

Student's Book

David Spencer
with Gill Holley
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Checkpoint



Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną rozporządzeniem Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. w sprawie podstawy programowej kształcenia ogólnego dla liceum ogólnokształcącego, technikum oraz branżowej szkoły II stopnia (Dz.U. poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. hab. Andrzeja Diniejki, dr. Moniki Stawickiej, mgr Ewy Zajdel

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1 Interact

Reading

VOCABULARY Body idioms and human interaction

1a Match these idioms with the definitions 1–8. Write the answers in your notebook.

be under someone's thumb • do something behind someone's back • get something off your chest
give someone the cold shoulder • lend someone a hand • pull someone's leg • see eye-to-eye with someone • stick your neck out for someone

- 1 treat someone in an unfriendly way
- 2 jokingly tell someone something that is not true
- 3 help someone
- 4 do something without someone knowing about it
- 5 take a risk because you believe in someone
- 6 be controlled by someone
- 7 have the same opinion as someone
- 8 tell someone about something that has been worrying you

1b In your notebook, complete these questions with the correct parts of the body. Then use the questions to interview a partner.

- 1 When was the last time you lent someone a ? What did you do to help them?
- 2 What would you do if your friend said something mean about you behind your ?
- 3 When was the last time you pulled someone's ? What did you say or do?
- 4 Is there anything that you and your parents don't see -to- about? What is it?
- 5 Do you think you are under anyone's , or that anyone is under yours? Who?
- 6 Who would be most likely to stick their out for you if you were in trouble?
- 7 Who do you talk to when you need to get something off your ? Why?
- 8 What would you do if a friend gave you the cold ?

2 Read four articles (A–D) about experiments in human interaction. Match each article with a headline (1–4). Write the answers in your notebook.

3 Read the texts again. For questions 1–12, choose from the four texts (A–D). Write the answers in your notebook. The texts may be chosen more than once.

Which text describes a test that

- | | |
|---|---|
| ■ involved listening to what people say? | 1 <input type="text"/> |
| ■ required people to change their normal behaviour? | 2 <input type="text"/> |
| ■ gives a biological explanation for human relationships? | 3 <input type="text"/> |
| ■ required participants to do two separate activities? | 4 <input type="text"/> |
| ■ showed human relationships haven't changed? | 5 <input type="text"/> |
| ■ took different personality types into account? | 6 <input type="text"/> |
| ■ proves our assumptions about human behaviour are incorrect? | 7 <input type="text"/> |
| ■ suggests group activities make people kinder? | 8 <input type="text"/> |
| ■ confirmed what the psychologists expected? | 9 <input type="text"/> 10 <input type="text"/> |
| ■ required people to record what they did every day? | 11 <input type="text"/> 12 <input type="text"/> |

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How effective are the research methods in the experiments?
- Do they accurately reflect human behaviour?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

- 1 How important are friends to you? Do you think they influence you more than your family?
- 2 Is it necessary for friends to share common interests and beliefs? In your opinion, what activities bond you and your friends?

VOCABULARY BUILDER ► PAGE 126



A ☐ While most people agree that social interaction is important, we're told to keep our distance from strangers. But what if the advice is wrong?

The behavioural scientists Nicholas Epley and Juliana Schroeder approached commuters in Chicago who were about to get on a train. They asked one group of commuters to talk to the person next to them while they were travelling to work. Other people behaved as normal and kept to themselves. At the end of the train ride, the commuters who had talked to a stranger reported having a more positive experience than those who had been sitting alone.

In another study, psychologist Gillian Sandstrom asked people to carry two clickers, one red and one black, in their pockets all day. The people clicked the red one when they interacted with someone close to them, and the black one when they interacted with someone they didn't know well. She found that both introverts and extroverts felt happier on days when they had more social interactions. More surprisingly, interactions with strangers contributed as much to their happiness as those with family and friends.

It seems that all social interactions are important, not just with people we know well.

B ☐ Social media has revolutionised the way we relate to one another. It has allowed us to amass thousands of 'friends' online, but according to the evolutionary psychologist Robin Dunbar, certain things haven't changed.

Just over ten years ago, Dunbar began a study of the English habit of sending Christmas cards. He discovered that the average household sent about 150 cards a year. This number came as no surprise. Dunbar claims that our minds are not designed to accommodate more than a certain number of relationships – around 150, to be precise.

Over the past two decades, he and like-minded researchers have discovered groupings of 150 everywhere they looked. The average size of communities from hunter-gatherer societies up to the present day is around 150. Once a group grows larger, its members begin to lose their sense of connection.

Most of us can follow the lives and interests of about 150 friends on social media. Meanwhile, our circle of actual friends remains small. Further interviews and analysis carried out by Dunbar showed that the number of real-life friends a person can handle is 50. Our closest support group is likely to be around three.

C ☐ Researchers have long observed that humans tend to synchronise their body movements.

When we walk with a friend, we often find our footsteps are in sync. The applause of a large audience tends to fall into a rhythm. What is the reason for this phenomenon in human behaviour?

Stanford psychologists Scott Wiltermuth and Chip Heath carried out a pair of tests on synchronised movements. They asked two groups of volunteers to walk around the Stanford campus. The first group was asked to walk normally, the second to walk in step. Later, both groups were given collaborative games to play. The games were devised so that the more the participants cooperated, the more they collectively won. As Wiltermuth and Heath anticipated, the group that had walked in step cooperated better in the games. Those who had moved at their own speed and tempo were more likely to look out only for themselves. The psychologists concluded that when people move in harmony, it helps them to feel a stronger connection to their group. It may even encourage people to act in a way that is beneficial for the community as a whole.

D ☐ Professor of psychology and neuroscience Robert Provine has been studying the roots of laughter for 20 years and has come to some surprising conclusions.

Over a ten-year period, Provine and his students recorded conversations in shopping centres and city pavements in order to discover what was happening just before people laughed. They studied 2,000 cases, and found that less than 20% of laughter followed jokes or humorous remarks. Most of the time people laughed after everyday comments such as 'Here comes Mary' or 'How did you do on the test?' Provine also found that the average speaker laughed 46% more often than the person they were speaking to. In another experiment, 72 of Provine's students kept a record of their laughter for one week. They noted if they laughed when they were in company, or in response to the radio, TV or a book. The results showed that the students laughed about 30 times more when they were with other people than when they were alone.

Contrary to popular belief, it seems that most laughter is not about humour. It's mainly a way for people to bond with one another.

Past tenses

1a Look at the sentences 1–6. What tenses are the verbs in blue?

- They **reported** having a more positive experience than the commuters who **had been sitting** alone.
- They asked one group to talk to the person next to them while they **were travelling** to work.
- Social media **has revolutionised** the way we relate to one another.
- After they **had walked** around the campus, the groups were given games to play.
- Robert Provine **has been studying** the roots of laughter for 20 years.
- Epley and Schroeder approached commuters in Chicago as they **were about to/were going to** get on a train.

1b Which tense or verb form in sentences 1–6 do we use for these situations?

- for finished actions or situations at specific times in the past
- for activities in progress at a moment in the past
- to talk about the future in the past
- for actions that happened at an unspecified moment in the past
- for actions that happened in the past before another moment or action in the past
- for actions that started in the past and are either incomplete or finished very recently, especially when the duration of the action is important
- to talk about actions that happened before another action in the past when the duration of the action is important

GRAMMAR REFERENCE ► PAGE 136

2 Choose the correct alternative. Write the answers in your notebook.

- We have made/made friends with some Swiss students on holiday last summer.
- I 've/'d been writing to an e-pal in Italy for the last three years. We get on really well.
- Yesterday, on the way to school, we chatted/have been chatting to some people on the bus.
- I know quite a lot about psychology because I 've been reading/read six books about it.
- My dad has been/was in a football team, but he stopped playing a few years ago.
- He couldn't tell us the end of the joke because he 'd forgotten/has been forgetting it.
- I had/have been having problems with my computer for ages, so I got my brother to fix it.
- They left/were leaving the cinema when they saw an old friend, so they went/were going back to the cinema lobby to talk to him.
- She's my best friend. We always saw/have always seen eye-to-eye.
- I have to go now. My train has arrived/been arriving.

3 Complete the sentences with the correct past form of the verbs given. Write the answers in your notebook.

- My friend (call) me at 11 o'clock last night, just as I (go) to bed.
- I (have) a terrible headache all day – I (take) three headache tablets, but it won't go away.
- When I (look) out of my window this morning, everything (be) white because it (snow) all night.
- I (wait) to speak to the professor for over two hours, but she still hasn't arrived.
- I find university life difficult. I (study) here for nine months, but I still (not make) any close friends.
- I wasn't able to open the door because I (forget) to bring my key.
- That dog is driving me mad. It (bark) all morning!

4 Decide if the verbs in bold are in the correct form. Rewrite the incorrect forms in your notebook.

Psychologists **(a) had been interested** in discovering the key to lying for a long time, but it still doesn't seem easy to work out what makes a good liar. Once, a psychologist called Richard Wiseman **(b) has done** an interesting experiment using television. He **(c) interviewed** a famous journalist called Robin Day about his favourite film. In the first interview, Day **(d) told** Wiseman the truth. He **(e) described** how he loved the film *Some Like It Hot*. In the second interview, he **(f) lied**, telling the interviewer how much he liked *Gone with the Wind*, even though he really hated it. When they **(g) had been finishing** the interviews, they **(h) asked** viewers to watch both of them and to decide in which one Day **(i) had been lying**. Almost 30,000 people phoned in to vote, but the votes were completely divided between the two interviews. It became clear that viewers **(j) were** simply **guessing**. Then a surprising thing happened. On the same day, the two interviews **(k) appeared** on the radio and in a newspaper. Seventy-three per cent of the radio listeners correctly **(l) guessed** when Day **(m) was lying**, and so did 64 per cent of the newspaper readers. Other recent tests **(n) have suggested** the same conclusion, that body language and facial expressions give little indication of people's sincerity. It seems to be more a question of the words we use.

5 Write one question using each of the past tenses in 1. Think of questions that will let you find out something you don't know about your partner.

6 Interview your partner using your questions. Tell the class what you've found out.

Word formation: noun suffixes

- 1 What does each of these nouns describe: an abstract notion or a person? In your notebook, write the suffixes in yellow in the correct columns.

accuracy • actor • coincidence • happiness
interaction • movement • participant
personality • psychologist • researcher

Noun – abstract/thing	Noun – person
-cy	

- 2 Add the suffixes in the table in 1 to the words below. Make changes to the words if necessary. Write the answers in your notebook. Sometimes you can add more than one suffix.

- | | |
|---------------|------------|
| 1 science | 6 invent |
| 2 argue | 7 similar |
| 3 describe | 8 frequent |
| 4 intelligent | 9 speak |
| 5 sincere | 10 lonely |

- 3 Work with a partner. In your notebook, match the words (1–5) with the correct suffixes (a–e). Then think of at least one more word containing each suffix.

- | | |
|----------|---------|
| 1 free | a -ure |
| 2 fail | b -ance |
| 3 import | c -dom |
| 4 safe | d -ship |
| 5 friend | e -ty |

BUZZWORD

infodemic – an excessive amount of information, often false or unverified, about a given situation

There's an infodemic of misleading medical advice on social media about the new virus.



- 4 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write the answers in your notebook.

Recently a curious experiment was carried out in Edinburgh.

(a) [] left 240 wallets in different parts of the city, as if their owners had accidentally dropped them. Each wallet contained a photograph, either of puppies, families, babies or an elderly couple.

RESEARCH

The (b) [] of the experiment was that if you want your wallet to come back to you, you should keep a photo of a baby in it since there was a significant (c) [] in the responses to the different photos.

CONCLUDE

DIFFER

An unbelievable 88 per cent of the wallets with a photo of a baby were returned. The second-best result was perhaps more surprising. Fifty-three per cent of the wallets with puppy photos found their way back, whilst pictures of families and elderly couples had return rates of 48 per cent and 28 per cent respectively.

Why should the photo of a baby produce such results? We know that (d) [] in the section of the brain that is associated with empathy is much more responsive to baby faces than to adult faces. Perhaps our compassionate response to small children is really, deep down, a question of (e) [] of the species.

ACTIVE

PROTECT

However, there would have to be a different (f) [] for the (g) [] of the puppies.

EXPLAIN
POPULAR

All in all though, the leader of the research teams, (h) [] Richard Wiseman, was pleasantly surprised to see how many wallets actually came back. It seems he underestimated the (i) [] of ordinary people.

PSYCHOLOGY

DECENT

- 5 In your notebook, complete the words in the questions with a suffix.

- What was your react[] to the story about the lost wallets?
- Why do you think people were more responsive to the appear[] of a puppy than to elderly couples?
- How do you account for the fail[] to return the other wallets?
- What would you do if you were a particip[] in this experiment?
- Can you give a descript[] of your purse or wallet? Do you carry any photos in it?
- What do you think your purse/wallet says about your personal[]?

- 6 Work with a partner. Discuss the questions in 5.



1 **Work with a partner. Discuss the questions.**

Are you now, or have you ever been, a member of a club, society or team? Give details. If not, would you like to be in one in the future? Why/Why not?

2 **Look at the photo. With a partner, describe what you can see. What type of group do you think they belong to?**

3 **1.01 Listen to a radio interview about fraternities and sororities in the US. What are some of the characteristics of these groups?**

4 **1.01 Listen again. Are the statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.**

- 1 Fraternities have a purely social purpose. **T/F/NM**
- 2 Fraternities use Greek letters as their names. **T/F/NM**
- 3 Originally, fraternities met to discuss important issues. **T/F/NM**
- 4 Sophie is a member of different clubs. **T/F/NM**
- 5 Sophie always gets good grades. **T/F/NM**
- 6 Students aren't involved in the choice about which fraternity they join. **T/F/NM**
- 7 'Hazing' is not allowed in most universities. **T/F/NM**
- 8 Students can talk about what happens in hazing rituals. **T/F/NM**
- 9 Daniel is involved in student government. **T/F/NM**
- 10 Sophie feels that her sorority has helped her with her social skills. **T/F/NM**

5 **What about you?**

- 1 What is your opinion of fraternities and sororities?
- 2 Would you choose to become a member? Why/Why not?
- 3 Are there organisations like this in universities in your country? How are they similar or different?

Present and past habits

1 In your notebook, match the sentences (1–6) with the verb forms (a–f). Then write the letter of the verb form next to the use.

- 1 We're always having meetings, so it can get stressful at times.
- 2 They'd meet to talk about literature and politics.
- 3 Fraternities used to be literary societies.
- 4 They'll always go out of their way to help you.
- 5 Frats were always doing terrible things.
- 6 Frats often do fundraising for all sorts of charities.

- a present simple (+ adverb of frequency)
- b would
- c will
- d used to
- e present continuous + adverb of frequency
- f past continuous + adverbs of frequency

Present habit (neutral)  

Present habit (annoying) 

Past habit (neutral)  

Past habit (annoying) 

GRAMMAR REFERENCE ► PAGE 136

2 Complete the sentences with an appropriate word. Write the answers in your notebook.

- 1 My brother is  playing his music really loud. It drives me mad!
- 2 We  play jokes on each other a lot when we were younger.
- 3 I  to be in a chess club, but I'm not anymore.
- 4 We  usually get dressed up at the weekend, but it depends where we're going.
- 5 As a child, I  fall asleep in the car.
- 6 My sister  always checking her phone to see if she's got a new message.
- 7 My dad  always taking me to watch football with him when I was younger, even though I hated sports.
- 8 Marc often  television in the evening after he's done his homework.

3 In your notebook, write at least five true sentences about a friend's or family member's present or past habits. Use the different forms in 1. Then compare your sentences in pairs.

Answering personal questions



1 Look at these questions. In your notebook, match each question with the correct section(s) in the table. Write also **Present** or **Past**, depending on what the main focus of the question is.

- 1 Do you prefer studying on your own or with other people?
- 2 What do you do to relax?
- 3 What do you think is important for a successful friendship?
- 4 Do you prefer spending your free time alone or with others? Why?
- 5 How important is music in your life?
- 6 How long have you been studying English?
- 7 Who has had the greatest influence on your life?
- 8 How easy is it for you to meet new people and make friends?
- 9 Do you prefer spending your holidays with your family or friends?
- 10 How did you get to know your best friend?
- 11 What do you like to do at the weekend?
- 12 What has been your best holiday so far?

Language learning:
Studies: 1 (<i>Present</i>),
Friends, family and relationships:
Holidays:
Free time:

2 **1.02** Listen to three people answering the questions in 1. Answer the questions a–c in your notebook, using the table to help you.

- a Which question does each person answer?
- b Does each person give just one piece of information or do they give more than one?
- c Does each person create a good impression or not? How?

	Speaker 1	Speaker 2	Speaker 3
Question a			
Question b			
Question c			

3 Put these expressions from the speakers in 2 in the correct place in the Speaking bank. Write the answers in your notebook.

- 1 As far as I'm concerned,
- 2 The thing is ...
- 3 To my mind,
- 4 Well,
- 5 For instance,

SPEAKING BANK

Useful expressions for answering personal questions

Playing for time

-
- Hmm,
-
- Let me think about that for a second.

Adding examples and ideas

- In fact,
- For example,
-

Expressing opinions

- I think,
- Personally,
-
-

4 Think of answers to the questions in 1. Try to think of more than one piece of information for each question.

5 Work with a partner. Take it in turns to ask and answer the questions in 1. Use expressions from the Speaking bank.

6 In your notebook, write two more questions for each category in the table in 1. Write a mixture of present and past questions.

Practice makes perfect

7 Work with a partner. Ask and answer your questions in 6. When you answer, give more than one piece of information.

A story

1 Work with a partner. Discuss these questions.

- 1 What was the last story you read? What was it about?
- 2 Did you like the story? Why/Why not?
- 3 What do you think makes a good story?

2 Look at the photos and the title of the story. With a partner, discuss what the story may be about.

3 Read the story and check your ideas in 2.

LOST AND FOUND AGAIN!

Greg was delighted with the gift his parents gave him for his birthday. It was a shiny new camera, just what he wanted. He hoped to become a photographer one day and would take pictures at every opportunity.

One day, he went to the park to practise his photography skills. His new camera worked like a dream and he took some of his best-ever photos. After a pleasant afternoon he returned home, only to find that he didn't have his camera. 'Oh no!' he groaned. 'I must have dropped it on the grass. How could I have been so stupid?' He immediately returned to the park to look for it, but to no avail. 'I'll never find my camera or see my photos again,' he sighed.



VOCABULARY Similes

4a Complete these similes from the story in 3. Write the answers in your notebook.

- 1 It worked **like** a .
- 2 He turned **as** white **as** a .
- 3 **As** quick **as** a .
- 4 They got on **like** a .

4b Match 1–10 with a–j to make similes. Use your dictionary if necessary. Write the answers in your notebook.

- | | |
|-------------|-----------------|
| 1 as strong | a as a daisy |
| 2 as cold | b as a feather |
| 3 as quick | c as ice |
| 4 as light | d as ABC |
| 5 as cool | e as a mouse |
| 6 as quiet | f as a flash |
| 7 as fresh | g as mud |
| 8 as clear | h as an ox |
| 9 as easy | i as a cucumber |
| 10 as solid | j as a rock |

VOCABULARY BUILDER ► PAGE 126

A few weeks later, Greg was flicking through the local newspaper when he happened to notice a photo that looked remarkably like one that he'd taken in the park. His face turned as white as a sheet. He started to read the story, and the headline leapt out at him. Did you take this photo? it said. The photo was definitely his! Greg was very surprised. As quick as a flash, he read to the end of the article and discovered that someone had been walking in the park, picked up his camera, and had handed it in to the paper. 'Mum! Dad! My photo's in the paper!' Greg yelled excitedly, before heading out of the door.

Greg rushed to the newspaper office and couldn't believe his eyes when he was given back his camera, together with the phone number of the person who had found it. He called to thank her and they arranged to meet for coffee. They looked through his photos together and they got on like a house on fire. It was only when Greg was about to leave that she revealed that she was a famous photographer! She thought his photos showed real promise and she wanted to help him with his career. Greg couldn't believe that losing his camera would turn out so well in the end.



5 Work with a partner. Invent your own similes using 1–10 in 4b.

as strong as a ten-foot giant
as cold as winter in Alaska

6 Compare your similes and choose the best.

VOCABULARY Ways of talking

7a **1.03 Read the sentences and listen. Match the words in bold with the definitions 1–8. Use a dictionary if necessary. Write the answers in your notebook.**

- a 'Oh well, my team has lost again,' he **sighed**.
 - b 'It can't be! I thought you were dead!' she **gasped**.
 - c 'Stop it! Stop it this minute!' he **yelled**.
 - d 'But, Mum, please, I don't want to go! Please ...' the girl **whined**.
 - e 'It's a ghost,' she **shrieked**.
 - f 'Don't tell Alex about the surprise party,' he **whispered**.
 - g 'Sorry. I didn't, I didn't really mean to do it, well, not exactly,' he **muttered**.
 - h 'Oh, no. Not another exam!' **groaned** the students.
- 1 to speak in a very loud high voice because you are so scared or angry that you cannot control yourself
 - 2 to speak in a loud voice because you are angry, excited or in pain, or in order to make people hear you
 - 3 to speak very quietly so that other people can't hear you
 - 4 to speak in a way that shows you are unhappy
 - 5 to speak breathing out slowly, making a long soft sound, especially because you are disappointed, tired, annoyed or relaxed
 - 6 to speak while you are breathing in suddenly, for example because you are surprised, shocked or in pain
 - 7 to complain in a way that annoys other people
 - 8 to speak in a low voice that is difficult to hear, especially because you are annoyed, embarrassed or talking to yourself

7b In your notebook, replace said in these sentences with an appropriate verb in 7a.

- 1 'Oh well! Better luck next time!' **said** Brian. It was the fifth time he'd failed his driving test, but he was taking it calmly.
- 2 'Come here right now and say you're sorry!' her mother **said**, furious at the way her daughter had just spoken to her.
- 3 'I want to get off!' he **said** in the middle of the roller coaster ride. He had never been more scared in his life!
- 4 'Sorry I'm late. It's, erm, well, the bus was late,' she **said**. Unfortunately, the teacher could hardly make out a word.

- 5 'It's not fair, it isn't! It's just not fair,' **said** the boy. It was the tenth time he'd made the comment and everybody was losing patience with him.
- 6 'My leg! I think it's broken!' he **said**, although it was hard for him to breathe because of the pain.

VOCABULARY BUILDER ► PAGE 126

⚡ BUZZWORD

periodt (infml) – a word used at the end of a sentence, meant to add emphasis to the point that has just been made

He's the greatest soul singer of all time, and that's on periodt.

8 Read the information in the Writing bank. Find examples of each device in the story in 3.

WRITING BANK

Useful linguistic devices in a story

Stories can be made more interesting by including:

- a variety of past tenses, including the past continuous, past perfect simple and continuous and the future in the past;
- a variety of adjectives and adverbs;
- short sections of direct speech using a variety of verbs expressing different ways of speaking;
- similes;
- linkers and expressions of time and sequence.

9 **Work with a partner. Discuss these questions.**

- 1 Do you like surprising people?
- 2 Do you like receiving surprises?
- 3 What's the biggest surprise you or somebody in your family has ever had?

Practice makes perfect

10 Write a story of 200–250 words. Your story must end with this sentence.

It had been the most surprising thing that had ever happened to them, and probably ever would.

WRITING BANK ► PAGE 161



1 Work in pairs. Take turns to ask and answer the following questions.

- Do you always tell people what you think? Why/Why not?
- In what kind of situations do you find it easy or difficult to express yourself?
- Do you find some topics easier (or harder) to talk about than others? Why do you think that is?
- How important is it to be able to express yourself clearly?
- Can words said in the right way at the right time influence people's actions?

2 1.04 Listen to the recording and answer the questions.

- Who is the speaker and who is he addressing?
- What doesn't the speaker intend/want to talk about?
- What is the tone of the speech: formal/informal/informative/critical/enthusiastic?

3 Which of the following is stated in the recording as a fact? Which is an opinion of the speaker? Write the answers in your notebook.

- An individual's words have the power to influence other people.
- Good leaders get other people to follow their ideas.
- Nelson Mandela's presidential speech is one of the most well-known.
- Martin Luther King's speeches led to people taking part in peaceful demonstrations.
- The students probably know at least one speech by Martin Luther King.

4 Read an article about commencement speeches and do the quiz below. Write the answers in your notebook.

THE ART OF A COMMENCEMENT SPEECH*

If you have ever watched an American film about college or university students, you might have seen a ceremony during which they listen to a speech and receive their diplomas while wearing traditional academic dress: a special robe and a cap. After the ceremony, they throw their caps into the air to celebrate their graduation. The commencement speech is an important element of the graduation ceremony. Colleges and universities usually invite politicians, scientists, important members of the community – or well-known celebrities who attended that particular institution in the past – to give an engaging but also inspirational speech to the graduates. Some of those speeches become extremely well-known, being posted on social media and quoted for years to come – simply because of the quality of the speech, the message, or the circumstances. Take Steve Jobs' speech at Stanford University in 2005. He started his speech by confessing that he had never graduated from college and that, therefore, the occasion was the closest he had ever got to a college graduation. The audience laughed. But, as he finished his speech with the news that he was dying of cancer, everyone was moved to tears. His final words "Stay hungry. Stay

foolish", encouraging the graduates to be adventurous, brave and never afraid of starting afresh, resonated with the audience. Whether given with humour or on a more serious note, a lot of commencement speeches have become well-known and much quoted, because they actually do have a message worth listening to.

* commencement speech: a speech given to graduating students at college or university, usually by a notable member of the community, former graduate, or famous person

Match these famous people with the quotes.

Steven Spielberg • Hillary Clinton • Natalie Portman
Bill Gates • J.K. Rowling

- "But humanity's greatest advances are not in its discoveries, but in how those discoveries are applied to reduce inequity."
- "The power of human empathy, leading to collective action, saves lives, and frees prisoners."
- "Don't be afraid of your ambition, of your dreams, or even your anger – those are powerful forces."
- "Your inexperience is an asset in that it will make you think in original, unconventional ways."
- "My job is to create a world that lasts two hours. Your job is to create a world that lasts forever. You are the future innovators, motivators, leaders and caretakers."

5 Work in pairs. Discuss the following questions.

- Which quote in 4 do you like best? Why?
- What kind of message does each quote convey to graduates?
- Do you believe that a speech can inspire another person to start thinking or acting in a new way? Why/Why not?
- Have you ever heard a speech that affected you? What was it about?

6 In your notebook, complete the notes with information from the article in 4 and the recording in 2.

Powerful speeches – notes

- Words can be powerful (1) to inspire and push people into action.
- Political speeches can make others (2) social or political campaigns and movements.
- A commencement speech: given by a well-known speaker on (3) day.
- It should (4) and inspire the listeners.
- A memorable speech should have a (5) which people will remember.

7 For the next class, prepare a short presentation/podcast about a public speech which makes an impression on you. Include the following information:

- who is/was the speaker,
- what was the occasion for the speech,
- what was the main message of the speech,
- why the speech makes an impression on you.

PRACA

Zawody i zajęcia

actor (n)	/ˈæktə(r)/	aktor
participant (n)	/pɑːˈtɪsɪpənt/	uczestnik
psychologist (n)	/saɪˈkɒlədʒɪst/	psycholog
researcher (n)	/riˈsɜːtʃə(r)/	badacz, pracownik naukowy
scientist (n)	/ˈsaɪəntɪst/	naukowiec
speaker (n)	/ˈspiːkə(r)/	osoba mówiąca po angielsku/ francusku itp., prelegent

PAŃSTWO I SPOŁECZEŃSTWO

Ideologie

apartheid (n)	/əˈpɑːtˌheɪt/	apartheid
civil rights (n)	/ˌsɪv(ə)l ˈraɪts/	prawa obywatelskie
inequality (n)	/ˌɪniˈkwɒləti/	nierówność
racism (n)	/ˈreɪsɪz(ə)m/	rasizm
segregation (n)	/ˌseɡrɪˈgeɪʃ(ə)n/	segregacja, podział

SŁOWOTWÓRSTWO – RZECZOWNIKI ABSTRAKCYJNE

accuracy (n)	/ˈækjʊrəsi/	dokładność, ścisłość, celność
activity (n)	/ækˈtɪvəti/	zajęcie
argument (n)	/ˈɑːɡjʊmənt/	spór, dyskusja, argument
coincidence (n)	/kəʊˈɪnsɪdəns/	zbieg okoliczności
conclusion (n)	/kənˈkluːʒ(ə)n/	wniosek, zakończenie
decency (n)	/ˈdiːs(ə)nsi/	przystojność
description (n)	/dɪˈskrɪpʃ(ə)n/	opis
difference (n)	/ˈdɪfrəns/	różnica
explanation (n)	/ˌekspləˈneɪʃ(ə)n/	wyjaśnienie, wytłumaczenie
failure (n)	/ˈfeɪljə(r)/	niepowodzenie, awaria
freedom (n)	/ˈfriːdəm/	wolność, swoboda
frequency (n)	/ˈfriːkwənsi/	częstotliwość
friendship (n)	/ˈfren(d)ʃɪp/	przyjaźń
happiness (n)	/ˈhæpɪnəs/	szczęście
importance (n)	/ɪmˈpɔːt(ə)ns/	znaczenie
intelligence (n)	/ɪnˈtelɪdʒ(ə)ns/	inteligencja
interaction (n)	/ˌɪntərˈæktʃ(ə)n/	interakcja, relacja
invention (n)	/ɪnˈvenʃ(ə)n/	wynalazek, wynalezienie
loneliness (n)	/ˈlɒnəlɪnəs/	samotność
movement (n)	/ˈmuːvmənt/	ruch, transformacja, przemiana
personality (n)	/ˌpɜːsəˈnæləti/	osobowość, charakter, postać
popularity (n)	/ˌpɒpjʊˈlærəti/	popularność
protection (n)	/prəˈtekʃ(ə)n/	zabezpieczenie, ochrona
safety (n)	/ˈseɪfti/	bezpieczeństwo
similarity (n)	/ˌsɪməˈlærəti/	podobieństwo
sincerity (n)	/ˌsɪnˈserəti/	szczerłość

IDIOMY ZWIĄZANE Z RELACJAMI MIĘDZYLUDZKIMI

be under someone's thumb (phr)	/ˈbiː ˌʌndə(r) ˌsʌmwʌnz ˈθʌm/	siedzieć pod czyimś pantoflem
do something behind someone's back (phr)	/ˈduː ˌsʌmθɪŋ biˌhaɪnd ˌsʌmwʌnz ˈbæk/	robić coś za czyimiś plecami
get something off your chest (phr)	/ˈget ˌsʌmθɪŋ ɒf jə ˈtʃest/	wyrzucić coś z siebie
give someone the cold shoulder (phr)	/ˈɡɪv ˌsʌmwʌn ðə ˌkəʊld ˈʃəʊldə(r)/	potraktować kogoś oziębło, zbyć kogoś
lend someone a hand (phr)	/ˈlend ˌsʌmwʌn ə ˈhænd/	pomóc komuś
pull someone's leg (phr)	/ˈpʊl ˌsʌmwʌnz ˈleg/	nabierać kogoś
see eye-to-eye with someone (phr)	/ˈsiː ˌaɪ tə ˈaɪ wið ˌsʌmwʌn/	zgodzać się z kimś
stick your neck out for someone (phr)	/ˌstɪk jə ˈnek ˌaʊt fə ˌsʌmwʌn/	nadstawiać dla kogoś karku

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

PORÓWNIANIA

as clear as mud (phr)	/əz ˌklɪər əz ˈmʌd/	mętny, niejasny
as cold as ice (phr)	/əz ˌkəʊld əz ˈaɪs/	zimny jak lód
as cool as a cucumber (phr)	/əz ˌkuːl əz ə ˈkjuːˌkʌmbə(r)/	stoicko spokojny
as easy as ABC (phr)	/əz ˌiːzi əz ˌeɪˈbiːsiː/	dziecinnie prosty
as fresh as a daisy (phr)	/əz ˌfreʃ əz ə ˈdeɪzi/	rzeński jak skowronek
as light as a feather (phr)	/əz ˌlaɪt əz ə ˈfeðə(r)/	lekki jak piórko
as quick as a flash (phr)	/əz ˌkwɪk əz ə ˈflæʃ/	szybki jak błyskawica
as quiet as a mouse (phr)	/əz ˌkwaɪət əz ə ˈmaʊs/	cichy jak mysz pod miotłą
as solid as a rock (phr)	/əz ˌsɒlɪd əz ə ˈrɒk/	twardy jak skała
as strong as an ox (phr)	/əz ˌstrɒŋ əz ən ˈɒks/	silny jak byk
as white as a sheet (phr)	/əz ˌwaɪt əz ə ˈʃiːt/	blady jak ściana
get on like a house on fire (phr)	/ˌget ˈɒn laɪk ə ˈhaʊs ɒn ˈfaɪə(r)/	szybko się zaprzyjaźnić, świetnie się dogadywać
work like a dream (phr)	/ˈwɜːk laɪk ə ˈdriːm/	świetnie pracować

SPOSOBY MÓWIENIA

gasp (v)	/ɡɑːsp/	sapać, dyszeć
groan (v)	/ɡrəʊn/	jęczeć
mutter (v)	/ˈmʌtə(r)/	mamrotać, mruczeć
shriek (v)	/ˈʃriːk/	wrzeszczeć, piszczeć
sigh (v)	/saɪ/	wzdychać
whine (v)	/waɪn/	jęczeć, marudzić
whisper (v)	/ˈwɪspə(r)/	szeptać
yell (v)	/jel/	krzyczeć

INNE

accommodate (v)	/əˈkɒmədeɪt/	pomieścić
amass (v)	/əˈmæs/	gromadzić
anticipate (v)	/ænˈtɪsɪpeɪt/	przewidywać, oczekiwać
beneficial (adj)	/ˌbenɪˈfɪʃ(ə)l/	korzystny, dobroczynny
bond (v, n)	/bɒnd/	nawiązywać więź; więź
commencement speech (n)	/kəˈmensmənt ˈspiːtʃ/	przemówienie inauguracyjne
commuter (n)	/kəˈmjʊːtə(r)/	osoba dojeżdżająca do pracy
devise (v)	/dɪˈvaɪz/	wymyślić, opracowywać
fraternity (n)	/frəˈtɜːnəti/	męskie stowarzyszenie studenckie
fundraising (n)	/ˈfʌndˌreɪzɪŋ/	zbiórka pieniędzy
graduate (v, n)	/ˈɡrædʒʊət/	ukończyć szkołę; absolwent/absolwentka
household (n)	/ˈhaʊsˌhəʊld/	gospodarstwo domowe
hunter-gatherer (n)	/ˌhʌntəˈɡæθərə(r)/	łowca-zbieracz
in step	/ɪn ˈstep/	synchronicznie
keep to oneself	/ˈkiːp tə ˌwʌnˈself/	trzymać się z dala od innych
like-minded (adj)	/ˈlaɪkˌmaɪndɪd/	o podobnych poglądach
look out for yourself (phr)	/ˌlʊk ˈaʊt fə jəˈself/	dbać o siebie, dbać o swoje interesy
mankind (n)	/ˈmænˈkaɪnd/	ludźność
relate to (v)	/rɪˈleɪt tə/	odnosić się (do)
respectively (adv)	/rɪˈspektɪvli/	odpowiednio
root (n)	/ruːt/	źródło, korzeń
sorority (n)	/səˈrɒrəti/	żeńskie stowarzyszenie studenckie
synchronise (v)	/ˈsɪŋkrənaɪz/	synchronizować
undergraduate student (n)	/ˌʌndəˈɡrædʒʊət ˌstjuːd(ə)nt/	student studiów licencjackich



Rozumienie ze słuchu

- 1 1.05 Usłyszysz dwukrotnie fragment wykładu na temat manipulacji. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszycie luki 1–5 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Mirroring and manipulation

- If two people are on friendly terms, they automatically (1) behaviour.
- Mirroring can be used to manipulate others by making them believe that you (2) and sincere.
- A manipulated person may not stop and question the (3) wants them to do.
- People are more likely (4) those whom they consider to be a friend.
- We should always ask ourselves if we are (5) by people who might want to use us.

Znajomość środków językowych

- 3 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- 1 Scientists (study/phenomenon) of lying for years, but they still don't know what makes a good liar.
- 2 I felt relieved when I finally got things off my chest – I (hide/truth) for too long.
- 3 Jack and I (go/play/basketball) in the afternoon, but he had to lend his father a hand in the garage.
- 4 My sister and I (not/use/see) eye-to-eye in the past, but now we really get along.
- 5 My grandma (always/tell/I/go) to bed early when I was small – I used to hate it.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

THE ART OF PRESENTATION

How do you usually feel when you have to give a public speech or presentation. Anxious? Upset?

When you are standing in front of a big audience, are your hands shaking? Is your face as white as a sheet? Have you ever felt that your presentation was a failure? It doesn't have to be like this! Giving speeches and presentations is a skill. It doesn't depend on your personality or character. It can be learnt like any other skill.

Do you want to become a better public speaker? Would you like to know how to plan and rehearse your presentations?

Come to our workshops on presentation skills with psychologist Megan Walker.

You will take part in different practical activities, and you will get a chance to prepare and give your own presentation.

In a series of three workshops, you will learn:

- » how to think through what you want to say,
- » how to get your message across so that it's clear to your audience,
- » how to control your voice and body movement,
- » how to keep stress under control.



The number of places is limited.

If you're interested, contact Mr. Donovan.

- 1 The workshops are addressed to people who lack confidence while .
- 2 Public speaking is a skill you – it doesn't rely on personality traits or character features.
- 3 The participants will learn how to their presentations.
- 4 There will be run by psychologist Megan Walker.
- 5 The participants will also practise ways of stress.

- 4 Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. **Uwaga:** dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszytach.

interact • introduce • isolate • move
safe • shake • free

Social distancing is defined as the mode of behaviour which people should adopt to slow down the spread of a contagious disease. It is (1) _____ by the authorities to reduce contact between people who may be infected and those who are not. It means maintaining a distance of at least 1 metre from others in public places and not (2) _____ hands with them. On a larger scale, it may involve travel bans and the closure of schools, workplaces, recreational areas and shopping centres. All these measures are implemented with the (3) _____ of every level of society in mind. However, staying at home for an extended period may lead to a feeling of (4) _____ and loneliness. On the other hand, some people claim that thanks to digital technology, human (5) _____ need not suffer so much, as people can now communicate successfully via the Internet.

Wypowiedź pisemna

- 5 Uczestniczyłeś/Uczestniczyłaś ostatnio w wydarzeniu, w którym musiałeś/musiałaś wystąpić publicznie, a które okazało się być bardzo stresujące. Napisz relację z tego wydarzenia na blogu.

- Wyjaśnij, w jakim wydarzeniu brałeś/brałaś udział.
- Napisz, czego dotyczyła twoja prezentacja/przemowa.
- Wyjaśnij, dlaczego okazało się one stresujące.
- Napisz, jak zakończyła się sytuacja i jak się wtedy czułeś/czułaś.

Home About me Contact Categories

You'll never believe what happened to me last week!
I'd always thought I was a really brave person.
(...)

Has anything similar ever happened to you?
Share your stories!

XYZ

Nov 6, 2018

[Read more](#)

Wypowiedź powinna zawierać od 100 do 150 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

- 6 Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- 1 Why is the girl whispering to her classmate?
- 2 Do you think students should be allowed to talk to each other in class? Why/Why not?
- 3 Tell us about the last time you were asked to keep a secret.

Uczeń B



- 1 Are the women having a successful conversation? Why/Why not?
- 2 What are the typical characteristics of people who have good communication skills?
- 3 Tell us about the last time you had to listen to somebody very carefully.

✓ SELF-ASSESSMENT UNIT 1

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about present and past situations and habits.
- b I can talk about human interactions.
- c I can express opinions, add ideas and play for time during a conversation.
- d I can write a story.
- e I can give a presentation about a famous speech.

2 Road trips

Reading

VOCABULARY Compound nouns: cars and the road

1a Work with a partner. Match 1–10 with a–j to make compound nouns. Decide if each compound should be written as one word or two words. Use a dictionary if necessary. Write the answers in your notebook.

- | | |
|------------|-----------|
| 1 motor | a limit |
| 2 seat | b sign |
| 3 driving | c jam |
| 4 road | d way |
| 5 speed | e about |
| 6 steering | f licence |
| 7 traffic | g lights |
| 8 traffic | h station |
| 9 round | i belt |
| 10 petrol | j wheel |

1b In your notebook, complete the sentences with words from 1a. Then discuss the sentences with your partner. Do you agree or disagree?

- It's compulsory to wear a in a car, but not everybody wears one.
- The in cities is 50 kilometres an hour, but it should be 30 kilometres an hour.
- There are often because too many people use their cars to travel to and from work.
- Cars in the future will be self-driving, so they won't have a .
- You don't need a map when you travel by car because the are clear.
- The number of accidents on is very high because people travel too fast.
- Most drivers stop when the are red or amber.
- The minimum age to legally obtain a should be 21, not 18.

VOCABULARY BUILDER ► PAGE 127

2 Read the magazine article, ignoring the gaps, and answer the questions below.

- What are the legal ages for driving in New Zealand, the US and the UK?
- According to the article, does it seem that the legal age will stay the same or rise in the future?

3 Choose from the sentences A–H the one which best fits each gap (1–8). Write the answers in your notebook.

- Nowadays parents tend not to do this to avoid the typical family rows and shouting that sometimes follow.
- This only fully develops by the age of 25.
- They claim that it's irrelevant whether that first year is at the age of 15, 16 or 17.
- Recent findings are being used by some in the US as an argument for raising the legal age of drivers there.
- The change may well have had something to do with the fact that the fatality rate of drivers was 60 per cent higher than in neighbouring Australia.
- That may explain why 10 per cent of drivers aged between 17 and 21 feel that they should not have passed their driving test.
- Plus the fact that in farming areas, many teens must learn to drive so that they can help out with the work.
- This has already contributed to saving lives, but one problem of the scheme is that parents have to enforce it, and many are not doing so.

4 Find any reasons given in the article why young drivers have more accidents than other drivers. Can you think of any other reasons?

5 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think is the writer's opinion of teenage drivers?
- What do you think is his/her aim in writing the article?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7 What about you?

- How important is it for you to get a driving licence? Why?
- Do you agree that younger drivers are more dangerous than older drivers? Why/Why not?
- What is your opinion of 'graduating licensing'?
- What would you recommend to reduce the number of road accidents?



READY FOR THE ROAD?

What is the best age to learn to drive? This may seem like a simple question, but there is a surprising difference between the legal requirements in different countries, and a lot of disagreement on national levels.

Until just recently, in New Zealand you only had to be 15 to be able to drive. Then the New Zealand government decided to raise the legal age to 16, suggesting that they might toughen this up in the not-too-distant future.

(1) Unfortunately, the changes to the law have not gone down well in rural areas where there is almost no public transport and parents have to chauffeur their kids around whenever they want to go anywhere.

(2) Many New Zealanders who were against the raising of the legal age argued that the government shouldn't have bothered since statistically the highest number of accidents will come in a driver's first year. (3) However, in the US, where you can begin driving at the age of 14 in some states, there has been a lot of research done into the question of age and its influence on driving skills, and the results suggest that age makes a big difference. The research has shown that there

is a part of the brain that helps to control impulsive behaviour and warn us of imminent danger. (4) Interestingly, there is evidence to suggest that a lot of development happens between the ages of 16 and 18, and so a new 17- or 18-year-old driver will be safer than a new 16-year-old driver. In other words, there is a scientific reason why teenagers can at times be more careless and rash, and their impetuous nature can sometimes get the better of them when they fasten their seat belts and sit behind the steering wheel.

(5) The statistics are frightening but clear. Sixteen-year-old drivers are more dangerous than any other teenage drivers, being involved in thousands of fatal accidents each year and being a principal cause of death amongst teenagers. One interesting discovery is that accidents are more likely when a teenage driver is accompanied than when he or she drives alone. With two or more passengers, the fatal crash risk for 16- to 19-year-old drivers is more than five times what it is when driving alone. Why? Maybe it's simply because they become distracted by the presence of other people in the car. Or maybe it's because teenagers are more likely to take risks and break speed

limits when driving with their friends since they want to show off and go fast. Whatever the reason, the discovery has led to many states implementing a system known as 'graduated licensing' rules where 16-year-olds are not allowed to drive alone until they have driven a certain number of hours. (6)

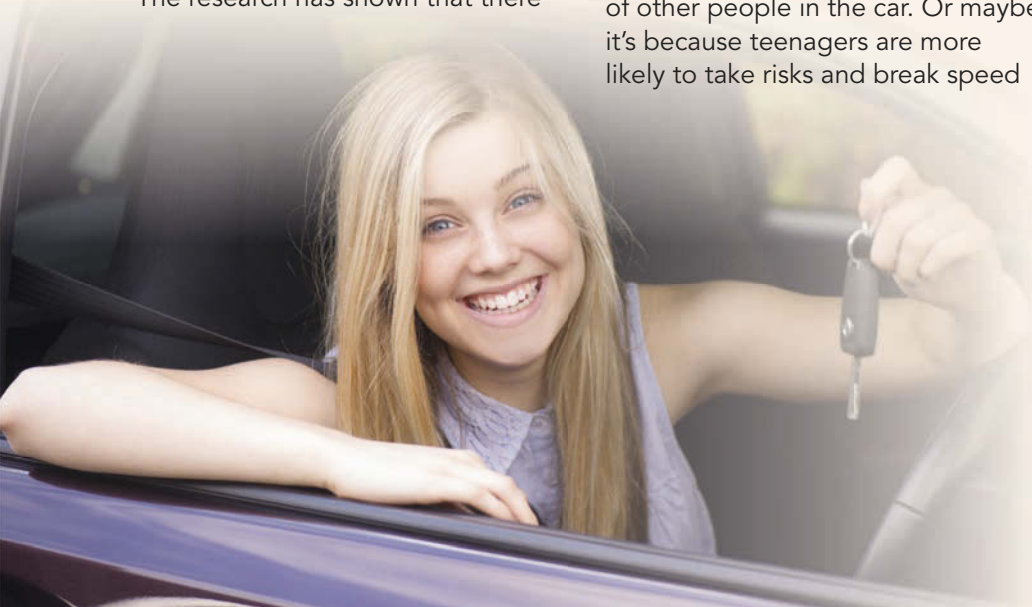
In the UK, where you need to be 17 to get a provisional driving licence, parents are seen as contributing to the lowering of standards amongst young drivers. Traditionally, British parents used to take their kids out on practice driving lessons and these practice lessons would help the young drivers to gain confidence and experience.

(7) The UK Driving Standards Agency suggests that learners should have 45 hours of professional lessons, plus another 22 hours of practice. However, a recent study shows that today's young motorists only have an average of 29.9 hours of professional lessons before taking and passing their test, and 27 per cent of young drivers say they had no practice at all with their parents. (8)

In many countries, then, there is some debate as to what the best age is to become a driver. In general, because of the horrifying statistics, there is a growing feeling that the age should be made higher. With more and more young drivers on the road, the debate will no doubt continue.



“Sixteen-year-old drivers are more dangerous than any other teenage drivers.”



Modal verbs: obligation, permission, prohibition, criticism and advice

1a Work with a partner. Explain why the words or expressions in bold are used in each sentence. Decide if they refer to the present or the past.

- 1 You only **had to** be 15 to be able to drive.
- 2 They feel they **shouldn't have** passed.
- 3 Sixteen-year-olds **are not allowed** to carry other teen passengers.
- 4 You **need to** be 17 to get a driving licence.
- 5 They think learners **should** have 45 hours of professional lessons.
- 6 Many teens **must** learn to drive so that they can help out with work.

1b How do you change each sentence in 1a from present to past, or vice versa, without changing the meaning?

GRAMMAR REFERENCE ► PAGE 138

2 Look at these sentences. Do they have the same meaning? If not, explain the difference.

- 1a I didn't need to go to school yesterday.
- 1b I needn't have gone to school yesterday.
- 2a You don't have to eat everything on the plate.
- 2b You mustn't eat everything on the plate.
- 3a We ought to leave now if we want to be on time.
- 3b We'd better leave now if we want to be on time.
- 4a You have to use a pencil in this part of the exam.
- 4b You've got to use a pencil in this part of the exam.
- 5a When I was small, I wasn't allowed to stay up late.
- 5b When I was small, I may not have stayed up late.
- 6a I must have worn a school uniform in primary school.
- 6b I had to wear a school uniform in primary school.
- 7a You shouldn't wake her yet.
- 7b You aren't supposed to wake her yet.
- 8a Must you make noise while I'm working?
- 8b Do you have to make noise while I'm working?

3 In your notebook, complete the sentences with an appropriate modal verb and the correct form of the given verb. There may be more than one possible answer.

- 1 You texts while you're driving. (send)
- 2 When I was small, we everywhere because we didn't have a car or a bike. (walk)
- 3 You with a red pen in the exam yesterday because the teacher got really annoyed. (write)
- 4 You early this morning because it's Sunday. Why did you do it? (get up)
- 5 My dad jeans at school. They had a special rule against it. (wear)
- 6 If you really want to buy a car next year, I think you a job and start saving. (find)

4 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 It would have been better if I'd told you the truth.
I the truth. **HAVE**
- 2 He said we mustn't go without him.
He said we without him. **TO**
- 3 We must buy tickets from the driver.
We tickets from the driver. **GOT**
- 4 It was a bad idea for us to drive in the snow.
We in the snow. **HAVE**
- 5 It was stupid of me to worry about the exam.
I the exam. **NEEDN'T**
- 6 I'm annoyed you went to the party without me.
You without me. **GONE**
- 7 It would have been better for them to get a taxi.
They a taxi. **OUGHT**

5 Work in a group. Comment on these situations using present and past modals. Make at least four sentences for each situation. Write the answers in your notebook.

- 1 Two friends, Alice and Olivia, set off on a six-month road trip together. Now, one month later, they are having terrible arguments because they each want to visit different places and do different things.
They should've decided where to go before they left.
- 2 Brad is riding his motorbike through Argentina during his gap year. One day, he has an accident. His bike is damaged and he's hurt his arm. He doesn't have much money and he doesn't have insurance. He doesn't speak Spanish very well.
- 3 Helen wants to travel in the US during the summer holidays. She's already bought a plane ticket, but now she can't persuade any of her friends to go with her. She doesn't want to go alone.
- 4 Dave and Ben are driving in a remote area when they run out of petrol. They haven't seen a petrol station for many kilometres and there is no coverage to make a phone call. They haven't told anyone where they're going.

6 Tell your partner about something you:

- 1 had better do today,
- 2 should do more frequently,
- 3 ought to have done last week,
- 4 must do next week,
- 5 have to do on a regular basis,
- 6 aren't allowed to do at home,
- 7 weren't allowed to do when you were young,
- 8 did once, but needn't have.

Collocations with **take**, **make** and **do**

1 Choose the correct verb to complete each of these sentences from the text on page 19. Write the answers in your notebook.

- Teenagers are more likely to risks and break speed limits when driving with their friends.
A take B make C do
- The results suggest that age a big difference.
A takes B makes C does
- There has been a lot of research into the question of age and its influence on driving skills.
A taken B made C done

2 In your notebook, write these words and phrases in the correct column. Some can go in more than one column.

an apology • an attempt • business • a call
changes • a choice • a comment • a complaint
control • a course • cover • a decision
a difference • effect • harm • household chores
an improvement • an interest • a mistake
offence • place • power • research • a risk
a suggestion • a test • use of something • your best

take	make	do

3 Decide if the verbs **take, **make** and **do** are used correctly. Rewrite the incorrect sentences in your notebook.**

- The best way to do an apology is to be sincere.
- It's time you took control of the situation.
- Don't make offence, but we don't think you're the right person for the job.
- It was a mistake to make business with them.
- We decided to do a formal complaint.
- Eating chocolate occasionally doesn't do any harm.

BUZZWORD

frozen robot syndrome – when a driverless car senses some kind of an obstacle in the road and stops suddenly as a result

"Frozen robot syndrome" is a big concern for software developers as it could cause major disruption to traffic flow.

4 Read the text and decide which answer (A, B, C or D) best fits each gap. Write the answers in your notebook.



Driving across the US is a classic American pastime, but perhaps the first road trip (1) place in 1903. It all started when Horatio Nelson Jackson was sitting in a club in San Francisco, discussing cars with his friends. Cars were a recent invention at the time and someone (2) a comment that they were too unreliable to drive across the country. Jackson bet his friends \$50 that he could do it.

He bought a new red car and set (3) from San Francisco on 23rd May. He had little experience of driving and he didn't have a driver's licence because in those days you (4) one. There were no road signs and no petrol stations so he was (5) a big risk. Not surprisingly, the car broke (6) several times on the way. At one point, he had to (7) use of a horse to pull him to the nearest town. On another occasion, he was given bad directions and got lost for 36 hours on a road that he (8) not have taken.

In spite of all the difficulties, Jackson (9) his best to remain optimistic. He was helped when people heard that he was (10) an attempt to cross the country and came out to support him.

Finally, after 63 days, Jackson arrived in New York. He'd won his bet of \$50, but spent \$8,000 in the process.

- | | | | |
|------------------|----------------|------------------|---------------|
| 1 A did | B took | C made | D had |
| 2 A told | B made | C did | D said |
| 3 A on | B up | C off | D away |
| 4 A needn't have | B mustn't have | C shouldn't have | D didn't need |
| 5 A taking | B making | C doing | D having |
| 6 A up | B down | C away | D off |
| 7 A take | B do | C make | D have |
| 8 A must | B ought | C had better | D should |
| 9 A did | B took | C made | D had |
| 10 A trying | B making | C doing | D taking |

- 1  Work with a partner. Look at the photos of 'the world's most dangerous road'. In your notebook, write five questions about the road that you would like to be answered.



- 2  1.06 Listen to a podcast about the road in 1 and choose the best answers. Write the answers in your notebook.

- 1 The presenter says the road
 - a is by far the most dangerous in the world.
 - b is popular with sightseers.
 - c may attract people because of its reputation.
- 2 Bill Shipman thinks
 - a the locals don't understand why people go to Death Road.
 - b you have to be mad to work on Death Road.
 - c you can make a lot of money working for a mountain biking business.
- 3 The presenter thinks that the name Death Road
 - a describes the road perfectly.
 - b makes it sound more dangerous than it really is.
 - c isn't totally accurate because in some ways it's not really a road.
- 4 The number of fatalities on the road per year has dropped because
 - a traffic has been greatly reduced.
 - b the road is exclusively for cyclists now.
 - c the condition of the road has improved greatly.
- 5 To make the cycling journey easier, Bill and his company
 - a ask for help from a local 'earth goddess'.
 - b let the cyclists get accustomed to the situation progressively.
 - c take the cyclists in their support vehicle for part of the journey.
- 6 In case of falling off the road,
 - a you can fall over 600 metres.
 - b the biking companies are equipped to help in every situation.
 - c the biking companies sometimes forget to bring suitable equipment for a rescue.
- 7 Most people want to ride the world's most dangerous road because they want to
 - a see the spectacular scenery for themselves.
 - b impress others.
 - c improve their survival skills.

