was no longer a confident driver. **DRIVE**
After the accident, Betty started _____ than she used to.

6 Use modifiers and comparative constructions from the grammar lesson to compare the following:

- summer and winter holidays,
- living in the city and living in the countryside.

1 Answer the questions so that they are true for you.
Check the meanings of the words and phrases in bold.

- 1 Can you think of any **nondescript** parts of your town or city?
- 2 Do you ever visit **upmarket boutiques** and **fancy restaurants**? Would you like to?
- 3 Can you think of any places that have **lost their old charm**? What happened?
- 4 Is there a **by-pass** around your town or city? Should there be one?
- 5 Why don't people like walking through **gloomy underpasses**?
- 6 Are there any **out-of-town retail parks** near where you live?
- 7 How do some places end up as **ghost towns**?
- 8 Which parts of your town or city are **pedestrianised**? Which parts should be?

2 **MP3 09** Listen to four people talking about changes to the places where they live. Match the statements (1–5) with the speakers (A–D). There is one extra statement.

- 1 None of the original shops are still in business. ☐
- 2 The change has benefited others but not us. ☐
- 3 Some local business owners tried to prevent the change. ☐
- 4 I don't understand why the change happened. ☐
- 5 Our problems with traffic jams have been solved. ☐

3 **MP3 09** Listen again. Answer the questions.

- 1 Where in Speaker A's neighbourhood could you buy a meal 10 years ago?
- 2 What did people in Speaker B's neighbourhood use to do outside in summer?
- 3 Why does Speaker C's town centre look like a ghost town?
- 4 What problem has increased near Speaker D's home?
- 5 Which speaker seems most positive about the changes?

4 Write a short description of how (part of) your town/city has changed in recent years. Try to use some of the words and phrases in bold from exercise 1.

[illegible]

REVISION Student's Book, p. 80

5 Complete the texts with appropriate words. Then match the texts with the pictures below.

A_____

The hotel is rather out of the ¹_____ – we had to travel the whole day to get there. But it was definitely worth it. It is the most stunning place I've ever visited. With its bright walls, it looks out of this ²_____. When the lights are switched on, it resembles a castle from a fairy tale.

B _____

We found this place while we were planning our holiday last year. We wanted to be close to nature in a place off the ³ _____ track, far away from the ⁴ _____ and bustle of modern city life. We were ⁵ _____ for an unforgettable adventure, you know, something really exciting. And we weren't disappointed. The place turned out to have everything we were looking for.

C_____

At first glance, the house looks out of ⁶ _____, doesn't it? I mean, you travel for miles without seeing any buildings and then you suddenly see an impressive structure like this! It clearly doesn't belong here!

At first, I thought that getting to the top was going to be ⁷ _____ my ability as I've always been afraid of heights. But then curiosity got the better of me and ... well, what can I say, the view below me was ⁸ _____ belief.



6 Choose one of the situations below and write 1–2 sentences to describe it.

Describe the last time you

- travelled somewhere off the beaten track.
- were up for a big challenge.
- saw something which looked out of this world.

1 Choose the correct options to complete each sentence.

- The** / **A** house for sale is surrounded by – / **the** trees.
You're going to love it!
- She lives in **a** / **the** charming little village. **A** / **The** village is only one hour's drive from Bydgoszcz.
- Why didn't you tell me that you had bought **a** / **the** car? Why am I always **a** / **the** last to know?
- These mountains are – / **the** most spectacular I've ever seen.
- I'm planning to go to Finland in the summer, and I'd like to ask you for **an** / – advice, as you lived there for such a long time.
- I love **the** / – Fridays, because I don't need to wear **an** / **a** uniform.
- The** / – education and **a** / – safety should be our number one priorities.
- On **a** / **the** second day, we got to **a** / **the** tiny fishing village where they didn't have **an** / – electricity.

2 Complete the sentences with *a/an, the* or – (for no article).

- When we travelled to _____ USA, we took a trip to see _____ Mississippi, the longest river in North America.
- It's always been my dream to go to _____ Balearic Islands.
- My older brother, who is a mountain climber, is planning to climb _____ Mount Blanc this year.
- He's extremely rich – he's just bought a villa by _____ Mediterranean.
- Do you know what the capital of _____ Central African Republic is?
- When I was in _____ Switzerland last month, I took a boat trip across _____ Lake Geneva.
- _____ Gobi is a large desert area in _____ Asia, covering parts of _____ China.

3 Complete the text with the missing articles. The number of articles which are missing in each line is given to help you.

A TASTE OF SCOTLAND

- Question that people often ask travellers is 'What's your favourite place on Earth?' and, to be honest, I've never quite known how to answer. Since my last visit to UK, however, I can say without a doubt – it is Scotland.
- In third week of travelling through Britain, I finally reached the Scottish border. My plan was rather unoriginal: go on trip to Edinburgh, climb Ben Nevis, look for monster in Loch Ness, try Scottish meal.
- When I headed north to visit Shetland Islands, I had one of the most amazing episodes of all my travel experiences. Well ... the thing is, I've travelled to different countries all over world, but I've never seen such absolutely stunning views.
- I first went to visit small town called Lerwick, which is in North Sea. It turned out to be bustling seaport with all the amenities usually found in large cities. The time I spent there ...

GRAMMAR CHALLENGE! Student's Book, p. 131, UNIT 6, ex. 1

4 Complete the sentences with *a/an, the* or – (for no article).

- I tried to learn _____ Spanish for a few years, but I gave up eventually.
- You can say what you want, but in my opinion, _____ French are by far the best cooks.
- Dean has been begging his parents to buy him _____ smartphone for months, because he has never had one.
- After some consideration, I bought _____ laptop with the bigger screen.
- If you want to be _____ teacher, you need to be very passionate about your job.
- _____ teacher told us she was very proud of us for organising the charity event.
- The criminals who robbed the bank last month are going to spend the next three years in _____ prison.
- Shepard won an award for the documentary he made in _____ local women's prison.

5 CUMULATIVE GRAMMAR Complete the sentences with the correct forms of the words in brackets. Add any words that are necessary.

- Lukas claimed he _____
_____ (*have* / *promise* / *his mum* / *look after*) his younger brother, and that was why he couldn't go with us.
- I admit I _____
(*not* / *use* / *read* / *much*) as I do now.
- I had hoped _____
(*you* / *come* / *time*) for the meeting last night, but apparently I was wrong.
- Jane seemed _____
(*lot* / *optimistic*) she said she was.
- Why _____
(*you* / *always* / *complain*) about everything? It's really annoying.
- When we first arrived in Groberdeen, mum said we _____
(*get* / *use* / *live*) in such an isolated village, but we never did.
- When we finally got home, Paul _____
(*already* / *be*) asleep for a few hours.
- I'm afraid I can't join you. I _____
(*see* / *doctor*) tomorrow at 4.00 p.m.



- 1  Read the text and match sentences A–E with gaps 1–4. There is one extra sentence.

AMY'S BLOG

WHERE THE STREETS HAVE NO NAMES

I'm the kind of person whose idea of a fun weekend is a spontaneous **city break**. I don't waste my money and suitcase space on maps but choose to rely on my GPS to find my way around once I've got to my destination. ¹____ Here I was, on an **airport shuttle** bus heading for the centre of Tokyo and trying to figure out my next step. Staring at the address of my hotel, I realised I had no idea which of the words was the actual street name. I tried entering all of them, but each time I was told there was 'no match'. A **local** sitting next to me pointed to what she said was the name of a subway station alongside the address.

I stepped off the bus into the **concrete jungle** of the Tokyo streets, but, instead of going down to the subway, I joined the **hordes** of people streaming in all directions. I soon realised I was lost. I tried to find out what street I was on in order to put it into my GPS so I could find myself on the map. ²____ With a sigh, I turned off my GPS. I was forced to use a conventional paper map and to ask the way from strangers.

Half an hour later, once I was finally on the subway, I found myself sitting next to a fellow traveller who explained the Japanese system of addresses to me. It is based on dividing bigger areas into smaller ones, for example, metropolitan cities are divided into large sections called wards, which are then divided into **districts**, which consist of *chōme*. The words which you find in the address indicate which of each of these you need. ³____ Reading an address is like zooming in on your destination. You start with the name of the city and work your way to the *chōme* (which is tricky again, as sometimes they have names and sometimes just numbers), until you finally reach the city block number and then the number of the **residence**.

Armed with this knowledge, I confidently got off the subway in the right *chōme* and ... got lost again. ⁴____ Apparently, they are usually numbered in the order that they were built. It took some **wandering around**, but I was finally rewarded with the sight of the entrance to my hotel!



- A Unfortunately, sometimes the battery of your GPS runs out, and the map is written in an alphabet which you simply can't decipher and suddenly you're on your own.
- B Then, there are the numbers, which first label the city block within the *chōme* and then a particular building.
- C But, no matter how long I walked, I couldn't spot any addresses giving street names – there were only numbers for individual buildings. When I finally asked a man for help, I was told that there are no street names in Japan.
- D It had worked for me every time until I made a longer trip to Tokyo. You can imagine my surprise when, upon my arrival, I found myself unsure about what destination to punch into my smartphone!
- E Unlike Europe, where the numbers are in sequence, here the buildings on the block seemed to be numbered in a random fashion.

- 2  Answer the questions.

- 1 Why didn't Amy use her GPS when she got lost in Tokyo? _____
- 2 Why does Amy compare reading an address in Japan to 'zooming in'? _____
- 3 Why did she get lost when she finally found the *chōme* of the hotel? _____
- 4 How are buildings in Japanese cities numbered? _____

3 Match the definitions with the words in bold from the text on page 72.

- 1 go from place to place without any sense of direction: _____
- 2 a house or other place where someone lives: _____
- 3 a person who lives in a particular place: _____
- 4 crowds: _____
- 5 an administrative part of the city: _____
- 6 an unpleasant part of a city where there are a lot of ugly buildings close together: _____
- 7 a short holiday in a city: _____
- 8 a bus or train that travels between the airport and the city centre: _____

4 Complete the sentences with the phrases from exercise 3.

- 1 I don't like going shopping on a Saturday as there are always _____ of people in town.
- 2 Excuse me, where is the stop for the _____ that goes to the city centre?
- 3 You won't have any problem finding our house – it's the most beautiful _____ in the street.
- 4 What would you say to a _____ in Rome over the long weekend?
- 5 I could not live in this part of the city – it's a _____, with very few green areas.
- 6 I was looking for the shopping _____, so I asked a girl who looked like a _____ for directions.
- 7 I don't care where we go, let's just _____ the streets and get to know the town.

REVISION Student's Book, pp. 82–83

5 Match 1–8 with a–h to form phrases.

- | | | |
|------------------|--------------------------|---------------------|
| 1 amusement | ☐ | a lane |
| 2 pedestrian | ☐ | b trail |
| 3 charging point | ☐ | c rental |
| 4 wi-fi | ☐ | d park |
| 5 city bike | ☐ | e for electric cars |
| 6 outdoor | ☐ | f concert hall |
| 7 fitness | ☐ | g zone |
| 8 cycle | ☐ | h access point |

6 Translate the text into Polish.



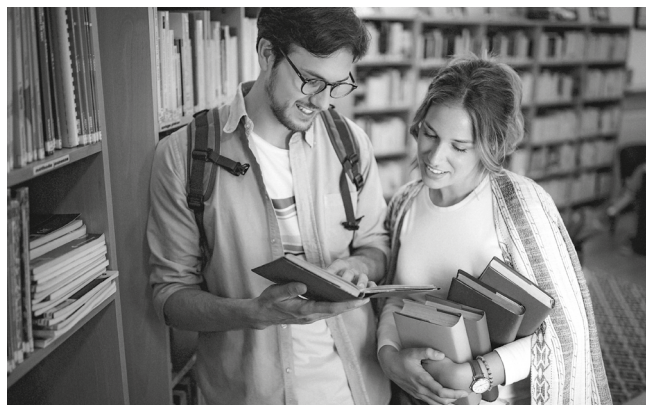
The communal areas in my neighbourhood have always been quite unappealing – a few shabby blocks of flats with a depressing playground in the middle. What makes them even less attractive is the old abandoned warehouse which is right next to the school and which is becoming more and more rundown with every year. Unfortunately, most residents don't feel part of the community because they commute to Birmingham

VOCABULARY CHALLENGE! Student's Book, p. 131, UNIT 6, ex. 2 & 3

7 Complete the sentences with the following words.

after bumped do fab fired freak hangout
hols invite mate put uni

- 1 Everyone is all _____-up about Mark's birthday _____ this weekend.
- 2 **A** Have you found a prom dress yet? I have! It's _____! All black lace and silk, and it didn't cost a lot. They had a few more, maybe you could buy yours there too. Look!
B It's nice, but I'm _____ something much simpler.
- 3 I don't know anything about tablets, but my _____, Rob, is such a techno _____. I'm sure he'll be able to help you with it. Let me call him.
- 4 **A** We're going to *The Nest* tonight. It's the most popular _____ in town, with the hottest DJs. Wanna come?
B Thanks for the _____, but I've got plans already. Maybe next time.
- 5 Finally, the _____ are here! No _____ and no exams for three whole months!
- 6 **A** Mum, it's me. There's no one here to give me a lift home, no one lives in our area.
B Stay _____, I'll be there in 15 minutes.
- 7 Guess who I _____ into at the library the other day! Remember that handsome guy from our biology lecture? Well, I'm going out with him tomorrow.



daily. It's 50 km one way, so they spend a lot less time at home than people who work locally. But lately, a group of young entrepreneurs have decided to change things. They are planning to create a green area in our neighbourhood, which – they claim – will bring benefits for the locals. It will be a self-sufficient sustainable garden with a playground and fitness trail. And the warehouse will be by far the most exciting part of it – it will be turned into an indoor skatepark.

1 Complete the sentences using the correct forms of the words in brackets. Add any necessary words.

- I _____ (come / conclusion) first hotel is more appealing.
- I _____ (have / number / reason) this.
- My _____ (main reason / be) this hotel is more conveniently located.
- Since I don't have a car, it will be _____ (big advantage / be) close to a public transport link.
- Another _____ (big advantage / this hotel / be) that you have a free Internet access.
- _____ (problem / hotel / suburbs) is that there's no night life there.
- _____ (consider / I) lifestyle, I'd definitely choose the one which enables you to stay in the centre of everything.

2 Complete the sentences with the correct forms of the words below. Then match the sentences with the adverts (1–2) in exercise 3.

appeal convince clear give make suggest

- The advert also _____ that the hotel has affordable prices. ☐
- They attempt to _____ us that, despite its location, getting to the city centre wouldn't be a problem. ☐
- It _____ the impression that this is a rather boring neighbourhood since they say it's quiet. ☐
- The advert _____ me think that this is a happening area with a great nightlife. ☐
- The advert tries to make it _____ by describing the décor as vintage. ☐
- The advert makes it _____ that this is a good location for a shopaholic like me. ☐

3 Do the speaking task and answer the two questions.

 3 minuty

Z grupą znajomych jedziecie na tydzień do Anglii i szukacie hotelu, w którym moglibyście się zatrzymać. Koleżanka przysłała Ci dwie propozycje.

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

1

- ♦ breakfast included
- ♦ old-fashioned rooms
- ♦ quiet suburban neighbourhood
- ♦ traditional English food
- ♦ 25 min to the centre by underground



2



central location • free wi-fi •
great seasonal rates •
shopping centre and restaurants
down the street

- In your opinion, what is the best form of holiday accommodation for young people? Why?
- Do you think that spending a weekend in the country is appealing for teenagers? Why? / Why not?

1 Rewrite the sentences so that they are linked in a more coherent way. Use the clues in the brackets to help you.

- There are no cinemas and restaurants close by. This does not mean that farm holidays cannot be enjoyable. (relative pronoun)
- Young people usually rent flats which are not expensive. They also prefer flats with a modern décor. (a synonym)
- A city travel card allows you to use all public transport within the city limits. The card also entitles you to discounts on entrance to many museums. (pronoun)
- It's a vibrant seaside resort. Hundreds of tourists spend their holidays there every year. (relative pronoun)
- Hotels in big cities can be expensive. Staying somewhere far from civilisation can be much cheaper. (linking word)
- Big cities usually offer access to many different amenities: cinemas, restaurants, sport facilities. (introductory phrase)
- On the outskirts of the city, apartments are usually cheaper than in the centre. Also, the outskirts of the city have more green areas. (synonym)

2 Rewrite the sentences using the words given in capitals.

- Many agritourism farms are situated in areas off the beaten track. This is not true of most popular holiday resorts. **IN CONTRAST**
- Staying on a farm is nothing like living in a hotel. **COMPLETELY DIFFERENT**
- Staying on a farm is like visiting one's family in the country. **COMPARABLE**
- There are no facilities such as gyms or tennis courts. Also, there's no nightlife on a farm. **LIKEWISE**
- Speaking of things to do, you can help to milk the cows or feed the chickens. **AS FOR**
- A great thing about farms is that they're usually surrounded by unspoilt nature. **REGARD / LOCATION**
- Since farms are usually a bit out of the way, they're a perfect place for people looking for peace and quiet. **TAKING INTO CONSIDERATION**

3 Read the instructions and do the writing task.

Agroturystyka staje się coraz popularniejszą formą wypoczynku. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz swoją opinię na temat takiego sposobu spędzania wakacji, odnosząc się do lokalizacji oraz sposobów spędzania czasu.

1 Choose the correct answers.

- This is ____ (*zdecydowanie najbardziej widokowa*) route on the coast.
 - decided on the best looking
 - easily the most scenic
 - by far the least viewing
- Let's stay here, ____ (*dobrze*)?
 - shall we
 - will we
 - let's not
- This ____ (*miejsowość jest uważana jest za*) very picturesque.
 - is thought to be the village
 - village is thought to be
 - is the village we thought was
- The tourist asked ____ (*czy mamy deptak*) in the city centre.
 - do we have a pedestrian zone
 - that we have a pedestrian zone
 - whether we had a pedestrian zone

2 Translate the Polish parts of the sentences into English.

- More ____ (*coraz więcej osób ucieka*) the rat race of city life.
- How many ____ (*ścieżek rowerowych zostało zbudowanych*) in your city over the last decade?
- The owner of the cottage warned us ____ (*że nie będzie*) Internet access there.
- There ____ (*nie ma sensu dojeżdżać*) to the city every day – either move there or find a job here, in the country.
- This house is ____ (*położony dogodniej niż*) the other one since it's closer to green areas and transport links to the city centre.
- ____ (*Im mniej samochodów*) in the city centre, the better.
- This region, ____ (*którego historyczne miasteczka*) are popular with tourists, has some magnificent countryside.
- The bed and breakfast we had booked ____ (*okazał się być obskurny*) and depressing.
- ____ (*Tatry są tak popularne*) as the seaside when it comes to holiday destinations.

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

- If you hate ____ (*tourist*) places, why not visit our village? Here you'll find some peace and quiet.
- The city bike ____ (*rent*) operates from March to November.
- The ____ (*spoil*) beaches in this area are its main attraction.
- The club was already full of people when we got there, but by 11.00 p.m. it was ____ (*crowded*) – we could barely move.
- I was looking enviously at her photos of New Zealand's ____ (*picture*) landscapes, thinking I'd never be able to go there.
- I'm preparing a presentation on ____ (*sustain*) agriculture.
- I've said all I wanted to say, so any ____ (*far*) discussion is pointless.



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

Hi Susie,
 Just a quick note to let you know I'll be away for a few days. It's a funny story really. I bumped ¹ _____ Clare the other day at the gym. I told her I was tired of the ² _____ and bustle of the city and needed a break. You know I'm a country girl at heart. And suddenly she asked if I ³ _____ up for holidays away from civilisation. Her grandparents live in a cottage which is totally ⁴ _____ the beaten track and Clara was planning to visit them. I couldn't say no to such an invite. Can you believe it? It ⁵ _____ thought to have been built four hundred years ago. And they just ⁶ _____ a new fireplace installed there last month – I love evenings with a cup of hot chocolate, sitting by the fireplace! It is by ⁷ _____ the quaintest place I've ever been to. We arrived last night and will probably stay here ⁸ _____ Thursday. I'll miss a few days at uni, so take plenty of notes in the biology lecture on Monday, ⁹ _____ you? Thanks! I'm attaching a few pictures.

M xx

5 Complete each set of sentences with one word.

- _____
 What's the ____ of your business? Does it have anything to do with architecture?
 Going camping in wild areas is the best way to feel a connection with ____.
 It's not in Greg's ____ to sit around all day – is he OK?
- _____
 To be a perfume creator or a wine taster, you need to have a great ____ of smell.
 The way he designed the kitchen and the living room makes no ____ to me.
 In a huge block of flats where no one knows anyone, there's no ____ of community.
- _____
 I refuse to ____ up with the neighbour's barking dog any longer.
 Redecorating requires planning – let's ____ together a list of changes we want to make.
 It's their 50th anniversary – shall I ____ on an evening gown?
- _____
 Not knowing anyone at the party, I felt really ____ of place.
 The cottage is totally ____ of the way – you'll have all the peace and quiet you need.
 Would you like to hang ____ this weekend?
- _____
 Do you know a cheap car ____ near Broadway?
 It's going to be hot today, how about a picnic in a ____ where we can hide in the shade?
 Fine, we can go to the amusement ____, but I won't go on any rollercoasters.



- 1 Przeczytaj poniższy tekst na temat znanego parku. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Jedna część tekstu pasuje do dwóch pytań. Wpisz odpowiednie litery w każdą rubrykę tabeli.

Which paragraph mentions

- | | | |
|---|--|--|
| 1 | a name that resulted from a mispronunciation? | |
| 2 | an innovative idea that became fashionable? | |
| 3 | a period when the park was closed to the public? | |
| 4 | a place of historical importance for democracy? | |

HYDE PARK

A

Hyde Park is a 350-acre green area in the middle of London, which has for centuries been a fashionable place for leisure activities as well as the site of many political events. For example, this is where you can find Speaker's Corners – originally the site of public hangings, which the government was later forced to turn into the first place where public gatherings and demonstrations were permitted. The name Hyde Park derives from the ancient manor of Hyde, which stood there when the grounds belonged to monks. In 1536 King Henry VIII, who was looking for new hunting grounds, bought the land and dammed Westbourne Stream, which flowed through it, to make ponds which would attract deer and boars. He also had the whole area fenced off so that for the next one hundred years only royal hunting parties had access to it.

B

One hundred and fifty years later, King William III and his wife turned Nottingham House, which is in the west part of the park, into Kensington Palace and moved their court there. To ensure easy and safe access to Westminster at all times, they built a road that was lit with three hundred oil lamps – the first such road in England. The Royal Road is supposed to have been often referred to in French (as was then fashionable) as the *route de roi*, which became corrupted into Rotten Row, a name which, for good or for bad, has stuck until today.

C

In the 18th century, the park was thoroughly reorganised thanks to Queen Caroline, who was an avid gardener. She created Hyde Park and Kensington Gardens, separating the two with a road. She also rebuilt the dams on the stream so as to create a natural-looking lake. It was unlike any other artificial lakes of the time, which were always unnaturally straight, and Caroline's design soon found many followers. Today, Hyde Park is a perfect spot for leisurely walks, whatever the season. It's open to the public, although during the 10-day British Summer Time festival entrance fee is charged for certain concerts. Similarly, some of the Winter Wonderland attractions such as the rides or the ice-rink require a ticket.



- 2 Describe the picture and answer the three questions below.

3 minute



- 1 Why do you think these people are picking grapes?
- 2 Would you consider taking a summer job that involved picking fruit?
- 3 Describe a situation when you or someone you know was on a farm and had to do something they'd never done before.

- 3 Match the ideas in 1–5 with those in a–e. Then write sentences which could be used in the letter in exercise 4.

- | | |
|---|--------------------------|
| 1 There is a playground. | ☐ |
| 2 The park is full of alleys and benches. | ☐ |
| 3 The area is covered with trees. | ☐ |
| 4 It takes a lot of time to build a shopping and recreation centre. | ☐ |
| 5 The centre will attract crowds of visitors. | ☐ |
| a The air is cleaner. | |
| b It is a safe place to spend time outdoors and play for children. | |
| c Residents will be exposed to noise and dust from the construction site. | |
| d The neighbourhood will become noisy and congested. | |
| e It is a nice place for elderly people or couples to sit and talk. | |

- 4 Read the instructions and do the writing task.

Dowiedziałeś się / Dowiedziałas się, że ogromny teren zielony w sercu Twojej dzielnicy ma być sprzedany pod budowę centrum handlowo-rozrywkowego. Napisz do urzędu miasta **list ze skargą** (200–250 wyrazów), w którym zaprotestuujesz przeciwko tym planom, wyjaśniając, dlaczego teren ten jest ważny dla lokalnej społeczności oraz jak budowa centrum wpłynie negatywnie na życie w tej dzielnicy.



▶ VIDEO 11

SPOTLIGHT ON SOCIETY VIDEOS

Life afloat

6

BEFORE WATCHING

- 1 Houses or flats are popular but not the only possible dwellings. Where else could one live? Complete the list with your own ideas.

van
boat
camper

- 2 Answer the questions.

- 1 Would you like to live in an atypical dwelling? Why? / Why not?
- 2 If you were to live in something other than a house or a flat – what would you choose and why?
- 3 Why do you think people choose to abandon the comfort of regular dwellings?

WHILE WATCHING

- 3 🎧 What do you think are the positive and negative sides of living on a boat? Make a list, then watch the video and complete your list of ideas with the information from the video.

Advantages	Disadvantages

- 4 🎧 Watch the video again and answer the questions.

- 1 How do Andrea and Greg make a living? Do you think it has something to do with their choice of new home?
- 2 What made Andrea and Greg choose this lifestyle? Does it look like they got what they were after?
- 3 How do they deal with the cramped space? Would you say that their solutions make life on such a boat completely comfortable?
- 4 Considering the reason they live on a boat, their current destination might be considered ironic. Why?
- 5 What is meant by the phrase at the end of the video that 'when you live on the river, sometimes you have to go with the flow'? What's the example of it in the video?
- 6 Do Andrea and Greg look happy with their life? What makes you say that?

FOLLOW-UP

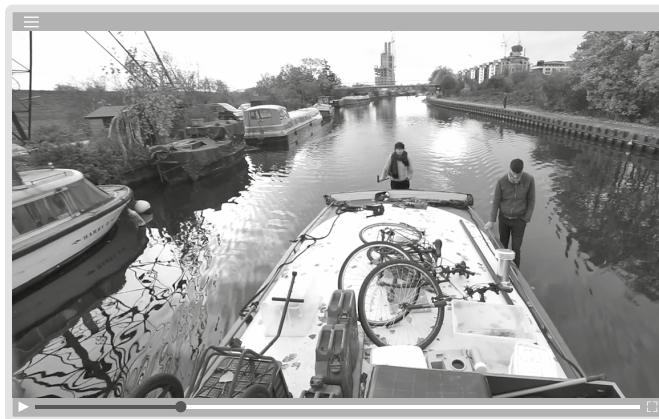
- 5 Complete part of Andrea's blog with the correct forms of the words below.

bank fold galley lock moor navigate space

Another day, another adventure! As we were headed for the city, we encountered some obstacles. We only managed to pass one ¹_____ when we got stuck in traffic. Yes, you read it right – traffic jams also happen on rivers. And it's actually worse than on the roads as there are no side roads to escape to. All the boats basically get ²_____ along the river ³_____ and wait till they're allowed through. The locks are normally there to actually help us ⁴_____ the canal network, but if there's an accident – like today – they become like closed gates, where all the travellers get stuck. So I guess we're going to spend some time here. No problem, though. We can use this time to work on our solutions for the boat. Especially in the ⁵_____ we need to be clever with the ⁶_____ to make cooking easier. We've already got a lot of things ⁷_____ in and out, but I'd like to improve that even further.

AFTER WATCHING

- 6 Find a story of a person who lives in an unusual dwelling and prepare a short presentation about them. Alternatively, you may find out about other unusual dwellings around the world and prepare a short vlog entry in which you describe them.





COMPREHENSION

- 1 Work in groups. Discuss the questions.
 - 1 What do you know about Airbnb?
 - 2 What do you think the main differences are between staying in an Airbnb property and staying in a hotel?
- 2 Watch the first part of a video (up to 2:03) about two Airbnb guests. What is unusual about the way they use this service?
- 3 Watch the first part of the video again and answer the questions.
 - 1 How long have David and Elaine been living in Airbnb properties?
 - 2 Why did they choose to live this kind of lifestyle?
 - 3 Do David and Elaine have a lot of possessions?
 - 4 What does Elaine like about the home they're living in at the moment?
 - 5 How does Vicky Richardson describe 'home'?
- 4 Work in pairs. Do you agree with Vicky's definition of a home? Why? / Why not?
- 5 Watch the second part of the video (2:03–3:25). What advantages of living permanently in Airbnb homes do David and Elaine mention?
- 6 Watch the second part again. Complete the sentences with no more than three words from the video.
 - 1 David says that New York is unique because it's made up of a diverse range of _____.
 - 2 David says that moving from place to place like this makes you look at neighbourhoods in a _____.
 - 3 Elaine says that _____ encourages her to get stuff done.
 - 4 According to Vicky, the _____ we live in makes the world a smaller place.

AUTHENTIC ENGLISH

- 1 Work in pairs. Read the extract from the video. Why do you think the speaker says *right*?
... you're like, oh yeah, that was our pizza place, right?
- 2 Read the information in the box and check your answer to exercise 1.

right

Right is often used as a question tag in informal spoken English to confirm what has been stated in the sentence.

We're going away next weekend, right?

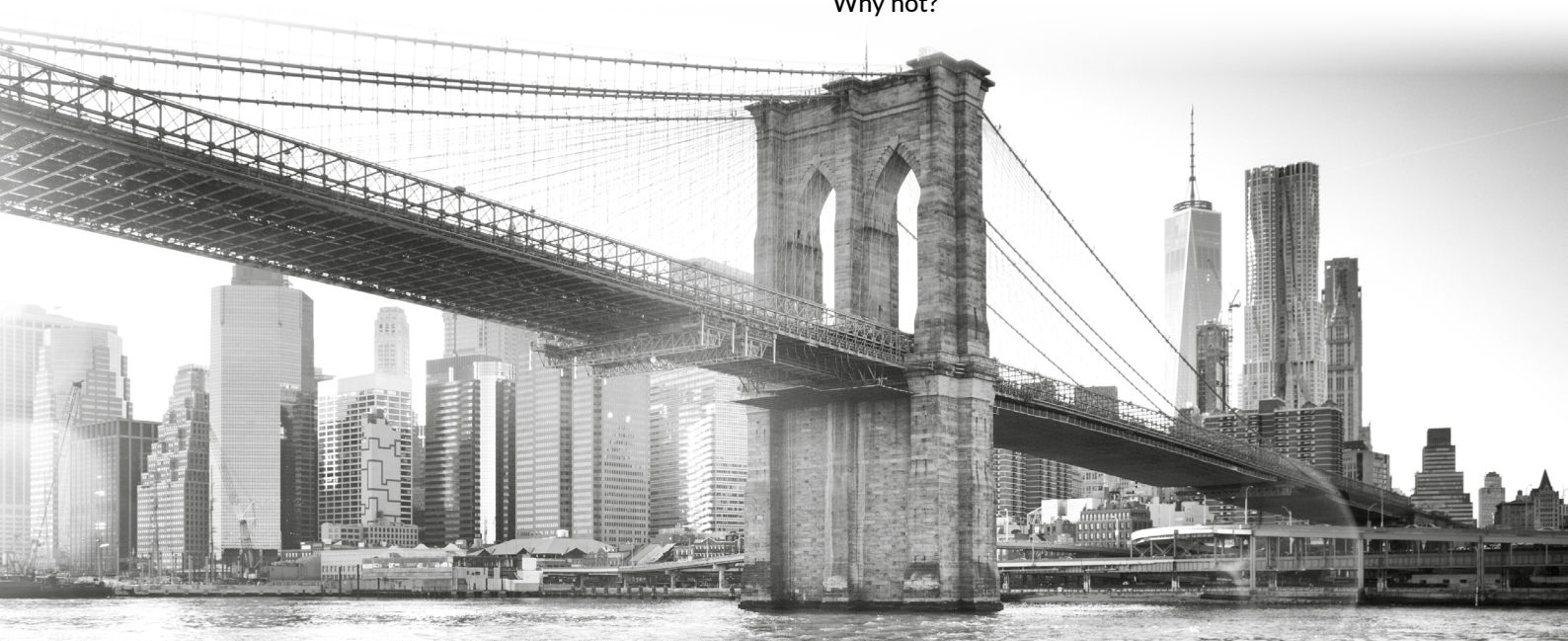
(= the speaker thinks they're going away but wants to check)

- 3 Work in pairs. Take turns using the prompts to make sentences with *right*.
 - 1 You want to check with a friend that you're still going to the cinema tomorrow.
 - 2 You hope that a colleague is going to finish a report by 5 p.m. but want to make sure.
 - 3 You're not sure if it's OK to bring a friend to a party.
 - 4 You think your friend has been to Tokyo before.
 - 5 You want to check that someone is going to drive you to the airport.
- 4 Work in pairs. Make a list of five things you think you know about your partner. Then, ask questions with *right* to check if you are correct.

You'd like to study abroad, right?

DISCUSSION

Work in groups. Would you like to move between Airbnb properties instead of renting or buying a home? Why? / Why not?



READING

1 Complete the Airbnb listing with the headings below.

- Check-in
- Check-out
- Entertainment
- Household waste
- Kitchen rules
- Noise

Stunning family cottage, Castleton



5 guests | 3 bedrooms | 5 beds | 1 bath

Located in the beautiful village of Castleton, this idyllic cottage is perfect for families looking for peace and quiet.

1 _____

If you want to arrive a little bit earlier or later, that's no problem. However, an additional fee of £20 will be added to your bill if you arrive more than two hours before or after the agreed arrival time.

2 _____

Don't bother making the beds as all of the sheets will be washed anyway. You don't have to strip the beds either, but it would be much appreciated!

3 _____

Feel free to use all appliances and utensils. You can also take what you want from the fridge, but please remember to replace everything before you leave.

4 _____

We're trying to be environmentally conscious – we do recycle, and all of the bins are clearly marked. Please try not to put non-recyclable rubbish into the recycling bins.

5 _____

Please keep disturbance to a minimum after 11 p.m. Parties are strictly forbidden at any time of day.

6 _____

In all rooms, there are cards with clear instructions on how to get online and access Netflix and Sky entertainment channels.

2 Read the listing again and answer the questions.

- 1 What three requests does the owner make?
- 2 How can guests connect to the wi-fi?
- 3 Why might guests be charged extra?
- 4 What rule is given about food?
- 5 What aren't guests allowed to do in the cottage?

SPEAKING

1 PLAN Work in pairs. Brainstorm a list of any potential problems you might face renting a property on Airbnb. Consider the following points.

- cost
- location
- facilities
- rules

2 SPEAK Choose one or two of the problems in exercise 1 and follow the instructions below to practise your roleplay.

Student A – You are an Airbnb guest and have a problem with the property you're staying in. Use the prompts below to help you.

Student B – You are an Airbnb host and one of your guests has a problem with your property. Use the phrases below to help you negotiate a solution.

Negotiating a solution

If you were prepared to ..., I might be able to ...
Would you be willing to accept a compromise?

Making a proposal

Perhaps the best solution would be ...
How do you feel about ...?

Reacting to and accepting a proposal

That sounds reasonable.
I'm not sure that really deals with the situation.

3 PRESENT Perform your role-play in front of the class.

4 DISCUSS As a class, discuss whether you think the solutions negotiated in each role-play were reasonable or not.

BEYOND THE CLASS

Why not try ...

... planning a holiday? Work in groups. Imagine you want to go on holiday together. Decide where you want to go and how much you'd each be willing to pay. Then, go to Airbnb website to find a suitable property. Report back to the class.

VOCABULARY

- 1 Complete the sentences with the words below. There are two extra words.

bewildered bustle engages flock has lounge
scenic take

- My grandpa always aims to be able to _____ pride in what he does and I follow his example.
- You should definitely take the _____ route – it's longer and more challenging, but the views are breathtaking.
- Let's go to Saint Tropez - I love the hustle and _____ of the seaside resorts in the summer.
- Our head teacher always _____ us in community work and it has taught us to care and to be involved in our local community.
- We stood there _____ watching as they cut down the last old trees in the historic park.
- Not only local residents _____ to this market hoping for great deals on everything from home-made jams to antiques.

- 2 Complete the words with the missing letters.

- Mum doesn't know how to sit **s**_____ and relax – she always finds something that needs doing.
- When visiting foreign countries, I always read ahead as I hate to seem **_g_____n_** when it comes to local customs.
- We moved to a **p_c_r_____e** little town – it's so refreshing not to see grey concrete all around.
- The **_c_** of life in Greece is much slower and I think we could learn from its inhabitants in this respect.
- It's amazing how detail-**_r_n_** our team leader is – he never misses even the smallest thing.
- He was **d_** set on buying a yacht to live on and achieved his goal despite everything – amazing, huh?

- 3 Complete the sentences with the correct prepositions.

- The cottage is _____ the beaten track, so you'll have all the peace and quiet you need.
- Are you sure you're _____ for all the challenges that living on a farm may bring?
- Everyone laughed _____ me when I said I would work for NASA. Well, here I am – starting tomorrow.
- This modern sky-scraper looks really _____ of place amid all the historical buildings.
- Pollution, noise, traffic jams – I really don't think I'm missing out _____ anything living in the countryside.
- Did you hear? They're finally going to renovate the run-_____ old theatre in Orchard Lane.

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

connect easy motion patiently tourist
spoil nervous quiet

If you're one of those people who are fed up with popular holiday destinations and would like to escape the noise and the crowds of ¹_____ towns – you should consider caravanning. It allows you to go where no one else goes and spend your days on ²_____ beaches and on lake shores where birds and squirrels will be your only companions. I've been spending my holidays in this way for years and must admit that having such a close ³_____ with nature helps me relax like nothing else. With enough ⁴_____ and luck, a caravanning holiday will give you an opportunity to experience wildlife in an authentic way. Beavers, hedgehogs, or birds are naturally shy, but if you find a spot they frequent and sit there ⁵_____ long enough, there is a chance they will relax a little and come up quite close. First ⁶_____, distrusting you a bit, of course, then gaining confidence with every minute. I've got lots of marvelous photos taken during these encounters and I certainly wouldn't have been able to take them if I was surrounded by tourists. So, next time you're planning your holiday – consider renting a caravan.

VOCABULARY CHALLENGE!

- 5 Complete the sentences. Use the words word below to help you translate the Polish phrases in brackets.

across bump fired make put turn whale

- Jared _____ (*jest nakręcony*) about his new flat in the city centre and he never stops talking about it.
- We wanted to hear Emma Thompson speak at the campus, but _____ (*odprawili nas z kwitkiem*) because it was special invitation only.
- He _____ (*robi wrażenie obojętnego*), but in fact you can always count on his help.
- The amusement park was fantastic – the kids _____ (*dzieci świetnie się bawili*).
- I told him _____ (*żeby nie ruszał się z miejsca*), but he must have wandered off.
- You won't believe it – we were walking down 5th Avenue and _____ (*wpadliśmy na Bruce'a Willis*).
- _____ (*Co sądzisz o*) our new headmaster? Because I think that frown makes him look rather serious.

GRAMMAR

- 6 Correct one grammar or punctuation mistake in each sentence.

- New York City, which is not the capital of New York state is its biggest metropolis.
- Dog that has kept barking all night belongs to Mrs Grant.
- I want to spend my holidays in a place, which is vibrant and trendy.
- He keeps telling me to grow up which is very annoying.
- They are going to cut down that oak tree which branches give us shade in the summer.
- The village they're moving to is 50 km south of a Dublin.

7 Decide if the comments about statements 1–5 are true (T) or false (F).

- 1 A person who is sloppy is not a good candidate for working in our lab.
This is a general comment about potential candidates. T / F
- 2 Our neighbour Jim, who lived on the first floor, moved out last week.
There was more than one person named Jim living in the building. T / F
- 3 The Rose Lane residents whose houses were flooded have been put up in the local school.
All the houses in Rose Lane were flooded. T / F
- 4 You know, Jane, I'm going to follow some advice grandma gave me.
Jane doesn't know what grandma advised the speaker. T / F
- 5 The yellow fitness trail is barely less demanding than the red one.
There red trail is more demanding than the yellow one. T / F

8 Choose the correct option to complete each sentence.

- 1 The **most** / **much** touristy spot on this coast is the city in the East.
- 2 I'd like to start by thanking the person **who** / **whose** I admire the most – my mum.
- 3 They must have rented me **not much** / **the least** reliable car. It keeps breaking down all the time.
- 4 Growing your own vegetables requires **far** / **just** more patience than I have.
- 5 **More and more** / **The more** people are choosing a slow life in the country.
- 6 Do you remember **the time** / **time** when we got stranded in a forest?

9 Read the text and complete the gaps with *a*, *an* and *the* where necessary.

Would you rather spend your next holidays in ¹_____ USA or ²_____ Caribbean Islands? ³_____ two places which I would definitely like to see are ⁴_____ Mount Everest and ⁵_____ Crete. These two places are opposites which, in a way, represent the two sides of my character. ⁶_____ former is in ⁷_____ Himalayas and ⁸_____ latter in ⁹_____ Mediterranean Sea. One is all about relaxing in ¹⁰_____ turquoise waters and visiting ¹¹_____ countless ruins including ¹²_____ most famous sites of ancient history such as ¹³_____ Minoan Palace which, as some suggest, is the original place of ¹⁴_____ Ariadne's labyrinth. ¹⁵_____ other is about challenging yourself to weather the cold and climb the most demanding slopes in ¹⁶_____ world. ¹⁷_____ climber must be very careful or they might pay for their mistakes with their lives. Every time you take ¹⁸_____ step, you must be certain you won't slip.

Whenever you feel like you can't go on – you should turn back. So there you go – two very different trips, but each an amazing and educational experience that I would like to have one day.

ENGLISH IN USE

10 Complete the sentences with the correct forms of the words in brackets. Add extra words where necessary. Use no more than four words in each gap.

- 1 The sooner we leave, _____ (little / likely) we are to get stuck in traffic.
- 2 As we were headed north, the villages were getting _____ (far / far / apart).
- 3 The old building _____ (pose / threat) any passer-by with its falling bricks and plaster.
- 4 I've never met _____ (person / garden) could rival yours.
- 5 What a fantastic speech – he spoke _____ (convincingly) all the speakers so far.
- 6 He sold his house to run a B&B in the mountains, but we're not sure he'll be able _____ (make / go) it.
- 7 At first, my parents _____ (object / I / move) to New York, but I proved to them that I could manage there on my own.

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

Dear Mr Styles,

I'd like to inform you about our decision concerning the properties you've shown us. The first place, I must say, was ¹_____ exciting. It simply doesn't offer us the peace ²_____ we're hoping for. The buildings were simply too densely built-up, so we're afraid of rowdy neighbours and of having to ³_____ traffic jams, just as we do now in the city. The third house, the one located in the most southern ⁴_____ of the town, was in fact exactly what we're looking for in terms of location. However, the problem with it is that it's actually ⁵_____ smaller than our current flat. It makes no sense to move only to have less space than we do now. The most interesting property ⁶_____ we've seen so far is the blue house, but the price was way too high. Seeing as we're rather ⁷_____ each one of them for one reason or another, I was hoping you'd find more places to show us, keeping in mind all of our requirements.