- 3  Did the podcast answer all of your questions in 1? Discuss your unanswered questions and hypothesise about the answers. What could you do to find the answers?

- 4  What about you?

- 1 Would you ever consider going along the world's most dangerous road by car or by bike? Why/Why not?
- 2 Have you ever done something dangerous?
- 3 Can you explain why some people like doing dangerous activities?
- 4 Do you think dangerous activities should be encouraged? Or banned?

Discussing photos – 1



1 Look at these photos. They show different minor accidents.

Student A: Compare and contrast two of the three pictures saying:

- how the accidents might have happened,
- how they could have been prevented.

Student B: When your partner has finished talking about the pictures, say which accident is the worst and why.

2 1.07 Listen to a student doing the task in 1. Which two photos does the student talk about? Does he do all parts of Student A's task in 1?

GRAMMAR Modal verbs: speculation, deduction, possibility and probability

3 Work with a partner. Explain why the words or expressions in bold are used in each sentence. Decide if they refer to the present or the past.

- 1 The car on the right **must have** hit the other car from behind.
- 2 The driver on the right **could** be an inexperienced driver.
- 3 He **can't have** known what he was doing.
- 4 He **might have** been distracted by his mobile phone.
- 5 The accident **may well have** been easy to prevent.

GRAMMAR REFERENCE ► PAGE 138

4 In your notebook, complete the sentences with modal verbs. Sometimes more than one can be used.

- 1 Surely Jamie have a driving licence yet – he's only 15.
- 2 I think they have left but I'm not sure.
- 3 I well take driving lessons in the summer if I have enough money.
- 4 She have taken the car because it's still here in the garage.
- 5 He have passed his driving test because I saw him driving yesterday.
- 6 The accident have happened if he had been driving more slowly.

5 Work with a partner. Apart from language of speculation and deduction, what language do you think is useful when discussing photos? Make a list in your notebook, then compare it with the Speaking bank.

SPEAKING BANK

Useful language to discuss photos

- Modal verbs of speculation – *may, might, must, can't*
- Comparatives and superlatives, (not) *as ... as, less ... than*
- Linkers of contrast – *while, whereas, although, however*
- Expressions of opinion – *to my mind, personally*
- Prepositions and words and expressions to explain position – *in the foreground, at the back*
- Expressions such as: *Both photographs show ..., One significant difference between the photos is that ..., Compared with ...*

Practice makes perfect

6 Work with a partner. Look at the photos on page 156 and follow these instructions.

Student A: Compare and contrast two of the pictures saying:

- why the people may have decided to travel in this way,
- how the people might be feeling.

Student B: Do the same task with the two remaining pictures.

An opinion essay

- 1  **Work with a partner and read the statement. Do you agree with it? Why/Why not?**

The minimum legal age to obtain a driving licence should be lowered to 16.

- 2 **Read the essay. What is the writer's point of view? Is it similar to your opinion?**

The idea of lowering the minimum legal age to obtain a driving licence to 16 is, without doubt, a very sensitive one. Nevertheless, there are many things that 16-year-olds can already do, such as work part-time, leave home and even get married with their parents' consent. I certainly believe that the legal age to get a driving licence should be lowered and will discuss the reasons why in this essay.

Firstly, to my mind, there is no question that a driving licence is essential nowadays. Many teenagers, particularly in rural areas, need to be able to drive because public transport services are limited. Not all families have the time to chauffeur their children to places they need to go for work, studies or leisure. Without a licence, many 16-year-olds cannot take advantage of opportunities available to them.

A second major reason to lower the legal driving age is that the majority of teenagers are capable drivers. It is widely accepted that the ability to react quickly is key when driving, and young people are known to have faster reactions than older people.

Whilst it is true that the number of accidents involving young people is high, studies have shown that accidents usually occur in a driver's first year, regardless of age. It would be more sensible to address the issue of safety by ensuring that young drivers have plenty of driving experience. Moreover, strict testing procedures and graduate licensing rules would prevent the kinds of behaviour that lead to road accidents.

In conclusion, I am convinced that it is time to lower the legal age to obtain a driving licence. Most 16-year-olds are mature enough to make sensible decisions and act appropriately. Allowing them to drive would enable them to become more independent and develop responsibility.



- 3 **Look at the writer's paragraph plan. In your notebook, complete it with the main points he/she makes in each paragraph.**

Paragraph 1: Introduction, including your opinion

Paragraph 2: Main point(s) in support of your opinion

Paragraph 3: Additional point(s) in support of your opinion

Paragraph 4: Point(s) in support of a different opinion and your counterargument(s)

Paragraph 5: Conclusion, restating and possibly expanding your main point

WRITING BANK

Useful expressions in opinion essays

Expressing strong opinions

- ---
- I am certain that ...

- ---
- ---
- It has long been my feeling that ...
- Without doubt,

Disagreeing

- There can be no justification for ...
- I believe there is no evidence to support ...
- I cannot agree with ...

Expressing opposing views and giving counterarguments

- ---
- Despite the fact that ...
- Although ..., ...
- Nevertheless/However,

Giving general opinions

- ---
- ... is usually considered to be ...
- It is often said that ...
- It is generally believed that ...
- On the whole, it is thought that ...

4 Put these expressions from the essay in 2 in the correct place in the Writing bank. Write the answers in your notebook.

- 1 I certainly believe that ...
- 2 To my mind, there is no question that ...
- 3 It is widely accepted that ...
- 4 Whilst it is true that ..., ...
- 5 I am convinced that ...

5 Read the article opening. What reasons can you think of for the initiative?

Scotland has introduced an initiative to get more people out of their cars and onto their bikes. 'Active Travel' is designed to encourage people to think about alternative methods of travel for shorter journeys. In Scotland, a third of car journeys are less than two miles, and ...

6 Read the web pages about cycling. Which two arguments in each do you find most convincing? What other arguments can you add to the lists?



BENEFITS OF BIKES ...

WHY SHOULD I CYCLE?

-  **FITNESS** – Cycling is a great way to keep fit, without going to the gym!
-  **TIME** – A bicycle can be twice as fast as a car in city traffic.
-  **ECONOMY** – Bicycles are cheap. There are no petrol bills, and they're easy to maintain.
-  **CONVENIENCE** – You can park anywhere.
-  **GOOD FOR THE ENVIRONMENT** – Bicycles produce no pollution, and they're quiet, too.
-  **SAFETY** – Thousands of people are killed or injured in car accidents, but not on bicycles.
-  **INDEPENDENCE** – Young people can get about without having to rely on lifts from others.



BARRIERS TO CYCLING

- Cyclists are vulnerable – there's a danger of being hit by a car.
- There aren't enough cycle paths – this means riding on the road or taking an indirect route.
- There aren't enough secure places to park (bikes are often stolen).
- It isn't practical if you have to carry things.
- What happens if it's raining?
- You need to take a shower when you arrive.
- Cycling is seen as a leisure activity, not a form of transport.
- It doesn't look cool if you have to wear a helmet.



Practice makes perfect

7 Look at this statement and write an essay giving your opinion. Use expressions from the Writing bank.

People should be forced to travel by bicycle rather than by car for all short journeys.

WRITING BANK > PAGE 162

⚡ BUZZWORD

dooring – a road traffic accident caused by the driver or passenger of a car opening their door without checking first whether it is safe to do so, resulting in an accident with another road user

In many cities around the world, doorings are among the most common and injurious bike-vehicle incidents.

1 Work with a partner. Discuss the following questions.

- If you had the chance, would you like to:
 - go on a spaceship and orbit the Earth?
 - spend a week on an International Space Station with other astronauts?
 - stay at a hotel in space?
- What conditions do you think you have to fulfil before travelling in space?
- Do you think space tourism will become more popular in the near future?
- Why do you think some people want to explore space?
- How likely is it that humans will colonise another planet?

2 Read the article. Then work in pairs and answer the questions below.

'TO BOLDLY GO WHERE NO ONE HAS GONE BEFORE'

For some people, tourism may mean discovering their country by bicycle, for others – flying to exotic destinations. However, for bold and adventurous people like Elon Musk, tourism has no limits. The CEO of Tesla has already launched a Tesla Roadster to orbit the Sun, but still keeps dreaming big. Elon Musk's company, SpaceX, plans not only to organise commercial space flights that will orbit Earth, but also – in the long-term – to send people to Mars and help establish human colonies there.

Interestingly, the idea of space tourism – that is, travelling into space for fun – is nothing new. The first commercial visit to the International Space Station took place in 2001, when an American businessman, Dennis Tito, spent seven days there. Tito was one of seven visitors to the station before the Russian agency made a decision to stop the programme in 2011.

Since then, there have been numerous projects – some of which have been scrapped and some which are still being developed, especially after NASA made a decision to open up the ISS for more private flights. Various companies are competing to become the first private firm to take passengers into space. There is Musk's SpaceX, of course, but also Virgin Galactic. Its founder, Richard Branson, is another billionaire who has taken a keen interest in space tourism and space exploration. In fact, in March 2020, Axiom, a company that helps organise private space trips, announced that there were three seats available for a ten-day trip to the ISS in a SpaceX rocket in 2021. Each ticket costs more than 50 million dollars but, despite the cost, one seat has already been booked by an unnamed passenger. However, money alone is not enough; the participants will have to go through medical checks and weeks of special training. It remains to be seen whether there will be more people happy to spend that sum of money in order to experience space travel, life on a space station, microgravity and some stunning views of Earth.

- Do you know where the title of the text comes from? If not, search the Internet. What do you think the title is trying to suggest?
- What does the author of the text mean by saying that Elon Musk keeps 'dreaming big'?
- What is the author's opinion of Elon Musk and people like him?

3 Choose the correct answers and write them in your notebook.

- Which of the following is mentioned in the text as an opinion and not as a fact?
 - The owners of SpaceX and Virgin Galactic are wealthy people.
 - Only rich people will be able to enjoy space tourism for the time being.
 - The Russian Space Agency stopped sending tourists to the ISS in 2011.
 - Three commercial visitors will fly to the ISS in 2021 in a SpaceX rocket.
- What was the author's intention in writing the text?
 - To promote the idea of space exploration.
 - To explain why most attempts to organise space tourism have failed.
 - To criticise investing money in space travel.
 - To inform readers about recent progress in commercial space tourism.
- Which of these was not directly mentioned in the text?
 - Elon Musk and Richard Branson both come up with innovative ideas and put them into practice.
 - The aim of SpaceX is to help people colonise Mars.
 - Space travel will not be possible for the average individual.
 - It's still not certain how many people will want to pay for space travel.

4 1.08 Listen to the recording and answer the questions in your notebook.

- What is the main topic of the programme?
- How would you describe the style of the programme: formal, informal, informative, entertaining, light-hearted?

5 Are the following statements the opinions of Eve [E], Sebastian [S], or aren't they expressed in the recording [N]? Write the answers in your notebook.

- Space travel is much more dangerous than other kinds of travel.
- Some people will do dangerous things, even if they know they might die as a result.
- For rich people, space travel is simply going to be something else to boast about.
- Everyone should be able to spend money on whatever they want to.

6 Work in small groups. Discuss the opinions listed in 5.

7 For the next class, prepare for a debate on space tourism. Work in two groups. Prepare as many arguments supported by reliable information and data from the Internet or other sources as you can.

- Group A – look for the potential advantages of space tourism
- Group B – look for the potential disadvantages of space tourism



PODRÓŻOWANIE I TURYSTYKA

Środki transportu – rzeczowniki złożone związane z podróżowaniem samochodem

driving licence (n)	/ˈdraɪvɪŋ ˌlaɪs(ə)ns/	prawo jazdy
motorway (n)	/ˈməʊtəweɪ/	autostrada
petrol station (n)	/ˈpetrəl ˌsteɪʃ(ə)n/	stacja benzynowa
road sign (n)	/ˈrəʊd ˌsaɪn/	znak drogowy
roundabout (n)	/ˈraʊndəˌbaʊt/	rondo
seat belt (n)	/ˈsiːt ˌbelt/	pas bezpieczeństwa
speed limit (n)	/ˈspiːd ˌlɪmɪt/	ograniczenie prędkości
steering wheel (n)	/ˈstiəriŋ ˌwiːl/	kierownica
traffic jam (n)	/ˈtræfɪk ˌdʒæm/	korek
traffic lights (n)	/ˈtræfɪk ˌlaɪts/	światła drogowe

Wypadki i bezpieczeństwo w podróży

accident (n)	/ˈæksɪd(ə)nt/	wypadek
mortality rate (n)	/mɔːˈtæləti ˌreɪt/	wskaźnik umieralności
survivor (n)	/səˈvaɪvə(r)/	pozostały przy życiu, ocalały

Przestrzeń kosmiczna

astronaut (n)	/ˈæstrəˌnɔːt/	astronauta/astronautka
explore (v)	/ɪkˈsplɔː(r)/	poznać, badać, zgłębiać
launch (n)	/ˈlɔːntʃ/	wystąpienie, odpalenie
microgravity (n)	/ˌmaɪkrəʊˈgrævəti/	mikrogravitacja
orbit (v)	/ˈɔːbɪt/	okrążyć, krążyć
outer space (n)	/ˌaʊtə ˈspeɪs/	przestrzeń kosmiczna, kosmos
spaceship (n)	/ˈspeɪsʃɪp/	statek kosmiczny
space travel (n)	/ˈspeɪs ˌtrævl(ə)/	podróż kosmiczna
suborbital (adj)	/ˌsʌbˈɔːbɪt(ə)l/	suborbitalny
weightlessness (n)	/ˈweɪtləsənəs/	nieważkość

KOLOKACJE Z TAKE, MAKE I DO

take ...

a call (phr)	/ˌteɪk ə ˈkɔːl/	odebrać telefon
a course (phr)	/ˌteɪk ə ˈkɔːs/	chodzić na kurs
a decision (phr)	/ˌteɪk ə dɪˈsɪʒ(ə)n/	podjąć decyzję
an interest (phr)	/ˌteɪk ən ˈɪntrəst/	zainteresować się
a risk (phr)	/ˌteɪk ə ˈrɪsk/	zaryzykować
a test (phr)	/ˌteɪk ə ˈtest/	przystąpić do testu
control (phr)	/ˌteɪk kənˈtrəʊl/	przejąć kontrolę
cover (phr)	/ˌteɪk ˈkʌvə(r)/	schronić się
effect (phr)	/ˌteɪk ɪ ˈfekt/	zacząć działać, obowiązywać
offence (phr)	/ˌteɪk ə ˈfens/	obrazić się
place (phr)	/ˌteɪk ˈpleɪs/	mieć miejsce
power (phr)	/ˌteɪk ˈpaʊə(r)/	zdobycić władzę

make ...

an apology (phr)	/ˌmeɪk ən əˈpɒlədʒi/	przeprzeć
an attempt (phr)	/ˌmeɪk ən əˈtempt/	spróbować, podjąć próbę
a call (phr)	/ˌmeɪk ə ˈkɔːl/	zadzwoić
a choice (phr)	/ˌmeɪk ə ˈtʃɔɪs/	dokonać wyboru
a comment (phr)	/ˌmeɪk ə ˈkɒment/	skomentować
a complaint (phr)	/ˌmeɪk ə kəmˈpleɪnt/	wnieść skargę, złożyć zażalenie
a decision (phr)	/ˌmeɪk ə dɪˈsɪʒ(ə)n/	podjąć decyzję
a difference (phr)	/ˌmeɪk ə ˈdɪfrəns/	zmienić coś, robić różnicę
an improvement (phr)	/ˌmeɪk ən ɪmˈpruːvmənt/	poczynić postęp, wprowadzić ulepszenie
a mistake (phr)	/ˌmeɪk ə mɪˈsteɪk/	popęlić błąd
a suggestion (phr)	/ˌmeɪk ə səˈdʒestj(ə)n/	zaproponować, zasugerować

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

changes (phr)	/ˌmeɪk ˈtʃeɪndʒɪz/	wprowadzić zmiany
use of something (phr)	/ˌmeɪk ˈjuːs əv ˌsʌmθɪŋ/	wykorzystać coś

do ...

a course (phr)	/ˌduː ə ˈkɔːs/	chodzić na kurs
a test (phr)	/ˌduː ə ˈtest/	przeprowadzić test
business (phr)	/ˌduː ˈbɪznəs/	prować interesy
harm (phr)	/ˌduː ˈhɑːm/	wyrządzić krzywdę
household chores (phr)	/ˌduː ˈhaʊsˌhəʊld ˈtʃɔːz/	wykonywać obowiązki domowe
research (phr)	/ˌduː rɪˈsɜːtʃ/	przewodzić badania
your best (phr)	/ˌduː jə ˈbest/	dać z siebie wszystko

INNE

bother (v)	/ˈbɒðə(r)/	kłopotać się, fatygować się
chauffeur (v)	/ˈʃəʊfə(r)/	wozić kogoś, być czymś kierowcą
cliff (n)	/klɪf/	klif, urwisko
enforce (v)	/ɪnˈfɔːs/	wprowadzić w życie, wyegzekwować, narzucić
gain (v)	/geɪn/	zyskać, zdobyć
goddess (n)	/ˈɡɒdes/	bogini
go down well (v)	/ˌɡəʊ ˈdaʊn ˈwel/	zostać dobrze przyjętym
imminent (adj)	/ˈɪmɪnənt/	rychły, nadciągający
impetuous (adj)	/ɪmˈpetʃuəs/	porywczy, gwałtowny
implement (adj)	/ˈɪmplɪˌment/	wdrożyć, wprowadzić w życie
impulsive (adj)	/ɪmˈpʌlsɪv/	impulsywny, porywczy
lower (v)	/ˈləʊə(r)/	obniżyć, opuścić
provisional (adj)	/prəˈvɪʒ(ə)nəl/	tymczasowy
rash (adj)	/ræʃ/	poehopny, lekkomyślny
requirements (n pl)	/rɪˈkwaɪəmənts/	wymagania
rolling (adj)	/ˈrɒlɪŋ/	poładowany, kołyszący
rope (n)	/rəʊp/	sznur, lina, stryczek
rush of adrenalin (phr)	/ˌrʌʃ əv əˈdrenəlɪn/	przyływ adrenaliny
scenery (n)	/ˈsiːnəri/	pejzaż, widok, sceneria
show off (v)	/ˌʃəʊ ˈɒf/	popisywać się
slippery (adj)	/ˈslɪpəri/	śliski
support vehicle (n)	/səˈpɔːt ˌviːɪk(ə)l/	wóz wsparcia
toughen up (v)	/ˌtʌf(ə)n ˈʌp/	utrudnić, zahartować się
widely (adv)	/ˈwaɪdli/	powszechnie, szeroko, bardzo
wind (v)	/waɪnd/	wić się

Rozumienie ze słuchu

- 1  1.09 Usłyszysz dwukrotnie fragment rozmowy na temat hulajnog elektrycznych. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.

- 1 What couldn't Oliver afford?
- 2 Why does Amy think electric scooters are dangerous?
- 3 What does Amy suggest Oliver do to make sure he's dressed properly for scooter rides?
- 4 What is Oliver's opinion about children riding electric scooters?
- 5 Where aren't you allowed to ride a scooter in Poland?

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Uzupełnij luki 1–6 w poniższym streszczeniu zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.



THE FUTURE OF TRANSPORT

According to some researchers, the world has not seen any major changes in transport since the introduction of high-speed trains in Japan in 1964. Whether it be cars, bicycles, trains or planes, improvements may have been made in their appearance, speed and efficiency, but it's true to say that there are no fundamental differences between modern vehicles and those from 30, or even 50, years ago. One change that is likely to be implemented in the next 5–10 years, however, is the introduction of driverless cars on our roads. In fact, self-driving fleet vehicles – that is lorries, taxis and buses – might come into use as soon as at the end of this decade. Such vehicles can take control and make independent decisions, but they are not fully automated.

The introduction of fully autonomous cars causes some concern regarding their safety. A lot of companies, like Tesla, Apple and Uber, have been allowed to test their autonomous vehicles in different American cities. In California, the first autonomous cars with a driver onboard appeared in 2014, and tests of self-driving cars without human drivers were approved in 2018. However, the number of accidents caused by autonomous cars shows that more research needs to be done on the systems operating the vehicles, as they were reported to ignore red lights, fail to notice other vehicles, or mistakenly believe parked cars to be moving.

One thing is certain – once improvements have been made, self-driving cars will be safer than those driven by humans. All in all, machines don't get distracted by texting or talking to passengers. They don't display road rage either. One question arises, though, how many people will want to take a risk and let their cars take control.

Not much has changed in transport over the last few decades, apart from what modern vehicles (1)  and how fast they can travel in comparison with vehicles (2) . It is predicted that a major change that will take place in the near future is the appearance of (3)  on public roads. Driverless lorries, taxis and buses are not completely automated yet, but they are (4)  control and make decisions on their own. Self-driving vehicles have been tested in many places in the US, but these tests show that they (5)  used safely yet, as numerous mistakes in their functioning have occurred. Before they are allowed on public roads, a lot of improvements (6)  to be made, so their future is still not certain.



Znajomość środków językowych

- 3 Uzupełnij każde zdanie tak, aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszycie.

- 1 The driver turned without any warning – it wasn't possible for the cyclist to notice him.
The driver turned without any warning – the cyclist .
- 2 When my brother was small, our parents didn't let him use a tablet.
When my brother was small, he wasn't .
- 3 I have so little time now – it was a bad idea not to take the course earlier.
I have so little time now – I should .
- 4 It wasn't obligatory to wear a uniform when I was in primary school.
When I was in primary school, I didn't .
- 5 I don't know why Mark isn't here yet – maybe he has got lost?
I don't know why Mark isn't here yet – he .

- 4 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszyte odpowiedź A, B, C lub D.

WOMAN RESCUED FROM SINKING CAR

A driver and their passenger were passing through Grafton, Massachusetts, when their car slid on black ice. As a result, the driver lost control of the vehicle, which went off the road and straight into the river that runs through the town. The driver (1) _____, but their female passenger was not so lucky and ended up trapped in the car. The outcome (2) _____ tragic if it hadn't been for a passing motorist. When he saw the accident, he jumped into the water, broke the rear window and helped the woman to escape.

When the emergency services arrived at the scene of the accident, they (3) _____ anything because both the male driver and their female passenger were free of the car. The man stated he was driving within the (4) _____ limit as it was both dark and slippery. However, he admitted that he (5) _____ the black ice on the road. Both occupants of the car expressed their gratitude to the motorist whose fast reaction helped to save the woman's life.

- | | | | |
|-----------------------|-----------------------|----------------------|----------------------|
| 1 A could escape | B could have escaped | C might have escaped | D was able to escape |
| 2 A could have been | B could be | C might be | D should have been |
| 3 A needn't have done | B didn't need to do | C mustn't do | D mustn't have done |
| 4 A traffic | B road | C speed | D driving |
| 5 A should noticed | B should have noticed | C could have noticed | D ought to notice |

Wypowiedź pisemna

- 5 Niektórzy uważają, że jedynym sposobem na zmniejszenie natężenia ruchu i zanieczyszczenia powietrza w miastach jest korzystanie z transportu publicznego. Napisz rozprawkę, w której przedstawisz argumenty wspierające ten punkt widzenia oraz argumenty, które mu przeczą.

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

Wypowiedź ustna

- 6 Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- How is the woman feeling? Why?
- Some people think that women are worse drivers than men. Do you agree with this opinion? Why?
- Tell us about a memorable driving lesson you or someone you know has had recently.

Uczeń B



- Why do you think these people chose to use bikes to get around the city?
- What are some of the disadvantages of cycling in a city?
- Tell us about an exciting cycling trip you or someone you know has had recently.

✓ SELF-ASSESSMENT UNIT 2

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- I can talk about present and past obligations, prohibitions and permissions.
- I can speculate, make deductions and discuss possibility and probability about the present, past and future.
- I can talk about the advantages and disadvantages of using different forms of transport.
- I can discuss photos, speculating and making deductions.
- I can write an opinion essay.
- I can give arguments for and against in a debate.

3 Mind power



Reading

VOCABULARY The human mind

1a Check that you understand the words in bold in these sentences. Use a dictionary if necessary. Then decide if the sentences are true or false for you.

- 1 My mind often **wanders** when I'm doing my homework.
- 2 I find it easy to **memorise** numbers and dates.
- 3 I can **recall** things that happened to me when I was just four.
- 4 I'm **bewildered** by quadratic equations.
- 5 I **have a gift for** languages.
- 6 I **grasp** new concepts easily.
- 7 I'm not very **articulate** explaining complex ideas.
- 8 I don't **perceive** change as a bad thing.

1b Work with a partner. Discuss your answers in 1a.

VOCABULARY BUILDER ► PAGE 128

⚡ BUZZWORD

chatbot – a software program that uses artificial intelligence to mimic conversation with the user

Talking to a chatbot instead of a human being can be really frustrating, especially when they repeat the same thing over and over again.

2 Look at the photos of savants on page 31. Savants are people with exceptional abilities. What abilities do you think these people have?

3 Read the article. What exceptional abilities are mentioned?

4 Read the article again and choose the best answers. Write the answers in your notebook.

- 1 In the second mental arithmetic problem that Tammet solved in the documentary, we know that
 - a his answer was more accurate than the calculator's.
 - b he was not as fast as the calculator.
 - c he can work out answers faster than the calculator.
 - d the testers turned the calculator off when he gave them the correct answer.
- 2 According to the article, savants
 - a have an unusual way of seeing numbers.
 - b are always autistic.
 - c may have an imbalance in the brain.
 - d are able to express themselves well.

- 3 In social situations, autistic savants often
 - a concentrate on non-verbal signals to help them understand people.
 - b find it difficult to interpret what people say.
 - c cannot imagine what it is like to be in another person's position.
 - d rely on maths to understand human behaviour.
- 4 Ellen Boudreaux's gift for music lies in the fact that
 - a she can play any musical instrument.
 - b she can play music even though she is blind.
 - c she isn't able to read music.
 - d she has an extraordinary memory for songs.
- 5 George Widener and Stephen Wiltshire both
 - a can remember the details of what they see.
 - b rely on memory in their artwork.
 - c create accurate and detailed paintings.
 - d have held exhibitions all over the world.
- 6 Allan Snyder believes that savants
 - a have a greater capacity for learning than other people.
 - b are aware of how their brains calculate details.
 - c have abilities that other people don't have.
 - d process information differently from other people.

💡 CRITICAL THINKING

Think! Then compare ideas with your class.

- Which do you think is more important, hard work or talent?
- In your opinion, is it better to have an exceptional talent or good social skills?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7 What about you?

- 1 Which of the exceptional abilities in the text do you find most impressive? Why?
- 2 What do you think life is like for a savant?
- 3 Have you ever met or heard of a person with unusual talents?
- 4 What gift would you like to have?

IS THERE A SAVANT IN ALL OF US?

 $\pi = 3.14$

93751058209749445923078

782148086513282306

1174502841027019385



Daniel Tammet

Daniel Tammet is an autistic savant. He can perform complex calculations at lightning speed, speak seven languages and he has even devised his own language. Scientists believe that his exceptional abilities may offer groundbreaking insights into how our minds work, and perhaps answer the question: do we all have these abilities deep inside our brain, but we don't know how to access them?

Daniel first came to worldwide attention in 2004 when he flawlessly recalled Pi from memory to 22,514 decimal places. It took him over five hours, and he set a European record. In a television documentary a year later, he worked out $37 \times 37 \times 37 \times 37$ in his head. The testers thought he may have memorised the cube of everything up to 100 and so asked him to divide 13 by 97. He began '0.134206 ...' and continued reciting decimal points long after the calculator stopped displaying them.

He explains his fluency in numbers as the result of the way he perceives them, a phenomenon he calls synaesthesia. For him, every number up to 10,000 has a unique visual form. Different numbers have a different colour, shape and texture. The number two, for instance, is a movement, and five is a clap of thunder. 'When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape emerges. That's the answer,' he says.

An estimated 10% of the autistic population compared to around 1% of the non-autistic population have savant abilities, but no-one knows exactly why. Scans of the brain suggest that the right hemisphere in savants, the side of the brain associated with mathematics or memory, is somehow compensating for a fault in the left hemisphere, connected with language and comprehension.

Typically, savants have a limited vocabulary, and in this respect Tammet is uncommon. He is extremely articulate and he also has an extraordinary gift for languages. During the television documentary, as another test, he was given the task of learning Icelandic in a week. The tutor assigned to him declared it to be impossible. He appeared on television seven days later and gave an interview in perfect Icelandic.

But while autistic savants have extraordinary abilities, they often face challenges in their daily lives.

People with autism find basic social relationships difficult; they struggle to read non-verbal signals such as facial expressions and find it impossible to put themselves in someone else's shoes. Tammet remembers trying to use maths to predict how his mother would behave when he was younger – and being bewildered when she did something unexpected!

He has since learnt to cope with social situations, and even travels the world now as a public speaker. However, he still can't drive a car because his mind tends to wander and he has an obsessive need for order in his daily routine.

Tammet is one of an exclusive club of only about 50 savants with extraordinary abilities, the majority of whom are male. **Ellen Boudreaux**, who has a gift for music, is one of the few female savants. Ellen is able to play a piece of music perfectly after hearing it only once and she can recall and reproduce any song she has ever heard. Despite the fact that she is blind, she can also navigate her way around stationary objects without running into them, and knows exactly the hour and minute at any time of day without ever seeing a clock.

Other savants, like [George Widener](#) and Stephen Wiltshire, combine a photographic memory with artistic talents. Widener has an obsession with dates, and can recall historical details, including the day of any date spanning thousands of years. He began to paint to help him relax and turned his love of numbers into



George Widener

“while autistic savants have extraordinary abilities, they often face challenges in their daily lives”

paintings, which have been exhibited all over the world. **Stephen Wiltshire**, meanwhile, can draw an accurate and detailed landscape of a city after only seeing it once. On one occasion, he produced a ten-metre panoramic drawing of Tokyo after a brief helicopter ride over the city.

Some researchers attribute these extraordinary gifts to compulsive learning, but the physicist

Allan Snyder claims we all have these talents locked up inside our brains. He points to the fact that we can automatically estimate an object's distance, and that the brain analyses countless details during facial recognition. Most people are not aware of these calculations, but according to Snyder, in savants the top layer of mental processing is somehow removed, leaving them with an exceptional capacity for recalling detail.

He believes it may be possible one day to create technologies that will allow any non-autistic person to exploit these abilities.

Other scientists are unconvinced, but savant syndrome remains an intriguing area for future research.



Stephen Wiltshire

Verb + -ing form and infinitive

1 Can the -ing forms in bold be changed to a to-infinitive or vice versa? If so, does the meaning of the sentence change?

- He continued **reciting** decimal points.
- The calculator stopped **displaying** them.
- They struggle **to read** non-verbal signals.
- His mind tends **to wander**.
- He began **to paint** to help him to relax.
- He remembers **trying** to use maths.
- He has learnt **to cope** with social situations.

GRAMMAR REFERENCE ► PAGE 140

2 In your notebook, put these verbs in the correct column.

admit • afford • agree • avoid • begin • bother
can't stand • consider • continue • decide • deny
expect • feel like • finish • help • include
keep on • manage • promise • recommend
refuse • risk • start • suggest • take up • volunteer

verb + -ing form	verb + to- infinitive	verb + -ing form or to- infinitive with little or no change in meaning

3 Complete the text with the correct form of the verbs. Write the answers in your notebook.

Sheldon Cooper of *The Big Bang Theory* is perhaps the most well-known fictional savant. He has an IQ of 187, but his lack of social skills never fails to make us laugh. For example, he struggles (a) (understand) humour, he has never learnt (b)



(drive) and he would never risk (c) (fly) in a plane. He believes he is incapable of making a mistake, and so he always denies (d) (do) anything wrong. He is uncomfortable with human contact and avoids (e) (hug). His obsession with rituals and routines includes (f) (knock) three times on the door when he visits someone's house, and he refuses (g) (sit) anywhere except on his designated seat on the sofa. He makes his flatmate Leonard agree (h) (sign) a flatmate agreement with numerous rules! He also has an unnatural fear of germs and would never consider (i) (eat) in a strange restaurant. Yet despite all his limitations, Sheldon manages (j) (be) endearing. He reminds us what it is to be human and it's impossible not to love him.

4 Work with a partner. Look at these pairs of sentences and discuss how the meaning changes depending on the verb form.

- Remember to bring your dictionaries to class.
- I remember putting the book in my bag yesterday.
- Try to do the exercise, even if it's difficult.
- I tried walking, but my leg still hurt.
- As I was leaving I saw Matt and we stopped to chat.
- After half an hour we stopped running and sat down.
- Doing this exam means studying really hard for the next three months.
- I didn't mean to hurt your feelings.
- The teacher first explained the social background and then went on to talk about the economic situation.
- The teacher went on talking for hours and hours.
- I like to study my notes once a week.
- I like meeting new people.

5 Decide if the sentences are correct. Rewrite the incorrect sentences in your notebook.

- On my way home from school, I stopped buying bread.
- I like to check my emails at least once a day.
- He went on to talk even though the teacher asked him to stop.
- Do you realise that doing this course means paying a fee?
- If you don't understand, try to look at the rules again.
- I don't mean being rude, but I think you've made a mistake.
- I stopped to buy newspapers because all the news is available online.
- I remember to leave my keys here, but now I can't find them.
- We'd been working all morning so we stopped having a break.
- I'm trying to learn Icelandic, but it's really difficult.

6 Work with a partner. Talk about:

- something you tried to do but without success,
- something difficult that you managed to do,
- something that you feel like doing this weekend,
- something you can't afford to do but wish you could,
- a hobby or an activity that you would like to take up,
- something you'd like to keep on doing when you've left school,
- something you can't stand doing at the weekend,
- something you would avoid doing if you could.

Phrasal verbs: the mind



1 Read the text and match the phrasal verbs 1–8 with their meanings a–h. Write the answers in your notebook.

Everybody's mind works in a different way. You can see this in any learning situation. For example, at university, when a professor explains new concepts, some students (1) **pick** them **up** really fast, but others take a while to (2) **catch on**. Some like to analyse the new concept in smaller chunks and then gradually (3) **piece** them **together**. And some people suffer because they take longer to (4) **keep up with** the rest.

What's interesting is that some people who find it difficult to follow other people's ideas are sometimes just independent thinkers. It's much easier for them to (5) **come up with** their own original ideas. Often they are incapable of knowing how they (6) **hit on** a solution to a problem – they are simply following their intuition. Answers just (7) **leap out at** them from nowhere. Personally, I find it useful to (8) **talk** things **through** with a friend.

- a understand
- b learn about something by considering all the separate bits of information you have
- c learn something new
- d discuss something with somebody in a detailed way
- e learn at the same speed as someone else
- f suddenly have an idea or discover something by chance
- g be immediately obvious to someone, or immediately get their attention
- h think of an idea or a plan

2 Look at these sentences. Does each phrasal verb have an object? If so, where does the object go? Does it make any difference if the object is a pronoun?

- 1 I've **come up with** a great idea for a new breakfast cereal.
- 2 How did you **come up with** it?
- 3 It took a while before I **hit on** the right solution.
- 4 It's a great solution. How did you **hit on** it?
- 5 He **picked up** the idea really fast.
- 6 You **picked** the key concept **up** straight away.
- 7 I think she's **picked** it **up** really fast.
- 8 I'm starting to **catch on**.

3 In your notebook, put the phrasal verbs in 2 in the correct column.

Two-part phrasal verb (no object)	Two-part phrasal verb (inseparable)	Two-part phrasal verb (separable)	Three-part phrasal verb (inseparable)
<i>catch on</i>			

4 Add the phrasal verbs in the text in 1 to the correct column.

5 Read these sentences. Check that you understand the meaning of the phrasal verbs in bold, using a dictionary if necessary. Then add the verbs to the table in 3.

- 1 He **looks for** patterns in numbers.
- 2 He has three areas of expertise that **stand out**.
- 3 He didn't **fit in** at school.
- 4 At first, he finds it hard to **get on with** people.
- 5 He **took up** drawing at school.
- 6 He never **looks down on** others.
- 7 He was able to **work out** $37 \times 37 \times 37$ in his head.
- 8 He didn't have to **write** the numbers **down**.

6 Decide if the word order is correct in each sentence. Rewrite the incorrect sentences in your notebook.

- 1 She listened to the song just once but picked up it immediately.
- 2 It's a good idea to look patterns for when you learn a new language.
- 3 When he stopped thinking so hard about the crossword clue, suddenly the answer leapt him out at.
- 4 I think we should talk through it with Sarah before we make a final decision.
- 5 Would you say that you get on with him?
- 6 I think I've hit a new way on to do these equations.
- 7 I think I'm going to start playing chess. Do you want to take up it, too?
- 8 You need to go faster if you want to keep me up with.

7 Work with a partner. Discuss these questions.

- 1 What type of people do you get on with best?
- 2 What hobby or new activity would you like to take up?
- 3 When you are in a new environment, how long does it take you to fit in?
- 4 Does talking through your notes help you to remember them better?
- 5 Do you prefer to work things out in your head or to write them down?
- 6 Do you find it easier to pick up other people's ideas or to come up with your own?



1 Work with a partner. Discuss these questions.

- What can you see in the photo?
- Why, when and where do people do these activities?

2 1.10 You are going to listen to five people talking about their journey to work. Listen and complete both tasks in your notebook.

Task 1

For questions 1–5, choose from the list (A–H) what each speaker's present occupation is. There are three extra letters which you do not need to use.

- | | | | |
|------------------|-----------|---|--------------------------|
| A journalist | Speaker 1 | 1 | ☐ |
| B doctor | Speaker 2 | 2 | ☐ |
| C architect | Speaker 3 | 3 | ☐ |
| D teacher | Speaker 4 | 4 | ☐ |
| E accountant | Speaker 5 | 5 | ☐ |
| F student | | | |
| G engineer | | | |
| H businessperson | | | |

Task 2

For questions 6–10, choose from the list (A–H) how each speaker occupies his/her mind when travelling to work. There are three extra letters which you do not need to use.

- | | | | |
|---|-----------|----|--------------------------|
| A solving sudoku puzzles | Speaker 1 | 6 | ☐ |
| B doing crosswords | Speaker 2 | 7 | ☐ |
| C playing with a games console | Speaker 3 | 8 | ☐ |
| D listening to music | Speaker 4 | 9 | ☐ |
| E reading | Speaker 5 | 10 | ☐ |
| F solving chess problems | | | |
| G observing other people | | | |
| H doing logic puzzles and brain teasers | | | |

3 1.10 Listen again and check your answers.

4 What about you?

- Do you enjoy doing these activities? Why/Why not?
- What are the benefits of doing puzzles for the brain?

Verb + object + -ing form and infinitive

1 In your notebook, put the verbs in bold in the correct column. Some verbs can go in more than one column.

- Doing crosswords **helps** me keep/to keep my mind active.
- It really **makes** me wake up in the morning.
- I **ask** my husband to fill in the last words.
- I **hear** my sister complaining/complain all day.
- It **encourages** them to concentrate.
- It **allows** me to switch off and have some harmless fun.
- I just hope my sister doesn't **catch** me playing with it.
- They **teach** you to think in a different way.

verb + object + -ing form	verb + object + to-infinitive	verb + object + infinitive without to
	help	help

GRAMMAR REFERENCE ► PAGE 140

2 In your notebook, put these verbs in the correct columns in the table. Some verbs can go in more than one column.

advise • beg • choose • feel • find • force
inspire • invite • let • notice • order • overhear
persuade • remind • see
tell • warn • watch

3 Complete the sentences with the correct form of these pairs of verbs. Sometimes more than one form might be possible. Write the answers in your notebook.

ask/help • catch/solve • encourage/learn
feel/blow • force/read • let/rest • overhear/say
advise/do

- If you really want to relax your mind, I ☐ you ☐ yoga.
- She ☐ me ☐ her with the crossword because she couldn't finish it on her own.
- At primary school, when we were tired, they ☐ us ☐ our heads on the desk.
- I don't mean to be rude, but did I ☐ you ☐ you used to be a grand master at chess?
- Last week the teacher ☐ me ☐ a sudoku puzzle instead of a maths equation.
- When you ☐ students ☐ a novel, sometimes they end up hating literature.
- Being by the sea is so relaxing, especially when you ☐ the sea breeze ☐ on your face.
- Our school ☐ us ☐ at least one foreign language, but it's not compulsory.

Presentations – 1

1 Read the extract from a magazine article. What is Nicholas Carr's theory, and who agrees with him?

The American science writer Nicholas Carr has written a book called *The Shallows* which deplores our growing dependence on the Internet and other new media. It is altering the very architecture of our brains, he says: we can no longer concentrate like we used to. 'When we go online we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning. We are evolving from being cultivators of personal knowledge to being hunters and gatherers in the electronic data forest.' Carr is in good company. Sir Tom Stoppard fears the printed page is in danger of being 'swept away' on a tide of new technology, and even Barack Obama has been reproaching himself for tinkering too much with his Blackberry.

'Information becomes a distraction, a diversion, a form of entertainment, rather than a tool of empowerment,' says the ex-president.

So, is the Internet making us shallower and less able to think deeply about things?



2 Work with a partner. Discuss what you think these ideas from the article mean. Which of the ideas do you agree with?

- 'When we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning.'
- 'We are evolving from being cultivators of personal knowledge to being hunters and gatherers in the electronic data forest.'
- 'The printed page is in danger of being swept away on a tide of new technology.'
- 'Information becomes a distraction, a diversion, a form of entertainment, rather than a tool of empowerment.'

3 Listen to a student giving a presentation about the Internet. What is her opinion? What arguments does she put forward?

4 Complete the Speaking bank with these expressions from the presentation. Write the answers in your notebook.

- The first thing I'd like to say is ...
- However,
- First of all,
- Whilst it's true that ...
- ... this does not mean that ...
- Another important point to make is that ...
- Finally,
- I accept that ...
- To sum up,

SPEAKING BANK

Useful expressions to structure a presentation

Beginning your presentation

- I'd like to begin by saying ...

Ordering your arguments

- Firstly,/Secondly,
- Furthermore,/What's more,
- It's important to remember that ...

Presenting opposing points of view

- You can't deny that ...
- There's no denying that ...
- You can't argue with the fact that ...

Responding to opposing points of view

- Let's not forget that ...
- I would still say that ...
- Even so, I still believe that ...
- That doesn't alter my opinion that ...

Concluding your presentation

- Returning to my main point,

5 Work with a partner. Prepare a presentation about reading and the Internet. Follow this guide.

- Begin by stating your opinion.
- Make your most important point first.
- Present one or two opposing points.
- Give counterarguments to the opposing point(s).
- Conclude by restating your opinion.

6 Practise giving your presentation to your partner. Then listen to your partner and think of constructive feedback to help him/her improve.

Practice makes perfect

7 Now prepare a presentation on the topic below. Then give your presentation to the class.

'The best way to improve your mind is by learning a language.' Do you agree? Why/Why not?

BUZZWORD

digital nutrition – a way of ensuring that the use of mobile phones, computers, etc. has no harmful effects on your physical or mental health

One of the tips for good digital nutrition is to be aware of how much time we spend in the digital world.

A film review

1  When deciding whether to watch a film, how important are these elements? Work with a partner and rank them 1–8 (1 = not important, 8 = very important).

- the star and supporting actors
- the genre (comedy, science fiction, etc.)
- the plot
- the length
- the special effects and visuals
- the soundtrack
- the setting and location
- reviews and recommendations

2 Compare your answers with the rest of the class. What are the most and least important elements?

3 Read the film review below. How many stars do you think the reviewer gave the film, from one to five? Would this review make you want to see the film? Why/Why not?

VOCABULARY Word formation: prefixes

4a Look at these words from the review. Identify the prefix in each word and check that you understand the word. Use a dictionary if necessary.

impenetrable • inseparable • miscast • overblown
underrated • unpredictable

4b Match the prefixes 1–13 with their meanings a–m. Write the answers in your notebook.

- | | |
|----------------------------|--|
| 1 inter- | a wrong, incorrect |
| 2 dis-/un-/im-/ir-/in-/il- | b before |
| 3 re- | c more, bigger, better |
| 4 ex- | d not enough |
| 5 under- | e too much |
| 6 mis- | f between |
| 7 over- | g the opposite, not |
| 8 co- | h again |
| 9 post- | i with, together |
| 10 pre- | j a position or situation that existed before, but not now |
| 11 sub- | k below |
| 12 super- | l after |
| 13 anti- | m against |

The Theory of Everything

12t | 123 min | James Marsh

I must admit, I had some doubts about seeing *The Theory of Everything*. As a film based on the life of the famous physicist Stephen Hawking, I expected it to be filled with scientific terms I wouldn't understand, much less find entertaining. But this masterpiece by director James Marsh is one of the most moving films to have hit the big screen in years.

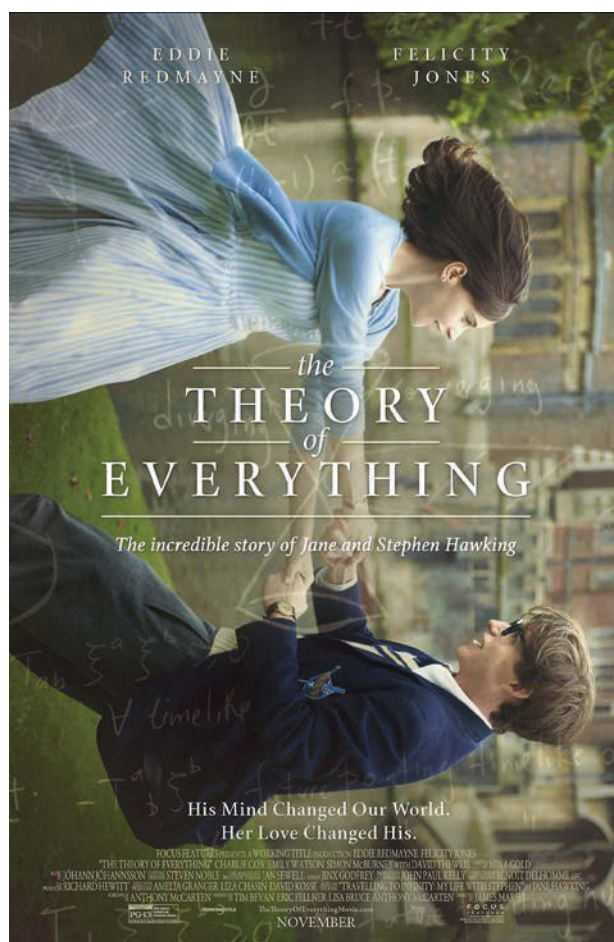
'... the unpredictable nature of life and love gives this film its universal appeal'

The film stars Eddie Redmayne in the role of Stephen Hawking and follows the development of both his career and disease from his early days at Cambridge. It's there that he meets Jane Wilde, played by Felicity Jones. The two become inseparable, and when Hawking is diagnosed and told that he only has two more years to live, the couple decide to marry anyway. They go on to have three children and Hawking achieves academic acclaim in spite of his increasing disability.

While the story of Hawking's life is well known and the plot develops as we expect, the film gives us an insight into how the couple battled to overcome the difficulties that his illness created. We don't get much of a sense of Hawking's impenetrable scientific mind, but we are reminded of the unpredictable nature of life and love, which gives this film its universal appeal. As for the acting, in my opinion, Redmayne has been underrated as an actor in the past (perhaps because at times he has been miscast by directors), but here his performance is totally convincing. In fact, his portrayal of Hawking is mesmerising.

If you like overblown films full of action and special effects, then this film is definitely not for you. On the other hand, if you're looking for something thought-provoking and inspiring, you owe it to yourself to see *The Theory of Everything*.

film&music



4c Complete the sentences by adding prefixes from 4b to the words in bold. Write the answers in your notebook.

- 1 Jennifer Lawrence **_____** with Liam Hemsworth in *The Hunger Games*. **STAR**
- 2 Apart from the main story about organising a bank robbery, there is a romantic **_____** between the two main characters. **PLOT**
- 3 You have to be over 18 to watch the film, but experts predict that there will be a lot of **_____** viewers because this actor is very popular with younger spectators, too. **AGE**
- 4 After shooting the film, next comes the stage known as **_____**. **PRODUCTION**
- 5 I'm not a big fan of **_____** films. I prefer historical films to fantasies. **REALISTIC**
- 6 I think a lot of critics have got the film wrong. They've **_____** what it's really about. **INTERPRETED**
- 7 The original film came out in 2001. This new film is just a **_____**. **MAKE**
- 8 I think people have been **_____** of the film. OK, it isn't the best film ever, but it certainly isn't the worst, which is what some people are saying. **CRITICAL**

5 Work with a partner. Look at the adjectives in the Writing bank and decide if each one is generally positive, negative or neutral. What aspect(s) of a film could each one describe?

Disappointing is a negative adjective and it could describe a film in general, the special effects, or maybe the performance of one or more of the actors.

WRITING BANK

Useful words and expressions connected with films

Nouns

adaptation • box office • cliché • cliffhanger • critic masterpiece • portrayal • script • sequel
twists and turns (of a plot)

Adjectives

disappointing • disjointed • epic • far-fetched
fast-moving • flawed • gripping • (un)inspiring
intriguing • light-hearted • low-budget • memorable
mesmerising • mind-blowing • moving • risqué
thought-provoking • up-and-coming

Expressions

(the film) bombed • (critics) panned (the film)
(the film) grossed (\$10,000) • (the story) unfolds
deliver a great performance • (the film) received rave reviews
get a lukewarm reception • a box-office smash/flop
(the film) hit the big screen

6 Match some of the words and expressions in the Writing bank with these definitions and explanations. Write the answers in your notebook. Then check that you understand the other words. Use a dictionary if necessary.

- 1 likely to offend some people
- 2 a film that not many people pay to see at the cinema
- 3 did very badly
- 4 likely to become successful
- 5 a continuation of an earlier film/story
- 6 earned
- 7 appeared in the cinema
- 8 an idea that is boring because it has been used a lot
- 9 people wrote great things about the film
- 10 sudden unexpected changes in a situation
- 11 difficult to believe
- 12 a film that makes you want to carry on watching to find out what happens next

7 In your notebook, make notes about a film you have seen recently. Use this paragraph plan to organise your notes.

- 1 General information about the film – title, genre, director, star, date it came out
- 2 The basic plot
- 3 What you liked/didn't like about the film, with examples and justifications
- 4 Your recommendation

8 Work with a partner. Use your notes to talk about your film. When you describe the plot, use the present simple. Make your opinions and recommendation as clear and detailed as possible.

Practice makes perfect

9 Write a review of the film you made notes and talked about in 7 and 8. Use words and expressions from the Writing bank.

WRITING BANK ► PAGE 163

- 1 **Work in pairs. Read the definition below. Discuss if the following conditions could be classed as lifestyle diseases.**

Lifestyle diseases

diseases which may be caused with the way a person or group of people live their life.

asthma • depression • diabetes
eating disorders • heart disease
high blood pressure • mood swings
obesity • stomach upsets

- 2 **1.12 Listen to a lecture on lifestyle diseases and answer the questions in your notebook.**

- Who is the speaker and who is she speaking to?
- Which of the diseases in 1 are mentioned by the speaker?
- What is the general tone of the lecture: informative, entertaining, persuasive, very formal, quite informal?

- 3 **1.12 Listen to the lecture again. Complete the sentences so that they are true according to the information given in the lecture. Write the answers in your notebook.**

The speaker

- explains that a (1) lifestyle can lead to obesity and high blood pressure.
- explains that a poor diet often includes (2) foods.
- warns that lifestyle diseases may also affect an individual's (3) .
- blames stress for mental health problems, headaches, and problems with your (4) .
- expresses the belief that (5) most of these diseases is possible.

- 4 **Work in small groups. Discuss the following questions.**

- Do you think that the lifestyle diseases mentioned in the lecture are common in your country?
- In your opinion, which lifestyle diseases may affect teenagers most? Why?
- Who has the biggest influence on the lifestyle of children and teenagers: parents, teachers, peers or celebrities?

- 5 **Look at the photos and the title of the poster. What do you think it is promoting? Read the poster, then work in pairs and discuss the questions below.**

GOOD HABITS FOR THE FUTURE

Can the healthy or unhealthy habits you form now have a long-term influence on your future body shape and general well-being?

How can your diet help you feel better, study better, and prevent serious lifestyle diseases?

Why is physical exercise so important, and how much is necessary? Why is it as important to take care of your mind as it is to take care of your body?

What effects can prolonged stress have on your body and mind, and why is it dangerous?

If you would like to know the answer to any of these questions, come and take part in this year's school campaign:

GOOD HABITS FOR THE FUTURE.



From January to May our school is organising a series of lectures during which you will have a chance to get some reliable information and question the experts we have invited.

The lectures will be held in the school assembly hall, every first Friday, at 5 p.m.

You can also participate in a series of workshops and have an opportunity to get some hands-on experience with practitioners from a range of specialist fields.

Let us know which workshops you would like to take part in:

- An introduction to mindfulness
- Simple, healthy, easy – a basic cooking course
- How to plan an exercise programme for beginners
- Relaxing arts and crafts for everyone
- Practical chemistry – what do your food, drinks and cosmetics contain?

**You can also come up with your own ideas
– contact the students' council for more information.**

- Which is not mentioned on the poster?
 - an occasion to discuss health problems with peers
 - an opportunity to influence the workshops' topics
 - a chance to get expert advice in theory and practice
 - Which lectures and workshops would you like to take part in most? Why?
 - What other topics connected with physical and mental well-being would you like to know more about?
- 6 **Work in groups. Choose one of the workshops from the poster in 5 or think about a workshop on a similar issue. Look for information on what such a workshop should include and record a short video aimed at inviting your schoolmates to take part. Provide the following information:**
- what the aim of the workshop is,
 - the skills that can be learnt,
 - how it will contribute to a sense of well-being,
 - what each attendee needs to bring with them to the workshop.