Best regards,

Mike Chatfield

- | | |
|-----------------------|-------------------|
| 1 a the least | b mostly |
| c by far | d little |
| 2 a of spirit | b and quiet |
| c and silence | d of mind |
| 3 a put up with | b stick to |
| c turn away from | d give into |
| 4 a zone | b spot |
| c quarter | d community |
| 5 a hardly | b slightly |
| c quite | d nearly |
| 6 a from these | b out of them |
| c of which | d of all the ones |
| 7 a dissatisfied with | b anxious about |
| c conducive of | d intimidated by |

7

A PLACE OF LEARNING

VOCABULARY

the education system •
planning your education

1 Match the words and phrases below with the definitions (1–8).

PhD degree ☐ pre-school ☐ bachelor's degree ☐
high school ☐ A level exams ☐ crèche ☐
(the) SAT ☐ vocational school ☐

- 1 the exams at the end of secondary education in the UK
- 2 the exams at the end of secondary education in the USA
- 3 a university degree which you can do after completing a master's degree
- 4 the first degree you do at university
- 5 a school for children aged 3–5
- 6 a place where babies are looked after while their parents are at work
- 7 an educational institution that prepares you for a particular job
- 8 the American equivalent of a secondary school in the UK

2 Match the parts of the sentences.

- 1 Before I decided to major ☐
- 2 If I could afford to pay the ☐
- 3 Where should I look for advice on how to win ☐
- 4 One of the reasons why people decide to pursue ☐
- 5 I'm afraid that taking out ☐
- 6 Martha is about to receive ☐
- a tuition fees, I'd choose a private university.
- b a doctorate is to improve their job prospects.
- c a grant to do her research.
- d in politics, I studied history for a year.
- e a student loan might be the only way for you to study at this college.
- f a scholarship so that I can study abroad?

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

options sit field advanced apprenticeship high do
path picture

- 1 I'm about to get very busy – I've got five exams to _____ this winter.
- 2 I've been studying to become a journalist, but I'm not sure I will find a job in that _____.
- 3 Sarah's completed a(n) _____ in an accounting company.
- 4 I'm thinking of pursuing a(n) _____ degree, but I'm not sure I want to spend another two years at university.
- 5 Leila usually passes all her exams with _____ marks, so it's strange that she failed her French test.
- 6 Have you decided what _____ to take after graduation?
- 7 Hopefully, the workshop will help me form a clear _____ of which career to follow.
- 8 I'd like attend the open day at the community college on Saturday, just to explore my _____.

4 Complete the dialogue with appropriate words.

- Monica It takes a long time to become a doctor. You'll have at least eight years of studying ahead of you, and afterwards you have to ¹_____ extensive on-the-job training. Are you sure you want to go ²_____ medicine?
- Steve I really am! I've been thinking about going ³_____ a degree in medicine for some time now. Both my parents are doctors, so I've decided to ⁴_____ in their footsteps.
- Monica I would never expect you could ⁵_____ such a commitment. Working as a doctor is much more than just ⁶_____ a living. It's such a demanding job! I can't believe you're going to be a surgeon!
- Steve Well, I'm not sure about the specialisation yet, but I do know that I need to focus on ⁷_____ a qualification first.

VOCABULARY CHALLENGE! Student's Book, p. 132, UNIT 7, ex. 1

5 Translate the Polish parts of the sentences into English.

- 1 Sara and Betty _____ (to ulubienice nauczyciela). They always _____ (podnoszą ręce) to answer the teacher's questions and almost _____ (nigdy nie robią błędów).
- 2 If you want to _____ (zdobyć certyfikat z angielskiego), why _____ (nie zapiszesz się na kurs)?
- 3 Charlie used to be pretty lazy, he even _____ (chodził na wagar). But he has recently started to _____ (ciężko pracować) because he wants to be a vet in the future.
- 4 In my opinion, _____ (uczenie się dat na pamięć) doesn't bring about the desired effects. It's better to try to understand the historical processes _____ (niż wkuwać) without engaging in the subject.
- 5 In order _____ (nie mieć opóźnień) schedule, the teacher has been giving us a lot of homework recently.

6 Complete the sentences with your own ideas. Either give reasons or extra details to expand on your answer.

- 1 After I graduate from secondary school, I'd like to go into _____.
- 2 The first exam I passed with high marks was in _____.
- 3 The thing I remember from my kindergarten is _____.

1 Rewrite the sentences as conditional clauses. Which sentences describe situations which may happen in the future (M), and which refer to hypothetical situations (H)?

- 1 I think that you should pursue an advanced degree. ☐
If I _____, I would _____.
- 2 It's a pity Mark hasn't got access to the Internet – that's why we can't keep in touch every day. ☐
If Mark _____ Internet access, we _____ in touch every day.
- 3 We lost the match because our best player was injured. ☐
If our best player hadn't _____, we wouldn't _____.
- 4 We have to catch the next bus, or we will be late. ☐
If we _____, we _____ late.
- 5 You have problems falling asleep because you drink too much coffee. ☐
If you _____ coffee, you _____ falling asleep.
- 6 Don't tell the teacher, or we'll be in trouble. ☐
We _____ trouble if you _____.

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

- 1 I'm really worried that I'll fail the exam. Maybe if I _____ (*attend*) an additional course, I _____ (*be*) better prepared now.
- 2 If dad _____ (*not lose*) his job last year, he _____ (*not have*) his own company now.
- 3 I think Chris _____ (*be*) a star now if he _____ (*receive*) tennis coaching from a professional as a child.
- 4 If I _____ (*be*) you, I _____ (*apply*) for the scholarship that the university offered last year. You were the perfect candidate.
- 5 If you _____ (*not eat*) all those chocolates, you _____ (*not feel*) so bad now.

3 Rewrite the sentences as conditional clauses, using the words given.

- 1 You can go to the party but you have to promise you will come back before 10 p.m. (*on condition that*)

- 2 She didn't come to the exam because she didn't know about the changes in our timetable. (*otherwise*)

- 3 You need to work hard if you want to get into university. (*provided that*)

- 4 You have to help me, or I'll get into big trouble. (*unless*)

- 5 You'd better put on some warm clothes – you may catch a cold. (*or*)

4 Complete the email with prompts (a–e). Then use them to write conditional sentences.

- a if I ask for your help earlier / I / not be
- b if I / receive the money / I / be able to focus on my studies
- c I / be / on time / if / I / not have / to revise
- d if / he / not help / I have / no place to live
- e I / not ask you / if / I / not be / in serious trouble

Dear Mum and Dad,

I'm writing to you to ask for help. ¹_____.

A few weeks ago, I was fired from the café where I was working, because I had been late more than once for my shifts. ²_____ for my exams until late every night. But you're always telling me that academic achievements are the most important, right?

So, after I'd lost the job, I couldn't afford to pay the rent anymore, and my landlord told me to move out. I had to look for a new place to stay, but I had no money to rent anything. A friend of mine lent me some cash. You see, ³_____ now.

So my question is, could you possibly send me some money so that I could pay my debts? I need a thousand pounds to cover all my current expenses. ⁴_____ again. I know that ⁵_____ in such trouble now.

I'm really counting on your help.

Your loving son,

Michael

5 Find and correct the mistakes in the sentences. Sometimes more than one answer is possible. One sentence is correct.

- 1 Providing I would be richer, I would live in a bigger house.
- 2 If you want to leave a message, speak after the beep.
- 3 I would give Greg my notes if he's at school tomorrow.
- 4 If you come earlier, I wouldn't have had to wait for you with dinner.
- 5 If John had liked me, he would ask me out.
- 6 If my parents won't lend me the money, I won't go to Spain this summer.

GRAMMAR CHALLENGE! Student's Book, p. 132, UNIT 7, ex. 1

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

- 1 _____ (*have / we / arrive*) sooner, we _____ (*miss*) the beginning of the film.
- 2 _____ (*should / you / have*) any further questions, please _____ (*ask*) to meet your form tutor online.
- 3 _____ (*have / I / know*) about those problems, I _____ (*never / choose*) this job.
- 4 _____ (*be / you / change*) your mind about going to the party, I _____ (*be*) most happy.

7 Complete the sentences with your own ideas.

- 1 If there were no tests at school, _____.
- 2 If humans had known about the consequences of global warming, _____.
- 3 If I hadn't slept at all last night, _____.

1 Match the parts of the sentences. Check the meaning of the phrases in bold if necessary.

- 1 He's keen to leave home, but I don't think he's ready to **take** ☐
 - 2 It's one thing to come up with innovative ideas, but it's much harder to **put** ☐
 - 3 After you've cooked one side of the omelette, **flip** ☐
 - 4 She claims she spent hours on her homework, but it doesn't look like she **made** ☐
 - 5 First we'll study the theory, and then you'll learn to **apply** ☐
 - 6 If you want to succeed as a professional musician, you'll need to **devote** ☐
 - 7 I tried to tell a joke, but it **fell** ☐
 - 8 The experiment failed, but we **treated** it ☐
 - 9 I've decided to study French, but I haven't actually **signed up** ☐
 - 10 I wasn't well prepared for my presentation, but I managed to **get away** ☐
- a it **upside down** to cook the other side.
b for the **course** yet.
c the theory **to** real life challenges.
d **flat** – nobody laughed at all!
e **much of an effort**.
f a lot more **time** each day **to** practising.
g **with** making it up as I went along!
h **responsibility** for his own finances yet.
i them **into practice**.
j as a **learning experience**, so we won't make the same mistakes again.

2 MP3 10 **Listen to two people talking about an unusual course. Choose the correct option: a, b, c or d.**

- 1 Which part of Alex's course takes place during face-to-face lessons?
 - a Assignments
 - b Project work
 - c Group discussions
 - d Lectures
- 2 The first face-to-face session didn't go well because
 - a the students hadn't prepared properly for it.
 - b there wasn't enough time to complete the work.
 - c the teacher had failed to teach the necessary skills.
 - d most people hadn't done the right homework.
- 3 How did the teacher react to the problems during the first lesson?
 - a He expressed his disappointment calmly.
 - b He lost his temper with the students.
 - c He thought it was less serious than it really was.
 - d He claimed that the situation had been useful.
- 4 How much time does Alex spend on the self-study parts of the course?
 - a An hour or less each week.
 - b At least five hours a week.
 - c Around eight hours a week.
 - d Ten hours each week.
- 5 Which statement best describes Alex's opinion of the course?
 - a It has been a useful way of becoming more self-disciplined.
 - b He feels frustrated by the challenging workload.
 - c The teacher has had to work hard to motivate the learners.
 - d The self-study elements of the course have been the hardest part.

3 MP3 10 **Listen again. Complete the sentences.**

- 1 Alex is currently studying a course called _____.
- 2 The technique is called 'the Flipped Classroom' because _____.
- 3 The first face-to-face class involved trying to solve a _____.
- 4 Initially, Alex found it difficult to remain _____.
- 5 Alex claims that if you are well prepared for the face-to-face lessons, you will find them _____.

4 Write a short paragraph about the advantages and disadvantages of the Flipped Classroom (or another unusual way of studying). Try to use some of the phrases in bold from exercise 1.

REVISION Student's Book, p. 96

5 Complete the sentences with the missing words.

- 1 As Sara has s_____ through the written part of the exam, she is pretty sure she will pass the oral one as well.
- 2 We've received lots of applications for the scholarship, but none of the applicants s_____ o_____ from the rest, so it's hard to choose.
- 3 If you want to pass the exam, I'm afraid you need to give u_____ o_____ computer games and start revising.
- 4 James is an exceptionally gifted student – no one in the class can keep u_____ w_____ him.
- 5 My parents are very demanding and strict, and so l_____ u_____ to their expectations is extremely difficult.
- 6 My sister is currently trying to c_____ b_____ on the amount she spends on clothes and cosmetics.
- 7 After graduating from med school, Maria g_____ i_____ the best surgical residency programme in the country.
- 8 I'm afraid we're f_____ b_____, and the deadline for completing the project is next week. We need to speed up a bit.

6 Write 1–2 sentences to answer the questions.

- 1 What do you do when you fall behind with your schoolwork?

- 2 Which university would you like to get into and why?

- 3 Would you like to stand out from your peers in some way? Why? / Why not?

- 4 Imagine you need to start saving to have spending money for your holiday. Which of your day-to-day expenses would you cut back on?

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

- 1 If only you _____ (**tell**) me about your problems earlier!
- 2 I really wish my boyfriend _____ (**not spend**) so much time watching sports on TV! It's driving me mad!
- 3 Do you sometimes wish you _____ (**be**) a different person?
- 4 The party was a disaster and now I wish I _____ (**not go**) there at all.
- 5 If only I _____ (**have**) more spare time for my hobbies!
- 6 Tom says he feels lonely in London and that he sometimes wishes he _____ (**never / leave**) his hometown.

2 Choose the correct option to complete each sentence.

- 1 I **wish / would rather** my dad would spend more time at home.
- 2 I **would / had** sooner you stayed at home and helped me clean.
- 3 **It's time / If only** Mark had done all his assignments this semester.
- 4 It's **as if / time** Mary pursued an advanced degree if she wants to be a teacher.
- 5 **If only / I'd rather** I had attended a vocational school. I'd be a trained mechanic by now.
- 6 Look at all these people. It's **as though / about time** we were back at school again. Nobody has changed a bit!

3 Complete the sentences with the correct forms of the verbs below.

start not discuss offer deal be make

- 1 Imagine there _____ no lessons at school. Life would be so much easier!
- 2 Isn't it about time you _____ preparing for your exams?
- 3 Suppose they _____ you the job, would you take it?
- 4 I'd rather we _____ the matter right now.
- 5 It's high time she _____ up her mind! I'm getting tired of waiting.
- 6 It's quite urgent and I'd rather you _____ with the problem immediately.

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

- 1 What a shame she couldn't see our performance! **ABLE**
I wish she _____ see our performance.
- 2 It is rather impolite of you to ask him such personal questions. **ASK**
I'd _____ him such personal questions!
- 3 I should have followed my father's advice. **ONLY**
If _____ my father's advice.
- 4 You definitely need to start taking regular exercise. **TIME**
It's _____ regular exercise.
- 5 I really regret buying such an old car! **NOT**
I wish _____ such an old car!
- 6 It's a pity I haven't got anything to read on the train. **ONLY**
_____ something to read on the train!
- 7 Stop doing that! You are making too much noise. **STOP**
I really wish _____ so much noise!

5 Find and correct six mistakes in the email.

Dear Ben,

I'm really sorry I haven't written since I got here, but I just couldn't find the time and energy to do it. Life here on campus is quite different from what I had expected. First of all, I have to spend so much time studying that I sometimes wish I didn't decide to come here! As a fresher, I'm not invited to many parties and I quite often feel lonely. If only you would be here with me! I'm sharing a flat with a guy called Frank. He's quite cool, but I just wish he wouldn't spend all the time studying. I suggested going out together once or twice, but he just looked at me as if I am crazy. Having said that, I must say life here's very expensive and I wish my parents had sent me a bit more money every month. If only I would have a job! I'd better finish now – it's high time I had looked at my notes before tomorrow's lecture with Professor Wilkins.

I'm really looking forward to coming home for Christmas.

Write soon.

Bye for now,

Eddie

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

6 Translate the sentences into English, using the phrases in brackets.

- 1 Żałuję, że nie mam wystarczająco dużo pieniędzy, żeby zapłacić czesne. (**pay the tuition fees**)
- 2 Gdybym tylko nie była dla niej taka niemiła. (**be unkind to somebody**)
- 3 Powiedzmy, że musiałbyś jutro przystąpić do egzaminu z matematyki. Zdałbyś go? (**sit an exam**)
- 4 A co, gdybyś nie miała dostępu do Internetu przez kilka dni? Co byś zrobiła? (**have Internet access**)

7 CUMULATIVE GRAMMAR Insert one missing word into each sentence.

- 1 I called her three times last night, but she didn't answer. She must have fallen asleep. _____
- 2 When I was ten, I used to go snorkelling with my mum every weekend. _____
- 3 Tina, who is a friend of my mum, would bring us cookies every Sunday when we were kids. _____
- 4 He called me to say that he had received a scholarship to study in the USA. _____
- 5 I didn't volunteer to do the project – I was made to do it by the teacher. _____
- 6 If John was my true friend, he would let me copy his homework yesterday. _____
- 7 You mix red and blue, you get purple. _____
- 8 Sally, who knows how he would react, would never have said it. _____

1 Read paragraphs (A–E) and put them into the correct order to make a logical text.

1 ☒ A2 ☐3 ☐4 ☐5 ☐

FLIPPED LEARNING

A

Flipped learning is an innovative teaching system based on the idea of reversing the traditional division of activities between classwork and homework. Rather than listening to a teacher's lecture in class, students are assigned texts to read or videos to watch at home in order to familiarise themselves with any new material. The great advantage of this method is that students can spend as much time as they need to absorb the material. They can go back to focus on the more difficult points or stop the video to take notes. Often, the video is followed by a short online quiz so that students can make sure they haven't missed any essential points.

B

Naturally, such a constantly-changing learning environment is less boring; however, flipped learning does present some potential difficulties for both teachers and students. For example, making videos or searching for relevant ones requires both time and digital literacy. Preparing classroom activities which present practical applications of the material requires not only time, but also knowledge, creativity and effort. The system also shifts some of the responsibility for the learning process from the teacher onto the students. Obviously, if they haven't done the homework, students are not able to participate in the lesson. Finally, there's always the danger that some students, once they have become less used to listening to a teacher's lectures, may end up dismissing the lessons as unimportant.

C

These kinds of activities mean a much more flexible classroom set-up. Students no longer sit quietly in rows of desks. On the contrary, the desks are constantly rearranged to suit the needs of a particular activity. Students are encouraged to move around, work in groups, and talk. At the same time, the teacher circulates around the classroom, giving guidance and feedback. Since not every group is working on the same project, he or she must supervise a variety of activities and topics simultaneously.



D

This enables students to come to the lesson pre-armed with the basic knowledge for that class. Instead of wasting time on introducing it, the teacher can turn the class into an interactive learning space, where pupils are engaged in exploring the material in greater depth. To start with, students can ask questions about their homework or discuss its more interesting aspects. The teacher's role is to spot the weak points in their grasp of the subject or clarify any misconceptions. Secondly, students have the opportunity to apply any new concepts in practice. Flipped learning is focused mainly on project work, problem solving, and doing experiments.

E

Yet, if the teachers are willing to put in the extra hours, and if students are willing to change their attitude to learning, flipped classes have many benefits. They enable educators to adjust the pace of learning to the abilities of a particular student. They also help students acquire various life skills. For instance, project-based learning develops critical thinking, initiative and teamwork. What's more, getting to know students' individual strengths and weaknesses makes it easier for the teacher to address them. In addition, project-oriented classes mean that students can work at the pace that suits them, while teachers are strongly encouraged to be more flexible in setting deadlines that take an individual student's abilities and progress into account.

2 Read the text in exercise 1 again and decide which of the following points are mentioned as part of flipped learning.

- | | |
|--|--------------------------|
| 1 teachers giving lectures in class | ☐ |
| 2 watching videos | ☐ |
| 3 writing regular tests | ☐ |
| 4 learning the material on your own | ☐ |
| 5 having different deadlines from the other students | ☐ |
| 6 doing projects | ☐ |
| 7 talking with other students during lessons | ☐ |
| 8 writing essays at home | ☐ |

3 Complete the sentences so that they are true according to the text in exercise 1.

- One of the biggest benefits of flipped learning is that students are able to learn at their own pace _____ because they can always go back to any essential points that they missed.
- Since students are equipped with some basic knowledge of the subject matter, there is no need _____ during the lesson, so the students can engage more in discussion or asking questions.
- The classroom setting is much more flexible, as both students _____ the classroom.
- Digital literacy is crucial whenever the teacher _____ for the students.
- Flipped learning makes students more responsible, because they won't be able to benefit from _____ they have done their homework.

4 Match 1–6 with a–f to make phrases. Check your answers with the text in exercise 1 on page 86.

- | | | |
|---------------------------|--------------------------|---------------------|
| 1 to give | ☐ | a with the material |
| 2 to explore | ☐ | b feedback |
| 3 to familiarise yourself | ☐ | c homework |
| 4 to miss | ☐ | d essential points |
| 5 to clarify | ☐ | e in greater depth |
| 6 to assign | ☐ | f misconceptions |

5  Translate the Polish parts of sentences into English. Use the phrases from exercise 4.

- Please start by _____ (*zaznajomienia się z materiałem*) before the next class.
- Our French teacher always _____ (*podaje nam informację zwrotną*) about our work by listing its strengths and weaknesses.
- Our maths teacher _____ (*zadaje nam trzy strony pracy domowej*) every weekend.
- Please choose a topic which you will _____ (*zbadacie bardziej szczegółowo*) for your semester project.
- It was such a difficult reading that the professor had to _____ (*wyjaśnić wiele błędnie zrozumianych informacji*) for the class.
- Harry _____ (*nie zrozumiał niektórych najważniejszych punktów*) of the lecture because he was on his phone all the time.

REVISION Student's Book, pp. 98–99

6 Use the prompts in brackets to complete the diagram with names of 21-st century skills and find the hidden message.

- (TEAM)

--	--	--	--	--	--	--	--

1
- digital / civic ... (LITERATE)

--	--	--	--	--	--	--	--	--	--

12 4 7
- (PERSIST)

--	--	--	--	--	--	--	--	--	--	--

6
- (CREATE)

--	--	--	--	--	--	--	--	--	--

2
- (COMMUNICATE)

--	--	--	--	--	--	--	--	--	--	--	--	--	--

5
- (LEAD)

--	--	--	--	--	--	--	--	--	--	--

13 3
- critical ... (THINK)

--	--	--	--	--	--	--	--

8 10
- cultural ... (AWARE)

--	--	--	--	--	--	--	--	--	--

9 14
- (INITIATE)

--	--	--	--	--	--	--	--	--	--	--

11

The hidden message:

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

7 Complete the sentences with the missing words. Then choose the correct word (*skill(s)* or *information*).

- To be a diplomat, you need to a r the *skill* / *information* of negotiation.
- Using the computer is a nd l *skill* / *information* which everyone needs to learn these days.
- It is easy to c l *skills* / *information* using the Internet, but it is more difficult to v l t web content and decide if it is accurate.
- Do you believe that self-discipline and self-confidence are simply *skills* / *information* which can be a r d at personal development workshops?
- Perhaps the most r i l *skill* / *information* a teacher should possess is the ability to communicate with students and motivate them.
- Many people say there's nothing they can do about their horrible handwriting, but it's not true. Being able to write clearly and neatly is a l n l *skill* / *information*.
- To be a good manager, you need to m s t such *skills* / *information* as leadership, assertiveness and empathy.
- Social media are an excellent medium for h r g *skills* / *information* with our friends.

VOCABULARY CHALLENGE! Student's Book, p. 132, UNIT 7, ex. 2

8 Complete the sentences with the correct forms of the words below. Use each word twice. One word is used three times.

course key mark master pass

- When it comes to tuition, I think the best _____ of action is to apply for a scholarship.
- Mark received his bachelor's degree and to _____ the occasion, he took his family out to dinner.
- Learning to learn is one of the _____ competences for a student.
- Mandy is a _____ at doing Sudoku puzzles.
- I've _____ in the data into a spreadsheet.
- I was so hungry that I ordered a two-_____ meal and a huge dessert.
- Do you know if Ms Ford has _____ our essays yet?
- It's the easiest way to _____ a foreign language without spending time in a country where it's spoken.
- The exam has been postponed. Please _____ on this information to the rest of the group.
- She's got top _____ in all of her exams, so she hopes to get into one of the best universities in the country.
- Did you know that Mark _____ his A levels with flying colours?

a stimulus-based discussion:
using a range of vocabulary •
comparing and contrasting
images • expressing and
introducing opinions

- 1 Look at the pictures and question 3 in exercise 2 below. Then read an excerpt from a student's answer to that question and use the Phrase Bank on page 100 of the Student's Book to replace the underlined passages to improve the language.

¹When I first saw the pictures I thought they show learning in a less traditional way and possibly a way that not every student is used to or has experienced. Most of us attend schools where the majority of students are from the same country and our lessons are predominantly in the form of lectures. So, ²both pictures show an enriched learning experience. Of course, other than that, they're quite ³different. ⁴The first picture presents a less typical social setting, i.e. international group of students; the second one ⁵shows modern methods of teaching. Picture A shows students learning in an international community, so their learning might be non-traditional in terms of social experiences and learning social skills. They probably have more opportunity to develop these skills than students who go to a typical school. In the second one, it's not so much about the students as about the teacher who wants the students to experience the knowledge they're receiving through different senses. ⁶Both these pictures show the same location and also the fact that in all of these situations students probably take away more from going to such a school than those exposed to traditional methods of teaching and a more homogenous environment.

- 2  Look at the pictures and answer questions 1–3 below.

 3 minutes



- How do you think these students benefit from the environment they're learning in?
- Why might the teacher have chosen to play a video during the lesson?
- What do these two pictures show about less traditional learning?

a for and against essay

- 1 Rewrite the sentences as one sentence, using the words in brackets.

- Students often work and study at the same time. This way they have enough money for their tuition fees. (*so*)
- I decided to sign up for a speed reading course. I wanted to be able to get through my readings much faster. (*as*)
- Some students take summer courses. This way they can speed up their education. (*order*)
- Expand your general knowledge. Documentaries are great for it. (*for*)
- The course was very intensive. Some people dropped out. (*that*)
- I took out a student loan. I didn't want to borrow money from my parents. (*not*)

- 2 Read the writing task in exercise 4 and the example thesis of the essay below. Rewrite the thesis in a more appropriate way.

Online courses are now widely available. They are offered by many top universities. Although these courses are usually inexpensive, personally, I think that they are not suitable for every student since some students need more direct support and guidance from the teacher.

- 3 Write sentences to present and develop arguments for the essay, using the prompts below as well as your own ideas.

one negative aspect / seem / be connected / language barrier. (give reasons).

One negative aspect seems to be connected with the language barrier since not everyone speaks foreign languages well enough to be able to listen to online lectures at French or American universities.

- one considerable drawback / online courses / do not offer human interaction (explain why this is a problem).
- main benefit / online classes / freely available / everyone (explain).
- another key advantage / low cost / online education (explain).

- 4  Read the instructions and do the writing task.

Wiele uniwersytetów oferuje dziś wykłady online prowadzone przez najlepszych wykładowców i otwarte dla wszystkich. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz wady i zalety takiego sposobu zdobywania wiedzy.

1 Complete the sentences, using *but for* / *if it wasn't for* or *if it hadn't been for* and the correct forms of the verbs in brackets.

- 1 If _____ (*English audiobooks*), I _____ (*not have*) such a good accent.
- 2 But _____ (*extra lessons*), Sam _____ (*not pass*) this last exam so well.
- 3 But _____ (*last question*), this _____ (*be*) an easy exercise.
- 4 If _____ (*your advice*), I _____ (*prepared*) a rather poor presentation.
- 5 But _____ (*problems*), Sandy _____ (*start*) working on her essay sooner.
- 6 If _____ (*dictionary app*), I _____ (*have to*) carry around a dictionary at all times.
- 7 If _____ (*heavy traffic*), I _____ (*not miss*) the lecture.

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

culture eat history diplomat great misunderstand
broad doubt polite

Our world is changing and schools need to adjust their teaching aims to suit the new reality. ¹ _____, education was all about scholarly subjects such as literature, physics or arts. And, ² _____, these subjects will remain important, but today's schools should also prepare their students to be citizens of the world. That is why promoting ³ _____ awareness should become part of the school curriculum, especially since subjects such as foreign languages or history seem to provide the perfect opportunity ⁴ _____ our knowledge of other cultures. Such knowledge is important not only for people planning a career in politics or ⁵ _____, but also in our everyday life, when we travel, make friends from other countries or come into contact with migrant workers. For instance, while in some cultures a woman's age is a touchy subject, in others it is money. In Asia, you are supposed to leave something on your plate to show you are full, whereas in Europe ⁶ _____ everything that you've been served shows the meal was delicious. If you're unaware of such nuances, you might ⁷ _____ by someone from another culture and unintentionally offend them.



3 Complete the second sentence so that it means the same as the first. Use the word given and no more than five words in each gap.

- 1 I think you should start learning for your exams. **TIME**
It's high _____ for your exams.
- 2 He won a scholarship, so he can continue his studies. **BE**
If he hadn't won a scholarship, he _____ continue his studies.
- 3 She must pass her A levels with excellent grades to get into a good university. **UNLESS**
She won't get into a good university _____ her A levels with excellent grades.
- 4 My mother said I shouldn't take out a student loan but try for a scholarship first. **ADVISED**
My mother _____ out a student loan but try for a scholarship first.
- 5 Even as a child, Lucy often pretended to be a doctor. **WOULD**
Even as a child, Lucy _____ to be a doctor.



4 Choose the correct options to complete the text.



I've always been a very ambitious person, determined to pursue my personal goals. Ever since I happened ¹ _____ Waldemar Milewicz, the great Polish war correspondent, talk about his work, I wanted to be a journalist. I knew I ² _____ read a lot to acquire detailed knowledge in a range of different subjects. I also knew that I would need to be good ³ _____ critical thinking, which is an asset in such work. Journalists often travel abroad, so I also aimed to ⁴ _____ at least three foreign languages. To achieve my dreams, I got down to studying really hard. My motto was "I ⁵ _____ miss a party than a lesson." I even ⁶ _____ being called a teachers' pet by my classmates, though it was not quite fair. I just wanted to fulfil my ambition. Luckily, my parents understood me and did whatever they could to help me. If it ⁷ _____ their support, the whole idea would have been much more difficult to put into practice. They paid for my language courses and always told me how proud they were of me. Naturally, I ⁸ _____ through all of my A level exams and now I'm at university and I'm on my way to getting my Master's degree in journalism.

- | | | | |
|---------------------|----------------|-----------------|-----------------|
| 1 a hear | b hearing | c to hear | d to have heard |
| 2 a must | b will need to | c must have | d would have to |
| 3 a at | b for | c to | d with |
| 4 a learn by heart | b master | | |
| | c improve | d engage in | |
| 5 a had rather | b preferred | | |
| | c wished | d would sooner | |
| 6 a got used to | b was used | | |
| | c used to | d would use to | |
| 7 a hadn't been for | b was not | | |
| | c wasn't given | d only had been | |
| 8 a made | b sailed | c passed | d succeeded |



Rozumienie ze słuchu Wybór wielokrotny, Tekst z lukami • Mówienie
Rozmowa na podstawie materiału stymulującego • Wypowiedź pisemna
Rozprawka wyrażająca opinię

- 1** **MP3 11** Usłyszysz dwukrotnie wywiad z doradcą zawodowym. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

- According to the career adviser, a large percentage of people
 - do not take future developments into account.
 - believe that the perfect job is a well-paid one.
 - are unable to pay off their student loans.
 - choose the kind of work which they will definitely enjoy.
- What's true about the job market today?
 - Mass employment is causing many social changes.
 - It's difficult to say exactly what factors govern it.
 - The technological revolution has helped create more jobs.
 - It changes much faster than it did in the past.
- According to Paul Dilks, certain job rankings
 - will be considered by more students in a few years.
 - offer a rather narrow list of career options.
 - suggest engineering is a good career choice for the future.
 - show that businesspeople will always be well-paid.
- The reason why colleges are offering so many new majors is that
 - traditional subjects are considered to be impractical.
 - they want to adapt to the current philosophy of success.
 - the Internet has created greater competition between schools.
 - they want to help students find a suitable career.
- In his book, Peter Capelli
 - suggests that specialised degrees are only for those who know what they want.
 - points out the drawbacks of a curriculum with too many specialised degrees.
 - praises more specialised courses for producing very well qualified workers.
 - encourages those individuals disappointed with their job to go back to college.

- 2** **Uzpełnij e-mail w języku angielskim na podstawie wywiadu z ćwiczenia 1.**

Hi John,

I've recently listened to an interesting interview about career choices. I believe what they said might be of use!

It seems that the recipe for finding the perfect job has changed over the years. While in the past students mainly focused on their ¹_____, nowadays it's essential to consider the changing dynamics of the job market. Certain jobs have already, or will shortly, become outdated due ²_____, so the question is if the job you choose will actually exist in the future. Obviously, there will be an increased demand for jobs in certain fields, such as pharmacology or engineering. Let's also not forget about ³_____ will be needed as society ages.

Did you know that more and more new majors are being offered by universities nowadays? Because ⁴_____ to be the key to success, the focus has shifted from the broader subjects to the practical aspects of a given job. It seems like a good idea but, in the long run, it's not so great. We tend to switch careers, so unless we ⁵_____, we will end up limiting our choices.

Hope I've helped you a bit. Do let me know what you think!

Love, Amy

- 3** Look at the pictures and answer the questions 1-3 below.

3 minute



- What might this girl be writing and why?
- Why do you think these people decided to participate in this lesson?
- How are these pictures similar and how are they different in what they show about learning?

- 4** Match the phrases (1-8) with their more advanced synonyms (a-h).

- | | | |
|-------------------------------|--------------------------|-----------------------|
| 1 not cheap | ☐ | a widely available |
| 2 good student | ☐ | b costly |
| 3 (pass) without difficulties | ☐ | c degree |
| 4 cost of education | ☐ | d entrance exams |
| 5 university diploma | ☐ | e high-flyer |
| 6 exams to get into college | ☐ | f mediocre |
| 7 not the best quality | ☐ | g with flying colours |
| 8 for many people | ☐ | h tuition fees |

- 5** Read the instructions and do the writing task.

W Polsce obok darmowych państwowych uczelni istnieje wiele prywatnych szkół wyższych, gdzie nauka jest płatna, ale przyjmowani są wszyscy absolwenci szkół średnich, niezależnie od wyników maturalnych. Napisz **rozprawkę** (200-250 wyrazów), w której przedstawisz swoją opinię na temat takiej sytuacji na rynku edukacyjnym, odnosząc się do kwestii dostępności studiów oraz poziomu nauczania.





VIDEO 13

SPOTLIGHT ON SOCIETY VIDEOS

Debate Challenge: A life lesson

7

BEFORE WATCHING

- 1 Look at the video still of your peers participating in a formal debate and answer the questions.



- 1 Have you ever participated in a debate like this? Would you like to?
 - 2 What could be difficult about taking part in such a competition?
 - 3 What topic did you / would you like to debate?
- 2 Work in pairs. Complete the table and compare your answers with another student. Discuss any differences in your choices.

In my country, you need to be:	it's just right	it's too young	it's too old
1 _____ to vote			
2 _____ to get a driving license			
3 _____ to get married			
4 _____ to become a member of Parliament			

WHILE WATCHING

- 3 Watch the video and write down what we learn about the girls participating in this debate.

Chelsea: _____

Erin: _____

Melanie: _____

- 4 Watch the video again and complete the information about the debate.

- 1 The students have been preparing for the debate for _____.
- 2 The topic of the debate is _____.
- 3 Arguments for: _____.
- 4 Arguments against: _____.

FOLLOW-UP

- 5 Complete the text with the correct forms of the words below.

argue compete confident final stay

If you want to see whether you're a good speaker and how good you are at convincing other people to your point of view, consider participating in Oxford debates. Conducted around the world, they allow students from different schools to ¹ _____ against each other and to ² _____ for and against a set topic. The debates are organised in a series with the winners of each going on to the next round. When the ³ _____ debate comes, the two remaining teams face off. The key to winning is ⁴ _____ calm and presenting a ⁵ _____ argument.

- 6 Complete the words with the missing letters.

- 1 Jenny was making a great speech but when she was interrupted, she became c _ nf _ _ _ d and wasn't able to finish.
- 2 Do you think you know enough to vote in government _ _ _ c _ _ _ ns?
- 3 Debating helps develop such k _ _ skills as being able to speak logically and to control emotions.
- 4 How important is it for you to be able to decide on your f _ _ _ and future?
- 5 Both sides made some e _ _ _ l _ _ n _ points, so the judges had a tough job deciding who should win.

AFTER WATCHING

- 7 Work in pairs or in one of two teams in your class. Choose a side in discussion on one of the issues 2-4 in exercise 2 and prepare a short speech, with at least three arguments to support your opinion.





COMPREHENSION

- 1 Work in pairs. Look at the picture. What do you think these people are doing? Where are they?
- 2 ▶ Watch the first part of the video (up to 1:35) and check your answers to exercise 1.
- 3 ▶ Watch the first part of the video again and answer the questions.
 - 1 What is *Speech and Debate*?
 - 2 According to speech coach Lou Cardenas, how are the winners chosen?
 - 3 According to the presenter, what does *Speech and Debate* offer the students at Democracy Prep school?

Glossary

scholarship (n) an amount of money an organisation gives to a student so that they can study at a school or university

- 4 ▶ Watch the second part of the video (1:35–2:55). Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 Dieynaba is hoping that she will earn a college scholarship through *Speech and Debate* classes. T / F
 - 2 Emmanuel says that *Speech* gives him the opportunity to escape his normal life. T / F
 - 3 Rosie worked at some of the finest schools in the world before starting at Democracy Prep. T / F
- 5 ▶ Watch the third part of the video (2:55–4:05) and complete the sentences with no more than three words in each gap.
 - 1 The first competition of the year is being held at Yale University and lasts for _____.
 - 2 Rosie reminds the class that they need to be _____ as they're representing the South Bronx.
 - 3 Dieynaba is one of the few students in the group that progressed through to the _____.

AUTHENTIC ENGLISH

- 1 Work in pairs. Read the extract from the video. Why do you think the speaker says *like*?
I'm like, 'I have Speech.' And they're just like, 'Why do you still do that?' And I'm just like, 'Dude, like, I don't want to pay for college'.
- 2 Read the information in the box and check your answer to exercise 1.

like

Younger English speakers often use the word **like** when they are reporting a conversation. This is particularly common in American English. It is very informal and as such is generally not well received in more formal contexts (e.g. a job interview, a business meeting, etc.) or by older generations.

- 3 Work in pairs. Rewrite the sentences to make them less informal. Use more appropriate reporting verbs where necessary.
 - 1 'I had a meeting with my boss today, and I didn't really understand this new project so I was like, "What are you talking about?"'
 - 2 'I went to that new restaurant last night and had to wait ages for my food. So I called the waiter over, and I was like, "This service is unacceptable."'
 - 3 'So I spoke to the doctor and she was like, "We've got to do more tests", so obviously I was like, "OK."'
 - 4 'My boss was like, "Do you want to work on Saturday and Sunday?" And I was like, "No way!"'

DISCUSSION

Work in groups. Do you think debate should form an important part of education in your country? Why? / Why not?



READING

1 Work in pairs. Discuss the questions.

- 1 How do you prepare for a presentation or speech in front of a large group?
- 2 How does public speaking make you feel?
- 3 What do you think makes a good public speaker?

2 Complete the online thread with the questions below.

- How do I deal with stage fright?
- How can I get the audience to like me?
- How should I organise my speech?
- How should I start my speech?
- Should I read my speech?



Need help with public speaking?
Send me your questions!
#asktheexpert

maria-clara @asktheexpert

1



Replying to @maria-clara Ask a challenging question which gets your audience thinking and will draw them into the topic of your speech. Alternatively, start with a story that grabs their attention.

jonny-smith @asktheexpert

2



Replying to @jonny-smith Definitely not! This will just bore your audience. Instead write key words or phrases on cards and glance at them while you're speaking.

beth-jones @asktheexpert

3



Replying to @beth-jones Being nervous is a normal part of public speaking and, for me, the best way to overcome it is to be well-prepared. Rehearsing your speech will definitely help your nerves.

ciara-kelly @asktheexpert

4



Replying to @ciara-kelly Any good speech has three parts: the opening, which captures attention; the main body, in which you explain the key ideas; and the conclusion, which delivers a memorable ending.

tom-gallagher @asktheexpert

5



Replying to @tom-gallagher Find out what your audience is interested in and apply that to your talk. Tell them stories they can relate to and you should form a connection.

SPEAKING

1 **PLAN** You are going to give a two-minute speech. Choose one of the questions below and brainstorm how you might answer it.

- Is a university education worth the time and money?
- Should more be done to address the issue of obesity?
- Can alternative energy effectively replace fossil fuels?

2 **PREPARE** Organise your notes from exercise 1 into a speech, including the introduction, the main body and the conclusion. Then, rehearse your speech.

Introducing the main topic

I'd like to begin by looking at ...
To start with, I'd like to ...

Changing topics

So, we've looked at ..., now I'd like to turn to ...
Let's move on to ...

Addressing the audience

Did you know that ...?
As I'm sure you're aware, ...
I'm sure you'll all agree that ...

Concluding

In conclusion, ...
To sum up, ...

3 **SPEAK** Work in pairs. Listen to each other's speeches. Give suggestions on where to pause, what to emphasise and how to improve body language.4 **PRESENT** Give your speeches. Allow time for follow-up questions.

BEYOND THE CLASS

Why not try ...

... watching a speech given by someone you admire? Make notes about how they use stress, intonation, pauses, body language and gestures to sound more persuasive. Then, practise your speech from this lesson again, applying what you've learned.



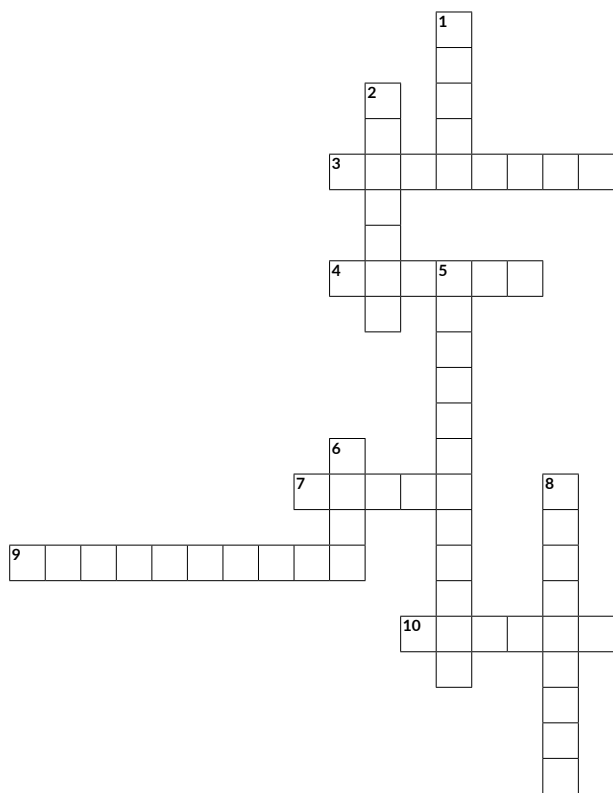
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STORIES WE REMEMBER

VOCABULARY

literature • books and publishing

1 Complete the crossword puzzle.



Across

- 3** a kind of publication, usually printed weekly or monthly, which includes articles and illustrations
4 a set of books usually containing the same characters
7 the outer part of a book, where there is information about the title and the author
9 one of several parts of a story
10 a kind of literature which often uses rhyme and rhythm

Down

- 1** a play for the theatre, television or radio
2 one of the sections into which a book is divided
5 a picture in a book
6 the style and size that letters are printed in
8 a book with a cover made of card or paper

2 Answer the questions with the names of different types of publications.

What do you call a book

- 1** which can help solve your personal problems?
 s. _____
2 with recipes for different dishes?
 c. _____
3 that uses drawings to tell a story?
 g. _____
4 describing real people or events, not imaginary ones?
 n. _____
5 that someone has written about their own life?
 a. _____
6 about imaginary creatures and magic?
 f. _____

3 Complete the sentences with the missing adjectives.

- 1** Coben's last novel is so g _ _ _ p _ n _ that I found it impossible to put down.
2 Could you give me some advice on how to write a c _ m _ _ _ l _ _ g story that will keep the readers interested?
3 The author has a talent for writing _ _ m _ _ o _ s stories that make the readers laugh.
4 I found her new novel totally _ n _ _ _ s _ _ n _ as it kept me interested from beginning to end.
5 Deborah Feldman's recent publication is a bit too _ l _ _ _ o _ n _ for my liking. I'd even go so far as to say it's a bit boring at times.
6 He is known for creating _ _ s _ _ _ c _ d narratives with a lot of events taking place in a short period of time.

4 Complete the texts with appropriate words. Then decide which of the types of books the speakers are describing.

romance science fiction crime fiction

A _____

I usually steer ¹_____ of this author, but a friend of mine recommended one of his recent novels, saying it was a real ²_____ -turner. To be honest, it didn't exactly ³_____ me off my feet. I mean, perhaps if you enjoy stories about relationships and you are able to identify ⁴_____ a hero or heroine who simply can't live without their soulmate, then you might find the book convincing. But if not, you might as well ⁵_____ it a miss.

B _____

When people say that her last novel is so compelling that they can't put it ⁶_____, they are quite right. I ⁷_____ up the book by accident, but I never regretted buying it. The plot is told from two different perspectives – that of the victim and the murderer, which makes the story even more engaging. I intend to get my ⁸_____ on the author's other publications as soon as I've finished this one.

5 Write 3–4 sentences to answer the question below. Use at least 5 words from the lesson.

If you were to buy one of the books below as a present for your best friend, which one would you choose and why? Why would you reject the other two?



1 Complete the sentences describing the pictures. Use the phrases below.

break his leg wash the car pay for a parking place
study harder



1 I ought to _____



2 He could _____



3 I should _____



4 We needn't _____

2 Complete the gaps with *should*, *ought*, *could* or *needn't*.

- Sara _____ to have known the author of this book. It's on our school reading list.
- You _____ have given your seat to the elderly lady who got on the bus.
- Why didn't you get up earlier? We _____ have missed the bus. As it is, we barely made it.
- Ben _____ have spent the whole weekend working on the project because the teacher was not at school on Monday.
- I _____ have asked Sue to lend me some money. It turned out that I still had some cash in my wallet.
- I don't think I helped you enough. I _____ have done more.
- You _____ have been so rude to her. She had informed me beforehand about the delay.
- I _____ have taken so many photographs in the mountains. It's such a pity I didn't take my camera.

3 Match the sentences (1–7) with the correct responses (a–g). Then complete the responses with the correct forms of the verbs in brackets.

- I have terrible stomach ache.
 - Susan kept falling asleep during the lesson.
 - I paid a fortune for the taxi.
 - They say they posted the letter last week.
 - The hotel room Mary rented was very expensive.
 - Maggie passed all her exams.
 - Relax! We have plenty of time left.
- a She could _____ (*stay*) with us.
b You needn't _____ (*take*) one. I could _____ (*give*) you a lift.
c You're right. We needn't _____ (*rush*).

☐
☐
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☐

- She might _____ (*go*) to bed earlier instead of reading till midnight.
- If so, it ought _____ (*arrive*) by now.
- You see! She needn't _____ (*worry*) about the results so much.
- You shouldn't _____ (*eat*) so many sweets.

4 Rewrite the sentences so that they include *could*, *might*, *needn't*, *should* or *ought to*.

- You've made twenty copies of the document, but we need only two. What a waste of paper!

- It was advisable for you to leave some chocolates for your brother.

- Why didn't you at least try to contact me?

- It would have been possible for me to help you if you'd let me know earlier.

- Why didn't you call me last night? It was such a hard day for both of us.

- It was a bad idea to wear jeans for your job interview.

- Why on earth were you so careless? You almost got killed!

- Why didn't you text me to say you'd be late?

GRAMMAR CHALLENGE! Student's Book, p. 133, UNIT 8, ex. 1 & 2

5 Complete the sentences with the correct forms of the verbs below. Use *don't/didn't need to*, *needn't have* or *must have*.

be buy take read forget enlarge

- We _____ the font size – it's too big now.
- The book _____ really gripping – Helen didn't leave her room all day.
- You _____ the book back to the library – Mary's already done in the morning.
- Sara _____ about our meeting. Otherwise, she would be here now.
- Only eight guests came to the barbecue – we _____ so much food.
- The teacher recommended some books for additional information, but we _____ them.

6 Write some sentences about yourself. Use modal verbs to criticise past actions.

Write about something:

- you've recently done, but which proved unnecessary.
- your friend has done which was a mistake.
- you regret you didn't do in the past.
- that wasn't necessary, so you didn't do it.

1 Choose the correct words to complete each sentence.

- The story seems to be very simple, but there's a clever **breach** / **mash** / **twist** at the end, which changes everything unexpectedly.
- My favourite part of the book was actually the **setting** / **subgenre** / **upbeat**: the story takes place in Warsaw in the year 2125.
- You can't just copy the plot and characters from someone else's story, because you'll **breach** / **fuzzy** / **merge** copyright law.
- My favourite literary genre is fantasy. Within that genre, I love **settings** / **subgenres** / **twists** like 'superhero fantasy' and 'sword and sorcery fantasy'.
- The film is OK, but there's too much **fluff** / **mash** / **subgenre** – stuff that make you feel happy, but doesn't really add anything to the story.
- The original book was quite depressing, but they've turned it into a film that's much more **fluffy** / **fuzzy** / **upbeat** and positive, but still very serious.
- Our new kitten is so cute and lovable, with its soft, **fuzzy** / **setting** / **upbeat** fur and its big eyes.
- The book is too complicated. It's as if the writer tried to **breach** / **fluff** / **merge** two stories into one, but it doesn't really work.
- When I was a child, I didn't use to like broccoli, so my parents used to **mash** / **merge** / **twist** it up with potatoes to make what they called 'green puree', which I loved!

2 **MP3 12** Listen to part of a podcast about fan fiction. Complete the table with a word or short phrase.

Subgenre	Notes
Uberfic	The writer changes the ¹ _____.
Fantasy AU	The writer adds things like ² _____ to the story.
Fix-it fic	The writer fixes apparent mistakes made by the ³ _____.
Darkfic / Fluff	The writer ⁴ _____ of the original story.
Fusion-fic	The writer ⁵ _____ into one story.

3 **MP3 12** Listen again. Complete the email with a word or short phrase in each gap.

Hi Kasia,

I've just been listening to a really interesting podcast about fan fiction, and it made me think of you, because I know you love writing. Basically, you just need to ¹_____ to a book or film that you're a fan of. For example, you might write a story where the original characters travel ²_____ to deal with an error they made in the original story. Or you could change the story to create so-called ³_____, or WAFF for short!

Do you remember, I actually read something similar (although not actually fan fiction) a few years ago? It was a cool book called *Pride and Prejudice* ⁴_____, and they even mentioned it in the podcast. There are quite a few well-known mashups involving classic fiction, because you're not restricted by ⁵_____, so you can be a lot more creative.

So what do you think? Are you going to give it a go? Let me know!

Take care,

Hannah

4 Write a short summary of the different types of fan fiction. Think of examples, based on books and films that you're a fan of. Try to use some of the phrases in bold from exercise 1.

REVISION Student's Book, p. 110

5 Match 1–5 and a–e to make sentences. Then complete the sentences with appropriate words.

- The author was taken by ☐
 - The book left me completely ☐
 - I just don't see the ☐
 - They asked me to recommend an Agatha Christie story, but nothing came to ☐
 - Sometimes a good book can make a ☐
- a _____ of reading a book if you can watch a film based on it.
- b _____ when one of the kids asked him about his son's favourite literary character – he didn't know what to say!
- c _____ to your life by helping you realise what is really important.
- d _____, as I didn't find the plot at all convincing.
- e _____, I couldn't think of even one title.

6 Write 1–2 sentences to answer the questions below. Justify your opinions.

- Which book is at the top of your highly recommended list?

- Which book has made a difference to your life?

- Which title comes to your mind when you think about a must-read for your peers?

- Which book's ending took you by surprise?



1 Complete the sentences with the words below.

little so hardly such never only no sooner not

- 1 _____ by meditation can you achieve emotional balance!
- 2 _____ only was he late, but he was also unprepared for the lesson.
- 3 _____ was the heat that we spent the whole day by the swimming pool.
- 4 _____ have I been so happy in my entire life!
- 5 _____ did we realise what was going to happen just a couple of days later.
- 6 _____ funny did he look that we couldn't help laughing.
- 7 _____ had we entered the hall than the phone rang upstairs.
- 8 _____ had I started reading the book when my brother told me how it would end.

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

- 1 It was a crazy day yesterday. Hardly _____ (we / enter) the school when the fire drill _____ (start).
- 2 Only by using the Internet _____ (you / can / access) unlimited resources from all over the world.
- 3 This is a great crime story, indeed! Never before _____ (I / have) so much fun reading!
- 4 Not until _____ (the police / phone) us _____ (we / find) out that he'd been kidnapped.
- 5 They must have been watching her house. No sooner _____ (she / leave) home than _____ (they / try) to break in.
- 6 Only after reading the first chapter _____ (I / realise) that I had read the novel before.

3 Rewrite the sentences beginning with the words given below.

- 1 Jack is a good journalist and he also writes beautiful poetry.
Not only _____.
- 2 We didn't know much about his personal problems.
Little _____.
- 3 It's the most foolish story I've ever heard!
Never _____.
- 4 As soon as I lay down on the sofa, there was a knock on the door.
No sooner _____.
- 5 It was such a difficult problem that no one could solve it.
Such _____.
- 6 He seldom sees his family as they live in Vietnam.
Seldom _____.
- 7 Until you get to know my grandad better, you won't understand him.
Only after _____.
- 8 The water was so cold that no one went for a swim.
So _____.

4 Translate the Polish parts of the text into English.

If I were to give young people one piece of advice on how to plan their future, I would say just one thing – always listen to your heart. You see,

1 _____
(*mogłam zostać poetką*). Back in secondary school

2 _____
(*nie tylko uwielbiałam czytać*), but I wrote some poems as well. 3 _____

(*Niepotrzebnie posłuchałam*) to my parents, who claimed that I wouldn't earn a living as a poet.

4 _____ (*Jak tylko powiedziałam*) them I wanted to go into literature when they threatened not to pay for my studies. Now I know that 5 _____

(*powinnam była podążać za*) my dreams, no matter what. I 6 _____

(*nie powinnam była poddawać się*)!

5 CUMULATIVE GRAMMAR Complete the sentences with the correct forms of the words in brackets.

- 1 If you _____ (go / to / book signing) last week, you _____ (have) Olga Tokarczuk's autograph now.
- 2 When I asked him why he was late, he _____ (admit / he / oversleep).
- 3 Could you tell me something about _____ (man / you / talk) when I entered the room?
- 4 Ann Smith has just signed a contract and her short stories _____ (publish) soon.
- 5 Yesterday the teacher asked me how long I _____ (study / test).
- 6 I wish I _____ (not deny / take) her book when the teacher asked me. I don't like lying, you know?
- 7 No wonder Karen is so sad. She is _____ (say / fail) all her exams.
- 8 I can't make up my mind about which sofa to buy. This one _____ (be / slight / little / comfortable), but it's much cheaper.
- 9 I've heard you talked to Sally yesterday morning. _____ (she / agree / meet / we) and talk about our holiday plans?
- 10 If _____ (I / be / you), I would cut down on sugar in your diet.
- 11 _____ (suppose / you / win) a million pounds in the lottery, what would you do with the money?
- 12 _____ (girl / whom / you / meet) in the theatre is the mayor's daughter.
- 13 I wonder what Paula _____ (think) at the moment. She looks as if she were really worried.

1 Match the English titles of these Shakespeare's plays with their Polish equivalents.

- | | | |
|----------------------------------|--------------------------|----------------------------|
| 1 <i>The Taming of the Shrew</i> | ☐ | a Burza |
| 2 <i>Much Ado About Nothing</i> | ☐ | b Wiele hałasu o nic |
| 3 <i>Midsummer Night's Dream</i> | ☐ | c Sen nocy letniej |
| 4 <i>Love's Labour's Lost</i> | ☐ | d Stracone zachody miłości |
| 5 <i>The Tempest</i> | ☐ | e Poskromienie złończy |

2 Read the text and complete the notes.*William Shakespeare*

is probably the best known English **playwright** and, at the same time, one of the most mysterious figures in the history of British literature. While his plays remain eternally popular with theatregoers and literary critics alike, the man behind the works is shrouded in mystery. Here are some interesting facts as well as some of the gaps in our knowledge about him.

IMAGE

Though Shakespeare's likeness appears in many of the printed **editions** of his works, this portrait might not be as accurate as we believe because it is based on one of two surviving likenesses of him, neither of which seems 100% reliable. One, of a rather poor quality, was done seven years after Shakespeare's death by someone who may not have actually met him. The second is a sculpture by an individual who, while possibly acquainted with the writer, was definitely not a skilful artist.

PRIVATE LIFE

The few things which we know for certain are that he was born in Stratford-upon-Avon in the spring of 1564, got married in 1582, bought a house in Stratford in 1597 and died in 1616. The only documented events from the early period of his life are his baptism and marriage, though where he spent the intervening years remains a mystery. Precise details regarding his birth date are vague, and there are no existing records of his education, but it is assumed by most scholars that he attended grammar school until the age

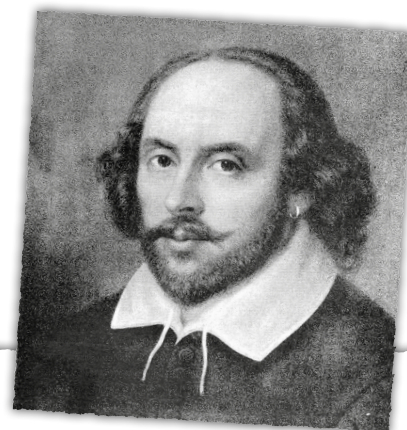
of 15. Having married, he must have spent some time with his wife as they had three children, but it's probable that he left Stratford shortly afterwards. Again, there's no information about his activities from his marriage until ten years later, when he resurfaces in London.

PLAYS

There is still a lot of debate among scholars concerning the order in which Shakespeare's plays were written. A text from 1598 lists five of them, suggesting that this was what he'd written prior to this date. The list includes a play **entitled** *Love's Labour's Won*, which to this day remains a mystery. One theory says that it was an alternative title to *The Taming of the Shrew*, since many of Shakespeare's plays had two titles. For example, *Much Ado About Nothing* was also called *Benedick and Beatrice*. But a **bookseller's** records from 1603 lists the former pair of plays side by side, suggesting these were, in fact, two separate plays. Many of scholars and Shakespeare's fans hope the mystery play will turn up one day to take its place alongside the 37 ones we know today.

INSPIRATIONS

With the exception of three plays, *Midsummer Night's Dream*, *Love's Labour's Lost* and *The Tempest*, Shakespeare's ideas were all borrowed from other writers. While it might sound surprising to us, it was commonplace in those days for playwrights to adapt texts written by other authors in order to meet the high demand for new material. In the Elizabethan theatre, no play was **staged** more than a few times, so Shakespeare



turned to both English and foreign authors, **adapting** their plots, changing the endings and adding details and characters. He also **incorporated** the actual verses belonging to other writers into his plays, an example being the work of Christopher Marlowe. Scholars point out that his genius lay not in coming up with stories, but in infusing them with humour, vivid language and appeals to the audience's emotions.

LANGUAGE

Although Shakespeare has left us with almost 900,000 words of text, we have so few samples of his actual handwriting that it's hard to tell what it really looked like. Except for the phrase "by me", the only surviving words acknowledged to have been scribbled by him are six signatures. What's interesting is that his name is spelt differently in all six signatures, none of which is consistent with today's version, which is also found in the modern print editions of his works. Strange as it may seem, there were no formalised spelling rules at his time. In fact, the English language was undergoing huge changes during the 16th century. Shakespeare's works also had an impact on this development, especially in terms of expanding the range of vocabulary. Shakespeare's plays include over 2000 words and phrases never seen before. Whether he **coined** them all or simply recorded some of them for the first time we'll never know, but many of them are definitely still in use today, for example, *excellent*, *critical*, *countless*, *lonely*, or *vanish into thin air*.

- The image we have of him is based either on a poor-quality portrait or on a sculpture by ¹_____.
- He might have left school at the age of 15, but it's only ²_____ by scholars as there are ³_____ confirming this.
- ⁴_____ plays is still a subject of discussion.
- ⁵_____ might actually be a title of a missing

play by Shakespeare that we could one day discover.

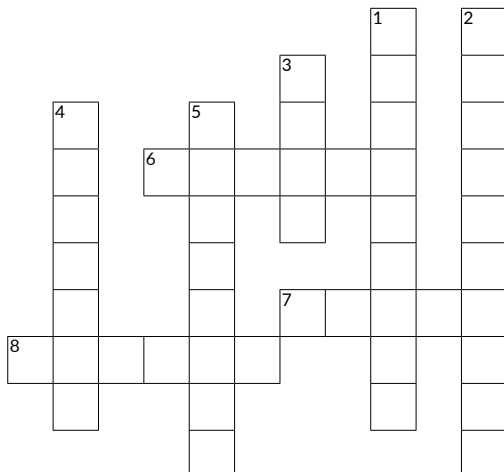
- ⁶_____ existed in those times, which is visible in the way that Shakespeare signed his name.
- Most of his plays were ⁷_____ – a common practice at that time.
- His works had a considerable influence ⁸_____ English language.

3 Replace the underlined phrases with the correct form of the words in bold from the text in exercise 2 on page 98.

- 1 Can you name three famous Polish **dramatists**? _____
- 2 The phrase 'OK' was supposedly **created** by the _____ American president Martin van Burren in 1840.
- 3 We are **putting on** *Romeo and Juliet* at school. _____ We've **changed** it a little to make it more _____ contemporary.
- 4 Amazon is the world's largest **company** selling books. _____
- 5 The film **called** *Eragon* is based on the book _____ by the same title.
- 6 Tolkien **included** many elements of old folklore _____ in *The Lord of the Rings*.
- 7 The first printed **version** of Encyclopaedia Britannica came out between 1768–1771. _____

REVISION Student's Book, pp. 112–113

4 Complete the crossword.



DOWN

- 1 another word for story
- 2 people in a book
- 3 the main story in a book
- 4 where a story takes place
- 5 the excitement or worry that you feel when you are waiting to find out what will happen next

ACROSS

- 6 the jokes in a story
- 7 a sudden change in the action
- 8 the final part of a story

5 Decide if the following sentences are true (T) or false (F).

- 1 If the story has an intriguing plot, it means it's difficult to follow. T / F
- 2 An underwater city is an unusual setting for a story. T / F
- 3 If you can believe the characters' words and actions, it means the story is not convincing. T / F
- 4 If the language of a book is vivid, it means the author uses many difficult words. T / F
- 5 If there are no twists to the story, it may be rather boring. T / F
- 6 If the story appeals to the reader's emotions, it means it's moving. T / F

6 Choose the correct option to complete each sentence. Sometimes more than one answer is correct.

- 1 The actress playing the main character really ____ the audience.
a connected b captivated c engrossed
- 2 There are so many ____ to the story that you need to pay attention in order not to get confused.
a settings b appeals c twists
- 3 The story told by the war veteran ____ our attention from the first moment.
a connected with b captured c grabbed
- 4 I was so ____ in the film that I didn't hear the phone ring.
a engaged b appealed c engrossed
- 5 The ____ of the film is really unexpected; both of the main characters die.
a setting b ending c suspense
- 6 It's the ____ story of a woman who fought for the right to lead an independent life.
a inspiring b engrossed c capturing
- 7 For our creative writing assignment everyone had to ____ a ghost story.
a pass on b make up c engage
- 8 The story of a boy lost in the woods, told with the aid of a huge screen, a lamp and hand shadows, really ____ the children's imagination.
a engaged b stimulated c connected
- 9 The story of Tarzan is so ____ told that it seems you can actually hear, see and smell the jungle.
a vividly b unexpectedly c eagerly

VOCABULARY CHALLENGE! Student's Book, pp. 132–133, UNIT 8, ex. 1–5

7 Choose the correct option to complete each sentence.

- 1 After his football practice, Sam is always extremely hungry and eats like a **horse** / **dog**.
- 2 Without his glasses, grandpa is as blind as a **bat** / **hen**.
- 3 Hidden behind the curtains but **marching** / **peeping** through a little hole, Harry was hoping to catch a glimpse of Santa Claus.
- 4 I'm sure Mark will be able to cope with even the worst-case scenario. He's as tough as old **boots** / **log**.
- 5 I've got exams coming up this week, so I'll be as busy as a **beaver** / **bee**.
- 6 Realising I only had a week to read *Quo Vadis*, I **crawled** / **rushed** to the library to start on it as soon as possible.
- 7 The man sitting next to me was quietly **muttering** / **yelling** something to himself during the entire journey.
- 8 We spent the whole afternoon **sprinting** / **wandering** around the city and chatting.
- 9 When Erica saw the results of her test, she **sighed** / **whispered** with relief.
- 10 You've been **glancing** / **staring** at this painting for twenty minutes. You must know it by heart by now. Can we move on?

1 Complete the mini-dialogues with appropriate words.

- 1 **A** _____ off, we need to talk about what book we should get for Lucy. How about an adventure story?
B I _____ that idea, but don't you think an album would be better?
- 2 **A** Look, why _____ we decide upon which author to invite once we know if the librarian agrees to organise a meeting at the library?
B _____ enough.
- 3 **A** We still have to discuss the reading list for our book club. What about a classic this time?
B I agree on one _____. It needs to be a romance. We've already read three crime stories.
- 4 **A** I think the _____ of staging *Lalka* is terrible. Surely, we should find something shorter. Like *Wesele*?
B I think that's an ideal _____. *Lalka* was never intended to be a stage production after all.
- 5 **A** It's one of the most compelling stories I've ever read.
B I _____ really agree. I thought the plot was very unconvincing.

2 Write sentences about each situation below using the prompts in brackets. Which points in the speaking task in exercise 3 do the sentences match?

- 1 Zasugeruj przebieranie się za postacie z książek. (*think / great idea / dress up / characters*)

- 2 Zasugeruj zaproszenie znanego autora. (*how about / invite / Andrzej Sapkowski*)

- 3 Zgódź się na pomysł stworzenia plakatów i zasugeruj slogan. (*Fair / Perhaps / could / create / poster / "Open a Book, Open a Window to Another World"*)

- 4 Nie zgódź się na wspólne czytanie znanej książki. (*see / go with that / but / book readings / tend / boring*)

- 5 Nie zgódź się, że organizacja akcji w sobotę po południu to dobry pomysł. (*see / point / but / not believe / organise / a Saturday afternoon / good idea*)

- 6 Zgódź się na wymianę książek, pod warunkiem, że ta druga osoba się nią zajmie. (*if / willing / supervise / book swap / idea / certainly / works / me*)

3 Read the instructions and do the speaking task.

⌚ 4 minuty

Uczniowie Twojej szkoły chcą zorganizować akcję zachęcającą młodzież do czytania książek. Rozmawiasz o tym z koleżanką z Anglii, która też jest w Komitecie organizacyjnym. W rozmowie porusz następujące kwestie:

czas i miejsce akcji

promocja

program imprezy

gość specjalny

Rozmowę rozpoczyna zdający.

1 Complete the extract from an article using the correct forms of the words below.

as foremost revolve while from twist portrayal
 unfold protagonist by keep

First and ¹_____, this is an enchanting tale about magic and the power of friendship. It ²_____ around a group of teenage adepts of magic enrolled at a school for wizards who, apart ³_____ studying, must pull together to battle dark forces. As this spellbinding story ⁴_____, some of the school staff turn out to be malicious. ⁵_____ a result, it's uncertain who's the ally and who's the foe, so the young ⁶_____ and his mates need to be wary of everyone, which makes the story even more gripping. The numerous ⁷_____ of the plot will ⁸_____ you on the edge of your seat till the last page.

⁹_____ the book's appeal to the youth lies in its ¹⁰_____ of stock school characters of the in-crowd, nerds and bullies, the screen adaptation with its breathtaking special effects and splendid visuals is likely to also entertain older audiences. ¹¹_____ and large, whether you're about to immerse yourself in the written or the screen version, both are worthwhile and I highly recommend them.

2 Read the writing task in exercise 3 below. Then write an opening paragraph (about 80 words) using the techniques and prompts given. Remember to include a title and make sure the introduction is likely to engage the reader.

- using a quote: 'Books and movies are like apples and oranges. They both are fruit, but taste completely different.' – Stephen King
- asking the reader a direct question: What do *Twilight*, *Gone with the Wind*, *Bridget Jones*, *Game of Thrones* have in common? They are all based on books.
- including statistics: Each *Harry Potter* film made 2–3 times more than the book.

3 Read the instructions and do the writing task.

Ekranizacje znanych książek często budzą dużo kontrowersji. Napisz artykuł (300–350 wyrazów) o bardzo nieudanej, Twoim zdaniem, ekranizacji książki. W swoim artykule przedstaw treść książki, wyjaśnij, dlaczego uważasz jej ekranizację za nieudaną, oraz wyraż swoją opinię na temat tego, do jakiego stopnia reżyser ma prawo zmieniać treść książki, przenosząc ją na ekran.

1 Find and correct the mistakes in the sentences. Two sentences are correct.

- When two cats meet, they sniff themselves faces.
- I concentrated myself on what my friend was saying and didn't hear the bell.
- I can't believe Jeremy baked this cake himself.
- Jack Smith hisself attended the premiere of the film based on his latest book.
- During the trip the kids amused each other with silly stories.
- Maddy and Frank are all wet from the rain, so make sure they dry theirselves before they come in here.
- Did Grandma hurt each other when she fell?
- Chris and I have known ourselves for years.
- When we heard that strange noise, we couldn't control each other and we started laughing.

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

- My good knowledge of the language _____ (able) me to read the English version of *The Lord of the Rings*.
- The instructions were so confusing that we had to ask for _____ (clarify).
- Jack's explanation for his absence was so _____ (convince) that no one believed him.
- The book met with a lot of _____ (criticise) because of the way it portrays women.
- I love books by Małgorzata Musierowicz because I can easily _____ (identity) with the characters.
- I go to the library rather _____ (regular), sometimes twice a week and sometimes once a month.
- After watching a horror film, I'm afraid to enter my bedroom. I know it's _____ (logic), but I can't help it.
- NIKE is one of the most _____ (prestige) Polish awards for literature.
- The protagonist of the story has been very _____ (skill) portrayed by the author.

3 Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary. Use no more than five words in each gap.

- You _____ (should / take part) in the literary competition last week – you know so much about fantasy books.
- No sooner _____ (I / notice / she) I realised we used to go to the same school.
- If the book was more engaging, it _____ (not take / I) five weeks to read it.
- Let's leave now, or by the time we get to the theatre the play _____ (start) and they won't let us in.
- Alice in Wonderland* _____ (believe / be) one of the greatest books of all time.
- Our teacher _____ (warn / we / not / copy) our essays from the samples on the Internet.
- He'd rather _____ (this painting / renovate) by a specialist than do it himself.
- The waiter, _____ (think / we / finish) our meal, took away our plates.
- We were in the library when my girlfriend asked _____ (I / remember / see / she) for the first time in exactly the same place.



4 Choose the correct options to complete the text.

Zoe still remembers the first time he walked into her class. It was the first day of school, and she was already having the worst day ever and simply wanted to go home. ¹_____ did she know that her day was about to get even worse. The new guy, Alex, walked into her chemistry class with the classic bad boy smile, and immediately all the girls were ²_____ at him admiringly. "Oh, no! I've had enough of bad boys!" thought Zoe, and pretended to be busy with her book. She meant to stay out of trouble this time and steer ³_____ of him. "I *cannot* fall for someone like that again!" She ⁴_____ have worried – five minutes later he was assigned as her lab partner, and they immediately had a huge fight over who should set up the experiments.

Over the next few months, as Alex's unwilling lab partner, Zoe did her best not to get close to him, which seemed to irritate him a lot. Outside of chemistry classes Zoe ignored him. She was busy studying, competing for the title of prom queen and dating her boyfriend, Ralf. Ralf was as good as ⁵_____, the perfect boyfriend, who never found a reason to argue with her. But he was so boring! They split up just before the prom.

The first person Zoe noticed at the prom was Alex. Tall, blond and wearing a tuxedo, he ⁶_____ from the crowd, looking very impressive. And when he came up to her with a rose and whispered "It's time to stop fighting, don't you think?" he knocked her ⁷_____ her feet. It would have been disappointing ⁸_____ the queen of the prom, except she suddenly didn't care. Alex took her hand and when they looked into ⁹_____ eyes, Zoe felt she was the happiest girl in the world.

- | | |
|---------------------|----------------------|
| 1 a Little | b Seldom |
| c Nothing | d Hardly |
| 2 a muttering | b staring |
| c wandering | d studying |
| 3 a clear | b away |
| c far | d quickly |
| 4 a couldn't | b might not |
| c mustn't | d needn't |
| 5 a new | b angel |
| c gold | d sweet |
| 6 a turned up | b stood out |
| c fell out | d broke off |
| 7 a off | b down |
| c from | d at |
| 8 a wasn't chosen | b not to have chosen |
| c having not chosen | d not to be chosen |
| 9 a one another | b each other's |
| c their | d themselves |



- 1 **MP3 13** Usłyszysz dwukrotnie trzy teksty. Uzupełnij poniższe zdania tak, aby były zgodne z treścią tekstów.

Tekst 1.

1 The boy is about to _____ play.

Tekst 2.

2 The speaker's son was able to finish the book, as it _____ the film.

Tekst 3.

3 Eighty per cent of young adults read _____ year.

- 2 Read the text and match fragments A–E with gaps 1–4. There is one extra fragment.

'Finders, keepers' is an English saying that describes a situation when on finding something, you are allowed to immediately treat it as your property. ¹____ If they do bear such inscription, they are probably part of the unique BookCrossing project and are meant to be continuously passed around between readers instead of gathering dust on somebody's bookshelf. There are just under 14 million of them out there, a number that has been growing steadily for over a two decades now. It is estimated that there are thousands of books waiting to be found at any given moment.

The project, which has already attracted almost 2 million followers worldwide, is to turn book swapping into a whole new experience. ²____ So what do they mean exactly? To prepare your book to be 'set free' for the first time, you need to register it on the BookCrossing website. With registration, each book is assigned a unique BookCrossing code which needs to be put on a label glued inside the book cover before the 'traveller' is released. Apart from that and the 'just travelling' logo, the label should say something that will encourage the next temporary owner to visit BookCrossing.com should they not be aware of its existence or possibilities it offers. The more people do this and then report finding your book, the easier it will be to track its journey around the world. ³____ Just consult the BookCrossing website to verify their regularly updated list.

Apart from giving your books a second life, BookCrossing also helps you discover used books that you might enjoy in a fun way. It also comes in very handy when you're on the road and are in need of a good read. The website includes a world map with all the recent releases, allowing you to zoom in and spot new ones in your vicinity. If one of the books happens to attract your interest, you simply pick it up at the indicated location. ⁴____ Once you're done reading it, you're welcome to add any thoughts you'd like to share with past and future readers. It's therefore a kind of an online book club where you can have book debates with other book lovers, but participation is not obligatory. Finally, you put the book on the map as a new release (there's no need to register an already registered book) and drop it off in the location you've marked so that it might continue on its journey.

- A** To achieve this, members are asked to follow a few rules. The most important of these are the so-called three Rs: read, register and release. While the first one sounds obvious, the other two are designed to make sure book swapping works smoothly.
- B** Because loving your books means setting them free into the wild via controlled release, as BookCrossing calls it. Think "world library" where Book Crossing Zones become bookshelves generously stocked up by other readers and available to absolutely everyone totally free. The Book Magazine called it an 'unlikely global sociology experiment' with good reason.
- C** Having hunted it down, you should go to the BookCrossing website, enter your new guest's code (BCID) to find the book's journal in which you then create a new entry. You don't need to write anything special, simply inform the first owner of the book's whereabouts.
- D** Now that your 'traveller' is all set to begin its journey, simply deposit it in a public place where it can be found and enjoyed by another book lover. Instead of dropping it off at a random spot however, it's advisable to stick to previously established exchange points in your area – provided there are any.
- E** This rule, however, does not apply to books which you may happen to find should they have a mysterious message on their cover saying 'I'm not lost. I'm just travelling'.

- 3 Read the instructions and do the speaking task.

4 minuty

Przebywasz na wymianie międzynarodowej w Szkocji. Rozmawiasz z kolegą/koleżanką na temat organizacji pierwszego spotkania Klubu Książki w Waszej szkole. W rozmowie porusz następujące kwestie:

termin i miejsce spotkania

wyбір listy lektur na ten semestr

przekąski i napoje

promocja wydarzenia





▶ VIDEO 15

SPOTLIGHT ON SOCIETY VIDEOS

Caped crusaders

8

BEFORE WATCHING

- 1 Look at the names below. Who are these characters? Can you add any to the list?

Thor Captain America Aquaman Wonder Woman

- 2 Answer the questions.

- 1 Do you have a favourite superhero? Why? / Why not? If you do, who is it?
- 2 What are typical plots of superhero stories?
- 3 Would you be interested in getting to know another superhero?
- 4 Why do you think the video is entitled "Caped crusaders"?

WHILE WATCHING

- 3 Watch the video and complete the summary. Use no more than five words in each gap.

The story in the video takes place in New York City, which has been ¹_____ for all kinds of songs, films and fiction. Chris creates comic books and has come up with a new character – 'The Protector'. In order to make readers ²_____ 'the Protector' comic books, Chris is filming a video. The weather is a bit of an obstacle, but he's not deterred. Midtown Comics Manhattan is an important ³_____. A lot of them actually come here wearing ⁴_____. This is the place where Chris wants to sell his books and the store manager, Thor, has ⁵_____. Chris has four weeks to finish the book. To get the book and the video done on time, he's enlisted ⁶_____. The story and the character are rather ⁷_____ for this genre, but Thor likes it. So much so that 'The Protector' becomes the ⁸_____ in his store.



FOLLOW-UP

- 4 Match the beginnings of phrases (1-6) to the correct endings (a-f). Then write down what they mean.

1 make a name ☐

2 there's room ☐

3 bring a superhero ☐

4 put a book ☐

5 save ☐

6 small-time ☐

- | | |
|-----------|------------------|
| a to life | d on the shelves |
| b thief | e for yourself |
| c the day | f for more |

- 5 Complete a dialogue from Chris's movie set.

action graphic blockbuster supervillain wrap comic

Chris: Hi, I'm Chris. I'm the ¹_____ book creator who wrote this ²_____ novel.

Actor: Nice to meet you! So, any final comments about my superhero?

Chris: Yes! Remember you're stronger than any evil ³_____. You're not afraid of anyone!

Actor: Of course I am! I'm "The Protector"! I'm just not sure if I'm not afraid of this storm. (Laughs) So, let's make this ⁴_____!

Chris: OK, ready? And ... ⁵_____!

a few minutes later when the filming of the scene is finished

Chris: That's a ⁶_____. Thanks everyone! Great job!

AFTER WATCHING

- 6 Create your own excerpt from a graphic novel or a movie script and introduce your own superhero.



COMPREHENSION

- 1 Work in pairs. Look at the still from the video. What do you think the man is doing?
- 2 Watch the first part of the video (up to 2:25) and check your answer to exercise 1.

Glossary

impersonate (v) to pretend to be someone else by copying the way they look, speak or behave

- 3 Watch the first part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 Like workers in the service industry, Tyler supplements his hourly wage with tips. T / F
 - 2 Christopher was the first person to dress up as a famous character on Hollywood Boulevard. T / F
 - 3 He decided to dress up for money when he was served by a waiter who looked like Superman. T / F
 - 4 Over the years, Christopher has built an extensive Superman collection worth about \$100,000. T / F
 - 5 When he ran out of space in his house, he had to rent a storage unit for his collection. T / F
- 4 Watch the second part of the video (2:25–4:00) and answer the questions.
 - 1 What happened to Christopher's first Superman costume?
 - 2 How did he get a new Superman costume?
 - 3 Why does Tyler like dressing up as the Joker?
 - 4 How has dressing up as Superman changed Christopher's outlook?

Glossary

motor home (n) a large vehicle designed for living in while travelling

panhandling (n) begging from people who pass in the street

tow (v) to pull a vehicle by fixing it to the back of another vehicle

AUTHENTIC ENGLISH

- 1 Work in pairs. Read what Christopher says about becoming homeless. Why do you think he says *you know*?
- 2 Read the information in the box and check your answer to exercise 1.

you know

In informal spoken English, we use *you know* for three main reasons:

- a To show that what you are referring to is known or understood by the listener.
*Wear the blue shirt, **you know**, the one I got you for your birthday.*
- b To give yourself time to think about what to say next.
*She's kind and, **you know**, sensitive.*
- c To emphasise what you're saying.
*I just feel like I don't fit in anymore, **you know**?*

- 3 Match the sentences (1–5) to the uses in the box (a–c).
 - 1 Would you like to, you know, go out for a meal sometime? ☐
 - 2 Anna lives on the other side of town. You know, by the university. ☐
 - 3 Wear a coat! It's freezing outside, you know. ☐
 - 4 You know that jacket I saw in the sales last week? Well, I went back and bought it today! ☐
 - 5 I find it difficult to, you know, talk to her about this kind of thing. ☐
- 4 Work in pairs. Take turns finishing the prompts with your own ideas.
 - 1 What's the name of that film? You know, the one ...
 - 2 You know, it's not easy being ...
 - 3 Maybe you should, you know, ...

DISCUSSION

Work in pairs. Discuss what you would do if you were in Tyler or Christopher's shoes.



READING

- 1 Work in groups. What do you think could be done to reduce homelessness in your country?
- 2 Read the article about homelessness. Match the summaries (a–e) to the projects (1–3). There are two extra summaries.
 - a Be proactive, not reactive
 - b Volunteer at a shelter
 - c Safe and secure housing is the key
 - d Educate, train and get to work
 - e Shelter a homeless person in your home

Three Projects to End Homelessness

Toni Sanchez

I've been working in homelessness prevention for 20 years and have learned what works and what doesn't when it comes to ending homelessness. Here are three effective solutions.



1 The only way to get homeless people out of shelters and off the streets is to provide safe, secure and affordable housing. The homeless population is made up of a wide range of individuals and families. We have to find the right kind of accommodation to meet the needs of all members of this diverse group. Once formerly homeless people are safely and securely housed, they can begin to make a positive contribution to their community.

2 Why should we wait until people are stuck before offering help? We need to support youths, older people, single parents, underprivileged families and other vulnerable groups such as those with addictions and mental health challenges. By helping these at-risk groups, we can ensure they don't become homeless in the first place.

3 One of the main causes of homelessness is inadequate education, which makes it difficult for young people to find a stable job. Developing training programmes can help young people get out of the homelessness trap. We also need to focus on life-skills training, including money management, which can help them enter the job market.

Glossary

underprivileged (adj) not having as many advantages or opportunities as most other people

- 3 Work in pairs. Discuss the questions.

- 1 Do you agree with the advice in the article? Why? / Why not?
- 2 What advice would you add to the article?

SPEAKING

- 1 **PLAN** You have been asked by your local government to select one of the projects in the article. Brainstorm a list of the advantages and disadvantages of each.
- 2 **PREPARE** Work in pairs. Discuss which proposal you think would be the most effective and why. Use the prompts in the box to help you.

Expressing preferences

I'm in favour of ... because ...
I think ... would work well here because ...

Describing limitations

I'm not convinced it's practical because ...
There are a few problems with the proposal ...
By and large, I like the proposal, but ...
The main shortcoming of the proposal is ...
One major disadvantage of the proposal is ...

- 3 **DISCUSS** Work with another pair. Explain your ideas from exercise 2. Try to agree on one project as a group.
- 4 **PRESENT** Choose one person from your group to explain which project you chose and why.

BEYOND THE CLASS

Why not try ...

... conducting some research into homelessness in your city? Make notes to help you explain how much of an issue it is and what is being done to address it. Present your findings to the class.

VOCABULARY

1 Choose the word that does not complete the sentence correctly.

- The book tells a(n) *gripping* / *engaging* / *crucial* story of people from various walks of life coming together.
- If you want to be a journalist, I suggest you *pursue* / *make* / *go for* a linguistic degree.
- Believe it or not, visiting a museum helped me *make up* / *provide* / *invent* a story for my next film.
- In the first chapter, in order to *grip* / *capture* / *grab* the attention of the readers, I always describe a mystery.
- Talking with the councillor helped me *steer clear* / *see the point* / *form a clear picture* of my future.

2 Complete the sentences with the words below.

literacy appeal community setting fast-paced
explore twists major

- I've applied to our local _____ college here in Massachusetts – it's cheaper and I won't have to move out of the house.
- I think taking a gap year after secondary school is a perfect way to _____ your options before you decide what you want to _____ in.
- These days it's very difficult to find a profession that does not require digital _____ of some kind – almost everyone is using computers in their work.
- Despite many _____ in the story and its rather unusual _____ in 12th century Italy, I find the series doesn't hold my interest.
- The speaker only tried to _____ to our emotions without giving any reasonable arguments as to why we should get involved.
- It's a _____ series, so if you miss one episode you won't know what's going on.

3 Complete the sentences with the correct prepositions.

- I'm sorry to say that the sequel to our favourite film didn't live _____ our expectations – a total flop.
- Mrs Mathews was speaking so fast and using so many difficult terms that we found it difficult to keep _____ the lecture.
- If you're thinking of studying in Ireland, you're going to need to take _____ a student loan.
- I was so engrossed _____ the book that I didn't hear my dad come into the room.
- I picked _____ this comic book by accident but now I can't put it _____ – it's fantastic.
- Some of the fans who couldn't wait to get their hands _____ the latest volume of the book came to the bookshops at 6 a.m.
- My great grandfather passed the story of our family _____ to my dad and now my dad is telling it to me.

4 Complete the sentences with correct forms of the words given. There are two extra words.

education broad social watch learn essence use
persuade

Over the last decade or so we have conducted what one scientist called a 'global social experiment'. We've allowed our children to make unlimited ¹ _____ of screens – phones, tablets, TVs. We've glued them to these screens, substituting them for nannies, who used to introduce them to various games and activities ² _____ kids' understanding of the world around them and developing various ³ _____ life skills. Can the screen-nanny, with its games and videos, do that? While many content creators claim the content of their products to be ⁴ _____ valuable, social and developmental psychologists remain sceptical. They make rather ⁵ _____ arguments concerning potential problems which such an upbringing can cause in the future. Among them are the lack of manual and motor skills development as well as the fact that sitting in front of a screen has replaced group activities which teach children to ⁶ _____ from a young age. What will become of this screen-bound generation? Only time will tell, but we should at least be conscious of what we're doing here.

VOCABULARY CHALLENGE!

5 Complete the sentences with a correct idiom. Add other necessary words but do not change the words given.

pet horse heart gold log flying key

- She's studied for weeks, no wonder she _____.
- When my grandma was at school, she had to _____ many poems that she still can recite today.
- Don't worry about waking Dad up, he _____ after five hours of working in the garden.
- Like many teenagers, Sam _____ – three helpings of the main course are normal for him.
- My grandma was _____ and everyone on the block knew it and came to her for help or just a good word.
- Michelle really is our _____ – our teacher always asks her first and praises her for everything.

GRAMMAR

6 Choose the correct option to complete each sentence.

- You look as though you *were* / *will be* / *are* ready to explode.
- If you *read* / *are reading* / *will read* books, your vocabulary expands.
- She really shouldn't *have taken* / *has taken* / *take* Dad's car without asking – he'll be mad.

- 4 I would never recommend a play unless I **didn't see / saw / had seen** it myself.
- 5 I wish my parents **should trust / will trust / would trust** me more.
- 6 Seldom **do we get / we got / we get** such talented students.
- 7 If I **read / had read / have read** the reviews, I wouldn't have gone to see this movie.