CZŁOWIEK

Ludzki umysł

articulate (adj)	/ɑː'tɪkjələt/	elokwentny
bewildered (adj)	/bi'wɪldəd/	zdezorientowany
grasp (v)	/grɑːsp/	chwycić, pojąć
have a gift for (v phr)	/,hæv ə 'gift fə(r)/	mieć dar/talent do (czegoś)
memorise (v)	/ˈmeməraɪz/	nauczyć się na pamięć
perceive (v)	/pə'siːv/	postrzegać, dostrzegać
recall (v)	/rɪ'kɔːl/	przypomnieć sobie
wander (v)	/ˈwɒndə(r)/	zamyslać się, błędzić (myśłami)

ZDROWIE

Choroby cywilizacyjne i ich objawy

diabetes (n)	/ˌdaɪə'biːtiːz/	cukrzyca
eating disorder (n)	/ˈiːtɪŋ dɪsˌɔːdə(r)/	zaburzenie odżywiania
high blood pressure (n)	/ˌhaɪ 'blʌd ,prefə/	wysokie ciśnienie krwi
insomnia (n)	/ɪn'sɒmniə/	bezsennność
lifestyle disease (n)	/ˈlaɪf,staɪl dɪˌziːz/	choroba cywilizacyjna
mood swings (n)	/ˈmuːd ,swɪŋz/	wahania nastroju
obesity (n)	/ə'sbiːsəti/	otyłość
prolonged stress (n)	/prə'lɒŋd 'stres/	długotrwały stres
sedentary lifestyle (n)	/ˌsed(ə)nt(ə)ri 'laɪf,staɪl /	siedzący tryb życia
stomach upsets (n)	/ˈstʌmək ,ʌpsɛts/	problemy żołądkowe

CZASOWNIKI FRAZOWE

Procesy poznawcze

catch on (v phr)	/ˌkætʃ 'ɒn/	zrozumieć
come up with (v phr)	/ˌkʌm 'ʌp wɪð/	wymyślić (coś)
hit on (v phr)	/ˈhɪt ɒn/	wpaść na (coś), trafić na (coś)
keep up with (v phr)	/ˌkiːp 'ʌp wɪð/	nadążać za (kimś/czymś), dotrzymywać (komuś) kroku
leap out at (v phr)	/ˌliːp 'aʊt æt/	rzucić się (komuś) w oczy
pick up (v phr)	/ˌpɪk 'ʌp/	nauczyć się, podchwycić
piece together (v phr)	/ˌpiːs tə'geðə(r)/	poskładać, odtworzyć
talk through (v phr)	/ˌtɔːk 'θruː/	omówić, przedyskutować

Inne

fit in (v phr)	/ˌfɪt 'ɪn/	pasować, dostosować się
get on with (v phr)	/ˌget 'ɒn wɪð/	być z (kimś) w dobrych stosunkach
look down on (v phr)	/ˌlʊk 'daʊn ɒn/	gardzić (kimś), patrzeć na (kogoś) z góry
look for (v phr)	/ˌlʊk fə(r)/	szukać
stand out (v phr)	/ˌstænd 'aʊt/	wyróżniać się, odstawać
take up (v phr)	/ˌteɪk 'ʌp/	zainteresować się (czymś)
work out (v phr)	/ˌwɜːk 'aʊt/	rozwiązać (problem)
write down (v phr)	/ˌraɪt 'daʊn/	zapisać

PRZEDROSTKI

anti-	/ˈænti/	anty-	/pəʊst/	po-
co-	/kəʊ/	współ-, ko-	/priː/	przed-, pre-
dis-/	/dis /	dys-, nie-	/riː / n/	re-
un-/	ʌn /			
im-/	ɪm /			
ir-/in-/	ɪr / ɪn / ɪŋ			
il-	/ ɪl/			
ex-	/eks/	eks-, były	/sʌb/	pod-, sub-
inter-	/ˈɪntə(r)/	między-	/suːpə(r)/	super-, ponad-
mis-	/mis/	nie-, źle	/ˈʌndə(r)/	pod-, niedo-
over-	/ˈəʊvə(r)/	nad-, prze-, zbyt		

SŁOWOTWÓRSTWO – PRZYMIOTNIKI Z PRZEDROSTKAMI

impenetrable (adj)	/ɪm'penɪtrəb(ə)l/	niezrozumiały
inseparable (adj)	/ɪn'sep(ə)rəb(ə)l/	nierozłączny
miscast (v)	/ˌmɪs'kaːst/	niewłaściwie obsadzić
overblown (adj)	/ˌəʊvə'bləʊn/	wyolbrzymiony
underrated (adj)	/ˌʌndə'reɪtɪd/	niedoceniony
unpredictable (adj)	/ˌʌnpri'dɪktəb(ə)l/	nieprzewidywalny

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

INNE

alter (v)	/ˈɔːltə(r)/	zmienić, przerobić
appeal (n)	/ə'piːl/	urok
assign (v)	/ə'saɪn/	przypisać
at lightning speed (prep phr)	/æt ,laɪtnɪŋ 'spiːd/	błyskawicznie
big-/low-budget (adj)	/ˌbɪɡ /ˌləʊ 'bʌdʒɪt/	wysoko-/niskobudżetowy
(the film) bombed (v)	/bɒmd/	(film) okazał się klapą
box office (n)	/ˈbɒks ˌɒfɪs/	kasa biletowa, rynek filmowy
chunk (n)	/tʃʌŋk/	kawałek
clap of thunder (n phr)	/ˌklæp əv 'θʌndə(r)/	grzmot
cliché (n)	/ˈkliːʃeɪ/	komunał, truizm
cliffhanger (n)	/ˌklɪf ,hæŋɡə(r)/	chwila napięcia
cursor (adj)	/ˈkɜːsəri/	pobieżny
deliver a great performance (v phr)	/dɪˈlɪvər ə ,ɡreɪt pə'fɔːməns/	dać świetny występ
devise (v)	/dɪˈvaɪz/	wymyślić, zaprojektować
disjointed (adj)	/dɪs'dʒɔɪntɪd/	nieskładny, chaotyczny
display (v)	/dɪ'spleɪ/	wyświetlać, pokazywać
emerge (v)	/ɪ'mɜːdʒ/	wyłaniać się
empowerment (n)	/ɪm'paʊəmənt/	uzmocnienie
endearing (adj)	/ɪn'diəriŋ/	ujmujący, uroczy
epic (adj)	/ˈepɪk/	epicki, pełen przygód
expertise (n)	/ˌekspeɪ'tiːz/	biegłość, znawstwo
far-fetched (adj)	/ˌfɑː'fetʃt/	naciągany
fast-moving (adj)	/ˌfɑːst'muːvɪŋ/	o wartkiej akcji
flawed (adj)	/ˈflɔːd/	niedoskonały, wadliwy
flawlessly (adv)	/ˈflɔːləsli/	bezbłędnie, bez skazy
flop (n)	/ˈflɒp/	klapa
get a lukewarm reception (v phr)	/ˌget ə ,luːk,wɔːm rɪ'seɪp(ə)n/	spotkać się z chłodnym przyjęciem
gripping (adj)	/ˈɡrɪpɪŋ/	porywający
(the film) grossed (v)	/ˌɡrɒsɪd/	(film) zarobił
groundbreaking (adj)	/ˌɡraʊn(d)breɪkɪŋ/	przełomowy, rewolucyjny
(the film) hit the big screen (v phr)	/ˈhɪt ðə ,bɪɡ 'skriːn/	(film) zadebiutował na dużym ekranie
intriguing (adj)	/ɪn'triːɡɪŋ/	intrygujący
layer (n)	/ˈleɪə(r)/	warstwa
light-hearted (adj)	/ˌlaɪt'hɑːtɪd/	lekki, beztroski, żartobliwy
lock up (v phr)	/ˌlɒk 'ʌp/	zamknąć, uwięzić
masterpiece (n)	/ˈmɑːstəˌpiːs/	arcydzieło
memorable (adj)	/ˈmem(ə)rəb(ə)l/	zapadający w pamięć
mesmerising (adj)	/ˈmezməˌraɪzɪŋ/	fascynujący, wciągający
mind-blowing (adj)	/ˈmaɪndˌbləʊɪŋ/	niesamowity
moving (adj)	/ˈmuːvɪŋ/	wzruszający
overhear (v)	/ˌəʊvə'hɪə(r)/	podśluchać, przypadkowo usłyszeć
pan (v)	/pæn/	krytykować (kogoś, coś)
portrayal (n)	/pɔː'treɪəl/	przedstawienie, rola
receive rave reviews (v phr)	/rɪ'siːv ,reɪv rɪ'vjuːz/	dostać entuzjastyczne recenzje
risqué (adj)	/ˈrɪskeɪ/	śmiały, pikantny
script (n)	/skrɪpt/	scenariusz
sequel (n)	/ˈsiːkwəl/	kontynuacja, dalszy ciąg
setting (n)	/ˈsetɪŋ/	tło, sceneria
shallow (adj)	/ˈʃæləʊ/	plytki
smash (n)	/ˈsmæʃ/	hit, przebój
span (v)	/spæn/	obejmować
supporting actor (n)	/səˌpɔːtɪŋ ˈæktə(r)/	aktor drugoplanowy
sweep away (v phr)	/ˌswiːp əˈweɪ/	zmieść
thought-provoking (adj)	/ˈθɔːtprəˌvʊkɪŋ/	skłaniający do przemyśleń
tinker (v)	/ˈtɪŋkə(r)/	majstrować
twists and turns (of a plot) (n pl)	/ˌtwɪsts ən(d) 'tɜːnz/	zwoły (akcji)
(the story) unfolds (v)	/ˌʌn'fəʊldz/	(historia) toczy się
up-and-coming (adj)	/ˌʌp ən(d) ˈkʌmɪŋ/	obiecujący



Rozumienie ze słuchu

- 1 1.13 Usłyszysz dwukrotnie cztery wypowiedzi związane z różnymi strategiami myślenia i zapamiętywania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Odpowiedzi zapisz w zeszycie. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person mentions

- | | |
|--|--|
| A a common mistake made while studying or doing homework. | C a family member criticising the way they study. |
| B a successful way of getting around a problem in a group. | D an opinion regarding the way people think and learn. |
| | E learning strategies which they found ineffective. |

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst, z którego usunięto cztery zdania. Zapisz w zeszycie litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE PALACE IN YOUR MIND

If you are familiar with the character of Sherlock Holmes, you'll probably remember that he is a really intelligent detective, with a gift for remembering lots of different information and hitting on ways to solve the most complicated cases. Holmes himself says to John Watson, his friend and partner, "that a man's brain originally is like a little empty attic, and you have to stock it with such furniture as you choose." (1)

The idea of using a physical place to remember large amounts of information dates back to the ancient Greek poet Simonides, and it was used by the ancient Greeks and Romans to memorise speeches. It was invaluable in the days when people had to learn information by heart, as keeping something in written form was considered a luxury. (2) Surprisingly, it became popular again in the second half of the 20th century, when people started practising their ability to memorise things in order to take part in memory competitions.

To use the method of loci, also known as the mind palace, you need to think of a place, for example your house or flat. Then, you have to visualise yourself walking around the place in some logical order.

(3) For example, if you want to memorise a shopping list, you may put toothpaste in the bathroom, milk in the kitchen, batteries for your game controller in your bedroom. Then, when you want to recall an item on your list, you take a walk through the house, following the same route. The bigger the house, the more items you can remember and recall.

If you ever happened to watch Benedict Cumberbatch playing Sherlock in the BBC adaptation of the novels, you might remember him going through his mind palace and recalling whatever he had stored in there. You might also remember being bewildered by how much information he was able to recall, and how it helped him come up with solutions to what seemed to be insolvable mysteries. (4) Of course, his mind palace is extensive and extremely complex but, just like you, he must have started with something small. Shopping list, anyone?



- A He may forget to stop and eat lunch, but he never seems to forget what he has ever put in his mind palace.
- B Every room in the house becomes the location where you physically store the information you want to remember.
- C He puts this theory into practice by refusing to remember things which he considers to be unimportant, such as the fact that the Earth orbits the Sun.
- D Cumberbatch delivered a great performance, playing the role of an ingenious, though socially inadequate detective.
- E However, people stopped using the method of loci, or mind palace, when the printing press appeared and books began to be more and more common.

Znajomość środków językowych

- 3 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). 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. Odpowiedzi zapisz w zeszycie.

- 1 The teacher first explained some new words and then, started to check the students' understanding of the text. **ON**

First, the teacher explained some new words and then the students' understanding of the text.

- 2 I hate it when I have to study in a really noisy place. **BEAR**

I in a really noisy place.

- 3 If you decide to go to university in the USA, you might not see your family for months. **MEAN**

Going to university in the USA might your family for months.

- 4 Our teacher says that we should watch TV series in English if we want to pick up some new vocabulary. **ENCOURAGES**

Our teacher TV series in English in order to pick up some new vocabulary.

- 5 Don't you think you should make some notes to remember more from classes? **CONSIDERED**

Have you some notes to remember more from classes?

- 4 Przeczytaj tekst. Uzupełnij w zeszycie każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

A GIFT OR NOT A GIFT?

It's often said that some people have a gift for doing things: drawing, acting, writing stories or working with horses. But how about having a gift for languages? Is there a secret ability that (1) some people pick up a foreign language in a flash, while others have a problem (2) up with the rest of the class? Well, first of all, it's important to remember that learning a new language is a very complex activity, so don't lose hope. If you don't manage to (3) all of the new words while taking a test, you might need to change your learning strategies. For example, do you always write (4) new words? This simple method can make you remember them more effectively. Perhaps you have a problem grasping the complexities of a grammatical pattern? Maybe you need more time than others for the rules to (5) out at you and make you cry out "Eureka!" Whatever it is that you worry about, don't: in truth, there is no such thing as a gift for languages – only practice makes perfect.



Wypowiedź pisemna

- 5 Niektórzy ludzie uważają, że filmy i seriale są nie tylko formą rozrywki, ale zachęcają odbiorców do zdobywania i/lub pogłębiania wiedzy na temat, którego dotyczą. Napisz rozprawkę na ten temat i przedstaw argumenty wspierające ten punkt widzenia oraz argumenty, które mu przeczą. Zilustruj swoje argumenty przykładami filmów/seriali.

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

Wypowiedź ustna

- 6 Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Jesteś zainteresowany/zainteresowana kursem pamięci i mnemotechniki. Rozmawiasz z przedstawicielem firmy szkoleniowej, która organizuje kurs. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Cena i długość trwania kursu

Osoba prowadząca kurs

Twoje oczekiwania wobec kursu

Zawartość kursu

Uczeń B

Jesteś pracownikiem/pracownicą w firmie szkoleniowej, która organizuje kursy pamięci i mnemotechniki. Rozmawiasz z osobą, która jest zainteresowana wzięciem udziału w kursie. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia A o dokładniejsze wyjaśnienie jakiejś kwestii,
- dowiedz się od ucznia A, dlaczego jest zainteresowany kursem,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejny argument,
- przedstaw uczniowi A inną propozycję od tej, którą jest zainteresowany/zainteresowana,
- wyraż wątpliwość dotyczącą oczekiwań ucznia A wobec kursu.

✓ SELF-ASSESSMENT UNIT 3

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about different abilities and memorising strategies.
- b I can discuss lifestyle diseases – their causes and symptoms.
- c I can structure and give a presentation.
- d I can write a film review.

LANGUAGE CHECKPOINT ► PAGE 141

4 Mad science

Reading

VOCABULARY Biology and scientific research

1a Match these words with the definitions below. Write the answers in your notebook.

chromosome (n) • contract (a disease) (v)
enzyme (n) • genetic engineering (n)
genetically modified (adj) • parasite (n)
prevalent (adj) • resistant (adj) • species (n)
transmit (a disease) (v)

- 1 to pass a disease from one person to another
- 2 a plant or animal group whose members all have similar general features
- 3 a plant or animal that lives in or on another type of animal and feeds on it
- 4 not harmed or affected by something
- 5 very common in a particular place or among a particular group
- 6 the practice or science of adding genes to a living thing
- 7 to become infected with a disease
- 8 a structure that exists in cells, often as one of a pair
- 9 a natural chemical produced by animal and plant cells
- 10 a plant or animal that has had its genetic structure changed

1b In your notebook, complete the sentences with words from 1a. Make a change to the verb or noun where necessary.

- 1 Females have two X . Males have one X and one Y.
- 2 Some people think that food could reduce world hunger.
- 3 Animals infected with the virus can the disease to humans.
- 4 Bacteria can become to antibiotics.
- 5 He was healthy until he pneumonia.
- 6 has made it possible to grow plants in places they don't normally grow.
- 7 break down the food we eat so that it can be converted into energy.
- 8 such as fleas are common in cats and dogs.
- 9 The number of plant and animal at risk of extinction is growing.
- 10 Malaria is still in many countries.

BUZZWORD

twindemic – an outbreak of flu and COVID-19 occurring simultaneously

Fear of a twindemic has led health experts to push for more flu shots.

- 2 **Work with a partner and read the article headline opposite. What information do you expect to read in the article?**
- 3 **Read the article quickly, ignoring the gaps. How would you summarise the main points?**
- 4 **Read the article again. Six paragraphs have been removed. Choose from the paragraphs A–F the one which fits each gap (1–6). Write the answers in your notebook.**
- 5 **Find the following in the article. Explain who or what they are and why they are significant.**

I-Ppol • Dr Nikolai Windbichler • 627,000 • GMEP
\$12 billion • Pirbright Institute

CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you believe that humans have the right to eliminate species from the planet?
- What possible consequences can you see, both positive and negative, of this type of experiment?

7 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

8 What about you?

- 1 Are mosquitoes a problem where you live? What are the best ways to get rid of them?
- 2 Would you like to work in scientific research? Why/Why not?
- 3 What other examples of genetic engineering in plants and animals can you think of?
- 4 What are the benefits and dangers of these?

MODIFYING MOSQUITOES

Genetically modified mosquitoes could help to eradicate malaria

Mosquitoes have been genetically modified so they only give birth to males in a new technique that scientists hope could help to wipe out malaria. Scientists from Imperial College London have tested a new genetic method that changes the ratio of male to female *Anopheles gambiae* mosquitoes, the main transmitters of the malaria parasite, so that the female mosquitoes which bite and pass the disease to humans are no longer produced.



1 In order to eliminate the female mosquitoes, scientists created a DNA-cutting enzyme called I-Ppol, which they inserted into a sample of *Anopheles gambiae* mosquitoes. In normal reproduction, the ratio of the X chromosome, which produces female offspring, and the Y chromosome, which produces males, is roughly equal. The enzyme used by the researchers cut the DNA of the X chromosome so that almost none could be produced. As a result, the offspring of the genetically-modified mosquitoes was almost exclusively male.

These genetically modified mosquitoes were then put into five cages containing general mosquito populations. In four of the five cages, the entire population was eliminated within six generations. The scientists hope that if they do the same thing with mosquitoes in the wild, the malaria-carrying mosquito population will ultimately die out within a few generations.

2 This is the first time that scientists have been able to manipulate the ratios of male and female mosquito populations. The researchers believe the work paves the way for a pioneering approach to controlling malaria, which continues to threaten the lives of half of the global population.

3 According to the latest estimates by the World Health Organisation, over 3.4 billion people are at risk of contracting the disease and an estimated 627,000 die each year. Children under the age of five are particularly vulnerable, with one child dying every 60 seconds.

4 Increased prevention and control measures in recent years have reduced global mortality rates by 42 per cent, but the disease persists, especially in high-risk regions of sub-Saharan Africa. Mosquitoes have become increasingly resistant to insecticides and the malaria parasite has become resistant to drugs.

5 It's likely that mosquito populations would rebound after a few years, so the genetically engineered mosquitoes would need to be reintroduced into the wild regularly in order to control them. Nevertheless, scientists are hopeful that the approach could be used to fight all types of mosquito, including the species that transmit dengue fever, which is prevalent in over a hundred countries.

6 According to Britain's Pirbright Institute, mosquitoes are not a keystone species in their ecosystems. While mosquitoes can act as pollinators as well as a food source for other animals, their absence would only be a temporary setback until another species filled the niche.

The question remains, however, whether humans have the right to eliminate entire species in this way. Eradicating mosquitoes may have positive benefits in reducing disease levels, but only time will tell if this experiment will have any lasting effects on humankind.



A Concerns have been raised about the possible effect of eliminating mosquitoes on local ecosystems. After all, mosquitoes have been on the planet for about 100 million years and they represent 3,500 species worldwide. Would we miss them if they disappeared?

C What's more, sub-Saharan Africa loses about \$12 billion in economic productivity due to malaria infections. Eradicating the disease would have real implications for the quality of life of people in those areas. Doctors and hospitals would be able to address other health concerns and the environment would benefit from not having to use insecticides.

E Dr Nikolai Windbichler, a lead researcher from the Department of Life Sciences at Imperial College London, said: 'What is most promising about our results is that they are self-sustaining. Once modified mosquitoes are introduced, males will start to produce mainly sons, and their sons will do the same, so essentially the mosquitoes carry out the work for us.'

B As research professor Andrea Crisanti from Imperial College London said: 'Malaria is debilitating and often fatal and we need to find new ways of tackling it. We think our innovative approach is a huge step forward.'

D Female mosquitoes use human blood to acquire the nutrients they need to create eggs. A female mosquito can lay about 200 eggs at a time and up to 3,000 eggs during her lifetime. About half of the offspring will be daughters, many of which will live long enough to produce the same number of offspring themselves. For people living in tropical and subtropical areas, these females present a very real threat.

F During the 1950s and 1960s, the Global Malaria Eradication Programme (GMEP) was successful in eliminating the disease from several parts of the world. If their efforts had continued, they would have been able to eradicate malaria completely, but a lack of funds halted progress.

Conditionals

1 Look at the sentences and answer the questions.

- The scientists hope that if they do the same thing with mosquitoes in the wild, the malaria-carrying mosquito population will die out.
 - Would we miss them if they disappeared?
 - If a person lives in an area with these mosquitoes, they are at risk of contracting malaria.
 - If their efforts had continued, they would have been able to eradicate the disease.
- How do we make zero, first, second and third conditionals?
 - When do we use each one?
 - What type of conditional is each sentence a–d?

GRAMMAR REFERENCE ► PAGE 142

2 Complete the sentences with the correct form of the verbs given. Write the answers in your notebook.

- If the press hadn't found out about this story, it (not appear) in the newspapers.
- If research (be) useful, people want to know about it.
- If they (not be) scientists, they wouldn't know how to carry out these experiments.
- If they repeat the experiment, they (get) the same results.
- If the experiment (not be) successful, they wouldn't have published the results.
- If they achieve their aim, it (help) a lot of people.
- If they did experiments on some types of animal, it (be) illegal.
- If it (not be) for past pioneers, their research wouldn't have been possible.

3 In your notebook, rewrite these sentences using conditionals.

- My brother must get good marks because he wants to study medicine next year.
If my brother gets good marks, he ...
- I didn't know you were at home last night. I wanted to call you for help with my homework.
- You must water plants as without water, they die.
- It's a pity scientists don't have more funding. They need it to do more research.
- I'm glad I read this article. I hadn't heard about this breakthrough before.
- I think you like sci-fi so you'll enjoy this film.
- People tend to believe stories that they read in the newspapers.
- I'm not a scientist because I don't want to do research on animals.

Other conditional structures

4 Look at the sentences. Check that you understand how and why we use the words in bold.

- Supposing/Suppose** mosquitoes die out, would that affect ecosystems?
- Provided that/Providing that/As long as** they introduce genetically modified mosquitoes into the wild, the mosquitoes won't come back.
- Unless** scientists take action against malaria, people will continue to contract the disease.
- Scientists won't confirm that the experiment will work in the wild **in case** they are wrong.
- If only/I wish** they had a vaccine. It would solve a lot of problems.
- I wish/If only** they had eliminated the disease.

GRAMMAR REFERENCE ► PAGE 142

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Write the answers in your notebook.

- I'll help you, but only if you promise to pay close attention. **THAT**
I'll help you pay close attention.
- If they fail, they may lose all their funding. **UNLESS**
 all their funding.
- What a pity that we didn't see each other! **WISH**
 each other.
- If we can stop the situation, would it not be worth doing? **SUPPOSE**
, would it not be worth doing?
- I'll be right here waiting for you because you might need me. **CASE**
I'll be right here waiting for you .
- We'll publish your research but only if you have evidence of your findings. **LONG**
We'll publish your research evidence of your findings.

6 In your notebook, complete the sentences with your own ideas. Then discuss your ideas in pairs.

- If I pass all my exams with outstanding marks, ...
- If I could have any job in the world, ...
- If I'd had more time last weekend, ...
- If I were a politician, ...

Compound nouns and adjectives

1 Match the compound nouns 1–8 with their meanings a–h. Write the answers in your notebook.

- | | |
|-------------|--|
| 1 outlook | a beginning, start |
| 2 drawback | b result (e.g. of a process, meeting, activity) |
| 3 outcome | c reduction in something (e.g. the amount of money to spend) |
| 4 feedback | d strong action that someone in authority takes to stop a particular activity |
| 5 outset | e sudden start of war, disease, violence, etc. |
| 6 outbreak | f disadvantage |
| 7 cutback | g idea of what a situation will be like in the future / your general attitude to things |
| 8 crackdown | h comments about how well or badly someone is doing something, intended to help them to do it better |

2 Match 1–8 and a–h. Are the words compound nouns or compound adjectives? Are they written as one word, one word with a hyphen (-) or two words? Use a dictionary if necessary. Write the answers in your notebook.

- | | |
|---------------|------------|
| 1 genetically | a time |
| 2 set | b wide |
| 3 high | c through |
| 4 life | d while |
| 5 world | e modified |
| 6 break | f back |
| 7 off | g risk |
| 8 worth | h spring |

3 Complete the sentences with compound nouns in 1. Write the answers in your notebook.

- I began reading this book yesterday and from the I knew I was going to love it.
- They discussed whether they should continue their research and the of the meeting was that they should.
- Organisations which protect animal rights have made sure that there has been a on using animals in experiments.
- Scientists had to work hard to find a cure when there was a sudden of a deadly new type of flu.
- Because of the economic recession, there was a in the amount of money spent on research and development.
- I think you and I have the same on life.
- The from potential customers about the product was generally positive.
- There are both benefits and to genetic engineering when it comes to food.

4 Complete the compound nouns and adjectives in the news article. Write the answers in your notebook.



Scientists at a biotechnology company have made a (a) b in producing (b) g olive flies and are seeking permission to release them in Spain. If the plan goes ahead, male flies will first be sterilised in a laboratory and then they will be released into the environment where they will mate with wild olive females. Their (c) o will be infertile, and the flies will eventually die out.

Although olive flies currently destroy whole harvests of olives, from the (d) o , the proposal has met with criticism. The main (e) d , critics say, is that the bodies of the flies could remain in the olives. No-one knows the effect of eating these olives over a (f) l . While the experiment may be (g) w for farmers, for consumers it is a (h) h strategy.

The organisation Friends of the Earth has called for a (i) c on such experiments. Meanwhile, the company is still waiting for the (j) o of their permission request.

1 **Work with a partner. Discuss these questions.**

- 1 What animals do you know are in danger of extinction?
- 2 What animals have already become extinct?
- 3 Why did this happen?

2 **1.14 Listen to a podcast about bringing animals back from extinction and choose the best answers. Write the answers in your notebook.**

- 1 What does Professor Rogers think about the cloning of dinosaurs?
 - A No suitable DNA samples exist because dinosaurs froze too fast.
 - B It's difficult because you need to have organic remains.
 - C You can only clone animals using DNA samples.
- 2 What is the experiment at Harvard Medical School?
 - A To create elephants that are hairy and woolly.
 - B To insert DNA from a woolly mammoth into an elephant.
 - C To engineer elephants so that they don't become extinct.
- 3 What is the main reason given for bringing back woolly mammoths?
 - A They could graze on grass in Arctic regions.
 - B Their weight would help to strengthen the ice.
 - C To reduce the escape of carbon gases into the atmosphere.
- 4 How are scientists trying to bring back the passenger pigeon?
 - A They're engineering another species of pigeon.
 - B They're inserting cells into museum specimens.
 - C They're using pigeons from the forests of the East Coast.
- 5 Why does the professor support de-extinction?
 - A Humans have made a lot of mistakes in the past.
 - B Animals are becoming extinct at an alarming rate.
 - C It can help to restore natural habitats.
- 6 Which of the following does the professor believe?
 - A It isn't important to spend money on saving endangered species.
 - B The technology can be used for de-extinction and saving endangered species.
 - C Bringing back animals from extinction is the priority.

3 **Work with a partner. Discuss these questions.**

- 1 If it were possible to bring any animal back from extinction, which would you choose? Why?
- 2 What are the best ways of saving endangered species?
- 3 In your opinion, is it better to focus on saving endangered species or bring animals back from extinction? Why?



GRAMMAR **Mixed conditionals**

4 **Look at the sentences and answer the questions.**

- a If a dinosaur had been frozen quickly, and had stayed at that temperature, then you'd have DNA samples.
- b If we hadn't caused destruction in these areas, we wouldn't need to recreate species now.
- c If we did more to protect endangered species, these animals wouldn't have become extinct.

- 1 What is the form of these conditional sentences?
- 2 Which sentence(s) describe an imaginary past and its present consequence?
- 3 Which sentence(s) describe an imaginary present situation and its past consequence?

GRAMMAR REFERENCE ► **PAGE 142**

5 **Choose the correct alternative. Write the answers in your notebook.**

- 1 If I could bring any animal back from extinction, I'd choose/have chosen the dinosaur.
- 2 If I'd slept more last night, I wouldn't be/have been so tired now.
- 3 I'd go/have gone out last night if I hadn't had so much homework.
- 4 If I had eaten breakfast, I wouldn't feel/have felt hungry now.
- 5 I wouldn't know this city so well if I didn't live/hadn't lived here all my life.
- 6 I'd speak/have spoken perfect English if I'd been born in an English-speaking country.
- 7 If I'd finished all my homework last night, I'd be/have been able to go out later.
- 8 I'd let you borrow my mobile if I didn't lose/hadn't lost it.

6 **If you could go back in time, what three things would you change about the world? How would the world be different now?**

Talking about statistics

1 Look at the charts and graphs (A–D). Which:

- 1 is a bar chart?
- 2 is a pie chart?
- 3 is a table?
- 4 is a line graph?
- 5 shows statistics which total 100 per cent?
- 6 shows a change or trend over a period of time?
- 7 shows a non-diagrammatic comparison of statistics?
- 8 show a diagrammatic comparison of statistics?

2 Work with a partner. Find words in the Speaking bank to talk about each chart or graph in 1. Check that you understand all the words.

SPEAKING BANK

Useful words and expressions to talk about statistics

Numbers and proportions

- a half/third/quarter/fifth/sixth, etc.
- one in two/three/five/ten, etc.
- 5/10/15 per cent
- the majority/minority
- just under/over
- approximately/roughly
- twice/three/four/five times as many/big as
- slightly/considerably more/fewer
- a large/small/considerable number/proportion of (+ countable noun)
- a large/small/considerable amount/quantity of (+ uncountable noun)
- the (second/third/fourth) largest/biggest/highest
- in comparison with

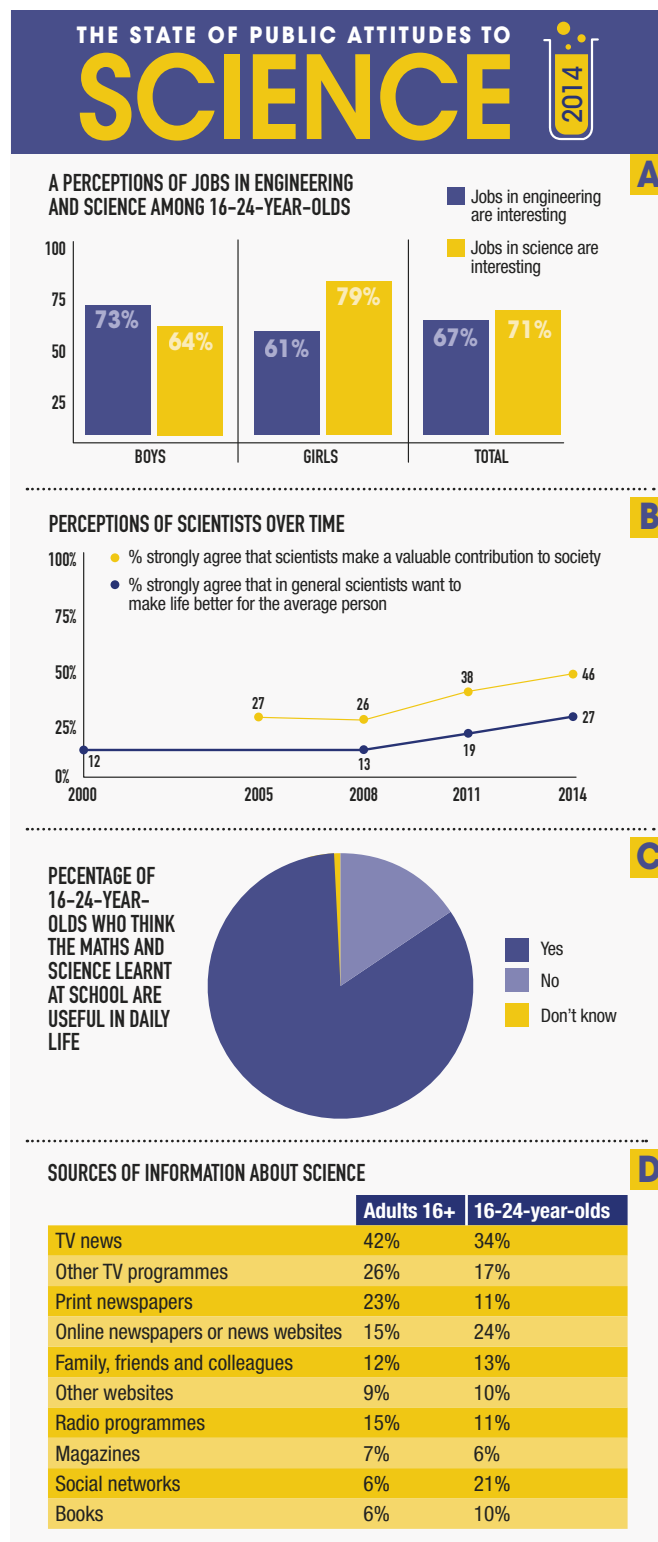
Trends

- rise/increase/grow/double/treble/rocket
- fall/decrease/drop/decline/half/plunge/plummet
- stay the same/change little/level off/stabilise
- fluctuate
- reach a high/low
- slow(ly)/gradual(ly)/slight(ly), steady (steadily) (adj/adv)
- significant(ly)/sharp(ly)/dramatic(ally) (adj/adv)

3 In your notebook, write a short description of each chart or graph in 1. Think carefully about which tense(s) you need to use in each case.

4 Work with a partner. What do you think about the information in the charts and graphs? Do you find it surprising, shocking, predictable, etc.? Why?

5 Listen to four students talking about the charts and graphs in 1. Are the speakers' descriptions and reactions similar to yours?



Practice makes perfect

6 Work with a partner. Turn to page 156 and take it in turns to talk about the statistics and your reactions to them. Use words and expressions from the Speaking bank.

A for-and-against essay

- 1  Work with a partner. Read the beginning of a science article and discuss what you think the different reactions to the news have been.

SCIENTISTS CREATE DEADLY FLU VIRUS

Scientists at the University of Wisconsin-Madison have artificially created a life-threatening flu virus. The virus resembles the 1918 Spanish flu strain that was responsible for the deaths of around 50 million worldwide. Until the controversial experiment, the virus had been extinct. Scientists say that their research will help them to understand more about the health risks posed by viruses in the future.

Not surprisingly, this news has been met with strong, and widely different, reactions. Some people ...



- 2 Look at this essay task. What exactly do you need to write? Work with a partner and write a paragraph plan in your notebook.

Write about the following topic:

Some people think that artificially creating viruses is acceptable because it could help to save lives in the future. Others think that it could have terrible consequences and put more lives in danger.

Discuss both these views and then give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge.

- 3 Read the essay on the right and answer these questions.

- 1 Does the essay do what the task asks for?
- 2 Is the organisation similar to your ideas in 2?
- 3 Do you agree with the writer's opinion? Why/Why not?

- 4a In your notebook, put these headings in the correct place (1–6) in the Writing bank.

- Adding arguments
- Concluding
- Expressing consequences
- Making contrasts
- Expressing your and other people's opinions
- Introducing and sequencing arguments

Recent news that an extinct flu virus has been reconstructed at a laboratory in the US has given rise to a fierce debate between those who think that experiments such as this are necessary to protect people and those who believe it puts the global population in danger.

Some scientists claim that recreating viruses is essential so that governments can prepare for possible outbreaks of disease in the future. To take the example of the flu virus, they say the research will enable scientists to develop a vaccine that could save thousands of lives. Moreover, if the right precautions are taken, there should be no threat to the general public.

On the other hand, there are people who argue that it is impossible to know the full repercussions of creating a genetically-engineered virus. Despite the fact that the research is carried out in a secure laboratory, there is always the risk of the virus escaping or someone getting infected, which, in turn, could lead to a pandemic. A further criticism of these experiments is that there is no threat at present, and if a disease were to re-occur, scientists would be able to react quickly to deal with it. Last but not least, some people believe that the scientists who do these experiments are motivated by ambition and that there is no benefit to public health.

To sum up, this is a complex issue, but one that we cannot simply ignore. My own view is that it can be highly dangerous to play with nature unless we know the full consequences of what we are doing. Recreating viruses may solve future problems, but it is vital that measures are taken to ensure that the research is carefully controlled and that these viruses do not escape, which could have catastrophic results for our planet as a whole.

4b Add the underlined words and expressions in the essay in 3 to the relevant sections of the Writing bank.

WRITING BANK

Useful expressions in for-and-against essays

- | | |
|---|---|
| 1  | 4  |
| ■ First and foremost, | ■ Therefore, |
| ■ Secondly, | ■ and so |
| ■ Lastly, | ■ as a result |
| ■  | ■ as a consequence |
| 2  | ■ consequently |
| ■ Furthermore, | 5  |
| ■  | ■ In my opinion, |
| ■ What is more, | ■ Personally, I believe that |
| ■ In addition, | ■  |
| ■ not only ... but also | ■ As far as I'm concerned |
| ■ a further advantage of | ■  |
| ■  | ■ It is said that ... |
| 3  | 6  |
| ■ On the one hand, | ■ In conclusion, |
| ■  | ■ All in all |
| ■ In contrast, | ■  |
| ■ in spite of (+ noun/gerund/the fact that ...) | |
| ■  | |
| ■ However,/Nevertheless, | |
| ■ conversely | |
| ■ by way of contrast | |

6 Read the beginning of another science article. Think of advantages and disadvantages of manipulating the weather.

*Rain, rain,
go away
come again
another day*



For Chinese scientists, the words to this children's rhyme are not just wishful thinking. They say that they have the ability to control the weather. In November 2009, there was an unusual fall of snow. China claims that it prompted the snow by firing 186 chemical rockets into clouds passing over Beijing. They did this to help stop the long drought the city had been suffering. But scientists are worried that if each country unilaterally decides to use geo-engineering to manipulate the weather, the global repercussions could be catastrophic and global-warming could get worse, not better. Scientists at ...

VOCABULARY Causes, reasons and results

5 Choose the correct alternative. In some cases, both alternatives are possible. Check that you know what all the alternatives mean. Write the answers in your notebook.

- The news has given rise/risen to a fierce debate.
- People are afraid of some scientific research since/as they don't know what effects it might have.
- There is always a risk of accidental infection which could, on its way/in turn, lead to a general pandemic.
- We still cannot know the full repercussions/all the negative consequences of artificially creating viruses.
- The second/side effects of some vaccines are still unknown.
- We must be careful because playing with nature could have disastrous/catastrophic results.
- The research could bring about/lead to changes in the way governments prepare.
- The news about the experiment sparked off/stemmed from a lot of criticism.
- I believe the research will prompt the government change/to change the law.
- Some experiments are risky due to/owing to the lack of proper precautions.

7  Discuss your ideas in 6 as a class. Do most people think that controlling the weather would be a good thing or a bad thing?

8 Look at the essay task. Work with a partner and use your ideas in 6 and 7 to write a paragraph plan for the essay.

Write about the following topic:

Some people think that having scientists manipulate the weather could be beneficial for the planet. Others think that the consequences could be very worrying.

Discuss both these views and then give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge.

Practice makes perfect

9 Write your essay for the task in 8. Use words and expressions from the Writing bank and the vocabulary section on this page.

WRITING BANK ► PAGE 164

1 **Choose the odd one out in each line. In pairs, justify your choices. Then talk about the order in which scientists typically do these activities.**

- 1 carry out / make / do scientific research
- 2 obtain / produce / create evidence
- 3 conduct / do / take an experiment
- 4 translate / interpret / explain findings
- 5 apply / introduce / announce technology

2 **Work in pairs. Discuss the questions below. Justify your opinions.**

- 1 If it didn't require any effort on your part, would you like to:
 - have your intelligence/memory enhanced?
 - have an exceptional talent developed?
 - be made immune from a disease / medical condition?
 - be 'programmed' to live for as long as you want?
- 2 Would you decide on any of the above if it involved modifying your genes?

3 **1.16 Listen to a speech about genetic engineering. Which situations in 2 does the speaker mention?**

4 **1.16 Read the statements below and decide which of them are true according to the information given in the recording. Write the answers in your notebook. If necessary, listen to the recording again.**

The speaker

- A is sure that enough research into genetic modification has been carried out.
- B thinks that the current debate on genetically modified foods is unnecessary.
- C considers the improvement of cognitive skills to be a huge advantage of the method.
- D feels excited about the possibility of preventing diseases.
- E is convinced that people will start using genetic engineering to improve their lives.
- F thinks gene-editing presents a serious moral and ethical dilemma.

6 **Work in groups. Discuss the questions below.**

- 1 What do you think of the survey results? Do you think they would be similar in Poland? Why/Why not?
- 2 In your opinion, should there be more research conducted into genetic modification? Why/Why not?
- 3 If gene editing is proven to be safe, should it be made affordable for everyone?

7 **Work in small groups. Try to guess which of these genetically engineered plants and animals already exist or are being tested. Then come up with their possible applications.**

a glow-in-the-dark cat • a venomous cabbage
a banana vaccine • square watermelons

⚡ BUZZWORD

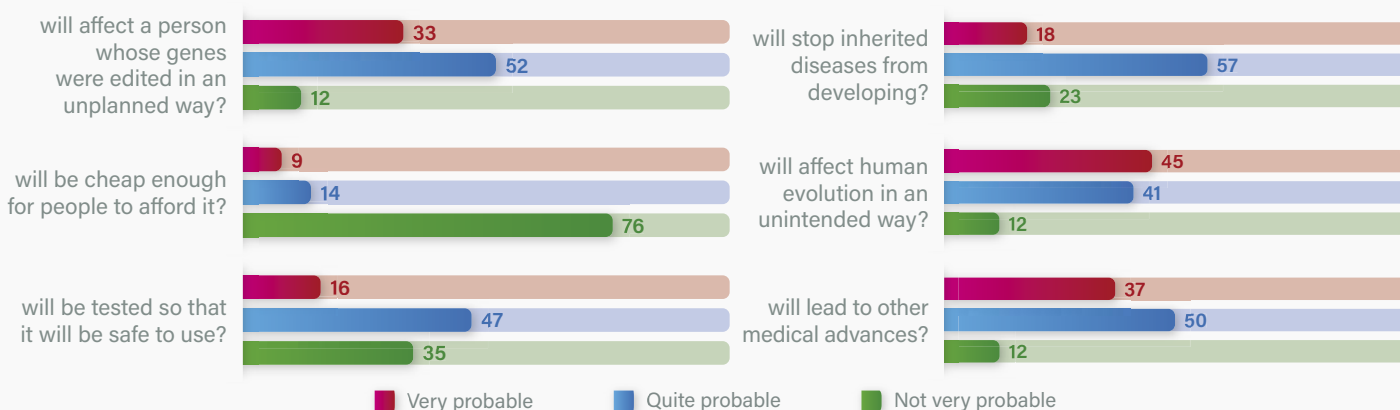
frankenbee – a genetically modified bee, resistant to the dangers posed by pesticides and viruses

Some beekeepers worry that a pesticide-proof frankenbee would dominate and eventually destroy all natural bee strains.



5 **In your notebook, complete the notes using information from the bar chart.**

How probable is it that gene editing



It seems that gene editing is a topic that is provoking a lot of controversy. In a study conducted in the USA in 2018, just under (1) % Americans believe that the eradication of inherited diseases as a result of gene editing is more than

probable, with roughly 60% considering it quite likely. (2) of the Americans surveyed regard other medical advances to be quite, but not very probable, while the vast (3) of people consider some unexpected effects of gene editing to be very

or quite probable. A considerable (4) Americans think that it will probably not be tested enough to ensure its safety, and slightly more than three (5) of the people questioned think that people will not be able to afford it.

NAUKA I TECHNIKA

Biologia i badania naukowe

chromosome (n)	/ˈkrəʊməsəʊm/	chromosom
contract (a disease) (v)	/kənˈtrækt/	zarazić się (chorobą)
enzyme (n)	/ˈenzaim/	enzym
genetic engineering (n)	/dʒəˌnetɪk ˌendʒɪˈniəriŋ/	inżynieria genetyczna
parasite (n)	/ˈpærəsait/	pasożyt
prevalent (adj)	/ˈprevələnt/	rozpowszechniony, przeważający
resistant (adj)	/rɪˈzɪst(ə)nt/	odporny, oporny
species (n)	/ˈspiːʃiːz/	gatunek
transmit (a disease) (v)	/ˈtrænzˈmɪt/	przenosić (chorobę)

RZECZOWNIKI ZŁOŻONE

breakthrough (n)	/ˈbreɪkθruː/	przełom, punkt zwrotny
crackdown (n)	/ˈkrækdaʊn/	rozprawa (z czymś)
cutback (n)	/ˈkʌtˌbæk/	redukcja, cięcie
drawback (n)	/ˈdrɔːˌbæk/	wada, minus
feedback (n)	/ˈfiːdˌbæk/	reakcja, informacja zwrotna
lifetime (n)	/ˈlaɪfˌtaɪm/	życie, czas życia
offspring (n)	/ˈɒfˌsprɪŋ/	potomstwo
outbreak (n)	/ˈaʊtˌbreɪk/	wybuch, nagłe wystąpienie
outcome (n)	/ˈaʊtˌkʌm/	wynik, rezultat
outlook (n)	/ˈaʊtˌlʊk/	pogląd, perspektywa
outset (n)	/ˈaʊtˌset/	początek
setback (n)	/ˈsetˌbæk/	komplikacja, niepowodzenie

PRZYMIOTNIKI ZŁOŻONE

genetically modified (adj)	/dʒəˌnetɪkli ˈmɒdɪfaɪd/	genetycznie modyfikowany
high-risk	/ˈhaɪˌrɪsk/	podwyższonego ryzyka
worldwide (adj)	/ˈwɜːldˌwaɪd/	ogólnosiwiatowy
worthwhile (adj)	/ˈwɜːθˌwaɪl/	opłacalny, wart zachodu

PRZYCZYNY, POWODY I SKUTKI

as (conj & adv)	/æz /, /əz/	skoro, jako że; jak
bring about (v phr)	/ˌbrɪŋ əˈbaʊt/	spowodować, doprowadzić do, przynieść
catastrophic/disastrous results (n phr)	/kætəˌstrɒfɪk ˌdɪˌzɑːstrəs / ˌrɪˈzʌltz/	katastrofalne skutki
due to (prep)	/ˈdjuː tə/	z powodu, dzięki (komuś lub czemuś)
give rise to (v phr)	/ˌɡɪv ˈraɪz tə/	dać początek, być źródłem (czegoś)
in turn (adv phr)	/ɪn ˈtɜːn/	z kolei
lead to (v)	/ˈliːd tə/	doprowadzić do, spowodować
owing to (prep)	/ˈəʊɪŋ tə/	z powodu, ponieważ
prompt (someone to do something) (v)	/ˈprɒmpt/	skłonić (kogoś do zrobienia czegoś)
repercussion (n)	/ˌrɪːpəˈkʌʃ(ə)n/	reperkusja
side effect (n)	/ˈsaɪd ɪˌfekt/	efekt uboczny
spark off (v phr)	/ˌspɑːk ˈɒf/	wywołać, zapoczątkować
stem from (v phr)	/ˈstem frəm/	wziąć się z (czegoś)

INNE

acquire (v)	/əˈkwaɪə(r)/	nabywać, osiąść
bar chart (n)	/ˈbɑː ˌtʃɑːt/	wykres kolumnowy
carry out scientific research (phr)	/ˈkæri aʊt ˌsaɪənˈtɪfɪk rɪˌsɜːtʃ/	przewodzić badania naukowe
conduct an experiment (phr)	/kənˈdʌkt ən ɪkˌsperɪmənt/	przeprowadzać eksperyment

(adj) = adjective – przymiotnik	(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(adv) = adverb – przysłówek	(phr) = phrase – wyrażenie
(conj) = conjunction – spójnik	(prep) = preposition – przyimek
(det) = determiner – określnik (np.: a, an, the, that itp.)	(pron) = pronoun – zaimek
	(v) = verb – czasownik

consumption (n)	/kənˈsʌmpʃ(ə)n/	konsumpcja, spożycie, zużycie
conversely (adv)	/ˈkɒnvɜːsli/	odwrotnie, przeciwnie
debilitate (v)	/dɪˈbɪlɪteɪt/	osłabiać
decline (v)	/dɪˈklaɪn/	spaść, obniżyć się
(non-)diagrammatic comparison (n phr)	/ˌ(nɒn) ˌdaɪəɡrəˌmætɪk kəmˈpærɪs(ə)n/	porównanie (nie) w formie wykresu
die out (v phr)	/ˌdaɪ ˈaʊt/	ginać, wymrzeć
double (v)	/ˈdʌb(ə)l/	podwoić (się), dublować
dramatic (adj)	/drəˈmætɪk/	drastyczny, radykalny
dramatically (adv)	/drəˈmætɪkli/	drastycznie, radykalnie
drop (v)	/drɒp/	spaść, obniżyć
enhance (v)	/ɪnˈhɑːns/	poprawiać
eradicate (v)	/ɪˈrædɪkeɪt/	wyeliminować, zwalczać
fluctuate (v)	/ˈflʌktʃueɪt/	wahać się, zmieniać się
foremost (adj)	/ˈfɔːməʊst/	główny, czołowy
funding (n)	/ˈfʌndɪŋ/	finansowanie
gene editing (n)	/ˈdʒiːn ˌedɪtɪŋ/	edycja genów
graze (v)	/ɡreɪz/	paść się
halt (v)	/hɔːlt/	zatrzymać się, stanąć, wstrzymać
immune (adj)	/ɪˈmjuːn/	odporny
keystone species (n phr)	/ˈkiːstəʊn ˌspiːʃiːz/	gatunek kluczowy
level off (v phr)	/ˌlev(ə)l ˈɒf/	ustabilizować się
life-threatening (adj)	/ˈlaɪf ˌθret(ə)nɪŋ/	zagrożający życiu
line graph (n)	/ˈlaɪn ˌɡrɑːf/	wykres liniowy
manipulate (v)	/məˈnɪpjʊleɪt/	manipulować
manipulation (n)	/məˈnɪpjʊˈleɪʃ(ə)n/	manipulacja
niche (n)	/niːʃ/	nisza
obtain evidence (phr)	/əbˈteɪn ˌeɪdəns/	uzyskać dowody
pave the way (for) (v phr)	/ˌpeɪv ðə ˈweɪ/	utorować drogę (dla)
pie chart (n)	/ˈpaɪ ˌtʃɑːt/	diagram kołowy
pioneer (n, v)	/ˌpaɪəˈniə(r)/	pionier; zapoczątkować
plummet (v)	/ˈplʌmɪt/	gwałtownie spadać
plunge (v)	/ˌplʌndʒ/	runąć, rzucić się, gwałtownie spadać
pose (v)	/pəʊz/	stanowić (np. problem, zagrożenie)
proportion (n)	/ˈprəːpɔːʃ(ə)n/	proporcja
reach a high/low (v phr)	/ˌriːtʃ ə ˈhaɪ / ˈləʊ/	osiągnąć najwyższy/najniższy (poziom)
rebound (v)	/rɪˈbaʊnd/	odbijać się (od dna)
rocket (v)	/ˈrɒkɪt/	skoczyć w górę, wybić się
roughly (adv)	/ˈrʌfli/	około, mniej więcej
self-sustaining (adj)	/ˌselfsəˈsteɪnɪŋ/	samopodtrzymujący się, samowystarczalny
sharp (adj)	/ʃɑːp/	ostry, gwałtowny
sharply (adv)	/ˈʃɑːpli/	ostro, gwałtownie
stabilise (v)	/ˈsteɪbəlaɪz/	stabilizować (się)
steady (adj)	/ˈstedi/	stały, jednostajny, systematyczny
steadily (adv)	/ˈstedəli/	stale, jednostajnie, systematycznie
table (n)	/ˈteɪb(ə)l/	tabela
the majority (n)	/ðə məˈdʒɔːrəti/	większość
the minority (n)	/ðə maɪˈnɔːrəti/	mniejszość
the wild (n)	/ðə ˈwaɪld/	dzika przyroda, pustkowienie
treble (v)	/ˈtreb(ə)l/	potroić się
ultimately (adv)	/ˈʌltɪmətli/	ostatecznie
vulnerable (adj)	/ˈvʌln(ə)rəb(ə)l/	wrażliwy, podatny na
wipe out (v phr)	/ˌwaɪp ˈaʊt/	zmieść coś z powierzchni ziemi
woolly mammoth (n)	/ˌwʊli ˈmæməθ/	mamut włochaty



Rozumienie ze słuchu

- 1 1.17 Usłyszysz dwukrotnie fragment programu radiowego na temat technologii. Na podstawie informacji zawartych w nagraniu uzupełnij odpowiedzi na pytania 1–4. Odpowiedzi w języku angielskim zapisz w zeszycie.

- 1 The development of technology doesn't stop, even if scientists and engineers
- 2 Computer chip technology might help Alzheimer's patients to store .
- 3 The author is afraid that the computer chips will change who .
- 4 The writer's main aim is to express doubt as to whether technological developments will bring about only for humankind.

Rozumienie tekstów pisanych

- 2 Przeczytaj dwa teksty na temat produkcji szczepionek. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.

Tekst 1.

MAKING A DIFFERENCE

The nurse led me along a narrow hospital corridor. It was quiet and almost completely empty. The further we walked, the more anxious I was. The nurse must have realised how I felt, because she turned round to check if I was still following her. She stopped and said something to me, but I was so lost in my thoughts that I didn't register what she was saying.

"Could you repeat that, please?" I asked.

"Is everything all right?" she asked me with a smile.

"Yes, sure," I said, but I was lying. Actually, I was having second thoughts about the whole thing. If I hadn't left my overcoat and winter boots in the cloakroom, I would have run away and never returned.

The nurse asked me to sit down and wait a few minutes. I started wondering what I was doing there. Was I in it for the money? Not really, though I can't deny the financial side was a nice bonus. Did I want to satisfy my curiosity and my daredevil spirit? Sure, to some extent, but at the time I was beginning to think of the possible side effects. Did I really think I would be part of a breakthrough discovery? Well, I guess anyone would want to participate in something whose outcome might change the lives of millions of people. "I wish the nurse hadn't asked me to wait," I thought to myself.