7 **Complete the second sentence so that it means the same as the first. Do not change the word given. Write no more than six words in each gap.**

- 1 I won't give you any homework, but you have to work hard today. **CONDITION**
I won't give you any homework _____ hard today.
- 2 Drive carefully please, we almost crashed into that lorry. **MIGHT**
Drive more carefully please, _____ into that lorry.
- 3 I might manage to go to this book reading. If so, I'll ask the author for an autograph. **IF**
_____ to this book reading, I'll ask the author for an autograph.
- 4 Tom Cruise both starred in *Top Gun: Maverick* and produced it. **ONLY**
Not _____ in *Top Gun: Maverick*, he also produced it.
- 5 He really snores too loudly! **ONLY**
_____ so loudly!
- 6 If you wish to book a place in the dormitory, please contact student services. **SHOULD**
_____ a place in the dormitory, please contact student services.
- 7 I don't think he wants to eat something else than frozen foods and that's why he didn't sign up for a cookery course a long time ago. **WOULD**
If he wanted to eat something else than frozen foods, _____ for a cookery course a long time ago.

8 **Complete the sentences using the words in brackets. Change the form of the words and add any other words where necessary.**

- 1 What _____ (I / ask / you) to go out with me?
- 2 I won't help him, _____ (unless / he / ask / I).
- 3 _____ (little / he / know), that the mysterious beauty was actually a spy.
- 4 _____ (suppose / be / no / grades) – would you still do your homework?
- 5 If _____ (you / listen) to my instructions, you wouldn't have to repeat the experiment now.
- 6 You really _____ (not / need / buy / I) a diamond bracelet, I'm sure it was expensive.
- 7 I _____ (wish / weather / be) better today.

ENGLISH IN USE

9 **Complete each set of sentences with one word.**

- 1 _____
The film was supposed to be touching but it _____ me cold.
My great-grandmother _____ school at 15 to take care of her 7 siblings.
That can't be the whole story; he must have _____ out some details.
- 2 _____
His memoirs helped us form a _____ picture of the times he lived in.
The _____ waters of the sea allow you to observe sea life even close to the shore.
If you don't like gory details, steer _____ of horror films – they're full of them.
- 3 _____
The author set a few traps to mislead readers and I _____ for every one of them.
I got so engrossed in this book series I actually _____ behind with my school work.
Grandpa said that when prices of gold _____, he invested in it and made a lot of money selling it later.
- 4 _____
What do you want to do next year – sixth _____ college or work?
Do you think she'll participate in this tournament?
She hasn't been in great _____ lately.
Grandma gave me a pendant in the _____ of a hummingbird.
- 5 _____
I think we need to cut _____ on using electricity – look at this bill!
This china has been in my family for generations and it dates _____ to the 18th century.
Think _____ to when you were little and remember how it felt to wonder at everything.

10 **Rewrite the second sentence so that it has a similar meaning to the first one. Write no more than six words in each gap.**

- 1 Why didn't she explain to the teacher why she hadn't done the assignment?
She ought _____ why she hadn't done the assignment.
- 2 She needs to get a scholarship to study in Cardiff.
She'll study in Cardiff provided _____.
- 3 We really shouldn't be using this type of fuel anymore.
It's high _____ this kind of fuel.
- 4 I hate it when my grandma tells all my friends my childhood stories.
I would rather _____ all my friends my childhood stories.
- 5 I didn't know the project was obligatory, so I didn't do it.
Had _____, I would have done it.
- 6 It's the first time I have seen such a beautiful old school building before.
Never _____ such a beautiful old school building before.

Wskazówki

Czasu **present perfect simple** używamy, aby opisać swoje lub czyjeś doświadczenia, bez określania, kiedy one miały miejsce. Aby opisać czynności i wydarzenia, które miały miejsce w określonym momencie w przeszłości, stosujemy czas **past simple**.

She's participated in a fast reading course.

She participated in a fast reading course two years ago.

Czasu **present perfect simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który się jeszcze nie zakończył. Czasu **past simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który już się zakończył.

I've attended three job interviews this month.

In 2022, I attended three job interviews.

Czasu **present perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce do chwili obecnej i mogą wydarzyć się ponownie. Czasu **past simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce w przeszłości i już się nie wydarzą.

Claire, a teenage traveller, has visited more than 40 countries.

Sir Richard Francis Burton, a 19th century explorer, visited and penetrated new locations in Africa and South America.

Czasów **present perfect simple** oraz **present perfect continuous** używamy, aby opisać czynności i wydarzenia, które rozpoczęły się w przeszłości i nadal trwają.

Aby podkreślić skutek jakiejś czynności, stosujemy czas **present perfect simple**, a aby podkreślić samą czynność i czas jej trwania, stosujemy czas **present perfect continuous**.

Lisa has answered twenty e-mails.

Lisa has been answering e-mails all afternoon.

Typowe określenia czasu:

Past simple	Present perfect
(two days) ago	this morning/year
in (2015)	never
last year/week/month	ever
When... ?	so/thus far
then	since (November)
after that	How long... ?
	recently, lately
	for (the past few months)
	just, already, yet

1 Uzupełnij zdania, używając czasowników podanych w nawiasach w odpowiedniej formie czasu present perfect, present perfect continuous lub past simple.

- How long _____ (you check) these documents? This seems like the most boring task in the world.
- She last _____ (see) him more than three years ago and hasn't heard from him ever since.
- How many books _____ (you manage) to read this month? I bet that more than me.
- Right after graduation, Tim's teachers _____ (try) to persuade him to pursue an academic career.
- These people _____ (experience) some difficult moments and now need a lot of care and attention.
- I _____ (sort) my old documents for the last few hours and look what I _____ (find) – my old school certificates.
- The police _____ (question) three witnesses so far. I wonder if they will want to see me too.

2 Znajdź i popraw błędy w poniższych zdaniach. Dwa zdania są poprawne.

- I've learnt physics all day long, but I'm afraid I still need to revise a lot before the exam.
- Jim hasn't been ready for what his sister told him.
- A few months ago, I've decided to change the way I react to other's rude behaviour.
- Lisa has stayed with her family in France a number of times, so her accent is almost native-like.
- A friend of mine has been participating as a session musician in more than ten jazz projects.
- One of the trendiest colours in 2021 was powder pink.
- When have you last visited your GP?

3 Przetłumacz poniższe zdania na język angielski.

- Próbuję się skontaktować z Paulem od dwóch tygodni. Zmienił numer telefonu?

- W szkole podstawowej uczęszczałem na wiele zajęć dodatkowych.

- Kobieta, którą spotkałem tamtego popołudnia, wydała mi się znajoma.

- Kiedy wydarzył się ten wypadek?

- Dzięki mojej obecnej pracy poznałam wiele inspirujących osób.

- Ostatnio jadłem więcej warzyw i owoców i czuję się o wiele lżej.

4 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać do sześciu wyrazów.

- I _____ (never / witness) anything stranger in my life.
- Alice _____ (just / finish) writing this month's sales report.
- Jake and his wife _____ (regularly / attend) yoga classes this year.
- He _____ (want / meet) his teacher and get a chance to explain the reason for his absence.
- When _____ (be / last time / you / talk) to Peter? He's been in a bad mood the last few weeks.
- I _____ (recently / read) a fascinating book about the strategies of coping with negative peer pressure.

Wskazówki

- Konstrukcji **may / might / could / can't / must + infinitive** bez **to** oraz **may / might / could / can't / must + be + -ing** używamy, aby wyrazić przypuszczenie dotyczące teraźniejszości lub przyszłości.
*If you don't hurry up, we **might miss** our bus home.*
*She **can't be** his girlfriend. When I saw them yesterday, they behaved as if they didn't know each other.*
*Did you hear the noise in the pantry? It **must be** the cat, he loves that place.*
*Talk to your parents about it – I'm afraid they **may not like** the idea.*
*Greg isn't answering his phone. He **must be studying** for the biology test.*
- Konstrukcji **may / might / could / can't / must + have + past participle** używamy, aby wyrazić przypuszczenie dotyczące przeszłości.
*I **can't find** my gloves anywhere – I **must have left** them on the bus.*
*She greeted him quite rudely. He **may have thought** she had bad intentions.*
- Czasowników: **may, might i could** używamy, gdy chcemy powiedzieć, że jakieś zdarzenie jest prawdopodobne.
*They **may / might / could be** at school at the moment.*
(It is likely that they are at school.)
*He **may / might / could have got** on the wrong train.*
(He probably got on the wrong train.)
*She doesn't open the door – she **may / might / could be taking** a shower.*
(Perhaps she is taking a shower.)

- Czasownika modalnego **must** używamy, gdy jesteśmy pewni naszych przypuszczeń.
*They **must be watching** their favourite series.*
(I'm sure they're watching their favourite series.)
*You **must be** furious.*
(I'm sure you are furious.)
*They **must have met** before.*
(It is certain that they have met before.)
- Czasownika modalnego **can't** używamy, gdy jesteśmy pewni, że coś się nie dzieje lub się nie wydarzyło.
*She looks very young. She **can't be** in secondary school.*
(I'm sure she's not in secondary school.)
*They **can't be staying** in that hotel.*
(I'm sure they aren't staying in that hotel.)
*He **can't have taken** the documents.*
(I'm sure he didn't take the documents.)

GRAMMAR CHALLENGE!

- W odniesieniu do zdarzeń ogólnych używamy czasowników **can i could**.
- Aby powiedzieć, że coś jest możliwe w konkretnej sytuacji, używamy czasowników **may, might i could**.
*This place **can / could be** difficult to reach during a snowfall. His actions **may / might / could** cause serious problems.*

1 Wybierz właściwą odpowiedź. W dwóch zdaniach obydwie odpowiedzi są poprawne.

- She ____ the money. She's too honest for that.
a can't have taken b may not have taken
- Finding the right apartment to rent ____ difficult. That's why many people hire property brokers.
a should be b can be
- Anna ____ what you were saying. She was sitting right next to us.
a may have heard b could have heard
- Someone ____ at home. The lights are on in the kitchen and the living room.
a must have been b must be
- Why isn't he answering the phone? He ____ busy doing something.
a could have been b may be
- Teaching children ____ really rewarding, especially when you begin to notice their progress.
a can be b could be

2 Uzupełnij tekst odpowiednimi czasownikami modalnymi. W każdą lukę możesz wpisać jeden wyraz.

Yesterday, I was trying to find my ski goggles. I like it when my room is in order, so I usually know where I keep my things. I immediately thought of my younger sister, Mary. She ¹ _____ have taken them when she went to the mountains last week. I asked her, but she replied quickly: 'You ² _____ be serious. Who'd want to wear them?' Finding such a small object in our big house ³ _____ take ages. I almost lost hope, but then I saw something blue tucked in the pocket of my ski jacket. Yes, these were my goggles. They ⁴ _____ have been there since last winter!

3 Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego. Wykorzystaj czasowniki modalne. W każdą lukę możesz wpisać od trzech do pięciu wyrazów.

- It's impossible that they went to the same school. They come from two different cities.
They _____ to the same school. They come from two different cities.
- It is likely that she misunderstood his words. She _____.
She _____.
- I'm sure that Izzie has borrowed your pink cardigan. I saw it in her closet.
Izzie _____ pink cardigan. I saw it in her closet.
- Despite a rather mellow climate, it's sometimes really cold here in February.
Despite a rather mellow climate, it _____ here in February.
- It is certain that they are having a great time in the Maldives.
They _____ a great time in the Maldives.
- I'm convinced he's not responsible for the company going bankrupt.
He _____ for the company going bankrupt.
- It is possible that my sister forgot about our meeting. She's usually rather punctual.
My sister _____ about our meeting. She's usually rather punctual.

Wskazówki

Czasu **past simple** używamy, aby opisać kilka wydarzeń z przeszłości, które nastąpiły jedno po drugim.

Josh **joined** the school chess club, quickly **became** a leader and **led** his team to win the national competition.

Czasu **past continuous** używamy, aby opisać czynność, która trwała, kiedy wydarzyło się coś innego. **Past continuous** używany jest wówczas często z czasem **past simple**.

I **was packing** my gym bag when Lisa **called**.

Patrick **met** Jane in the park when he **was jogging** in the morning.

Czasu **past continuous** używamy również, aby opisać dwie czynności, które miały miejsce w tym samym czasie.

He **was training** in the stadium while his girlfriend **was talking** to his mum in the stands.

Czasu **past perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce przed innym wydarzeniem w przeszłości.

When I **came back** from the food court, the match **had already finished**.

Our chemistry teacher **was disappointed** with us because we **hadn't managed** to finish the project on time.

Czasu **past perfect continuous** używamy, aby opisać czynności, które trwały do pewnego momentu w przeszłości.

Kate **was very tired** during the first lesson because she **had been studying** physics all morning.

He **had been seeing** Grace for five months before he moved to Manchester.

Czasu **past perfect simple** używamy do podkreślenia skutku czynności/wydarzenia, a czasu **past perfect continuous** do podkreślenia, jak długo ona trwała / ono trwało.

The team won because the coach **had carefully analysed** the opponents' weak points.

Before he talked to the players, the coach **had been analysing** the opponents' weak points for a few weeks.

1 Wybierz właściwą odpowiedź.

- As soon as my dad ____ home, he noticed that some of his possessions were missing.
a had come back b came back
- I was quite happy to discover that Jane ____ her things. That meant we were going to move out soon.
a already packed b had already packed
- Meghan ____ this essay for many days, but now she was finally ready to hand it in.
a had been writing b had written
- Both teams ____ in their locker rooms when they were told that the tournament was cancelled.
a had been waiting b were waiting
- When Thomas ____ in the gym, his best friends were having a great time at a party.
a was sweating b sweated
- Before I decided to buy a new running watch, I ____ some serious internet research.
a had done b was doing
- I ____ to leave the house when my brother stopped me. He had something important to tell me.
a had just been going b was just going

2 Uzupełnij zdania, wpisując w każdą lukę jeden wyraz.

- Sally was quite satisfied with what she _____ told Frank two days before.
- I _____ wondering what present to buy for Nick. I guess he'd love to get a new snowboard.
- What exactly _____ you doing when he came?
- Despite heavy training and careful planning, Jessie didn't _____ the race. She came second.
- How long _____ you been watching this film before I came?
- I _____ not optimistic when I heard about the result, but then I decided to work on my weak points.
- By the time we got there, they had _____ finished dinner and were about to leave.
- When I saw the look on his face, I realised that I _____ said too much.

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- I _____ (nigdy nie doświadczyłam) anything like that before, and I really liked what was happening.
- _____ (Co robicieś) when your classmates were busy studying for the final exams?
- I had been working really hard and investing a lot of effort into the preparations, but, to be honest, I _____ (nie byłam gotowa) for the success that came.
- Using performance-enhancing drugs in sports _____ (było bardzo powszechne) until the first regulations were introduced.
- My mum grabbed her keys, _____ (założyła płaszcz), and left home in a hurry.
- Mike interrupted Sarah when _____ (próbowała wyjaśnić) her strange behaviour.
- Before Henry moved to LA, he _____ (zakończył współpracę) with one of the best sports agencies in New York.

4 Uzupełnij tekst, wpisując w każdą lukę nie więcej niż cztery wyrazy, wliczając wyraz już podany. Nie zmieniaj formy podanego wyrazu.

Last night me and my cousin Luke went to a dance and gymnastics show. The show ¹_____ (advertised) heavily on the Internet and in the local newspapers, so we were pretty sure this was something worth watching. We ²_____ (decided) the tickets as soon as we read the ads. I ³_____ (never) a show like this before. I must say that the performances ⁴_____ (impression) on me. I especially liked the teenage gymnast who did several front flips in a row. While he was doing them, I ⁵_____ (trying) the number of turns, but it was really difficult. My general reflection after the show is that being good at something requires lots of hard work.

Wskazówki

Aby opisać czynności i sytuacje, które w przeszłości powtarzały się regularnie, używamy konstrukcji **used to / would + verb**.

Liam used to / would play tennis twice a week.

We used to / would spend our holidays abroad, but now we prefer to explore Poland.

Uwaga!

- **would** nie używamy w zdaniach przeczących ani do opisywania stanów i uczuć.

My brother didn't use to pay attention to the clothes he wore, but now he looks much more trendy.

- Aby podkreślić, że przeszłe nawyki obecnie nie mają już miejsca, używamy **used to**.

Lilly used to go to the gym twice a week, but now she prefers to play volleyball.

Johnson used to be one of the most successful football coaches in the country.

Do opisanie czynności powtarzających się regularnie w teraźniejszości używamy czasu **present simple** z przysłówkami takimi jak: **always / every day / often**.

My grandad often goes for a walk in the woods in autumn.

I always watch the Summer Olympic Games events on television.

Aby opisać czynności, które powtarzają się w określonym przedziale czasowym, stosujemy czas **present continuous**.

This month I am following a strict diet to lose some weight for my sister's wedding.

Do opisanie czynności powtarzających się w przeszłości lub teraźniejszości, które nas irytowały lub irytują, używamy czasu **past continuous** lub **present continuous** z przysłówkami **always**, lub **constantly**.

When he was a child, Peter was always borrowing his brother's books without asking.

You are constantly coming late for our football practice!

Ben is always listening to loud music in the evening.

GRAMMAR CHALLENGE!

Konstrukcji **be used to + verb + -ing** używamy, aby powiedzieć, że jesteśmy do czegoś przyzwyczajeni.

I'm used to starting my day with a glass of water with lemon.

Konstrukcji **get used to + verb + -ing** używamy, aby powiedzieć, że przyzwyczajamy się do czegoś, do czego wcześniej nie byliśmy przyzwyczajeni.

I'm slowly getting used to following my new training routine, although I still come back home exhausted after each practice session.

1 W każdym punkcie zaznacz jedno poprawne zdanie.

- When we were in primary school, we used to like it when our PE teacher organised classes outdoors.
 - When we were in primary school, we would like it when our PE teacher organised classes outdoors.
- Emily's used to getting up early, so she won't mind if you call her at 7 a.m.
 - Emily used to get up early, so she won't mind if you call her at 7 a.m.
- I wouldn't do any sports when I was a teenager.
 - I didn't use to do any sports when I was a teenager.
- My sister's constantly taking my clothes without asking, I really hate it.
 - My sister's used to constantly taking my clothes without asking, I really hate it.
- As a child, I was always eating lots of fruit and vegetables, which made my parents happy.
 - As a child, I used to eat lots of fruit and vegetables, which made my parents happy.

2 Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

was finishing used to enjoy would panic
used to take finish getting used to spending
used to spending constantly borrowing
is currently going

- My brother is _____ most of his free time outdoors. He goes out with his friends to play football or hang out in the playground.
- A few years ago, I _____ and try to run away in such stressful situations as speaking in public. Now, I've learned to cope with it.

- They _____ going to restaurants and bistros, but they have recently discovered that preparing their own food helps them save a lot of money.
- Aunt Jessie _____ through a difficult time because of financial problems.
- They always _____ the day discussing their plans for the next one.
- I am _____ less on food. My expenses from the previous months were definitely too high.

3 Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- This week, classes in my school start later because of the final exams. **WE**
This week, _____.
- Going to the gym every second day is my routine. **GO**
I _____.
- When Carl was younger, he had the annoying habit of leaving his socks on the floor. **WAS**
When Carl was younger, _____.
- We never spent our holidays in an active way when I was a child. **WOULD**
We _____.
- I'm trying to change my routine and revise Spanish grammar for at least one hour every day. **REVISING**
I'm _____.

Wskazówki

Harmonogramy i rozkłady

- Aby opisać wydarzenia, które będą miały miejsce, gdyż tak wynika z ustalonego harmonogramu / ustalonych rozkładów, stosujemy czas **present simple**.

The morning train to London leaves at 7.30 a.m.

Plany i zamierzenia

- Gdy w chwili mówienia spontanicznie podejmujemy jakąś decyzję, stosujemy **will**.

I'll prepare the ingredients for the salad dressing, if you don't mind.

- Konstrukcji **be going to** używamy, aby opisać czynności, które zamierzamy wykonać.

I'm going to buy some cushions and a duvet cover for my new flat next week.

- Aby opisać ustalone przez nas plany na niedaleką przyszłość, stosujemy czas **present continuous**.

We're seeing our financial adviser this afternoon.

Przewidywania i obietnice

- Czasownik **will** stosujemy, gdy przewidujemy, co zdarzy się w przyszłości na podstawie przeszłych zdarzeń, wiedzy lub przypuszczeń.

Negative attitudes towards personalised advertising will grow stronger.

- Gdy na podstawie teraźniejszych przesłanek przewidujemy przyszłe wydarzenia, stosujemy **be going to**.
Look! She's going to drop all her shopping bags!
- Czasownik **will** stosujemy również, gdy coś komuś obiecujemy.
I won't buy any more junk food. I promise!

GRAMMAR CHALLENGE!

Istnieje kilka sposobów mówienia o wydarzeniach, które miały miejsce w przeszłości, jednak w momencie mówienia o nich stanowiły dla nas przyszłość.

- Gdy mówimy o wydarzeniach, które w rzeczywistości miały później miejsce, używamy konstrukcji:
was/were to + infinitive.
A lot of people from my high-school drama class were to become famous actors. (= naprawdę zostali w przyszłości sławnymi aktorami)
- Gdy mówimy o sytuacji, która miała się wydarzyć, ale ostatecznie nie miała miejsca, używamy konstrukcji:
was/were to have + past participle.
I was to have attended the conference, but I missed my flight the night before. = (ostatecznie nie uczestniczyłem w konferencji, ponieważ spóźniłem się na lot)

1 Zaznacz poprawne formy czasowników.

- Look at the timetable, the 10:30 train to Brighton **leaves / is leaving** from platform 10.
- I have finally made up my mind. Next Wednesday, **I'm going to start / 'll start** the accounting course.
- I'm buying / 'll buy** what you need if you're busy, no problem. Just give me the shopping list.
- Look there! Oh no! The boy **is going to fall / falls** off the tree!
- Property prices in this area of town have been rising over the last few years and unfortunately this trend **is going to continue / will continue**.
- I **won't talk / am not going to talk** to you like that again, sorry. That was rude.
- We're meeting / 'll meet** Jessie this evening. Would you like us to tell her about the party next weekend?

2 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać do pięciu wyrazów.

- I _____ (not / tolerate) your nasty comments anymore.
- The _____ (course / shop assistant / start) in August. I'm thinking of taking part.
- Kate has finally made up her mind – tomorrow _____ (she / talk) to her boss, Mr Black, about a pay rise.
- Just choose where you want to go and I _____ (quickly / book / tickets).
- Look at the man walking on the tightrope. He's lost balance! _____ (he / fall)!

3 Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- The customers' opinions about the quality of the service are unlikely to change. **WON'T**
The customers _____.
- It is his plan to start building a new house by the end of this year. **GOING**
He _____.
- I promise not to mention his name to you again. **NEVER**
I _____.
- The training meeting for sportswear designers is scheduled for Monday. **PLACE**
The training meeting _____.
- They have decided to move to a larger apartment in a month or two. **ARE**
They _____.

4 Uzupełnij zdania, używając par czasowników z ramki w odpowiedniej formie. Dodaj inne wyrazy, jeśli to konieczne.

be – teach be – have suppose – replace due – retire

- My mum _____ two years ago, but she seems to like her job so much that she decided to continue working.
- That day, Paul _____ dinner with his future father-in-law at 'La Bouffe' and was very impressed by the food served there.
- Last year, they _____ all of the old computers in the school lab, but they ran out of money.
- After the accident, James _____ statistics at Oxford University for 10 years. He met his future wife there.

Wskazówki

Czasu **future continuous** używamy, aby opisać czynność, która będzie trwać w określonym momencie w przyszłości.

This time tomorrow, I'll be walking along the streets of Glasgow with my mum.

Czasu **future perfect** używamy, aby opisać czynność, która będzie zakończona przed określonym momentem w przyszłości.

By the end of this year, I will have paid off my loan. I'm really looking forward to that.

Czasu **future perfect continuous** używamy, aby powiedzieć, jak długo dana czynność będzie trwała do określonego momentu w przyszłości.

By the end of this month, I'll have been coming to this sports club for two years and I still think it's the best club near here.

In June, our form tutor will have been teaching at our school for 15 years.

- 1** Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

will have been working	will be meeting
will you be visiting	will have taken
will you have completed	will be redecorating
will be planning	will have been married
will have finished organising	won't have met

- This time next week, I _____ the flat I'm renting in Warsaw. Mike will help me as I'm not very good at painting the walls.
- By the end of this month, we _____ our trip around the world. I'm looking forward to that as it is such hard work to arrange all the necessary details.
- I _____ Kate tomorrow morning in the office, so I can tell her about your idea if you like.
- In September, my parents _____ for exactly twenty years. They are planning a huge party in one of the Italian restaurants in the city centre.
- By the end of the year, my sister _____ in the same company for 10 years.
- When _____ your web designing course?
- Sarah, _____ your cousin Luke any time soon? I'd like you to give something to him.

- 2** Znajdź i popraw jeden błąd w każdym zdaniu.

- By the end of this month, I will be living in Poznań for two years.
- I will have been eating all the food myself by the time you get here. Just hurry up!
- Next month, I will be coming to this library regularly for more than two years.
- There's no point in taking the taxi. By the time we get to the cinema, the film will already finish.
- We will have been preparing everything for the surprise party before they come back home.
- Dad will have gone shopping soon so he can buy the things you need. You don't have to leave home.
- Will you have been packing your bags soon? I really need some space in the room without all your clothes around.

- 3** Uzupełnij dialog, wpisując w każdą lukę jeden wyraz.

- A** I love your flat. How long have you lived here?
B Well, next month, I'll ¹_____ been living here for almost three years. Time flies!
A Will you ²_____ planning to move anywhere else in the near future?
B As a matter of fact, yes. I have bought a small apartment in the suburbs. I'm having it redecorated now.
A Oh, you didn't say anything. When are you going to move out?
B The renovation team ³_____ have finished work by the end of the year.
A Great. If you need help choosing furniture and fittings, let me know. I ⁴_____ have many things to do around December, so you can count on me.
B Thanks!

- 4** Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- This time next month, _____ (będę się opalać) on one of the most picturesque beaches in the world.
- Before the end of the week, _____ (zbierzemy ponad 1000 funtów) for one of our local charities.
- I'm sure that _____ (mecz się skończy) before we even get to the stadium.
- _____ (Czy będziesz brała) a taxi home? We could go together and split the fare.
- _____ (Z końcem grudnia), we will have been using this laptop for six years!

- 5** Przetłumacz poniższe zdania na język angielski.

- Po operacji przez jakiś czas nie będziesz uprawiał żadnego sportu.
- W przyszłym roku minie osiem lat od kiedy znam moją najlepszą przyjaciółkę.
- Miejmy nadzieję, że erupcja wulkanu zakończy się, zanim zaczniemy nasze wakacje.
- Zanim wrócisz do domu, upiekę ciasto na przyjęcie.

Wskazówki

Przytaczając wypowiedzi w mowie zależnej, możemy używać różnych czasowników.

Reporting structure	Reporting verbs
verb + <i>that</i> + verb clause	<i>admit, advise, agree, assure sb, boast, demand, explain, insist, mention, promise, propose, reply, report, say, state, suggest, urge, warn</i> <i>The head teacher urged that all candidates take the language aptitude test.</i> <i>She agreed that they should try to solve the problem together.</i>
verb + <i>to</i> + infinitive	<i>agree, ask, beg, claim, demand, offer, promise</i> <i>Ann begged to be allowed to go to the party on Friday.</i> <i>I demanded to see the manager of the restaurant.</i>
verb + (object) + preposition + <i>-ing form</i>	<i>accuse sb of, admit to, apologise to sb for, congratulate sb on, insist on</i> <i>Jack accused me of copying his presentation for the IT class.</i> <i>They congratulated Rita on winning first prize in the young writers' competition.</i>
verb + <i>-ing form</i>	<i>admit, advise, deny, mention, object to, propose, regret, report, suggest</i> <i>I truly regretted telling him what I thought about his new outfit.</i> <i>My brother proposed trying out the new solution as soon as possible.</i>
verb + (object) + <i>to</i> + infinitive	<i>advise, ask, beg, convince, invite, order, remind, urge, warn</i> <i>My mum finally convinced my cousin Pete to go for a holiday with us.</i> <i>The boss ordered me to come to work two hours earlier the next day.</i>

GRAMMAR CHALLENGE!

W niektórych przypadkach użycia mowy zależnej zasada następstwa czasów nie obowiązuje. Nie trzeba zmieniać form czasowników, jeżeli przytaczamy:

- ogólnie przyjęte prawdy, niezmiennie fakty:
The geologist explained that earthquakes in this area occur relatively frequently.
- wypowiedzi, które są wciąż aktualne:
Tim said that he lives in Berlin. (= nadal tam mieszka)
- czyjeś plany na przyszłość (które dopiero będą zrealizowane):
The mayor promised that members of the city council are going to participate in the fundraising event.

1 Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

boasted accused objected advised reported
apologised promised denied proposed

- Henry _____ to her for asking the very personal questions which she refused to answer.
- They _____ that their company had managed to sell the software to numerous customers.
- Lisa _____ taking the money. It must have been someone else.
- She openly _____ to working extra hours during the weekend.
- I _____ never to do it again, but my sister was still mad at me.
- The scientists _____ that there was a relation between levels of confidence and success in communicative tasks.

2 Uzupełnij zdania odpowiednimi czasownikami. Pamiętaj, że zasada następstwa czasów nie zawsze obowiązuje.

- The owner of the restaurant boasted that his place _____ still very popular among students.
- Kate claimed that her family _____ to Zakopane every Christmas.
- The study estimates that the average smoker _____ more likely to suffer from hypertension than people who don't smoke.
- My grandma said that she _____ planning to retire soon, but I don't believe her.

3 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać do pięciu wyrazów.

- Michael _____ (*assure / sister*) were safe at home during the storm.
- I _____ (*advise / Sally / take*) the medicine prescribed by the doctor.
- My father _____ (*congratulate / couple*) their 10th anniversary, which they had celebrated last week.
- As soon as the police came, I _____ (*demand / talk*) the owner of the club.
- Sarah _____ (*mention / she / plan*) to leave the city soon.
- The headmistress _____ (*remind / we / take*) all the things from our locker rooms for the holidays.

4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- _____ (*Burmistrz obiecał, że zorganizuje*) a meeting with famous sportspeople from our city next month.
- _____ (*Tomek zaproponował obejrzenie*) a film this evening.
- _____ (*Ostrzegają ją, żeby tam nie szła*), but she wouldn't listen to him.
- Did you invite Mark and Anna _____ (*na wyjazd z nami na wakacje*)?
- _____ (*Odparła, że nie chce rozmawiać o pracy*) when I asked her about it.

Wskazówki

Konstrukcje bezosobowe w stronie biernej (**impersonal constructions with passive voice**) stosujemy w bardziej oficjalnym języku, aby przytoczyć jakieś informacje (np. fakty, czyjeś opinie) bez określania ich źródła.

- Konstrukcje bezosobowe tworzymy w następujący sposób:
It + is/was + believed/known/thought/said/assumed + that.
It is said that she stands behind the success of the project. (Mówi się, że ona stoi za sukcesem projektu).
For many centuries, it was believed that the Earth was flat. (Przez wiele wieków wierzono, że Ziemia jest płaska).

Konstrukcje osobowe (**personal constructions with passive voice**) tworzymy w następujący sposób:

subject + is/was + believed/said/thought/known/assumed + to + infinitive.

She is thought to be rather inflexible and unwilling to change her mind. (Mówi się, że ona jest dość nieustępliwa i niechętnie zmienia zdanie).

In ancient Egypt, cats were believed to be creatures that could bring good luck. (W starożytnym Egipcie wierzono, że koty mogą przynosić szczęście).

Aby powiedzieć, co obecnie sądzi się o jakimś przeszłym wydarzeniu, stosujemy konstrukcję:

subject + is + believed/said + to have + past participle.

The epidemic is believed to have been caused by inadequate safety measures. (Obecnie uważa się, że epidemię wywołały niedostateczne środki ostrożności).

It as a preparatory object

Wyraz **it** jest czasem używany jako dopełnienie. Dzieje się tak, gdy dopełnienie orzeczenia w zdaniu jest wyrażeniem bezokolicznikowym lub zdaniem podrzędnym z dopełnieniem w formie przymiotnika lub rzeczownika.

- Konstrukcje z **it** w roli dopełnienia tworzymy w następujący sposób:
subject + verb + it + complement + infinitive/clause.

She finds it embarrassing to hear compliments from others. (Ona wstydzi się słuchać komplementów od innych).

Mum likes it when we offer our help in dinner preparations. (Mama lubi, gdy oferujemy naszą pomoc w przygotowaniach do obiadu).

1 Uzupełnij zdania, wpisując w każdą lukę jeden wyraz.

- Matilda loves _____ when her father takes her to a skate park and teaches her new tricks.
- It is said that he _____ rich as a result of inheriting his father's fortune.
- I _____ it rather rude to stand very close to people you are talking to.
- The fire is thought to _____ been caused by a short circuit in the building.
- Jane _____ believed to be the best manager we've had since the company was founded. I'm really proud to be working in her team.
- Shopping via mobile devices is _____ thought to be as popular as buying goods using computers.

2 Zaznacz poprawną formę czasownika w każdym zdaniu. W trzech zdaniach obydwie formy są poprawne.

- Resting a lot and drinking fluids **are believed to be** / **are believed to have been** the best ways to beat a cold.
- The current situation **was thought to have resulted** / **is thought to have resulted** from inflation rates and high unemployment.
- It is said** / **It was said** that Alice James is responsible for the company going bankrupt.
- In the 16th century, California **was believed to have been** / **was believed to be** an island.
- My grandpa **loved it** / **found it lovely** when we visited him and told him all the news from the past week.
- Global warming **isn't thought to have been** / **wasn't thought to be** such a big problem about twenty years ago as it is now.
- Currently, it **is** / **was** said that globalisation causes as much poverty as it eliminates.

3 Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego. Nie zmieniaj niczego w podanych początkach zdań.

- It is believed that poor hygiene is one of the main factors causing diseases.
Poor hygiene _____.
- It is generally thought that by using electronic devices, like mobile phones, children can negatively influence their development.
Children's development _____.
- People think that the media tend to present false or unconfirmed information.
Media _____.
- The police suspect that the crime was committed by two company workers.
It _____.
- Josh says that it is difficult for him to speak in front of a big audience.
Josh finds _____.
- Many believe that the current problems in healthcare were caused by low funding in the past.
The current problems _____.
- I want to clarify that I will not take part in the science conference.
I want to make _____.

Wskazówki

Zdania przydawkowe definiujące (**defining relative clauses**):

- zawierają istotne informacje o rzeczowniku w zdaniu głównym, bez których całe zdanie nie miałoby sensu.
- nie są oddzielane przecinkami od zdania głównego.
*The boy **who** is buying oranges at the fruit stall is my cousin.*

W zdaniach przydawkowych używamy następujących zaimków względnych:

- **who/that** do opisu osoby:
*That's the team member **who** told me all about Jessie's plan.*
- **which/that** do opisu przedmiotu:
*The food **which/that** I hated the most as a child was broccoli.*
- **where** do opisu miejsc:
*Do they know **where** we are to meet?*
- **whose** do opisu przynależności:
*Help is needed for animals **whose** habitats were destroyed in the fire.*

Zaimki względne **who/which/that** można pominąć jeśli pełnią funkcję dopełnienia zdania (zdanie przydawkowe ma podmiot):

*The clerk (**who/that**) I talked to in the shop was very polite.*
*Is that the man **who** stole your bike? (NIE: ~~Is that the man stole...~~)*

Zdania przydawkowe niedefiniujące (**non-defining relative clauses**):

- zawierają dodatkowe informacje o rzeczowniku w zdaniu głównym, bez których zdanie to zachowałoby logiczny sens.
- od zdania głównego oddzielamy je przecinkiem/przecinkami:

*My oldest sister, **who** works in the school library, is the calmest of the three of us.*

Uwaga! Zaimek **that** nie jest używany w zdaniach niedefiniujących:

*My volleyball coach, **who** (NIE: ~~that~~) is the funniest person I know, is my sister's old school friend.*

W stylu bardziej oficjalnym możemy stosować zaimek **whom** zamiast **who** w roli dopełnienia zdania:

*This is the woman **whom** I met when I was at a conference in Dublin.* (formal)

*He's a student **who** takes his tasks very seriously.* (informal)

GRAMMAR CHALLENGE!

Zwróć uwagę na różnicę w znaczeniu poniższych zdań:

- *My flatmate, **who** comes from France, has decided to take a year off college.* (Mam jedną współlokatorkę, która pochodzi z Francji i zdecydowała się na rok przerwy w studiach.)
- *My flatmate **who** comes from France has decided to take a year off college.* (Mam kilka współlokatorek, a ta, która pochodzi z Francji zdecydowała się na rok przerwy w studiach.)
- *The competitors, **who** have managed to complete the run, were tired but very happy.* (Wszyscy uczestnicy biegu zdążyli go ukończyć i byli zmęczeni, ale szczęśliwi.)
- *The competitors **who** have managed to complete the run were tired but very happy.* (Tylko ci uczestnicy biegu, którzy zdążyli go ukończyć, byli zmęczeni, ale szczęśliwi.)
- *We finished the history project, **which** put everyone in our group in a great mood.* (Skończyliśmy projekt z historii, co wprowało wszystkich w grupie w świetny nastrój. **Which** odnosi się tu do całego zdania głównego.)
- *We finished the history project **which** later got a number of awards.* (Skończyliśmy projekt z historii, który później otrzymał wiele nagród. **Which** odnosi się do wyrazu project.)

1 W każdym punkcie zaznacz poprawne zdanie. W dwóch punktach oba zdania są poprawne.

- a** We organised a meeting with the headmaster which surprised some of the students.

b We organised a meeting with the headmaster, which surprised some of the students.
- a** The people who came to the concert said they really loved the performance of the lead singer.

b The people, that came to the concert, said they really loved the performance of the lead singer.
- a** The girl whom I met two days before the trip turned out to be a very enthusiastic and bright person.

b The girl I met two days before the trip turned out to be a very enthusiastic and bright person.
- a** Jim's sister, that I saw that night for the first time, looked really striking.

b Jim's sister, whom I saw that night for the first time, looked really striking.
- a** Sarah's definitely a person that doesn't judge others by their appearance.

b Sarah's definitely a person who doesn't judge others by their appearance.
- a** My only brother, who currently lives abroad, is also my football coach.

b My only brother who currently lives abroad is also my football coach.

2 Zaznacz poprawne uzupełnienia zdań. W każdym zdaniu poprawne mogą być jedna, dwie lub trzy odpowiedzi.

- I've always admired people **who / that / -** are courageous enough to tell the truth regardless of the consequences.
- The driver **whose / whom / that** job was to deliver the company's parcels has just quit the job.
- The place **where / who / that** I remember really well from my childhood is my grandparents' summer house.
- I've just finished reading the book - **/ that / which** my teacher lent me.
- Molecular cuisine, **that / which / whom** I find really fascinating, has changed the way we look at traditional ingredients.
- You don't remember **where / that / -** you put the bills, do you? Let's look for them together.

3 Przetłumacz poniższe zdania na język angielski.

- Nie mam pojęcia czyja to może być biżuteria.
_____.
- Mój wujek, który przez wiele lat mieszkał za granicą, włada biegle trzema językami.
_____.
- Czy to jest to miejsce, gdzie ostatnio spędzacie większość swojego wolnego czasu?
_____?
- Udało nam się skończyć pracę przed południem, co nas bardzo ucieszyło.
_____.
- Koncert, który zorganizowaliśmy w zeszłym tygodniu, okazał się wielkim sukcesem.
_____.

Wskazówki

Zdania przydawkowe (*reduced relative clauses*) można skrócić poprzez opuszczenie **zaimka względnego** i czasownika posiłkowego **be**.

- W zdaniach w stronie czynnej czasownik w zdaniu wyjściowym zastępujemy formą z **-ing** (imiesłowem czynnym).
*Passengers **leaving** (= who are leaving) the train should remember to take their luggage from under their seats.*
- W zdaniach w stronie biernej czasownik w zdaniu wyjściowym zastępujemy formą **past participle** (imiesłowem biernym).
*The village, **located** (= which is located) in the remote parts of the mountains, is inhabited by only 20 people.*

Uwaga!

Podrzędne zdania przydawkowe można skracać tylko wtedy, gdy ich podmiot jest taki sam jak podmiot zdania głównego.

*The film, **whose** cast included Ryan Gosling, was really well-made.*
*The film, **directed** (= which was directed) by a young Japanese artist, quickly became a blockbuster.*

- 1** Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

which was published buying which was designed
working appearing who wish bought planned
which we prepare

- Customers _____ to have their receipts stored in electronic form are advised to download our mobile app.
- The watch, _____ by my grandfather forty years ago, still belongs to my family.
- Volunteers _____ for this charity must be really patient and caring.
- Diana's article, _____ in today's newspaper, shocked many elderly readers.
- The Indian dish _____ regularly won a food tasting competition last week! We're really happy.
- My cousin's flat, _____ by her best friends, Lucy and Spencer, has made an incredible impression on me.

- 2** Przepisz podane zdania tak, aby zawierały formę imiesłowu czynnego (*-ing*) lub biernego (*past participle*).
Dwóch zdań nie można przepisać w podany sposób.
Zaznacz je znakiem X.

- The novel, which was written by a world-famous author, was actually quite disappointing.

- Those of you who are waiting for the post office to open should stand in a line.

- The golden bracelet, which my mum got from her dad, is absolutely stunning.

- The resort, which is situated near a sandy beach, is a popular tourist destination.

- Guests who decide to stay in our B&B for three days or more will receive a discount.

- My running shoes, which Alice borrowed from me, are all destroyed and cannot be used again.

- The bistro, which is often visited by many students and freelancers, has been awarded a prize for The Best New Place in Vancouver.

- 3** Uzupełnij tekst, wpisując w każdą lukę jeden wyraz.

From: Adam

To: Josh

Last weekend me and my younger brother decided to visit the new art gallery, ¹_____ was opened in our town about a month ago. As we didn't know what to expect, we decided to talk to our friend, Ryan, ²_____ there as a curator. He strongly recommended it, saying that this was a place for people ³_____ for new, fresh ways of presenting works of art. Indeed, those ⁴_____ we later saw exhibited in the gallery could be touched, smelled, and even modified by the guests! What is interesting, during our visit it occurred to us that our dad had been one of the members of the working group ⁵_____ had come up with the idea that the gallery would soon organise free workshops for school children and elderly inhabitants of our town.

Adam



Wskazówki

Stopień wyższy i najwyższy przymiotników tworzymy:

- dodając końcówkę **-er, -est** do krótkich, często jednosylabowych przymiotników lub wstawiając **more / the most** lub **less / the least** przed przymiotnikami dłuższymi, wielosylabowymi.

small	smaller	the smallest
competent	less competent	the least competent

Stopień wyższy i najwyższy przysłówków tworzymy:

- poprzez dodanie **more / (the) most** lub **less / (the) least** przed przysłówkiem. Do przysłówków, które mają taką samą formę jak przymiotniki, dodajemy **-er, -est**.

carefully	more carefully	the most carefully
hard	harder	the hardest

Niektóre przymiotniki i przysłówki możemy również stopniować w **sposób nieregularny**.

bad	worse	the worst
far	further	the furthest
badly	worse	the worst
well	better	the best

Aby opisać, jak bardzo różnią się opisywane osoby i rzeczy, przed przymiotnikami i przysłówkami możemy stosować:

- w stopniu wyższym:
slightly, a bit (odrobinę, trochę), **far, a lot** (dużo, znacznie):
*Your schoolbag is only **slightly heavier** than mine.*
*This maths task is **far more difficult** than I expected.*
*Rita had the flu last week, but she feels **a bit better** now.*

- w stopniu najwyższym:

by far (zdecydowanie), **easily** (bez wątplenia), **probably** (prawdopodobnie):

*My English teacher is **by far the nicest** person I know.*

*This is **probably the most demanding** project I have ever had to complete.*

- w konstrukcji **(not) as ... as** stosujemy wyrazy **just, nearly, not quite, almost, barely**:

*She is **almost as adorable as** Noah described her.*

Z przymiotnikiem w **stopniu wyższym** stosujemy poniższe konstrukcje:

- **the + stopień wyższy przymiotnika, the + stopień wyższy przymiotnika, ...** (im..., tym...)