If only I hadn't read that advertisement in my college cafeteria! But the moment I found out that researchers from my own university were looking for people willing to take part in drug trials, I knew I would apply. Most of my friends kept asking me if I wasn't afraid of contracting some terrible disease, losing my hair (as a side effect, probably), spending several weeks in isolation with no access to the Internet, and a few, even more extreme, catastrophic scenarios. The more they discouraged me, the more I wanted to do it – to help, to make a difference. After all, someone had to, right?

When I registered, the researchers explained everything to me: the nature of the trials they were conducting (an HIV vaccine), what medical examinations I would have to go through to qualify (it turned out that I was an ideal candidate), what

drawbacks I would have to put up with (spending a few hours in the lab every two weeks to undergo more tests), what side effects I might experience and also, how much I would be paid. "Are you ready?" the nurse asked me. I hadn't even noticed her coming towards me.

"Ready or not, here I come," I thought to myself, preparing for my first shot.

- 1 In the first paragraph, we learn that the narrator
 - A did not really want to go to the hospital.
 - B went to the hospital because she felt sick.
 - C started worrying after arriving at the hospital.
 - D got lost in the hospital corridors.
- 2 Waiting in the hospital corridor, the narrator
 - A wished she hadn't gone there.
 - B thought more about her decision.
 - C started feeling adventurous.
 - D did not think about the possible side effects.
- 3 Which is *true* about the narrator?
 - A She was looking forward to spending the money.
 - B She was not afraid of anything.
 - C She volunteered because she wanted to make her friends angry.
 - D She felt that taking part was an important thing to do.

Tekst 2.

INVISIBLE HEROES

Firstly, have you ever counted how many different drugs you keep in your medicine cabinet? Secondly, do you know how many vaccines you have received in your lifetime? Lastly, are you aware of how long it takes to develop and test a new vaccine or a new drug? It might surprise you to hear that it's years! On average, it takes 10–12 years to develop a new vaccine, although there are exceptional situations – especially when there is risk of an outbreak of a dangerous disease, which might lead to a pandemic. This was the case of the Ebola vaccine: the clinical trials started in 2014 and the vaccine was approved in 2019. However, if scientists from three continents hadn't devoted their time and energy to developing it, the vaccine probably would still not be available today.

Partly, what makes the process so long is the laboratory work conducted by the scientists and researchers who have to generate the antigens which might prevent the disease. This phase usually takes up to 2–4 years. Then, the so-called candidate vaccine is tested on cells. The aim of those tests is to check whether the candidate vaccine works – that is, if it is immune to the disease – and whether it is safe to use. If this is the case, it's time for clinical trials involving people.

Testing a new vaccine or medicine on people takes years and consists of a number of stages. First, it is tested on a relatively small group of adults, usually between 20 and 80 people, to check its safety and effectiveness. If it is safe and effective for humans, it will be tested on a larger group of people, hundreds of them actually. As long as the second phase produces the desired outcomes, the next phase will begin, involving thousands of people. Suppose that there are side effects to take into account – it might not show in phase one or two.

Clinical trials last longer, cost more and involve a greater number of volunteers than any other standard laboratory work. The volunteers accept the risk of possible side effects and spending an extended period of time in the labs. No matter if they do it for the money or in order to feel needed – they have an important job to do. If there were no volunteers, there would be no vaccines or drugs for you to use whenever you need them.

- 4 The writer's intention in the first paragraph is
 - A to emphasise the complexity of the development of a new drug or vaccine.
 - B to outline the stages of the development of a new drug or vaccine.
 - C to provoke readers to think more about their habits.
 - D to question the effectiveness of the Ebola vaccine.
- 5 Both texts
 - A explain why clinical trials last so long.
 - B describe the role of volunteers in clinical trials.
 - C criticise volunteers who take part in clinical trials for money.
 - D point to the positive role that volunteers play in clinical trials.

Znajomość środków językowych

- 3 Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszycie. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

- 1 Supposing (wymarłyby wszystkie pszczoły) , what would happen as a result?
- 2 I (szkoda, że zarażałam się) flu – I couldn't go on the school trip to Berlin.
- 3 If the scientists hadn't invented the smallpox vaccine, (wciąż doświadczalibyśmy) its disastrous effects.
- 4 Climate change will influence our lives more and more (chyba że wielkie korporacje zaczną) to take action.
- 5 I'm really lazy – (gdybym był/była bardziej pracowita) , I might have done better in the science competition.

Wypowiedź pisemna

- 4 Wielu naukowców wyraża opinię, że żywność modyfikowana genetycznie rozwiąże problem głodu na świecie. Inni twierdzą, że jest nienaturalna i może mieć tylko negatywne konsekwencje, bo nie znamy skutków jej długotrwałego spożywania. Napisz rozprawkę, w której przedstawisz wady i zalety żywności modyfikowanej genetycznie.**

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

Wypowiedź ustna

- 5**  **W twojej szkole będzie organizowany Dzień Wizjonera, poświęcony wykorzystaniu odkryć naukowych dla lepszej przyszłości. Każda klasa ma zaprezentować odkrycie naukowe lub wynalazek spełniający to kryterium. Bierzesz udział w dyskusji na temat tego, co powinna zaprezentować Twoja klasa.**

- Wybierz propozycję, która według Ciebie byłaby najbardziej atrakcyjna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 Which technological advances have changed your life most in the last 10 years? Why?
- 2 Do you think money should be spent on space exploration or should it rather be spent on dealing with the problems we are facing on Earth? Why/Why not?

Uczeń B

- 1 Which modern invention has had the biggest negative influence on people? Why?
- 2 Some people believe that the main aim of science and technology should be to prolong human life. What do you think?

✓ SELF-ASSESSMENT UNIT 4

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- a I can talk about imaginary present and past situations and their consequences.
- b I can express my opinion about scientific research.
- c I can talk about statistics.
- d I can write a for-and-against essay.

LANGUAGE CHECKPOINT ► PAGE 143

5 Big brother

Reading

VOCABULARY Minor offences and punishment

1a What punishment would be appropriate for these minor offences 1–6? Choose from a–h below. Check that you understand the words in bold.

- | | |
|---|--|
| 1 Littering in a street or park | a The person should be issued with a small fine . |
| 2 Travelling on public transport without a valid ticket | b They should pay a heavy fine . |
| 3 Parking in an area designated for people with disabilities | c They should be banned from going to the place again. |
| 4 Skateboarding in a public square | d The offence should appear on the person's criminal record . |
| 5 Putting your feet on a seat on a train | e Nothing unless a member of the public lodges a formal complaint . |
| 6 Smoking in a non-designated area | f The person should be prosecuted and judged in court. |
| | g They should receive a suspended sentence . |
| | h They should do community service . |

1b  **Work with a partner. Discuss your answers in 1a.**

VOCABULARY BUILDER > PAGE 130

2 Read the three articles about minor offences. What is the offence in each case and what is the punishment? Do you agree with the punishment given? Why/Why not?

BUZZWORD

distracted walking – the act of crossing the road while looking at your mobile phone or some similar device, thereby posing a danger to road users and other pedestrians

My friend walked into a lamppost while texting on her smartphone. It was a classic example of distracted walking.

3 Read the articles again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.

- | | |
|--|--------|
| 1 Sian put her foot on the seat without thinking. | T/F/NM |
| 2 She was unaware that it was wrong to put her foot on the seat. | T/F/NM |
| 3 People have been convicted for putting their feet on the seat in the past. | T/F/NM |
| 4 Skateboarders in the square receive a verbal warning before they're given a fine. | T/F/NM |
| 5 Pedestrians in the square have been knocked over and injured by skateboarders. | T/F/NM |
| 6 One rider thinks the council should adopt a different policy to the sport. | T/F/NM |
| 7 People at the station were bothered by Anthony's music. | T/F/NM |
| 8 His father thinks that fines should never be given for listening to music on a mobile. | T/F/NM |

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How would you prove that these offences are not worth taking to court?
- What criteria would you use to judge a crime?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6  **Work in pairs. Read these comments that people have made about the three stories. Do you agree or disagree with each one? Why?**

- | | |
|---|---|
| 1 | <i>It's a waste of public money to take people to court for minor offences. The police and justice system should concentrate on more serious crimes.</i> |
| 2 | <i>If you don't do something about minor offences, then they only get worse. It's a crime to do nothing about them.</i> |
| 3 | <i>A fine is one thing, but for someone to get a criminal record for a minor offence is absurd.</i> |
| 4 | <i>I don't think it matters who's committed an offence. If it's an aspiring teacher or someone with a criminal record, they deserve the same treatment. An offence is an offence.</i> |
| 5 | <i>It's unfair to give a fine, or summons to appear in court, without first giving a warning.</i> |
| 6 | <i>It worries me that the train guard was wearing a CCTV camera. That's an invasion of privacy.</i> |

Putting your feet up on the seats on public transport is seen as antisocial.

FEET-ON-SEAT PASSENGER COULD LAND IN COURT

A woman from Wrexham says she is terrified that she could get a criminal conviction for putting her feet up on a train.

SIAN JONES, 27, had been shopping with her friend in Liverpool when she took the Merseyrail service home from the city. Sian, who is getting married next year, explained what happened next.

'I raised my foot and placed it on the metal bar surrounding the seat opposite,' she said. 'I was deep in conversation about my forthcoming wedding and I didn't even realise I'd done it.'

Sian was approached by a member of the Merseyrail staff, who questioned her and asked her to sign a statement. She was advised that she would receive a court summons in the next six weeks.

'While I realise I shouldn't have done it,' she said, 'I didn't expect the repercussions to be so serious. I'm the kind of person who stands up on a crowded bus or train for an elderly person to sit down. I rarely use public transport, and I'll never go on a train again.'

Sian is one of many Merseyrail passengers who have been charged with the same offence recently. Nineteen-year-old Kathleen Jennings appeared in court after being caught with her flip flops on a seat by a guard wearing a CCTV camera on his head. Despite immediately putting her feet down and apologising, Kathleen was asked to give her details and later received a summons.

The charge was dismissed by magistrates, but Kathleen faced a criminal record if convicted, which would have ended her hopes of becoming a maths teacher and destroyed her future career prospects.

TEEN FIGHTS PENALTY FOR LOUD MUSIC

A teenage boy owes France's state-owned railway SNCF €375 after he was fined for walking through a train station while listening to music on his earphones. An official of the railway claimed that the music was too loud and was causing a nuisance to other passengers.

It was a Thursday in May at around 4.50 pm when Anthony walked through the station in the north-east of Paris on his way home from school. As he was leaving the station, a guard stopped him, informed him that he was breaking the rules, and gave him a fine for €75.

For the boy's father, the idea that the music coming through the boy's mobile into his earphones could cause a disturbance in a busy train station seemed ridiculous.

'I can understand that in the train the use of a mobile phone to listen to music could be cause for a ticket,' he wrote in an appeal to SNCF. 'However, I have a hard time understanding the disruption caused on a platform at a train station on a Thursday at 4.51 pm.'

However, the railway is supporting the guard's decision to fine the boy.

They say that a 1942 law forbids 'any person to use in train cars, waiting rooms, on platforms or in the train station sound-making devices or instruments.'

After the family's appeal was rejected, the original fine of €75 rose to €375 with penalties and late fees. However, the boy and his parents are still refusing to pay and say they are going to continue to fight the case.

Fined for skateboarding

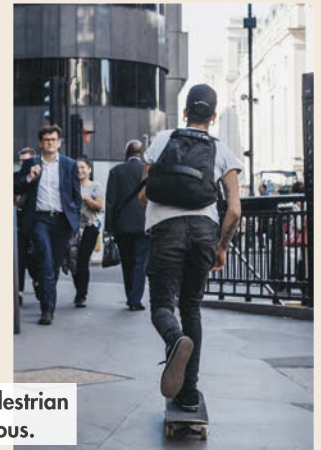
Skateboarders in King George Square in the centre of Brisbane have been receiving bigger fines than motorists.

More than 30 skaters, rollerbladers and cyclists have been hit with \$500 fines since the square reopened as a pedestrianised area. The on-the-spot fines are larger than those given to motorists for driving over the 40 km/h speed limit, and have earned Brisbane City Council \$15,000 in eight months.

Riders have slammed the penalty as excessive, but the council says that it has seven signs around the square warning riders they risk a fine.

The Chair of Community Services has justified the measures. 'People haven't been allowed to cycle or skate through King George Square for almost 40 years so this is nothing new,' she says. 'These are busy public places and we can't have cyclists or skaters careering through crowds of people and knocking them over. The best way for people to avoid a fine is to hop off their bike or board and walk it through the square, just as they would when they're crossing the road.'

One veteran skateboarder believes the fines will stop riders using the square, but says the council should do more to encourage this environmentally-friendly alternative to cars. 'Obviously, if you're wrecking public property, then it's a different story, but a lot of people use skateboarding for transport. Instead of fining people, they should be promoting the sport as a healthy activity and getting more people into it,' he said.



Skateboarding in pedestrian areas can be dangerous.



You can be fined for listening to loud music in public in France.

Future forms

1 Identify the different ways to talk about the future in these sentences. Then match each sentence with the use a–f. Write the answers in your notebook.

- 1 She **is getting** married next year.
- 2 I'll never **go** on a train again.
- 3 Someone **is going to be** hurt by a skateboarder.
- 4 He believes the fines **will** stop riders using the square.
- 5 They **are going to** continue to fight the case.
- 6 The court hearing **takes place** next month.

- a to make predictions based on our opinions
- b for general plans and intentions
- c to make decisions about the future at the time of speaking
- d for schedules and timetables
- e to make predictions based on present evidence
- f for fixed arrangements

GRAMMAR REFERENCE ► PAGE 144

2 Choose the correct alternative. Write the answers in your notebook.

- 1 The train to Hull leaves/is going to leave at 6.45.
- 2 We will/are going to go shopping on Saturday.
- 3 I am meeting/will meet Jack at the station at 6.00.
- 4 Perhaps we 'll have/'re having lunch at that new place on West Street.
- 5 Look at the clouds. I think it's raining/going to rain.
- 6 Jack is going to/will look for a present for Emily.
- 7 I'll be back in five minutes. I'm going to/will take the dog for a walk.
- 8 There's someone at the door. Don't worry, I'll/'m going to open it.

3 Complete the sentences with the correct form of the verb. Sometimes more than one answer is possible. Write the answers in your notebook.

- 1 I will call (call) you when I know the results of the exam.
- 2 The match will start (start) at 7.30. Don't be late.
- 3 Will you do (do) anything special on Saturday?
- 4 Hi Mum. I'm stuck in a traffic jam. I will be (be) late for dinner.
- 5 We will visit (visit) my brother in Holland sometime next year. We're not sure when.
- 6 I'm sure you will feel (feel) better soon. It's only a cold.
- 7 I will get (get) my hair cut on Friday. I made an appointment last week.
- 8 I can't go out this evening. I will try (try) to finish the science project I have to do.

4 Read the situations and decide what you would say in each case. Write the answers in your notebook.

- 1 Your computer is making a strange noise again.
Oh no! It will crash (crash).
- 2 Your friend wants to meet this afternoon, but you have a dentist's appointment.
I'm sorry. I will see (see).
- 3 You're waiting for a friend at the train station, but you don't know the arrival time.
Excuse me. What time will he get in (get in)?
- 4 Your teacher asks you for your predictions about crime in your country.
I think the crime rates will drop (drop).
- 5 A classmate suggests that you talk about some homework this evening, but you're tired.
I'm sorry. I will go to bed (go to bed).
- 6 You arrive at the library, but you don't know the closing time.
What time will it close (close)?
- 7 A friend has lost their mobile phone.
Don't worry. I will lend (lend).
- 8 Your team isn't playing well and you have a difficult opponent in the next match.
I think we will lose (lose).

5 Complete the news article with an appropriate form of the verb. Write the answers in your notebook.

Catching Litter Bugs

Gravesham City Council has decided to get tough on litter bugs by introducing a new scheme. Police wearing CCTV cameras (a) will patrol (patrol) the streets in the hope of catching anyone who drops litter. A spokesperson for the council said, 'If people insist on not being good community citizens and throw rubbish on the ground, they (b) will pay (pay) a fine.' However, not everyone is happy with the scheme. Some members of the police force believe that it (c) will cause (cause) mistrust and damage relations with the local community. As one officer pointed out, 'Anyone seeing a police officer coming down the street (d) will cross (cross) to the other side if they suspect you're wearing a CCTV.' Residents, meanwhile, see it as an invasion of privacy and (e) will hold (hold) a meeting on Saturday at the community centre to discuss the plan. The meeting, which (f) will start (start) at 9.00, is held to consider possible options to persuade the council to rethink their plan. Several hundred people have already signed a petition, which they (g) will hand (hand) in to the council. In spite of the opposition, the council is certain that the CCTV-wearing police officers (h) will reduce (reduce) littering in the area.

6 Work with a partner. Talk about the following topics.

- Your plans for next weekend
- Your plans for your next holiday
- Your future study and career
- Your predictions for your country

Prepositional phrases

1 Complete the sentences with these words. Write the answers in your notebook.

account • addition • aid • behalf
means • process • strength • touch

- In** [] **to** the prison sentence, she had to pay a heavy fine.
- The money from the fine will go **in** [] **of** charity.
- She received a prison sentence **on** [] **of** the seriousness of the crime.
- They found the criminal **by** [] **of** an important publicity campaign on TV asking the public for help.
- On the** [] **of** this new evidence, the judge dismissed the case.
- The interviewer accused the prime minister of being **out of** [] **with** what the public really thinks.
- I'd like to thank you **on** [] **of** all the people who work in this department.
- The council is **in the** [] **of** changing all public signs but has not yet finished.

2a Which prepositional phrase in bold in 1 means:

- because of?
- using a particular method?
- as a representative of?

2b Check that you understand the meaning of the other prepositional phrases in bold in 1.

3 Complete the sentences with a prepositional phrase from 1. Write the answers in your notebook.

- He lives in a tiny village in the mountains so he's [] what's happening here in the city.
- The singer went to collect the prize [] the whole group.
- The match has been cancelled [] the rain.
- The house is a mess because we're [] moving.
- The house was heated [] solar power.
- They gave her the job just [] her interview.
- They're going to play a concert [] the earthquake victims.
- To work in the US you need a visa [] a valid passport.

4 Read the article below quickly. What does it say about smoking outdoors?



It has now become the norm in many countries to ban smoking indoors. But in (a) [] to those laws, many cities around the world such as San Francisco and New York have already passed laws banning smoking outdoors in parks and on beaches, too. Some European cities like London and Paris are (b) [] the process of joining them.

The decision against smoking indoors (c) [], on the (d) [], been a popular one (e) [] account of the clear evidence of adverse health effects, with thousands of passive smokers dying each year. But whilst most people agree that the initial measures were sensible and necessary, are the risks (f) [] second-hand smoke so clear when people are outdoors?

Some people, smokers and non-smokers alike, believe that governments are (g) [] too restrictive on the freedom of the individual. They suggest that governments are (h) [] of touch with the values of ordinary people. And they also claim that an enormous amount of money will have to be spent (i) [] putting up signs in parks and on beaches telling people that they can't smoke, as (j) [] as signs informing them of specially designated areas where smoking is permitted.

On the other hand, organisations campaigning (k) [] smoking in outdoor places argue that some children are becoming smokers just as a result (l) [] the bad influence of seeing adults smoking in public. In the UK, for example, school pupils are more likely to say that smoking is unacceptable since the ban (m) [] smoking indoors came into force.

Whichever side you are on, one of the positive benefits of banning smoking outdoors will be a decrease (n) [] the amount of litter caused by cigarette ends being thrown away. This was part of the (o) [] for the ban in outdoor-smoking in California in the first place. Even if there is no significant threat to others, the ban can do no harm and may even do some good.

5 Complete the article in 4 by putting one word in each gap. Write the answers in your notebook.

6 Work with a partner. Should smoking be banned in parks, on beaches or in other outdoor public places? Why/Why not?

1 Discuss these questions with a partner.

- How many apps have you got on your phone? What are they? What do they do?
- What are some advantages and disadvantages of apps?
- What do you know about tracking apps?

2 1.18 Listen to a radio programme about teen tracking apps. Answer the questions using a maximum of four words for each one. Listen twice. Write the answers in your notebook.

- In location apps, what do the dots represent?
- How can these apps analyse behaviour?
- Why do the app companies license the technology?
- According to the psychologist, what do these apps suggest to teenagers?
- What does she say teenagers need to do?
- When Steve has to pick his children up, what does the app do?
- What is the general reason Steve installed the apps?
- How do Steve's children feel about the apps?
- Which two groups of people can use the data from apps?
- What should you do to protect your privacy?

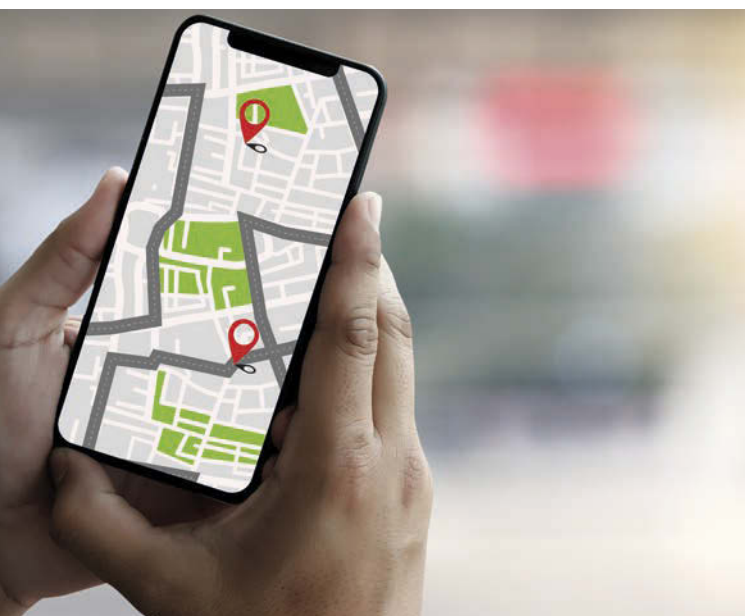
3 What about you?

- What ideas support the use of tracking apps?
- What arguments are there against the apps?
- On balance, are you in favour or against them? Why?
- What predictions can you make about the use of tracking apps in the future?

BUZZWORD

snooptech – digital tools and equipment that allow companies to monitor staff activity, such as reading the content of their emails

Companies which turn to snooptech are a bit short-sighted – in the long term, spying on employees simply cannot pay off.



Advanced future forms

1 Look at the sentences and answer the questions.

- We **are on the verge/point of** putting spy-cameras into phones.
- By the time they leave home, they **'ll have learnt** what's right and what's wrong.
- They **'ll be collecting** data for marketing purposes.
- By the time they're older, these companies **will have been collecting** data for several years.

Which sentence:

- uses the future continuous to talk about an activity in progress at a moment in the future?
- uses the future perfect simple to talk about an activity completed before a particular time in the future?
- uses the future perfect continuous to emphasise the duration of an activity that continues up to a particular time in the future?
- mentions something that is going to happen very soon?

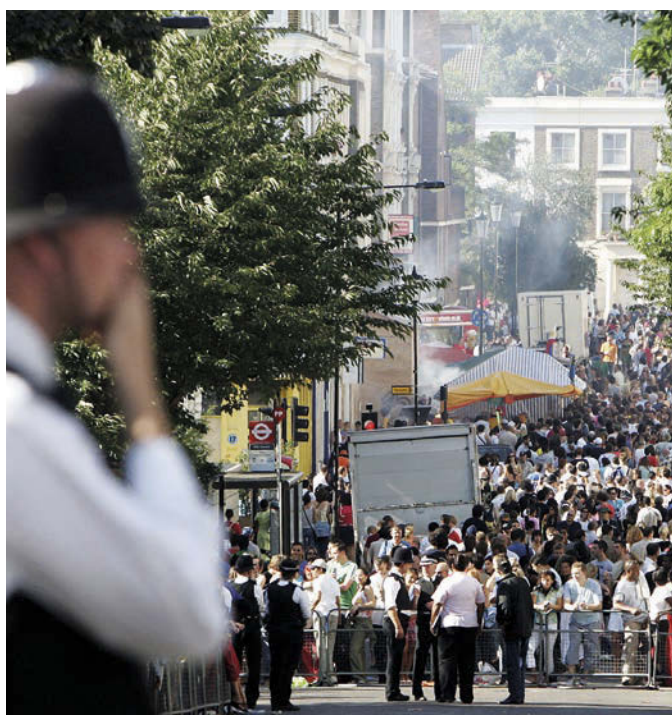
GRAMMAR REFERENCE ► PAGE 144

2 Choose the correct alternative. Write the answers in your notebook.

- Are you on the verge of finish/finishing school?
- By the end of this year, how long will you be/have been studying English?
- What will you be doing/have done next summer?
- Will you work/have started work by the time you're 25?
- Do you feel as if you're on the point to start/of starting a new period in your life?
- If you stay in your home for one more year, how long will you be/have been living there?
- Do you reckon you'll be getting/have got married by the time you're 30?
- Do you think you'll be living/have lived in the same city in ten years' time?

3 Use the questions in 2 to interview your partner.

Role-plays



- 1 Work with a partner. Look at the pictures and describe what is happening in each one.
- 2 With a partner, discuss what issues you might face at large outdoor events, such as carnivals or concerts. Give reasons.

- 3 Work with a partner. Read this task and follow the instructions.

A British friend is going to a two-day music festival in your country. He/She asks you to give him/her some details and advice about personal safety and precautions. Discuss the following issues:

- types of crime to watch out for,
- advice for looking after your money and valuables,
- best places to stay,
- what to do if you have any problems.

Student A: You are the British friend. Write questions to ask.

Student B: Make notes with advice to give your British friend.

Both: Look at the Speaking bank for ideas about what language to use.

SPEAKING BANK

Useful words and expressions to give advice

Asking for advice

- Do you think I should ...?
- Should I ...?
- If you were me, would you ...?
- What do you reckon I should do if ...?
- What about ...?

Giving advice

- If I were you, I'd ...
- Have you thought about ...?
- Why don't you ...?
- You might want to ...
- You ought to/had better ...

Responding to advice/Asking for clarification

- That's a good idea.
- That sounds sensible/helpful/ideal.
- But what about ...?
- The (only) problem with that is ...
- Don't you think it'd be better to ...?
- Do you mean ...?
- Are you saying that ...?

Practice makes perfect

- 4 Work with a partner. Do the task below, using expressions from the Speaking bank.

A British friend has asked you for advice about places to see while in your city or town.

Discuss the following issues:

- the best places to go during the day and in the evening,
- the best ways of getting around,
- opening and closing times,
- dress code and suggestions.

Student A: You are going to give the advice.

Student B: You are going to ask for advice. Ask for more detail at different moments in the conversation, and disagree politely with the advice once or twice to get your partner to give you more ideas.

A formal letter of complaint

1 Read the article about the use of slang in schools and answer the questions.

- 1 What reasons does the school give for implementing the ban?
- 2 What has the general response been to the ban?



Ban on slang

In an effort to improve language skills, a school in London has decided to ban the use of slang by its students. The school has placed a series of posters around the school premises with lists of words that students are no longer permitted to use. The school's spokeswoman explained at a press conference that 'in addition to giving students the teaching they need to thrive academically, we want them to develop the soft skills they will need to compete for jobs and university places.'

The school has received strong support for the ban. Many people have praised the action, including the a MP, who said: 'Speaking slang is fine in a social setting ... but a school should be a professional, educational environment, and if part of that means banning slang then that's fine by me.' His comments have sparked concern that the ban will now be extended to other schools.



2 Work with a partner. Are you in favour of or against a ban on the use of slang in schools? Think of arguments to support your opinion.

3 Read the letter. What is the writer's opinion about banning the use of slang in schools and what arguments does she give to support her view? Do you agree with them?

Dear Sir/Madam,

I am writing to protest about the possible enforcement of a ban on the use of slang in schools. I believe that this measure would not only be unpopular but also completely ineffective.

Although I agree that a number of young people use slang when talking to their peers, the vast majority of them are able to distinguish between when it is appropriate to use slang and when it is not, and are able to express themselves perfectly in more formal situations. The fact is that by trying to control the way students speak, schools will merely encourage the use of slang, since it is common knowledge that banning something only serves to make it more interesting.

To make matters worse, I believe that the measure will prove to be ineffective as the only way to enforce the ban is by means of supervising conversations between students. On the one hand, this could be highly expensive as it would involve installing more CCTV cameras or recruiting staff to listen to students during break times. On the other hand, if teachers are required to enforce the ban, this would surely take their attention away from the more important business of teaching.

In conclusion, I should like to draw your attention to the fact that there are more pressing issues that the school should be concerned with than the use of slang. On behalf of the numerous students who are hoping to attend university in the future, might I suggest that you concentrate on providing the best possible education and facilities, not on enforcing a ban that will simply alienate many students?

Yours faithfully,
Louisa James
Louisa James

4 Read the letter in 3 again and look at the underlined words and phrases. Work with a partner and discuss why and how the words and phrases are used.

VOCABULARY Formal register

5a Find the more formal synonyms for these words in the letter in 3.

- 1 some (paragraph 2)
- 2 most (paragraph 2)
- 3 just, only (paragraph 2)
- 4 very (paragraph 3)
- 5 many (paragraph 4)
- 6 offering, giving (paragraph 4)

5b Use the correct form of the formal words in 5a to rewrite these sentences in your notebook.

- 1 It's very inappropriate to use offensive language when talking to teachers.
- 2 Many schools have CCTV cameras in classrooms and corridors.
- 3 There have been some complaints from parents.
- 4 Most students disagree with the policy.
- 5 This is just another way to control students.
- 6 The school gives students clear guidelines about how they should behave.

6 Which of the expressions in the Writing bank appear in the letter in 3?

WRITING BANK

Useful expressions in letters of complaint

- I am writing to complain/protest about ...
- I am writing on behalf of ...
- I should like to draw your attention to ...
- My second/next/main complaint concerns ...
- To make matters worse,
- I urge you to ...
- I demand that you ...
- I would ask you to ...
- Might I suggest you ...?
- The fact/truth/problem is that ...
- What annoys/surprises/amazes me is ...
- Yours faithfully (after Dear Sir/Madam)
- Yours sincerely (after Dear Mr/Mrs/Ms)

7 Work with a partner. Look at the letter in 3 again and identify features of the letter that are typical of a formal register.

- *more formal vocabulary, e.g. numerous instead of many*

8 Read this newspaper article and answer the questions. Ignore the notes at the side of the text.

- 1 What happened at the cinema?
- 2 Do you think Michelle and her mother are right to be angry?
- 3 Do you think the story is an example of 'teenage discrimination'?



Last Saturday local girl Michelle Richards had an unpleasant experience at the North Woods Multiplex Cinema. Michelle, 17, had gone to see the latest Johnny Depp film with three friends aged between 15 and 17. The film had begun at 3.45 pm. When the film finished, Michelle and her friends went to the cinema lobby to wait indoors for her mother to come and pick them up. After five or six minutes, the manager of the multiplex came and asked them if they had tickets. Michelle told the manager that they had just come out of seeing a film and that they were waiting for their parents. The manager then told them that they couldn't wait in the lobby and that they would have to leave. When Michelle asked why, the manager said that she had seen them in the lobby on many previous occasions and that she was sick and tired of the problems that they caused. The manager threatened to call the police if they didn't leave immediately and so Michelle and her friends had to wait outside. When Michelle's mother arrived, she was shocked to see her daughter out in the cold and dark, in an area that was unfamiliar to her. Michelle and her mother say that they are not simply going to forget the incident. They are going to lodge a formal complaint to the cinema so that this type of 'teenage discrimination' which put the girls at risk does not happen to others. The director of the North Woods Multiplex Cinema refused to comment.

We didn't make any noise or interfere with people waiting in the queues.

It was really cold and pouring down with rain that day!

It was the first time we'd ever been to that cinema because we live on the other side of town.

Would they have done the same if we were 25 or 30 years old?

Practice makes perfect

- 9 **Imagine that you are one of the friends who were with Michelle that day. Use the notes and any other ideas to write a letter of complaint to the director of the cinema. Use the information in the Writing bank to help you.**

1 Work in pairs. Take turns to ask and answer the following questions.

- Do your parents have any social media accounts?
- Do you follow one another on Facebook, Instagram, etc.?
- Do they post photos with/of you on social media? How do you feel about it?
- Have they ever posted any embarrassing photos of you?
- Have they ever commented on your photo/post in a parent-like manner?

2 1.19 Listen to a class presentation. Work in pairs. Discuss the answers to the following questions.

- What do you think would be the best title for Sharon's presentation?
 - Hey parents, leave the kids alone!
 - My photo is my castle.
 - I want my freedom – I'm a teenager!
- How far do you agree with Sharon's opinion?
- Should parents upload photos of their children onto social media? Why/Why not?
- Why do you think so many parents do this?

3 In your notebook, write answers to the questions below. There is more than one correct answer.

- What is Sharon doing in her presentation?
 - Convincing the class that her mother is wrong.
 - Using the law to prove her point.
 - Trying to make the other students understand her point of view.
 - Criticising parents for limiting their children's freedom.
 - Explaining what personal freedom means to her.
- Which of the following is stated in the recording as a fact, not as an opinion?
 - Parents often violate their children's basic rights.
 - Sharon's mother could not be taken to court for violating her privacy because Sharon was not the photographer.
 - Parents often lack respect for their children without realising it.
 - A boy in Italy won a court case against his mother.
 - In Italy, the person who takes the photo does not own the copyright.

4 Read the letter below. Why did Sharon's mum write it? How does she feel?

My dearest Sharon,
Thank you so much for being honest with me and sharing your views on personal freedom and privacy. I can see now how strongly you feel about this issue, and it makes me really happy that you are so aware of your rights as an individual. I am sorry I didn't take your feelings into consideration earlier – now that I see your point of view, I realise I should have talked to you about photos of you that I uploaded onto my social media. I apologise for not having done so. However, I have two favours to ask: first, could you do the same for me? I mean, could you ask me if I'm OK with the photos of us that you upload onto your social media accounts? And secondly – how about if we talk it through over ice cream after your piano lesson on Saturday? You know I'm not big on letters 😊
Kisses,
Mum

5 In your notebook, complete the email with information from the recording in 2 and the letter in 4.



RODZICE A NASTOLATKI

Ostatnio wysłuchałam prezentacji koleżanki z klasy o zamieszczaniu przez rodziców zdjęć ich dzieci na portalach społecznościowych. Sharon uważa, że takie postępowanie jej mamy narusza (1) jako jednostki, ponieważ nigdy nie została poproszona (2) swojego wizerunku w Internecie. Nie podoba jej się to, że (3) mogą komentować, np. jak wygląda, a ponadto nie wszystkie komentarze są według niej miłe. Nawiązuje też do przypadków, w których dzieci znajdujące się w podobnych sytuacjach dochodzą swoich praw w sądzie – na przykład we Włoszech właścicielem praw do zdjęcia jest (4) , można więc taką sprawę wygrać. Sharon postanowiła napisać list do mamy, żeby przedstawić swoje odczucia, a jej mama w odpowiedzi napisała, że bardzo się cieszy z tego, że jej córka jest (5) praw. (6) też za to, że nie poprosiła jej o zgodę na zamieszczenie jej zdjęć w Internecie. Jakie jest wasze zdanie w tej sprawie? Czy rodzice powinni umieszczać zdjęcia swoich dzieci w mediach społecznościowych bez ich zgody? Czy naprawdę warto pozywać swoich rodziców do sądu?

6 For the next class, think about what rights a teenager should have at home. Then, in small groups, prepare a short presentation with your list of teenagers' rights, e.g.:

Teenagers have the right to go out and meet their friends without their younger brothers or sisters unless they agree to their company out of their own free will.



PAŃSTWO I SPOŁECZEŃSTWO

Wykroczenia i sądownictwo

be banned (from) (v phr)	/bi 'bænd frəm/	mieć zakaz (robienia czegoś, wstępu)
be issued with a fine (v phr)	/bi 'ɪʃu:d wið ə 'faɪn/	zostać ukaranym grzywną
community service (n)	/kə'mju:nəti 'sɜ:vɪs/	praca społeczna
court (n)	/kɔ:t/	sąd
criminal record (n)	/ˌkrɪmɪn(ə)l 'rekɔ:d/	dotychczasowa karalność
designated (adj)	/ˈdeɪzɪneɪtəd/	wyznaczony
judge (n, v)	/dʒʌdʒ/	sędzia; osądzać
litter (n, v)	/ˈlɪtə(r)/	śmieci; zaśmiecać, rozrzucać
lodge a (formal) complaint (v phr)	/ˌlɒdʒ ə ˌfɔ:m(ə)l kəm'pleɪnt/	złożyć oficjalną skargę / oficjalne zażalenie
pay a small/heavy fine (v phr)	/ˌpeɪ ə ˌsmɔ:l / ˌhevi 'faɪn/	zapłacić niską/wysoką grzywnę
prosecute (v)	/ˈprɒsiˌkjʊ:t/	ścigać sądownie, wniesć oskarżenie
suspended sentence (n)	/sə'spendɪd 'sentəns/	wyrok w zawieszeniu

WYRAŻENIA PRZYIMKOWE

by means of (prep phr)	/baɪ 'mi:nz əv/	za pomocą czegoś
in addition to (prep phr)	/ɪn ə'dɪʃ(ə)n tə/	oprócz czegoś
in aid of (prep phr)	/ɪn 'eɪd əv/	na rzecz kogoś lub czegoś
in the process of (prep phr)	/ɪn ðə 'prəʊses əv/	w trakcie
in/out of touch with (prep phr)	/ɪn / ˌaʊt əv 'tʌtʃ wið/	zorientowany w / oderwany od
on account of (prep phr)	/ɒn ə'kaʊnt əv/	z powodu
on behalf of (prep phr)	/ɒn bi'ha:f əv/	w imieniu
on the strength of (prep phr)	/ɒn ðə 'streŋθ əv/	na podstawie, na mocy

STYL FORMALNY

a (growing) number of (n phr)	/ə ˌgrəʊɪŋ 'nʌmbər əv/	(rosnąca) liczba, coraz więcej
highly (adv)	/ˈhaɪli/	bardzo, wysoce, mocno
merely (adv)	/ˈmiəli/	jedynie, zaledwie, tylko
numerous (adj)	/ˈnju:mərəs/	liczny
provide (v)	/prə'vaɪd/	zapewnić, dostarczyć, stanowić
the vast majority of (n phr)	/ðə ˌvɑ:st mə'dʒɔrəti əv/	ogromna większość

INNE

adverse (adj)	/ˈædvɜ:s/	niekorzystny, niepożądany, przeciwny
alienate (v)	/ˈeliəneɪt/	zrażać
career (v)	/kə'riə(r)/	sunąć, pędzić
charge (v, n)	/tʃɑ:dʒ/	oskarżać, stawiać zarzuty; zarzut, oskarżenie
closed-circuit television (CCTV) (n)	/ˌkləʊzɪd ˌsɜ:kit 'teɪlɪvɪz(ə)n/	telewizja przemysłowa, monitoring
come into force (v phr)	/ˌkʌm ɪntə 'fɔ:s/	wejść w życie
consent (n, v)	/kən'sent/	zgoda, zgadzać się
convict (v)	/kən'vɪkt/	skazać
conviction (n)	/kən'vɪkʃ(ə)n/	wyrok (skazujący), skazanie; przekonanie
council (n)	/ˈkaʊns(ə)l/	rada
(court) summons (n)	/ˈkɔ:t ˌsʌmənz/	wezwanie (do sądu)
data (n)	/ˈdeɪtə/	dane
device (n)	/dɪ'vaɪs/	urządzenie
disrupt (v)	/dɪs'rʌpt/	zakłócać

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

disruption (n)	/dɪs'rʌpʃ(ə)n/	zakłócenie
disturbance (n)	/dɪ'stɜ:bəns/	zakłócenie, rozruchy
enforce (v)	/ɪn'fɔ:s/	egzekwować, wprowadzać (w życie)
enforcement (n)	/ɪn'fɔ:smənt/	egzekwowanie
expectation (n)	/ˌekspek'teɪʃ(ə)n/	oczekiwanie
forthcoming (adj)	/ˌfɔ:θ'kʌmɪŋ/	zbliżający się, nadchodzący
get tough on (v phr)	/ˌget 'tʌf ɒn/	przyjąć twarde stanowisko w kwestii
hop on/off (v phr)	/ˌhɒp 'ɒn / 'ɒf/	wskoczyć na / zeskoczyć z
impose	/ɪm'pəʊz/	narzucać, nakładać
invasion of privacy (n phr)	/ɪn'veɪz(ə)n əv 'prɪvəsi/	naruszenie prywatności
knock over (v phr)	/ˌnɒk ə'ʊvə(r)/	przewrócić
land in court (v phr)	/ˌlənd ɪn 'kɔ:t/	wyładować w sądzie
litterbug (n)	/ˈlɪtə ˌbʌg/	osoba śmiecząca w miejscach publicznych
lobby (n)	/ˈlɒbi/	hol, lobby
magistrate (n)	/ˈmædʒɪstreɪt/	sędzia (pokoju)
manoeuvre (n)	/mə'nu:və(r)/	ruch, manewr
measure (n, v)	/ˈmeʒə(r)/	krok, środek
monitor (v)	/ˈmɒnɪtə(r)/	monitorować
nuisance (n)	/ˈnju:s(ə)ns/	uciążliwość, niedogodność
on-the-spot (adj)	/ɒn ðə 'spɒt/	z miejsca, na miejscu
pedestrian (n)	/pə'destriən/	pieszy
pedestrianised (adj)	/pə'destriənaɪzd/	zamknięty dla ruchu kołowego
peer (n)	/piə(r)/	równieśnik, równy
pinpoint (v)	/ˈpɪnˌpɔɪnt/	określać, wyznaczać
place (v)	/pleɪs/	umieścić, położyć
praise (n, v)	/preɪz/	pochwała; chwalić
premises (n pl)	/ˈpremɪsɪz/	teren, siedziba
privacy (n)	/ˈprɪvəsi/	prywatność
raise (v)	/reɪz/	podnieść
repercussions (n pl)	/ˌri:pə'kʌʃ(ə)nz/	reperkusje
slam (v)	/slæm/	krytykować, trząskać
slang (n)	/slæŋ/	slang
spark concern (v phr)	/ˌspa:k kən'sɜ:n/	wzbudzić obawy
spokesperson (n)	/ˈspəʊksˌpɜ:s(ə)n/	rzecznik
state-owned (adj)	/ˌsteɪt'əʊnd/	państwowy
summon (v)	/ˈsʌmən/	weszać
thrive (v)	/θraɪv/	prosperować
track (v)	/træk/	śledzić
urge (v)	/ɜ:dʒ/	zalecić, nakłonić, popędzić
violate (v)	/ˈvaɪəleɪt/	łamać, naruszać
wreck (v)	/rek/	zniszczyć



Rozumienie ze słuchu

- 1** **1.20 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D. Odpowiedzi zapisz w zeszycie.**

- 1 The speaker is
 - A talking about her experiences as a person with a disability.
 - B encouraging other people to be more emphatic to the needs of the disabled.
 - C criticising the law for not being strict enough towards some drivers.
 - D expressing her opinion on people littering while driving.
- 2 The debate is going to focus on
 - A what violates student privacy.
 - B the problem of bullying at school.
 - C proposals to use CCTV cameras to listen in to conversations.
 - D the effectiveness of CCTV cameras in preventing bullying.
- 3 Which of the following is stated as an opinion, not a fact?
 - A Disagreements between parents impact a child's feeling of security.
 - B The stability of the parents' relationship provides the best environment for a child to develop.
 - C Unstable emotions and the changes during adolescence are not always responsible for a teenager's high-risk behaviours.
 - D Teenagers' high-risk behaviours are often caused by their parents breaking up.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Odpowiedzi w języku angielskim zapisz w zeszycie.**

ARE YOU BEING WATCHED?



The vast majority of people will agree that technological development is generally a positive thing, although they admit it comes with some drawbacks. However, there is a growing number of researchers and activists who have drawn the public's attention to one area of our life in which the use of technology might pose an actual danger to citizens: the development of surveillance technologies.

We have somehow got used to video surveillance cameras everywhere, from streets and public places like airports and railway stations to schools and universities. They're even found in the communal

areas in many blocks of flats! We have learnt to accept them because their stated aim is to protect us from serious crimes like terrorist attacks to more everyday crimes, things like burglary, theft or robbery. What may be worrying is that most countries which use CCTV cameras are on the verge of constructing a centralised system, run and accessed by the government and their agencies. In addition, these might be combined with face recognition systems. That will allow government agencies to track every step we take – and to record it. In open democracies, that should not be a serious threat to our privacy on account of the fact that it would only be used to follow and track down people suspected of crimes, those with a criminal record or individuals with suspected links to terrorist organisations. The truth is, however, that some governments or agencies might be tempted to abuse the system in order to observe and collect data on political activists, critics of the current government, or even political opponents.

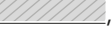
It may all sound like science fiction, but the surveillance of citizens on a massive scale is not a future made possible by means of technological progress – it is already happening. Actually, in some countries citizens are already being spied upon by thousands of cameras. In fact, there are laws which allow it – all in the name of protecting us from crime and terrorism. It is no longer science fiction – this is the price we pay for the need to feel secure and safe. So, smile – you might be on camera!

- 1 What is the main focus of the text?
- 2 Why do people accept the presence of video surveillance cameras?
- 3 How does the author feel about centralised surveillance systems?
- 4 How likely is it, in the author's opinion, that surveillance systems will be more widely used in the future?
- 5 What does the writer mean by saying that "this is the price we pay for the need to feel secure and safe"?

Znajomość środków językowych

- 3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie odpowiedź A, B, C albo D.**

Some people think that giving community service as a form of punishment is far too soft on offenders. We've all heard stories of celebrities doing several hours of community service after committing an offence. The important question is, however, how effective is it? Does it actually stop offenders from committing further crimes? Statistics show that sending people to prison is not (1) effective when it comes to this point. It turns out the likelihood of an offender (2) the same crime again in the future is higher

if the punishment is a fine rather than a community sentence.
 (3) , community service is effective in helping young offenders to feel part of society. It seems that it provides them with opportunities to make connections with other people and contribute to their community. Nobody can predict for sure whether a young offender (4)  to a life of crime in the future, but it is very likely that community service will turn out to be a better punishment than a prison sentence or (5)  a fine if we are serious about wanting to help them stay away from crime.

- 1 A merely B highly C best D mostly
 2 A will commit B is committing C will be committing D committing
 3 A On account of B In aid of C By means of D In addition
 4 A returns B will return C is returning D will have returned
 5 A issuing B sentencing C paying D prosecuting

4 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.

- X: Good morning, Ms. Carter. Can I talk to you for a minute?
 Y: Good morning, Chris. Of course. You look upset. What's the matter?
 X: I really need your help. I'm (1)  to get punished for something I didn't do. You see, I was caught with a skateboard in the school playground last evening.
 Y: Isn't skateboarding forbidden there?
 X: Yes, it is. The thing is, I wasn't skateboarding. I was just passing by and saw some of my mates with their skateboards. I simply wanted to see my friend's new board when I was caught by the school caretaker. What do you reckon I (2)  do? I don't want to inform on who was with me there. They are my mates, after all.
 Y: If I (3)  you, I'd simply tell the truth. You (4)  to tell the head teacher that you don't want to reveal your friends' names.
 X: I did, but he said that I was caught red-handed, so it doesn't matter if I was there on my own or not. But I wasn't! I was just holding the board! It's not even mine.
 Y: You'd (5)  ask one of those mates to come clean – if they're your friends, they will.
 X: Hmm. I suppose it's worth trying.

Wypowiedź pisemna

5 Zauważyłeś/zauważyłaś, że jesteś na zdjęciach reklamujących w Internecie galerię, w której czasami bywasz. Nie wyraziłeś/wyraziłaś zgody na publiczne wykorzystanie swojego wizerunku. W liście ze skargą do sklepu:

- napisz, dlaczego piszesz list,
- wyjaśnij, czego dokładnie dotyczy Twoja skarga,
- napisz, dlaczego jesteś niezadowolony/niezadowolona,
- poproś o usunięcie zdjęć.

Wypowiedź ustna

6 Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Twoi rodzice poinformowali Cię, że zamierzają włączyć w Twój telefon aplikację rodzicielską, która będzie podawać Twoje położenie. Ty jesteś temu przeciwny/przeciwna. Rozmawiasz z psychologiem szkolnym na temat tego, jak przekonać rodziców do zmiany decyzji.

Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Twoje odczucia związane z propozycją rodziców

prawa jednostki do wolności osobistej

skuteczna komunikacja z rodzicami

Twoje propozycje rozwiązania sytuacji

Uczeń B

Jesteś psychologiem szkolnym. Zgłosił się do Ciebie uczeń, który / Zgłosiła się do Ciebie uczennica, która nie wie, jak przeprowadzić ze swoimi rodzicami konstruktywną rozmowę dotyczącą włączenia aplikacji rodzicielskiej, na którą nie chce się zgodzić.

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze wyjaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejny argument,
- zgódź się z uczniem A, że każdy ma prawo do wolności osobistej,
- zaproponuj uczniowi A inne rozwiązanie od tego, które przedstawił/-a,
- poradź uczniowi A, jak skutecznie przeprowadzić rozmowę z rodzicami.

✓ SELF-ASSESSMENT UNIT 5

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
 2 = I can do it quite well. 4 = I can't do it.

- a I can talk about plans, intentions and predictions for the future.
- b I can talk about future arrangements.
- c I can ask for, give and respond to advice.
- d I can write a letter of complaint.

6 Moving home



Reading

VOCABULARY Finding a place to live

1a Match the words with the definitions 1–10. Write the answers in your notebook.

do up (a property) • flat-/house-hunt • flat/house share
fully-furnished • landlord/landlady • lodger • move in
put down a deposit • squatter • tenant

- 1 a person who owns a house or flat that people can rent
- 2 start living in a house or flat
- 3 a person who rents a house or flat
- 4 look for a house or flat to live in
- 5 repair, paint and improve an older building
- 6 a house or flat that you rent with all furniture already in it
- 7 pay money when you start to rent, returned when you stop renting
- 8 a flat or house where friends live together
- 9 a person who lives in a place without permission and without paying rent to the owner
- 10 someone who pays to live in a house or flat with the person who owns it

1b Work with a partner. Answer the questions.

- 1 What are the most common types of accommodation for students where you live?
- 2 How easy or difficult is it for students to find accommodation? Why?



2 Read the page from a student accommodation website. Where do the four students live? Why?

3 Read the web page again. For questions 1–13, choose from the four people (A–D). The people may be chosen more than once. Write the answers in your notebook.

Which person

- doesn't pay rent to the owner? 1 ☐ 2 ☐
- has additional monthly expenses? 3 ☐
- sometimes has to deal with differences of opinion? 4 ☐
- doesn't have to travel far to get anywhere? 5 ☐
- didn't want to spend a long time looking for somewhere to live? 6 ☐
- lives with a lot of other people? 7 ☐
- has decorated his/her home? 8 ☐
- found the living situation unusual at first? 9 ☐
- was worried about security? 10 ☐
- wanted to live in a specific area? 11 ☐
- followed a friend's advice? 12 ☐
- doesn't object to the inconveniences? 13 ☐

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How would you prioritise what to look for in a home?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

- 1 Which of the four living situations would you prefer? Why?
- 2 What are the advantages and disadvantages of living alone and with other people? Which would you prefer? Why?

STUDENT ACCOMMODATION: WHAT ARE THE OPTIONS?



HOME | GETTING STARTED | PLANNING | LOOKING | FEEDBACK | SEARCH 🔍

- Halls of residence
- Shared student houses/flats
- Studio flats
- Renting a room as a lodger
- Host families
- Alternative living situations 

A HELP AN OLDER PERSON

Homestay is a charity that places students, or professionals, in the homes of elderly people. It may not sound like the typical student lifestyle, but if you're looking for a valuable experience and affordable accommodation, I recommend it. I've been living with Edith for three years now. She had an extra room but needed someone to help her around the house. I pay a small monthly fee to the charity to help with running costs, and then do ten hours a week of cooking or light cleaning.

There are some ground rules – I had to promise that I would stay for a minimum of six months, and I'm not allowed to have guests. I admit it's not like living with people my own age, and it was a bit intimidating at first to move into someone else's home. You're not family and you're not a lodger and so you have to work out where the lines are drawn. But it's quieter and more comfortable than other student accommodation.

We do have our disagreements, but having said that, Edith has always been very welcoming and we've become good friends.

Belinda, 24



B DO SPEED FLATSHARING

I lived in a hall of residence for my first year and then moved into a house with some friends. I think we rushed into signing the contract because the landlord was a bit of a nightmare. He used to turn up unannounced to inspect the property, and when we complained, he simply denied doing it. At one point the boiler broke down and he refused to repair it.

After this experience, I wanted to try something different for my third year and a friend suggested that I try speed flatsharing. It's essentially a social event where people with a room available, and others who are looking, go to meet. You simply wear a sticker saying which you are and mingle. I was quite nervous about going, but once I got there, I realised that everyone was in the same boat. I met some people who had a room in the area I wanted and two weeks later, I moved in. It beats trawling through online ads and travelling all over the city. I met a lot of really nice people and I would definitely do it again.

Adam, 21



C BECOME A PROPERTY GUARDIAN

There are hundreds of properties all over the city that lie empty for one reason or another. Some need funds before they can be renovated, while others are waiting for new owners. With accommodation in short supply, it makes sense to use these properties. I find my homes through a company called Ad Hoc, which liaises with the owners. For them, the advantage is that the property is protected from becoming derelict or occupied by squatters. For me, it's a chance to live in a central location at an affordable rent.

I've lived in four places so far. At the moment, I'm living in a former hospital with 14 other guardians, but you could find yourself anywhere from a church to an old sports hall. You have to be handy with DIY because the owners aren't particularly diligent about maintenance. And these are short-term rentals. Some people accuse Ad Hoc of not allowing tenants their usual rights, but they warn you that they can give you four weeks' notice before you move in. You meet some great people, apart from the savings and convenience. For me, it's worth the hassle.

Daniel, 22



D LIVE ON A BARGE

When I heard that I'd been accepted onto my music course, the first thing I did was start looking into accommodation options. Everything seemed so expensive. My parents had a friend who lived on a barge and wondered if I would like to do the same. Buying a boat would cost the same as my rent over three years, and at the end of the day, I still had the boat.

We found one and spent the summer refurbishing it. It has two bedrooms, a dining room and a living room with a sofa bed. The kitchen has all the mod cons, and there's even a washing machine and a power shower. At first I was worried I wouldn't feel safe in the dark, but now I feel like it's my home. I could look for someone to share the boat to make some extra cash, but for now I prefer to be alone.

You need to budget for the mooring costs, but it's better than living in a pokey studio flat in a dodgy area. It might seem a bit unusual, but it makes sense to me.

Lucy, 19



Reporting structures

1a Look at the sentences. How could you rewrite them using direct speech?