***The more** you read, **the more** knowledgeable you're likely to become.*

- **przymiotnik w stopniu wyższym + and + przymiotnik w stopniu wyższym**, aby opisać stopniowo zachodzące zmiany:

*He was running **faster and faster** until he was almost out of breath.*

Uwaga!

- Aby powiedzieć, że coś lub ktoś wyróżnia się na tle jakiegoś miejsca, używamy przymiotników **in** oraz **on**.
*Ann is the strongest player **in** her team.*
- Aby powiedzieć, że coś lub ktoś wyróżnia się spośród grupy wielu podobnych ludzi/rzeczy, używamy przymiotka **of**.
*Tim is the most creative **of** all the classmates in his group.*

- 1** Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

more expensive the riskiest appealing
by far the most cute less responsible
the wisest slightly tastier more fascinating
further the worst more dangerously

- Who's _____ person you've met in your life? Why do you think this person is so clever?
- Surprisingly, she's much _____ than her younger sister. Yesterday, she lost her locker key – it's the third time this term!
- Ted was quite nervous and I think that's why he was driving _____ than he should.
- Mary has never been _____ south than Dallas.
- The _____ the series, the harder it is for me to give up my binge watching.
- This dress is probably far _____ than the one we saw in the other shop as it is a designer dress produced in Italy.
- Sally believes that the idea of spending time watching films at home is just as _____ as going to the cinema.
- The car accident Aunt Nathalie had last year was one of _____ moments in her life.

- 2** Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać do pięciu wyrazów.

- The richer your diet is in fruit and vegetables, (**healthy**) _____ you are going to be in the long run.
- In my opinion, using public transport may be (**convenient**) _____ than driving a car, but it's definitely better for the environment.
- My brother seems to be (**optimistic** / **all**) _____ the students in his class and he surrounds himself with other positive people.
- I work from home (**as** / **effective**) _____ when I'm in the office.

- 3** Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego. Użyj konstrukcji porównawczych. Nie zmieniaj niczego w podanych początkach zdań.

- If you stay there longer, you can appreciate the beauty of the place more.
The _____.
- Harriet is becoming increasingly irritating.
Harriet _____.
- Carrie is definitely more trustworthy than my sister.
My sister _____.
- No one in the team is a more enthusiastic person than Rob.
Rob _____.

Wskazówki

Przedimka nieokreślonego **a/an** używamy:

- kiedy mówimy o czymś po raz pierwszy;
*When I opened my eyes, I noticed **a** car coming quickly towards us.*
- z rzeczownikami policzalnymi w liczbie pojedynczej;
*We bought **a** small farmhouse nearby.*
- kiedy ktoś lub coś należy do pewnej kategorii.
*An armadillo is not **a** type of fruit, it's an animal.*

Przedimka określonego **the** używamy:

- kiedy mówimy o osobie lub rzeczy, która została wspomniana wcześniej lub jest określona w zdaniu;
***A** woman appeared in the door. **The** woman was tall and slim.*
- przed przymiotnikami w stopniu najwyższym oraz przed liczebnikami porządkowymi.
***the** happiest person, **the** second option*

Przedimków **nie** używamy:

- przed rzeczownikami policzalnymi w liczbie mnogiej lub rzeczownikami niepoliczalnymi w zdaniach o charakterze stwierdzeń ogólnych.
*SUV cars are rather expensive.
I don't like cheese.*

Przedimek określony **the** stosujemy:

- przed nazwami krajów, które w nazwie mają takie wyrazy jak stan, republika, królestwo;
***the** USA, **the** Czech Republic, **the** UK,*
wyjątki: ***the** Netherlands, **the** Philippines*
- przed nazwami rzek, mórz, oceanów, łańcuchów górskich, archipelagów, pustyni.
***the** Rhine, **the** Black Sea, **the** Atlantic, **the** Andes, **the** Atacama, **the** Caribbean Islands*

Przedimków **nie** stawiamy przed nazwami państw, miast oraz pojedynczych szczytów górskich, jezior i wysp.
Italy, Berlin, Mount Elbrus, Lake Como, Sardinia

GRAMMAR CHALLENGE!

Zwróć uwagę na poniższe różnice w zastosowaniu przedimków:

- *I went to **school** at 8.30, as usual.* (do szkoły jako uczeń)
- *I went to **the school** to see my son's biology teacher.* (do szkoły jako rodzic, nie po to, aby się uczyć)
- ***Spanish** is a language spoken in many corners of the world.* (język hiszpański)
- ***The Spanish** really know how to enjoy life.* (Hiszpanie)
- *A: Could you give me **the book** back? I really need it.*
- *B: Sure, I'll bring it tomorrow.* (Przedimka określonego używamy, gdy przedmiot, o którym mowa jest znany zarówno mówiącemu jak i odbiorcy.)
- *We knew she likes reading so we bought her **a book** for her birthday.* (Mówiący informują, że kupili na prezent jakąś książkę; nie można zakładać, że odbiorca wie, o jaką konkretnie książkę chodzi.)
- ***A team manager** must know how to manage teamwork.* (Zdanie ma charakter ogólny – dotyczy osób, które są kierownikami zespołów.)
- ***The team manager** was quite nervous before the results of the survey were published.* (Zdanie dotyczy konkretnej osoby i konkretnej sytuacji.)

1 Uzupełnij tabelę, wpisując przedimek **the** lub – obok podanych nazw geograficznych.

1 _____ Danube	11 _____ Vistula
2 _____ Mount Everest	12 _____ Snowdon
3 _____ Philippines	13 _____ France
4 _____ Himalayas	14 _____ Lake Michigan
5 _____ Corsica	15 _____ Edinburgh
6 _____ Pacific	16 _____ Rhode Island
7 _____ USA	17 _____ Australia
8 _____ Dead Sea	18 _____ United Kingdom
9 _____ Gobi	19 _____ California
10 _____ Canaries	20 _____ New York

2 Znajdź i popraw jeden błąd dotyczący użycia przedimków w każdym przykładzie. Dwa przykłady są poprawne.

- A:** Is tempeh the type of cheese?
B: I don't know, I must google it.
- Frank, look – this must be a girl you told me about at the party.

- Generally speaking, the teacher must be patient and understanding, but also quite demanding.
- I saw a man who reminded me of an old school friend.
- I like this one much better than a jacket you wanted to buy last week.
- Jane went to a hospital to visit her cousin.
- This book says the Germans are a nation known for being orderly and punctual.

3 Uzupełnij tekst, wpisując w każdą lukę **a**, **the** lub –.

Monday, June 6th

Hi everybody, let me tell you about my last weekend. Me and my cousin Jake went to ¹_____ Brighton to do some sightseeing. We also decided to visit ²_____ new restaurant, which opened in May. One of the culinary blogs said that ³_____ restaurant serves the kind of food we both are particularly fond of – mainly ⁴_____ Italian dishes. Jake decided we should try some of their pizzas and semifreddo for dessert. Semifreddo is ⁵_____ type of soft ice-cream. I must admit it was ⁶_____ tastiest dessert I had ever tried. I'm certain this restaurant will be ⁷_____ best place to hold my sister's birthday party next month.

Tim

Wskazówki

- **Zerowy okres warunkowy (0 conditional)** stosujemy, kiedy mówimy o tym, co się dzieje zawsze, jeśli pewne warunki są spełnione (np. o faktach naukowych): **If + present simple, present simple.**
If you put salt into water, it dissolves.
- **Pierwszy okres warunkowy (1st conditional)** stosujemy, kiedy mówimy o prawdopodobnych/możliwych skutkach zdarzeń, które wydarzą się w przyszłości.
If + present simple, will + infinitive
If we don't arrive at the station on time, we'll miss our bus to London.
- **Drugi okres warunkowy (2nd conditional)** stosujemy, gdy mówimy o mało prawdopodobnych, hipotetycznych sytuacjach w teraźniejszości lub przyszłości: **If + past simple, would + infinitive.**
If I had more money, I'd buy a new armchair and some cushions for my bedroom.
- **Trzeci okres warunkowy (3rd conditional)** stosujemy, gdy mówimy o nierealnych zdarzeniach z przeszłości, o wydarzeniach, które nie miały miejsca i ich konsekwencjach:
If + past perfect, would have + past participle.
If you had told me about that problem, we would have tried to find a solution.

W zdaniach warunkowych, zamiast **if**, można użyć następujących spójników.

- **on condition that** (pod warunkiem, że), **provided/providing that** (pod warunkiem, że), **unless** (jeśli nie, dopóki nie), **or** (albo), **otherwise** (w przeciwnym razie).

W języku angielskim występują również **mieszane tryby warunkowe**. Używamy ich wtedy, gdy odniesienie czasowe w zdaniu podrzędnym jest inne od tego w zdaniu głównym.

- teraźniejszość – **2nd conditional**, przeszłość – **3rd conditional**
If I were better organised, I would have arranged my training schedule much better last month.
- przeszłość – **3rd conditional**, teraźniejszość – **2nd conditional**
If you had bought more food at the weekend, we wouldn't have to go shopping again today.

Wskazówki

Konstrukcji z **I wish** oraz **if only** używamy, aby wyrazić żal dotyczący jakiejś sytuacji lub wydarzenia.

- **I wish / If only + past simple** (szkoda, że nie jest; żeby tak było)
I wish I had more time for my hobbies.
If only I had my phone with me.
- **I wish / If only + past perfect** (szkoda, że nie było; żeby tak było)
I wish I had seen Martha before she moved to Washington.
If only we had left home earlier.
- **I wish / If only + would + infinitive** (żeby tak kiedyś w przyszłości...) Często używamy tej konstrukcji, aby wyrazić niezadowolenie z sytuacji, którą chcielibyśmy zmienić.
I wish you would pay more attention to what I say.
If only Jake would be nicer to my sister.

Po niektórych konstrukcjach stosujemy czas przeszły, mimo że odnoszą się one do teraźniejszości lub przyszłości.

- **it's about/high time**
It's high time you got down to your homework.
- **suppose / supposing / imagine / what if**
Suppose you could live anywhere in the world, which country would you choose?
- **would sooner / would rather + you/he/she/it/we/they**
I'd rather she were more careful with my clothes.
- **as if / as though**
You look as if you needed a holiday.

1 Uzupełnij zdania, używając czasowników podanych w nawiasach w odpowiedniej formie.

- 1 If I _____ (listen) to Peter's advice on preparing roast beef yesterday, I would know what to do now.
- 2 If you _____ (touch) a hot pot, you get burnt.
- 3 You shouldn't eat raw potatoes unless you _____ (want) to be sick.
- 4 If you take my notebook again, I _____ (report) it to the head teacher.
- 5 I need to call my boss. Otherwise, we _____ (know) how to organise the work of the team.
- 6 If I were a vet, I _____ (help) you with your sick cat.

2 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- 1 Jackie will help me with my homework _____ (pod warunkiem, że pójdę) for a walk with her dog.
- 2 If I had contacted my brother before, _____ (wiedziałbym, że potrzebuje) a lift from the train station tomorrow.

- 3 If I _____ (miałbym więcej czasu), I would be happy to join you on the weekend trip.

- 4 My dad _____ (nie zrezygnowałby z pracy) if he had known about the pay rise the following month.

- 5 Clean your room now _____ (albo zmienię hasło do wi-fi).

3 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać do pięciu wyrazów.

- 1 I wish you _____ (change / attitude) towards your teachers in this difficult time. They are only trying to help.
- 2 If only Kate _____ (like / listen) classical music. I'd invite her to come to the concert with us.
- 3 It's high time you _____ (stop / watch) TV series all day long. Don't you have more important things to do?
- 4 Some members of our society look as _____ (they / not / believe) in what is going on around them.

Wskazówki

Aby wyrazić krytykę dotyczącą czyjegoś zachowania w przeszłości, używamy następujących konstrukcji:

- **should / ought to + have + past participle** – aby powiedzieć, w jaki sposób ktoś powinien, naszym zdaniem, postąpić w przeszłości;

You should have given her the money back.

We oughtn't to have gone there without Mia.

- **could + have + past participle** – aby powiedzieć komuś, jakie konsekwencje mogło przynieść jego działanie;

They could have burned the house down!

- **needn't + have + past participle** – aby powiedzieć, że jakaś czynność została wykonana niepotrzebnie.

You needn't have bought apples – I bought two kilograms yesterday.

GRAMMAR CHALLENGE!

Zwróć uwagę na różnice w znaczeniu poniższych konstrukcji:

- **We needn't have waited.** *The 9.40 bus has been cancelled.* (Niepotrzebnie czekaliśmy, autobus z 9.40 został odwołany).
- **We're lucky we found out earlier that our bus had been cancelled.** *We didn't need to wait at the station.* (Nasz autobus został odwołany, więc nie musieliśmy czekać na dworcu).
- **They must have waited at the station for a long time.** *When we got there, they were really cold.* (Z pewnością długo czekali, bo gdy dotarliśmy na stację, byli zmarznięci).

1 W każdym punkcie zaznacz poprawne zdanie. W jednym punkcie obydwa zdania są poprawne.

- a You shouldn't have taken the medicine without consulting your doctor. It's dangerous.
 - b You didn't need to take the medicine without consulting your doctor. It's dangerous.
- a My mum should have been there before. She knew the house really well.
 - b My mum must have been there before. She knew the house really well.
- a I needn't have gone to that party. I didn't enjoy it and the girl I wanted to meet wasn't there.
 - b I didn't need to go to that party. I didn't enjoy it and the girl I wanted to meet wasn't there.
- a You might have told me Frank was invited too.
 - b You should have told me Frank was invited too.
- a Peter should have talked to them before he took the decision because they weren't surprised.
 - b Peter must have talked to them before he took the decision because they weren't surprised.

2 Do każdego zdania dopisz komentarz lub reakcję, używając odpowiednich czasowników modalnych odnoszących się do przeszłości.

- I studied all night, but in the morning I found out that the exam had been cancelled.
_____.
- Betty was driving very fast. She almost caused an accident.
_____.
- When I saw my cousin, she looked exhausted. I think she spent the whole week working.
_____.
- My mum picked me up from the airport. If it hadn't been for her, I'd have had to take a bus.
_____.
- I think you didn't do the right thing when you shouted at Mary.
_____.

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- _____ (*Niepotrzebnie wydałeś*) so much money on these flowers. I don't think Aunt Tina will appreciate them.
- We _____ (*nie powinniśmy byli jechać*) to the seaside in winter. The weather was horrible.
- Ben and Nina _____ (*musieli tam przybyć*) long before the show started. They got the best seats in the first row.
- _____ (*Nie musieliśmy wstawać*) early today. I think Saturdays are the best days of the week!
- _____ (*Mogłeś mi wcześniej powiedzieć*) that you needed help. Now I can't help you because I'm really busy. Sorry!

4 Uzupełnij tekst, wpisując w każdą lukę jeden wyraz.

Monday, June 6th

My best friend, Ann, was eighteen last week, so me and some other guys from our class organised a surprise party for her. We didn't ¹_____ to book tables in a club or restaurant because Jake's father owns a café and he invited us. It's a fantastic place for a party like this one. We bought some food and drinks before, but it turned out that we actually needn't ²_____ done that – the prices at the café were exactly the same as in the local shops. We could have ³_____ everything right there. Ann ⁴_____ have been really shocked when she entered the place – she immediately started crying! The party went great. The only thing we ⁵_____ have done differently was the music – we decided to use online music lists but our internet connection went dead.

Wskazówki

- Inwersji o funkcji stylistycznej (*inversion after negative adverbials*) używamy, by położyć nacisk na najważniejsze informacje w zdaniu.
- Inwersja stosowana jest zazwyczaj w języku pisanym lub w oficjalnych wystąpieniach, nie jest zatem typowa dla języka mówionego.
- Inwersja o funkcji stylistycznej polega najczęściej na przesunięciu jednego z elementów na początek zdania i zastosowaniu szyku przestawnego podmiotu i czasownika posiłkowego, tak jak w zdaniach pytających.
- Inwersji używamy często po następujących wyrazach o nacechowaniu negatywnym: **never, seldom, rarely, hardly, no sooner, not only, little, barely, only after/after.**

Zdanie neutralne	Zdanie z inwersją (przysłówek na początku zdania)
<i>I have never seen such an amazing view.</i>	<i>Never have I seen such an amazing view.</i>
<i>You seldom get a chance to participate in such amazing concerts.</i>	<i>Seldom do you get a chance to participate in such amazing concerts.</i>
<i>I rarely visited Aunt Grace, my father's sister.</i>	<i>Rarely did I visit Aunt Grace, my father's sister.</i>
<i>We had hardly started reading the text when Joe came into the classroom.</i>	<i>Hardly had we started reading the text when Joe came into the classroom.</i>
<i>He had no sooner arrived at the station than the train came to the platform.</i>	<i>No sooner had he arrived at the station than the train came to the platform.</i>
<i>She was not only fascinated with the book but also with its author's life.</i>	<i>Not only was she fascinated with the book but also with its author's life.</i>
<i>I knew little about the organisation's code of conduct at that time.</i>	<i>Little did I know about the organisation's code of conduct at that time.</i>
<i>Dad had barely started watching his favourite TV series when his boss called.</i>	<i>Barely had Dad started watching his favourite TV series when his boss called.</i>
<i>Lisa lost consciousness and realised what had happened only later.</i>	<i>Lisa lost consciousness and only later did she realise what had happened.</i>

1 Uzupełnij zdania, wpisując w każdą lukę jeden wyraz.

- _____ only was my grandma a great pianist but she could also sing really well.
- _____ had Ann started preparing dinner when her husband invited her out.
- Little _____ we know about property buying, but we soon learned more about it.
- _____ have I seen such an amazing performance.
- No sooner had he run into the office _____ the meeting started.
- _____ have I the opportunity to spend my free time outdoors. I hope to do it more often in the future.
- _____ after my sister disconnected did she realise what her boyfriend had really said to her.

2 Uzupełnij zdania, używając form z ramki. Dwie formy zostały podane dodatkowo i nie pasują do żadnego zdania.

do I find started doing had we got down
have they realised had we known are they
did he find have we visited do I care

- Little _____ about the traveller's whereabouts until he unexpectedly came back home in 2006.
- Rarely _____ enough time to meet my closest relatives as often as I'd like to.
- Barely _____ to work when our boss informed us about the fact that we have to change our plans connected with launching the project.
- Daniel ordered some groceries online and only later _____ out that he already had a lot of food.

- No sooner had she _____ her homework than she realised all her books were at school.
- Not only _____ exceptionally friendly but also generous and caring.
- Never _____ a place like this before.

3 Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego. Użyj inwersji. Nie zmieniaj niczego w podanych początkach zdań.

- We had hardly started our conversation when Jane's mother butted in with her comments.
Hardly _____.
- I know very little about the way political systems around the world function.
Little _____.
- We had no sooner arrived home than we noticed we had no food left in the fridge.
No sooner _____.
- She is not only willing to learn but she is also ready to work extra hours to gain more experience.
Not only _____.
- I have never been as happy as I am now.
Never _____.
- I am rarely moved by other people's behaviour but this time I was shocked by what my brother did.
Rarely _____.

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych oraz idiomatycznych wyrażenia przysłówkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybrać ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie całe zdania lub tekst, aby upewnić się, że są one spójne i logiczne.

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

The dirtiest race in history

At the 1988 Summer Olympics, the stadium was absolutely ¹ in anticipation for the men's 100 metres final, featuring two of the greatest sprinters in history: Carl Lewis, the reigning Olympic champion, and Ben Johnson, the world record holder. The race was over in a flash, with Johnson finishing in a record-smashing time of 9.79 seconds. Lewis came second, in 9.92. However, the real drama occurred days later. Johnson was ² of his medal after testing positive for a stanozolol, which was known to ³ athletic performance. Johnson's world record was invalidated, as was his previous record of 9.83, after he admitted ⁴ cheating at earlier events too. This meant Lewis's 9.92 held the record for the fastest 'clean' sprint. However, Lewis himself was later accused of hypocrisy after it emerged he ⁵ positive for illegal substances during the Olympic trials. Lewis denied taking the drugs on ⁶, and was allowed to continue racing. In the end, only two of the eight runners remained clean throughout their careers. Calvin Smith, who originally finished fourth in 9.9 seconds, later claimed that he should have won gold.



- | | | | |
|----------------|--------------|----------------|--------------|
| 1 a filled | b covered | c packed | d wrapped |
| 2 a sculpted | b stripped | c skipped | d stretched |
| 3 a burst | b crave | c suffer | d boost |
| 4 a to | b of | c for | d about |
| 5 a has tested | b would test | c used to test | d had tested |
| 6 a fault | b reason | c purpose | d mistake |

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

The huge cost of 'free' returns

These days, more and more online retailers consider ¹ offer a 'free returns' policy. If you like, you can try on twenty cardigans in the comfort of your own home, and send back the nineteen that didn't ² you perfectly, absolutely free of charge. Or so it seems. In fact, there are many costs for both consumer and retailer alike. For the customer, the biggest cost is time. By the time you've unpacked the goods, tried them on, packed them up again and posted them back to the retailer, ³ more time than if you'd simply gone to a ⁴ store in the first place.

The supplier needs a dedicated team responsible for processing returns, as well as a specially built returns distribution centre, because returns must be kept separate from new products. ⁵, it is often too expensive to process returns at all, so they end up being sold to discount stores or sent for recycling. According to a recent study, free returns also can ⁶ a huge threat to retailers' income. If the rate of returns hits 70%, as reported by some retailers, the business will make a straight loss on every item.

- | | |
|------------------------|-----------------------------|
| 1 a it necessary to | b the obligation to |
| c a must that they | d to need an |
| 2 a match | b go with |
| c fit | d pass |
| 3 a you'll be spending | b you'll have been spending |
| c you'll have spent | d you're due to spend |
| 4 a comparison-shop | b bricks-and-mortar |
| c made-to-order | d money-raising |
| 5 a As a consequence | b Last but not least |
| c In the end | d To begin with |
| 6 a provide | b play |
| c place | d pose |

- 3 Read the text and choose the correct answer: a, b, c or d.

THE SEA OF PLASTIC

Have you ever wondered where all the fresh fruit and vegetables in your local supermarket have come from? ¹ they were grown in the small Spanish province of Poniente Almeriense, which supplies Europe with 3.5 million tonnes of fruit and vegetables each year. The Sea of Plastic, as it's better known, is an area of over 300 km² of plastic greenhouses and food processing ², which are clearly visible from space. Poniente Almeriense also serves as a gateway into Europe for thousands of migrants from Africa each year. Gangs of people smugglers ³ Africans to take on huge debts in exchange for a dangerous sea crossing to Spain, but the migrants then take years to pay ⁴ the money they owe. During that time, they are forced to work in the Sea of Plastic, where they endure extreme temperatures and dangerous exposure to pesticides, in exchange for a pitiful income. Several migrant workers told us that they ⁵ a far better life before leaving Africa, but that they were now trapped in ⁶ and unable to return.

- 1 a As a consequence
c All in all
2 a facilities
c endeavours
3 a propose b assure
4 a up b back
5 a were having
c were going to have
6 a poverty b downturn
b There is also the fact that
d Chances are
b upholsterers
d providers
c convince d demand
c away d behind
b have had
d had had
c permission d penalty

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

How British villages maintain their rural charm

If you've ever seen photos of a quintessentially British village, with ¹ thatched cottages and elegant modern homes, you've probably wondered why villages in other countries aren't so pretty. One simple answer is history: no wars have taken place there for nearly a thousand years, ² that a far greater number of old buildings have survived than in other parts of the world. A more interesting reason involves bureaucracy: the rules in Britain for building, demolishing or even altering a ³ are extremely stringent. Much as you might like to express your personality by constructing a bright blue palace with a yellow roof, you're unlikely to ⁴ the local planning authority to approve your designs. A certain amount of flexibility is allowed in order to avoid monotonous expanses of identical houses. In fact, in some quarters ⁵ the majority of buildings have historically been painted in bright colours, creativity is actively encouraged ... up to a point. However, if your planned new home is not considered to be 'in keeping with' the character of the village, it will almost certainly be ⁶.

- 1 a quaint b anxious c shabby d stubborn
2 a meant b what means c meaning d that means
3 a happening b property c furnishing d resident
4 a approve b object c supervise d convince
5 a that b which c whose d where
6 a taken to b turned down c decided on d jazzed up

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

Grade inflation?

Every year on A-level results day, ¹ have the results been published before certain journalists start complaining about grade inflation – the idea it's getting easier and easier to get a top grade. At first ², the statistics seem to bear this out. In 1989, 25% of examinees failed their A-level completely; by 2021, this had fallen to 0.2%. In 1989, only 11% achieved a grade 'A'; by 2009, this had risen to almost 27%, making it impossible for the highest achievers to ³ the crowd. To solve this problem, a new top grade, A* was introduced for the crème de la crème. But by 2021, even this was attained by 19% of examinees, with a further 26% gaining an 'A'.

The obvious explanation is that the exams must be becoming a ⁴. In other words, if one of today's grade-A examinees ⁵ their exam 30 years earlier, they would have been awarded a grade C or even a D. However, another factor that may ⁶ light on this mystery is the intriguing possibility that people are getting more intelligent. After all, IQ scores have been on the increase since the early 20th century.

- 1 a no sooner b little c seldom d barely
2 a stare b glance c gaze d peep
3 a live up to b stand out from c give up on
d fall behind with
4 a breeze b crèche c jetty d grind
5 a would sit b sat c had sat d would have sat
6 a shed b steer c sigh d shrug

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

GRAPHIC NOVELS

Although the English term 'graphic novel' is a relatively recent coinage, ¹ widely known only in the late 1980s, the genre ² is considerably older. One of the earliest examples is a work called 'Histoire de M. Vieux Bois', by a Swiss caricaturist, Rodolphe Töpffer, which was published in 1828. An American edition of the same novel was published in 1841, under the name 'The Adventures of Obadiah Oldbuck', and is now recognised as the oldest English-language graphic novel. In the early 20th century, it was in France and the French-speaking part of Belgium where the stories were known as Bandes dessinées (BD) ³ the genre became increasingly popular. BD series such as 'The Adventures of Tintin', 'Asterix' and 'The Smurfs', to name ⁴ three, quickly became an integral part of French and Belgian culture, and later gained popularity around the world. In the English-speaking world, the genre was badly neglected for most of the 20th century. Not until 1982 ⁵ to take off, with Marvel's 'Graphic Novel' series, which ran until 1993. Although the term 'graphic novel' is intended to bring respect to the talented creators working in this genre, many of its leading figures consider it to be unnecessary marketing ⁶, and prefer the older term, 'comic'.



- 1 a to become b becoming c became
d had become
2 a by itself b each other c itself
d one another
3 a that b when c what
d which
4 a alone b barely c simply
d but
5 a it started b has it started c it was starting
d did it start
6 a hype b fuss c lack
d blurb

Wskazówki

- Ten typ zadania polega na uzupełnieniu luk w tekście odpowiednią formą wyrazu podanego w nawiasie lub jednego z wyrazów podanych w ramce.
- Może być to inna część mowy utworzona od podanego wyrazu, odpowiednia forma czasownika, stopień wyższy lub najwyższy przymiotnika, liczebnik, itd. Poprawna jest tylko jedna odpowiedź.
- Najpierw przeczytaj cały tekst, aby zrozumieć jego sens. Następnie przeczytaj każde zdanie z luką i zastanów się, jaką częścią mowy jest brakujący wyraz.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

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

Baby showers

Although it is widely assumed that baby showers originated in North America in the late 1940s and early 1950s, this is in fact a popular ¹_____ (CONCEIVE). Similar rituals to celebrate ²_____ (PREGNANT), such as the Indian tradition of *seemantha*, have taken place since ancient times. The name baby shower is thought to come from an earlier tradition, the bridal shower, a pre-wedding event where a bride-to-be was literally showered with ³_____ (COUNT) small gifts. The gifts were placed inside a parasol, which she had to open above her head. Thankfully, this dangerous ritual is no longer part of the tradition. Instead, a baby shower mainly consists of gift-giving and games, for example to determine whether the baby will be a boy or a girl. Although baby showers are most common in North America, these ⁴_____ (PURSUE) are gradually gaining in popularity in other parts of the world, including Europe.

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

Nonviolent resistance (NVR)

NVR is a set of techniques for bringing about social or political change without resorting to violence. It includes a wide range of forms of protest such as marches, demonstrations, protest art and music, information campaigns and boycotts. It is often confused with the term civil ¹_____ (OBEY), which involves a ²_____ (WILLING) to break laws and rules which are considered unjust, and an ³_____ (ACCEPT) of punishment as a means of drawing attention to that injustice. In contrast, NVR often works within the existing laws and rules, and typically includes a so-called constructive programme, which aims to build new structures and institutions rather than simply destroying the old ones. NVR is ⁴_____ (BELIEF) to have played a key role in fifty out of sixty-seven transitions from authoritarianism between 1966 and 1999.

3 Complete the text with the correct forms of the words in brackets.

How to get others to like you

Have you ever wondered why it's easier to like some people than others? We tend to assume that ¹_____ (LIKE) comes from innate characteristics such as attractiveness, sociability and talent, and we may even feel ²_____ (ENVY) towards such lucky people. In fact, according to a recent study, by far the most important traits are things that can be learned. First of all, asking questions during conversations proves that you're paying attention to the other person, rather than constantly planning what you're going to say. Second, be genuine. For example, never pretend to be ³_____ (BEAT) if you're feeling low. Next, be ⁴_____ (RELY) and consistent in the way you treat others, irrespective of your mood. Make the effort to learn other people's names, and then use them during conversations. Finally, the simplest but most powerful technique of all: smile a lot.



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

Apprenticeships

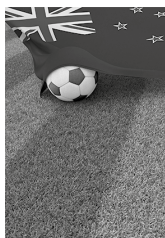
Apprenticeships date back to the late Middle Ages, when master craftsmen (and yes, they were almost always men) employed young people, between 10 and 15 years old, as apprentices. Although the apprentices were usually ¹_____ (PAY) (or even expected to work for nothing), there were ²_____ (SUBSTANCE) non-financial benefits for them: they learned the craftsman's skills (usually over seven years) and often lived and ate for free in the craftsman's house. However, in the 20th century, the system all-but collapsed in many countries, as academic skills became far more highly prized than practical skills, and apprenticeships became associated with low levels of academic ³_____ (ACHIEVE). Thankfully, the trend is reversing again now, as governments and industries around the world begin to appreciate the strategic value of giving practical work experience to their smartest young people. If only they ⁴_____ (REALISE) this sooner, perhaps there wouldn't be such a shortage of highly skilled professionals now.

- 5  Complete the text with the correct forms of the words below. There are two extra words.

believe compete create defeat lose strong

New Zealand's soccer shocker

One of New Zealand's greatest sporting achievements dates back to the FIFA World Cup in 2010. New Zealand, where the most popular forms of ¹_____ are rugby and cricket, had only 25 professional footballers in the whole country, so the team was not expected to make much impact. During the group stage, they drew 1:1 with Slovakia and their match against Paraguay ended in a goalless draw. The real upset, however, came in their second match, when they managed an outstanding 1:1 draw against the reigning world champions, Italy. While the Italians were technically far better footballers, New Zealand had a physical advantage in terms of the size, ²_____ and speed of their players. When the final whistle blew, the Italians sank to their knees in ³_____ at what had just happened. Unfortunately, three draws weren't enough for New Zealand to progress to the knockout stages. But because the eventual winners, Spain, had lost to Switzerland in the group stages, humble New Zealand ended up as the tournament's only ⁴_____ team.



- 7  Complete the text with the correct forms of the words below. There are two extra words.

afford conduce dwell motion picture use

Warsaw's Powiśle district

Not so long ago, the Powiśle area of Warsaw, sandwiched between the bustling Old Town and the west bank of the Vistula River, was badly neglected, and barely known to city ¹_____ and tourists alike. This former industrial area consisted mainly of run-down condominiums and factories, as well as a huge ²_____ electric power station, which had stopped operating in the early 1990s. The riverbank itself was a derelict wasteland – certainly not somewhere for respectable locals to hang out after dark. However, in the past decade or so, the area has transformed so much that it is barely recognisable. The power station has become a bustling residential, commercial and entertainment centre, while the riverbank itself has been spruced up beyond recognition, and now has some of the city's most ³_____ views. The only downside for locals has been the boom in property prices, which are now ⁴_____ for all but the wealthiest of residents.

- 6  Complete the text with the correct forms of the words below. There are two extra words.

admit beauty dispose novel reward substance

A beauty salon with a twist

Carl O'Connor was full of optimism and energy when he set up his beauty salon. However, the ¹_____ quickly wore off. There were already over 100 other ²_____ in business around the city, and the only way to compete seemed to be on price. Even with rock-bottom prices, Carl was forced to offer ³_____ discounts in order to attract any customers at all. After two years, he decided to reinvent his business by specialising in outrageous makeovers for artists, pop stars, fashion designers and others who enjoy drawing attention to themselves. Although this is very much a niche market, many of his customers have a large ⁴_____ income, so he was able to increase his prices and profits considerably. What's more, Carl's salon is the only one in the city offering such a service, meaning he can attract customers from far and wide.

- 8  Complete the text with the correct forms of the words below. There are two extra words.

bite convince insight mercy predict speech

HOW TO WRITE A BESTSELLER

Are you a budding writer of fiction? Are your stories rather on the ¹_____ side, allowing your readers to work out the ending while they're still reading chapter 1? Are your characters and dialogues so ²_____ that your readers lose track of who's who ... and don't much care anyway? Do you want to learn how to turn your vague ideas for a novel into a page-turner? Then sign up for our new Creative Writing course.

During the course, you'll learn how to keep your readers on the edge of their seats with ³_____ storylines that will terrify and thrill them. You'll learn how to create plot twists that will leave them ⁴_____. And you'll master the skill of creating believable characters that your readers will grow to love (or hate) as the story progresses.

Wskazówki

- Ten typ zadania polega na uzupełnieniu wszystkich trzech zdań z zestawu tym samym słowem, na które musisz wpaść samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić pozostałe zdania tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do pozostałych zdań, spróbuj jeszcze raz z kolejnym słowem – aż znajdziesz takie, które będzie pasować do wszystkich trzech zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy we wszystkich zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Complete each set of sentences with one word.

- _____

This is only the third ____ I've played Ludo, so please be patient with me.
If you study ten new words each day, you'll become a lot more fluent in no ____.
It was dark by the ____ we got home.
- _____

After I ____ such an effort to organise the party, it was sad that so few people came.
It was a struggle to finish the race, but I ____ it in the end.
Nobody wanted to go home after dinner, so we ____ a night of it and kept partying till 2 a.m.!
- _____

I was in such a shock that I still fully hadn't ____ in the news three hours later.
I'm feeling a lot fitter now that I've ____ up yoga.
This is the hardest race I've ever ____ part in.
- _____

The documentary was absolutely fascinating from start to ____.
There was a very close ____, so they had to check the replays to find out who'd won.
I was leading till the last lap, but in the fight to the ____ I ended up fourth.
- _____

This is the best trip ever! I've had the time of my ____!
After being found guilty of cheating, the athlete was banned for ____.
Sara is so gregarious! She's always the ____ of the party.
- _____

The book had a poor ____ when it was published, but later critics were much more positive about it.
We were invited to the wedding service, but not to the ____ afterwards.
My first office job involved welcoming guests at the ____ of a large company – and now I'm the boss!

2 Complete each set of sentences with one word.

- _____

Marvin always ____ his mind, even if it means he offends people.
The proposal is a really bad idea, so I hope somebody ____ against it at today's meeting.
I've never worked with Alice, but everyone ____ highly of her, so I'm sure she'll do a great job.

- _____

They didn't have my size in the shop, but luckily it was available on ____.
After you place your ____, delivery can take up to 14 days.
By the time I realised I'd selected the wrong goods, I'd already clicked 'confirm' so it was too late to withdraw my ____.
- _____

He has a small vocabulary, but he can ____ by in most situations.
When you phone their customer service helpline, it's almost impossible to ____ hold of a real person.
If you give them your email address, you'll ____ bombarded with advertisements.
- _____

It was an interesting job offer, but I turned it ____ because the salary was too low.
My sister can spend hours in second-hand clothes shops trying to hunt ____ a bargain.
The quality of these products has gone ____ sharply over recent years.
- _____

I'm reluctant to share too much on social media because I don't fancy ____ up my privacy.
The café claimed to be ____ out free coffees, but it turned out they were only free if you bought a cake.
These books were so cheap, the shop was practically ____ them away!
- _____

There's an extremely tight ____ for this project, so there can be absolutely no delays.
According to the conference ____, there's going to be a panel discussion later this morning.
I'm afraid I'm running a little behind ____, but I hope I won't be too late.

3 Complete each set of sentences with one word.

- _____

I didn't have high hopes for the race, but somehow I managed to come in ____.
There are many people who have helped me, but ____ and foremost, I'd like to thank my coach.
There are a number of problems with your plan.
In the ____ place, it'll be too expensive.
- _____

I offered to pay for everyone's meals because I wanted to make a ____ impression.
Wiktor is such a ____ sport. He never minds when we make fun of him.
I scored a really ____ deal at the supermarket: fifteen bottles of shampoo for the price of twelve.
- _____

I joined the charity because I was keen to make a ____ to other people's lives.
I can't really tell the ____ between butter and margarine. They both taste the same to me.
There's a world of ____ between sending out an angry tweet and taking positive action to change things.
- _____

What time are the VIPs ____ to arrive?
We ended up getting lost ____ to the fact that Richard didn't bother taking a map.
With all ____ respect, I don't think you're the right person for such a challenging task.

5 _____
They denied stealing the money at first, but now they've _____ clean and I've forgiven them.
I've never _____ across this word before. What does it mean?
Lisa claimed to have _____ into a large fortune when her aunt died, but I didn't believe her.

6 _____
This salad _____ contains olive oil and balsamic vinegar.
I was woken up by a loud bang, so I put on my _____ gown and went outside to investigate.
You'll need to go back to the hospital next week so they can change the _____ on your wound.

4 Complete each set of sentences with one word.

1 _____
It's going to be tough to change everyone's minds, but I'll get my _____ in the end.
I'm afraid the hotel is a little out of the _____ – it's a five-kilometre walk to the nearest shop.
Reading novels really builds your vocabulary. In the same _____, watching films teaches you new words.

2 _____
She's determined to quit school, and I don't know how we can make her see _____.
An additional _____ for my choice is that it is more modern.
Your application arrived several days after the deadline.
For this _____, we are unable to accept it.

3 _____
If your car breaks down, don't leave the car. Just _____ put and I'll come and rescue you.
What happened will _____ with me forever because it was such a memorable experience.
We had to come home on the night train because we didn't have anywhere to _____.

4 _____
There is no _____ in panicking! Everything is going to be OK.
In addition to all those benefits, a final _____ is that cycling is often faster than driving.
You can't park there! It's a charging _____ for electric cars!

5 _____
The food in that restaurant is absolutely out of this ____!
When we lost the match, it felt like the end of the _____, but we got over it in the end.
I don't think she noticed me. She had her headphones on and was in a _____ of her own.

6 _____
I'm afraid I need help so I've decided to _____ to you.
When a homeless person knocked on the door asking for food, I couldn't simply _____ her away.
All of my classmates plan to _____ up for my party.

5 Complete each set of sentences with one word.

1 _____
As long as I _____ a pass in this exam, I'll be happy.
I studied for four years just to _____ a qualification that I didn't need!
Unfortunately, my grades weren't good enough for me to _____ into the university of my choice.

2 _____
What is the best _____ of action in this situation?
I've decided to enrol in a _____, but it doesn't start till the spring.
I'm absolutely full after eating a two-_____ meal at school.

3 _____
Since I started taking part in debates, I've really _____ in confidence.
Due to the heatwave, the farmers haven't _____ as much wheat and rye this year as usual.
I didn't like Wanda at first, but I've _____ to respect her.

4 _____
These speakers usually cost 250 zlotys, but they've been _____ down to 180 this week.
Today is our school's 100 birthday, and the occasion will be _____ by a firework display.
I'll be able to award your grades as soon as I've _____ your essays.

5 _____
Next time you're in the Old Town, don't _____ up the chance to visit the Toy Museum.
Can you _____ on the information about tomorrow's test to the rest of the class?
I bet she's going to _____ the exams with high marks.

6 _____
There is _____ similarity between these two pictures.
At first, I was feeling a _____ insecure at the conference.
As I walked to school that day, _____ did I suspect that it would be my last day for six months.

6 Complete each set of sentences with one word.

1 _____
I haven't finished the project yet, but I'm on the right _____.
I gave up on that sci-fi serial you recommended because I couldn't keep _____ of all the storylines!
Instead of following the crowds, why not go off the beaten _____ for a change?

2 _____
I'm afraid, you'll need to learn the poem by _____.
Malcolm had to stop jogging due to his _____ condition.
They've worked so hard that I don't have the _____ to tell them their work is no longer needed.

3 _____
Due to a lack of money, we've been forced to cut _____ on our training budget.
I couldn't hold _____ my tears reading this sad story.
When I look _____ now, I feel proud of the painful but brave decision I took that day.

4 _____
The final episode of the series _____ you on the edge of your seat until the last moment.
If Filip _____ up with the class, it'll be an achievement.
She never does any exercise, so I have no idea how she _____ in such good shape.

5 _____
I've emailed twenty people, but so _____ no one replied.
It was by _____ the scariest film I've ever seen.
As _____ as I'm concerned, you should be treated equally.

6 _____
I'd _____ you hadn't mentioned my new job last night.
The _____ you learn to control your finances, the better.
No _____ had I opened my mouth to speak than Terry tried to interrupt me.

Wskazówki

- W zadaniu polegającym na parafrazie zdań należy tak przeformułować zdanie wyjściowe, aby zachować jego znaczenie. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed i po łuce – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub słowa należy użyć.
- Jeśli wymagane jest użycie podanego wyrazu, zastanów się, w jaki sposób odnosi się on do znaczenia zdania wyjściowego i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Pamiętaj, że nie wolno zmieniać podanego wyrazu ani fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy jego znaczenie jest takie samo jak znaczenie zdania wyjściowego. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

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

- 1 When you have this ticket, you can participate in as many events as you like. **LET**
This ticket will _____ part in as many events as you want.
- 2 I don't know how many people will come, but perhaps there'll be about 100. **HAZARD**
I'll _____ that about 100 people will come, but I'm not sure.
- 3 She assured us she'd come to the party, but maybe she's forgotten. **MAY**
It _____ mind that she promised to come to the party.
- 4 I'm in the middle of making a list of the guests, but I haven't made much progress. **TOGETHER**
I've _____ guest list, but it's nowhere near finished yet.
- 5 The actor was unable to stop himself from crying when he won the award. **HELP**
The actor _____ after winning the award.

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

- 1 I hate the way my sister never asks before she borrows my ski poles. **ALWAYS**
My sister _____ my ski poles without asking!
- 2 There are several problems with this approach. First of all, it isn't fair. **WITH**
This approach has a few problems. _____, it's unfair.
- 3 When I was younger, I always got angry whenever I came in second. **TEMPER**
Every time I finished in second place, _____.