- He simply **denied** doing it.
- A friend **suggested** that I try speed flatsharing.
- He **refused** to repair it.
- They **wondered** if I would like to live on a boat.

1b Put each verb in bold in 1a in the correct category. Write the answers in your notebook.

- verb + (that) + sentence in reported speech, e.g. *add, admit, claim, confess, promise, reply, say*
- verb + object + (that) + sentence in reported speech, e.g. *inform, tell, remind, warn*
- verb + question word/if + sentence in reported speech, e.g. *ask, want to know, []*
- verb + (not) to-infinitive, e.g. *agree, claim, offer, threaten, []*
- verb + object + (not) to-infinitive, e.g. *advise, invite, order, remind*
- verb + gerund, e.g. *admit, recommend, regret, []*
- verb + (object) + preposition + gerund, e.g. *accuse of, apologise for, blame somebody for, confess to*
- verb + (that) + object + (should) + infinitive without to, e.g. *demand, insist, recommend, []*

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2 A number of reporting verbs can go with more than one structure. Look at the sentences and add the verbs in bold to another category in 1b. Write the answers in your notebook.

- I **promised** to stay for a minimum of six months.
- They **warned** me not to damage the property.
- He **denied** that he had done it.
- She **suggested** going to a speed flatsharing event.

3 In your notebook, complete the sentences with the words in the box. Then rewrite the sentences using direct speech.

criticised • insisted • offered • reminded
wanted to know

- My flatmate **insisted** that I would love her cat.
'You'll love my cat!' my flatmate insisted.
- He **[]** us for leaving the house in a mess.
[]
- My landlady **[]** me to take my keys.
[]
- I **[]** to cook dinner for Edith.
[]
- We **[]** if we had to put down a deposit.
[]

4 Choose the correct alternative. In each sentence one, two or all three alternatives may be correct. Write the answers in your notebook.

- My friend insisted that I try/on me trying/to try speed flatsharing.
- They claimed to have/having/that they had a suitable room in the area.
- The landlord denied to go/going/that he had gone into the house without our permission.
- He refused paying/to pay/he pays back the deposit.
- My parents suggested looking/I look/that I should look for someone to share the boat with.
- They promised to visit/visiting/they would visit.

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Write the answers in your notebook.

- 'You did a great job of painting your room,' Jim told Cathy. **CONGRATULATED**
Jim **[]**.
- 'I'll call your parents,' the old lady told us. **THREATENED**
The old lady **[]**.
- 'Are you doing anything at the weekend?' Oliver said to Anita. **ASKED**
Oliver **[]** anything at the weekend.
- 'You're always making excuses,' Wayne told Sandra. **ACCUSED**
Wayne **[]**.
- 'You must pay the bill,' the landlord said to Sarah. **ORDERED**
The landlord **[]**.
- 'Try speaking to your flatmate first,' Tamara told Matt. **SUGGESTED**
Tamara **[]** flatmate first.

6 Think about occasions when:

- somebody congratulated you on doing something.
- somebody suggested that you do something.
- somebody apologised to you for doing something.
- you admitted doing something wrong.
- you criticised someone for doing something.
- somebody asked you to do him/her a big favour.

7 Work with a partner. Discuss the occasions in 6. Ask and answer questions about what happened.

Idiomatic expressions with *home*

1 Look at these sentences. With a partner, discuss what you think the expressions in bold mean.

- I once worked at a summer camp so I'm **at home with** children.
- I know that **home truths** hurt, but I have to tell you that we haven't been happy with your behaviour recently.
- We're winning 5-0 and there are only five minutes of the match left. We're **home and dry**!
- I was really disappointed by his new book. It **wasn't anything to write home about**.
- When temperatures reach 45° C it really **brings it home to you** that climate change is real.
- I'm from New York so for me a big city like London is a **home from home**.
- Can I ask how much you **take home** a month?
- She **homed in on** the shoes she saw in the sales.

2 Match the expressions in 1 with definitions a-h. Write the answers in your notebook. How many did you guess correctly?

- be comfortable and relaxed with
- to move quickly towards something
- a place where you feel as relaxed as in your own home
- having achieved victory, or certain to achieve it
- make you realise something (often unpleasant) or understand it better than before
- earn
- unpleasant facts or opinions about you that someone tells you
- not be anything special

3 Complete these dialogues with idiomatic expressions from 1. Write the answers in your notebook.

- A: What was the film like?
B: It was OK, I suppose, but **it wasn't anything to write home about**.
- A: This hotel makes you feel really welcome.
B: I agree. It's **a home from home**.
- A: Wow! Those pizzas are all gone!
B: I know. As soon as the kids saw them, they **homed in on** them.
- A: It's going to be difficult to find a place to live.
B: I know. Looking at the flat share adverts really **brings it home to you**.
- A: Is your mum comfortable using the Internet?
B: She wasn't at first but now she **is at home with** it.
- A: It's time he heard what we really think of him.
B: I agree. Let's tell him some **home truths**.
- A: So far we've got all the quiz questions right.
B: I know, but don't get too excited. We aren't **home and dry** yet.



4 Read the text and decide which option (A, B, C or D) best fits each gap. Write the answers in your notebook.

A recent report claims that a (1) **number** of people in the UK are living at home longer. They clearly prefer not to have to do the shopping, washing and ironing. And, let's (2) **face** it, Mum's cooking is usually difficult to beat. But one thing that is curious is that more men stay at home than women. We wondered (3) **what** and so we asked Elizabeth Marsh, a sociologist, to suggest some reasons. She (4) **told** that girls tend to have a wider network of friends with whom they can share a flat. They are also more at home (5) **with** household chores and are ready to do them as soon as they move (6) **into** it. Ms Marsh accused other family members (7) **of** taking advantage of this. If young women stay at home, they end up doing chores for other family members. So all those factors (8) **altogether** may explain why so many young women prefer to move out of the parental home at the first (9) **opportunity**. Of course, another aspect to consider is that young people can't live alone (10) **on** account of the fact that they don't (11) **make** home enough to be able to pay the rent or take (12) **out** a mortgage.

- | | | | |
|--------------|--------------|---------------|-------------|
| 1 A bigger | B growing | C increasing | D steady |
| 2 A say | B accept | C face | D add |
| 3 A why | B what | C if | D how |
| 4 A informed | B told | C reminded | D explained |
| 5 A on | B with | C for | D in |
| 6 A on | B in | C into | D home |
| 7 A for | B with | C that | D of |
| 8 A mixed | B altogether | C joined | D combined |
| 9 A occasion | B event | C opportunity | D moment |
| 10 A on | B in | C for | D with |
| 11 A make | B go | C write | D take |
| 12 A out | B up | C on | D to |

5 Work with a partner. Discuss these questions.

- Do young people tend to live at home or live independently in your country? Why is this?
- What are some advantages and disadvantages of continuing to live at home?
- Do you agree that girls usually have better skills for living independently than boys?

- 1 This photo shows the home of one of the richest men in the world. Work with a partner. Discuss these questions.

- Where do you think the house is? Why?
- How would you describe the house? (the building, the interior) What special features does it have?
- How many people do you think live there?



- 2 2.01 Listen to a podcast about the house. Does it have any of the features you predicted?

- 3 2.01 Listen again and complete the sentences. Write the answers in your notebook. Write no more than three words and/or numbers for each answer.

- The house is currently thought to be worth (1) _____.
- There are (2) _____ floors.
- The name that Mukesh has given the house comes from (3) _____.
- At the top of the house there are (4) _____.
- The house has one floor dedicated to (5) _____ his cars.
- Mukesh Ambani is in charge of a big (6) _____ and retail company.
- Architecturally speaking, some people are shocked by the building's (7) _____.
- Some are unhappy that there is such a rich house in Mumbai where (8) _____ million people live in poor conditions.
- Mukesh has built his house using (9) _____.

- 4 What about you?

- What do you think of the house? Would you like to live there?
- Do you agree with the opinion that criticisms of Mr Ambani are not justified? Why/Why not?

⚡ BUZZWORD

spite house – a house that has been built or altered in order to annoy the neighbours, such as painting it a very bright colour or building an extension that blocks the neighbour's view

This spite house is a nuisance to the neighbours, but has become a regular spot for tourists to marvel at and a fun subject to photograph.

Impersonal reporting structures

- 1a Look at the sentences. Why do you think the passive form of the reporting verb is used in each sentence?

- Mukesh Ambani **is said to be** worth £18 billion.
- The building **is reported to have gone up** in value.
- At the time, **it was claimed that** Ambani had spent £44 million on his home.
- Mumbai **is known to have** lots of traffic.
- It is thought that** 600 servants or staff are needed to run the house.
- It has been suggested that** he has spent so much on his home because he is a private person.

- 1b There are two different impersonal reporting structures. Which sentences in 1a follow pattern A? Which follow pattern B? Write the answers in your notebook.

- A It + reporting verb + *that* + subject + verb _____, _____, _____.
- B Subject + reporting verb + *to* + present/past infinitive _____, _____, _____.

- 1c Answer the questions in your notebook.

In which sentences:

- is the reporting in the present? _____, _____, _____, _____
- is the reporting in the past? _____, _____
- is the action being reported in the present? _____, _____
- is the action being reported in the past? _____, _____, _____

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- 2 In your notebook, rewrite the sentences following the example.

They say that an Englishman's home is his castle.

It is said *that an Englishman's home is his castle*.....

- They suggest that the house took years to build.
It _____.
- They estimate that the house is worth 15 times more.
It _____.
- They know that the house has three helicopter pads.
The house _____.
- They have reported that he is living in New York now.
It _____.
- They believe that the house has been updated.
The house _____.

- 3 In your notebook, rewrite the sentences using the word given.

- They say that the house has a lot of space. **HAVE**
- They have reported that the gardens are indoors. **BE**
- They have suggested that there's a yoga room. **IT**
- They know that celebrities have visited. **TO**
- They say they are building another house. **BEING**

Discussing photos – 2

- 1 Work with a partner. Describe what you can see in the photo.



- 2 2.02 Listen to a student discussing the photo in an exam. What four questions does the examiner ask? Does the student answer all four questions? Write the answers in your notebook.
- 3 2.02 Look at the information in the Speaking bank and listen again. In your notebook, write down the adverbs and adverbials you hear. Where do they usually come: at the start of the sentence or in the middle?

SPEAKING BANK

Using comment adverbs and adverbials

We can use adverbs and adverbials to:

- show our attitude or opinion about what we are saying:
frankly, generally speaking, honestly, interestingly, luckily, personally, sadly, to be honest, unfortunately
- say how certain we think something is:
apparently, clearly, definitely, maybe, obviously, presumably, probably, undoubtedly
- say what we think of someone else's actions:
carelessly, cleverly, foolishly, kindly, rightly, stupidly, wrongly

- 4 Rewrite the sentences in your notebook. Replace the underlined phrases with an adverb or adverbial from the Speaking bank.

- To tell you the truth, I don't like her bedroom.
- They say that she's got two brothers.
- To give you my opinion, I would tidy the room up straight away.
- Everyone can see that it's a mistake.
- It seems that she doesn't have a computer in her bedroom.
- He agreed to help, but that was a silly thing to do.
- That is, without question, a great idea.
- This is a pity, but not everyone lives in a nice house.

Practice makes perfect

- 5a Work with a partner and do the task below.



Student A: Look at photo 1 and prepare three questions to ask your partner about it.

Student B: Do the same with photo 2.

- 5b Ask your partner to describe your photo. After approximately one minute, begin to ask your three questions. Allow your partner time to give full answers.

An article: describing a place



1 Work with a partner. Discuss these questions.

- 1 Look at the three cities in the photos. Which would you prefer to live in and why?
- 2 What factors do you think decide the quality of life in a city?
- 3 Which cities in the world do you imagine offer the best quality of life? Choose five and discuss the reasons for your choice.

2 Read this information. How many of your five choices in 1 appear in the list? Are you surprised by the top ten? Why/Why not?

Each year a consulting company called Mercer ranks cities around the world according to the quality of living of the inhabitants. The living conditions are analysed according to different factors grouped into these ten categories:

- 1 political and social environment
- 2 economic environment
- 3 socio-cultural environment
- 4 health and sanitation
- 5 schools and education
- 6 public services and transportation
- 7 recreation
- 8 consumer goods
- 9 housing
- 10 natural environment

The results in 2019 were as follows:

- 1 Vienna, Austria
- 2 Zurich, Switzerland
- 3 Vancouver, Canada
- 4 Munich, Germany
- 5 Auckland, New Zealand
- 6 Düsseldorf, Germany
- 7 Frankfurt, Germany
- 8 Copenhagen, Denmark
- 9 Geneva, Switzerland
- 10 Basel, Switzerland

3 Read the task. With a partner, brainstorm what you could say about your home town/city. Make notes.

You read the following announcement in a travel magazine.
Following a recently published ranking of the world's best cities to live in, we would like readers to send in articles nominating their home town or city to be included in the table next year. Tell us why your home town or city is special and why it should be nominated.

4 Read this article written by a student. Does it make you want to live in this city? Why/Why not?

Looking for quality of life? Look no further!



VOCABULARY Describing cities and towns

5a Match these words with the definitions 1–8. Sometimes more than one answer is possible. There are extra words. Write the answers in your notebook.

atmospheric • bustling • cosmopolitan • crowded
filthy • hilly • historic • industrial • isolated
magnificent • picturesque • quaint • renowned for
run-down • shabby • spotless • sprawling
steeped in • thriving • touristy • vibrant
welcoming • well-connected • well-off

- 1 interesting or attractive with a slightly strange and old-fashioned quality
- 2 full of noise and activity in a pleasant and interesting way
- 3 friendly and pleasant, especially to someone who has just arrived at a place
- 4 built over a wide area in a way that is not carefully planned, and maybe ugly
- 5 in bad condition because no-one has spent money on repairs
- 6 where people from many different countries and cultures live
- 7 having a lot of a particular quality or thing
- 8 famous/well-known for

Imagine a city that's steeped in history. Now think of a city that is vibrant and modern. Maybe you think no city can be both, but you'd be wrong. Istanbul, the most well-known city in Turkey, manages to combine both ancient traditions with a lively, contemporary feel.

The only city in the world that is situated on two continents, Istanbul is clearly something special. On the legendary Silk Route that once linked Asia and Europe and the capital of many different civilisations in the past, Istanbul has a cultural diversity that few cities can offer. It remains to this day a welcoming place for the thousands of people that come to visit it each year.

Before you start thinking the city is touristy, Istanbul has more than just historic monuments. Alongside its fabulous mosques and palaces, you can find amazing art galleries and trendy cafés. In fact, there is so much variety you can always find something that suits your mood. If shopping is more your scene, you can head to the Grand Bazaar with its thousands of stalls, or visit the many shopping centres and fashion stores. At night the streets are bustling with life and you're spoilt for choice for places to eat and drink.

Being on two continents, Istanbul is well-connected. You can easily reach many European cities by road, and the public transport system in Turkey is as good as you'll find anywhere.

Quite frankly, Istanbul should be on any list of the world's most liveable cities for its unique beauty and character. But don't just take my word for it. Come and see for yourself. You might just end up staying, like many have before!

5b  **Work with a partner. Check that you know what the other words in 5a mean and answer these questions.**

- 1 Is each word generally positive or negative?
- 2 Which are used to describe Istanbul?
- 3 Which could you use to describe your home town or city?

⚡ BUZZWORD

microflat – a very small apartment, usually found in large cities where there is a high population density

They're looking for a microflat as they can't afford anything bigger in the city centre.

6 Read the information in the Writing bank. Which of the expressions or ideas are used in the article in 4?

WRITING BANK

Ways to involve the reader

- Think of a title that grabs the reader's attention.
- Use *you, your* or *we, our*.
- Use expressions such as:
If you're into ...,
If ... is what you're looking for,
For those seeking ...,
If ... is more your scene,
Imagine .../Just think ...
- Use direct questions.
- Use comment adverbials (see page 71) to make your own opinion clear.

7  **You are going to do the task in 3. Choose a city or town in your country which you think has a good quality of life. With a partner, make notes. Then make a plan, organising the notes into paragraphs.**

Practice makes perfect

8 Write your article for the task in 3. Use vocabulary from 5 and expressions from the Writing bank.

WRITING BANK ► PAGE 166

1 Work in groups of three. Discuss possible answers to the questions below.

- 1 What, in your opinion, are the upsides and downsides of owning a flat instead of renting one?
- 2 Would you take out a mortgage to buy a bigger flat or would you be happy to live in a compact flat?
- 3 Would you prefer to live in a compact flat on your own or in a flat share with friends?

2 Read the text. In pairs, ask and answer the questions.

LESS IS MORE

Say goodbye to spacious and comfortable apartments and hello to cosy compact flats and micro-apartments. In other words, goodbye to huge mortgages which take a lifetime to pay off, and hello to affordable living spaces. The choice is yours, but, to be honest, it shouldn't be that difficult to make a decision.



Just imagine. You graduate from university and get a job in the centre of a big city, like Berlin or London. Next, you start looking for a flat to buy, see the mortgage you would have to take out and suddenly realise you'd be paying it off for the next 40 years. Presumably, both your parents and your estate agent will recommend doing exactly that – they might even congratulate you on becoming an adult and settling down. But is this really a sign of adulthood?

Luckily, there is an alternative, and I don't mean sharing an apartment with other people. Flat sharing is a great idea for your university years as it's always nice to spend time with friends after classes. However, if I were to give you my opinion, if you want to focus on your job, you will probably want more privacy and time for yourself. As a result, renting a micro-flat or a compact flat, as they are called, seems a much better idea. The place may be as small as 20–24 square metres but, thanks to some smart design tricks, you can easily turn your living room into a study or a bedroom. It's not only affordable, but it also gives you mobility and flexibility – what are the chances that you will stay in your first job for 20 years?

It is often claimed that you can only be comfortable in a big space with lots of things around you. Frankly speaking, it's just the opposite. A small, well-designed living space provides just as much comfort as a big apartment. It's also cheaper, easier to clean, and usually much closer to where you work. Plus, you can easily move out and not worry about the mortgage when some new opportunity comes up.

- 1 How would you feel if you had to pay off a mortgage over a period of 40 years?
- 2 Do you agree with the statement that you can live a comfortable life in a small, well-designed living space? Why/Why not?

3 Write the answers to these questions in your notebook.

- 1 What was the author's intention in writing the text?
 - A To advertise different forms of accommodation.
 - B To criticise spacious apartments.
 - C To present the advantages of micro-flats.
- 2 How does the author feel about sharing an apartment with other people?
 - A It does not offer enough privacy and space to relax in after work.
 - B It is affordable and does not impact your flexibility.
 - C It gives greater opportunities to hang out with friends.
- 3 Which of these is not directly mentioned in the text?
 - A Comfort at home requires a lot of living space.
 - B Buying your own flat is not a true sign of being an adult.
 - C Taking out a mortgage will limit your flexibility.

4 2.03 Listen to the recording. Which of the following is stated as a fact and which as an opinion? Write the answers in your notebook.

- 1 Marie Kondo's ideas perfectly illustrate the trend of microliving.
- 2 Microliving is not just a fashion trend – it represents the needs of the market.
- 3 Building compact flats will bring life back to the centre of London.
- 4 New communities will form when people move back to city centres.
- 5 Microliving is good for the environment.
- 6 In the future, microliving will become a necessity.

5 For the next class, prepare a short presentation. In pairs, search the Internet to find a design of a compact flat which you consider particularly interesting. Alternatively, design your own flat. Your presentation should contain photos or a short video, and the following information:

- where the flat is situated,
- how big it is,
- how the space is designed and utilised,
- what you find interesting about it.



MIEJSCE ZAMIESZKANIA

Frazeologizmy związane z domem

be at home with (phr)	/bi ət 'həʊm wið/	czuć się komfortowo z czymś lub kimś
be home and dry (phr)	/bi 'həʊm ən(d) 'draɪ/	osiągnąć cel, udać się
bring something home to somebody (phr)	/ˌbrɪŋ 'sʌmθɪŋ 'həʊm tə ,sʌmbədi/	uświadomić coś komuś, zdać sobie z czegoś sprawę
home in on (sb/sth) (phr)	/ˌ'həʊm 'ɪn ɒn/	zmierzać w kierunku kogoś/czegoś
home from home (phr)	/ˌ'həʊm frəm 'həʊm/	jak drugi dom
home truth (n)	/ˌ'həʊm 'tru:ð/	słowo prawdy
not be anything to write home about (phr)	/ˌnɒt bi ˌeniθɪŋ tə ,raɪt 'həʊm ə ,baʊt/	nic nadzwyczajnego
take home (phr)	/ˌteɪk 'həʊm/	zarabiać na rękę

Wynajem

do up (v phr)	/ˌdu: 'ʌp/	wyremontować, odnawiać (coś)
flat-/house-hunt (n)	/ˈflæt / 'haʊs ,hʌnt/	szukanie mieszkania/ domu
flat/house share (n)	/ˈflæt / 'haʊs ,ʃeə(r)/	wspólne mieszkanie, dzielenie mieszkania w pełni umeblowany
fully-furnished (adj)	/ˌfʊli'fɜ:niʃt/	właściciel(ka), gospodarz/ gospodyni
landlord/landlady (n)	/ˈlænd(ɪ),lɔ:d / 'lænd(ɪ),leɪdi/	lokator
lodger (n)	/ˈlɒdʒə(r)/	wprowadzić się
move in (phr)	/ˌmu:v 'ɪn/	płacić czynsz
pay the rent (phr)	/ˌpeɪ ðə 'rent/	wpłacić kaucję/zaliczkę
put down a deposit (phr)	/ˌpʊt 'daʊn ə dɪ'pɒzɪt/	podpisać umowę
sign a contract (phr)	/ˌsaɪn ə 'kɒntrækt/	dziki lokator
squatter (n)	/ˈskwɒtə(r)/	kawalerka
studio flat (n)	/ˈstju:diəʊ ,flæt/	lokator, najemca
tenant (n)	/ˈtenənt/	

Kupno i sprzedaż nieruchomości

affordable (adj)	/ə'fɔ:dəb(ə)l/	w przystępnej cenie
estate agent (n)	/ˈsteɪt ,eɪdʒ(ə)nt/	pośrednik nieruchomości
own (v)	/əʊn/	posiadać
take out a mortgage (phr)	/ˌteɪk aʊt ə 'mɔ:ɡɪdʒ/	zaciągnąć kredyt hipoteczny

Opis miejscowości

atmospheric (adj)	/ˌæt məs'ferɪk/	nastrojowy
bustling (adj)	/ˈbʌs(ə)lɪŋ/	tętniący życiem
cosmopolitan (adj)	/ˌkɒzmə'pɒlɪt(ə)n/	kosmopolityczny
crowded (adj)	/ˈkraʊdɪd/	zatłoczony, przepełniony
filthy (adj)	/ˈfɪlθi/	bardzo brudny
hilly (adj)	/ˈhɪli/	pagórkowaty, stromy
historic (adj)	/hɪ'stɒrɪk/	historyczny
industrial (adj)	/ɪn'dʌstriəl/	przemysłowy
isolated (adj)	/ˈaɪsəˌleɪtɪd/	samotny, na pustkowiu
magnificent (adj)	/mæg'nɪfɪs(ə)nt/	wspaniały
picturesque (adj)	/ˌpɪktʃə'resk/	malowniczy
quaint (adj)	/ˈkweɪnt/	uroczy
renowned (for) (adj)	/rɪ'naʊnd/	znany (z czegoś)
run-down (adj)	/ˌrʌn 'daʊn/	podupadły
shabby (adj)	/ˈʃæbi/	nędzny
spotless (adj)	/ˈspɒtləs/	nieskazitelnie czysty
sprawling (adj)	/ˈsprɔ:lɪŋ/	rozciągnięty, rozrastający się
steeped in (adj)	/ˈsti:pt ɪn/	prześiakinięty czymś
thriving (adj)	/ˈθraɪvɪŋ/	dobrze prosperujący, kwitnący
touristy (adj)	/ˈtuərɪsti/	nastawiony na turystykę
vibrant (adj)	/ˈvaɪbrənt/	tętniący życiem
welcoming (adj)	/ˈwelkəmɪŋ/	przyjazny, przyjemny

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

well-connected (adj)	/ˌwelkə'nektɪd/	dobrze skomunikowany
well-off (adj)	/ˌwel 'ɒf/	zamożny

INNE

barge (n)	/ˈbɑ:dʒ/	barka
be in the same boat (v phr)	/bi ɪn ðə ,seɪm 'bəʊt/	jechać na tym samym wózku
be worth (adj)	/bi 'wɜ:θ/	być wartym
budget (v)	/ˈbʌdʒɪt/	planować wydatki
derelict (adj)	/ˈderəlɪkt/	opuszczony, zrujnowany
diligent (adj)	/ˈdɪlɪdʒ(ə)nt/	pilny, pracowity
DIY (do-it-yourself) (n)	/ˌdi: ˌaɪ 'waɪ/	majsterkowanie
dodgy (adj)	/ˈdɒdʒi/	podejrzany
draw a line (v phr)	/ˌdɹɔ: ə 'laɪn/	wyznaczyć granicę
fund (v)	/ˈfʌnd/	sponsorować
give a notice (v phr)	/ˌgɪv ə 'nəʊtɪs/	wręczyć wypowiedzenie/ wypowiedzenie
go up in the world (v phr)	/ˌgəʊ 'ʌp ɪn ðə ,wɜ:ld/	poprawiać swoją pozycję społeczną lub finansową
ground rules (n pl)	/ˈgraʊnd ,ru:lz/	podstawowy zasady
guardian (n)	/ˈgɑ:diən/	opiekun
hall of residence (n)	/ˌhɔ:l əv 'rezɪd(ə)ns/	akademik
handy with (adj)	/ˈhændi wið/	mający w czymś wprawę
hassle (n)	/ˈhæs(ə)l/	kłopot, mordęga
helicopter pad (n)	/ˈhelɪˌkɒptə ,pæd/	lądowisko dla helikopterów
high-profile (adj)	/ˌhaɪ 'prəʊfaɪl/	szeroko znany
housewarming party (n)	/ˈhaʊs ,wɔ: mɪŋ ,pɑ:ti/	parapetówka
in short supply (prep phr)	/ɪn ˌʃɔ:t sə'plaɪ/	w niedoborze
liaise (with) (v)	/li'eɪz/	współpracować (z)
maintenance (n)	/ˈmeɪntənəns/	utrzymanie, konserwacja
minge (v)	/ˈmɪŋɡ(ə)l/	mieszać się, poruszać się w towarzystwie
mod cons (n pl)	/ˌmɒd 'kɒnz/	nowoczesne udogodnienia
moor (v)	/mʊə(r)/	zaczemnować
nightmare (n)	/ˈnaɪt ,meə(r)/	koszmar
opulence (n)	/ˈɒpjʊləns/	bogactwo
pokey (adj)	/ˈpəʊki/	ciasnny
prioritise (v)	/praɪ'ɒrɪtaɪz/	uszeregować pod względem ważności
refurbish (v)	/rɪ'fɜ:bɪʃ/	odnowić
renovate (v)	/ˈrenəveɪt/	remontować
renovation (n)	/ˌrenə'veɪʃ(ə)n/	remont
rental (n)	/ˈrent(ə)l/	dzierżawa, wynajem
retail (n)	/ˈri:teɪl/	handel detaliczny
rocketing (adj)	/ˈrɒkɪtɪŋ/	gwałtownie rosnący
running costs (n)	/ˈrʌnɪŋ ,kɒsts/	koszty bieżące
rush into (v phr)	/ˌrʌʃ 'ɪntə/	pospieszyć się
scandalous (adj)	/ˈskænd(ə)ləs/	gorszący
semi-detached (adj)	/ˌsemi'dɪtætɪt/	bliźniak (dom)
skyline (n)	/ˈskaɪˌlaɪn/	panorama miasta
solely (adv)	/ˈsəʊli/	tylko i wyłącznie
spoil for choice (adj phr)	/ˌspɔɪlt fə 'tʃɔɪs/	mający mnóstwo możliwości
staff (n)	/sta:f/	pracownicy
stuff (n)	/stʌf/	rzeczy
trawl through (v)	/ˈtrɔ:l θru:/	przekopywać się przez
turn up (v phr)	/ˌtɜ:n 'ʌp/	pojawić się
unannounced (adv)	/ˌʌnə'naʊnst/	niezapowiedzianie
work out where the lines are drawn (v phr)	/ˌwɜ:k 'aʊt ,weə ðə 'laɪnz ˌɑ: ˌdɹɔ:n/	ustalić granice



Rozumienie ze słuchu

- 1 2.04 Usłyszysz dwukrotnie wypowiedzi kilku osób na temat miasta, w którym te osoby mieszkają. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

In our street survey, people gave different reasons why they like living in the city centre. A teenage girl, for example, appreciates being (1) shops and cafés. She also says that now that the historic buildings (2) , her neighbourhood looks really picturesque. An artist, on the other hand, enjoys the pace of life in his district, which is (3) in other, more modern parts of the city. He doesn't mind the area being a bit shabby, as he loves the (4) the city from his top floor flat. A young woman admitted (5) of commuting to work from the countryside. That's why she decided to move into a modern flat in the centre. In her opinion, living in the city centre (6) more and more fashionable.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.
- 1 People who like minimalistic interiors are often believed to be boring or secretive, but they may simply be introverted or have no interest .
 - 2 If a person's bedroom , they might be accused of having no sense of responsibility or reliability.
 - 3 In the author's opinion, a spotless room is than a bedroom which is an "organised mess".
 - 4 The author suspects that people who make their bedrooms look perfect do it in order to make a good impression .
 - 5 People should not jump to conclusions or generalise too easily while judging others and their .



HOW MUCH DOES YOUR ROOM SAY ABOUT YOU?

Close your eyes and think about your bedroom. Is it spotless, painted white, with a minimum amount of furniture and hardly any personal pictures or belongings in sight? Some people might accuse you of being boring or secretive, but maintaining this kind of discipline requires a lot of effort. However, it may be because you have a more introverted character and don't like revealing your emotions – or perhaps you simply don't care about decorating your bedroom because you don't spend much time there, you only sleep there.

If you begin going out with someone who always has a mess in their bedroom, your friends might warn you not to start a relationship with them because they are probably irresponsible, unreliable or unpunctual. But it's also possible that the person feels more at home with their "organised mess" and are simply too busy to care. If you ask me, a little

chaos in someone's bedroom – as long as it's not terribly filthy and shabby – can be more atmospheric than an immaculate, stylish room with lots of trendy accessories such as cushions, lamps and ornaments. I often feel that if a bedroom looks too perfect, it might mean that the person has created such a space in order to take photos to place on social media. Don't get me wrong – cushions and lamps can create a warm and welcoming space; I just don't believe it's possible to keep your bedroom tidy at all times.

Does your bedroom say anything about you? Of course it does, to some extent. We leave clues about who we are, wherever we live. However, I feel that some people should be told a few home truths as they tend to jump to conclusions, make generalisations easily, and create stereotypes when it comes to evaluating other people and the spaces they live in.

Znajomość środków językowych

- 3** Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Odpowiedzi zapisz w zeszycie. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- 1 Last week my grandmother (*suggest / I / move*) with her when I start university in her home town.
- 2 My friends (*warn / I / not / look*) accommodation in the north of the city because it is a rather run-down and isolated district.
- 3 Warsaw is (*say / become*) a really modern and cosmopolitan city over the last ten years or so.
- 4 My brother (*apologise / I / make*) a mess in our room – I was so angry with him!
- 5 My new landlady (*recommend / buy / bike*) – she said it would take me 15 minutes to cycle to the main campus.

- 4** Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Zapisz odpowiedzi w zeszycie. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 (*Mówiło się, że to jest*) a vibrant and cosmopolitan city, with a lively atmosphere.
- 2 My father asked the owner of the flat (*czy będziemy w stanie*) to sign a contract the following week.
- 3 Why did (*ona oskarżyła nas, że robiliśmy*) a lot of noise last night? We weren't even at home!
- 4 The young man (*zaprzeczył, że palił w swoim pokoju*) but the landlord did not believe him.
- 5 My friend Tara (*poradziła mi, abym pojechała*) to Croatia to see all the quaint, picturesque little seaside towns.

Wypowiedź pisemna

- 5** Niektórzy uważają, że obcokrajowcy odwiedzający Polskę nie powinni zwiedzać wyłącznie miejsc, które są najbardziej popularne wśród turystów. Napisz artykuł, w którym wyrazisz swoją opinię na ten temat i opiszysz miejsce w Polsce, które, Twoim zdaniem, zaciekałoby obcokrajowców.

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

Wypowiedź ustna

- 6**  Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- 1 Where are the people, and what are they carrying?
- 2 What kind of difficulties might you face when you move house?
- 3 Have you ever considered studying abroad? Why/Why not?

Uczeń B



- 1 Who are the people, and how are they feeling?
- 2 What would you miss most about your family home if you moved away to study in another town/country?
- 3 Tell us about the last time you found it difficult to share a room with someone.

✓ SELF-ASSESSMENT UNIT 6

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- a I can report on what someone said.
- b I can express my opinion on different living arrangements.
- c I can show my attitude when expressing opinions.
- d I can say how certain I think something is.
- e I can write an article describing a place.

7 Marketing campaign

Reading

VOCABULARY Advertising and selling

1a Read these statements about how companies advertise and sell their products. With a partner, discuss the meaning of the words and expressions in bold.

- They **launch a marketing campaign** on TV.
- They give away **freebies**.
- They make **cold calls**.
- They get a celebrity to **endorse** their product.
- They change the **brand name** or logo.
- They put posters on **billboards** in streets.
- They use **word-of-mouth publicity**.
- They use **banners** and online videos.

1b Match the words in bold in 1a with the definitions a–h. Write the answers in your notebook.

- the name that a company chooses for its particular product or group of products
- advertisements on a website
- things given to you that you don't have to pay for
- people talking to each other about a product and recommending it
- unexpected phone calls or visits by someone trying to sell you something
- say in public or in an ad that you like a product
- large boards used for advertisements in an outside public place
- make public a series of things such as adverts or commercials that try to persuade a person to buy a product

VOCABULARY BUILDER ► PAGE 132

2 Work with a partner. Which three methods of advertising products do you think are the most effective? Which one do you think is the least effective? Give reasons and examples of advertisements you have seen.

3 Read the article quickly and explain what the photos represent in terms of advertising.

BUZZWORD

sponcon – abbreviation for *sponsored content*, i.e. posts on social media sites for which the poster is being paid by a company in order to promote its own product

Most of what influencers post on social media is sponcon, so don't take their recommendations for granted.

4 Read the article again and choose the best answers. Write them in your notebook.

- Marketing companies have had to change their tactics because
 - people don't notice traditional adverts.
 - customers weren't buying enough products.
 - traditional ads don't give enough information.
 - how people find out about products has changed.
- People prefer influencers to celebrities because
 - their recommendations are more credible.
 - they give more information about products.
 - they have a strong following on social media.
 - they don't get paid to promote brands.
- According to the article, vloggers
 - have more fans than sports, TV and music stars.
 - are always employed by marketing companies.
 - are better known than celebrities.
 - have a lot of influence over young people.
- The Pepsi Max campaign
 - used online stars to promote their product.
 - gave prizes for talking about the product.
 - used a competition to promote their product.
 - offered a trip if people visited their website.
- In the Samsung campaign
 - fans could buy the new phone before it appeared in the shops.
 - fans could buy the phone more quickly if they promoted it.
 - people recorded videos of queues.
 - over 70,000 people joined an online queue.
- The shop and pizza restaurant campaigns
 - required people to post photos online.
 - asked people to tweet the company's name.
 - offered special discounts in return for publicity.
 - involved giving people freebies.

5 CRITICAL THINKING

Think! Then compare ideas with your class.

- Successful advertising causes a failure of critical thinking. How far do you agree?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7 What about you?

Which of these marketing campaigns seems most effective? Why?

WHAT'S NEXT FOR MARKETING? YOU!

They say that the average person is exposed to thousands of advertisements every day. They're on billboards, banners, TV and increasingly on our mobiles, too. Not surprisingly, people have grown tired of advertising and cynical about the claims that adverts make. Marketers are having to find innovative ways to reach potential customers and they're turning to social media to do so.

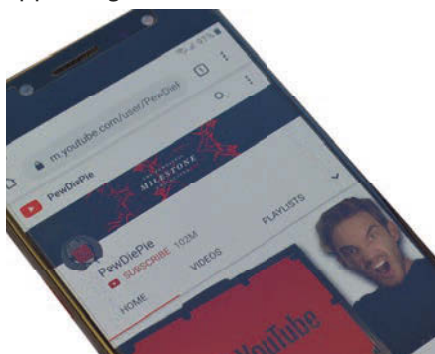
People nowadays want to be informed about products, and get opinions from people they trust. According to a recent survey, nearly three-quarters of consumers turn to social networks to help them to make a decision about what to buy. A recommendation from a friend or someone they know has more credibility than any advertisement or product review. So marketers have realised that they need to encourage people to talk about their products online.

One way they're doing this is through so-called online 'influencers'. An influencer can be anyone who has an influence over other people's purchasing decisions. Traditionally, these have been celebrities, who are used by marketing companies to endorse brands. But savvy consumers are becoming wise to this kind of advertising. Celebrities are known to have representatives who dictate much of their lives and decisions, and they're also paid huge sums of money for endorsement deals. So, more recently, bloggers and video bloggers have taken over as the ones with the real power.

Bloggers and vloggers are seen as more authentic and relatable than celebrities, and when they recommend a product, viewers are much more likely to trust their advice. They often have large and loyal followings. They also tend to focus on one particular area, such as fashion, fitness or technology. Tanya Burr and Zoe Sugg, also known as Zoella, are two beauty vloggers.

“ People like being informed about products by people they know, and they want to get involved. ”

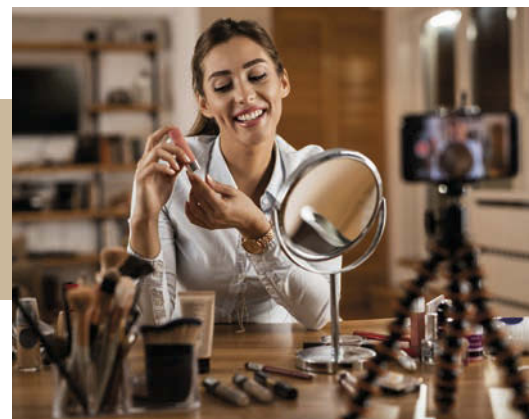
They record videos in their homes, covering everything from make-up tutorials to best buys. With millions of followers, they now work with companies who pay them to promote their brands. The gamer Felix Kjellberg, or PewDiePie, who records himself playing video games, has done little brand promotion to date, but sales of games increase dramatically after appearing on his channel.



Video bloggers hold particular sway when it comes to young people. In one study, 1,500 teenagers were asked questions to compare celebrity and online influencers. With 20 well-known personalities to choose from, half of them from the world of sports, TV and music and half online stars, the teens ranked the online stars as more popular. The online influencers also came out on top in terms of approachability, authenticity and other criteria.

Marketing companies are also encouraging ordinary people to create a buzz about their products online. Pepsi Max, for example, launched a campaign in which they challenged fans to perform a series of social media tasks, including tweeting why they liked the drink more than a rival brand. Prizes such as a TV or a year's supply of Pepsi were offered in return for completing the tasks quickly, and the most successful fans went on to compete for a prize trip. The brand had over 7,000 entries and more than 50,000 people visited the competition website.

Samsung turned to fans to create excitement before the launch of a new Galaxy smartphone. Instead of allowing people to wait in line to buy



the phone, Samsung created a virtual queue. People could sign up and create a profile and then they could move up the queue by talking about the product online. The more likes, tweets and comments they generated about the phone, the closer they got to the front of the queue. The results of the campaign were impressive – 12,000 people got involved and they shared 74,000 stories about the product.

These marketing strategies have been adopted by small companies on a local level. One little-known South African retailer created a campaign in which visitors to their shop were offered a \$10 coupon if they took a selfie of themselves trying on some clothes and tweeted it using the company's name in the hashtag. They managed to get more people into the store, trying on clothes and sharing images of their outfits. A pizza company had another inspired idea when they offered to reduce the price of the main pizza of the day according to how many people tweeted a particular hashtag before lunchtime. The result was half-price pizzas and a lot of word-of-mouth publicity.

It seems that social media is breaking down the barriers between advertisers and potential buyers. People like being informed about products by people they know, and they want to get involved. So what does that mean for the future of marketing? Perhaps that products will be promoted more and more by the people who really use them.



Passives, passive infinitives and gerunds

1 Look at the sentences and answer the questions.

- People nowadays want **to be informed** about products.
- Prizes **were offered** in return for completing the tasks quickly.
- Perhaps products **will be promoted** by the people who use them.
- These marketing strategies **have been adopted** by small companies.
- They like **being informed** about products by people they know.

- Which sentence contains a passive infinitive?
- Which contains a passive gerund?
- What tenses are the passive verbs in the other sentences?
- In sentence b, in the context of the article on page 79, which is more important – the action or the agent (the person who did it)?
- Do you always need to state the agent in passive sentences? Why/Why not?

GRAMMAR REFERENCE ► PAGE 148

2 Complete the text with the correct passive form of these verbs. Use each verb only once. Write the answers in your notebook.

analyse • ask • brainwash • expose
read • show • use

Neuromarketing is a new procedure where scientists use functional Magnetic Resonance Imaging to investigate how our brains react when they (a) to publicity. First, you get inside a long white tube, which is in fact the scanner. Then, while images of products (b) on a screen in front of you, you (c) to imagine yourself using the product. When you finish, the results (d) by experts in the human brain. Basically, when a certain part of the brain is active, it means that we are interested in the product. In this way, advertisers can test out their products and adverts on a number of people before 'going public'. The concept of *neuromarketing* appeared for the first time in 2002. Since then, the procedure (e) by many companies because the answer to the question 'Do you like this product?' is not at all reliable. Meanwhile, though, the idea that our minds can (f) by scientists worries some people. Nobody likes the idea of (g) , and maybe companies will use neuroscience to do precisely this in the future.

Passives with verbs with two objects

3 Look at the sentences and answer the questions.

- They pay celebrities huge sums of money.
- Huge sums of money are paid to celebrities.
- Celebrities are paid huge sums of money.
- They offered visitors to the shop a \$10 coupon.
- A \$10 coupon was offered to visitors to the shop.
- Visitors to the shop were offered a \$10 coupon.

- How many objects follow the verbs in 1a and 2a?
- Which do you think is more common – to use the thing or the person as the subject in this type of passive sentence?

GRAMMAR REFERENCE ► PAGE 148

4 In your notebook, rewrite the sentences using the person or people as the subject. All your sentences must use the passive.

- They sell us a load of things we don't really need.
- A present was bought for me by my friends.
- They are going to offer you a refund.
- They taught him some new marketing strategies.
- My sister showed me a great new advert on the Net.
- They may promise you a free gift.

Causatives

5 Look at the sentences and answer the question.

- Suzie had/got her photo taken by a friend.
- Suzie got a friend to take her photo.
- Suzie had a friend take her photo.

Did Suzie take the photo herself in any of the sentences above?

GRAMMAR REFERENCE ► PAGE 148

6 Complete the questions with the correct form of the verbs given. Write the answers in your notebook. Then ask your partner the questions.

- When was the last time you had your eyesight (test)?
- Do you usually get somebody (give) you lifts? Who?
- Have you ever had somebody (fix) your computer? Who?
- Have you ever got somebody (do) your homework for you? When and why?
- Have you ever had clothes (make) for you? What was it? Why?

Word formation

1 Read the sentences with adjectives. What is the suffix in each adjective?

- 1 Bloggers are more **authentic** than celebrities.
- 2 A recommendation is seen as **credible**.
- 3 People have grown **cynical** about adverts.
- 4 Social media has become more **important**.
- 5 Marketers are having to find **innovative** ways to reach potential customers.
- 6 Some vloggers are **lucky** and earn money.
- 7 Marketers need to make **memorable** ads.
- 8 Many people think ads are **pointless**.
- 9 The campaign was hugely **successful**.
- 10 Teens are not influenced by **childish** ads.

2 Add a suffix to each of these words to create an adjective. In some cases, more than one suffix is possible. Make any changes to the word that are necessary. Write the answers in your notebook.

effect • fun • help • optimist • origin
predict • resist • sense • thought • young

3 Which words in 2 can you change to an adverb by adding **-ly**? Write the answers in your notebook.

4 Look at these sentences and decide what difference the suffix **-ish** makes to a word.

- 1 I should be home about eightish.
- 2 I wouldn't say I'm tall, but I'm tallish.
- 3 My hair is straightish.

5 In your notebook, write down at least five adjectives to describe yourself. Each adjective must contain a suffix (one or two can contain **-ish**). Compare your answers in pairs.

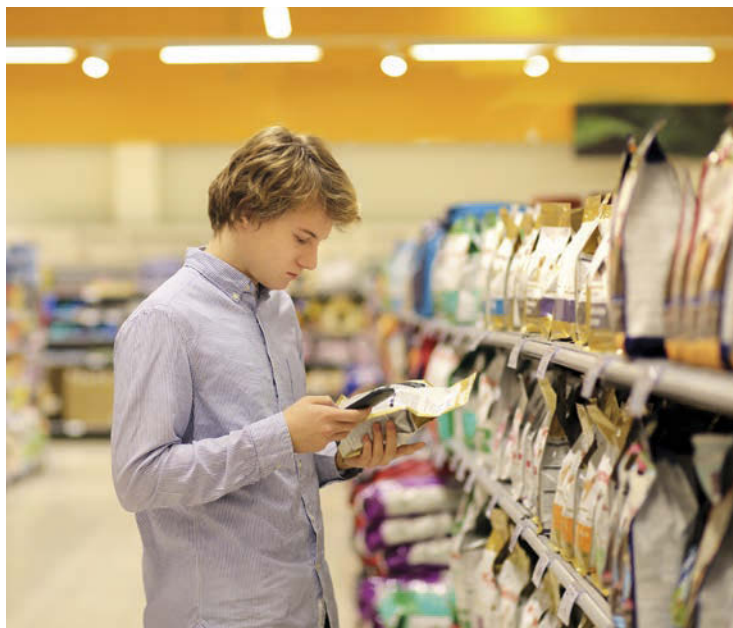
6 Work with a partner. Look at these words and do the tasks below.

autograph • collectable • creative
criticism • endorsement • famous
imagination • instantaneous • intensify
likelihood • modernise • multi-purpose
officially • originality • post-concert
powerful • pre-concert • readiness

- 1 Identify the prefix or suffix in each word.
- 2 Decide either a) what meaning each prefix adds to the root word, or b) what type of word the suffixes create.

7 Work with a partner. How many new words can you make from the words below by adding prefixes and/or suffixes? Use the list of prefixes and suffixes on pages 158–159 to help you.

- | | | |
|----------|--------|-----------|
| 1 nation | 3 able | 5 produce |
| 2 act | 4 cook | |



8 Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write the answers in your notebook.

Shopping in supermarkets used to be simple, but over the past twenty years it has become (a) more sophisticated. In fact, it has become so complicated that a whole new profession has come into (b) – the retail anthropologist. Retail anthropologists study shoppers in the supermarket, for example. They use a (c) of techniques to analyse how many products each shopper touches, which labels they read, how long they spend in each aisle. Their (d) to detail certainly pays off. Although the way we shop may seem totally (e) , retail anthropologists can find important trends that help shop owners to design their supermarkets. The location is essential for a start. (f) if your supermarket is next to a bank, it won't do very good business since it has been found that banks remind people of how much money they owe and this stops them from going in and spending more. Amongst the other (g) made is the importance of mirrors. When we see a mirror, we tend to slow down, and so you can sell a product more (h) if it is close to one. This leads designers to (i) their designs, and one supermarket looks very similar to another. On the other hand, supermarkets are far more (j) to disabled people than they used to be.

INCREASE

EXIST

VARY

ATTEND

PREDICT

FORTUNE

DISCOVER

EFFECT

STANDARD

ACCESS

1 Work with a partner. Look at the pictures and answer the questions.

- 1 Where would you expect to see these logos?
- 2 Are there many products in your country which claim to be 'green'? Which types of product?
- 3 What do you think the term 'greenwashing' might mean?



2 2.05 Listen to an interview with a consultant for a consumer protection organisation and choose the best answers. Write them in your notebook.

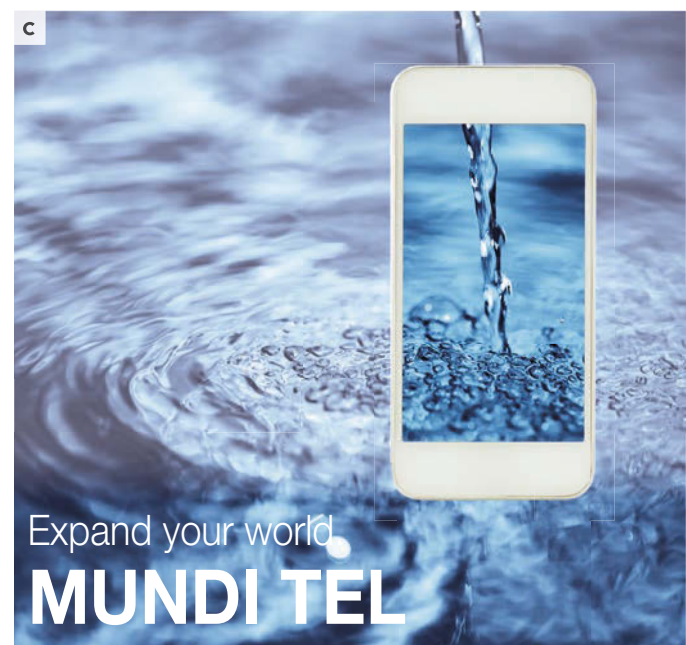
- 1 An American marketing firm
 - a found 1,018 environmentally friendly products.
 - b found 1,017 environmentally friendly products.
 - c investigated 1,018 different products.
 - d were astonished that they couldn't find even just one environmentally friendly product.
- 2 The problem with one shampoo manufacturer was that it said
 - a the shampoo was organic, but when it was tested, it evidently wasn't.
 - b it had proof that the shampoo was organic, but the proof didn't exist.
 - c it had proof that the shampoo was organic, but the proof had been falsified.
 - d something that was only partially true.
- 3 The consultant says
 - a all natural products are good.
 - b all products are essentially natural.
 - c knowing that a product is natural is not good enough.
 - d companies should list all the natural ingredients in a product.
- 4 The consultant tells us
 - a to buy products that claim they are CFC-free.
 - b not to buy products that claim they are CFC-free.
 - c any product that says it's CFC-free is lying.
 - d CFC-free products are the best for protecting the ozone layer.
- 5 The consultant tells us that one of the keys to buying products that help the environment is
 - a to read all the information and then check that the information is true.
 - b to disbelieve the ecological claims that companies make.
 - c not to believe that all products with an EcoLogo or Green Seal are good for the environment.
 - d not to reject a product if the manufacturer mentions something negative about it.

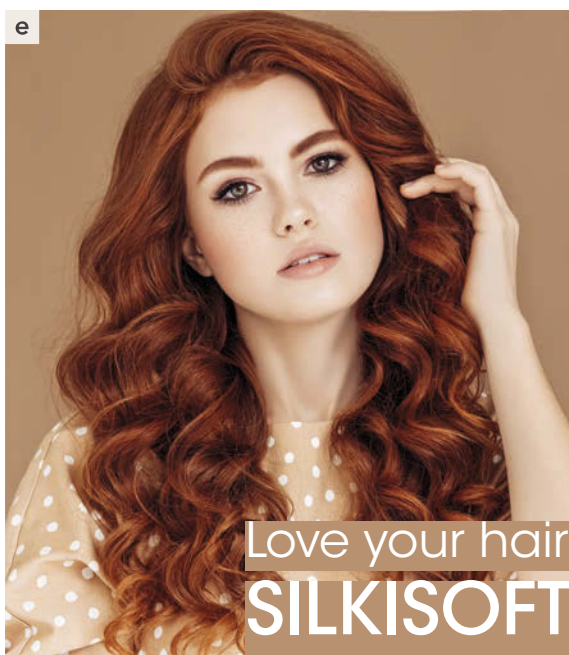
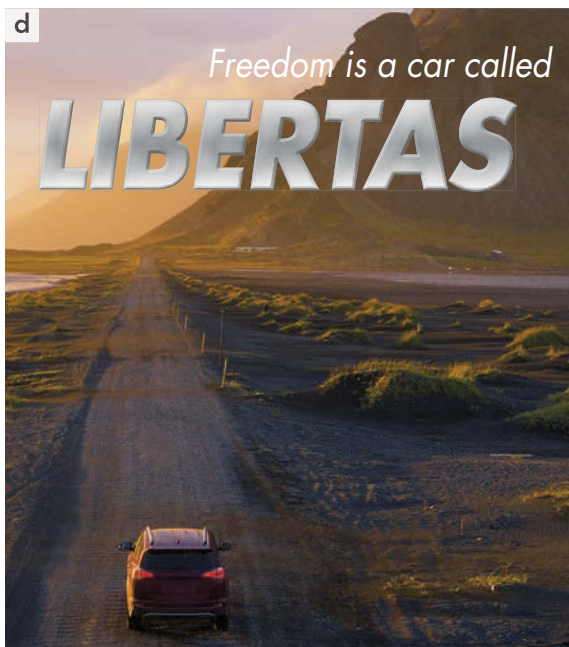
3 What about you?

- 1 What would you propose to stop companies making false claims about 'green' products?
- 2 What reasons are there for people not buying green products?
- 3 What could be done to encourage people to buy more?
- 4 What other things can people do to be 'green' in their daily lives?

Collaborative tasks – 1

1 Work with a partner. Which of the advertisements (a–e) do you like and why?





- 2 2.06 Read the instructions for the speaking task and then listen to two people doing the task. Which advertisement do they choose and why? Do you agree with their decision?

Here are some advertisements that have recently appeared in magazines. First, talk to each other about what messages you think the adverts are giving about the products that they are trying to sell. Then decide which advert you think is the most effective at selling the product.

3 Answer these questions.

- 1 Did the students do both parts of the task?
- 2 Did they always agree?
- 3 Did they reach a decision at the end?
- 4 Did both students speak for more or less the same amount of time?

BUZZWORD

Zoomwear – a style of dressing that involves wearing clothes considered suitable for the office above the waist but more casual clothing below the waist

Jack performed really well with his online presentation, but then, he stood up and his Zoomwear revealed a pair of pyjama trousers.

- 4 Look at the expressions in the Speaking bank. With a partner, add as many expressions of your own as possible to each category. Write the answers in your notebook.

SPEAKING BANK

Useful expressions to negotiate and collaborate

Asking your partner's opinion

- What do you think about (the first ad)?
- What about you?
- So what shall we (choose)?
- Don't you think so?

■

■

Making suggestions

- Why don't we choose (this one)?
- Let's ...