- 4 The pitch was filled with thousands of fans as soon as it was the end of the match. **MOMENT**
_____ ended, thousands of supporters flooded onto the pitch.
- 5 I hardly cared about the pain in my legs because I was so pleased to have won. **NEXT**
Compared to the pleasure of winning, the pain in my legs meant _____ me.

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

- 1 Do you want our old sofa? We're going to get rid of it very soon. **ABOUT**
We _____ out this old sofa, unless you want it.
- 2 Are you sure your project will be completed in time for the big launch? **DEFINITELY**
Will you _____ the project by the time of the big launch?
- 3 The history of home shopping starts with the establishment of Pryce Pryce-Jones's mail order company in 1861. **BACK**
Home shopping _____ 1861, when Pryce Pryce-Jones set up the first mail order company.
- 4 My preference would be that I don't tell anybody until the product is ready. **RATHER**
I _____ anyone about the product till it's ready.
- 5 The plan will be popular, but in terms of economics, it is likely to have a negative impact. **STANDPOINT**
Despite the plan's expected popularity, _____, it will probably be harmful.

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

- 1 Vicki is extremely proud of what she has achieved. **GREAT**
Vicki _____ achievements.
- 2 Please don't park your car on my drive, if you don't mind. **APPRECIATE**
I _____ didn't park your car on my drive.
- 3 With our campaign, we're attempting to make the world a better place. **POSITIVE**
Our campaign is trying to bring _____ in the world.
- 4 'I didn't skip school last week', claimed Adam. **TRUANT**
Adam denied _____ the previous week.
- 5 The shopkeeper claimed that Michael had taken the goods without paying for them. **PAID**
Michael was accused by the shopkeeper _____ the goods.

ŚRODKI JĘZYKOWE

transformacje zdań z podanym słowem kluczowym

- 5**  Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words in each gap. Do not change the word given.
- 1 You're going to be really shocked if you think I'm going to help you every time. **IN**
If you think I'm always going to help you,
_____ big shock.
 - 2 Living with my grandparents was strange at first, but now it's become normal. **USED**
I've _____ with my grandparents now,
but it was odd initially.
 - 3 I still need to establish my business, but I know exactly what I want to do with it. **SET**
I've made detailed plans for my business,
but I _____ yet.
 - 4 I recommend that you ask as many people for advice as possible. **SHOES**
If I _____, I'd seek advice from
as many people as I could.
 - 5 In my opinion, it's vital to stay on top of what's happening in the markets. **ABREAST**
I consider _____ of the latest market trends.
- 6**  Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words in each gap. Do not change the word given.
- 1 In my opinion, she doesn't seem to know very much. **STRIKE**
She doesn't _____ especially
knowledgeable.
 - 2 I admire her above all because she's patient. **HER**
It _____ I admire most about her.
 - 3 He seems to have a lot of confidence. **AIR**
He has a very _____ himself.
 - 4 We bought a sweet puppy but it became a really aggressive dog. **TURNUED**
The sweet puppy _____ a really
aggressive dog.
 - 5 Most days, my work involves processing lots of paperwork. **DEAL**
_____ most days is a large amount
of paperwork.
- 7**  Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words in each gap. Do not change the word given.
- 1 When I lived in the city centre, it was too noisy for me to tolerate. **UP**
I used to live in the city centre, but I couldn't
_____ noise.
 - 2 I'm afraid I can't do this exercise because it's too difficult for me. **BEYOND**
Unfortunately, this exercise _____.
 - 3 The city isn't nearly as polluted as it used to be. **FAR**
The city is _____ it was in the past.
 - 4 I'm sure everyone will enjoy themselves a lot at your party. **WHALE**
Everyone is sure to have _____
at your party.
 - 5 We expected to be fascinated by the trip, and we were! **JUST**
The trip _____ we expected it to be.
- 8**  Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words in each gap. Do not change the word given.
- 1 It's a shame I can't make people laugh. **ABILITY**
I wish _____ make people laugh.
 - 2 All phones must be turned off because they want to encourage everyone not to cheat. **AS**
They make everybody turn off their phones
_____ them from cheating.
 - 3 It was a mistake for you to start uni without exploring your options carefully first. **RATHER**
I _____ explored your options
more carefully before starting uni.
 - 4 There are no similarities between these photos. **BEAR**
These photos _____ another.
 - 5 I got the wrong answer because I didn't understand the question correctly. **NOT**
Had _____ the question, I'd have
got the answer right.
- 9**  Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words in each gap. Do not change the word given.
- 1 I can't see a thing without my glasses. Can you give them to me? **BAT**
Can you pass me my glasses? I'm
_____ without them.
 - 2 Readers find it easy to feel a connection with the characters. **IDENTIFY**
The characters are easy _____.
 - 3 I try to avoid my brother and he avoids me too. **CLEAR**
My brother and I try to _____
other.
 - 4 Readers didn't get enough background information from the book. **OUGH**
The book _____ readers with
more background information.
 - 5 It isn't often that I manage to pick up a book that intrigues me as much as this one. **HANDS**
Rarely _____ on such an
intriguing book as this.
- 10**  Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words in each gap. Do not change the word given.
- 1 There's no sense in feeling anxiety about something you can't control. **GETTING**
It's _____ about something that's
beyond your control.
 - 2 All the others desperately want to go dancing, but the idea doesn't appeal to me. **DEAD**
I'm not keen on going dancing, but everyone else
_____ the idea.
 - 3 I've spent a long time thinking about this question. **BIT**
I have given this question _____.
 - 4 Our visitors arrived unexpectedly. **BLUE**
Our visitors turned _____.

1  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 My eyes are sore six hours of computer games.
_____ computer games for six hours
and now my eyes hurt.
- 2 I always want to dance whenever I hear this kind of music.
This kind of music always _____
dancing.
- 3 They were playing RPGs when we arrived, and we watched
for a while before leaving.
After we arrived, we _____ RPGs
for a while, but then we left.
- 4 I'm sure visiting all those amazing places was an absolute
thrill for them.
They _____ thrilled to visit all those
amazing places.
- 5 It seems as if you're not enjoying yourself. What's wrong?
What's the matter? You _____
having a good time.

2  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 I started noticing dramatic improvements very soon after
I began training daily.
When I started training every day,
it _____ before I started to see
dramatic improvements.
- 2 There are more and more professional dietitians these days.
The number of professional dietitians is definitely
on _____ the moment.
- 3 I always wrote my essays by hand first and then
on a computer.
After writing an essay by hand, I used
_____.
- 4 Losing my laptop was bad, but I was devastated to lose such
a lot of photos that I'll never be able to replace.
The loss of so _____ was much more
devastating than losing my laptop.
- 5 The marathon runner didn't have enough water,
so she collapsed at the end.
The marathon runner collapsed at the end because she
_____ little water.

3  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 This week many computers are on sale for 10% less
than usual.
We are offering many computers at
_____ 10% this week.
- 2 There seems to have been an accident of some kind,
but it's hard to know for sure.
I'm not sure what exactly happened, but as
_____ tell there was some kind
of accident.
- 3 After standing for 10 hours at work, I won't want to walk
home tonight.
I'd rather not walk home tonight because I'll
_____ for 10 hours!

- 4 There has been a dramatic rise in prices recently.
Prices _____ recently.
- 5 Our intention was for the party to be a surprise,
but the secret got out.
It _____ been a surprise party,
but we didn't manage to keep it a secret.

4  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 Do you think she's being honest or lying?
Is she telling _____ lie, in your
opinion?
- 2 Working hard is fine, but if you expect me to work
for free, I can't accept it.
I don't mind working hard, but I object
_____ for free.
- 3 Apologising isn't easy for me.
I find _____ sorry.
- 4 I am writing to let you know that we are eager
to progress to the next stage of our project.
I am writing to express our _____
forward with our project.
- 5 People think the thieves hid the stolen treasure
in the forest.
The thieves are _____ the stolen
treasure in the forest.

5  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 The way I see it, it would be a mistake to go back
to the beginning.
From _____ view, starting again
wouldn't make sense.
- 2 After watching the film three times, we didn't want
to watch it again.
We didn't want to watch the film because we
_____ it three times already.
- 3 "Whatever you do, Laura, don't quit playing volleyball,"
said Tony.
Tony urged _____ up playing
volleyball.
- 4 It's possible that we wrote the wrong address by mistake.
We may _____ the wrong
address.
- 5 People believe that parks and forests are tremendously
important for people's mental health.
Parks and forests _____
a tremendous impact on people's mental health.



6  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 He has been a successful inventor because he has been persistent.
Thanks _____, he has succeeded as an inventor.
- 2 My main objection is that you didn't ask for permission beforehand.
_____ to is your failure to request permission in advance.
- 3 Your article should be about somebody courageous that you've been inspired by.
For your article, please write about a person _____ inspired you.
- 4 I'm extremely proud of what I've accomplished.
I take great _____.
- 5 Our team is still just as enthusiastic despite experiencing a setback last week.
The _____ our team last week has not reduced our enthusiasm.

7  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 We stayed in a charming village.
_____ in was charming.
- 2 They'll give me a student grant, won't they?
I'm going to receive a student grant, _____?
- 3 There aren't many places in this country more isolated than this one.
This is one _____ places in this country.
- 4 I've lived in the city for a long time, and that makes me love it more and more.
The longer I live in this city, _____ it.
- 5 What I love about this village is that there is green space all around it.
I love this village because it _____ green space.

8  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 You can't start the course unless you commit to finishing it.
You're allowed to start the course on _____ a commitment that you'll finish it.
- 2 We were impressed by how broadly he knew the subject.
The _____ of the subject was impressive.
- 3 Jake had to borrow money to pay for his studies.
Jake needed to _____ loan.
- 4 I regret eating too much last night.
If only _____ last night.
- 5 If you don't study harder, you won't keep up with the schedule.
You'd better study harder _____ behind schedule.

9  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 I didn't bother to watch the film because it wasn't my kind of thing.
The film didn't really appeal to me, so I decided _____ miss.
- 2 The new book is being hyped up in the media, but I found it disappointing.
The new book didn't _____ the hype around it in the media.
- 3 This autobiography depicts one of the most engrossing stories of any autobiography ever.
Seldom _____ such an engrossing story as this one.
- 4 There were too many twists in the story.
There needn't _____ twists in the story.
- 5 The plot did nothing for me and the characters had no depth to them.
Not only _____ leave me cold but the characters were also too one-dimensional.

10  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words in each gap.**

- 1 All the people here appreciate your kindness and will never forget it.
Your kindness, _____ person here, will always be remembered.
- 2 It's OK if we don't agree, isn't it?
Let's agree to disagree, _____?
- 3 I didn't get the job because I couldn't demonstrate the skills they needed.
Had _____ demonstrate the necessary skills, I might have got the job.
- 4 She wasn't invited to our party because she's so unfriendly.
If she were a little friendlier, we _____ to the party.
- 5 He has hardly said anything the whole time he's been here.
Barely a word _____ he got here.



Wskazówki

- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Najczęściej poprawna jest tylko jedna odpowiedź, ale może się zdarzyć, że do luki tak samo dobrze pasują np. dwa różne czasowniki modalne. Wtedy wybierz jeden z nich.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może być on np. częścią konstrukcji gramatycznej, kolokacji lub wyrażenia przymkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

- 1  Complete the text with the correct words. Put one word in each gap.

The school reunion

When the invitation to my school reunion arrived in my inbox, my heart sank. My school days had never ¹_____ me much pleasure, so the thought of catching up with the same people, ten years later, filled me with dread. At the same time, I was curious to find out what everybody had been up ²_____ since leaving school. So with extremely mixed feelings, I went along. To my surprise, only about twenty people had turned ³_____, of whom I recognised no more than five, and none of whom I felt inclined to ⁴_____ in conversation with. There was one particularly gregarious stranger, who was chatting loudly with about six others, and who clearly loved being the ⁵_____ of attention. To my amazement, she beckoned me over to join them and then introduced me to her circle of friends. Suddenly I remembered: she'd been my best-friend-forever at the age of six!

- 2  Complete the text with the correct words. Put one word in each gap.

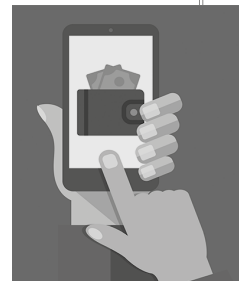
Why losing a race might be better than winning

Picture the scene. You're in the ¹_____ on the final lap of the biggest race of your career, with your rival in second place. As you approach the finish line, you stumble. Your rival takes advantage of your slip to ²_____ up with you and snatch victory. You feel jealous of your rival's luck, but is it possible you're the lucky one? Sometimes achieving your goals can be worse than ³_____ a loss. After all, once you've fulfilled your dreams, how can you stay motivated to keep in ⁴_____ by training hard every day? Will you really push your body to the ⁵_____ and beyond in the next race? Many winners report a feeling of emptiness after their victory, and find it hard to keep going. But second-place finishers face no such loss of motivation and will keep pursuing their goals for years to come.

- 3  Complete the text with the correct words. Put one word in each gap.

App review: Price Shredder

I recently downloaded an app called Price Shredder, which promises to help those of us on a tight budget to make ¹_____ meet. It does this by ²_____ track of what exactly we spend our money on. It then recommends what we should be buying instead, and where to buy it more cheaply. For example, after I'd spent 20 zlotys on a jar of coffee, the app pointed me towards a store that sold the same product for 15 zlotys. By ³_____ up on eight jars in that cheaper store, I was able to save 40 zlotys! As ⁴_____ disadvantages, the main one is that it's time-consuming to enter a price and description of everything you purchase. The scanner tool is supposed to do this automatically, but it didn't work well for me. So the app is more likely to ⁵_____ to people with a lot of time on their hands!



- 4  Complete the text with the correct words. Put one word in each gap.

The biggest mistake in Global English

For many people, starting a new job in an English-speaking workplace can be a traumatic experience. Despite their strong theoretical knowledge of English grammar and vocabulary, they often find ¹_____ difficult to speak out during meetings. They dread that their new colleagues will make ²_____ of their grammatical mistakes or their poor pronunciation. As a result, they tend to sit in silence and say as little as they can get away with. Unfortunately, this is a far greater mistake than any grammatical slip, because it creates the impression that they don't have a ³_____ what is going on. Of course, it goes without ⁴_____ that it's better to be accurate than inaccurate, but that focus on correctness must never come at the ⁵_____ of fluency and confidence. To put it bluntly, it's much better to express your opinion in less-than-perfect English than not to express it at all.



- 5  Complete the text with the correct words. Put one word in each gap.

How I became Berlin's top newspaper seller

After my studies, I decided to spend a year in Berlin. Not speaking a word of German, the only work I could find was as a newspaper seller standing outside a railway station. On my first day, not a single person bought my newspapers and I was close to ¹_____ up hope. By the end of my first week, my job was on the line, but I was determined to ²_____ a go of my new life. ³_____ was at that point that I realised that instead of waiting passively for customers approach me, I would have to actively attract them. I decided to smile and yell out the name of the newspaper, ⁴_____ was agonising for me as an introvert, especially in a language I barely spoke. Somehow I ⁵_____ up the courage and went for it. Amazingly, it worked, and I ended up becoming the most successful newspaper seller in the city.



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

Djibouti

Despite being one of Africa's smallest countries, when I travelled around Djibouti it was still surprisingly big: it took me several days of travelling to get from the capital, Djibouti City, to villages that are off the ¹_____ track. I spent most of my time in the capital, which stands on a natural harbour at the entrance to ²_____ Red Sea, one of the busiest shipping lanes ³_____ the world. In fact, about a third of the world's shipping passes close to Djibouti each day, with an estimated 2,500 ships calling through the Port of Djibouti. Despite these geographical advantages, very little income from the country's huge logistics industry actually reaches the local people. Young people find it extremely hard to find a decent ⁴_____ in the logistics industry, because their English skills tend to be not ⁵_____ as strong as their ability to speak French, Arabic, Afar and Somali. As a result, youth unemployment currently stands at almost 80%.

- 7  Complete the text with the correct words. Put one word in each gap.

SPACING VERSUS CRAMMING

Cramming involves studying intensely for hours or days at a time, usually just before a test. The results can be impressive – it is often possible to use this technique to pass with ¹_____ colours. However, within a few days, you'll have forgotten almost everything, within a few weeks it'll be as if you ²_____ never studied it in the first place. If ³_____ there were a better way of studying! Well, according to research, a much more powerful technique is spaced repetition. For example, you might study a particular fact, like a historical date or an item of vocabulary, on day 1, then repeat it on day 3, day 6, day 10, and so on, with the spaces getting longer between each repetition. After enough repetitions, you'll remember the fact for months or even years. Interestingly, there's even a theory that the ⁴_____ to success is to almost forget something, and then make a mental effort to remember it again. This seems to be a powerful way of building long-term memories – on ⁵_____ that you actually manage to retrieve the fact from memory after all that effort.

- 8  Complete the text with the correct words. Put one word in each gap.

The power of storytelling

When you think of storytelling, the first image that ¹_____ to your mind might be a parent reading a story to a child, perhaps even ²_____ it up as he or she goes along. However, storytelling is increasingly recognised as a vital skill in a surprisingly broad range of situations. Job interviews, for example, often include questions that begin 'Tell me about a time when you ...'. A powerful story can make all the ³_____ between landing the job and getting rejected. Similarly, salespeople and marketers know that the best way to ⁴_____ customers off their feet is to present their sales pitch in the form of a story. And the best teachers and trainers make effective use of stories to hold their listeners' attention. Not only ⁵_____ stories make it easier for listeners to process information, but they also ensure that those listeners will remember it for longer.



Wskazówki

- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przymki, czasowniki posiłkowe). Najczęściej tylko jedna odpowiedź jest prawidłowa.
- Zastanów się, jaka struktura będzie potrzebna do uzupełnienia luki. W podjęciu decyzji pomogą Ci m.in. określenia czasu, które pozwolą wybrać właściwy czas gramatyczny.
- Po wykonaniu zadania przeczytaj uzupełnione zdanie i sprawdź, czy jest logiczne oraz poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

- 1**  Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words in each gap.
- 1 Congratulations! _____ (here / other) thirty years of happy marriage!
 - 2 We listened _____ (he / practise) on his guitar for about twenty minutes.
 - 3 I haven't spoken to my cousins for ages, so I think I _____ (drop / they) line this evening.
 - 4 I've been rather distracted lately, so I _____ (may / not / notice) your email when it arrived.
 - 5 It's hard to say how old they are, but _____ (judge / appear), they seem to be in their late 20s.
 - 6 Jack's back home after a 12-hour shift at the hospital. He _____ (be / exhausted)!
 - 7 _____ (you / hear) the latest news? Our offices are moving to another building.
 - 8 I hadn't been too keen on the idea at first, but Zoe eventually _____ (persuade / me / join) our school choir.

- 2**  Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words in each gap.
- 1 After five wins in a row, she really seems to be _____ (win / streak).
 - 2 It was a very close match, which finally _____ (end / draw).
 - 3 After being caught cheating, the athlete _____ (suspend / far) races.
 - 4 We invited everybody to take part, because we wanted nobody _____ (feel / leave) out.
 - 5 Several trees were cut down from the slope because they _____ (pose / danger) to skiers.
 - 6 I _____ (go) three times a week when I was at university, but these days I'm far too busy for that.
 - 7 Jamie _____ (play) basketball for most of last Sunday, so no wonder he didn't want to go jogging with me that evening.
 - 8 We became great fan of the sport _____ (soon) we went to our first volleyball match.

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

- 1 I've arranged for Paul to collect the old TV. He _____ (pick / up) at 8 a.m. tomorrow.
- 2 Electric fans _____ (high / demand) right now because it's so hot.
- 3 I predict that sales of printed magazines _____ (decline / consider) over the next ten years.
- 4 In addition, _____ (far / disadvantage) online shopping is that you have to wait for the goods.
- 5 Please don't cook for us when we arrive because we _____ (already / eat) by then.
- 6 By 2040, our company _____ (be / part) of this organisation for over 15 years.
- 7 I had never expected it to happen but the idea of a school disco _____ (catch / real / quick) among my classmates.
- 8 My train arrives in Warsaw Central Station at 9 p.m. so I think I _____ (probably / go) straight to the hotel.

- 4**  Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words in each gap.

- 1 I _____ (like / begin) my presentation by thanking you for inviting me to speak to you.
- 2 It's a really cool way of spending your free time, so I suggest _____ (give / go).
- 3 Stella's so generous. She _____ (insist / pay) at the restaurant last night.
- 4 In addition to these points, _____ (worth / mention) that the funds are already available.
- 5 When it was sold, the painting _____ (believe / be) an original, but now we know it's a fake.
- 6 Sam _____ (urge / we / no) to visit the theme park. He said it was very expensive and rather disappointing.
- 7 I don't believe it would _____ (be / benefit / you) to sell the flat at the moment. The house prices are currently going down.
- 8 When I came back from the swimming competition, our headmaster _____ (congratulate / I / win) in front of the whole school.



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

- 1 It's fine to take some time _____ (gather / thought) before you start speaking.
- 2 The price of food is going up and up. In fact, it _____ (increase / steady) since the beginning of this year.
- 3 I don't mind cooking, but _____ (when / come) washing-up afterwards, I'm much less keen.
- 4 I bought a lovely cardigan yesterday, but I've decided that I _____ (exchange) it for a larger size.
- 5 A major disadvantage of globalisation is that it has _____ (wide / gap) rich and poor people.
- 6 Hopefully, _____ (I / enjoy) my holidays this time next month.
- 7 Looking at this building site, I don't really think the new school _____ (open) anytime soon.
- 8 Please wait in this area while your pet _____ (be / examine) by the vet.



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

- 1 I like Nico because he's always _____ (will / go) extra mile to help others.
- 2 We haven't agreed all the details yet, but I'm confident that we'll _____ (reach / understand) soon.
- 3 The hotel was lovely, but we were _____ (satisfy / lack) of sufficient cleaning staff.
- 4 I've learned a lot from my Aunt Mary, _____ (who / attitude) problems is to treat them as challenges.
- 5 It's _____ (much / good / get) cross with the person on the helpline – it's not their fault.
- 6 My brother is the best person to turn to when you've got problems with maths because he _____ (be / so / good) with numbers.
- 7 It _____ (be / not / worth / spend) any more time on this presentation. It's great as it is.
- 8 It has taken her a lot of effort, but last year Julia _____ (finally / succeed / get) to the university of her first choice.

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

- 1 I know you're worried, but it _____ (go / say) that we'll do all we can to help you.
- 2 I can't calm down. I'm still _____ (all / fire) about being offered that job!
- 3 This hotel is _____ (practical / same) the other one, but it's much cheaper.
- 4 _____ (far / advantage) my proposal is that it will be good for the environment.
- 5 Driving may be faster, but when you _____ (take / consider) cost of petrol, it's not always better.
- 6 Much to my disappointment, it is becoming _____ (little / and / little / afford) to live in this city.
- 7 This is _____ (far / cool) holiday resort I've been to in my life!
- 8 Having spent a considerable amount of time there, I have come _____ (the / conclude) that living in the countryside is not exactly what I'm cut out for.

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

- 1 There is _____ (hard / any / similar) the two pictures.
- 2 Lucy's parents are both doctors, and Lucy has _____ (follow / footsteps) to become one too.
- 3 _____ (should / achieve) a score of 90% or more, you will win a scholarship.
- 4 I'm going to do some volunteering _____ (order / broad) my work experience.
- 5 I missed the deadline for my essay. If only I _____ (ask) extension last week!
- 6 Paula keeps complaining about her workload, but, to be honest, if she _____ (tell / we) about it immediately, she wouldn't be in this difficult position right now.
- 7 I _____ (sooner / you / try) solving this chemistry equation on your own rather than wait until I tell you how to do it.
- 8 If _____ (it / not / be) for your constant encouragement, I would not be enjoying this success right now.





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

- 1 I _____ (so / engross) the story that I lost track of time.
- 2 When I was reading the book, the unexpected ending really _____ (take / surprise).
- 3 The book is about the victim of a crime who _____ (exact / revenge / she) attacker.
- 4 You _____ (might / warn) not to eat that yogurt. I ended up getting really sick!
- 5 _____ (soon) the film begun than we were in the middle of a dramatic chase scene.
- 6 It is _____ (time / you / start) thinking more positively! Things usually work out well in the end.
- 7 You _____ (need / not / take) responsibility for the project's failure. Now the management think the fault lies squarely with you.
- 8 _____ (little / we / expect) that our city break in Budapest would turn out such a magical experience.
- 9 Laura got really offended when we suggested she copied her homework from someone and insisted she had written _____ (poem / her), without any external help.
- 10 Matt's parents have been successfully running their own company for over 10 years. They always say they really enjoy _____ (work / each).
- 11 Claire _____ (ought / not / have) promised Jack she would help him with the presentation because it has made it difficult for her to find the time to complete her own.
- 12 I wish I _____ (not / understand) the instructions to the last task on the test. If I had done it correctly I would have passed and now I need to take it again before the end of the term.

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

- 1 This _____ (easy / good) book I've read this year.
- 2 If only we _____ (devote / we) our studies more when we were younger!
- 3 Had _____ (I / give) hope earlier, I'd never have landed my dream job.
- 4 It was _____ (heavy / go) film that I stopped watching after half an hour.
- 5 Have any of you ever _____ (complete / lose / you) an engrossing story?
- 6 Amanda _____ (arrive) in time for her plane if she hadn't spent so much time trying to find her cat.
- 7 I'm afraid that this old tree _____ (pose / threat) pedestrians so, regrettably, it has to be cut down.
- 8 _____ (contrast) being self-employed, working on a permanent contract for one company offers more stability and predictable income.
- 9 The current economic crisis and the resulting inflation make renting a flat in the big cities _____ (little / little / afford).
- 10 I know it's not easy, but, really, you need to get used to the fact that the parents will not change their mind about getting a dog. There is _____ (point / try) to convince them to change their mind.
- 11 With the final exams approaching fast, I suggest that _____ (you / focus / revise) the material we covered last semester.
- 12 Despite the fact that I had already apologised _____ (Mark / lose) his geography textbook at least twice, he is apparently still angry with me.



ŚRODKI JĘZYKOWE

tłumaczenie fragmentów zdań

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed i po luce – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna w tłumaczeniu podanego fragmentu zdania, np. jakiego czasu należy użyć, czy zastosować stronę czynną czy bierną itd.
- Pamiętaj o różnicach w zastosowaniu struktur gramatycznych w języku polskim i angielskim. Na przykład, zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji: mieszkam tu = I live here, I'm living here (at the moment), I've lived here (since 1998).
- Przeczytaj gotowe zdanie i zastanów się, czy jest ono logiczne i poprawne gramatycznie oraz czy zawiera konieczne przedimki, przyimki i zaimki.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- _____ (Gratulacje z okazji rocznicy).
How long have you been married?
- I like most outdoor games, but _____
(nie znoszę bawić się w) hide-and-seek!
- _____ (Wbrew moim oczekiwaniom),
the party was a huge success.
- Sorry for forgetting our appointment.
_____ (Zawsze byłem roztargniony)
and I can't help it.
- _____ (Z przykrością informujemy)
that your application has been unsuccessful.
- They _____ (nie mogli nas
podłuchać). We were speaking really quietly and they were
far away.
- Mary is a confident rider, but I wouldn't go as far as to
suggest that she _____ (ma bzika
na punkcie) horseriding.
- My dog becomes really restless if he
_____ (siedzi w domu) for too long.
Being a typical Irish setter, he definitely needs a lot of
exercise.

2 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- I ran quite slowly because it was the first time
_____ (kiedy biegłem tak daleko).
- I tried to reassure her that it was OK to lose, but I think
I _____ (wyrządziłam więcej szkody
niż pożytku).
- My wrist was in agony because
_____ (ćwiczyłem) my backhand all
morning.
- He was annoyed because it was the fourth set of medical
tests _____ (który przeszedł)
that week.
- The defender pushed the striker over
_____ (podczas gdy ona dryblowała)
the ball towards the goal.



- As the horses approached the finish line,
_____ (szli ze sobą łeb w łeb).
- I'd suggest that you reconsider taking part in this
regional dance competition. It will definitely give you
an opportunity to _____ (popisać
się swoimi umiejętnościami).
- The national team coach was dismissed after he
_____ (przyznał się do
łapówkarstwa).

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

- You'll recognise me easily because
I _____ (będę mieć na sobie)
a bright orange T-shirt.
- _____ (Jak widać na zdjęciu),
the people seem to be disappointed about something.
- As regards internet security, a strong password
_____ (to absolutna konieczność).
- The fashion wasn't popular at first, but
_____ (stopniowo się przyjęła)
and now everyone's wearing it.
- I love this shop because it offers
_____ (doskonały stosunek jakości
do ceny).
- They _____ (mieli wyjść) six
hours ago! Why are they still here?
- I think it would be a good idea
_____ (uzupełnić zapasy
produktów spożywczych). The prices seem to be rising
every week.
- _____ (Czy zamierzasz
podróżować) a lot when you graduate from university?

4 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- This is quite a small change, but it is likely to have _____ (*dalekosiężne implikacje*) for the environment.
- _____ (*Często mówi się*) that a failure is simply one more step on the road to success.
- We're trying _____ (*uświadomić ludziom*) the consequences of their actions.
- At the meeting, Jenny _____ (*chwaliła się, że zebrata*) far more money than I had.
- _____ (*Zapewniam*) that you will get your money back.
- Thanks for all your help. You can _____ (*zostawić to mnie*) to deal with everything else.
- Mark _____ (*ciągle przypomina mi, żeby*) like his social media posts.
- _____ (*Uważano, że jest on*) rather shy, but we realised how wrong we had been in this belief when he delivered an absolutely brilliant presentation during the annual conference.

5 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- The couriers dropped the package containing my laptop, _____ (*co było z ich strony niedbate*).
- _____ (*Między innymi*) activities, the course includes projects, roleplays and task-based teamwork.
- The restaurant _____ (*okazała się*) much less crowded than we were expecting.
- _____ (*To, co pozostaje w mojej pamięci*) most vividly is the sense of pride I felt after completing the project.
- The company is struggling financially, _____ (*stanowiąc zagrożenie dla setek*) of jobs.
- The _____ (*podejście, które przyjęliśmy, było wynikiem*) a great deal of research and planning.
- Millie has invited me to go shopping with her yesterday _____ (*co było dla mnie dość zaskakujące*).
- Peter _____ (*wydaje mi się*) as very independent, but friendly and reliable at the same time.

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

- _____ (*Zatoka Meksykańska*) is often referred to as the USA's third coast, after the Atlantic and Pacific.
- Rebecca isn't keen on the idea, _____ (*i nie trzeba dodawać*) she'll do all she can to block it.
- _____ (*Im dłużej czekasz*) before you book your flight, the more expensive it'll be.
- This part of town is getting _____ (*coraz bardziej zaniedbana*).

- I _____ (*Doszedłem do wniosku*) that there's no point in arguing with Toby about politics.
- We moved to the countryside _____ (*żeby uciec przed wyścigiem szczurów*).
- Ever since they moved to the countryside, my parents have been enjoying _____ (*wolniejszym tempem życia*).
- Bergamo _____ (*nie jest dokładnie tak piękne*) as Florence, but it's still a really charming town.

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

- What these pictures _____ (*mają wspólnego, to to, że*) they both show family celebrations.
- The lecture enabled me to _____ (*stworzyć tak jasny*) picture of the problem that I knew exactly how to solve it.
- _____ (*Gdyby nie*) your help, I would never have finished in time.
- You can't make progress _____ (*chyba że popełnisz błędy*).
- It's _____ (*najwyższy czas, żebyś dostał*) a job.
- I'm so glad you picked me up. Otherwise I _____ (*musiałabym iść na piechotę*) home.
- You'll be late for the train _____ (*chyba że w tej chwili wyjdiesz z domu*).
- I wouldn't have passed the maths test with such a good result if I _____ (*gdybym nie nauczył się teorii*) by heart.

8 Translate the Polish parts of the sentences into English. Use no more than five words in each gap.

- The book was so engrossing that I _____ (*nie mogłam jej odłożyć*).
- The film was more successful than the book. This _____ (*wynika z faktu*) that it featured a star-studded cast.
- When we both arrived wearing the same outfit, we couldn't stop _____ (*na siebie gapić*).
- _____ (*Powinieneś być szeptać*) instead of yelling at the top of your voice.
- The story _____ (*kręci się wokół zmagania*) faced by an illegal immigrant in the USA.
- I managed to stagger home, but _____ (*dopiero później zdałam sobie sprawę*) that I'd broken a bone in my foot.
- _____ (*Jak tylko weszliśmy*) the house, we were surrounded by the delicious smells of a freshly baked apple pie.
- _____ (*Powinieneś był ostrzec Mary*) not to use this burner on the oven. She wouldn't have burned dinner if I had remembered to tell her about it.

ANALIZA PRAC PISEMNYCH

rozprawka wyrażająca opinię

Wskazówki

- Przystępując do pisania rozprawki wyrażającej opinię, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, na jaki temat masz wyrazić opinię.
- We wstępie Twojej rozprawki powinna znaleźć się teza, która w zwięzły sposób zarysowuje Twoje zdanie na dany temat. Pamiętaj, że teza powinna być jasna i zgodna z tematem.
- Rozwinięcie najlepiej podzielić jest na dwa podobnej długości akapity – po jednym na każdy aspekt tematu.
- Używaj różnorodnych środków językowych oraz bogatego słownictwa, aby odnieść się do tematu i rozwinąć go szczegółowo. Nie zapomnij o wyrażeniach łączących poszczególne zdania i akapity.
- W rozwinięciu omawiaj argumenty popierające Twoją opinię, podając odpowiednie przykłady. Możesz wspomnieć o opinii przeciwnej do Twojej, aby wzmocnić własną argumentację. Zrób to, podając konkretne powody, dla których, Twoim zdaniem, opinia przeciwna jest błędna.
- W zakończeniu sparafrazuj tezę i swoje argumenty, ale użyj innych słów i sformułowań.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the tips and the task below. Then answer questions 1–3.

Mimo, że coraz więcej osób kupuje ubrania, zabawki, książki i elementy wyposażenia domu w sklepach second-hand, niektórzy nadal traktują ten trend z nieufnością. Napisz **rozprawkę** przedstawiającą Twoją opinię na temat zakupów w tego rodzaju sklepach, odnosząc się do kwestii ekologii oraz atrakcyjności ich asortymentu.

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

- 1 What should the thesis of this essay say and where should you put it?

- 2 How many paragraphs should the main body of this essay have?

- 3 What should you discuss in each paragraph of the main body?

2 Read the opinion essay. Then answer the questions below.

- 1 How many paragraphs are there in this essay?

- 2 How many paragraphs are there in the main body of this essay?

- 3 Does the essay meet the word limit requirements?

- 4 What is the thesis of this article? Where is it and is this the correct place for it?

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

I witnessed a rather unpleasant incident today. When our class fashion queen overheard that my friend had bought a dress in a second-hand shop, she ridiculed her for wearing 'rags'. Isn't it absurd?

As far as I am concerned, although the attractiveness of goods sold in second-hand shops varies, buying things from them is very environmentally friendly. First off, it is a way to recycle clothes and, as we know, recycling is crucial to protecting the environment. Instead of going to waste, clothes and other goods are given a second life. Thus, buying second-hand saves usable clothes from a landfill site, of which there are already way too many. Moreover, the fewer new clothes bought, the less the industry will hopefully produce. As it is, clothing companies produce way too much and a huge number of clothes is thrown away without ever being worn. Secondly, there is the question of how attractive second-hand products are. They are believed to be of inferior quality just because they have been used. That, however, is far from the truth. They are vetted to warrant their good condition. Shops ensure that the broken, torn or otherwise damaged goods will not be put on their shelves so the quality is at least decent. Also, many items were bought and never used – making them, in fact, brand new. Plus, it is possible to score great deals finding goods from top brands. This is because for many people shopping is a form of entertainment leading to many unnecessary purchases which will then spend some time in the back of a wardrobe or shelves only to be discarded without ever being put to use. Not to mention the fact that while chain stores carry only what is currently fashionable in clothes or house design, some second-hand shops offer gems from past decades otherwise unavailable. This uniqueness makes them extremely attractive because more and more people want to be more than just mannequins for chain shop trends.

All in all, second-hand shopping is not only ecological but offers greater possibilities. These products are saved from landfills, and customers get to choose from a wider variety of styles at lower prices.

3 Answer the questions below. Then write an improved version of the essay in exercise 2. Use the tips at the top of the page and your answers in exercises 1 and 2.

- 1 Where would you move the thesis to?

- 2 Where in the main body of this essay would you make the paragraph division?

- 3 What would you discuss in each paragraph of the main body?

- 4 How would you shorten the second main body paragraph of this essay so that they are of similar length?

4 Read the instructions and do the writing task.

Coraz częściej, zamiast naprawiać urządzenie elektroniczne, wyrzucamy je, gdy tylko się zepsuje i kupujemy nowe. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat takiego postępowania, z punktu widzenia konsumenta oraz producenta.

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

ANALIZA PRAC PISEMNYCH

rozprawka za i przeciw

Wskazówki

- Przystępując do pisania rozprawki za i przeciw, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, jakie dwa aspekty problemu masz omówić.
- We wstępie zawrzyj tezę, która wyraźnie stwierdza, że sytuacja lub rozwiązanie, które będzie analizowane, ma dobre i złe strony.
- Drugi i trzeci akapit rozprawki zacznij od zdań wprowadzających, które zapowiedzą, czy dany akapit przedstawia pozytywne czy negatywne aspekty danego problemu. Nie mieszaj argumentów „za” z argumentami „przeciw” w jednym akapicie.
- Nie przedstawiaj własnych opinii i doświadczeń – skup się na sytuacjach typowych dla danego tematu.
- Używaj bogatego słownictwa i formalnego stylu, zwłaszcza strony biernej. Nie zapomnij o wyrażeniach łączących poszczególne zdania i akapity.
- W zakończeniu sparafrazuj wstęp, ale innymi słowami.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the task and sentences a–e below. Then decide which of these sentences would be a correct thesis statement for a for and against essay.

W niektórych szkołach na świecie można uzyskać ocenę końcową z wychowania fizycznego, przynosząc zaświadczenie o uprawianiu sportu poza szkołą. Napisz rozprawkę przedstawiającą dobre i złe strony takiego podejścia do zajęć wychowania fizycznego.

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

- a In my opinion, there are pros and cons to excuse us from PE classes if we prove to be doing sports somewhere else.
- b Doing sports outside school rather than in PE classes would be more beneficial, though it might have some downsides.
- c It is a great idea to be allowed to skip PE classes at school if you are physically active in your private life.
- d Being able to present a certificate of doing sports elsewhere instead of participating in PE classes at school would have both advantages and disadvantages.
- e Many students would be happy to be members of sport clubs rather than do PE classes at school, but others might not be able to afford it.

2 Read the task in exercise 1 and the arguments below (1–8). Are they for (F) or against (A) the solution suggested in the task? Which of them are not related to the task?

- | | |
|---|-------|
| 1 sport clubs have better equipment | F / A |
| 2 schools have poor facilities | F / A |
| 3 many of my friends do not enjoy doing sports | F / A |
| 4 not everyone likes team sports | F / A |
| 5 PE classes are boring | F / A |
| 6 people could lie about doing sports somewhere else | F / A |
| 7 removing PE classes from schools would mean more time for other lessons | F / A |
| 8 sports club membership is expensive | F / A |

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

3 Read the essay and match the underlined fragments (1–5) to problems A–E.

Students trying to dodge PE classes with more or less credible excuses are an ever growing problem these days. Is there a solution? ¹Should we be able to present a certificate of doing sports elsewhere instead of participating in PE classes at school?

On the one hand, it would eradicate typical problems students have with PE. The biggest one is being forced into sports one dislikes or has zero talent for. It might be team sports for the less sociable or competitive sports for those neither competitive nor skilled. Other than being able to choose a sport one enjoys, a huge advantage of doing it outside school are better facilities. Sports clubs can afford to be better equipped and offer a wider choice of gear allowing for greater possibilities.

²In light of these arguments, it is difficult to deny that it is a great idea. Firstly, there is the practical aspect of what to do with students who do not participate in PE classes. At best, it would mean involving more teachers, at worst – students pointlessly roaming the hallways. ³Another issue is the danger of dishonesty. Dishonest students would have no physical activity at all.

To sum up, the idea of acquiring a PE credit for doing sports outside school has both pros and cons. ⁴It might appeal to those who would derive more pleasure and satisfaction from sports, so basically everyone. Personally, ⁵I jog every morning and I love it – it's my favourite physical activity.

- | | |
|---|--------------------------|
| A off topic | ☐ |
| B The topic sentence does not correspond with the paragraph. | ☐ |
| C The sentence does not correspond with the topic of the essay. | ☐ |
| D incorrect thesis | ☐ |
| E a claim without an explanation | ☐ |

4 Correct the mistakes in fragments 1–5 in exercise 3.

5 Read the instructions and do the writing task.

Dla większości uczniów zajęcia z muzyki i plastyki kończą się w siódmej klasie. Napisz rozprawkę, w której przedstawisz argumenty za i przeciw rozszerzeniu edukacji artystycznej na szkołę średnią.

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

Wskazówki

- Przystępując do pisania artykułu, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, czego dotyczy.
- Pamiętaj, że wstęp powinien być zgodny z tematem oraz ciekawy, oryginalny i zachęcający do przeczytania artykułu. Wstęp może zawierać pytanie do czytelnika, anegdotę, cytaty lub intrygującą statystykę.
- Nie zapomnij o tytule przyciągającym uwagę odbiorcy.
- Rozwinięcie Twojej pracy powinno odnieść się do tematu, pogłębić go i szczegółowo omówić. Nie używaj uogólnień – w miarę możliwości wspieraj się przykładami.
- Pamiętaj, aby poszczególne elementy artykułu były spójne, logiczne i nie przeczyły sobie nawzajem.
- Styl artykułu różni się od stylu listu i rozprawki – postaraj się pisać barwnie, wykorzystuj bezpośrednie zwroty do czytelnika i wyrażenia idiomatyczne.
- W zakończeniu podsumuj wnioski wynikające z Twojego artykułu. Pamiętaj, że powinny być one zgodne z tematem oraz z treścią Twojej wypowiedzi.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the tips above and the Polish task in exercise 2. Then look at the possible titles for the article. Match each title (1–5) with the technique it uses (a–e). Which one of them would be most suitable?

1 *Free apartment, anyone?*

2 *When parents say: 'MOVE OUT!'*

3 *Failing to find a flat*

4 *Honey, I'm home! And so are our adult kids*

5 *When there's a will, there's a way ... out*

☐
☐
☐
☐
☐

- a paraphrase of a well-known saying, expression or proverb
b a well-known quote
c alliteration
d a shocking statement
e a (rhetorical) question

2 Read the article and choose the correct option in questions 1–4 below.

1 The fragment underlined in point 1 is

- a an overgeneralisation.
b an irrelevant anecdote.

2 The sentences underlined in point 2

- a are too colloquial.
b contradict each other.

3 The fragment underlined in point 3

- a should be in the previous paragraph.
b is off topic.

4 The sentence underlined in point 4

- a begins with a wrong linking expression.
b is too short.

Przeczytałeś/Przeczytałaś ostatnio artykuł o tym, że młodzi ludzie coraz później wyprowadzają się z domu rodzinnego. Napisz **artykuł**, w którym wyjaśnisz powody, dla których młodzi ludzie zmuszeni są zostawać z rodzicami dłużej oraz zasugerujesz, co mogą zrobić ci, którzy chcą się usamodzielnąć.

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

Where there's a will, there's a way ... out

Have you seen the statistics? Almost half of young people under 35 live with their parents. Is that the future you are envisioning for yourself? I definitely wasn't. Until I read these statistics.