■

■

Agreeing with your partner

- Yes, you're right.
- I see what you mean.
- Absolutely.

■

■

Partially agreeing with your partner

- I see what you mean, but ...
- I suppose so, but ...

■

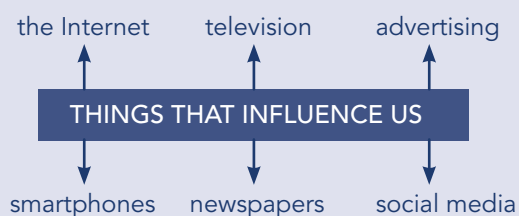
■

- 5 Work with a partner and practise doing the task in 2. Give your own opinions.

Practice makes perfect

- 6 Work with a partner and do this task. Use expressions from the Speaking bank.

The things below have a strong influence on people in their daily lives. First, talk to each other about the ways these things influence us. Then decide which you think has the biggest impact on the world today.



A report

1 Work with a partner. Discuss these questions.

- Do you think that advertising generally has a positive or a negative effect on society? Why?
- Do you think young people are more at risk from advertising? Why/Why not?
- Do you think there is too much or not enough control on advertising? Why?

2 Read the task and the report. Decide what title you could give to each section of the report. Write the answers in your notebook.

You see this announcement in an international newspaper. A large multinational company is interested in knowing how young people feel about advertising in your country. Please help us by writing a report which should:

- outline what media are most commonly used for advertising to young people;
- describe the main positive and negative aspects of advertising in your country;
- suggest what could be done to improve the approach to advertising in your country.

A report on the relationship between advertising and teenagers in my country

Introduction

The purpose of this report is to outline the most common media used for advertising to teenagers in my country and detail the major positive and negative aspects of advertising. I will also suggest ways of improving advertising here.

1

Advertising aimed at teenagers has traditionally been in the form of TV commercials. Nowadays, a considerable number of teenagers watch TV online, on mobile devices, or pre-recorded on digital video recorders, which means that they can avoid seeing commercials. Consequently, it will come as no surprise that many companies are changing their strategy and now place their products directly in TV programmes or video games.

Social marketing is also common. Most teenagers, if not all, use social media and advertisements appear on these sites, although in reality few pay attention to them. At the same time, mobile phone advertising is increasing.

2

While many teenagers have become resistant to advertising, some adverts still grab our attention by being funny or original. Advertisements which provide information, or which show us products that we are genuinely interested in, are considered useful. However, a major criticism of adverts is that they produce unreal expectations in young people. Every advertisement shows a slim and attractive person. Moreover, each of the situations they appear in suggests that the way you look is important. This leads teenagers to become obsessed with their weight or appearance.

3

To avoid the negative impact of advertising on teenagers, I strongly recommend that advertisers include more normal, everyday teenagers in their ads. This would help stop teenagers trying to achieve an unnatural perfection, something which can easily lead to depression.

GRAMMAR Determiners and quantifiers

3 Read sentences a–h and decide if statements 1–7 are True (T) or False (F). Write the answers in your notebook.

- Every** actor is always slim and beautiful.
- Each of** the situations shown gives the impression that appearance is everything.
- A** considerable **number of** teenagers watch two or more hours of TV a day.
- That will come as **no** surprise.
- Most** adverts grab our attention by being funny.
- Not **all of** the ads are good.
- None** show normal teenagers.
- None of** the actors look like you or me.

- Every and each are used with singular countable nouns. **T/F**
- Each of and every one of go with plural countable nouns. **T/F**
- A number of goes with singular countable nouns. **T/F**
- No can go with uncountable, singular countable or plural countable nouns. **T/F**
- All, all of, most, most of can go with uncountable, singular countable or plural countable nouns. **T/F**
- None is a pronoun and so does not go with a noun. **T/F**
- None of can go with uncountable or plural countable nouns. **T/F**

GRAMMAR REFERENCE ► PAGE 148

4 Decide if the sentences are correct. In your notebook, rewrite the incorrect sentences.

- I always remember each adverts I see on TV.
- None of the models in the photo is overweight.
- There are lots of pop-ups on this website, but none are very effective.
- All adverts showing people smoking are banned.
- Most of my friends watch television all days.
- Every one of the actors have beautiful shiny teeth.
- I have not interest in the world of advertising.
- A number of people I know has worked as models.

5 Read the report in 2 again and discuss these questions with a partner. When you have finished, read the Writing bank.

- Who is the report written for?
- Is the style more formal or informal?
- Are contractions used?
- Why do you think the passive or impersonal reporting structures are used on several occasions in the report?
- Which linkers are to be found in the report? What do they add to the report?

WRITING BANK

Useful language and expressions in more formal reports

- Use passive and impersonal structures to convey a more serious, formal style.
- Do not use contractions.
- Use linkers of addition, contrast, consequence, etc. to structure your arguments.
- Use determiners and quantifiers to say how general your findings and comments are.

Beginning the report

- *The aim/purpose of this report is to outline/ describe/present the findings ...*
- *This report is intended to ...*
- *This report is based on ...*

Ending the report

- *As I/we have previously mentioned,*
- *I/we (would) suggest/recommend ...*
- *My/our main recommendation/suggestion is ...*
- *Having taken everything into consideration,*
- *All things considered,*
- *All in all,*
- *To sum up/conclude,*

VOCABULARY Describing clothes and fashions

6a Match some of these words with the definitions 1–6. Several words may be possible for some definitions. Write the answers in your notebook. With a partner, check that you understand the other words.

60s/70s/80s-style • adventurous • baggy • casual
check • chic • classic • flowery • glamorous
loose • old-fashioned • plain • scruffy • smart
sophisticated • stripy • tight • trendy

- 1 fashionable, stylish and attractive
- 2 untidy or dirty
- 3 fitting very close to your body
- 4 very large, not fitting next to your body
- 5 simple in design, with no particular decoration
- 6 with a pattern of squares

6b Work with a partner. Describe the outfits and accessories in the photos.



6c Check that you understand the words in bold. Then answer the questions.

- 1 Do you think the clothes **match**?
- 2 Do you think they **fit** the people wearing them?
- 3 In your opinion, do they **suit** the people wearing them?
- 4 Do you think they would **suit** you? Why/Why not?
- 5 Are there any items of clothing or accessories in the photos that you **wouldn't be seen dead in**? Which?
- 6 Are any of the clothes in style at the moment?
Do you think they could **set a trend** in the future?

Practice makes perfect

7 Read the writing task and follow these steps.

- 1 Identify who you are writing the report for and the key information that you need to include in it.
- 2 Decide how many sections you will need in your report and give each one a heading.
- 3 Make notes with ideas for each section.
- 4 Write your report.

An international research company wants to know more about teenage fashion in your country. Help them by writing a report. This should:

- outline styles or items of clothing that are in fashion at the moment;
- explain how important (or not) you think fashion is for teenagers;
- recommend any improvements to the fashion industry in terms of products, models, prices and marketing.

1 In which situation(s) would you make a complaint? Discuss each case in small groups.

- The laptop you ordered came two days later than the online shop had promised.
- You've received a pair of sports shoes that are slightly different to the pair you ordered online – they are trendier and more expensive.
- You were given a different haircut or hair colour from the one you'd asked for.
- The hostel where you and your friends had booked a room lost your reservation. They've still got a bed for you, but you won't be together.
- You bought some food in a takeaway restaurant. You only realise that some of the items you ordered are missing once you get home.
- You can't install a new video game on your computer.

2 Read the forum entries. Which situations in 1 are mentioned?

To make or not to make complaints – that is the question

A  Ben

To my mind, complaining – whatever the method – is bad for you, because it makes you focus on negative feelings: unhappiness, dissatisfaction, anger or regret. My father thinks I'm being childish in thinking that way; he says people should be informed if there is something wrong with a product or service. The problem is, however, that he always makes a fuss over the tiniest thing. For example, yesterday he spent an hour on the phone, talking to four people, only in order to make a complaint about something he'd ordered being delivered a few days later than promised. I wouldn't even bother to pick up the phone for such a reason!

B  Ann

I remember reading somewhere that women have a bigger problem making a complaint than men, because they always think they might hurt someone's feelings, while men are more focused on getting the job done. Last month, for example, we went to a restaurant to celebrate my birthday, but when my grandma's dish arrived, it was barely warm. She said it was okay and she didn't want to trouble anyone. But my grandpa said that the staff should be told about it, and that is wasn't meant as criticism, but as useful feedback – they must know that their service needs to be improved. He was quite serious when he mentioned the matter, but also sensible and polite, so I guess he didn't really hurt anyone's feelings. And we all got a free dessert!

C  Keisha

Well, when it comes to making complaints, I have only one thing to say: I wish I was a bit more assertive! Whenever I feel that there is something to complain about, I am never brave enough to say something, even when I know I'm right. Last week, I had my hair dyed, but instead of a nice blond, my hair was a funny shade of orange. I know I should have approached the people in the salon, made a complaint, and asked for a refund. I still feel I should have been offered an apology and a discount for my next visit. But making a complaint just isn't me 😊

3 In your notebook, write the answers to the following questions.

- What is Ben's opinion on making complaints?
 - People always make a fuss about unimportant things.
 - It doesn't evoke positive feelings in people.
 - Making a fuss is simply being childish.
- Which of the following statements is false according to text B?
 - Making a complaint may cause trouble for someone.
 - Complaints can be a source of useful information.
 - Men never make complaints in order to avoid hurting others.
- Which sentence best describes Keisha's approach to complaining?
 - She wishes she had the courage to make a complaint when necessary.
 - She always does what she feels is necessary when something is wrong.
 - She is assertive enough to complain when she knows she's right.
- From each of the texts, we learn that making complaints
 - is not easy for people.
 - arouses a lot of different emotions.
 - helps improve products and services.

4 Work in small groups. Discuss how far you agree with the opinions in the posts in 2.

5 2.07 Listen to the recording. Which of the following is stated in the recording as a fact and which as an opinion? Write the answers in your notebook.

- Polish people consider filing a complaint to be a waste of time.
- People in the US and the UK make complaints more often than people in China and Russia.
- There are cultural differences between nationalities in making complaints.
- The number of people filing complaints is higher among educated people.
- In Poland, more than 70% of citizens aged 60+ never make a complaint.
- Living standards in Poland in the past may have an influence on why many Poles don't want to complain.

6 For the next class, prepare a short questionnaire for a class survey about complaints your classmates have/haven't made in the last two years. It should concern products they bought (group A) or services they used (group B).

ZAKUPY I USŁUGI

Sprzedawanie i kupowanie, reklama

banner (n)	/ˈbænə(r)/	baner, transparent
billboard (n)	/ˈbɪlˌbɔːd/	billboard
brand name (n)	/ˈbrændˌneɪm/	nazwa firmowa
endorse a product (phr)	/ɪnˌdɔːs əˈprɒdʌkt/	polecać produkt
give away freebies (phr)	/ˌɡɪv əˌweɪ ˈfriːbiz/	rozdawać upominki
launch a marketing campaign (phr)	/ˌlɔːntʃ əˈmɑːkɪtɪŋ kæmˌpeɪn/	rozpocząć kampanię marketingową
make cold calls (phr)	/ˌmeɪk ˌkəʊld ˈkɔːlz/	zadzwoń z zamiarem zdobycia klienta
word-of-mouth publicity (phr)	/ˌwɜːd əvˌməʊθ pʌbˈlɪsəti/	marketing szeptany

Prawa konsumenta

consumer rights (n pl)	/kənˈsjʊːmə(r)ˌraɪts/	prawa konsumenta
make a complaint (phr)	/ˌmeɪk ə kəmˈpleɪnt/	złożyć reklamację
refund (n)	/ˈriːfʌnd/	zwrot (pieniędzy)
replacement (n)	/ˈnɪpleɪsmənt/	wymiana

CZŁOWIEK

Moda

adventurous (adj)	/ədˈventʃ(ə)rəs/	śmiały, zuchwały
baggy (adj)	/ˈbæɡi/	obszerny, luźny
be in style (v phr)	/biːn ˈstɑɪl/	być w modzie
be seen dead in (v phr)	/biːˈsiːn ˈded ɪn/	w życiu się gdzieś w czymś nie pokazać
casual (adj)	/ˈkæʒuəl/	swobodny, codzienny
check (n)	/tʃek/	kratka
chic (adj)	/ʃiːk/	szykowny, elegancki
classic (n)	/ˈklæsɪk/	klasyczny, tradycyjny
fit (v)	/fɪt/	pasować (rozmiarem)
flowery (adj)	/ˈfləʊəri/	kwiecisty
glamorous (adj)	/ˈglæməərəs/	efektowny
loose (adj)	/luːs/	luźny
match (n, v)	/mætʃ/	dobranie; pasować, dopasować do siebie
old-fashioned (adj)	/ˌəʊld ˈfæʃ(ə)nd/	staromodny
plain (adj)	/pleɪn/	prosty, zwyczajny, gładki
scruffy (adj)	/ˈskrʌfi/	niechlujny
set a trend (v phr)	/ˌset ə ˈtrend/	wyznaczyć trend
smart (adj)	/smɑːt/	elegancki
sophisticated (adj)	/səˈfɪstɪˌkeɪtɪd/	wytworny
stripy (adj)	/ˈstraɪpi/	pasiały, prążkowany
suit (v)	/suːt/	pasować (wyglądem)
tight (adj)	/taɪt/	obcisły, ciasny, dopasowany
trendy (adj)	/ˈtrendi/	modny

SŁOWOTWÓRSTWO

Przyrostki przymiotnikowe

accessible (adj)	/əkˈsesɪb(ə)l/	przystępny
authentic (adj)	/ɔːˈθentɪk/	autentyczny
childish (adj)	/ˈtʃɪldɪʃ/	dziecinny
collectable (adj)	/kəˈlektəb(ə)l/	kolekcjonerski
credible (adj)	/ˈkredɪb(ə)l/	wiarygodny
cynical (adj)	/ˈsɪnɪk(ə)l/	cyniczny
effective (adj)	/ɪˈfektɪv/	efektywny, skuteczny
famous (adj)	/ˈfeɪməs/	sławny, słynny
helpful (adj)	/ˈhelpf(ə)l/	pomocny
helpless (adj)	/ˈhelpləs/	bezradny
important (adj)	/ɪmˈpɔːt(ə)nt/	ważny, istotny
innovative (adj)	/ɪˈnəveɪtɪv/	innowacyjny, nowatorski
instantaneous (adj)	/ɪˈnstənˈteɪniəs/	natychmiastowy
lucky (adj)	/ˈlʌki/	szczęśliwy, mający szczęście
memorable (adj)	/ˈmem(ə)rəb(ə)l/	niezapomniany
pointless (adj)	/ˈpɔɪntləs/	bezcelowy, bezsensowny
powerful (adj)	/ˈpaʊəf(ə)l/	potężny, mocny

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

predictable (adj)	/prɪˈdɪktəb(ə)l/	przewidywalny
resistant (adj)	/rɪˈzɪst(ə)nt/	odporny
sensible (adj)	/ˈsensɪb(ə)l/	rozsądny, sensowny
successful (adj)	/səkˈsɛsf(ə)l/	udany, pomyślny
thoughtful (adj)	/ˈθɔːtf(ə)l/	troskliwy, życzliwy
thoughtless (adj)	/ˈθɔːtləs/	bezmyślny
youngish (adj)	/ˈjʌŋɪʃ/	dość młody

Przyrostki przysłówkowe

creatively (adv)	/kriˈeɪtɪvli/	kreatywnie
effectively (adv)	/ɪˈfektɪv(ə)li/	skutecznie
fortunately (adv)	/ˈfɔːtʃənətli/	na szczęście
increasingly (adv)	/ɪnˈkriːsɪŋli/	coraz (bardziej lub częściej)
luckily (adv)	/ˈlʌkɪli/	na szczęście
officially (adv)	/əˈfɪʃ(ə)li/	oficjalnie
optimistically (adv)	/ˌɒptɪˈmɪstɪkli/	optymistycznie
sensibly (adv)	/ˈsensəbli/	rozsądnie, sensownie
successfully (adv)	/səkˈsɛsf(ə)li/	pomyślnie

Przyrostki czasownikowe

intensify (v)	/ɪnˈtensɪfaɪ/	nasilać się, intensyfikować
modernise (v)	/ˈmɒdənaɪz/	unowocześniać (się)
standardise (v)	/ˈstændədaɪz/	ujednolicać

Przyrostki rzeczownikowe

attention (n)	/əˈtenʃ(ə)n/	uwaga
criticism (n)	/ˈkrɪtɪˌsɪz(ə)m/	krytyka
discovery (n)	/dɪˈskʌv(ə)rɪ/	odkrycie
endorsement (n)	/ɪnˈdɔːsmənt/	aprobata, poparcie
existence (n)	/ɪɡˈzɪst(ə)ns/	istnienie
imagination (n)	/ɪˌmædʒɪˈneɪʃ(ə)n/	wyobrażnia
likelihood (n)	/ˈlaɪklihʊd/	prawdopodobieństwo
originality (n)	/əˌrɪdʒəˈnæləti/	oryginalność
readiness (n)	/ˈredɪnəs/	gotowość
variety (n)	/vəˈraɪəti/	różnorodność

Przedrostki

autograph (n)	/ˈɔːtəˌɡraːf/	autograf
multi-purpose (adj)	/ˌmʌltɪˈpɜːpəs/	wielofunkcyjny
post-concert (adj)	/ˌpəʊstˈkɒnsət/	pokoncertowy
pre-concert (adj)	/ˌpriːˈkɒnsət/	przedkoncertowy

INNE

aisle (n)	/aɪl/	alejka w sklepie
brainwash (v)	/ˈbreɪnˌwɒʃ/	robić pranie mózgu
buzz (n)	/bʌz/	szum, gwar
certification (n)	/ˌsəʃɪfɪˈkeɪʃ(ə)n/	certyfikacja, poświadczenie
CFC (n)	/ˌsiːˌef ˈsiː/	freon
challenge (v)	/ˈtʃæləndʒ/	rzucić wyzwanie
following (n)	/ˈfɒləʊɪŋ/	poparcie, baza fanów
grab (v)	/ɡræb/	pochwycić, wziąć
greenwashing (n)	/ˈɡriːnˌwɒʃɪŋ/	„zielone kłamstwo”, wywoływanie u klientów fałszywego wrażenia, że produkt lub firma go wytwarzająca są w zgodzie z ekologią
hashtag (n)	/ˈhæʃˌtæɡ/	hashtag
hold sway (v phr)	/ˌhəʊld ˈsweɪ/	mieć wielki wpływ
pay off (v phr)	/ˌpeɪ ˈɒf/	opłacić się
purchase (n, v)	/ˈpɜːtʃəs/	zakup, kupno; nabywać
relatable (adj)	/rɪˈleɪtəb(ə)l/	bliski, podobny
retailer (n)	/ˈriːˌteɪlə(r)/	sprzedawca detaliczny
savvy (n)	/ˈsævi/	obrotny, bystry
vlogger (n)	/ˈvlɒɡə(r)/	wideobloger
wise (adj)	/waɪz/	rozsądny



Rozumienie ze słuchu

- 1** **2.08** Usłyszysz dwukrotnie fragment wypowiedzi na temat reklamy. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.

- 1 What is the main point that the speaker is making?
- 2 What common feature of advertisements does the speaker emphasise?
- 3 Who is the speaker?
- 4 What does the speaker consider to be a conscious decision?
- 5 What kind of products do people buy after more careful analysis?

Rozumienie tekstów pisanych

- 2** Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz zdania go dotyczące (1–6). Do każdego zdania dopasuj właściwą część tekstu. Odpowiedzi zapisz w zeszycie. **Uwaga:** dwa zdania nie pasują do żadnej części tekstu.

JUST READ IT THE LANGUAGE OF ADVERTISING

A

Advertising slogans may be concise and short, but most people would be surprised by how much effort and creative thought goes into them to make them effective. Creating an innovative product or service is not enough nowadays: it is a clever marketing campaign that will decide if a product is a success or a failure. Not many people realise how important the language used in advertising is, and how powerful some slogans become – when they're really successful, they'll become an inseparable part of the language, like Nike's "Just do it" or Apple's "Think different" – hence, they are worth having a good look at by a linguist like myself.

B

What are the main characteristics of the successful use of words in advertising? They need to be powerful, and this can be achieved in two ways: first of all, they should evoke feelings and stir our imagination. A facial product may be good for your skin, but if you refer to it as "fresh" or call it "skin dew", it brings stronger connotations to mind. Secondly, the words have to be positive and create an optimistic message or image: products need to be "innovative", cause "instantaneous" changes, or produce "unforgettable" or "breathtaking" experiences.

C

Figurative language is another important tool to make advertising persuasive and effective. None of us realises that every time we speak about "an intelligent lipstick", a "smart vacuum cleaner" or a "jacket that keeps you warm and dry", we are using personification – that is, we are talking about products as if they were human beings. If you start paying attention, you will notice a large variety of metaphors used in ads, like cosmetics that "fight" the signs of ageing, cars which are as strong as big predators, or mobile phones and handbags which are your best friends.

D

Finally, slogans need to be brief – they should provide maximum information with as few words as possible. Moreover, they should also be simple, with no complicated grammatical structures. Hence, the use of imperatives, which was mentioned before, or short phrases, like L'Oreal's "Because you're worth it" or McDonalds' "I'm loving it". A good slogan will not only make the brand name stick in our memory, it will also express a complex idea. Just keep it short and simple.

- 1 Good slogans should not contain words which convey a negative meaning.
- 2 Complicated structures should be avoided to make the message clear and unambiguous.
- 3 The language of advertising has the power to manipulate people.
- 4 Cosmetics don't actually go to war with the process of growing old – it's just a smart comparison.
- 5 The best advertising slogans are created quickly and effortlessly.
- 6 The language of advertising deserves more appreciation and analysis by experts.

Znajomość środków językowych

- 3** Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie. **Uwaga:** dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

different • memory • original • likely
probability • various

According to marketing specialists, the aim of advertising is not just to promote and sell a product or service, but also to inform the consumers about existing products,

to announce the arrival of a new product, or even create the need for one. We are surrounded by such a huge (1) of advertising forms that we often consider them to be a nuisance. The truth is, most of them are not all that creative or (2) as we forget them as soon as we've seen them. At least, that's what we like to think, because in all (3), if repeated often enough, they tend to stick in our memory. Luckily, there are some marketing campaigns which stimulate our imagination because they display great (4). Some are even said to have artistic value – sadly, that is a rare sight nowadays in most commercials, both on billboards and banners.

4 Uzupełnij każde zdanie tak, aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszycie.

- On the day of the shop's re-opening, it offered free gifts to all customers.
On the day of the shop's re-opening, free gifts .
- The company would like a celebrity to endorse their new womenswear range.
The company want their new womenswear range to .
- Someone will style my sister's hair for the wedding so that it matches her glamorous dress.
So that her hair matches her wedding dress, my sister will .
- Gina cold-called a lot of people to inform them about the new product, but nobody was interested.
Gina cold-called a lot of people to inform them about the new product, but none .
- The marketing campaign for the new food delivery service is so original and innovative that a lot of people are using the service.
The marketing campaign for the food delivery service is so original and innovative that a large the service.

Wypowiedź pisemna

5 Obejrzałeś/Obejrzałaś program telewizyjny omawiający wyniki ankiety przeprowadzonej wśród młodzieży w Polsce na temat przyczyn popularności znanych influencerów. Napisz artykuł, w którym wyjaśnisz, z którą opinią wyrażoną w programie się nie zgadzasz, i wyraż swoje zdanie na ten temat.

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

Wypowiedź ustna

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

Jesteś członkiem samorządu szkolnego. Postanowiliście przygotować kampanię mającą na celu ograniczenie konsumpcjonizmu. Wyraż swoje zdanie na temat poniższych zdjęć do wykorzystania w kampanii.

Wybierz zdjęcie które byłoby według Ciebie najlepsze i uzasadnij swój wybór.

Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- Do you ever feel so overwhelmed by the choice of products that you end up buying nothing?
- To what extent are you influenced by advertising in the products you purchase?

Uczeń B

- Does celebrity endorsement encourage you to buy a particular product? Why/Why not?
- Some specialists say that children and teenagers are most easily influenced by advertising. How far do you agree with this opinion?

SELF-ASSESSMENT UNIT 7

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- I can discuss marketing campaigns.
- I can describe different outfits.
- I can discuss my experience of making complaints as a consumer.
- I can make suggestions, ask someone about their opinions, agree or partially agree with them.
- I can write a report.

8 One life, live it

Reading

VOCABULARY Compound adjectives: parts of the body

1a Work with a partner. Match 1–10 with a–j to make compound adjectives. Then match them with the definitions i–x. Write the answers in your notebook and then check them in a dictionary.

- | | | |
|----------|--------------|--|
| 1 soul- | a blowing | i making you feel happy, usually because other people are being kind |
| 2 heart- | b raising | ii attractive or unusual and therefore noticed |
| 3 heart | c warming | iii used to describe a situation that makes you very unhappy because you think it will never improve |
| 4 hair- | d biting | iv used to describe a situation that makes you very excited, worried or tense |
| 5 break | e stopping | v extremely impressive, exciting or shocking (informal) |
| 6 ear- | f destroying | vi very frightening |
| 7 eye- | g opening | vii very frightening, but often exciting at the same time |
| 8 eye- | h catching | viii very fast, at speed |
| 9 nail- | i splitting | ix used to describe a situation that shows you something surprising that you didn't know before |
| 10 mind- | j neck | x very loud |

1b Complete the questions with the correct parts of the body. Write the answers in your notebook.

- Have you ever travelled at break speed? When?
- Have you ever witnessed a warming scene? What happened?
- What's the most -splitting sound you've heard?
- What's the most -raising thing you've done?
- What's the most -blowing film you've seen?
- What's the most -biting sports event that you've seen?

1c Work with a partner. Discuss the questions in 1b.

VOCABULARY BUILDER > PAGE 133

2 You are going to read an article about a bungee jumping accident. Six paragraphs have been removed from the article. Choose from the paragraphs A–F the one which fits each gap (1–6). Write the answers in your notebook.

3 Read the article again quickly and answer the questions.

- What problems and what dangers did Erin face?
- What factors contributed to her survival?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How do you think an experience like this would change your outlook on life?

5 Match the underlined words in the text with these explanations and definitions. Write the answers in your notebook.

- holding tightly
- not clearly visible, usually when moving very fast
- a deep valley with high sides where a river has cut through rock
- held together with a narrow piece of material
- move very fast and with great energy
- fix in a small space between two objects
- a sudden violent movement
- feeling of sudden, intense excitement
- try something
- hit, usually with the palm of the hand

6 What about you?

- Have you ever done an extreme or dangerous sport? Would you like to one day? Why/Why not?
- What would you choose to do as a 'big adventure'?
- Why do you think people do dangerous sports? Do you think they are brave or irresponsible?
- Do you know any other cases where people have survived in extreme circumstances?



AUSTRALIAN SURVIVES FALL AS BUNGEE JUMP ROPE SNAPS OVER RIVER

Erin Langworthy, a 22-year-old student from Australia, miraculously survived when her bungee cord snapped and she fell into a crocodile-infested river.

The thrill seeker from Perth had never done a bungee jump before, but decided to give it a go while travelling in Zambia. Having just finished university, she wanted a big adventure, so she'd set off for Africa. She was travelling alone but joined a tour group when she heard they were heading to Victoria Falls to go bungee jumping. Known as the adrenalin capital of Africa, Victoria Falls is the ultimate destination for extreme sports enthusiasts looking for mind-blowing experiences. The idea of jumping from a 111-metre-high bridge over the gorge with the thunder of the falls behind sounded too good to miss.

1 She remembers the spectacular views as she looked out over the Zambezi River. Then she spread her arms and fell forward. 'Everything sped by in a blue-green blur,' she says. 'The rush was amazing.'

2 On the platform above, Erin's friend Rebecca Johnson filmed the heart-stopping moment. 'She was supposed to come right back out and she never did,' Rebecca said. 'Everybody on the bridge just panicked.'

3 Feeling as though she had been slapped all over, and hardly able to breathe, Erin floated along with the sound of the falls roaring in her ears. Tied to her bungee cord and with her ankles still strapped together, she was pulled downriver and underwater into whirlpools. At one point, the cord got caught and she was dragged beneath the surface. Running out of air, and with her vision starting to fade, she managed to dive down and free the rope. Eventually, she was able to wedge her arm between two rocks on the side of

the river. All she could think about was clinging on.

4 Although she'd jumped at 5.30 in the afternoon, Erin didn't get to hospital until 11 pm. The paramedics got lost on the way and she'd ended up on the Zimbabwean side of the river without a passport, so she was essentially an illegal immigrant.

5 Erin was visited in hospital by the people from the bungee company, who were astounded that she was still alive. Friends she had met while travelling helped her to get her belongings and passport and she was then flown to South Africa for medical treatment. Two weeks later, she travelled home to Australia.

6



A Erin was in the water for 40 minutes before one of the men from the bungee company reached her. He grabbed her harness, pulled her out of the water and laid her on her back. Worried that he didn't have first aid training, Erin moved herself into the recovery position. Then she started coughing up water from her lungs. Her body was purple with bruises from the impact, she felt exhausted and she was struggling to come to terms with what had happened.

B Erin admits to feeling nervous as she waited for her jump, but didn't think for a moment that anything could go wrong. A hundred and four people had already made the jump that day – she was the 105th. As she stood on the platform with her ankles strapped together, she was most worried that the straps would become loose and her feet would slip out. She was assured that was the last thing that would happen.

C Being a positive person, Erin says she has never felt angry about what happened to her. 'Around 50,000 people jump from that spot every year, so it was pure chance that the rope snapped on me,' she said. Before doing the jump, Erin had sent her mother a postcard saying: 'I'm doing a bungee jump tomorrow, so I'll say goodbye ... only joking!' Her mother is adamant that she'll never do another jump, but Erin hasn't ruled out the possibility.

D Erin zoomed towards the river, but instead of recoiling back up as planned, the cord snapped, sending her head first into the river rapids. She recalls a jolt, then the wind rushing past her ears. Instinctively, she brought her arms up to protect her head, which prevented her from blacking out as she hit the water.

E Erin fell for four seconds at breakneck speed after the rope snapped, for a distance of 40 metres. If she'd been over land, she would have died. Luckily, it had rained the day before, so the river was turbulent and full. But that morning, she'd seen crocodiles in the water.

F When she arrived at the hospital, she was put on a ventilator, given an ultrasound and taken to see a lung specialist. The doctors were most concerned about how much dirty water from the river she'd ingested and gave her a large dose of antibiotics. The X-rays showed no broken bones, though her lungs had partially collapsed.

Participle clauses

1 Look at the sentences and answer the questions.

- Known as the adrenalin capital of Africa, Victoria Falls is the ultimate destination for extreme sports enthusiasts.
 - Having just finished university, she wanted a big adventure.
 - Feeling as though she had been slapped all over and hardly able to breathe, Erin floated along.
 - Running out of air, and with her vision starting to fade, she managed to free the rope.
 - Tied to her bungee cord and with her ankles still strapped together, she was pulled downriver.
 - Being a positive person, Erin says she has never felt angry about what happened to her.
- Which of the underlined participle clauses use the present participle and which use the past participle?
 - Which of the two types of participle clause gives a meaning similar to the passive?
 - Which form do we use when one action happens before the other, *doing* or *having done*?
 - Is the subject of the participle clause usually the same as in the other half of the sentence?

GRAMMAR REFERENCE > PAGE 150

2 Choose the correct alternative. In one case, both alternatives are possible. Write the answers in your notebook.

- Damaged by the storm, the sailors/the boat managed to get back safely to the port.
- Being/Been a good swimmer, she managed to get to the shore.
- After meeting/Having met her, I wasn't surprised she had survived.
- When climbing/having climbed, you must stay completely focused.
- Written in true style, I really enjoyed this story/this story is one of my favourites.
- Blaming/Blamed for the accident, the workers lost their jobs.

3 Complete the sentences with the correct form of the verbs given. Write the answers in your notebook.

- (walk) to work, I saw an accident.
- After (learn) to dive, we went on holiday to the Red Sea.
- (teach) to sail when she was a child, she crossed the Atlantic single-handed at the age of 20.
- (learn) to ride a motorbike first, he started to drive a car soon after.
- Since (qualify) as a doctor, she has gained lots of experience at this hospital.
- (catch) in the storm, they took shelter.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Write the answers in your notebook.

- Because he knew little about animals, he had no idea about how to look after the dog.
Not , he had no idea about how to look after the dog. **MUCH**
- When they had checked the weather forecast, they set out on their journey.
After the weather would be OK, they set off on their journey. **MAKING**
- The car hit the skateboarder and they had to rush him to hospital.
, the skateboarder had to be rushed to hospital. **BY**
- The singer performed the song for the first time in 2005, but he wrote it in 2001.
The song, first , was written by the singer in 2001. **IN**
- Being totally fearless, she loves extreme sports.
She loves extreme sports . **SINCE**
- His coach thought he would not be able to compete again because he thought there was no solution.
His coach, , thought he would not be able to compete again. **FEARING**
- She couldn't drive fast because she couldn't see where she was going.
 she was going, she couldn't drive fast. **BEING**
- They offered Alex the chance to play and he said yes straight away.
Alex, , said yes straight away. **GIVEN**

5 In your notebook, write questions using participle clauses. Then discuss your answers in pairs.

- Having done your homework, *what do you usually do to unwind?*
- Having studied English for many years now, ...
- After doing sport, ...
- Being a student, ...
- When made to wait, ...
- Hanging out with friends, ...
- When ignored, ...
- Not being able to vote yet, ...

Words with more than one meaning



1  **Work with a partner. Discuss the different meanings of the words in bold in these pairs of sentences.**

- 1a It became **clear** to them that the cord had snapped.
- 1b The sky was **clear** that day – not a cloud to be seen.
- 2a The weather was **fair**, though it had rained the day before.
- 2b It might not seem **fair** that others had made the jump before without any problems.
- 3a The rescuer tried to **cover** her with his jacket because she was wet.
- 3b The hikers set off to **cover** as much distance as possible before lunch.
- 4a As she fell, she **picked up** speed.
- 4b The ambulance **picked** her **up** several hours later.
- 5a She had been travelling **since** she left university.
- 5b She couldn't swim **since** her ankles were strapped together.

2 Look at how the word **point** is used in these sentences. Match each use with the correct definition a–g. Write the answers in your notebook.

- 1 I don't agree with you on that **point**.
 - 2 What is the **point** of doing that?
 - 3 At this **point** I'd like to thank Joe for coming here today.
 - 4 Let's meet at a **point** that's close to the cinema.
 - 5 This team has got six **points** and the other has only one.
 - 6 The **point** of the knife wasn't very sharp.
 - 7 Don't **point** at her. It's rude.
- a a particular moment in time
 - b show something by holding out your finger or a long thin object
 - c the sharp end of something
 - d a particular place
 - e an idea or opinion among a number of others
 - f the reason for something
 - g a unit for counting the score in a game or sport

3  Read these sentences containing phrases with the word **point**. With a partner, discuss what you think each phrase means. Check your answers in a dictionary.

- 1 I **see your point**.
- 2 Can you please **get to the point**?
- 3 All right, you've **proved your point**.
- 4 I think you've **missed the point**.
- 5 She was **on the point of** giving up hope.
- 6 I agree **up to a point**.
- 7 You **have a point**.
- 8 I think we've reached **the point of no return**.

4 Think of one word only which can be used in each set of three sentences. Write the answers in your notebook.

- 1 I felt a of rain on my face.
Is this the where you saw him fall?
What's that on your face?
- 2 Let's leave a . The service was good.
He gave me a useful on how to warm up.
They live on the northern of the island.
- 3 When buying a car, you need to take into how much petrol it uses.
The police asked me to give them a full of the accident.
She put all the money into her bank .
- 4 The bench was very and uncomfortable.
This year we're having a winter with lots of snow and low temperatures.
Is this exercise too or can you do it?
- 5 The water is beautiful and here.
You need to give instructions.
It's that you can't win without a lot of training.
- 6 It's going to my heart if we lose.
We need to get away and have a proper .
- 7 I think it's boring when a match ends as a .
- 8 We need to run faster to up with them.
I'm sorry, I didn't your name.
I sincerely hope they the person who did this.

5 In your notebook, write down the meanings of any new words or phrases in 4.

6 Work with a partner. Use your dictionary to find a word that has three different meanings. Write three sentences, leaving a gap for the word as in 4. Swap sentences with another pair and guess the missing word.

1 Work with a partner. Read A–H in 2, Task 1 below. Have any of these things happened to you? Tell your partner about them.

2 2.09 You are going to listen to five people talking about special moments in their lives. Look at the two listening tasks. Listen and complete both tasks at the same time. Write the answers in your notebook.

Task 1

For questions 1–5, choose from the list (A–H) what the special moment in each speaker's life was. There are three extra letters which you do not need to use.

- A I won a prize.
- B I did something brave.
- C My work was recognised and appreciated.
- D I made an incredible physical effort.
- E I learnt I had a special ability.
- F I made a big mistake.
- G I met someone who changed my life.
- H I gained in self-confidence.

Speaker 1	1		Speaker 4	4	
Speaker 2	2		Speaker 5	5	
Speaker 3	3				

Task 2

For questions 6–10, choose from the list (A–H) what each speaker felt after the special moment. There are three extra letters which you do not need to use.

A regret	Speaker 1	6	
B optimism	Speaker 2	7	
C indifference	Speaker 3	8	
D excitement	Speaker 4	9	
E anxiety	Speaker 5	10	
F relief			
G embarrassment			
H annoyance			

3 2.09 Listen again and check your answers.

4 What about you?

- 1 Each of the speakers did something new. What was it?
- 2 Which would you find easiest and most difficult to do?
- 3 How important is it to try new activities? What are some possible benefits?

BUZZWORD

rage room – a room where people can pay to smash up objects with the aim of feeling less stressed afterwards

Rage rooms provide a safe, fun environment for anyone who needs to release feelings of sadness, anxiety, depression, stress or anger.

Discussions based on visual stimuli



1 Work with a partner. Discuss these questions.

- 1 Do you enjoy doing outdoor activities? Why/Why not?
- 2 Which of the activities in the photos have you done? When?
- 3 What do you think are the pros and cons of doing outdoor activities?

2 Read the task. Is it asking you to describe the photos?

Look at the three photos. A British friend is coming to stay with you this weekend. You know that he/she likes outdoor activities, so you want to take him/her out somewhere. You have three activities to choose from.

- Choose the activity that in your opinion is the most suitable and explain your choice.
- Explain why you have rejected the other two.

3 2.10 Listen to a student doing the task. Which activity does she choose and why? What are the other two questions that she answers?

- 4 Look at the expressions in the Speaking bank. What do these expressions allow the speaker to do? How could you complete the title of the Speaking bank in a suitable way?

SPEAKING BANK

Useful expressions to

- Let me see, ...
- Well, I guess ...
- Let me think about that for a second.
- How can I put it?
- I suppose that what I'm saying is ...
- What I mean/meant is/was ...
- In other words ...
- The thing is ...
- Actually, ...
- That's a good question.
- The truth is ...

GRAMMAR Making and modifying comparisons

- 5 Look at the sentences below and answer the questions.

- a It's a great deal easier to chat if you're all walking together.
- b It's considerably better for you to be breathing fresh air than to be stuck inside all day.
- c It's not the same doing sport indoors as being outside.
- d Young people spend significantly less time outdoors.
- e Young people aren't nearly so active as they used to be.
- f Far fewer young people walk nowadays.
- g By far the most popular pastimes are things that you usually do indoors.
- h More and more young people are starting to do outdoor activities again.

- 1 Look at sentences d and f. When do we use *less* and when do we use *fewer*?
- 2 In sentence e, can we replace *so* with *as*? Could we use *so* if the sentence was affirmative?
- 3 In sentence c, do we continue the expression (*not*) *the same ...* with *as*, *so* or *than*?
- 4 What effect do the words and expressions *a great deal*, *considerably*, *significantly*, *nearly*, *far*, *easily* and *by far* have in comparisons?
- 5 Which of the words or expressions above do we use with normal comparatives? Which do we use with superlatives? Which do we use with (*not*) *as/so ... as*?

GRAMMAR REFERENCE ► PAGE 150



- 6 Choose the correct alternative. Write the answers in your notebook.

- 1 In my opinion, canoeing is by far/far more exciting than hiking.
- 2 Walking in the mountains can be as/so tiring as running.
- 3 I think I have the same opinion as/than the student who did the task.
- 4 I would say that cycling is slightly better/the best for your health.
- 5 The more exercise you do, the more fit/fitter you get.
- 6 I guess there are fewer/less opportunities to get outdoors when you live in a big city.
- 7 We should get back soon because it's getting dark/darker and darker.
- 8 She's easily/considerably the fittest person I know.

- 7 Work with a partner. Compare different sports or outdoor activities. Use each of these words or structures at least once. Write the answers in your notebook.

- | | |
|-------------------------|-------------------|
| 1 significantly | 5 more and more |
| 2 by far | 6 less |
| 3 (not) the same ... as | 7 (not) as ... as |
| 4 fewer | 8 a great deal |

Practice makes perfect

- 8 Take it in turns to do this task. Use expressions from the Speaking bank and language of comparison.

Look at the three photos on page 157.

A British friend who is mad about sports is coming to stay with you this weekend. You want to take him/her to see a sports event in your area. You have these three events to choose from.

- Choose the event that in your opinion is the most suitable and justify your choice.
- Explain why you have rejected the other two.

Student A: When you finish the first part of the task, answer these two questions.

- 1 Is it important for sport to be part of our lives? Why/Why not?
- 2 Do you think some sports like football have become too popular? Why/Why not?

Student B: When you finish the first part of the task, answer these two questions.

- 1 What do you think makes some sports more popular than others?
- 2 What disadvantages could there be of being a professional sports person?

Opinion and for-and-against essays

VOCABULARY Metaphors: happiness and sadness

1a Complete the metaphors with these words. Write the answers in your notebook. What idea do they all give about happiness?

air • cloud • lift • moon • seventh
up • world

- 1 Things are *looking* .
- 2 This will  your spirits.
- 3 I've been *walking/floating on*  since I got the news.
- 4 She's *over the* .
- 5 They're *on top of the*  /on  *nine/in*  heaven.

1b Do the same with these words. Write the answers in your notebook. What idea do the expressions give?

bright • brightened • lit • tunnel

- 1 His face  up when he saw her.
- 2 Things are *looking*  for the future.
- 3 There's *light at the end of the* .
- 4 They  up when they heard what had happened.

1c These expressions all describe sadness. Which give an idea of being low or falling? Which give an idea of darkness or dark colours?

- 1 She's *feeling blue*.
- 2 Things are *looking gloomy/bleak*.
- 3 I've been *feeling a bit down/low* recently.
- 4 *My heart sank* when I found out.
- 5 It *cast a shadow over* the meal.
- 6 She's *in low spirits*.
- 7 I'm *feeling down in the dumps* today.

1d  Work with a partner. Ask and answer these questions.

- 1 Would you say that you are generally in high or low spirits?
- 2 When's the last time you felt over the moon?
- 3 What types of things can make you feel down?
- 4 If your friend was feeling blue, what would you do to lift his/her spirits?

VOCABULARY BUILDER ► PAGE 133

2  Work with a partner. Discuss what you think the key to being happy is.

3 Read the text. Does it mention any of the ideas you discussed in 2? Do you agree with what it says about happiness?

WHAT IS HAPPINESS, ANYWAY

Everyone wants to be happy, but what does this really mean?

People have been asking this question for centuries, but only recently have scientists and psychologists joined the debate. Apparently, our genes play a big part in how happy we feel. And while money and material possessions can lift our spirits for a short time, it seems the real key to happiness is life experiences.

Buying new clothes or the latest electronic device may make us feel on top of the world for a short time, but after a while, the feeling starts to fade. We get used to seeing our possessions and our happiness loses its shine. What's more, we tend to compare ourselves to others and if we see someone with a better or newer version of what we've bought, it can leave us down in the dumps.

Life experiences, on the other hand, are more satisfying and bring more lasting happiness. Apart from the enjoyment of the actual experience, they give us memories that we keep our whole lifetime.



Life experiences bring us closer to people, too. So the next time you're tempted to spend money on material possessions, try saving the cash for a life experience instead. As you look back on your life, you'll be grateful.

Happy people actually live up to nine years longer than unhappy people. That alone should be enough to brighten us up!

BUZZWORD

super-feeler – someone who experiences their own emotions and those of other people very intensely

I often get comments that I'm oversensitive, irritable, or overreact to situations. I guess I'm a super-feeler.

4 Look at this task. What similarities and differences are there between the two essays?

You have had a class discussion on happiness. Your teacher has now asked you to write **one** of these essays.

- 1 'Money can't buy you happiness.' Do you agree?
- 2 Some people claim that our modern lifestyle, with more money, material comforts and scientific progress, does not make us any happier than in the past, perhaps even the opposite. Others say we have never been happier thanks to today's lifestyle. Discuss both these views and give your own opinion.

Write your essay.

5 Read this student's essay, ignoring the gaps. Answer the questions.

- 1 Is the student writing essay 1 or 2 in the task in 4?
- 2 What is the purpose of each paragraph?
- 3 How would you organise the paragraphs differently if you were writing the other type of essay?

In today's materialistic society, it is not uncommon for people to say that money cannot buy happiness. We often hear that possessions are not essential to enjoy life, and that the path to happiness lies in simple pleasures. (a) , I (b) believe that money can make us happy, if it is spent wisely.

First and (c) , money allows us the freedom to travel, and pursue our hobbies and interests. It also makes it possible to spend more time with our family and friends. Too often people are so concerned about work and earning a living that they are unable to do the things that matter most. Money enables us to have the experiences that enrich our lives.

(d) , I am (e) that one of the greatest sources of satisfaction is being able to give to others. Having money makes it possible to help people who are less well-off, both at home and abroad. To return to the example of working to earn a living, many of us are restricted by financial concerns and not able to think about wider issues. Many wealthy people donate to charities and invest in worthwhile causes. As a (f) , they often feel happier themselves.

Some people argue that we are too obsessed with money, since we only need a certain amount to survive. Whilst it is true that only the basics, such as food and a comfortable home, are necessary, I would maintain that money gives us the option to invest in experiences that will make us happy.

(g) in all, as far as I'm concerned, money in itself cannot buy happiness (though having little or no money can cause distress). Happiness comes from spending time and effort in a worthwhile way, and money allows us to do this.

6 Work with a partner. Try to complete the gaps in the essay in 5. Write the answers in your notebook. Then look at the words and expressions in the Writing bank to check. Can you add any words or expressions to the different sections in the Writing bank?

WRITING BANK

Revision of useful expressions and linkers in essays

Introducing and sequencing arguments

- First and foremost,
- Secondly,
- Last but not least,

Adding arguments

- Furthermore,/Moreover,
- not only ... but also
- a further advantage/disadvantage/criticism of
- What is more,

Making contrasts and giving counterarguments

- On the one hand,/On the other hand,
- despite/in spite of (+ noun/gerund/the fact that ...)
- However,/Nevertheless,
- Whilst it is true that ...

Expressing consequences

- Therefore,
- and so
- as a result

Expressing strong personal opinions

- To my mind, there is no question that ...
- I certainly believe that ...
- I am convinced that ...
- As far as I'm concerned,

Expressing general or other people's opinions

- It is widely accepted that ...
- Some people claim/argue/maintain that ...
- It is often said that ...

Concluding

- All in all,
- To sum up,

Practice makes perfect

7 Choose one of the essays below. Then follow these steps.

- 1 Check that you know whether the essay is an opinion essay or a for-and-against essay.
- 2 Brainstorm ideas to include in your essay.
- 3 Write a paragraph plan and decide which of the ideas you have brainstormed will go into each paragraph.
- 4 Write your essay. Use words and expressions from the Writing bank.

- 1 Dangerous sporting activities should be banned. Do you agree with this statement?
- 2 Some people say that we should live for today. Others disagree and say that we should plan for the future. Discuss both these views and give your own opinion.

Write your essay.

- 1 **Work in small groups. Discuss which of the following misconceptions about people with disabilities are common in society.**
 - 1 People with disabilities should be treated differently.
 - 2 They deserve our compassion because every disability is a burden.
 - 3 They are completely dependent on others and always need help.
 - 4 They are more comfortable around other people with disabilities.
 - 5 They cannot lead a full life: study, work, travel, do sports, etc.
 - 6 Wheelchair users are confined to their wheelchair and to their home.
- 2 **2.11 Listen to a fragment of a radio programme on disability awareness. Is the speaker's opinion on the problems discussed in 1 similar to or different from your views?**
- 3 **Only one of the statements (1–4) is correct, according to the recording. Which one?**
 - 1 People with disabilities are believed to be heroes as their life is often hard and miserable.
 - 2 About 20% of people are affected by some form of disability during their lifetime.
 - 3 People with disabilities prefer to stay at home and don't go out much.
 - 4 People with disabilities don't travel because of difficulties and barriers.
- 4 **Read the article. Which of the following (1–5) is stated in the text as a fact and which as an opinion? Write the answers in your notebook.**

AN ARMLESS DRIFTER

Bartosz Ostałowski was fascinated with cars and racing when he was a little boy. In fact, his childhood dream was to become the next Krzysztof Hołowczyc, one of the most famous Polish racing drivers. He was especially fascinated with drifting – a technique in which a driver deliberately 'oversteers' but still maintains control of the car. It's something that few of us would be able to manage, I reckon. After finishing his first year of mechanical engineering, however, he was involved in an accident which resulted in both arms being amputated. While he was recovering in hospital it seemed, as he said in numerous interviews, that his dreams – and his life – were in ruins.

Despite the seriousness of Bartosz's operation, a hospital visit by Katarzyna Rogowiec, winner of two gold medals in cross-country skiing at the Winter Paralympics, must have given Bartosz some inspiration. After being discharged from hospital, he knew there were only two paths for him to take: either to allow himself to become defined by his disability and be taken care of all his life, or to try and to stand up for his independence. He learnt how to do everyday activities with his feet. One day he came across a film in which a disabled man was driving his car using his feet only. This was a revelation for Bartosz: he realised he

might be able not only to drive again, but also to become a racing driver. Few of us would dare to aim so high, but Bartosz did.

Today Bartosz is the only professional drifter who uses his feet to drive and takes part in car races. His determination and skill were recognised by the presenters of the popular TV show *Top Gear*, who posted an article about Bartosz, and also invited him to compete against Richard Hammond in one episode of *The Grand Tour*, which Bartosz ended up winning. Apart from working in his garage and practising with his team, he is also a painter and a motivational speaker. It seems to me that he chose his path wisely: as he says, his dream of becoming a professional racing driver has come true. This is what I consider to be a life that is both passionate and independent. Bartosz may have a disability, but he refuses to let it define him as a person.