They're actually quite depressing because it's not a question of choice but rather lack of it. We're not too lazy to move out – we just can't afford to. ¹Students have absolutely no time for anything other than studying. But many are done with school, you'd say. Yes, and employed, though admittedly not all. ²Unfortunately, their salaries are in no way sufficient to get an apartment or a loan. Finally, the unstable job market gives them no guarantee of holding down a job that would enable them to pay it back.

³It's like 200 years ago when all generations of a family lived under one roof. It has its advantages, like cheaper bills or emotional support. But some people simply want to move out. How, then, can we embark on that journey of independence? My first suggestion would be sharing a flat. If you chip in with friends, the costs are split. It's not your own place, but at least you're away from mum and dad. Developing your qualifications might also help. The better your CV, the better your salary.

⁴Nevertheless, be resourceful, look around. Is anyone looking for sitters? If you have manual skills, they might bring income too.

All in all, if you put your mind to it, you'll find a way to move out and become an adult. Even if at first it's not what you've envisioned. But whoever said adulthood would be easy?

3 Correct the mistakes in fragments 1–4 in exercise 2.

- 1 _____
2 _____
3 _____
4 _____

4  Read the instructions and do the writing task.

Czasopismo, które czytujesz, zaproponowało swoim czytelnikom serię artykułów pt. „Wszyscy jesteśmy obywatelami świata”. Ostatni artykuł z serii ukazał globalizację jako zjawisko negatywne. Weź udział w tej dyskusji i napisz **artykuł**, w którym opiszesz, jakie objawy globalizacji obserwujesz w swoim otoczeniu oraz przedstawisz, w jaki sposób młodzi ludzie z Twojego otoczenia mogą skorzystać na globalizacji.

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

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☐ oraz poprawność środków językowych ☒.

ANALIZA PRAC PISEMNYCH

list formalny (list do redakcji)

Wskazówki

- Przystępując do pisania listu, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, kto ma być jego adresatem i jaki jest główny powód jego pisania.
- We wstępie sprecyzuj cel pisania listu. Upewnij się, że wstęp jest zgodny z tematem i treścią Twojej wypowiedzi.
- Używaj stylu formalnego. Pamiętaj, aby Twój list nie był zbyt emocjonalny, nawet jeśli wyrażasz krytykę lub pochwałę.
- Staraj się używać bogatego słownictwa związanego z tematem oraz różnorodnych konstrukcji gramatycznych, w tym zdań podrzędnie złożonych i imiesłowów.
- Nie zapomnij o wyrażeniach łączących poszczególne zdania i akapity.
- Upewnij się, że tekst jest uporządkowany, a podział na akapity merytorycznie uzasadniony. Najlepiej, żeby list podzielony był na cztery akapity: wstęp, akapity odpowiadające elementom polecenia i zakończenie.
- Pamiętaj, że zakończenie powinno być podsumowaniem listu, w którym, na przykład, sugerujesz, czego oczekujesz od adresata lub wyrażasz nadzieję, że porady zawarte w Twoim liście okażą się pomocne.
- Upewnij się, że używasz właściwego wyrażenia otwierającego i kończącego list.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the tips and the task below. Then answer questions 1–4.

Przeczytałeś/Przeczytałaś ostatnio w gazecie artykuł sugerujący, że młodzi ludzie mają coraz bardziej ograniczone zainteresowania i skupiają się głównie na rozrywkach wykorzystujących urządzenia elektroniczne. Ponieważ nie zgadzasz się z tą opinią, napisz **list** do redakcji tej gazety, w którym opisziesz festiwal „Broad Horizons” organizowany w Twojej szkole i zaprezentujesz jednego z gości tego wydarzenia, którego wystąpienie bardzo Cię zainteresowało.

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

- 1 What information are you going to include in the introduction?

- 2 How many main body paragraphs are you going to write? What will each of them be about?

- 3 Do you need to present any opinions? If yes, should they be positive or negative?

- 4 Should strong and/or emotional language be used in the letter?

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

2 Read the letter below and choose the correct option to complete sentences 1–5.

¹Dear Sir/Madam, / Hello Mr Gregory,

a I am writing in response to the article *E-kids*. It was published on February 27th. It accused young people of being focused solely on pleasure and electronic devices.

²I think it was totally unfair and I disagree with your opinion. / I would like to take issue with such a portrayal of people my age.

³Firstly, allow me to describe the annual ‘Broad horizons’ festival at my school which will prove how varied our interests are. / For starters, let me tell you about our amazing festival called ‘Broad horizons’ that shows how wrong you are. **b** It is a week of learning without lessons. Its aim is perfectly summed up by its title. Human sciences fans deliver presentations on fascinating cultures, controversial moments in history or important information from psychology and economics that everyone should know. **c** Science enthusiasts prepare experiments. Others can watch or participate in them. Alongside these, there are also lectures and meetings with fascinating guests.

These guests are specialists in their fields or people whose achievements are inspirational. For instance, this year we welcomed an alumnus who graduated from our school a decade ago and has, since then, become a successful entrepreneur. **d** He is originally from Vietnam. He combined his knowledge of both cultures to create his interior design company. He seeks out Vietnamese craftsmen whose products we Europeans might find appealing and sells them in his online shop. Personally, ⁴I found it an extremely educational and encouraging presentation. / I thought it was absolutely fantastic and we learned fascinating stuff.

In conclusion, seeing as hundreds of students at my school eagerly participate in this week-long event for about 8 hours a day, I believe it is fair to say that we do not deserve the negative judgment. I hope

⁵you will run more objective articles in the future / you will not write such rubbish and check your facts in the future.

Best regards,

XYZ

3 Read the underlined fragments (a–d) in the essay in exercise 2. Improve them by connecting the short sentences or shortening the longer phrases.

- a** _____

- b** _____

- c** _____

- d** _____

4 Read the instructions and do the writing task.

Władze Twojej miejscowości postanowiły zacząć pobierać opłaty za wstęp do obiektów takich jak skateparki czy siłownie na świeżym powietrzu. Napisz **list** do władz miasta, w którym wyjaśnisz, dlaczego uważasz, że jest to niefortunny pomysł, i zasugerujesz lepszy sposób na znalezienie przez miasto środków finansowych.

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

Wskazówki

- Przystępując do pisania artykułu, najpierw dokładnie przeczytaj polecenie – zauważ, że na maturze dwujęzycznej polecenie zawiera trzy elementy, które należy rozwinąć w swojej wypowiedzi.
- Nie zapomnij o przyciągającym uwagę odbiorcy tytule.
- Pamiętaj, że wprowadzenie powinno być ciekawe i zachęcające do czytania. Może zawierać pytanie do czytelnika, anegdotę, cytaty lub intrygującą statystykę.
- Poszczególne akapity rozwinięcia Twojej pracy powinny odnosić się do kolejnych elementów tematu.
- Używaj barwnego języka, różnorodnych, nawet kolokwialnych, konstrukcji i wyrażen idiomatycznych.
- Używaj wyrażen łączących poszczególne zdania i akapity.
- W zakończeniu podsumuj wnioski wynikające z Twojego artykułu.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the tips below. Put a tick next to the ones which apply when writing an article in the bilingual exam. Put a cross next to the ones which do not apply to this type of writing.

- | | |
|---|--------------------------|
| 1 Only full verb forms can be used. | ☐ |
| 2 Rhetorical questions and exclamations are welcome. | ☐ |
| 3 Impersonal constructions should often be used. | ☐ |
| 4 Idiomatic expressions are welcome. | ☐ |
| 5 Formal expressions and constructions are preferred. | ☐ |
| 6 Personal examples and opinions are welcome. | ☐ |
| 7 Strong adjectives and adverbs are to be avoided. | ☐ |
| 8 It's OK to replace whole sentences with clauses or short phrases. | ☐ |

2 Read the task below and the first paragraph of the article in exercise 3. Then tick the technique(s) for writing an opening paragraph it features.

Gazeta młodzieżowa, którą czytujesz, zainicjowała dyskusję dotyczącą zaangażowania młodych ludzi w wolontariat i prace społeczne. Napisz **artykuł**, w którym odniesiesz się do tej kwestii. Opisz jak wygląda organizacja wolontariatu w Twojej szkole, wyjaśnij, jak udział w nim wpłynął na Twój rozwój osobisty, oraz zasugeruj potencjalne korzyści społeczne płynące z udziału w tego typu przedsięwzięciach.

Wypowiedź powinna zawierać od 300 do 350 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

- | | |
|--|--------------------------|
| 1 quoting shocking facts or statistics | ☐ |
| 2 making a provocative statement | ☐ |
| 3 using descriptions which appeal to multiple senses | ☐ |
| 4 describing a scene connected to the topic | ☐ |
| 5 addressing the reader | ☐ |

3 Read the article. Then replace the underlined fragments (1–8) with their more diverse alternatives (a–h).

- | | |
|---|--|
| a I initially thought they should all dial it down a bit. | e A kindergarten visit drove it home. |
| b Not really. | f Take my school. |
| c See what a difference a cookie makes. | g whip up sweet treats |
| d How can I sit on the sidelines then? | h whatever your talent is – it's needed. |

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☐, spójność i logika wypowiedzi ☐, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

Bake. Give away. Repeat.

Hurricane victims pulled out of the rubble or doctors vaccinating third-world kids on the news again. Extremely heroic and distant, therefore not for me, you might think. I say the media are wrong to portray volunteering as heroic work when it's actually a grass roots effort. And everyone ought to pull their weight.

¹Allow me to present my school as an example of a place where it happens. Time and school duties permitting, our teachers constantly have us serving the community. The artistically oriented put together plays, later performed in a local orphanage or retirement home. The brightest students tutor the younger ones in the area. The school board games and baking clubs visit the children's hospital and lonely seniors to entertain them or ²prepare desserts with or for them. I hope I have demonstrated that ³every kind of skill is helpful.

A sceptic when I arrived in this school, ⁴I was overwhelmed by everyone's enthusiasm. Well, I'm a zealot now.

⁵One visit to the kindergarten was enough to make me realise things. **a** Music, ecology, DIY – these are our passions anyway aren't they? What a waste to do things just for fun instead of channelling our energies to help others! Getting others involved is fun too. My Green Club always invites the next-door kindergarten on our neighbourhood cleaning walks. Volunteering has also opened my eyes to the number of people who need a hand. ⁶I feel it is my duty to get involved.

Sounds like my covering letter? ⁷In fact, it is not so. It's simply that community service makes you grow.

b More importantly it makes your area a better place to live. Seniors, sick children, orphans - they're normally deprived of entertainment. **c** You see, our work – whether it's putting on a play, playing chess with them, handing out cookies - brightens their lives. It also gives you a chance to hang out with people you might not have crossed paths with otherwise.

All it takes is good will. **d** Did you ever wonder what could you do to pitch in? Just look around and give it a shot.

⁸You will notice how one little thing can change a lot.

4 Read the article in exercise 3 again. Correct the four mistakes in fragments a–d. There are 2 punctuation, one grammar and one spelling mistake.

- | | |
|---|-------|
| a | _____ |
| b | _____ |
| c | _____ |
| d | _____ |

5 Read the instructions and do the writing task.

Gazeta w Twojej szkole publikuje serię artykułów na temat wolontariatu. Jeden z autorów zaproponował, aby wprowadzić w szkołach obowiązek działalności charytatywnej. Napisz swój **artykuł** do tej serii, w którym przedstawisz akcję lub organizację, która, według Ciebie, robi wiele dobrego, wyrazisz swoją opinię na temat objęcia uczniów obowiązkiem angażowania się w działalność charytatywną, i zasugerujesz, jak przekonać młodzież do udziału w tego rodzaju akcjach.

Wypowiedź powinna zawierać od 300 do 350 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wskazówki

- Gdy rozwiązujesz zadania sprawdzające rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie, pytania i wszystkie odpowiedzi.
- Pamiętaj, że informacje podane w zadaniu mogą być sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–6) | MP3 14

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. W zadaniach 1.1.–1.2. zakreśl jedną z liter: A, B albo C.

Tekst 1.

- 1.1. The cabin crew are about to bring out a trolley containing
- A duty-free goods.
 - B snacks and drinks to buy.
 - C hot meals.

Tekst 2.

- 1.2. Which coat does the man decide to buy?
- A the red one
 - B the mustard-coloured one
 - C the navy blue one

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

- 1.3. What was the purpose of the stickers in the experiment?
- A They were intended to reward the participants for good work.
 - B They determined how much money each student was going to receive.
 - C They were used as decorations to make the pieces of art more attractive.
 - D They enabled the experimenter to identify which group had created each piece.
- 1.4. The students in both of the first two groups
- A appeared not to enjoy their time in the lecture room.
 - B remained silent for most of the hour.
 - C received a similar amount of money for their efforts.
 - D produced a similar number of artworks.
- 1.5. What did the speaker find surprising about the third group?
- A They didn't know how much the other groups had received.
 - B The students worked with each other much more than expected.
 - C They produced far fewer pieces of art than the other groups.
 - D They didn't want the experiment to end.
- 1.6. What point did the experimenter demonstrate at the art exhibition?
- A Financial rewards can make an otherwise fun activity feel like hard work.
 - B Paying people for their time is better than paying for the quantity they produce.
 - C We produce our best work when we're not doing it for rewards.
 - D The more money we receive, the less we seem to care about the quality of our work.

Zadanie 2. (0–4) | MP3 15

Usłyszysz dwukrotnie fragment programu kulinarnego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.4. w notatce, tak aby jak najprecyzyjniej oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Chicken Paella Recipe

Fry some 2.1. _____
in two saucepans.

Fry some onion in a frying pan and add about
a 2.2. _____.

Add the chicken and peppers to the frying pan,
then add 2.3. _____,
plus water, salt and pepper.

Stir the mixture once, but avoid
2.4. _____ while the rice
is cooking.

Zadanie 3. (0–5) | MP3 16

Usłyszysz dwukrotnie wywiad z psychologiem sportu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.–3.5., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 3.1. Fiona Wells has ghost-written bestsellers on topics including _____ and architecture.
- 3.2. She explains that technically, _____ doesn't count as ghostwriting.
- 3.3. Fiona thinks that writing a book alone is a very _____ time.
- 3.4. Fiona suggests that _____ often struggle to express themselves clearly in writing.
- 3.5. Fiona sees her role as helping a celebrity to get their _____ down on paper.

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające rozumienie tekstów pisanych, najpierw przeczytaj pytania dotyczące danego tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których te pytania dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Zwróć uwagę, że odpowiedź może być wyrażona bezpośrednio w tekście lub może być jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga! W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the article ...		
4.1.	inform that the business is attempting to expand to other locations?	
4.2.	report that smashing up an Anger Room is better than alternative approaches to stress-management?	
4.3.	suggest that Anger Rooms are cheaper than other options?	
4.4.	mention that Anger Rooms already exist in another country, but under a different name?	
4.5.	claim that Anger Rooms aren't only about relieving stress?	

STRESS RELIEF: AMERICA'S ANGER ROOMS WHICH YOU PAY TO SMASH UP

- A** In Japan last year a hotel in Tokyo launched “crying rooms”, where guests could just let it all out in the privacy of their own dedicated weeping space. Now, the yin to Japan’s yang has been realised. Introducing America’s Anger Rooms, where customers pay to take out their pent-up frustration on a poor, defenceless room. “It might sound crazy at first. But we assure you once you’ve tried this method of stress relief, nothing else will compare”, the company’s website states. “We believe that sometimes it’s better to just do what you feel and lash out when you need to. And what better place to do that without judgement, consequences or public humiliation than at an Anger Room.”
- B** Currently on a tour of American cities – and booking out quickly – Anger Room, which has a tagline of “nothing you expect, everything you deserve”, provides guests with safety gear and a weapon of their choice; then they are let loose in the custom-made space. It claims to be “the most cost effective alternative to stress relief on the market” and says “we accommodate those who want to do it for fun as well”.
- C** Launched in 2008, the company has yet to take off from its base in Arlington, Texas, but is now offering to sell franchises and has begun a tour of US cities, including Los Angeles, Chicago and New York. Three packages are available, depending on your level of tension: “I need a break” which is a five-minute session, “Lash out”, 10 minutes, and the full 25-minute “Demolition”. The website says 10 minutes costs \$40 (£28).
- D** Customers can smash up anything from televisions to desks, tables or even mannequins. “You may enter highly upset but when you leave, the rest of your day will be lemonade compared to what could have happened if you didn’t give us a visit”, the website reads. Anger Room also invites people to donate unwanted belongings to be the focus of a customer’s rage. It’s not, however, the first of its kind. Last October we reported on a “rage room” with a similar mission opening in Poland. There are no signs of a British operation. Yet.

Zadanie 5. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (5.1.–5.3.) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

VAN GOGH LOSES SOME OF HIS STRAW HAT, AS GALLERY DISCOVERS SELF-PORTRAIT WAS TORN BY COLLECTOR

Part of Van Gogh's *Self-Portrait with a Straw Hat* is suspected to be missing, a London gallery has said, after it emerged that a past dealer may have torn the painting to fit it into a frame. **5.1.** ____ But when the image arrived in London, having remained unmoved and unexamined on gallery walls in Detroit for the best part of 100 years, experts examining the painting found that part of Van Gogh's famous hat was missing.

Dr Karen Serres, a curator at the Courtauld, told us: "If you think about it, people come to see Van Gogh – it's 'box office', so it stays on the wall for people to see. **5.2.** ____ By putting it next to another self-portrait of him in a straw hat, it was noticed that the painting seemed a little small by comparison, and his hat a little truncated."

Tucked into a large frame, the damage to the artwork was not immediately obvious, but experts found that the painting – made on a thin board – was snapped at some point in its history, possibly to fit it into its frame. **5.3.** ____ The painting was given by Van Gogh to his friend and fellow painter Émile Bernard as a gift, before making its way through the hands of French art dealer Ambroise Vollard, collector Bernard Goudchaux, and Armenian art dealer Dikran Khan Kélékian.

Van Gogh painted the work in 1887, and it shows him wearing the peasant garb of a blue shirt and simple straw hat – which would also have kept the sun from the eyes of those painting outdoors.

- A** Dr Serres believes the damage was likely done by an "early collector" before the reputation of Van Gogh made his paintings almost priceless.
- B** The £90 million masterpiece in the Courtauld Gallery is on loan from the US, after the Detroit Institute of Art was persuaded to send the self-portrait for a landmark exhibition of the Dutch artist's work.
- C** The city of Detroit bought *Self-Portrait with a Straw Hat* in 1922, when the motor industry was booming, but amid financial difficulties in 2014 officials considered selling off the painting which was then valued at a minimum of £90 million by Christie's.
- D** But then you never get the chance to study it.

Zadanie 6. (0–7)

Przeczytaj dwa teksty związane z tajemniczymi zniknięciami. Wykonaj zadania 6.1.–6.7. zgodnie z poleceniami.

Tekst 1.

'Then, you think Dad really went to Egypt?' asked Don Sturdy, with deep anxiety in his tone, as he stood beside the desk where his uncle, Professor Bruce, was carefully looking over a mass of papers.

'I'm inclined to think so, my boy,' replied the professor. 'Everything seems to point that way, though we haven't a bit of positive proof. But we know, at least, that the idea of going there was in his mind when he rushed out of Clifton's house in Brazil shouting that he must go to Egypt.'

'Still, that may have been nothing more than an emotional outburst, forgotten almost as soon as the words were spoken,' put in Captain Frank Sturdy, another of Don's uncles, as he turned from the window through which he had been looking.

'True enough,' assented the professor. 'But we know that for weeks he had been talking about the Valley of the Kings in Egypt. It was, I believe, a fixed idea that had taken possession of him. And these papers I've been looking over explain why he was so deeply interested in that country.'

He picked up the heap of manuscript as he spoke, and selected some papers from the mass.

'There's no collected story here,' he remarked; 'simply a lot of memoranda scribbled on whatever he had at hand. They bear upon a trip that Richard took to Egypt several years ago. But there's something more than the awakened interest of a tourist in them. He seems to have been right on the brink of some remarkable find — so remarkable, in fact, that he feared to commit it to paper so it would not fall into hands for which it was not intended.'

'I remember now,' broke in Captain Sturdy, 'that when he got back from that trip he seemed

strangely excited. But I could never get much out of him about it. He'd talk about it in a general way, but whenever it came to details, he'd change the subject.'

'He seemed to have spent most of his time among the tombs,' resumed the professor. 'There is one he mentions, the sides of which were entirely covered with paintings, while the roof was adorned with a hundred squares of over a dozen different designs. There's a diagram of it here. But at the end of the description are the words: 'This is not the one. Must look further.' And there are several other descriptions of tombs scattered through the papers, each with this little note of disappointment at the end. It seems clear to me that Richard was hunting eagerly for one particular tomb and desperately anxious to find it.'

'What for, do you suppose?' asked Don.

'What he wanted to find it for or what he expected to find in it I don't know. But whatever it was, his mind was centred on it. It may have become a sort of obsession.'

'Even if he did go there,' said Don, in perplexity, 'it's strange that nothing has been heard of him. He had to live somewhere, must have registered at some hotel. Yet all the consuls in the various cities have investigated and can find no traces of anyone named Sturdy. Oh, shall we ever be able to solve the mystery?' cried Don, in desperation.

'Yes, we will,' declared the captain heartily, as he placed his hand encouragingly on his nephew's shoulder. 'To be sure we shall, even if we go to Egypt to do it,' chimed in the professor. 'We'll rake that country with a fine-toothed comb before we'll give up and admit that we're beaten.'

Adapted from: Don Sturdy in the Tombs of Gold by Victor Appleton

W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

- 6.1. What evidence do both of Don's uncles present as evidence that Don's father is in Egypt?
- A He had mentioned going while he'd been in Brazil.
 - B He had been obsessed with the Valley of the Kings.
 - C The manuscripts suggested he had found something.
 - D He had been unwilling to reveal the details of his previous trip.

- 6.2. The tomb in the diagram ...
- A had paintings on the ceiling.
 - B was searched by Don's father.
 - C contained descriptions of other tombs.
 - D seems to be the one Richard was looking for.

- 6.3. Don feels desperate because ...
- A none of the hotels he contacted had heard of his father.
 - B despite his efforts, he is no closer to locating his father.
 - C the diplomatic staff in Egypt refused to help him.
 - D he believes his father is in grave danger.

- 6.4. Richard seems to have worked out the location of his 'remarkable find' ...
- A while he was in Brazil.
 - B during his first trip to Egypt.
 - C while studying his manuscripts.
 - D upon his return to Egypt.

Tekst 2.

Secret giant worm behind mystery of vanishing aquarium fish

Aquarium shop workers investigating the disappearance of dozens of fish found the culprit – a terrifying three-and-a-half-foot sea worm hidden in a tank for ten years. The creepy Bobbit Worm – usually found at in the ocean at depths up to 150ft – was discovered preying on fish in the 200 gallon tank.

Staff at Maidenhead Aquatics in Woking, Surrey, had noticed many of its fish going missing. But they only found the culprit when they emptied a massive leaky tank – and found the Bobbit Worm. The sea worm is thought to have arrived as a stowaway around ten years ago in a rock, and buried itself in the floor of the tank.

Store manager John Penny said: 'The worm was found when we were breaking down our big display, because it was leaking. The worm was three-and-a-half feet long. We really struggled to get the rock out of there, because it was so heavy. It was so creepy. It split into three sections. The tail end died within a few days. The other two sections are still alive.'

'We have been trying to do some research on them,' Mr Penny said. 'It has been reported that they can get up to four metres in length. They are from tropical waters. They do have very large pincers that can nip, especially if you touch them. They also release a slime that can irritate the skin. I have had one in my home aquarium. This is the first time we have had one of three-and-a-half-feet in the shop. They are not common, to be honest. They come through now and again. Only in an established tank would you find one getting up to this size.'

The Bobbit Worm, which is in two pieces, is currently in a tank on the counter at Maidenhead Aquatics Woking, where staff are keeping a close eye on it. Mr Penny, from Maybury Hill, said the ends of the section that broke off have healed over and they are waiting to see if a new head grows. 'We are just waiting to see what happens,' he added. 'A lot of people are like, 'Eww...! Where did that come from?' Marine customers are more likely to say, 'Wow, that's amazing!'

Uzupełnij luki w zadaniach 6.5.–6.7. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- 6.5. For a long time, employees of an aquarium shop couldn't understand why _____ from their tank.
- 6.6. The worm broke into three parts while the staff were trying to _____.
- 6.7. Staff are watching the broken piece of the worm carefully because they think _____.

Zadanie 7. (0–3)

Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 7.1.–7.3. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Teenage metal detectorist strikes bronze with 'once in a lifetime' hoard of axes

A teenager has struck gold – or rather, bronze – on just her third metal detecting dig after picking up the hobby in the summer holidays. Milly Hardwick, 13, discovered a 'once in a lifetime' Bronze Age hoard of axes and blades in a field near Royston in Hertfordshire in September. Her beginner's luck has earned her the respect of fellow metal detectorists, and what could be a princely windfall.

After detecting a signal on the dig, organised by the Woburn Detecting Store, and asking her father Colin to listen, she joked: 'What if it's an axe head?' They found 21 items between them, prompting archaeologists to come and evaluate the site. By the time the dig was complete the haul totalled 65 artefacts dating back to 1,300 BC.

The year eight pupil has gained recognition for her find, saying: "Last Sunday, when we were out, someone stopped and looked at me and said: 'Are you the one that found the axe hoard?'"

Her mother Claire Hardwick said: 'A lot of people have said it's a once in a lifetime find. The other metal detectorists are really pleased for her.' She added: 'She doesn't want to get the mickey taken out of her at school, as it is not exactly a cool hobby. But it hasn't gone to her head. I'm so proud of her'.

Mrs Hardwick added that while neither she nor her son have any interest in the hobby, her husband persuaded Milly to join him on a dig after starting metal detecting four years ago. 'Her dad had been asking her to go out with him for a few months and eventually she said yes, and loved it,' Mrs Hardwick added.

'Whenever I go out, I find stuff,' Milly added. 'I've found a gold plated button and a Queen Elizabeth coin. It's nice to be in a field for hours, and you get a signal and it could literally be anything.'

Teenager Milly Hardwick and her father found 21 Bronze Age items, mainly axes and blades using metal detectors. When archaeologists conducted a **7.1.** _____ later, they found over 40 more items. Milly's mum expressed **7.2.** _____ her daughter but worried that other teenagers will make fun of her. While her father has been using a metal detector for four years, Milly had only been **7.3.** _____ before she struck bronze.

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy zastosować czasownik lub w jakim stopniu powinien wystąpić przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.
- Gdy rozwiązujesz zadanie oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów. Sprawdź, czy nie brakuje przyimków (*in, on, under, from*) lub przedimków (*a/an, the*).

Zadanie 8. (0–6)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

Watch out for Alleycats!

If you **8.1.** ____ to notice a cyclist dressed up in a Mexican day-of-the-dead costume, racing past you along the city's streets this weekend, don't panic. It's probably just an alleycat.

An alleycat is an unofficial bicycle race – in other words, one that **8.2.** ____ official permission to take place by the city's authorities. Alleycats started in Toronto in 1989, when the city's bicycle messengers and couriers decided to test their skills against each other, and quickly spread to cities around the world. However, because they're unofficial (and often **8.3.** ____ as a dangerous nuisance by city authorities), it's hard to keep **8.4.** ____ of their history and development. Unlike traditional cycle races, the emphasis is much more on taking part and having fun, often in fancy dress, **8.5.** ____ winning. That said, some races are designed to be as gruelling as possible so as to eliminate all but the fittest cyclists. In addition, alleycats often include tests of the skills needed by messengers and couriers, such as navigating the best route between a set of points **8.6.** ____ around the city.

- | | | | |
|------------------------------|-----------------------|------------------|-----------------------|
| 8.1. A tend | B seem | C expect | D happen |
| 8.2. A was not giving | B has not been given | C did not give | D was not being given |
| 8.3. A interpreted | B regarded | C believed | D considered |
| 8.4. A part | B watch | C track | D pace |
| 8.5. A on top of | B at the same time as | C in addition to | D rather than |
| 8.6. A scattered | B restricted | C isolated | D prolonged |

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 9.1.** _____
We're just staying here for the ____ being until we can find somewhere permanent.
I was worried my parents would give me a hard ____, but they were surprisingly cool about it.
Don't you think it's about ____ we were leaving?
- 9.2.** _____
The meeting started at 9 a.m., and it's still going ____ eight hours later!
This film contains some rather ____ language, so it's not suitable for small children.
I have a habit of upsetting people – tactfulness isn't exactly my ____ point!
- 9.3.** _____
All this physical activity has really ____ me out!
You may feel some pain for a few hours, but it should have ____ off by around lunchtime.
A sarong is a tube of fabric that is ____ by men and women in many parts of Asia and Africa.
- 9.4.** _____
They must have been disappointed by the results, to say the ____.
After all your help, driving you home was the ____ I could do.
I tried to explain the situation, but she didn't seem in the ____ interested.

Zadanie 10. (0–4)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (10.1.–10.4.). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga! Nie zmieniaj formy podanych wyrazów.**

- 10.1.** It was a mistake that you didn't tell anybody your whereabouts. **LET**
You should _____ where you were.
- 10.2.** If you're more careful when you work, you won't make as many mistakes. **CAREFULLY**
_____, the fewer mistakes you'll make.
- 10.3.** Somebody claimed I had caused the damage to the painting. **ACCUSED**
I _____ the painting.
- 10.4.** In addition to losing the match, we also lost our captain through injury. **ONLY**
_____ the match but our captain was also injured.

Część pisemna (poziom rozszerzony)
Tworzenie wypowiedzi pisemnej

- Zanim zaczniesz redagować wypowiedź pisemną, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz zanotować, co chcesz umieścić we wstępie, poszczególnych akapitach i podsumowaniu tekstu.
- Nie zapominaj też o dokładnym ujęciu tematu zgodnie z instrukcją zawartą w poleceniu i rodzaju wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniosłeś/odniosłaś się do wszystkich informacji podanych w poleceniu.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

- 1 W niektórych krajach, absolwenci szkół ponadpodstawowych zwykle wyprowadzają się z domu i kontynuują edukację w innej miejscowości. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego rozwiązania.
- 2 Przebywaś na wymianie międzynarodowej. Zauważyłeś/Zauważyłaś ostatnio, że biblioteka w szkole, do której uczęszczasz, nie posiada udogodnień dla osób z niepełnosprawnością ruchową. Uważasz, że taka sytuacja jest niedopuszczalna. Napisz **list** do władz szkoły, w którym przedstawisz swoje zastrzeżenia oraz zaproponujesz proste, lecz skuteczne sposoby rozwiązania tego problemu.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

🕒 2 minuty

Rozmowa wstępna

Wskazówki

- Rozmowa wstępna ma na celu oswojenie zdającego z sytuacją egzaminacyjną, przygotowanie go do głównej części egzaminu ustnego oraz poprawienie jego efektywności podczas wykonywania kolejnych zadań.
- Ta część egzaminu ma charakter swobodnej, naturalnej rozmowy, więc postaraj się zrelaksować.
- Egzaminator zada Ci kilka pytań związanych z Twoim życiem i zainteresowaniami. Pytania te zamieszczone są tylko w zestawie dla egzaminującego. Postaraj się odpowiadać pełnymi zdaniami. Pamiętaj, że Twoim zadaniem jest wykazanie się znajomością zróżnicowanego słownictwa oraz środków językowych.
- Mów wyraźnie i nie spiesz się z odpowiedziami.
- Nie bój się rozwijać swoich odpowiedzi. Użycie zwrotów takich jak: *As a matter of fact ...* lub *What I mean is that ...* zademonstruje Twoją wiedzę i ułatwi przebieg rozmowy.

🎓 Answer the questions.

- 1 What are your favourite snacks? Why do you like them so much?
- 2 Do you enjoy learning new things for pleasure, not for school? Why / Why not?
- 3 Would you like to be a professional sportsperson? Why / Why not?
- 4 Are you interested in environmental issues? Why / Why not?
- 5 What makes a great film?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

Wskazówki

- Zadanie pierwsze polega na przeprowadzeniu rozmowy, w której zdający i egzaminator odgrywają role opisane w poleceniu. Szczegóły roli Twojego rozmówcy zamieszczone są wyłącznie w zestawie dla egzaminującego.
- W tej części egzaminu musisz odnieść się do czterech elementów wskazanych w poleceniu i omówić każdy z nich w co najmniej dwóch zdaniach.
- Możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, podanie większej ilości szczegółów, przedstawienie opinii lub udzielenie rady. W takiej sytuacji musisz właściwie zareagować na wypowiedź egzaminującego.
- Egzaminator może nie zgodzić się z Twoją propozycją i poprosić Cię o inne rozwiązanie. Nie oznacza to, że podana przez Ciebie propozycja jest nieodpowiednia. To standardowa część egzaminu oraz sposób na ocenę Twojej wiedzy i umiejętności.

🎓 Do the task. Then change roles and do the task again.

Uczeń A

Wrzesz ze znajomymi planujesz spędzić parę tygodni, podróżując po jednym z krajów anglojęzycznych. Znalazłeś/Znalazłaś niewielki hotel w spokojnej okolicy, w którym chciałbyś/chciałabyś się zatrzymać. Niestety, na stronie hotelu brakuje kilku istotnych informacji, których potrzebujesz, zanim zarezerwujesz pokoje. Rozmawiasz przez telefon z pracownikiem recepcji hotelu. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

odległość do najbliższych sklepów

dostępność wegetariańskich potraw

transport publiczny w okolicy

zniżki dla grup

Uczeń B

Jesteś recepcjonistą/recepcjonistką w niewielkim hotelu w spokojnej okolicy. Rozmawiasz przez telefon z potencjalnym gościem Twojego hotelu.

W zależności od tego, jak potoczy się rozmowa, postaraj się włączyć do niej wszystkie lub wybrane kwestie.

- zapytaj ucznia A, kiedy dokładnie zamierza przyjechać do hotelu,
- dowiedz się, z iloma osobami będzie podróżował/podróżowała i ile pokoi chciałby/chciałaby zarezerwować,
- grzecznie nie zgódź się z uczniem A w związku z niektórymi jego/jej wymaganiami,
- poinformuj, że w cenę pokoju wliczona jest możliwość wypożyczenia rowerów.

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

Część ustna (poziom rozszerzony)

🕒 3 minuty **Zadanie 2.**

Rozmowa na podstawie ilustracji

Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji *There is/There are*, czasu *present continuous* oraz wyrazów i zwrotów służących do spekulacji na temat tego, co widzisz na zdjęciu (*I feel that this place ...*, *This is the sort of place that might offer ...*, *It seems to me that this would be a good place to ...*; *Perhaps this place could be used for ...*). Uwzględnij informacje o tym, kogo przedstawia zdjęcie, gdzie się znajduje dana osoba, jaką czynność wykonuje, jak wygląda oraz co może czuć w przedstawionej sytuacji.
- Po opisaniu ilustracji egzaminator zada Ci trzy pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pierwsze z nich odnosi się bezpośrednio do zdjęcia i wymaga interpretacji przedstawionej na nim sceny. Drugie pytanie jest związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich poglądów, upodobań, zainteresowań lub planów. Trzecie pytanie dotyczy wydarzeń lub doświadczeń z przeszłości. Odpowiadając na nie, stosuj czasy przeszłe (*past simple*, *past continuous*, *past perfect*).

📖 Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Why do you think they are using augmented reality in this situation?
- 2 What might be some other important applications of this technology?
- 3 Talk about a time when you used technology to convey information.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

Wskazówki

- W zadaniu trzecim zostaniesz poproszony/poproszona o wybranie spośród zilustrowanych propozycji tej, która, Twoim zdaniem, najlepiej spełnia warunki wskazane w poleceniu. Następnie odpowiesz na pytania egzaminującego.
- Dokonując wyboru, odnieś się do zilustrowanych propozycji i podaj argumenty uzasadniające wybór jednej z nich oraz przyczyny odrzucenia pozostałych. Wypowiedź powinna składać się z pełnych zdań. Używaj zwrotów i wyrażeń takich jak: *I believe/think that ...*, *The one that appeals to me is ...*, *I believe this experience would be the most valuable because ...*, *In my opinion ...*, *This option is definitely more/less appealing than the other ones because ...*.
- Kiedy zakończysz wypowiedź, egzaminator zada Ci dwa pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pamiętaj, aby nie udzielić tylko prostej odpowiedzi, ale również uzasadnić ją w dwóch/trzech zdaniach.

📖 Do the task and answer the questions. Then change roles and do the task again.

Razem z wychowawcą/wychowawczynią oraz kolegami i koleżankami z klasy organizujesz spotkanie z Waszymi korespondencyjnymi przyjaciółmi z innego kraju, ponieważ chcecie lepiej ich poznać. Masz do wyboru trzy miejsca, gdzie mogłoby się odbyć to spotkanie.

- Wybierz miejsce, które byłoby najodpowiedniejsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Do you think it is valuable for school students to communicate with, or to meet up with teenagers from schools in other countries?
- 2 'The key to successful language learning is to create an authentic need to communicate with others.' Do you agree with this statement? Why / Why not?

Wskazówki

- Gdy rozwiązujesz zadania sprawdzające rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie, pytania i wszystkie odpowiedzi.
- Pamiętaj, że informacje podane w zadaniu mogą być sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–4) | MP3 17

You are going to hear three people talking about their dreams. For questions 1.1. –1.4., choose the right speaker (A–C). One speaker must be chosen twice. You will hear the recording twice.

Which speaker		
1.1.	can predict what they're going to dream about each night?	
1.2.	believes that their dream influences their behaviour in real life?	
1.3.	experiences negative emotions throughout their dream?	
1.4.	worries about others spotting that they're just pretending?	

Zadanie 2. (0–6) | MP3 18

You are going to hear an interview with a sports psychologist. For questions 2.1.–2.6., choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). You will hear the recording twice.

- 2.1. Alice talks about an athlete who lacks confidence in order to
- explain how most sports psychologists spend their time.
 - suggest that her work can make a vital difference to struggling athletes.
 - entertain her audience with an amusing anecdote.
 - introduce a simple example to help listeners understand the field.
- 2.2. Which branch of sports psychology does Alice mainly work in?
- clinical sports psychology
 - sports psychotherapy
 - educational sports psychology
 - exercise psychology
- 2.3. Alice suggests that she works with businesspeople because
- not enough sports clubs are prepared to pay for her work.
 - her business clients pay a much higher hourly rate.
 - it's easy for inexperienced sports psychologists to find such work.
 - it is an excellent way of building her reputation.

- 2.4. Alice mentions dieticians, physiotherapists, personal trainers and tacticians because
- she sees them as her competitors.
 - she thinks they all make a huge difference to athletes' abilities.
 - she disagrees with them about the importance of their contributions.
 - she acknowledges their small but vital role in their clients' success.
- 2.5. Alice became a sports therapist because
- she lacked confidence in her abilities as an athlete.
 - she was forced to end her sporting career after losing an important match.
 - her career as a sportswoman came to a sudden end.
 - she found the experience of losing too painful.
- 2.6. What does Alice say is the most important requirement before considering a career in sports psychology?
- prior experience of running a successful business
 - considerable experience of being a high-level sportsperson
 - expertise and qualifications in psychology
 - a deep understanding of marketing, accounting and law

Zadanie 3. (0–5) | MP3 19

Listen to a lecture and complete the sentences with up to eight words in each gap (3.1.–3.5.). You will hear the recording twice.

- 3.1. The original Austronesians were already experts in _____ as long as 4000 years ago.
- 3.2. It seems unlikely that all speakers of Austronesian languages in the Philippines, Malaysia and Indonesia are the _____.
- 3.3. Between the years _____, the Austronesians' eastward expansion appears to have paused.
- 3.4. Austronesians are believed _____ plants from South America.
- 3.5. The modern population of Madagascar is a mixture of _____.

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające rozumienie tekstów pisanych, najpierw przeczytaj pytania dotyczące danego tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których te pytania dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Zwróć uwagę, że odpowiedź może być wyrażona bezpośrednio w tekście lub może być jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–8)

Read two texts related to career changes. For questions 4.1.–4.5., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D). For questions 4.6.–4.8., complete the gaps in the summary.

Text 1.

I am now librarian of the San Francisco Call. Do I look like one? I turn my chair so I can look in the mirror. I don't see the face of a librarian. The forehead I see is high enough, but it is lined with furrows that look like knife scars. There are two vertical furrows between my eyes that make me appear to be wearing a continual scowl. My eyes are wide enough apart and not small, but they are hard, cold, calculating. They are blue, but of that shade of blue farthest removed from the violet. My mouth is large – one corner of it is higher than the other and I appear to be continually sneering. I do not scowl, I do not sneer; yet there is something in my face that causes a man or woman to hesitate before asking to be directed to Dr. Gordon's church.

If I gaze into the mirror long enough and think hard enough I can conjure up another face. I see the face of a schoolboy – a bright, shining, innocent face. I see a mop of white hair, a pair of blue eyes, and an inquisitive nose. I see myself standing on the broad steps of the Sisters' Convent School. At the age of fourteen, after three years' "board and tuition", I am leaving to go home to my father and then to another school for "big boys".

Any reader with a spoonful of imagination can picture me going home, then to other schools in turn, then to some sort of an office job; advancement here and there, always leading a well-ordered, quiet, studious life, until he finally places me in the respectable and responsible position of librarian of a metropolitan newspaper. That's the way it should have been, but wasn't.

The course I followed from that convent school to this library desk, if charted on a piece of paper, would look like the zigzag line that statisticians use to denote the rise and fall of temperature or rainfall or fluctuations of business. Every turn I made was a sharp one, a sudden one. In years I cannot remember making one easy, graceful, rounded turn.

I am not lugging in the fact that I was left motherless at the age of ten to alibi myself away from anything. Nevertheless I think a fellow has the right to ask himself if things might not have been different. My mother died before I got very well acquainted with her – I doubt if any child gives its parents much thought before the age of twelve or thirteen.

Looking back at it, it seems to me that I was blown here and there like a dead leaf whipped about by the autumn winds till at last it finds lodgment in some cozy fence corner. When I left school at fourteen, I was as unsophisticated as a boy could be. I knew no more of the world and its strange way than the gentle, saintly woman who taught me my prayers in the convent.

Before my twentieth birthday, I was in the dock of a criminal court, on trial for burglary. I was acquitted, but that is another story. In six years I had deserted my father and home, gone "on the road". I had become a snapper-up of small things, a tapper of tills, a street-door sneak thief, and at last a promising burglar in a small way.

At twenty-five I was an expert house burglar, a night-time prowler, carefully choosing only the best homes – homes of the wealthy, careless, insured people. At thirty I was a respected member of the "yegg" brotherhood, a thief of which little is known. He is silent, secretive, wary; forever travelling, always a night "worker". He shuns the bright lights, seldom straying far from his kind, never coming to the surface. At forty I found myself a solitary, capable journeyman highwayman; an escaped convict, a fugitive, with a background of twenty-five years in the underworld.

In those twenty-five years I took all these things, and I am going to write about them. And I am going to write about them as I took them – with a smile.

Adapted from: *You Can't Win* by Jack Black

- 4.1. The writer describes his appearance in order to ...
- A explain why people are afraid to ask him for directions.
 - B highlight his inability to convey positive emotions.
 - C imply that appearances can be deceptive.
 - D suggest he looks unsuitable for his current role.

- 4.2. What appears to have happened shortly after he left the convent school?
- A He ran away from home.
 - B One of his parents died.
 - C He struggled at the school for big boys.
 - D He joined a criminal gang.