- 1 Most drivers would not be capable of drifting successfully.
 - 2 Bartosz felt devastated after the accident.
 - 3 Meeting Katarzyna Rogowiec helped Bartosz to feel more hopeful.
 - 4 Bartosz's skills have received international recognition.
 - 5 Bartosz's life is a great example of self-determination.
- 5 **In your notebook, complete the notes with information from the article in 4.**
 - *jedyny kierowca rajdowy, „drifter”, który prowadzi samochód tylko przy (1) _____;*
 - *amputowano mu obie ręce po wypadku samochodowym, który miał miejsce po (2) _____;*
 - *nadzieję na przyszłość dało mu spotkanie z Katarzyną Rogowiec, która zdobyła (3) _____;*
 - *celem Bartka było zdobycie (4) _____ tak, aby nie polegać na innych;*
 - *Bartek wystąpił w programie The Grand Tour, w którym (5) _____.*
 - 6 **Work with a partner. Discuss the following questions.**
 - 1 Had you heard about Bartosz Ostałowski before reading the article? What do you think of him?
 - 2 Do you know of any other people with disabilities who are famous for their (sporting) achievements?
 - 3 Should people like Bartosz be treated as heroes and sources of inspiration? Why/Why not?
 - 7 **For the next class, in groups of three, prepare a short presentation about a well-known person with a disability. Include information about the person's activities, the nature of their disability and their achievements.**



CZŁOWIEK

Idiomy związane z uczuciami

be/feel down in the dumps (phr)	/bi / ˈfiːl daʊn in ðə ˈdʌmps/	być/czuć się przygnębionym
be/feel on top of the world (phr)	/bi / ˈfiːl ɒn tɒp əv ðə ˈwɜːld/	być wniebowziętym
be in low spirits (phr)	/bi in ˈləʊ ˈsɪnts/	być w kiepskim nastroju
be in seventh heaven (phr)	/bi in ˌsev(ə)nθ ˈhev(ə)n/	być w siódmym niebie
be on cloud nine (phr)	/bi ɒn ˈklaʊd ˈnaɪn/	być wniebowziętym
be over the moon (phr)	/bi ˌəʊvə ðə ˈmuːn/	nie posiadać się ze szczęścia
brighten up (phr)	/ˌbraɪt(ə)n ˈʌp/	poweseleć
cast a shadow over (phr)	/ˌkɑːst ə ˈʃædɔʊ əʊvə(r)/	rzucić cień na
feel blue (phr)	/ˈfiːl ˈbluː/	być smutnym
feel down/low (phr)	/ˈfiːl ˈdaʊn / ˈləʊ/	być w dołku
lift somebody's spirits (phr)	/ˌlɪft ˌsʌmbədɪz ˈsɪnts/	podnieść kogoś na duchu
light at the end of the tunnel (phr)	/ˌlaɪt ət ði ˌend əv ðə ˈtʌn(əl)/	światło w tunelu
light up (v)	/ˌlaɪt ˈʌp/	rozjaśnić się, rozbłysnąć
look bright (phr)	/ˌlʊk ˈbraɪt/	wyglądać dobrze, jawić się w jasnym kolorach
look gloomy/bleak (phr)	/ˌlʊk ˈɡluːmi / ˈbliːk/	wyglądać ponuro, jawić się w ciemnych barwach
look up (phr)	/ˌlʊk ˈʌp/	wyglądać lepiej
somebody's heart sinks (phr)	/ˌsʌmbədɪz ˈhɑːt ˌsɪŋks/	ktoś traci zapał
walk/float on air (phr)	/ˌwɔːk / ˌfləʊt ɒn ˈeə(r)/	być w siódmym niebie

SŁOWA WIELOZNACZNE

clear (adj)	/kliə(r)/	czysty, klarowny, jasny
cover (v)	/ˈkʌvə(r)/	przykryć, objąć, przemierzyć
fair (adj)	/feə(r)/	sprawiedliwy, uczciwy, ładny
hard (adj)	/hɑːd/	twardy, ciężki, trudny
point (v, n)	/pɔɪnt/	wskazywać; czubek, punkt, kwestia, sens
since (adv, prep, conj)	/sɪns/	odkąd, od, ponieważ

WYRAŻENIA Z CZASOWNIKIEM POINT

get to the point (phr)	/ˌget tə ðə ˈpɔɪnt/	przejsć do sedna
have a point (phr)	/ˌhæv ə ˈpɔɪnt/	mieć rację
miss the point (phr)	/ˌmɪs ðə ˈpɔɪnt/	nie zrozumieć istoty rzeczy
on the point of (phr)	/ɒn ðə ˈpɔɪnt əv/	na skraju, blisko
prove a point (phr)	/ˌpruːv ə ˈpɔɪnt/	dowieść swoich racji
see a point (phr)	/ˌsiː ə ˈpɔɪnt/	dostzec sens
the point of no return (phr)	/ðə ˈpɔɪnt əv ˌnəʊ ˈrɪːtʃn/	punkt, od którego nie ma odwrotu
up to a point (phr)	/ˌʌp tə ə ˈpɔɪnt/	do pewnego stopnia

PRZYMIOTNIKI ZŁOŻONE ZWIĄZANE Z CIAŁEM

breakneck (adj)	/ˈbreɪkˌnek/	zawrotny
ear-splitting (adj)	/ˈiəˌsplɪtɪŋ/	przeraźliwy, ogłuszający
eye-catching (adj)	/ˈaɪˌkæʃtɪŋ/	efektowny, przyciągający uwagę
eye-opening (adj)	/ˈaɪˌəʊp(ə)nɪŋ/	otwierający oczy, pouczający
hair-raising (adj)	/ˈheəˌreɪzɪŋ/	jeżący włosy na głowie
heart-stopping (adj)	/ˈhɑːtˌstɒpɪŋ/	pełen napięcia
heartwarming (adj)	/ˈhɑːtˌwɔːmɪŋ/	podnoszący na duchu
mind-blowing (adj)	/ˈmaɪndˌbləʊɪŋ/	fantastyczny, niesamowity
nail-biting (adj)	/ˈneɪlˌbaɪtɪŋ/	pasjonujący, pełen napięcia
soul-destroying (adj)	/ˈsəʊlˌstrɔɪɪŋ/	przygnębiający, demotywuujący

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

INNE

adamant (adj)	/ˈædəmənt/	nieugięty, niewzruszony
astounded (adj)	/əˈstɑʊndɪd/	zduiony
belongings (n pl)	/bɪˈlɒŋɪŋz/	rzeczy, dobytek
black out (v phr)	/ˌblæk ˈaʊt/	stracić przytomność
blur (n)	/blɜː(r)/	niewyraźna plama, nieostry obraz
bruise (n, v)	/bruːz/	siniak; potłuc, poobijać
burden (n)	/ˈbɜːd(ə)n/	ciężar
cling to/onto (v)	/ˌklɪŋ tə / ˈɒntə/	trzymać się kurczowo czegoś
compassion (n)	/kəmˈpæʃ(ə)n/	współczucie
confined (adj)	/kənˈfaɪnd/	ograniczony, zamknięty
cord (n)	/kɔːd/	lina, sznur, kabel, przewód
disability (n)	/ˌdɪsəˈbɪləti/	niepełnosprawność, kalectwo
dive (v)	/daɪv/	nurkować
drag (v)	/dræg/	zaciągnąć, zawlec
enrich (v)	/ɪnˈrɪtʃ/	ubogacać
essentially (adv)	/ɪˈsenʃ(ə)li/	zasadniczo, w gruncie rzeczy
fade (v)	/feɪd/	wyblaknąć, zacierać się, przeminać
fearless (adj)	/ˈfiələs/	nieustraszony
float (v)	/fləʊt/	dryfować, unosić się (na wodzie)
give something a go (phr)	/ˌɡɪv ˌsʌmθɪŋ ə ˈɡəʊ/	spróbować czegoś
gorge (n)	/ɡɔːdʒ/	wąwóz
harness (n)	/ˈhɑːnɪs/	uprząż
head over heels in love (phr)	/ˌhed ˌəʊvə ˈhiːlz ɪn ˈlʌv/	zakochany po uszy
hike (v)	/haɪk/	wędrować, chodzić na piesze wycieczki
impact (n)	/ˈɪmpækt/	uderzenie, wpływ
infested (adj)	/ɪnˈfestɪd/	opanowany (przez coś)
ingest (v)	/ɪnˈdʒest/	spożywać
jolt (n)	/dʒɔʊlt/	szarpnięcie, wstrząs
miraculous (adj)	/məˈrækjʊləs/	cudowny, niezwykle
rapids (n pl)	/ˈræpɪdz/	bystrza
recoil (v)	/rɪˈkɔɪl/	cofnąć się, odprężyć się (np. o sprężynie)
roar (v)	/rɔː(r)/	ryczeć, grzmieć
rope (n)	/rəʊp/	lina, sznur
rule out (v phr)	/ˌruːl ˈaʊt/	wykluczyć
rush (n)	/rʌʃ/	poryw, napływ, przypływ
single-handed (adj)	/ˌsɪŋɡ(ə)l ˈhændɪd/	samodzielny
slap (v)	/slæp/	uderzyć, spoliczkować
slip (v)	/slɪp/	pośliznąć się, wysunąć się
speed (n)	/spiːd/	prędkość
spot (n)	/spɒt/	miejsce
spread (v)	/spred/	rozkładać, rozchylać
strap together (v phr)	/ˌstræp təˈɡeðə(r)/	wiązać ze sobą
thrill-seeker (n)	/ˈθrɪl ˌsiːkə(r)/	poszukiwacz wrażeń
turbulent (adj)	/ˈtɜːbjələnt/	burzliwy, rwący, porywisty
wedge (v)	/wedʒ/	wciskać
wheelchair (n)	/ˈwiːlˌtʃeə(r)/	wózek inwalidzki
whirlpool (n)	/ˈwɜːlˌpuːl/	wir (wodny)
witness (v)	/ˈwɪtnəs/	być świadkiem, widzieć (coś) na własne oczy
zoom (v)	/zuːm/	przybliżyć (się)



Rozumienie ze słuchu

- 1 2.12 Usłyszysz dwukrotnie fragment wykładu na temat sportów ekstremalnych. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszycie luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

There are numerous (1) extreme sports lovers: they are irresponsible people, addicted (2) , who are seeking near-death experiences. (3) experience of some extreme activities, the speaker wished (4) further into the matter. The research he conducted together with some colleagues shows that extreme sports lovers know both the activity and the environment really well, and they are well-prepared to cope (5) . Moreover, the activities they engage in allow them to experience what it means to be alive and to feel at one with nature. To sum up, common myths concerning extreme sports takers should (6) on.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Odpowiedzi w języku angielskim zapisz w zeszycie.

EXERCISE AND HAPPINESS

How do you feel having run 5 kilometers or after a round of tennis or badminton: exhausted and apathetic, or tired but bright and relaxed? It is often said that a little movement lifts your spirits and now researchers have found evidence that there is some truth behind the belief.

A recent study has shown that there is a definite link between a good mood and physical activity: people who do physical exercise at least ten minutes a day feel more cheerful than people who do not. An interesting thing about the study is that it does not matter what you do: whether you work out in a gym, do yoga or cycle. Another point which is worth mentioning is that the effect is the same whatever the age group: whether you are a teenager, an adult or a senior citizen – any form of physical exercise is likely to make you feel happier. The study also shows that the more exercise people do, the more likely they are to consider themselves to be happy – so, a twenty-minute workout is an even better guarantee of maintaining a good mood.



However, it is not yet possible to determine whether exercise directly influences the feeling of happiness, or whether the two simply occur together, at least that is how I see it. It is possible that happy people tend to take up exercise more often than people who feel down in the dumps. A further point to be taken into consideration is the subjective nature of happiness: one person might brighten up after a brisk walk along the beach on a cloudy and windy day, while another might be in low spirits in the same situation because it is not sunny enough.

There is no question that physical exercise makes us healthier. As far as I'm concerned, if it is also likely to make us feel happier, I would prescribe it to everyone – to be taken daily.

- 1 What has the research on physical exercise shown?
The research has shown that people's good moods .
- 2 Which types of physical exercise can make you feel happy?
The study shows that no matter .
- 3 What does the author mean by "the subjective nature of happiness"?
In the author's opinion, happiness might mean .
- 4 What is the author's opinion on the impact of physical exercise on the feeling of happiness?
The author claims that the impact of physical exercise on the feeling of happiness .
- 5 What does the author compare physical exercise to?
The author compares it .

Znajomość środków językowych

- 3 Uzupełnij dialog. Wpisz w każdą lukę (1–5) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

- X: Helen, what do you think we should talk about in our presentation on sports?
- Y: Let me see... I'd like to suggest that individual sports are far (1) (challenging) team sports.
- X: I guess you do (2) (point) there. But it won't be easy to prove.
- Y: Actually, it will be. (3) (played) tennis in the past, I can give you quite a lot of arguments in favour. First of all, you have to be really tough, because whether you win or lose depends only on you. (4) (other), you can't blame anyone else if you fail, which people often do when they are in team.
- X: Aren't team sports better for building a team spirit and learning how to co-operate?
- Y: I'm sure they are – that's what we do when we play doubles. What I mean is that when you're losing while playing alone, you can't let yourself (5) (low), even for a few seconds – you just have to stand up and fight.

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5 tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszycie. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 (Osiągnąwszy szczyt) _____ of the mountain, Harry was on cloud nine – he had never been happier in his life.
- 2 Jogging does not bring (takiej samej satysfakcji, jak) _____ finishing a race.
- 3 (Będąc optymistyczną osobą) _____, Agnes always lifts our spirits whenever one of us feels down.
- 4 (Im później wstaję) _____, the more tired I feel – isn't that strange?
- 5 (Znany jako najlepsze miejsce) _____ to learn windsurfing and kitesurfing in Poland, the Hel Peninsula is visited by thousands of people every summer.

Wypowiedź pisemna

5 Niektórzy uważają, że jest jedna definicja szczęścia. Inni natomiast sądzą, że jest tyle rodzajów szczęścia, ile jest ludzi na świecie. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat.

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

Wypowiedź ustna

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

Twoja klasa będzie w ramach wymiany międzynarodowej gościć przez tydzień grupę uczniów z klasy sportowej. Postanowiliście spędzić wspólnie z gośćmi dzień poświęcony aktywności fizycznej. Wyraż swoje zdanie na temat poniższych propozycji spędzenia tego dnia.

Wybierz propozycję, która byłaby według Ciebie najbardziej interesująca, i uzasadnij swój wybór.

Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 Are there any sports/physical activities which are fashionable in your country nowadays? What makes them so trendy?
- 2 Some people say that it's the role of parents to encourage children and teenagers to practise sports. What's your opinion?

Uczeń B

- 1 Can a successful athlete encourage children and teenagers to take up a sport? Why/Why not?
- 2 It is often claimed that doing sports develops not only your body, but also your character and teamwork skills. How far do you agree with this opinion?

✓ SELF-ASSESSMENT UNIT 8

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- a I can express my opinion on extreme sports.
- b I can discuss certain misconceptions about disabilities.
- c I can make comparisons.
- d I can make a pause and get extra thinking time while speaking.
- e I can write an opinion and a for-and-against essay.

9 Career openings

Reading

VOCABULARY Life and career developments

1a Read the text and match some of the words and expressions in bold with the definitions 1–8. Write the answers in your notebook.

When Andy left school, he decided to **(a) follow in** his older sister's **footsteps** and **(b) enrol on** a course to become a chef. The course he chose involved **(c) serving an apprenticeship** in a well-known restaurant. Working in the restaurant **(d) gave** him **valuable insight into** how a professional kitchen works. It took a while for him to **(e) settle in** and **(f) find his feet**. He also had to **(g) overcome** some important **setbacks** in his personal life during the course, but he didn't **(h) put** his career **on hold** for them. Andy **(i) has lots of aspirations and drive**. He wants to **(j) get on in life** and isn't afraid to **(k) try his hand at** anything. He has already **(l) accomplished** so much in a short time. Since he started the course, he's **(m) never looked back** and now he's **(n) at the top of his game**. One day he could even **(o) end up** running his own restaurant.

- 1 succeed in doing something
- 2 learn about a job by actually doing it
- 3 do an activity for the first time, to see if you like it
- 4 put your name on an official list of students/members
- 5 get a chance to understand something or learn more about it
- 6 become familiar with something new
- 7 succeed in dealing with problems
- 8 stop something from happening now, with the possibility of making it happen in the future

1b Check that you understand the other words and expressions in bold in 1a. Use a dictionary if necessary.

1c Complete the sentences with one word from 1a. Write the answers in your notebook. Then discuss the sentences with a partner. Are they true for you?

- 1 I have lots of aspirations and .
- 2 In a new situation, I need time to find my .
- 3 I would try my at anything to be famous.
- 4 I would like to an apprenticeship when I leave school.
- 5 I'm going to on a language course during the summer holidays.
- 6 I'm not interested in following in anyone's .
- 7 I have overcome one or two in my life.
- 8 I would never put my career on to raise a family.

⚡ BUZZWORD

cakeism – the belief that you can have all the benefits of a particular thing but none of its disadvantages

We can't get on with the project if you're unwilling to get down to business, but prefer to spend time socialising instead. That's cakeism.

2 Read the article quickly. What did the four people train to become? Write the answers in your notebook.

A B C D

3 Read the article again. For questions 1–12, choose from the people (A–D). The people may be chosen more than once. Write the answers in your notebook.

Which person

- jumped at an unexpected opportunity? 1
- has clear plans for the future? 2 3
- didn't end up doing what he/she set out to do? 4
- turned down academic opportunities to do an apprenticeship? 5
- read about the apprenticeship by chance? 6 7
- feels the apprenticeship has helped him/her to be mature? 8
- has already earned a lot of money for his/her company? 9
- had to do something that he/she wasn't prepared for? 10
- feels the apprenticeship has relaunched his/her career? 11
- works in different locations? 12

4 ⚡ CRITICAL THINKING

Think! Then compare ideas with your class.

- How important is chance in finding a job?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

- 1 Which is preferable, working for a company or starting your own business? What are the advantages and disadvantages of each?
- 2 Do you expect to do the same job all your life? Why /Why not?

Career Paths

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A Despite graduating with a first-class degree, Louisa Troughton, 30, drifted between temping jobs before landing a costume apprenticeship at the Royal Opera House in London.

Louisa had studied publishing, but she found it hard to find work in her chosen field. She'd always loved dressmaking, so she saved up and did a part-time one-year course in tailoring while continuing to work in a shop. At college one day, she saw a poster advertising the two-year apprenticeship; she applied and beat 70 applicants to win the place.

On her first day, she expected to be pressing clothes, but instead was asked to make a waistcoat for a production of *Nabucco* by Verdi. It took a week and when she saw it being worn in the final rehearsal, she was terrified in case it fell apart. Now, a year on, her confidence has grown.

'Everyone here is at the top of their game and so inspiring,' she says. 'The best bit is bringing friends to watch ballets and operas that I have contributed to.'

Although Louisa isn't guaranteed a job at the end of her apprenticeship, she believes it will show future employers she has experienced real situations in a work environment.



The best bit is bringing friends to watch ballets.

B After completing his final year at college, Andrew Pidgeon, 18, was interested in finding full-time employment which allowed him to continue to learn. One day he stumbled upon information about apprenticeships and decided that he would apply for a position in marketing.

Soon he was organising events, updating the website and creating case studies as a member of the Truro and Penwith College Business Centre team. But it was his report on a new smartphone application that gained him recognition. The college was asked to trial an app which allows the user to find apprenticeship vacancies across the country on their mobile. Andrew's report gave important feedback and offered advice on how the user experience could be improved. The National Apprentice Service was so impressed that the report was used in their national marketing activities.

He has since created a special Twitter account specifically for young people interested in apprenticeships. Andrew intends to continue his career in marketing and would like to work for a multinational company in the future. 'When I finished college, it felt like my progression had ground to a halt, but I now feel that my career is really moving forward,' he says.



I now feel that my career is really moving forward.

C Jessica Kirby, 19, didn't know what an apprenticeship was until a chance meeting in a restaurant. She'd turned down a place at university because of the high cost of tuition fees, and was working as a waitress while deciding what to do.

When a customer suggested that the restaurant should have a mailing list, Jessica immediately made one and asked the woman to fill in her details. 'If you didn't work here, I'd offer you a job,' she said.

The next day Jessica emailed the woman to see if she was serious, and was offered an interview for an apprenticeship. It turned out that the customer was the chairwoman of a PR company. 'She told me that my proactive approach had swung it, and I got the position,' Jessica says.

Although Jessica was worried she would be doing basic office work, within two weeks she was writing press releases and organising launches. And with two months to go until the end of her apprenticeship, she has been offered a permanent job with the company.

Jessica has no regrets about not going to university. 'I can't just lie in bed and skip a lecture. I have to be responsible, but that's a good thing,' she says.

My proactive approach swung it.



D When Ged left school at 17, he decided to do an apprenticeship rather than go to university. It may seem a surprising choice to some but Ged, now 20, is confident he made the right decision.

'I left school when I was 17 with 4 university offers, but chose to do an apprenticeship with IBM. I chose an apprenticeship because I think that having real job experience is much more valuable these days than having a degree,' he explains.

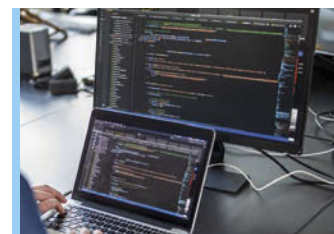
Ged works at IBM across the UK, leading a team of software developers to help clients in the insurance industry, working closely with them to ensure technical problems are resolved and customers are happy.

And he is finding the experience invaluable. According to Ged, the best thing about being an apprentice is working with some of the brightest people in the industry, giving him the opportunity to learn from the best and push himself out of his comfort zone every day. He also loves helping to create technology that is used by billions of people every day.

Ged has already achieved a lot in his short career so far, including delivering a software demonstration that resulted in a six-figure deal for IBM.

And it seems the sky's the limit for this ambitious young apprentice. 'I'd like to gain more skills and experiences and eventually work for IBM in a foreign country. I would love to start my own company.'

In the future I would love to start my own company.



Articles

1 Match each sentence a–i with a rule 1–8. Rule 8 matches two sentences. Write the answers in your notebook.

- a Louisa drifted between temping jobs before landing **a** costume apprenticeship.
- b At college one day, she saw a poster advertising **the** two-year apprenticeship.
- c She believes it will show (-) future employers she has experienced real situations.
- d (-) Initiative is something that employers look for.
- e The woman turned out to be **the** chairwoman.
- f **The** best bit is bringing friends to watch ballets and operas that I have contributed to.
- g She did a part-time one-year course in tailoring while continuing to work in **a** shop.
- h It was an apprenticeship aimed at **the** unemployed.
- i She was working as **a** waitress while deciding what she wanted to do.

We use **the**:

- 1 to refer to a thing or person that has been previously mentioned or that we already know about.
- 2 when there is only one thing or person.
- 3 with superlative adjectives and *first, last, only, same*.
- 4 with an adjective to talk about a group.

We use **a/an**:

- 5 to refer to a thing or person for the first time.
- 6 to say what somebody's job is in general.
- 7 to talk about one of a number of things without being specific.

We use no article:

- 8 with uncountable nouns and plural countable nouns to make general statements.

GRAMMAR REFERENCE ► PAGE 152

2 Choose the correct alternative. Write the answers in your notebook.

- 1 My ambition is to become a/the/- professional singer one day.
- 2 I'm not sure if he has a/the/- drive to get to the top.
- 3 A/The/- young need opportunities to get on in life.
- 4 There must be a/the/- way to get promoted in this company.
- 5 She has a/the/- high aspirations.
- 6 Today a/the/- prime minister is going to announce new job creation schemes.
- 7 A/The/- money isn't the main reason to choose a job.
- 8 Yesterday I had an/the/- accident at work.
- 9 It's an/the/- only job I've ever really wanted to do.
- 10 Life as an/the/- electrician is harder than you think.

3 Complete the text with a/an, the or -. Write the answers in your notebook.

Sarah Maycott served (a) apprenticeship in Smithco, (b) company that makes (c) musical instruments. Her boss says: 'Sarah has done more for (d) company in her two years here than many people do in (e) lifetime.' Sarah works as (f) personal assistant in (g) marketing department, but she is also mad about (h) music. Sarah says: '(i) guitar is my favourite instrument, which is lucky because it's also (j) most important instrument in our catalogue.' Sarah really enjoyed (k) practical aspect of her apprenticeship. 'In general, I think it's great when (l) students can do something they enjoy, get (m) useful qualification and earn (n) money all at the same time!'

4 Look at the sentences a–d and complete the rules 1–2. Write the answers in your notebook.

- a I want to go to (-) university one day.
 - b We went to the university to attend an open day where they explained what life is like there.
 - c We went to the hospital yesterday to see my cousin, who's ill.
 - d After the accident she was in (-) hospital for a week.
- 1 We use/don't use **the** with places like *university, school, hospital, prison* when we talk about the general idea of what these places are for.
- 2 We use/don't use **the** with places like *university, school, hospital, prison* when we talk about the physical buildings.

GRAMMAR REFERENCE ► PAGE 152

5 Add **the** to these sentences where necessary. Write the answers in your notebook.

- 1 They put him in prison for stealing funds.
- 2 Do you know the way to university?
- 3 I've never been in hospital for anything.
- 4 I've heard builders are doing work at college.
- 5 When I leave school, I want to go to college to do a course in tourism.
- 6 We bought some flowers on our way to hospital to visit our grandad.

6 Correct the mistakes with articles in these questions. Write the answers in your notebook.

- 1 What are your chances of becoming millionaire?
- 2 Do you have the aspirations? What are they?
- 3 What are biggest problems facing the young today?
- 4 Do you think the unemployment is rising or falling?
- 5 What is university nearest your home like?
- 6 What are challenges young people face in the world of work?

7 Work with a partner. Ask and answer the questions in 6.

Verb–noun collocations

1 Work with a partner. Match the verbs (1–6) with the list of nouns that they commonly go with (a–f). Write the answers in your notebook.

- 1 embark on
- 2 gain
- 3 overcome
- 4 experience
- 5 take up
- 6 undertake

- a adversity, fear, obstacle, resistance, problem, setback
- b career, hobby, post, position
- c career, course, project, venture
- d confidence, insight, knowledge, experience, qualification, understanding
- e problem, situation, pain, change
- f investigation, study, survey, task, analysis

2 Use the collocations in 1 to rewrite the underlined section in each sentence. You may need to add other words. Write the answers in your notebook.

- 1 I have too much free time. I should start a new pastime. *take up a new hobby*
- 2 He started working as a journalist.
- 3 We need to ask people their opinions of the product.
- 4 She's becoming more and more sure of herself each day.
- 5 I've dealt successfully with lots of negative issues since I started working here.
- 6 We began to understand how a company works.
- 7 He began to work as manager of the company in 2017.
- 8 I never want to live through a similar event again.

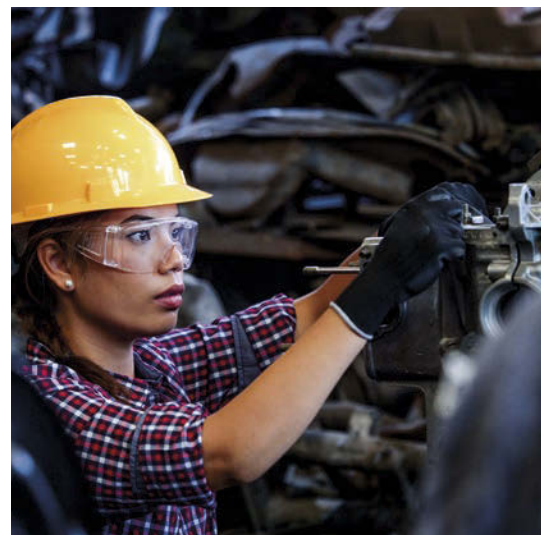
3 Match 1–8 with a–h to make common verb–noun collocations. Write the answers in your notebook.

- | | |
|------------|--------------------------------------|
| 1 voice | a pressure |
| 2 pay | b the consequences/the pros and cons |
| 3 speak | c an opinion |
| 4 cause | d attention |
| 5 suffer | e confidence |
| 6 inspire | f a setback |
| 7 weigh up | g your mind |
| 8 stand | h trouble |

4 Complete the text with the correct form of these verbs. Write the answers in your notebook.

cause • embark • experience • gain • overcome • pay
speak • stand • suffer • take up • voice • weigh

Helen (a) on a career in engineering in 2012. At university she studied maths and everyone thought that she would (b) teaching. While at university, she heard about an engineering apprenticeship scheme. She (c) up the pros and cons and decided to apply for it.



At first, she (d) a few setbacks. She was one of only two female engineers in her company and she wondered if she would be able to (e) the pressure. She was too afraid to (f) her opinions and she never disagreed with anyone because she didn't want to (g) trouble. However, she realised that no-one took her seriously or (h) any attention to her as a result. With time, Helen managed to (i) these problems. She decided to stand up for herself and (j) her mind, and discovered that people began to respect her more. She (k) confidence and didn't (l) any difficulties after that. She is now one of the most respected engineers in her company.

5 Complete the sentences with these nouns. Ignore the spaces at the start of the sentences. Write the answers in your notebook.

attention • confidence • mind • opinions • pressure
pros and cons • setbacks • trouble

- 1 ... inspires in other people.
- 2 ... always speaks his/her .
- 3 ... is sometimes afraid of voicing his/her .
- 4 ... pays no to what other people say.
- 5 ... has suffered in his/her career.
- 6 ... never causes .
- 7 ... can stand a lot of .
- 8 ... usually weighs up the before he/she acts.

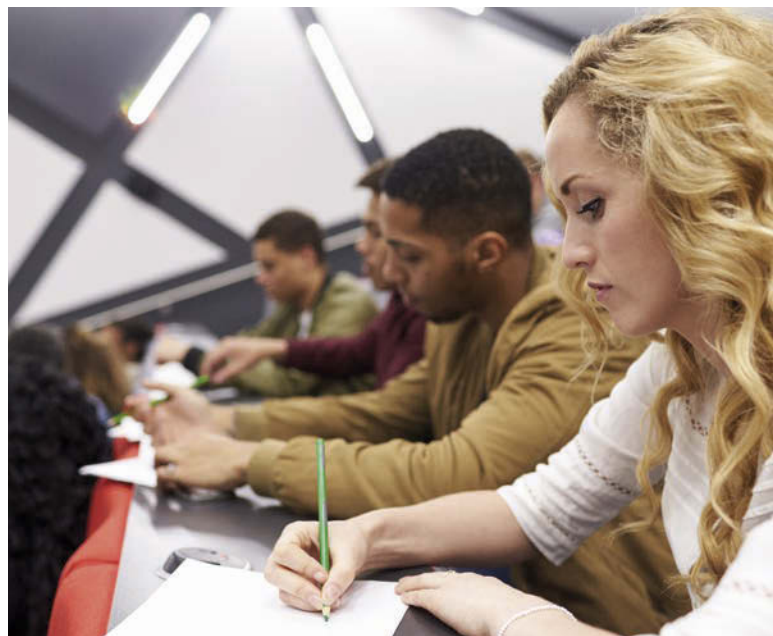
6 Work with a partner. Think of the best people, famous or otherwise, to go in the spaces at the start of the sentences in 5. Justify your choices.

1 Work with a partner. Discuss these questions.

- 1 What do you think is the best way to get started in your chosen career?
- 2 Do you know anyone who has done an internship?
- 3 How common are internships in your country?

internship (n): A temporary job that a student or recent graduate takes in order to get experience in the area they want to work in.

intern (n): A person who does an internship.



2 Work with a partner. Look at the photos and answer the questions.

- 1 Who can you see in the photos? What are they doing?
- 2 What are the similarities and differences between what they are doing? Compare and contrast.
- 3 How useful do you think what they are doing is? Why?

VOCABULARY Talking about internships

3a Look at the sentences. What do you think the words and expressions in bold mean?

- 1 Your parents have to **support** you financially.
- 2 Regular workers think you're just **passing through**.
- 3 You **reach the point** where you want a decent salary.
- 4 You have to learn to **stand up for yourself**.
- 5 You **get a foot in the business**.
- 6 You're **under the nose** of the people who are recruiting.
- 7 Companies **take you for granted** and don't give proper training.
- 8 It's sometimes difficult to **make ends meet** without a proper salary.

3b Match these definitions, explanations and synonyms with the words and phrases in bold in 3a. Write the answers in your notebook.

- a expect you to always be there and don't value you enough
- b arrive at a time or situation
- c have just enough money to survive
- d be assertive about your needs
- e get the opportunity to start working in a particular field
- f provide money, food or accommodation to enable you to live
- g clearly visible because you are near
- h be at a place for a short time before moving on to another place

4 Work with a partner. Decide if these are possible advantages or disadvantages of an internship.

a heavy workload • career advancement
insight into how a company works
long/antisocial hours • mundane tasks
networking opportunities
on the job training • perks

BUZZWORD

slashie – someone who has several different jobs at the same time

Rather than finding a 'job for life', more and more people are making a conscious decision to become a slashie (ie. an actor/blogger/author/dog walker).

5 2.13 Listen to a podcast about internships. In your notebook, write no more than three words for each answer.

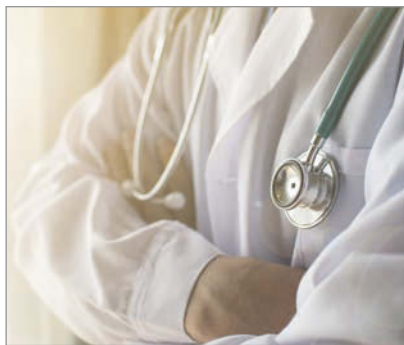
- 1 What type of company did Amy do her internship in?
- 2 What did she expect from her internship?
- 3 What does Jane think that most companies offer interns?
- 4 Apart from experience, what other benefit does Peter say internships offer?
- 5 What do you have to do as an intern, according to Jane?
- 6 How do many companies recruit these days?
- 7 What does Amy believe you must be to do an internship?
- 8 What money does Peter have to pay his expenses?

6 What about you?

- 1 What ideas that you heard justify internships?
- 2 What drawbacks are there, both for the intern and other workers?
- 3 Would you consider doing an internship in the future? Why/Why not?
- 4 What would you suggest to stop companies from taking advantage of interns?



Collaborative tasks – 2



1 Look at the jobs listed below. How would you rate them in terms of job satisfaction? Put them in order from the most satisfying (1) to the least satisfying (6).

- | | |
|-------------------------|---------------------------|
| ■ artist | ■ humanitarian aid worker |
| ■ doctor | ■ business owner |
| ■ sportsman/sportswoman | ■ journalist |

2 Work with a partner and compare your ideas in 1. Give reasons for your choices.

3 Read the task. Is it necessary to come to a decision?

Talk together about whether you think these jobs would provide job satisfaction. Give reasons for your answers.

4 2.14 Listen to two students doing the task. Did they mention the same things you talked about in 2?

Practice makes perfect

5 Work with a partner and do this task. Use expressions from the Speaking bank.

Look at the task on page 157. You will see different reasons why people choose jobs. Talk together about how important you think these factors are in choosing a job.

SPEAKING BANK

Useful words and expressions to make generalisations

- | | |
|-----------------------|----------------------|
| ■ Usually,/Normally, | ■ On the whole, |
| ■ Most people ... | ■ In general, |
| ■ Mostly ... | ■ To a great extent, |
| ■ The majority of ... | ■ By and large, |
| ■ In most cases, | ■ Broadly speaking, |

A covering letter

- 1  **Work with a partner. Read the job advertisement, ignoring the notes. Would you be interested in applying for any of the different posts? Why/Why not?**
- 2 **Read this task based on the advertisement and notes in 1, then read the letter. Does the letter contain all the information required?**

You are looking for a job and have seen an advertisement for posts on a cruise ship, which you are very interested in. Write a covering letter including all the information in the notes.

12 Coltrane Drive
Newcastle
NE01 33E
20th June 2019

Recruitment Officer
K+P Cruises
20 Atlantic Parade
Plymouth

Dear Sir/Madam,

- 1 I am writing in response to your advertisement which appeared in the Newcastle Times on 19th June. I am particularly interested in the position of waitress.
- 2 I am 18 years old and have just finished secondary school. I am planning to study modern languages at university in 12 months' time but feel that it would be beneficial to me to experience the world of work before resuming my full-time studies. I would welcome the opportunity to work and travel on a cruise ship.
- 3 I believe that I am well-suited for this job. Last summer I had experience of working as a waitress in La Casa Italia, a busy Italian restaurant in which I worked part-time for two months. In addition to this, I can speak French and Spanish fluently and I believe that knowledge of three languages would be highly useful on a cruise ship with international passengers, some of whom might speak no English.
- 4 As for my personal qualities, I consider myself to be very dynamic, as I am keen on all types of sports. I also believe I am highly sociable as I love meeting new people. I feel sure that these two qualities will help me to give prompt, friendly service.
- 5 I would be delighted to attend an interview at your earliest convenience. As requested, I enclose my curriculum vitae and the contact details of my referee, Mr Colin Hughes, for whom I worked at La Casa Italia.

Yours faithfully,

Grace Day



GREAT SALARY, NO EXPENSES, FREE TRAVEL!

We are looking for keen young people for different positions on board our latest cruise ship.

We need:

- Waiters/waitresses
- Child monitors
- Gift shop assistants
- Physical fitness coaches
- Entertainment staff

*worked for
a month in a pizza
restaurant*

*love sports and
social activities*

Are you young, dynamic and trustworthy?

Have you got any special skills?

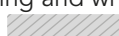
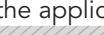
*speak French
and Spanish*

Send your CV and a covering letter clearly stating the post you wish to apply for and the name of a referee to:
Recruitment Officer, K+P Cruises,
20 Atlantic Parade, Plymouth

*referee = former boss
at restaurant*

- 3 **Read the letter again. Answer these questions in your notebook.**

Which paragraph:

- 1 gives basic information about the applicant and the reason they are applying for the job? 
- 2 says why the person is writing and which job the person is applying for? 
- 3 gives information so that the company can continue further with the application? 
- 4 gives information about the applicant's character? 
- 5 states the applicant's relevant experience and/or skills? 

- 4 Find the incomplete expressions in the letter in 2. Then complete the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful words and expressions in covering letters

- I am writing in [] to/in connection with ...
- I am [] interested in the job/post/position of ...
- I would welcome the [] to work for your company.
- I believe that I am well-[] for this job since ...
- I have experience [] working ...
- I have a working knowledge of ...
- I [] myself to be ...
- I was in charge of ...
- I would be [] to attend an interview at your earliest [].
- I [] my curriculum vitae.

GRAMMAR Prepositions in relative clauses

- 5a Look at these pairs of sentences. Which alternative in bold in each pair is more formal?

1a La Casa Italia is a busy restaurant **in which** I worked for two months.

1b La Casa Italia is a busy restaurant **which** I worked **in** for two months.

2a My referee is Mr Colin Hughes, **for whom** I worked at La Casa Italia.

2b My referee is Mr Colin Hughes, **who** I worked **for** at La Casa Italia.

- 5b Look at the sentences again. Do we use **that** when the preposition goes just before the relative pronoun? When do we use **whom** rather than **who**?

- 5c Look at these two sentences then read the information below.

3a This is useful for international passengers, **some of whom** will speak no English.

3b I hope that you find my curriculum vitae of interest, **in which case** I would be delighted to attend an interview.

- 1 In 3a, *some of whom* is a noun phrase containing a relative pronoun. Other similar phrases are *many of whom/which*, *most of whom/which*, *the first/last of which/whom*.
- 2 In 3b, *in which case* is an adverbial phrase containing a relative pronoun. Other similar phrases are *at which point*, *for which reason*.

GRAMMAR REFERENCE ► PAGE 152

- 6 In your notebook, rewrite these sentences to make them more formal.

- 1 Your company is the first which I have made a formal application to.
Your company is the first to which I have made a formal application.
- 2 The recruitment officer is the person who I spoke to.
- 3 She is the teacher whose class I studied in.
- 4 They are the colleagues that I worked with.
- 5 The director was a person I had great respect for.
- 6 There are some things that we have no control over.

- 7 Join the sentences using a noun or adverbial phrase containing a relative pronoun. Write the answers in your notebook.

- 1 I met many new people in this job. A large number of them are now good friends of mine.
In this job I met many new people, a large number of whom are now good friends of mine.
- 2 I will be available until June. At that point I will resume my studies.
- 3 I have had several jobs. The last was working in a department store.
- 4 I have worked with a number of chefs. The first one was a famous French chef.
- 5 You may decide you need another referee. In that case, I will send you the details upon request.
- 6 I have two sisters. One of them runs her own company.

- 8 Read the advert. How appealing is the job to you? Why?

Summer on the farm!

Working with acres of organic gardens, teaching children about the environment, enjoying beautiful swimming in the river. Sounds appealing?

Edalan Farm is looking for seasonal staff from June to September. Duties include light work on the farm, meal preparation, organising and leading activities for children.

Reasonable pay and accommodation provided. Good level of English essential. Driving licence preferred.

A great opportunity to spend the summer in England.



Please send CV and covering letter to:
Recruitments, Edalan Farm PO Box 18736 Kent NX3 794

Practice makes perfect

- 9 Do the task below. Make a paragraph plan with the main information to include in each section, and use expressions from the Writing bank.

Write a covering letter for the job in 8. Include that:

- You are learning to drive at the moment.
- You are quick to learn new skills.
- You have been studying English for many years.
- You have experience of working at a supermarket.

WRITING BANK ► PAGE 168

1 Work in groups of three. Discuss possible answers to the questions below.

- Which of the following factors are most important while choosing a future profession: favourite subjects, talents and abilities, passions and interests, personality?
- Whose advice would you follow when choosing your future profession: peers', teachers', parents'/other family members' career advisers', psychologists'?

2 2.15 Listen to a class debate and answer these questions in your notebook.

- 1 How does Alison feel about following passion when choosing a career?
- 2 Why does Ben disagree with Claire to begin with?
- 3 What do Ben and Alison agree on?
- 4 Why do you think Alison is suggesting that Ben needn't take a personality test?
- 5 What's the tone of the debate: formal, informal, serious, light-hearted?

3 Read the sentences below and decide whose opinion they are referring to. In your notebook, write A (Alison), B (Ben), C (Claire), or N (none of them).

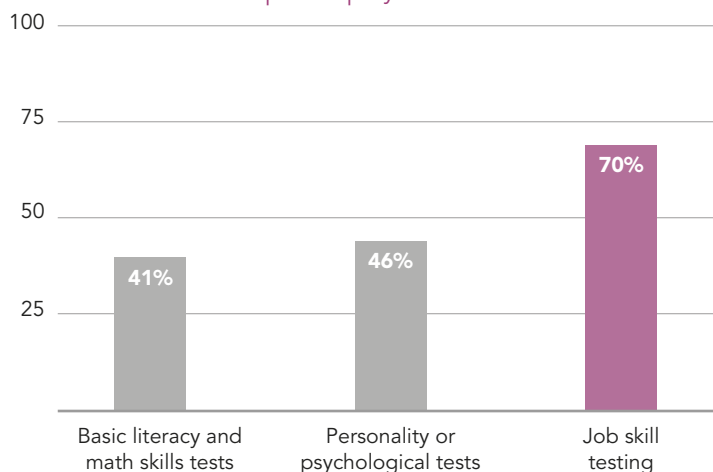
- 1 Choosing a career that's based on what society expects from people is very important.
- 2 Knowing your personality may be more important than other factors.
- 3 Neither one's personality nor one's passion is as important as natural abilities and talent.
- 4 A reliable personality test can reveal important information about you.
- 5 Working in a team always involves competition and rivalry.
- 6 All the students could learn more about themselves after doing a personality test.

4 Work in pairs. Take turns to ask and answer the questions.

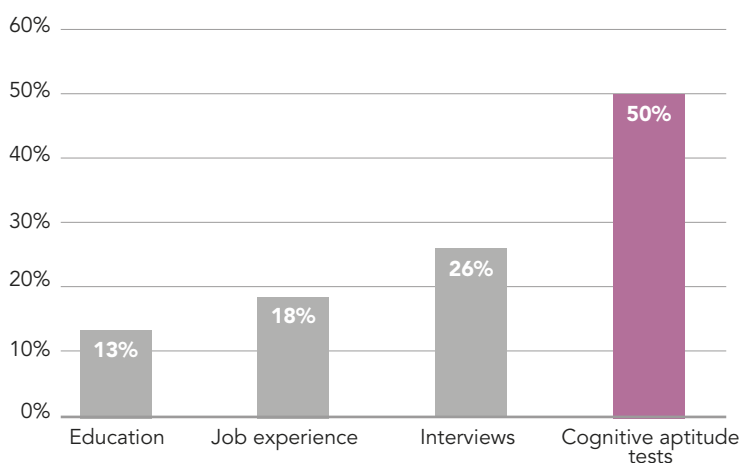
- 1 How important is it to know your strengths and weaknesses, when choosing a job?
- 2 Would it be a good idea for all young people to take a personality test to help them choose a job? Why/Why not?

5 Look at the diagrams. Then complete the text below with information from the diagrams. Write the answers in your notebook.

Percent of American employers using different types of pre-employment tests



Factors predicting the suitability of a candidate for a job



Testy psychometryczne odgrywają coraz większą rolę w procesie rekrutacji nowych pracowników. Szacuje się, że około (1) firm amerykańskich używa jakiegś formy testowania. 41% pracodawców testuje przyszłych pracowników z podstawowych umiejętności: pisanie i czytanie oraz (2) . 46% pracodawców używa testów (3) lub innych testów psychologicznych. Jeszcze innym rodzajem testów używanych w procesie rekrutacji jest test umiejętności poznawczych. Trafność prognostyczna testu sprawdzającego możliwości odniesienia sukcesu przez kandydata w miejscu pracy jest dużo (4) innych czynników, takich jak np.: wykształcenie czy doświadczenie. Dane wskazują, że na podstawie testu umiejętności poznawczych można przewidzieć sukces przyszłego pracownika w (5) , podczas gdy dla (6) wartość ta wynosi zaledwie 26%.

6 For the next class, search the Internet to find a personality or cognitive aptitude test. Having chosen and done one, prepare a short presentation in which you will:

- present the source of the test,
- talk about what it was supposed to evaluate,
- present the results of the test in small groups,
- discuss how true you think the results are, and whether or not they are useful when choosing a career.

PRACA

Rozwój kariery

accomplish (v)	/ə'kʌmplɪʃ/	osiągnąć, zrealizować
end up doing (v phr)	/,end 'ʌp 'du:ɪŋ/	ostatecznie coś zrobić
enrol on (a course) (v)	/ɪn'reɪl ɒn ə 'kɔ:s/	zapisać się na (kurs)
find your feet (phr)	/,faɪnd jə 'fi:t/	odnaleźć się w nowym miejscu
follow in somebody's footsteps (phr)	/,fɒləʊ ɪn sʌmbədɪz 'fɒt,steɪps/	pójść w czyjeś ślady, wziąć z kogoś przykład
get on in life (phr)	/,get 'ɒn ɪn ,laɪf/	radzić sobie w życiu
give somebody insight into (phr)	/,gɪv sʌmbədi 'ɪnsaɪt ɪntə/	dać komuś wyobrażenie o czymś
have lots of aspirations and drive (phr)	/,hæv ,lɒts əv 'æspɪ'reɪʃ(ə)nz ən(d) 'draɪv/	mieć wielkie aspiracje i zapał
never look back (phr)	/,nevə ,lʊk 'bæk/	nie patrzeć za siebie, niczego nie żałować
overcome setbacks (phr)	/ə'sʊvə'kʌm 'set,bæks/	pokonać niepowodzenia
put something on hold (phr)	/,pʊt sʌmθɪŋ ɒn 'həʊld/	odłożyć coś na później
serve an apprenticeship (phr)	/,sɜ:v ən ə'prentɪsɪp/	odbyć praktykę
settle in (phr)	/,set(ə)l 'ɪn/	zaaklimatyzować się
try your hand at (phr)	/,traɪ jə 'hænd ət/	spróbować swoich sił (w czymś)

Słownictwo związane ze stażem

be under the nose of (phr)	/bi ,ʌndə ðə 'nəʊz əv/	być tuż pod (czyimś) nosem
career advancement (phr)	/kə'riər əd,vɑ:nsmənt/	rozwój kariery
get a foot in the business (phr)	/,get ə 'fʊt ɪn ðə ,bɪznəs/	przebić się do biznesu
heavy workload (phr)	/,hevi 'wɜ:k,ləʊd/	duże obciążenie pracą
insight into how a company works (phr)	/,ɪnsaɪt ɪntə ,haʊ ə ,kʌmp(ə)ni 'wɜ:ks/	wgląd w funkcjonowanie firmy
long/antisocial hours (phr)	/,lɒŋ /,æntɪ,səʊʃ(ə)l 'aʊəz/	długie/nieludzkie godziny
make ends meet (phr)	/,meɪk ,endz 'mi:t/	wiązać koniec z końcem
mundane tasks (phr)	/mʌn,deɪn 'tɑ:skz/	prozaiczne zadania
networking opportunities (phr)	/,net,wɜ:kɪŋ ,ɒpə'tju:nɪtɪz/	okazje do nawiązywania kontaktów zawodowych
on the job training (phr)	/ɒn ðə ,dʒɒb 'treɪnɪŋ/	szkolenie w (ramach) pracy
pass through (phr)	/,pɑ:s 'θru:/	przewijać się, nie zostawać długo
perks (n pl)	/pɜ:ks/	świadczenia dodatkowe
reach the point where (phr)	/,ri:tʃ ðə 'pɔɪnt weə/	dojść do momentu, kiedy
stand up for (yourself) (phr)	/,stænd 'ʌp fə jə,seɪf/	zawalczyć o (swoje)
support financially (phr)	/sə,pɔ:t faɪ'nænʃ(ə)li/	wspierać finansowo
take for granted (phr)	/,teɪk fə 'grɑ:ntɪd/	nie doceniać, brać coś za pewnik

KOLOKACJE CZASOWNIKOWO-RZECZOWNIKOWE

embark on ...	/ɪm,bɑ:k ɒn/	
a career (n)	/ə kə'riər/	rozpocząć karierę
a course (n)	/ə 'kɔ:s/	podjąć studia
a project (n)	/ə 'prɒdʒekt/	rozpocząć realizację projektu
a venture (n)	/ə 'ventʃə(r)/	zaangażować się w przedsięwzięcie
experience ...	/ɪk'spiəriəns/	
a problem (n)	/ə 'prɒbləm/	napotkać problem
a situation (n)	/ə ,sɪtʃu'eɪʃ(ə)n/	spotkać się z sytuacją
change (n)	/'tʃeɪndʒ/	przejść przemianę
pain (n)	/'peɪn/	odczuwać ból
gain ...	/,geɪn/	
a qualification (n)	/ə,kwɒlɪfɪ'keɪʃ(ə)n/	zdobyć kwalifikacje
an insight into (n)	/ən 'ɪnsaɪt ɪntə/	zyskać gruntowną znajomość czegoś
an understanding of (n)	/ən ,ʌndə'stændɪŋ əv/	zrozumieć coś
confidence (n)	/'kɒnfɪd(ə)ns/	zyskać pewność siebie
experience (n)	/ɪk'spiəriəns/	zdobyć doświadczenie
knowledge (n)	/'nɒlɪdʒ/	posiąść wiedzę

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

overcome ...	/,ə'sʊvə'kʌm/	
an adversity (n)	/ən ,əd'vɜ:səti/	pokonać przeciwność losu
an obstacle (n)	/ən 'ɒbstə(ə)l/	pokonać przeszkodę
a problem (n)	/ə 'prɒbləm/	rozwiązać problem
a setback (n)	/ə 'set,bæk/	poradzić sobie z komplikacjami
fear (n)	/'fiə(r)/	pokonać strach
resistance (n)	/rɪ'zɪst(ə)ns/	przełamać opór
take up ...	/,teɪk ,ʌp/	
a career (n)	/ə kə'riər/	rozpocząć karierę
a hobby (n)	/ə 'hɒbi/	znaleźć nowe hobby
a position (n)	/ə pə'zɪʃ(ə)n/	objąć stanowisko
a post (n)	/ə 'pəʊst/	objąć stanowisko
undertake ...	/,ʌndə'teɪk/	
analysis (n)	/ə'neɪləsɪs/	przeprowadzić analizę
an investigation (n)	/ən ɪn'vestɪ'geɪʃ(ə)n/	przeprowadzić śledztwo
a study (n)	/ə 'stʌdi/	przeprowadzać badanie
a survey (n)	/ə 'sɜ:veɪ/	przeprowadzić sondaż, wykonać badanie
a task (n)	/ə 'tɑ:sk/	podjąć się zadania
Inne kolokacje		
cause trouble (phr)	/,kɔ:z 'trʌb(ə)l/	stwarzać problemy
inspire confidence (phr)	/ɪn ,spaɪə 'kɒnfɪd(ə)ns/	wzbudzać zaufanie
pay attention (phr)	/,peɪ ə'tenʃ(ə)n/	zwrócić uwagę
speak your mind (phr)	/,spi:k jə 'maɪnd/	mówić otwarcie
stand pressure (phr)	/,stænd 'preʃə(r)/	znosić presję
suffer a setback (phr)	/,sʌfə ə 'set,bæk/	napotkać komplikacje
take control of (phr)	/,teɪk kən'trəʊl əv/	przejąć kontrolę nad czymś
take responsibility for (phr)	/,teɪk rɪ'spɒnsə'bɪləti fə(r)/	wziąć odpowiedzialność za coś
voice an opinion (phr)	/,voɪs ən ə'pɪnjən/	wygłosić opinię
weigh up the consequences (phr)	/,wei ,ʌp ðə 'kɒnsɪkwənsɪz/	rozważyć skutki
weigh up the pros and cons (phr)	/,wei ,ʌp ðə ,prɒz ən(d) 'kɒnz/	rozważyć wszystkie za i przeciw

INNE

applicant (n)	/'æplɪkənt/	kandydat, kandydatka
be at the top of one's game	/bi ət ðə ,tɒp əv ,wʌnz 'geɪm/	być w najlepszej formie
by and large (phr)	/,baɪ ən(d) 'lɑ:dʒ/	w zasadzie, w sumie
drift (v)	/drɪft/	znaleźć się, zająć się
fall apart (v phr)	/,fɔ:l ə'pɑ:t/	rozpaść się
get the ball rolling (v phr)	/,get ðə ,bɔ:l 'rɒlɪŋ/	rozkręcić (się)
grind to a halt (v phr)	/,graɪnd tə ə 'hɔ:lt/	stanąć w miejscu, zatrzymać się (np. o postępie)
hands-on (adj)	/,hændz'ɒn/	praktyczny
intern (n)	/'ɪntɜ:n/	stażysta, stażystka
internship (n)	/'ɪntɜ:nʃɪp/	staż, praktyka
jump at an opportunity (v phr)	/'dʒʌmp ət ən ,ɒpə'tju:nɪti/	skorzystać z okazji
proactive (adj)	/prəʊ'æktɪv/	aktywny, czynny
prompt (adj)	/prɒmpt/	natychmiastowy
pursue (v)	/pə'sju:/	realizować, dążyć do
recognition (n)	/,rekəg'nɪʃ(ə)n/	uznanie
recruit (v)	/rɪ'kru:t/	rekrutować, werbować
referee (n)	/'refə'ri:/	osoba udzielająca referencji
short-staffed (adj)	/,ʃɔ:t'sta:ft/	cierpiący na braki kadrowe
skip (v)	/skɪp/	pominać, opuścić
stumble upon (v phr)	/'stʌmb(ə)l əpən/	natknąć się na
swing it (v phr)	/'swɪŋ ɪt/	przeważać
tailoring (n)	/'teɪləɪŋ/	krawiectwo
temp (n)	/temp/	pracownik tymczasowy
turn down (v phr)	/'tɜ:n 'daʊn/	odrzuć, zrezygnować z
venture (n)	/'ventʃə(r)/	przedsięwzięcie



Rozumienie ze słuchu

- 1 2.16 Usłyszysz dwukrotnie cztery wypowiedzi związane z rozpoczęciem pracy. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Odpowiedzi zapisz w zeszycie. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A is convinced that, for now, finding a job is not a priority.
- B believes it is essential to become financially independent.
- C believes they are going to accomplish their goals.
- D talks about the disadvantages of their present job.
- E plans to set up his/her own company in the future.

Rozumienie tekstów pisanych

- 2 **Przeczytaj tekst. Uzupełnij luki 1–6 w streszczeniu zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.**

MENTOR – SOMEONE TO FOLLOW

If you are just about to start a new job or are currently looking for one, it might be a good idea to check if the company in which you are interested runs a mentoring programme for new employees. In every new job there are bound to be difficulties and setbacks, which may take some time to overcome. As a result, it is good to have someone on your side until you find your feet in the workplace.

A mentor is an experienced employee of the company, with a vast knowledge of its policies and insight into its everyday functioning. Such a person is usually respected and valued by the other employees, thanks to their good organisational skills and open personality. Their job is to help you gain a better understanding of how the company works, and to make you feel comfortable with your new responsibilities and duties. They'll also act as a coach in order to help you take control of the workplace so that you reach the point at which you will feel confident and ready to undertake any task. Mentors will choose ways of contacting you – either in person, by phone, or by video call – as well as the frequency of your meetings, but you should also establish a way of seeking their help whenever you have an urgent question, encounter a problem, or are suffering a setback.

If you are lucky to have a mentor similar to the one described above, you will never feel lost, uncomfortable, or anxious. Following in your mentor's footsteps might be the most effective way to gain essential knowledge and understanding about the organisation in which you work in order to satisfy your career aspirations.



Szukając pracy, warto sprawdzić, czy dana organizacja ma system mentoringu. Mentor to doświadczony pracownik, który posiada (1) na temat firmy i jej funkcjonowania, którego charakteryzują też (2) oraz otwartość. Zadaniem mentora jest przekazanie wiedzy nowemu pracownikowi oraz wyjaśnienie mu, na czym polegają jego obowiązki dopóki nie (3) , żeby wykonywać je samodzielnie. Mentor ustala (4) z pracownikiem oraz ich częstotliwość, ale powinien również ustalić sposób kontaktu w (5) . Posiadanie mentora nie tylko pomaga odnaleźć się w nowym miejscu pracy, ale może też stanowić najbardziej (6) zdobycia wiedzy o nim.

Znajomość środków językowych

- 3 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie odpowiedź A, B, C albo D.**

LIAR, LIAR

Whenever you go online, there are hundreds of articles and blog entries (1) you can find out how to dress, how to sit, and how to answer the questions during a job interview. They also tell you what to avoid doing. I work as (2) Resources specialist, and having taken part in thousands of job interviews, I can safely say that (3) sin is lying. You would be surprised how often we catch an interviewee lying, mostly about what they have put in their CVs, as if taking for granted that we will take it at face value. Hence, if someone has written that they speak (4) fluently, we always make sure that one of the interviewers speaks the same language. It does not really (5) confidence when a candidate stumbles upon every word. So, if you don't want to (6) problems during your interview, don't lie – as it can be easily detected.