- 4.3. What does he suggest about the loss of his mother?
A It affected him greatly at the time.
B He sees it as an excuse for the mistakes he made.
C He only appreciated its significance later.
D He feels bitter about the lack of guidance he received.
- 4.4. At what age did he spend time in prison?
A his late teens
B his early twenties
C his late thirties
D his early forties

- 4.5. How does the writer seem to feel now about his life of crime?
A proud of what he achieved
B ashamed of his actions
C embarrassed by his mistakes
D relieved that he has moved on

Text 2.

Half of young workers ready for career switch

A lack of clear prospects about where their job will lead them means that more than half of employees aged under 30 are considering abandoning their current career within two years of starting it.

The revelation that 51% of young workers have itchy feet so soon after starting their jobs comes from a study by discount supermarket Aldi, which looked into reasons behind career changes. It interviewed more than 2,000 people aged 18 to 30 who have or are considering swapping careers.

Both graduates and those who did not go to university were quizzed but of those who had studied for a degree and were thinking about a changing path, four out of 10 were currently in roles directly related to their university subject. The same proportion of these graduates were ready to take a job in a completely different sector, hinting that many young people fail to pick a degree subject they are confident they have a long-term future in.

Of the graduates who said they were mulling over taking on a new role, more than third (36%) said they were prepared to re-train and just over a quarter (28%) would even consider returning to university. This is despite the prospect of tuition fees of up to £9,000 a year and living costs while they studied. The level of dissatisfaction with progression opportunities was such that a quarter of graduates said they would be willing to start in a more junior position in a new role to get their career back on track.

Aldi is expanding its graduate recruitment programme by 15% to take on 150 trainees this year and James Hutcheson, the company's head of graduate recruitment, said: "One third of our area managers have changed their career direction to enter the retail sector, and we are continually looking for these candidates to apply for our graduate recruitment scheme. People who have built up experience in the workplace, in any sector, bring with them valuable skills. Anyone considering a change in career needs to devote time to consider the options open to them."

He added: "This survey has uncovered that there is a significant level of dissatisfaction across graduates when it comes to their initial choice of career path. A desire for clearer career prospects and more opportunities to develop with training, alongside greater satisfaction appear to be the overriding reasons that graduates are considering a move."

According to research conducted by Aldi, 40% of graduates who are thinking of swapping careers would consider

4.6. Almost 30% were considering going back to study, even though

4.7. The manager responsible for Aldi's graduate recruitment scheme encouraged applications from experienced candidates who want to 4.8.

Zadanie 5. (0–4)

Read the article. Four fragments have been removed from the text. Complete each gap (5.1.–5.4.) with the fragment which fits best and put the appropriate letter (A–E) in each gap. There is one fragment which you do not need to use.

Scientists discover humans produce an invisible aura of air-cleansing molecules

A study has shown, for the first time, that an invisible haze of air-cleansing molecules is produced on human bodies when ozone in the air reacts with oil made by our skin. **5.1.** ____ But the discovery of the aura, technically known as an oxidation field, around people shows for the first time that OH radicals are also made by human bodies.

However, experts do not know if the field is a force for good or bad because the impact of the aura remains unknown.

5.2. ____ He said: 'The other possibility, which is more concerning, is perhaps a compound which is considered to be harmless could become more toxic than its precursor when it's oxidised in the OH field. Now we've discovered this, more research has to be done.'

Prof. Williams and his team put four people in a sterile room with oxygen masks on and measured the level of OH radicals in the air. **5.3.** ____ The chemical silhouette, Prof. Williams said, somewhat resembles the glow of green radiation around a barrel of nuclear waste in a cartoon. Closer analysis revealed that squalene, a chemical which keeps skin supple, reacts with ozone and produces the OH oxidation field via a sequence of complicated chemical reactions.

Previously it was thought the air-cleaning OH chemicals only formed outside in sunlight, but the new finding shows another mechanism for their formation. 'Radicals are extremely ephemeral and created in the air in sunbeams,' Prof. Williams said. **5.4.** ____ 'In every city there should be a monument to the OH radical because it's preventing us from poisoning ourselves every day.'

- A** 'Then they immediately attack any compound around them. They're like snarling lions, horrible beasts that only want to snatch a hydrogen atom off anything else to make itself into water and become stable. We should be mounting statues to this radical,' he said.
- B** 'When I'm breathing in there is chemistry going on, which is changing emissions from the sofa I am sitting on into other compounds,' he said.
- C** Short-lived molecules called OH radicals make up the aura, and they are known to neutralise toxic molecules when they are made by sunlight outside, earning the nickname 'detergents of the atmosphere'.
- D** They then added ozone to the room and saw a dramatic spike in the level of the chemicals and made images from the data showing the oxidation fields.
- E** 'The field may be cleaning the air before I breathe in, but we don't know,' Prof. Jonathan Williams, of the Max Planck Institute for Chemistry in Mainz, Germany and the lead author of the study, told us.

Zadanie 6. (0–4)

Read the text. For questions 6.1.–6.4., choose the appropriate paragraph and write the corresponding letter (A–E) in the table. One paragraph does not match any of the questions.

In which paragraph does the writer		
6.1.	explain why a typical approach to looking after a dog is insufficient?	
6.2.	blame humans for accidentally causing their dogs to behave badly?	
6.3.	correct a common misconception about dogs' ability to learn?	
6.4.	make a recommendation that is unlikely to help owners of badly-behaved dogs?	

Dog behaviour problems? Here are the most common causes

A

Most dogs, like most humans, end up resembling their parents, not just in appearance but also in behaviour. Personalities of animals, just like people, are strongly controlled by genetics. If both parents are calm, obedient, gentle dogs, the puppies are more likely to turn out well. But if even just one parent is a boisterous, mischievous bundle of energy, then it's more likely that a pup will grow into a similar type of animal. My simplest advice to people looking for a puppy is to try to meet both parents of the dog that you are considering.

B

Many people have an irrational and mistaken belief that dogs should somehow know "naturally" how to behave well. The truth is that "behaving well" is a human concept: dogs can't be expected to know the difference between "good" and "bad" behaviour. They need to be trained to behave in the way that their owners want them to behave, and this takes time, patience and commitment. Typically, an owner needs to spend around fifteen minutes a day training their dog (not necessarily all at once: five minutes three times a day may even work better). It can be combined with daily activities such as walks, but it needs to be done.

C

"He understands every word". "He knows when he has done wrong". "He didn't mean to bite". Owners often make these statements in the belief that their dogs have a human-like ability to understand what's going on around them. The truth is that dogs are dogs, and while they have a remarkable cognitive ability, they cannot understand the subtleties of human language, and they don't live by a human moral code. If owners try to correct bad behaviour in dogs by treating them like mini humans, the problem will not be resolved.

D

A typical dog needs to be exercised for half an hour, twice daily. And being allowed out the back door to wander around the back garden does not count as exercise. Dogs need enough energetic, interesting exercise (visiting different places, meeting other animals, having the chance to run around off the leash). If they don't get this, they end up frustrated, bored and prone to behaving badly.

E

Dogs don't learn to behave badly on their own: they are taught how to behave through interactions with their owners. So if you have a badly behaved dog, it's very likely that you have inadvertently influenced your dog in a negative way. It's impossible to objectively observe your own interactions with your pet, and that's why it's so useful to employ the services of a professional behaviourist, to identify key steps that you can take to improve the way that you influence your pet. Over time, this is the most likely way to resolve long term problems with bad behaviour.

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy zastosować czasownik lub w jakim stopniu powinien wystąpić przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.
- Gdy rozwiązujesz zadanie oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów. Sprawdź, czy nie brakuje przyimków (*in, on, under, from*) lub przedimków (*a/an, the*).

Zadanie 7. (0–5)

Read the text. For questions 7.1.–7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).

Zork ... one of the greatest games of all time

If you enjoy video games that involve exploring fictional worlds, solving puzzles and interacting with other characters, spare a thought for Zork, the 1977 game that **7.1.** ____ the modern adventure game. Back in the days when computers were 100% text-based, Zork had to rely on evocative descriptions to build its virtual world inside its players minds.

The gameplay involved descending into the ruins of the Great Underground Empire, **7.2.** ____ of hundreds of dungeons, caves and treasure rooms, each with a text-based description, together with information about the objects, obstacles and characters inside the location. Players interacted with the virtual world by typing simple commands such as 'north' or 'get sword'. The aim was to collect treasure by solving devilishly tricky puzzles, **7.3.** ____ could only be cracked after picking up clues in other parts of the empire. Players' progress was hampered by a thief, who was also collecting treasure in other locations, as well as a time-based earthquake, which periodically opened up new passageways while closing others.

If this all seems a bit on the familiar side to you, bear in mind that none of these concepts had existed in computer games before. If the creators of Zork **7.4.** ____ them, it's likely that today's video games would be completely different – and perhaps much less enjoyable. At the time of its release, Zork was truly revolutionary. Over the late seventies and early eighties, Zork, which had been divided into three episodes, became a bestseller, with hundreds of thousands of players – pretty impressive considering how few people owned computers in those days. In 2007, the US Library of Congress **7.5.** ____ Zork to have been one of the ten most important video games of all time. Around the same time, a game historian called Matt Barton compared Zork to Homer's *Iliad*: "To say that Zork is an influential adventure game is like saying the *Iliad* is an influential poem".

- | | | | |
|---------------------------------|-------------------|---------------------|--------------------|
| 7.1. A paved the way for | B took issue with | C put the brakes on | D steered clear of |
| 7.2. A to consist | B consisted | C consisting | D being consisted |
| 7.3. A several of that | B many of which | C most of whom | D some of them |
| 7.4. A hadn't invented | B wouldn't invent | C weren't to invent | D didn't invent |
| 7.5. A disclosed | B aspired | C conferred | D proclaimed |

Zadanie 8. (0–2)

For questions 8.1.–8.2., complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up to six words including the words given in brackets. Do not change the order of the words given in brackets.

8.1. They left ages ago, so they _____ (*bound / arrive*) by now.

8.2. When Laura agreed to get a new puppy, _____ (*little / realise / be*) going to turn her life upside down.

Zadanie 9. (0–2)

For questions 9.1.–9.2., think of one word only which can be used to complete all three sentences. Write the missing word in the space provided.

9.1. _____

I'm exhausted! I've been on the ____ without a break for 18 hours!

I've never tried kitesurfing, but I'd love to have a ____ one day.

Stella waited patiently for turn on the game, but the others refused to give her a ____.

9.2. _____

After his long journey, Rob barely had time to ____ breath before he had to head off again.

Our professor just presents the facts so we can ____ our own conclusions.

I don't mind giving you some tips, but I ____ the line at doing your job for you.

Zadanie 10. (0–5)

Read the text. For questions 10.1.–10.5., use one of the words below to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided. There are two extra words.

conserve discover expect impress notorious sculpt similar

The Jagiellonian Curse

The tomb of Casimir IV Jagiellon, Grand Duke of Lithuania and King of Poland, is one of the most striking features of Cracow's Wawel Castle. Created in red marble by one of the world's most renowned

10.1. _____, Wit Stwosz, after the king's death in 1492, the tomb is considered to be an artistic masterpiece. However, by the early 1970s, it was in desperate need of renovation. In May 1973, a team of twelve expert **10.2.** _____ was assembled to open the tomb. Inside, they found rotting wood and the remains of King Casimir and his queen, Elizabeth. The restoration work was completed within a few months, culminating in a reinterment ceremony in September 1973.

However, the story was about to become much stranger. Within a year, three members of the 12-man team were dead. Altogether, ten of the twelve ended up dying prematurely and **10.3.** _____

over the next few years, prompting the world's media to start talking of a so-called Jagiellonian Curse.

Overexcited journalists drew attention to several striking **10.4.** _____ between this case and the opening of the tomb of Egyptian Pharaoh Tutankhamun in 1922, which had gained

10.5. _____ when one of the expedition's leaders, the Earl of Carnarvon, died after being bitten by a mosquito within a few weeks of leaving the tomb. However, talk of a Jagiellonian Curse was soon quashed by the discovery of a highly toxic fungus called *Aspergillus flavus* in the tomb, which is now believed to have caused the premature deaths.

Część pisemna (poziom dwujęzyczny)
Tworzenie wypowiedzi pisemnej

- Zanim zaczniesz redagować wypowiedź pisemną, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz zanotować, co chcesz umieścić we wstępie, poszczególnych akapitach i podsumowaniu tekstu.
- Nie zapominaj też o dokładnym ujęciu tematu zgodnie z instrukcją zawartą w poleceniu i rodzajem wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniosłeś/odniosłaś się do wszystkich informacji podanych w poleceniu.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

- 1 Zostałeś poproszony / Zostałaś poproszona, aby napisać **artykuł** do szkolnej gazety skierowany do nowych uczniów. W swoim artykule opisz zalety Twojej szkoły, wyjaśnij czym różni się nauka w szkole podstawowej od nauki w szkole ponadpodstawowej oraz zasugeruj jak najlepiej nawiązać kontakty w nowym miejscu.
- 2 Coraz więcej osób uważa, że posiadanie hobby to raczej staromodna forma spędzania czasu wolnego. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat posiadania hobby, biorąc pod uwagę następujące aspekty:
 - rozwój osobisty,
 - nawiązywanie kontaktów,
 - pogłębianie wiedzy.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

🕒 2 minuty

Rozmowa wstępna

Wskazówki

- Rozmowa wstępna jest rodzajem rozgrzewki, która ma zachęcić Cię do mówienia i myślenia w języku angielskim. Jednak język, którego używasz, jest oceniany już na tym etapie. Pamiętaj, Twoje odpowiedzi nie muszą być zabawne lub zbyt wnikliwe, ważne, żeby były na temat i żeby odpowiedzieć na każde pytanie. Nie obawiaj się stosowania kolokwializmów i idiomów.



Answer the questions.

- Do you find it easy to manage your time? (How?)
- How would you spend your next birthday if money were no object? (Why?)
- Do you prefer to write by hand or on an electronic device? (Why?)
- What would you do if you had a year off after finishing school? (Why?)
- How important is it for you to learn to drive a car? (Why / Why not?)

🕒 4 minuty **Zadanie 1.**

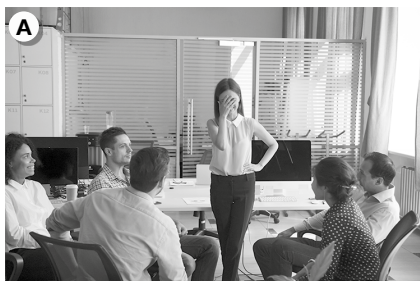
Rozmowa na podstawie materiału stymulującego

Wskazówki

- W tej części egzaminu znajdziesz w swoim zestawie dwie ilustracje i trzy pytania – jedno do ilustracji A, jedno do ilustracji B i jedno, które wymaga porównania ich w jakiś sposób (pytanie C). Nie ma tu przewidzianego dodatkowego czasu na przygotowanie, egzaminator da Ci tylko kilka sekund na zebranie myśli.
- Głównym kryterium oceny w tej części egzaminu jest zgodność odpowiedzi z poleceniem. Pamiętaj, że Zadanie 1. składa się z czterech elementów: pytania A, B i C; to ostatnie zawiera dwa elementy, ponieważ trzeba się odnieść do obu ilustracji. Każdy z nich należy rozwinąć, czyli wskazać omawiany aspekt, podać uzasadnienie, odnieść się do szczegółów przedstawionej sytuacji lub tego, co ona symbolizuje.



Describe the photos and answer the questions.



- What might have caused the woman to feel this way?
- What might the boy's mother be showing on her phone?
- What do the two situations have in common and how do they differ in terms of portraying embarrassment?

🕒 10 minut **Zadanie 2.**

Prezentacja

Wskazówki

- Po wykonaniu Zadania 1. na drugiej stronie kartki znajdziesz Zadanie 2A, czyli temat prezentacji w języku polskim. Będziesz mieć 2 minuty na jej przygotowanie. Temat będzie składał się z trzech elementów, które musisz omówić w ciągu 3 minut. Następnie egzaminator zada Ci trzy pytania związane ogólnie z tematem prezentacji (Zadanie 2B) i w trakcie Twoich odpowiedzi może zadać Ci kilka dodatkowych pytań, aby wejść z Tobą w dyskusję.
- W trakcie odpowiedzi na pytania w tej części egzaminu, egzaminator zada Ci dwa lub trzy dodatkowe pytania, wymuszając obronę zaprezentowanych opinii, pogłębienie tematu lub namysł nad argumentami drugiej strony. Odpowiadaj wyczerpująco, spokojnie, merytorycznie.



Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Niektórzy uważają, że dostępność rzeczywistości wirtualnej doprowadzi w przyszłości do tego, że nie będziemy musieli opuszczać swoich domów. Czy uważasz, że jest to pozytywna perspektywa? W swojej odpowiedzi uwzględnij:

- kwestię kontaktów towarzyskich,
- kwestie zdrowotne,
- konsekwencje odnoszące się do turystyki i podróżowania.

- What is a healthy proportion of your time to spend at home?
- Do you think our daily lives will be radically different in 20 years?
- To what extent are these changes driven by businesses that are trying to make money from us?



BEFORE WATCHING

1 If you are in a disagreement with someone, do you tend to do these things? Circle Yes or No. Then look at the answers to see if you are more assertive or aggressive.

- | | |
|---|----------|
| 1 I stay calm. | Yes / No |
| 2 I say what I think. | Yes / No |
| 3 I try not to offend the other person. | Yes / No |
| 4 I listen carefully to the other person's explanations. | Yes / No |
| 5 I try and find a solution. | Yes / No |
| 6 I force the other person to accept my point of view. | Yes / No |
| 7 I am open to changing my mind. | Yes / No |
| 8 I get defensive (angry or offended) if someone criticises me. | Yes / No |

WHILE WATCHING

2a ▶ **VIDEO SKILLS** Read the video skills box. Then watch the video of two role-plays. Write a brief description of the main problem(s) and the solution in each one.



Hector and Robert

Problems: _____

Solution: _____



Anna and Aisha

Problem: _____

Solution: _____

VIDEO SKILLS: Recognising conflict

Conflict is often expressed by body language and the way people talk, but there are often verbal clues, too.

Tag questions

You ..., right? You ..., yeah?

Saying what you want directly

I just want you to ... Find me ...

Emphasising the listener's responsibility

As you know, ... You said you would / were going to ...

What have you done? You keep saying that, but ...

Refusing to accept excuses

What do you want me to do?

What do you mean you haven't ...?

2b ▶ Watch again. Listen for the details of each problem and complete the sentences.

- Robert wants to exchange the shoes because ...
- He doesn't have the receipt, but ...
- He needs a solution quickly because ...
- To put pressure on Hector he ...
- Anna feels the situation is unfair because ...
- As an excuse, Aisha says ...
- Anna doesn't accept Aisha's excuses because ...
- Anna feels under pressure because ...

3a ▶ Look back at exercise 1 and at the video skills box. Then watch again and answer the questions, giving reasons for your answers.

- 1** Were Robert and Anna generally assertive or aggressive?

- 2** Were Aisha and Hector defensive or did they remain calm?

3b Robert and Anna both got what they wanted in the end. Do you think this justifies how they communicated, or do you think they still need to improve how they express themselves?

AFTER WATCHING

4a Think about a time recently when you had a disagreement with someone. What happened? Was your disagreement solved in a respectful manner? If not, what would you change about how you and the other person behaved if you had the same disagreement again?

4b SKILLS 4 LIFE Find out more about how to be assertive. Follow these steps.

- Go online and carry out a search for 'How to be assertive'.
- Visit some of the sites that come up in the search. Visit at least two websites and watch at least two videos. Make a note of the advice you are given.
- Choose the best advice and write numbered tips for how to be assertive. Refer to them when you need to be assertive.

Reflect on it

Many people find it hard to be assertive and a lot of different organisations offer assertiveness training courses. Would you like to be more assertive, and if so, how could you develop this skill? Why do you think assertiveness can be so difficult to acquire?



► VIDEO 18

LIFE SKILLS VIDEOS

My next steps

2

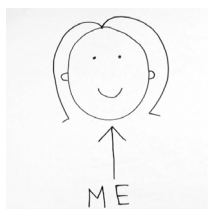
BEFORE WATCHING

- 1 Think of at least three *different* ways to spend your next summer holidays. Think about the need to relax, but also about preparing for your future after school. Write brief notes about the pros and cons of each of the options. Copy and complete the table.

Option	Pros	Cons

WHILE WATCHING

- 2a ► VIDEO SKILLS Read the video skills box. Then watch the video. What is Jess going to study at university? What three options for the summer is she considering? Write them in the order she mentions them.



University

Summer options

- 1 _____
2 _____
3 _____

VIDEO SKILLS: Recognising and understanding phrasal verbs

Phrasal verbs are two- or three-word verbs: a verb plus an adverb and/or a preposition. They can be hard to understand because, although the words are common, the combination has an idiomatic meaning. You will hear these phrasal verbs in the video. Use the context to help you work out their meaning.

hang out with take up (two meanings)

miss out on turn down

- 2b ► Can you remember any of Jess' positive (✓) and negative (x) reasons for choosing the three options? Write them below. Then watch again and complete your answers.

- 1 ✓ _____
x _____
2 ✓ _____
x _____

- 3 ✓ _____
x _____

- 3a ► Watch again. How does Jess use these words and expressions in the video? What do they mean in context?

- 1 tempting _____
2 tricky _____
3 cute _____
4 juicy _____
5 stuck _____
6 face _____

- 3b Which option do you think Jess should choose? Why? What would you do in her position?

AFTER WATCHING

- 4a Think about an important decision you made recently. Was it difficult to make? How did you make it? If not, what did you do?

- 4b SKILLS 4 LIFE Plan a year abroad to improve your English. Follow these steps.

- You're thinking about spending some time in an English-speaking country to help you perfect your English. Think about these initial decisions.
 - Where to go.
 - What to do there.
 - How long to stay.
 - How to maximise opportunities to use your English.
- Go online and do some research about your initial decisions. Find information about the options you are considering. Are they practical?
- Make a final decision. Then write an email to a friend telling them about your decision and asking if they think it's a good idea.

Reflect on it

Teenagers have to make important decisions about whether to continue studying, and what to study if they do. Do you think it's fair to expect teenagers to be able to make these decisions at their age? If not, is there an alternative?



BEFORE WATCHING

1a How good is your memory for these things? Circle 5 if it's very good, and 1 if it's very bad.

- | | |
|---|-----------|
| 1 Telephone numbers | 1 2 3 4 5 |
| 2 New people's names | 1 2 3 4 5 |
| 3 Important people's birthdays | 1 2 3 4 5 |
| 4 Things you need to buy at the shops | 1 2 3 4 5 |
| 5 What to say in a talk or presentation | 1 2 3 4 5 |
| 6 Factual information for an exam | 1 2 3 4 5 |

1b Write a brief description of how you try to remember the different types of information in exercise 1a.

WHILE WATCHING

2a Watch the video and try to remember the speakers' names. When the video finishes, write their names under the photos.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

2b VIDEO SKILLS Can you remember who says the things below? It could be one or more people. Before you watch again, read the video skills box. Then watch and check or complete your answers.

- They did well in the memory test.

- Their memory could be a little better.

- They're good at remembering words.

- They describe themselves as a visual person.

- They mention the use of colour to assist their memory.

VIDEO SKILLS: Understanding memory-related vocabulary

Check you understand the differences between these words and phrases.

Verbs

remember, recall, remind, revise
memorise, take in

Techniques

chunking, mind maps
sum up, group together, associate with
learn by heart, say out loud

3a Watch again and answer the questions.

- Why does Sam find words easy to remember?

- Who summarises information to remember it?

- Who organises things to remember thematically?

- How does Chloe use repetition? Be specific.

- What 'weird' thing does Chloe do?

- What 'good tool' does Sam use to remember things?

3b Which person do you think is like you the most? Why?

AFTER WATCHING

4a Make a list of different situations in your life when your ability to remember things is important. What are the consequences of not remembering things in these situations?

4b SKILLS 4 LIFE Find more techniques online to help you remember things. Follow these steps.

- Look at the situations you wrote down in exercise 4a. Choose the one which you think is most important for you to improve your memory in.
- Go online and search for techniques that can help you improve your memory in that situation. Visit a number of different sites and make notes on the techniques they suggest and how they work.
- Choose one or two techniques you think could work well for you. Practise using the techniques and keep a note of how well they work. Have they improved your memory?

Reflect on it

Nowadays we rely more and more on our devices to help us remember things. What effects do you think this might have on the power of our memory? Do you think this could be a good thing or a bad thing? Why?



► VIDEO 20

LIFE SKILLS VIDEOS

Reading articles critically

4

BEFORE WATCHING

- 1 Write the missing vowels in the words in the glossary.

Glossary of scientific journalism

- 1 c _ _ s _ l _ m _ ch _ _ i _ m: the way that one thing causes a particular outcome
- 2 c _ nt _ nt: material that appears on a website or other digital medium
- 3 c _ rr _ l _ t _ _ n: a connection between two or more things that is not caused by chance
- 4 j _ _ rn _ l: a magazine containing articles relating to a particular profession
- 5 _ _ tl _ t: a newspaper, TV channel or other publisher of news stories
- 6 p _ p _ r: a piece of writing on an academic subject
- 7 pr _ ss r _ l _ _ s _ : an official statement that an organisation gives to journalists
- 8 r _ p _ rp _ s _ : reuse something in a different way than was originally intended
- 9 r _ s _ _ rch: the detailed study of something to discover new facts
- 10 s _ _ rc _ : someone who provides information for a journalist

WHILE WATCHING

- 2a ► VIDEO SKILLS Read the video skills box. Then read the summary below and watch the video. Complete the text by writing one word in each gap.

Kerry Smith works as a journalist for a science
1 _____. She makes 2 _____ and videos and writes some news. She has a science background and did a master's degree in 3 _____. She stopped working in science because it required too much 4 _____. Kerry says that the main problem in her profession is that journalists don't have enough 5 _____. This means they often don't talk to the 6 _____ of a story, and end up copying information from a 7 _____ release instead. Another problem is that funny or unusual content is sometimes presented in the media with no 8 _____, making it impossible to know what its scientific importance is.

VIDEO SKILLS: Recognising collocations

It's important to notice collocations when you're listening. This will aid both comprehension and vocabulary learning.

verb + noun

make podcasts
do a degree/research
draw a conclusion
write/report/broadcast/
publish news

adjective/noun + preposition

associated with
a correlation/relationship between
a link to

- 2b ► In the second half of the interview Kerry talks about an article that claims there is a correlation between eating chocolate and intelligence. Watch again and answer the questions.

- 1 What arguments does she give to doubt the conclusion in the article?

- 2 What does she say is reliable about the article?

- 3a ► Watch again and listen for the underlined words and phrases. What do they mean? Write a brief definition.

- 1 a bit more fast-paced

- 2 get all of their facts straight

- 3 the point of the research

- 4 for the sake of argument

- 5 people have more disposable income

- 6 see if the conclusions match up

- 3b Which part of the interview did you find most interesting? Why?

AFTER WATCHING

- 4a Think about science stories that have been popular on the news over the last few years. Did any of them surprise you? Did you read more about them and try and find out if the news was really true? If not, why?

- 4b SKILLS 4 LIFE Write an article reporting some false science news. Follow these steps.

- 1 Think of some false science news that lots of people would like to hear.
- 2 Think of details to add to your article. Which scientist(s) made the discovery? What university do they work for? How did they make the discovery?
- 3 Write your article. Make the news sound as sensational as you can.

Reflect on it

Stories related to what food we should eat and how much we exercise are very common in the news, but the advice they give seems to change regularly. Why do you think this is? What could we do to prevent it from happening?



BEFORE WATCHING

1a Read the message. Find and write examples of 1–8.

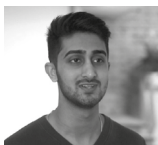
Hey Mr Smith!
this is max, one of ur new students! ☺ that was a great class today IMHO. the problem is, i lost all my notes ☹ could u send me the PPT u used when u get a mo? it was REALLY COOL. it's a shame some of the other students in the class were talking all the time. SLACKERS LIKE THEM SHOULD STAY @ HOME!!!!
ATB
Max

- 1 the abbreviation of a word _____
- 2 an acronym or shortened form of a phrase _____
- 3 a form of address/greeting _____
- 4 an emoticon _____
- 5 writing in capitals _____
- 6 not using capitalisation _____
- 7 a criticism _____
- 8 exclamation marks _____

1b Which things (1–8) in the message do you think are appropriate in this context?

WHILE WATCHING

2a **VIDEO SKILLS** Read the video skills box. Then watch the video of some students discussing netiquette. Do they mention any of the examples (1–8) from exercise 1a? Write the numbers below the photo(s) of the speaker(s) who mention(s) them.



Yuvraj



Nancy



Chloe



Sam



Ousama



Bea



Emily

VIDEO SKILLS: Understanding criticism

Check you understand the following expressions:

<i>It's a waste of time.</i>	<i>It gives you a bad impression.</i>
<i>It drives me mad.</i>	<i>It's one of my pet hates.</i>
<i>It comes off as aggressive.</i>	<i>There's no excuse not to do it.</i>
<i>It's not the right place.</i>	<i>It's not appropriate/constructive.</i>
<i>It's very easy to do that when ...</i>	

2b Watch again. Make a note of some of the other aspects of netiquette that the speakers mention.

3a Watch again. What are the people indicated below talking about when they say these things?

- 1 'It kind of wastes my time.' (Yuvraj)

- 2 'It drives me nuts.' (Yuvraj)

- 3 'They ... thought that I was implying something that I wasn't.' (Chloe)

- 4 'I like people to at least acknowledge what I'm saying.' (Chloe)

- 5 'Just be responsible with your words.' (Ousama)

- 6 'It's not constructive.' (Chloe)

3b Which one aspect of netiquette do you think is the most important? Why?

AFTER WATCHING

4a Think about the way you write to different people online. Do you follow the rules of netiquette the speakers mention? If not, which ones don't you follow? Why not?

4b SKILLS 4 LIFE Write two versions of a message to your English teacher. Follow these steps.

- 1 Choose one of the topics below to write to your teacher about, or think of another one.
- A You haven't had time to finish some homework. Write and ask for more time.
- B You're finding the classes difficult and would like your teacher to suggest ways for you to improve your English outside class.
- 2 Write the first version of the message. It should follow all the rules of netiquette.
- 3 Now write the message again. This time, break as many of the rules of netiquette as you can.

Reflect on it

Some adults complain that because of online messaging, young people can no longer write properly. Do you think there is any truth in this? If so, do you think it matters? Give your reasons.



► VIDEO 22

LIFE SKILLS VIDEOS

Negotiating in situations of conflict

6

BEFORE WATCHING

- 1 Make a list of five things that cause conflicts (arguments and disagreements) in your house, and who each conflict is with. Then put them in order of how difficult they are to resolve. Write 1 next to the most difficult one and 5 next to the easiest.

WHILE WATCHING

- 2a ► VIDEO SKILLS Read the video skills box. Then watch the video of a family talking about four conflicts in their house. Make a note of the conflicts and the people they involve. Then tick (✓) the conflicts that are on your list in exercise 1.



1 _____

2 _____

3 _____

4 _____

VIDEO SKILLS: Recognising habitual behaviour

Neutral comments

It's usually when ...
She'll say ... and he'll say ...
I end up getting involved.
He wants to be playing games.
The main thing that tends to happen is ...
They could always ...
I'm generally quite patient.

Critical comments

I'm constantly telling them to ...
I have to do it over and over again.

- 2b ► Copy the table. Then watch again and complete it with notes on what they say.

Conflict	How it's resolved now	How to resolve it in the future
1		
2		
3		
4		

- 3a ► Can you remember who says the things below about themselves? Write the correct name or names. Then watch again to check or complete your answers.

- 1 I'm fair.

- 2 I'm relaxed about things.

- 3 I don't get angry easily.

- 4 I listen to other people's explanations.

- 5 I don't help much around the house.

- 6 I'm not very patient.

- 3b Compare the family in the video with the members of your family. Who is most similar to who? Explain why.

AFTER WATCHING

- 4a Look at your list of conflicts in exercise 1 and think about the ideas for resolving conflicts that the family in the video suggests. Could their ideas help solve any of your conflicts?

- 4b SKILLS 4 LIFE Find solutions for one of your conflicts. Follow these steps.

- 1 Write a description of the conflict in exercise 1 that you chose as the most difficult to resolve. Say exactly what happens and why you think it's so hard to resolve.
- 2 Think of three people whose advice you respect. Imagine what they would say to help you resolve your conflict. Write their advice as if you were the other people.
- 3 Think about which advice might help you with your conflict and try to follow it.

Reflect on it

'Conflicts are always the result of a lack of real communication.' Do you think this is true? Do you agree that we could avoid most conflicts if we were always able to talk about problems and really listen to other people? Why? / Why not?



BEFORE WATCHING

- 1 Match the terms with the definitions in the business glossary.

- | | |
|----------------------|-----------------|
| 1 CEO ____ | 6 rate ____ |
| 2 exchange rate ____ | 7 strategy ____ |
| 3 freelance ____ | 8 supplier ____ |
| 4 inflation ____ | 9 target ____ |
| 5 outcome ____ | 10 trend ____ |
- a an amount of money that is paid or charged
 b something you try to achieve
 c the value of the money of one country when you change it into another currency
 d a gradual change or development that produces a particular result
 e Chief Executive Officer: the most senior manager in a company
 f the final result of a process or activity
 g work done by a person who is not permanently employed by a particular company
 h a company, organisation or country that sells a product or a service
 i an economic process in which prices increase so that money becomes less valuable
 j a plan or method for achieving something, especially over a long period of time

WHILE WATCHING

- 2a VIDEO SKILLS Read the video skills box. Copy the table and then watch the video and complete it with brief notes.

			
	Jana	Andy	Cey
Job title			
Job responsibilities			

VIDEO SKILLS: Recognising word families

To understand new words, it's important to be able to quickly recognise words from the same family. Check you know other forms of these verbs:

analyse, develop, direct, equip, finance, grow, know, manage, market, produce, sell

- 2b Watch again and answer the questions.

- How does Jana's work influence her company's strategy?

- What example does Andy give of the importance of exchange rates?

- What does Cey say about paying international crew members?

- Why is it important for Cey to work with people from round the world?

- 3a Watch again. List at least four different things that the speakers say people need to succeed in the global workplace.

- _____
- _____
- _____
- _____

- 3b After listening to the speakers, which two things do you feel are the most important for success in the global workplace? Why?

AFTER WATCHING

- 4a Think about the skills, qualities and qualifications that the speakers in the video mention. Assuming that your future job will also probably involve the global workplace, what things do you think you need to work more on? What things do you think you're already doing which will help you in the future?

I think I'm doing enough to develop my ...

I think I should do more to develop my ...

- 4b SKILLS 4 LIFE Find out more about the pros and cons of globalisation. Follow these steps.

- Look at your answers to exercise 4 on page 48 of the Student's Book and do this exercise.
- Do an online search for the pros and cons of globalisation. Visit a few of the pages the search suggests and make a note of any new information that you read.
- Look at all the pros and cons you now have noted down. On balance, do you think globalisation is a good or bad thing? Write a summary of the reasons for your decision.

Reflect on it

Globalisation is often accepted as a fact of modern life. But what would happen if we decided to reject it? In what ways would our lives change?



► VIDEO 24

LIFE SKILLS VIDEOS

Appreciating literature

8

BEFORE WATCHING

- 1 Think about something fictional that you have read and enjoyed, either recently or in the past. Complete the fact file about it.

Title _____

Author _____

Form of literature (e.g. novel, short story, play, poetry) _____

Genre (e.g. science fiction, fable, mystery, horror, comedy) _____

Main characters _____

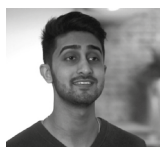
Plot summary (Where's it set? What happens?) _____

Has it been made into a film or TV series? _____

If so, and you've seen it, what did you think of it? _____

WHILE WATCHING

- 2a ► VIDEO SKILLS Read the video skills box. Then listen to the video, but don't watch it. The speakers answer five questions. From their answers, what do you think the questions were?



Yuvraj



Chloe



Sam



Emily



Nancy



Bea



Ousama

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Now watch the video to check your answers.

VIDEO SKILLS: Understanding book talk

Check you understand the underlined words/expressions:

I like/enjoy reading for pleasure.

I can relate to / identify with the characters.

It challenged my perceptions of how people behave.

It made me change/reassess my perspective of the world.

The story draws you in.

There are lots of plot twists.

It's very empathetically written.

It reminded me of my childhood.

- 2b ► Watch again. Write down why the speakers say the books below are or were important for them. Use the third person.

<i>Noughts and Crosses</i> Malorie Blackman	
<i>The Giver</i> Lois Lowry	
<i>The Picture of Dorian Gray</i> Oscar Wilde	
<i>A Series of Unfortunate Events</i> Lemony Snicket	
<i>Roads to Freedom</i> Jean-Paul Sartre	

- 3a Before you watch again, can you remember which speaker(s) ...?

- 1 has had ambitions to be a writer

- 2 reads to escape into a fictional world

- 3 was influenced by a book they listened to when young

- 4 mentions a book that helped them to grow up

- 5 studies literature

- 6 felt that the character in a particular book was like them

- Watch again to check or complete your answers.

- 3b Which speaker do you identify most with? Why?

AFTER WATCHING

- 4a Think about your favourite book. Write a list of reasons why you like it. Think about some of the things the speakers in the video say for ideas.

- 4b SKILLS 4 LIFE Plan a filmed version of a book you have read and enjoyed. Follow these steps.

- 1 Choose a book. It should be one that you think other people would want to read after seeing the film.
- 2 Make the following decisions.
 - Think of a cast for your film. Which actors would play the characters best?
 - Choose a location to set the film in.
 - Think what music you would use for your soundtrack in different scenes.
- 3 Write your proposal to a film production company, including the information from 1 and 2 above.

Reflect on it

We hear a lot in the media about how little people read these days. Do you think this is a serious problem, or can other forms of entertainment give us the same benefits? Why? / Why not?



BEFORE WATCHING

- 1 You receive this email from a friend. Write your reply, giving any advice you have.

Hi there!

How are things? I hope your summer's got off to a good start.

The reason I'm writing is that I've got an interview on Thursday for a temporary job. The job sounds great, but I'm feeling nervous because I've never had a job interview before. You have, haven't you? What advice can you give me to make sure I get the job?

Thanks for any tips you might have for me!

Take care,

Jo

WHILE WATCHING

- 2a VIDEO SKILLS Read the video skills box. Then watch the interview and complete the interview notes. Write the missing information and circle the correct alternative.



Jennifer



Hector

INTERVIEWER: Jennifer

INTERVIEWEE: Hector

AGE: 1 _____

POSITION: Summer job for a 2 _____

PLANS AFTER JOB: To study 3 _____
at university.

RELEVANT SKILLS & EXPERIENCE:

- Performing: 4 None / Some / A lot
- Recording techniques: 5 None / Some / A lot
- Organising events: 6 None / Some / A lot
- Teamwork: 7 None / Some / A lot

VIDEO SKILLS: Recognising fillers

Fillers are small words and phrases that have no meaning. They give us time to think, and they give listeners time to make sense of what we say. Using too many can give a bad impression, but they're useful if not used too often.

Some common fillers:

um, er, mm

like, sort of, kind of, you know, yeah

so, well, I mean, basically

- 2b Watch again and answer the questions about Hector.

- 1 What example of performing does he give near the start?

- 2 What reasons does he give for wanting the job?

- 3 What things does a school prefect do?

- 4 What does he say is his greatest achievement? Why?

- 5 What are his long-term goals?

- 6 If he gets the job, what will he have to do?

- 3a Watch again and listen for these words and phrases. Use the context to help you write a definition.

- 1 label _____
- 2 stuff _____
- 3 handy _____
- 4 bring to the table _____
- 5 accomplished _____
- 6 take under my wing _____

- 3b Do you think Hector will get the job? Why? / Why not?

AFTER WATCHING

- 4a Think about a summer job that you would like to do. What skills and experience would you be able to 'bring to the table'? What questions would you want to ask at the end of an interview for the job?

- 4b SKILLS 4 LIFE Prepare a 'nightmare job' interview. Follow these steps.

- 1 Think of a job that doesn't require any particular qualifications but is demanding to do, for example because it's stressful, has antisocial hours or is physically demanding.
- 2 Prepare at least six interview questions for the job.
- 3 Now imagine that you have decided to apply for the job. Write your answers to the questions. Find any way you can to show that you have the right skills to do it.

Reflect on it

It is said that over 90% of an interviewer's opinion is formed by how you look and sound. Why do you think that is? Think of as many possible reasons as you can. Do you think it's fair? If not, why?



► VIDEO 26 a&b

BEFORE WATCHING

1a Look at three different types of note-taking. Which one do you prefer to use? Why?

1b Write the notes below in full sentences.

Outline or linear notes:

NOTE-TAKING

- OUTLINE OR LINEAR NOTES
 - Use headings
 - Use bullet points and dashes
- CORNELL METHOD

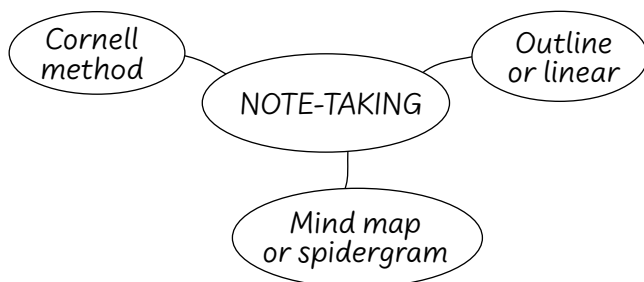
The Cornell method:

NOTE-TAKING

CORNELL METHOD

Draw line down page
Leave $\frac{1}{3}$ on left
Record notes on right
Add keywords on left

Mind maps and spidergrams:



Taking notes v important

Gd notes = better understanding of info

Experiment w/ different types + choose best 4 you

WHILE WATCHING

2a **VIDEO SKILLS** Read the video skills box. Then watch the first part of a lecture (video 26a). Don't take notes while you watch. When the video stops, write down everything you can remember. How easy was it to remember things?



VIDEO SKILLS: Following a lecture

Introducing the topic and structure

Today we're going to talk about ...

Today's lecture is going to be divided into four parts.

The first part is going to be ...

Then we're going to look at ...

First of all, ... Now, ...

And the next question is ...

Referring back

We've been talking about ...

As I said to you before, ...

But as you know, ...

Compared to what we said earlier, ...

2b Before you watch the whole lecture (video 26b), think about the best way to take notes on it. Use the method you normally use, or experiment with another one from exercise 1a.

Note: In exercise 3a, you will need to answer questions on the lecture from your notes.

3a Answer the questions from your notes. Then watch again to check or complete your answers.

1 Who introduced the concept of semiology?

2 What is Winifred Nöth's definition of semiotics?

3 What are the three main branches of semiotics?

4 What names did Ferdinand de Saussure give to the sound image and the concept that the image or sound is related to?

5 Where can you find a word's 'denotation'?

6 What is a word's 'connotation'?

3b How well could you answer the questions in exercise 3a? What does this tell you about your note-taking?

AFTER WATCHING

4a Look back at the different methods for taking notes in exercise 1a. Write one possible advantage and disadvantage of each method.

4b **SKILLS 4 LIFE** Find out more about a note-taking method that you would like to try. Follow these steps.

1 Look at the sample notes in exercise 1a. Choose one type of note-taking you would like to try and develop.

2 Go online and read about how to take notes well using this method. Visit at least two different websites and make notes on what you find out.

3 Watch the video again, but this time take notes using the method you have researched. Did it work well? Would you consider using it in future?

Reflect on it

Do you think more could be done in schools to teach good note-taking? What suggestions would you give younger students for improving their note-taking technique?

NOTES

[illegible]

NOTES

[illegible]

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