- 1 A from that B from what C which D from which
- 2 A an Human B a Human C the Human D Human
- 3 A a very cardinal B most cardinal C the very cardinal D the most cardinal
- 4 A a language B the language C languages D language
- 5 A gain B inspire C undertake D achieve
- 6 A embark on B overcome C experience D end up

- 4** Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszytcie.

- 1 I had an internship together with an American colleague, (who / I / learn) speak my mind.
- 2 Builders are renovating (college / which / mother) studied pharmacy.
- 3 There are a lot of interns in the company, (most / try) to get a foot in the business.
- 4 Alice's dream is to study abroad, (reason / she / decide) to devote a lot of time and effort to learning languages.
- 5 My older brother took up (position / Marketing / Director) in his company last week – I'm so proud of him!

Wypowiedź pisemna

- 5** Przeczytałeś/Przeczytałaś ogłoszenie o wakacyjnym stażu w firmie, w której chciałbyś/chciałabyś podjąć pracę w przyszłości. Napisz list motywacyjny, w którym wyjaśnisz, dlaczego starasz się o staż, oraz podasz szczegółowe informacje na swój temat (wykształcenie, plany na przyszłość, zainteresowania, osiągnięcia, itp.).

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

Wypowiedź ustna

- 6**  Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- 1 Who are the people and what are they doing?
- 2 It is quite common for university students and graduates to look for an internship in a big corporation. Why do you think this is?
- 3 Have you ever considered working in a big company? Why/Why not?

Uczeń B



- 1 How are the people feeling, and why do they feel that way?
- 2 How important is it to be able to learn your job from someone who is experienced?
- 3 Tell us about the last time you learnt something from someone, and not from a book or the Internet.

✓ SELF-ASSESSMENT UNIT 9

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about life and career developments.
- b I can discuss certain misconceptions about disabilities.
- c I can make generalisations.
- d I can write a covering letter.
- e I can discuss personality with respect to career choices.

10 Found in translation



Reading

VOCABULARY Communication / communication breakdown

1 Match six of the expressions below with the definitions (1–6). Write the answers in your notebook. What do the other expressions mean?

find something puzzling • get the wrong end of the stick
imply something • make a gaffe • make a (witty) remark
misinterpret something/someone
offend someone unintentionally • take something literally
talk at cross purposes • understand nuances

- 1 misunderstand something (colloquial)
- 2 when two people think they're talking about the same thing but in fact they aren't
- 3 make someone upset and angry without meaning to
- 4 make an embarrassing mistake in public, especially one that upsets someone
- 5 say something (clever and funny)
- 6 understand slight differences that may be difficult to notice but are important

VOCABULARY BUILDER > PAGE 135

⚡ BUZZWORD

reacji – an emoji that users click on in order to show their reaction to something on social media

Using *reacji*, you can easily acknowledge others without being bombarded with distracting replies, questions, etc.

2 Read the three texts about translation. Then, in your notebook, write a short summary of each one (1–2 sentences).

3 Read text A again and complete this summary. Use words from the text. Use no more than three words for each answer. Write the answers in your notebook.

When companies launch brands, they try to keep the words in slogans to (a) . Even so, slogans sometimes have to be adapted. For example, 'small talk', which means a conversation about (b) in English, was changed for other countries, even where the language is (c) . Mistranslations can be expensive. When (d) made a mistake in their slogan, it cost the company millions. In Japan, a mistranslation by (e) changed a national custom. Now women buy chocolate for their (f) on Valentine's Day.

4 Read text B again and complete the table. Use no more than two words in each gap. Write the answers in your notebook.

Language	English words	Comments
Spanish	'reddish brown' or 'dark red'	Actual meaning is 'sour cherry'. There is (a) in English.
Vietnamese	blue and green	Same word used for (b) and .
Hanuno'o	black, white, red, green	There are only (c) for colours.
Pirahã	(d)	Speakers use a comparison – 'like blood'
Navajo	black	Two words to describe (e) and .
Spanish	brown	There is a (f) words, depending on what is being described

5 Read text C again and decide if the statements are True (T), False (F) or if the information is Not Mentioned (NM). Write the answers in your notebook.

- 1 There are over 500 interpreters in the European Parliament. T/F/NM
- 2 Interpreters make sure that the language in treaties can't be misinterpreted. T/F/NM
- 3 They are able to agree the language used in treaties quickly. T/F/NM
- 4 There wasn't a Dzongkha speaker in the US State Department when the letter was received. T/F/NM
- 5 The first Dzongkha expert was unable to translate the letter from the King of Bhutan. T/F/NM
- 6 The US State Department was relieved when they discovered what the letter said. T/F/NM

6 ⚡ CRITICAL THINKING

Think! Then compare ideas with your class.

- How does language shape the way we think?

7 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

8 What about you?

Do you think technology is as effective as humans when it comes to translation? Why/Why not?

TRANSLATION

HOW LANGUAGE SHAPES OUR LIVES

A In the global economy, language is crucial. Companies often work hard to create brands that are recognisable throughout the world, and at the same time try to keep words to a minimum in their logos and advertising campaigns.

When the iPod shuffle came out, the campaign was based on two words: 'small talk'. In English, this refers to superficial conversation about trivial things like weather, but many languages don't use these words in the same way. So instead of translating the slogan, the company adapted it. In fact, it had to be adapted differently even for countries that speak the same language. In Spain, the phrase used was 'ya sabe hablar', which is something that parents say when children start talking. In Latin American Spanish, the message read 'mira quien habla', or 'look who's talking'. France chose the slogan 'donnez-lui de la voix',

B Colours are one of the first things most children learn to say, both in a first and second language, so you'd think that they'd be easy to translate. Apparently not! Some words don't have a direct translation. The Spanish word *guindo*, for example, actually means 'sour cherry', but it's difficult to convey the same bright colour in English. The only way to describe it is by using approximates, like 'reddish brown' or 'dark red'.

Other colours present even greater challenges. A surprising number of languages have the same word for both 'blue' and 'green'. Vietnamese, which has millions of speakers, uses the same word *xanh* to refer to both the sky and leaves on trees. In Japanese and Korean, a green traffic light can also be called a blue light.

C Logically, language plays an important part when it comes to international relations. In the European Parliament alone, 23 different languages are spoken. The Parliament relies on the assistance of hundreds of interpreters to do their work. Twenty-three languages may not seem much, but when you consider the many combinations, for example Swedish into Greek or Latvian into Maltese, there are 506 language combinations. It's not surprising that the writer Umberto Eco once said: 'The language of Europe is translation.'

When it comes to negotiating international treaties, interpreters are hard at work behind the scenes. They make sure that the language selected is acceptable to both sides and that it means exactly what it is intended to mean. In fact, the nuances of a single word are often debated for many hours before an agreement can be reached.

Virtually every communication between countries must be translated, even the simplest document.

or 'let him speak' while in French Canada it was 'petit parleur, grand faiseur' meaning 'says little, does much'.

Mistranslating words can cost a company millions, as in the case of one banking giant. The slogan for their advertising campaign 'Assume Nothing' was mistranslated in several countries as 'Do Nothing'. The mistake cost \$10,000 to correct.

In Japan, a mistranslation changed a national custom. In the mid 1950s, department stores began to introduce the idea of Valentine's Day. However, a statement from a company executive was incorrectly translated, leading people to believe that it was traditional for women to give chocolate to men. Japan now has a separate holiday on 14th March, when men buy white chocolate for their loved ones. On 14th February, it's still the women who buy chocolate for the men.

Meanwhile, a language which is spoken in the Philippines called Hanuno'o has only four words to talk about colours – black, white, red and green. Pirahã, an Amazonian tribal language, has no words for colours at all! The only way to describe a colour is by comparing it to something else, such as 'like blood' for the colour red.

Some languages, on the other hand, have a number of words for just one colour. The Native American speakers of Navajo have two words for black. There's the black that is associated with darkness and another for the colour of coal. And in Spanish, there is a whole range of words to say 'brown', depending on whether it describes animals, hair colour, coffee or sugar.

When President Obama received a letter from the King of Bhutan, the US State Department had to find someone familiar with the Dzongkha language to translate. After searching everywhere, they managed to locate a specialist in the language. Unfortunately, he refused to do the translation, explaining that the letter was written in Royal Dzongkha, a language he felt he was not worthy to read. Anxious about possible diplomatic repercussions, the department's translation team eventually found another Dzongkha specialist. He was happy to report that the letter contained greetings to the President and wished him a happy new year.



Gerunds and infinitives: rules and revision

1a Look at the sentences below. With a partner, discuss why you think the gerund or infinitive is used in each one.

- Many people can't stand **seeing** mistranslations of their own language.
- In Spanish there is a whole range of words **to say** 'brown'.
- Instead of **translating** the slogan, the company adapted it.
- Mistranslating words** can cost a company millions.
- Even the words for colours can be too difficult **to translate**.
- It's difficult **to convey** the same bright colour in English.
- The US State Department had to find someone **to translate**.
- It's no use **trying** to negotiate a treaty if you don't have interpreters.

1b Do you usually use a gerund or an infinitive in these situations? Which sentence in 1a is an example of each? Write the answers in your notebook.

- after prepositions *gerund c*
- after *too, enough, the first, the last*
- to talk about purpose or use
- after verbs of liking or disliking
- as the subject/object of a sentence
- after these noun phrases: *It's no good/use, It's (not) worth, There's no point (in), have difficulty/problems/trouble (in/with)*
- immediately after adjectives
- immediately after indefinite pronouns (somewhere, something, etc.)

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2 Choose the correct alternative. Write the answers in your notebook.

- Many people believe it's worth to keep/keeping languages alive.
- The last person to speak/speaking Wampanoag died a hundred years ago.
- These Native Americans are now on a mission to reclaim/reclaiming it.
- Reviving/To revive a language isn't easy.
- One woman has succeeded in to learn/learning it from texts.
- She now gives private lessons to teach/teaching others to speak it, too.
- She believes the language is something to be/being proud of.
- She thinks it's important to know/knowing about the tribe's cultural heritage.

3 Complete the text with the correct form of the verbs given. Write the answers in your notebook.

What's in a name? Well, some people say our name may make the difference between (a) (be) happy or unhappy in life. (b) (call) your child something unusual like Brooklyn, Romeo or Cruz, is a question of personal taste, but your surname is a different matter. A British newspaper conducted a survey (c) (find out) if their readers' surnames influenced their lives. They wanted to know whether (d) (have) a surname with a letter nearer the start of the alphabet made you more successful than those with names nearer the end. Of course, people whose surnames begin with A are the first (e) (appear) on any list, whether it's a school register, a list of job interviewees or in a phone book. Do people whose surnames begin with Y, for example, have trouble (f) (adapt) to that? (g) (do) the experiment, people had to give their surname, age and sex and then say how successful they had been according to various categories. It was interesting (h) (see) that the results showed that, in terms of career, people with surnames at the start of the alphabet were indeed more successful. Men seem (i) (be) affected by this effect more than women. Despite this, the survey proved that it's not worth (j) (worry) about having a surname starting with a late letter in the alphabet since the differences were very slight.

4 In your notebook, complete the sentences with a verb in the gerund or infinitive. Make the sentences true for you.

- I don't think there's any point in ...
- In my opinion, it's worth ...
- I think it's difficult ...
- After ..., I feel really good.
- I reckon ... is a complete waste of time.
- I can't stand ...
- I never have any problems ...
- At weekends, I try to do something ...

5 Work with a partner. Compare your sentences in 4. Do you agree or disagree?

Phrasal verbs with communication

1 Match the phrasal verbs in bold with the explanations 1–10. Write the answers in your notebook.

In a university staff meeting, Jacqueline (a) **brought up** the subject of whether computers should replace pen and paper in exams. She (b) **pointed out** that nowadays most pupils don't write everything down by hand. Bill (c) **picked up on** her point, mentioning that some of his students could hardly write anymore because they used computers for all their schoolwork. However, quite a few people (d) **spoke out** in favour of paper and pen, especially Karen. But every time Karen started saying something, Bill would (e) **cut in** and add another point himself. Because the conversation was quite heated, it was difficult for most people to (f) **make out** what Karen and Bill were saying. Karen got really angry with Bill's tone. She felt that he was (g) **talking down to** her, but he claimed he was just trying to (h) **spell out** his thoughts. What became clear was that neither side could (i) **get through to** the other, and so they all decided to (j) **turn to** another important issue.

- 1 change from one subject to another
- 2 make someone understand what you are trying to say
- 3 tell someone something
- 4 talk to someone as if you think they are not as clever or as important as you
- 5 start discussing
- 6 state your opinion firmly and publicly to protest against or defend something
- 7 interrupt
- 8 understand someone or something with difficulty
- 9 explain something very clearly, often because someone has not understood
- 10 talk in more detail about something that someone has mentioned

2 In your notebook, rewrite each sentence using a phrasal verb in 1.

- 1 I finally made them understand what I was saying.
I finally got through to them.
- 2 Would you please stop interrupting?
- 3 Don't speak to me as if I was a child!
- 4 I'm going to explain my opinion as clearly as possible.
- 5 I'd like to introduce the issue of how the Internet influences language.
- 6 Then I'd like to change the topic and talk about teenage slang.
- 7 She isn't afraid of stating openly that she's against all forms of censorship.
- 8 Speak up, please, because I can't hear what you're saying.
- 9 Can I just say that this wasn't my idea?
- 10 I'd like to make a more detailed comment about what my colleague has just said.

3 Read the article and think of the word which best fits each gap. Use one word only in each gap. Write the answers in your notebook.

IS WRITING BECOMING JUST AN ART FORM?

How often do people write nowadays? For many of us, the answer is 'not very often'. There are not many jobs in (a) people have to write by hand, so maybe all you write is the occasional shopping list or a quick message to someone that you leave on your desk or (b) home. By far (c) most common situation is where people type everything they write, either on a computer keyboard or on their mobile phone. If you've ever looked at handwriting from a hundred years ago or more, it can be almost impossible to make (d) what the words are. But some people predict that in the future handwriting will only (e) understood by a few experts in the subject (although it has been pointed (f) that even today it takes an expert to read a doctor's handwriting!). Some companies do insist on job applicants handing in handwritten covering letters, in (g) case the handwriting is usually analysed to build up a character portrait of the candidate. Not everybody would agree that good handwriting is the best evidence (h) which to base the decision to employ someone or not, but it is true that really good handwriting can create a great impression. If we turn (i) China and Japan, handwriting there really is an art form, but it's not such (j) easy one for kids to learn as there are over 3,000 different characters to memorise. The problem is not to recognise them, it's to remember the strokes of the pen you need to actually make them. A great number of children spend all their time texting (k) other and working at the computer keyboard. They certainly almost never pick up a pen or a paintbrush in order to write anything. (l) a result, there is now a new Chinese word, *tibiwangzi*, which means 'take pen, forget character'.



4 What about you?

- 1 Do you think handwriting will disappear in the future? Why/Why not?
- 2 Do you think it matters if handwriting disappears? Why/Why not?

1 Work with a partner. Answer these questions.

- How common is it to dub foreign language films and TV shows in your country?
- Do you prefer to watch films and TV shows that are dubbed or in the original version? Why?
- What are some advantages and disadvantages of watching films and TV shows with subtitles?

2 2.17 You are going to hear a podcast about creating subtitles. Complete the summary. Use a maximum of three words or numbers. You must use the words you hear. You can listen twice. Write the answers in your notebook.

Perhaps the first subtitles were 'intertitles', or pieces of (a) [] that appeared in silent films. Subtitles in a foreign language were first used in *The Jazz Singer*, when it opened in (b) []. Now, there is a whole industry dedicated to translating subtitles. In France, a subtitler is called 'an adapter' because they have to (c) []. This is because the average person reads only (d) [] a second, and it's impossible to keep up with the words that appear on the screen. More recently, (e) [] has meant that people have access to more films and TV shows and online platforms such as Viki have appeared. These allow people to (f) [] subtitles collaboratively. TV shows and films are posted online and then (g) [] translate them. Viki has translators in (h) [] languages and they've translated (i) [] words. Some do it because they feel that the subtitles they read aren't (j) [] and they want to improve them. Surprisingly, one of the most popular shows on the site is a (k) []. Platforms like Viki are (l) [], which is a positive thing for language learners.

In the
meantime ...



3 What about you?

- What impact does dubbing have on foreign language learning?
- Do you think all TV shows should be shown in the original version with subtitles? Why/Why not?
- To what extent does the government subsidise local films and TV shows? In your opinion, should it do more to support them?

Whatever, wherever, whoever, etc.

1 Look at the sentences and choose the correct alternative in the rules below. Write the answers in your notebook.

- Whenever** you watch a foreign language film, you have two choices.
- People can translate subtitles **wherever** they are in the world.
- Whatever** the reason translators do it, it must be a good thing.
- However** hard it may be to work for nothing, at least she feels satisfied.

- We use *whoever, whenever, whichever*, etc. when it makes a/doesn't make any difference who, when, which, etc.
- We use *however* + adjective/adverb to say it matters/doesn't matter how much you do something or how big/small/difficult something is.

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2 In your notebook, complete the sentences with these words. Write the answers in your notebook.

however • whatever • whenever • wherever
whichever • whoever

- He gets nervous [] he has to speak in English on the phone.
- People tend to speak English [] you go.
- You can never learn all the words in a language, [] long you study it.
- We can meet [] day you like.
- In my opinion, [] says that they can speak 20 languages fluently is lying.
- [] happens, I'll always love you.

3 In your notebook, complete these sentences with *whatever, whoever, etc.*

- I eat popcorn ...
- At the weekend, I wear ...
- I like to go ... on holiday.
- When I watch TV, I usually watch ...
- I couldn't ..., ... I tried.
- I'll marry ...

Presentations – 2

- 1 **Work with a partner. Look at the photos on 157.**

Student A: Compare two of the pictures.

Student B: Say how important you think language is in these situations and how you think the people feel.

- 2 **Look at this task and, individually, spend one minute making notes.**

You will have to talk about this topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you.

Describe a time you had a problem with language, either your mother tongue or another language.

You should say:

- *where and when it was,*
- *what the problem was,*
- *if/how the problem was resolved.*

Also, explain what you learnt from the experience.

- 3 **2.18 Listen to a student doing the task and identify the main points he would have made in his notes.**

GRAMMAR Ellipsis

- 4a **Look at these sentences. What words are 'missing' after the words in bold?**

- 1 I'd never been to the UK before, but I'd wanted **to**.
- 2 I stopped asking him because I was too embarrassed **to**.
- 3 I don't usually listen to other accents, but I **should**.
- 4 I've been to England, but my friend **hasn't**.

- 4b **Why do we sometimes miss out words as in the examples in 4a?**

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- 5 **Complete the sentences with these words. Write the answers in your notebook. What words are being missed out in each sentence?**

don't • forgot to • have to • like to • might
ready to • used to • won't

- 1 My friend speaks with a strong accent, but I
- 2 I don't have problems understanding accents now, but I .
- 3 I was going to point out some useful expressions, but I .

- 4 My older sister stopped learning English when she left school. When I finish school next year, I because I enjoy it.
- 5 He's never studied German, but one day he'd .
- 6 I never dared to do this exam. Now I'm .
- 7 I don't really know if I'll go to the US one day. I think I .
- 8 We don't want to translate this text, but the teacher says we .

- 6 **Work with a partner. Do the task in 2 using the notes you made. Use expressions from the Speaking bank.**

SPEAKING BANK

Useful words to talk about past personal experiences

- I seem to remember that ...
- I recall ...
- I have a vague memory/recollection of/that ...
- What sticks in my mind is that ...
- The most vivid memory I have is ...
- What struck me was ...
- As far as I (can) remember ...
- To the best of my recollection,
- If my memory serves me,

- 7 **After a presentation you will often be asked follow-up discussion questions. With a partner, ask and answer these questions.**

Student A:

- 1 How important is it to be able to speak more than one language? Why?
- 2 Which language do you think is the most useful to learn? Why?

Student B:

- 1 How well do people in your country speak English? Why?
- 2 How difficult do you think it is to learn another language? Why?

Practice makes perfect

- 8a **Work with a partner. Look at the task on 157. Take it in turns to do the task.**

- 8b **Take it in turns to discuss the follow-up questions on page 157.**

A proposal

1 Work with a partner. Discuss these questions.

- 1 What would be some reasons for joining an English club?
- 2 What would you expect to do at the club?
- 3 Would you be interested in joining such a club? Why/Why not?

2 Read the memo from a school head teacher to student representatives. Think of three suggestions you would make in response to the memo. Then compare your ideas with a partner.

New message _ □ ×

To: Student Representatives

From: The Head Teacher

We are considering setting up an English Club as an after-school activity to encourage students to develop their proficiency in English. We wondered if you could send a proposal with ideas to help to attract members and make the club a success.

Thanks,

J. Barnes



3 Read the proposal. Does it contain the same ideas you discussed in 2?

4 Read the proposal again and discuss these questions with a partner.

- 1 Who is the proposal written for?
- 2 Is the style formal or informal?
- 3 What aspects of the language make it formal?
- 4 How is the proposal organised?
- 5 What similarities or differences can you find between a proposal and a report?

BUZZWORD

hyflex – a form of learning in which lessons are given face-to-face in the classroom as well as being made available on the Internet

Our language courses will be offered in a hybrid/flexible (hyflex) model, meaning that students will have the choice to participate in real-time, either in-person or remotely.

Proposal to attract members to the English Club

Introduction

The aim of this proposal is to outline ways to attract students to attend a school English Club, and to give reasons for these suggestions. The school currently has 600 students, and we estimate that around 50 would be interested in attending. We believe that the club would be a valuable addition to the school's extracurricular activities.

1 Variety of activities

We have conducted a survey and in the light of students' comments, we propose that the club's organisers provide a variety of activities for those who attend. There are a number of activities that would be popular, including films in English and group quizzes. We suggest that the club also include debates, storytelling, an essay competition and a games night. We could also increase participation further by inviting speakers from different backgrounds to come to the club to give presentations.



2 Information

With regard to promoting the club, we suggest that organisers provide information about the activities on offer. An effective way to do this would be to put a notice on a weekly basis in each of the classrooms, as well as at the main entrance. Additionally, the club could be given prominence on the school website, with regular updates about forthcoming activities, and photos of previous events.

3 Excursions

Excursions have proven to be very popular and we recommend that the club should organise these regularly, at least one every six weeks. They could include going to a concert, an art gallery or a museum or having a picnic. Also worthy of mentioning is the fact that there are similar clubs at other schools in the area. We propose that these are contacted with a view to planning activities together.

4 Conclusions

To sum up, the English Club is considered to be of interest to a number of students in the school. To attract participation in the club, we propose that organisers provide a varied and appealing range of activities. This would include regular excursions. We also recommend that everything possible is done to inform students about the club within the school.

5 Complete the Writing bank with expressions from the proposal in 3. Write the answers in your notebook.

WRITING BANK

Useful words and expressions in proposals

Introduction

- []
- This proposal relates to ...
- This proposal describes/outlines ...
- This proposal looks at ...

Outlining the current situation

- It is clear from ... that ...
- With regard to ..., the general view seems to be ...
- []
- It is beyond dispute that ...

Suggestions

- I/We recommend/propose/suggest that we (should) ...
- We could also ... If we ..., we could ...
- []

Adding information

- []
- []

Conclusions

- []
- In conclusion, I would say that ...
- On balance, we are of the opinion that ...

6 Work with a partner. Read the memo and discuss ideas for your proposal.

New message

To Student Representatives

From The Head Teacher

We have been contacted by a school about the possibility of setting up an exchange with a school in Australia. We would like to hear whether students would be interested in participating and to know if you have any suggestions. Some possibilities to consider include:

- a keypal exchange,
- cross-cultural information projects,
- exchange visits.

Practice makes perfect

7 Write your proposal to the head teacher. Use the phrases in the Writing bank to help you.

WRITING BANK ► PAGE 167



- 1 Read the following definition of a communication breakdown. Then work with a partner. Look at the list of factors in the box and discuss which of them have the biggest influence on maintaining successful communication and which can lead to a communication breakdown.

Communication breakdown is defined as a situation in which people fail to exchange information. This can lead to a lack of communication.

age • culture • education • personality
politics • religion • stereotypes • upbringing

- 2 2.19 Listen to a lecture and decide which of the following is stated in the recording as a fact and which as an opinion. Write the answers in your notebook.

- The biggest obstacle to communication between people is diversity.
- Diversity does not only refer to different ethnicities.
- Every religion can be characterised by its conventions and traditions.
- It is easy to offend people of different religions simply by introducing yourself wrongly.
- Using some words may be inappropriate because of their religious meaning or connotation.
- Asking questions in unfamiliar situations might help to avoid an embarrassing situation.
- Communication breakdowns can be avoided by being curious and open-minded.

- 3 Work in small groups. Talk about how much you agree with the opinions in 2.

- 4 Read the blog entry. Then get in pairs and answer the questions below.

MULTICULTURE GONE WRONG

A few years ago, when I was studying in London, I went to do some shopping in a big supermarket belonging to a very famous UK chain. Situated in the centre of London, the supermarket boasted a wide range of products from different parts of the world. They had special sections with Chinese, Mexican, Arab and Japanese food, along with many other cuisines. In the section with Arab food, there was a shelf of products labelled: *Ramadan Mubarak*, which means something like *Happy Ramadan* (in case you don't know, Ramadan is the month during which practising Muslims don't eat or drink anything between sunrise and sunset). To my surprise – and to the shock of many shoppers – the shelf was full of smoky bacon flavoured crisps. So, not only did the supermarket encourage its Muslim customers to purchase food during Ramadan, but it also advertised pork which is forbidden under Islam. A few days later, the crisps were moved to another part of the shop, and the management apologised to its customers for their insensitivity.

- Why did the author place the entry on the forum?
- Do you think that, as a customer, you would feel offended in a situation like this?
- What does the text suggest that shops and companies pay more attention to?

- 5 Complete the summary below with information from the recording in 2 and the text in 4. Write the answers in your notebook.

A communication breakdown is often triggered by issues related to diversity. When people differ from one another in aspects such as age, education or religion, communication problems often arise. These often result from (1) of the above. Each religion comes with its own set of traditions and beliefs which refer to (2) , like family, marriage, food or drink. You can (3) unintentionally even in a simple everyday situation if you do not know how a given community functions. It is obvious that successful communication requires that one be open-minded and (4) other cultures. This is essential in order to avoid situations like the one that took place in a supermarket in London. In its effort to attract customers with (5) , a range of world food items was available. However, when they displayed smoky bacon flavoured chips next to the greeting "Happy Ramadan", it shocked many customers, especially those who do not, for religious reasons, eat (6) .

- 6 Work in small groups. Discuss the questions below.

- Have you ever been in a situation in which you felt uncomfortable or lost because you lacked some important cultural information? What happened?
- Do you think it is important to learn about different cultures and religions?
Why / Why not?

- 7 For the next class, prepare a short presentation in pairs. Choose a religion which you consider relatively unknown in your country. Find some information about a gesture, symbol, ritual or tradition which is worth knowing more about. Include the following information:

- the religion you are going to talk about, and where in the world it is practised,
- what the gesture, symbol, ritual or tradition means,
- why it is worth knowing about.

If possible, show a picture or video related to the topic.



CZŁOWIEK

Komunikacja interpersonalna – czasowniki frazowe

bring up (v)	/ˌbrɪŋ ˈʌp/	poruszyć temat, napomknąć o czymś
cut in (v)	/ˌkʌt ˈɪn/	wtrącić się
get through to (v)	/ˌget ˈθruː tə/	dotrzeć do kogoś
make out (v)	/ˌmeɪk ˈaʊt/	dostrzec, zrozumieć, dosłyszeć coś
pick up on (v)	/ˌpɪk ˈʌp ɒn/	podjąć (np. temat, kwestię)
point out (v)	/ˌpɔɪnt ˈaʊt/	wskazać, pokazać coś
speak out (v)	/ˌspiːk ˈaʊt/	mówić otwarcie
spell out (v)	/ˌspel ˈaʊt/	wyjaśnić coś
talk down to (v)	/ˌtɔːk ˈdaʊn tə/	mówić protekcyjnie do kogoś
turn to (v)	/ˈtɜːn tə/	przejsć do (innego tematu)

Komunikacja interpersonalna

find something puzzling (phr)	/ˌfaɪnd ˌsʌmθɪŋ ˈpʌz(ə)lɪŋ/	mieć problem ze zrozumieniem czegoś
get the wrong end of the stick (phr)	/ˌget ðə ˌrɒŋ ˌend əv ðə ˈstɪk/	źle coś zrozumieć
imply (v)	/ɪmˈplaɪ/	zasugerować, dać do zrozumienia, implikować
make a gaffe (phr)	/ˌmeɪk ə ˈɡæf/	popęlić gafę
make a (witty) remark (phr)	/ˌmeɪk ə ˌwɪtɪ nɪˈmɑːk/	zrobić (dowcipną) uwagę
misinterpret (v)	/ˌmɪsɪnˈtɜːprɪt/	błędnie zinterpretować
offend somebody unintentionally (phr)	/əˌfend ˌsʌmbədi ˌʌnɪnˈtenʃ(ə)nəli/	niechcący kogoś obrazić
take something literally (phr)	/ˌteɪk ˌsʌmθɪŋ ˈlɪt(ə)rəli/	brać coś dosłownie
talk at cross purposes (phr)	/ˌtɔːk ət ˌkrɒs ˈpɜːpəzɪz/	mówić o dwóch różnych sprawach
understand nuances (phr)	/ˌʌndəˌstænd ˈnjuːənsɪz/	zrozumieć niuanse

INNE

acquire (v)	/əˈkwaɪə(r)/	nabywać, posiadać, przyswajać sobie
approximate (n)	/əˈprɒksɪmət/	dane przybliżone, szacunkowe
assume (v)	/əˈsjuːm/	zakładać
behind the scenes (phr)	/bɪˌhaɪnd ðə ˈsiːnz/	za kulisami
censorship (n)	/ˈsensəʃɪp/	cenzura
convention (n)	/kənˈvenʃ(ə)n/	obyczaj
convey (v)	/kənˈveɪ/	przekazywać, komunikować
crowd-sourced (adj)	/ˈkraʊdˌsɔːst/	pozyskany za pomocą crowdsourcingu
dedicated (adj)	/ˈdedɪˌkeɪtɪd/	wyspecjalizowany, poświęcony
diversity (n)	/daɪˈvɜːsəti/	różnorodność
dubbed (adj)	/dʌbd/	zdubbingowany
excursion (n)	/ɪkˈskɜːʃ(ə)n/	wycieczka
get in the way (phr)	/ˌget ɪn ðə ˈweɪ/	stawać na drodze, przeszkadzać
integrate (v)	/ˈɪntɪˌɡreɪt/	integrować (się), łączyć, scalać
in the light of (phr)	/ɪn ðə ˈlaɪt əv/	w świetle
lead people to believe something (phr)	/ˌliːd ˌpiːp(ə)l tə bɪˈliːv ˌsʌmθɪŋ/	sprawić, że ludzie wierzą w coś
mistranslate (v)	/ˌmɪstrænsˈleɪt/	błędnie przetłumaczyć
mistranslation (n)	/ˌmɪstrænsˈleɪʃ(ə)n/	błędne tłumaczenie
outline (v)	/ˈaʊtˌlaɪn/	naszkicować, przedstawić w zarysie
practising (adj)	/ˈpræktɪsɪŋ/	praktykujący

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

prejudice (n)	/ˈpredʒʊdɪs/	uprzedzenie
proficient (adj)	/ˌprəˈfɪʃ(ə)nt/	biegły
prominence (n)	/ˈprɒmɪnəns/	wysoka pozycja, znaczenie
propose (v)	/ˌprəˈpəʊz/	zapropnować
prove popular (phr)	/ˌpruːv ˈpɒpjələ(r)/	okazać się popularnym
range (n)	/reɪndʒ/	zakres, wachlarz, asortyment
small talk (n)	/ˈsmɔːl ˌtɔːk/	pogawędka, rozmowa na błahe tematy
sour (adj)	/ˈsaʊə(r)/	kwaśny
statement (n)	/ˈsteɪtmənt/	oświadczenie
stroke of the pen (phr)	/ˌstrəʊk əv ðə ˈpen/	machnięcie pióra
subtitled (n)	/ˈsʌbˌtaɪt(ə)l(ə)r/	tłumacz audiowizualny
subtitles (n pl)	/ˈsʌbˌtaɪt(ə)lz/	napisy
superficial (adj)	/ˌsuːpəˈfɪʃ(ə)l/	powierzchnowy, płytki
synchronised (adj)	/ˈsɪŋkrənaɪzd/	zsynchronizowany
treaty (n)	/ˈtriːti/	traktat
turn something on its head (v phr)	/ˌtɜːn ˌsʌmθɪŋ ɒn ɪts ˈhed/	postawić coś na głowie
undergo (v)	/ˌʌndəˈɡəʊ/	przechodzić (przez)
upbringing (n)	/ˈʌpˌbrɪŋɪŋ/	wychowanie
virtually (adv)	/ˈvɜːtʃʊəli/	praktycznie, zasadniczo
word play (n)	/ˈwɜːd ˌpleɪ/	gra słów
worthy (adj)	/ˈwɜːði/	godny



Rozumienie ze słuchu

- 1 2.20 Usłyszysz dwukrotnie fragment wykładu na temat komunikacji online. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszycie luki 1–5 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Video chat might be easy and fast to use, but, as the lockdown of 2020 showed, it is often linked to two major problems. First of all, people often fail (1) what we are trying to communicate to them, and secondly, the whole process is much (2) communicating in real life. Video chat, unlike face-to-face communication, makes (3) to process the many kinds of non-verbal signs. As a result, we might misinterpret some signs, or even (4) at all. An additional difficulty for most people is (5) the entire time – which in the case of classes at university feels like being in the spotlight for 90 minutes.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Odpowiedzi w języku angielskim zapisz w zeszycie.

LOST IN TRANSLATION?

If you believe that every word in your first language can be translated into any other language, you couldn't be more wrong. To take an example, what's the English equivalent of the Polish word "obiad"? Is it "lunch" or "dinner"? In fact, it's neither, because the names for different meals in Poland are part of the country's culture and, consequently, are strongly connected with a traditional approach to life. Thus, we should avoid assuming that all words in a given language have their equivalents in another language – if a word refers to a culture-specific concept, it may be either very difficult or impossible to translate.

Knowing the culture of the target language and the cultural differences between both languages is necessary if a translator wishes to understand the nuances. Otherwise, conveying some of the essential meanings from one language to another might be a serious problem. It may turn out that finding an equivalent in the target language is impossible because either a certain concept is understood in a completely different way or it simply doesn't exist. Let's take the Polish word "Wigilia", which can be translated into English as "Christmas Eve". However, the term in Polish does not simply mean the day before Christmas; it refers to a very complex concept

of how this particular holiday is celebrated in Polish homes. There are quite a few areas of life in which translators might have trouble with translating certain words – or rather concepts: food and drink, housing, plants and animals, but also customs, traditions or certain social and religious concepts. Take a moment to think about what concepts in your first language a translator might find puzzling or even impossible to make out. This little exercise will easily demonstrate how complex your language actually is.

Translating culture-specific concepts may be one of the most challenging tasks of a translator. Whatever they translate, they should never forget that language and culture cannot be separated.

- 1 What are the names for meals in Polish strongly connected with?
- 2 Why might a translator have problems translating a certain concept into the target language?
- 3 What does the author encourage the reader to do?
- 4 What does the author warn potential translators against?
- 5 What was the author's intention in writing the text?

Znajomość środków językowych

- 3 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.

HUMANS VERSUS MACHINES

Will machines ever replace humans in translating texts? If by this we mean a computer performing this task without any human involvement, then obviously it has its limitations. There is no (1) in giving machines fictional or artistic texts, like books, songs or film scripts as, while they may be good at (2) things literally, they fail to understand things which are only implied. However, machine-generated translations can be useful for non-public communication, when people need to send each other emails, documents or instructions for everyone in the group (3) read within a short time, and when precision is not that important. (4) a text is going to become public, on the other hand, or when, for example, it is concerned with people's safety, a human translator is vital. Of course, the source material may be translated by means of machine-generated translation, but then a human translator needs to review and check it for mistakes. Good examples of (5) machine-generated translations, post-edited by human translators, are user manuals or marketing materials.

4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.

- No matter how fast the lecturer speaks, I'm able to follow her. **HOWEVER**
I'm able to follow the lecturer, .
- It's a great book – it is a good idea to read it in English. **WORTH**
It's a great book – it in English.
- Claire is angry with Tim for always talking down to her, but he claims he never does it. **DOING**
Claire is angry with Tim for always talking down to her, but he .
- Ms. Bird has finally managed to get through to her students. **SUCCEEDED**
Ms. Bird has finally her students.
- It doesn't matter what we are talking about, Greg is always able to make a witty remark. **WHATEVER**
Greg is always able to make a witty remark .

Wypowiedź pisemna

5 Wraz z samorządem uczniowskim organizujesz dzień języków w swojej szkole. Napisz list do tłumacza języków obcych, w którym zaprosisz go do wzięcia udziału w tym dniu, i przedstawisz mu propozycję jego roli w tym wydarzeniu.

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

Wypowiedź ustna

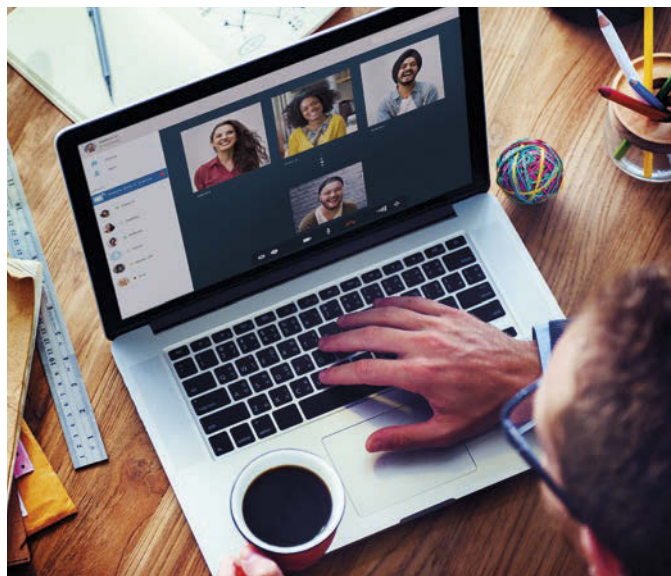
6 Pracujcie w parach. Opiszcie zdjęcia, następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- Where are the people, and what are they doing?
- How useful are different apps for communicating abroad?
- Tell us about the last time you had difficulty communicating in a foreign language.

Uczeń B



- Why is the man communicating with people online?
- What are the advantages of studying with people from different cultures?
- Tell us about the last time you found communicating online difficult.

✓ SELF-ASSESSMENT UNIT 10

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- I can talk about foreign language learning and communication breakdown.
- I can talk about past personal experiences.
- I can write a letter of invitation with a proposal.

LANGUAGE CHECKPOINT ► PAGE 155

Body idioms

1 The words in bold are in the wrong definitions. Write the correct definitions in your notebook. In pairs, try to think of Polish idioms for each of the eight situations.

- If you **jump** out of someone's hand, you never question another person's wishes.
- If you **put** your neck out for someone, you take a risk on their behalf.
- If you **lie** down someone's throat, you speak very angrily to someone, in a way that seems unfair to them.
- If you **stick** the other cheek, you don't react to someone who has upset or hurt you.
- If you **eat** through your teeth, you deliberately say things which are completely false.
- If you **keep** your foot in your mouth, you unintentionally say something stupid, embarrassing or insulting.
- If you **make** someone at arm's length, you avoid getting too friendly with them.
- If you **turn** someone's ears burn, you talk about them when they are not around.

2 In your notebook, complete the questions using verbs from four of the idioms in 1. Write four more questions with the other idioms to ask your partner. Then work in pairs and take turns to ask and answer the questions.

- Do you usually people that you don't know very well at arm's length?
- If you are really angry with someone, do you ever down their throat?
- In your opinion, is it ever a good idea to the other cheek? Give an example of when you might do it.
- When was the last time someone you know through their teeth? Why do you think they did it?

Ways of talking

3 In your notebook, replace the underlined fragments with the correct form of the words in the box. There are more words than you need.

chatter • gasp • groan • hiss • mumble
stammer • whine • whisper

- I don't like the way Professor Jones speaks – he usually says things in a way that is not loud or clear enough.
- Meghan and Kate spent the whole evening talking continuously in a fast, informal way about shopping and dating.
- 'Stop cheating!' Ms. Grace said in a low, angry voice during our biology test.
- My younger sister is always complaining in a way that annoys most people about how much homework she has!
- When I have to speak in public, I often keep repeating a sound because I have difficulties in saying certain words – I hate it!
- 'Please be quiet or you'll wake the baby,' my mum said very quietly so that other people could not hear.

Similes

4 Choose the correct alternative. Check in a dictionary if necessary. Write the answers in your notebook.

- If you are as busy as a bee/mouse/wasp, you are always active.
- If you are as mad as a bear/hatter/lion, you are extremely silly or strange.
- If a person is as old as the dinosaurs/horses/hills, they are extremely old.
- If a child is as good as gold/silver/the sun, they behave very well and don't cause any trouble.

5 Complete each saying with an object from the picture.



- as easy as
- as cool as a
- as white as a
- as busy as a
- as fresh as a
- as cold as
- as good as
- as light as a
- as old as the
- as mad as a

6 Work in pairs. Take turns to describe some of the people or things in your life. Use the similes from 4 and 5.

7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions. Give reasons for your opinions.

Which is better...?

- A teacher who s , which makes it difficult to understand them, or a teacher who hisses?
- A classmate who c all the time, or a classmate who is as quiet as a mouse?
- To p your foot in your mouth but to tell the truth, or to lie through your teeth about something?
- To give the cold shoulder to someone who did something behind your back, or to j down their throat?
- To be as cool as a c , or to constantly whine when under stress?

Compound nouns: cars and the road

1 Choose the correct option to complete the definitions. Write the answers in your notebook.

- | | |
|---|---|
| 1 When you hitchhike , | a you get a ride in a car that belongs to someone you contacted via the Internet. |
| | b you get a ride in a car that belongs to someone who stops after seeing you at the side of the road with your thumb out. |
| 2 You get penalty points | a when you do something wrong while driving. |
| | b when you drive a car without a driving licence. |
| 3 A cycle lane is a | a special place where children learn how to cycle. |
| | b part of the road marked with painted lines which is designated for bicycles. |
| 4 The rush hour is the time of day | a when there is lots of traffic on the road because people are travelling to and from work. |
| | b when there is the largest number of cyclists and pedestrians in the city centre. |
| 5 A pedestrian crossing is an area | a underneath a road where people can safely get to the other side of the road. |
| | b where vehicles must stop for people who want to walk across the street. |
| 6 A bike rack is | a put on a bicycle to prevent it from being stolen. |
| | b a place to park bicycles when they are not being used. |

2 Complete the text with the words in the box in order to make compounds. There are three extra words. Write the answers in your notebook.

traffic • pedestrian • penalty • riding • road • round
rush • seat • speed • steering • street • motor • vehicle

My cousin Bob is the most careful driver in the world. Whenever he is on the (1) way, he is always the slowest driver there. I don't think he has ever broken the (2) limit. He always slows down before every (3) crossing – whether there are any people standing by the side of the road or not. He always fastens his (4) belt and makes sure all his passengers do so, too. He never takes his hands off the (5) wheel, and he always pays attention to all the (6) signs. However, sometimes he can be too slow – he always waits a long time before he goes onto a (7) about. He is also not very popular with other drivers during the (8) hour because he drives so carefully. On the other hand, he has never been involved in any traffic accidents and has no (9) points. Whenever he is in a (10) jam, he sits patiently in his car and listens to music or hums to himself. Bob may not be the fastest driver out there, but I must admit I feel safe whenever he gives me a lift.

3 Work in pairs. Take turns to ask and answer the questions. Justify your opinions.

- Have you got a driving licence? If not, are you going to try and get one soon?
- Are there enough cycle lanes in your neighbourhood?
- If you could choose, would you prefer to drive or cycle to school? Why?
- Do you think the pedestrian crossings in your area are safe? Why/Why not?
- Is there much heavy traffic during the rush hour in your area? Why might that be?
- Have you ever hitchhiked? If not, would you like to try? Why/Why not?

4 Work in pairs. Describe the photos. Use modal verbs and as many words and expressions from exercises 1–2 as possible.

The picture must have been taken in the centre of a big city / during the rush hour.



Collocations with take, make and do

5 Work in pairs. First, put the words below in the correct column of the table. Then, choose one of the beginnings and make up a short story, using the collocations and as many expressions from 1, 2 and 3 as you can.

an attempt • a course • control • a decision
harm • a mistake • one's best • place • a risk

DO	MAKE	TAKE

Last Friday, when I was cycling to school ...

During my last holidays, when I was hitchhiking around Europe ...

6 In your notebook, complete the sentences with the word beginning with the letters given. Then work in pairs. Talk about how far you agree with the statements.

- H can be really dangerous nowadays.
- There should be a law that drivers have to stop before every pedestrian c .
- P points and fines for speeding in urban areas should be really high.
- If there were more cycle l , there would be less traffic in towns and cities.
- Men are better than women behind the w .
- Cars should be banned from the city centre during the r hour in order to reduce traffic.

Phrasal verbs: the mind

1 Match sentence halves 1–7 with a–g to make definitions. Write the answers in your notebook.

- | | |
|---|---|
| 1 When you figure out , | a you remember or think back on something, giving it all your attention. |
| 2 If you fall behind with something, | b you invent a situation, often to deceive people. |
| 3 When you soak up information, | c you are able to understand it and/or solve a problem. |
| 4 If you reflect on something, | d you understand and remember it. |
| 5 If you get down to something, | e you learn a lot of information quickly and easily. |
| 6 When you make something up , especially a story or an excuse, | f you make a lot of effort and start doing something. |
| 7 If you take in something you've heard or read, | g you make less progress or are less successful with a task or an activity than others. |

2 Work with a partner. Decide if the following expressions have a similar meaning, or not. If the meaning is different, explain the difference.

- fall behind with / keep up with
- figure out / work out
- pick up / take in
- catch on / reflect on
- get down to / get on with

3 Complete the sentences with the correct preposition. Write the answers in your notebook. Then work in pairs and talk about how true the sentences are for you.

- I'm quite good at languages – I pick a lot of new words from songs, games and films.
- I tend to fall with schoolwork when I'm absent from school for a long time.
- There are some subjects in which I can't always keep with the rest of the class.
- If a topic is interesting for me, I like to reflect it after the lesson and find out more about it.
- I find it easy to make excuses for my lack of punctuality or lazy behaviour.
- In my favourite classes, I like to stay focused and soak the information.
- I always write new words in a foreign language as it helps me remember them better.
- It's difficult for me to get to work. I usually put off any homework or other responsibilities.

Brain idioms

4 Choose the correct answers and write them in your notebook. Then work in pairs and try to come up with a Polish equivalent of the idioms in bold.

- The answer to the problem was a **no-brainer**.
a It took me a long time to figure it out.
b I knew it almost immediately.
- He's got basketball **on the brain**.
a He just won't stop thinking and talking about it.
b He has some really bad memories connected with it.
- I need to **pick your brains** on windsurfing.
a You're so good at it – you could give me some tips.
b I can teach you everything I know about it.
- I'm really **brain-dead** after studying all day.
a I have a terrible headache.
b I can't absorb any more information.

5 Complete the mini-dialogue below with one of the idioms in 4. Then work in pairs. Write another mini-dialogue that uses a brain idiom of your choice. Write the answers in your notebook.

A: Wow! These photos are amazing.

B: Thanks. I've been into photography since I was a child. I've been on a few courses on how to take and edit photos.

A: I'd love to learn. I'll have to on how to go about it.

6 In your notebook, complete the questions with words beginning with the letters given. Then work in small groups. Take turns to ask and answer the questions.

- What have you had on the b lately?
- Do you find it easy to t in all the explanations that your teachers give? Why/Why not?
- In what situations do you feel b-d?
- In which subjects/areas is it easy for you to f out the answers or solutions?
- Can you remember any English words/phrases which you've p up lately from songs, games or films?

Compound words

- 1 Complete the compounds with the words in the box. There are two extra words. Write the answers in your notebook.

down • in • land • long • main • off
• out • short • up

- One of the sides of many medicines is the side effects that they can trigger.
- Genetically modified food was once confined to the laboratory, but is now becoming more stream.
- We can only guess what the -term effects of some species disappearing from our eco-system will be.
- Different researchers working worldwide have provided put into possible ways of treating COVID-19.
- I don't really like studying online – the only side is that I don't have to get up early to get to school on time.
- If there is an outbreak of an infectious disease, both scientists and politicians need to come up with some -term solutions to stop it from spreading.
- Some people argue that the genetic modification of plants might increase agricultural put, and help generate more profits.

- 2 Complete the questions with the correct word from the word pairs in the box. Sometimes two words are correct. Write the answers in your notebook. Then work in pairs and take turns to ask and answer the questions.

cutback/feedback • breakthrough/mainstream
drawback/downside • input/output
outlook/upside • worldwide/worthwhile

- Can you always find an to a negative situation in which you find yourself?
- Do you think students should have greater into school management, rules and regulations?
- Can you think of any musical styles which used to have a relatively small audience, but which are now part of culture?
- Should teachers give their students detailed on their performance, or is a grade usually enough?
- Would you agree with the opinion that the main of online learning is the lack of everyday contact with your classmates?
- Do you find it easy to engage in a project or task that you consider , even if it requires a lot of time and effort?

Biology and research

- 3 The names of scientific disciplines below are in the wrong definitions. In your notebook, rewrite each definition with the correct name. Check your answers in a dictionary.

- Neuropsychology** is the study of how living creatures pass on and inherit individual features and behaviour.
- Genetics** is the use of living matter such as bacteria, plants or cells in industry, for example, to the production of medicines.
- Archaeology** is the study of the history of the Earth through the examination of fossilised plants, shells, bones, etc.
- Biotechnology** is the science of designing and building robots.
- Palaeontology** is the study of society as a result of discovering the tools, buildings, bones, etc. belonging to a historical period.
- Robotics** is the study of the effects that the nervous system, especially the brain, has on human behaviour.

- 4 Work in pairs. Describe the photos using as many words and expressions from 1, 2 and 3 as possible. Talk about what branch of science they represent, where the people are, and what they might be working on. Then discuss the questions below.

- Which of the branches of science in the photos is most interesting to you? Why?
- If you were a scientist, would you prefer to do research connected with the past or with the future? Why?
- If you were a scientist, would you prefer to study the human body and/or mind, or machines, e.g. computers or robots? Why?



- 5 In your notebook, complete the sentences with a word beginning with the given letter. Then work in small groups. Talk about how much you agree with the statements.

- More money should be spent on researching how the human brain works, for example, on n.
- If something becomes part of m culture, it loses much of its originality and creativity.
- A is a very important branch of science because it can tell us a lot about how our ancestors lived.
- Most of us do not realise how harmful l-t stress might be, not just for our mental health, but also for our physical health.
- It's much easier to get on with people who have a positive o on life.

Crime idioms and expressions

1 Choose the correct answers and write them in your notebook. Then work in pairs and find Polish equivalents of the crime idioms.

- I was really nervous because I was about to **come clean** with my mother –
 - I had to tell her that I had failed two exams.
 - I was going to ask her to clean my room.
- Mrs. Taylor would always **turn a blind eye** whenever we were doing chemistry tests –
 - she watched our every move.
 - she pretended not to see us cheating.
- In the film, the sheriff **takes the law into his own hands**
 - and starts chasing the bad guys himself.
 - and becomes a politician in order to make new laws.
- If you want to work in this company, you must **do everything by the book** –
 - the manager likes creativity and innovation.
 - the manager likes it when employees stick to the rules and regulations.
- Erica was **caught red-handed**
 - when she was stealing some small change from her mother's purse.
 - when she was in art class and got her hands covered in paint.
- The manager **blew the whistle** on illegal use of company money and
 - leaked some documents to the public.
 - kept all the documents secret.
- It turned out that Mr. Wright's nephew was his **partner in crime** –
 - they were both working as lawyers.
 - they helped each other break into people's houses.

2 Complete the sentences with prepositions from the box. There are three extra prepositions. Write the answers in your notebook. Then work in pairs and talk about how far you agree with the statements.

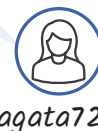
above • away • behind • down • from • in • off
on • over • with

- You can't get with cheating or lying all the time – sooner or later someone will catch you red-handed.
- If a criminal turns themselves , it probably means that they can't cope with the feeling of guilt.
- There are a lot of people who should get banned social media for the comments they post.
- Younger brothers or sisters always rat older ones to their parents – they should never be told any secrets.
- People should not be put bars for minor offences, but rather re-educated by being made to do community service.

- You should be issued a fine if you park in a disabled spot.
- Nobody should be the law. That includes politicians, the wealthy, or celebrities.

3 Read the review below. Some idioms are used in the wrong places. Put them in the correct places if necessary. Write the answers in your notebook. Then discuss the questions below with a partner.

My favourite crime series is *Daredevil*. The main character, Matt Murdock, is a lawyer during the day, but at night he turns into Daredevil. He is angry that some criminals don't get punished, even if they are (1) **caught red-handed**. Those criminals usually work for powerful individuals who feel they are (2) **behind bars**. That's why Matt decides to (3) **turn a blind eye** and help people who are the victims of crimes. He fights crime as a masked hero. However, as a lawyer, he has to (4) **take the law into his own hands**. When his partner, Foggy, finds out about Matt's activities, he decides to (5) **do everything by the book** to his night-time activities; however, when Matt faces his biggest enemy, Wilson Fisk, the two friends become (6) **partners in crime**. Luckily, they manage to put Fisk (7) **above the law**, but does he stay there for good? You must find out for yourself by watching the series!



- Have you seen the series mentioned in the review? Did you like it?
- Do you like to read books or watch films/series about people who take the law into their own hands? Why/Why not?

4 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Have you ever been caught r-h while doing something wrong? What was it?
- Do you think it's important to come c about something stupid, hurtful or wrong that you said or did? Why/Why not?
- Should parents and teachers sometimes turn a b eye to little things that their children or students do wrong, although they really know that they shouldn't? Why/Why not?
- In what sort of jobs is it important to do everything by the b? Why?
- Why is r on someone considered a bad thing, even when it means telling the truth about something?

House or home?

- 1 In your notebook, complete the phrases with either **house** or **home**. In pairs, discuss what the phrases might mean. Then match them with definitions A–H.

- | | |
|-------------------------------|-------------------------------|
| 1 <input type="text"/> remedy | 5 <input type="text"/> news |
| 2 <input type="text"/> trial | 6 <input type="text"/> call |
| 3 full <input type="text"/> | 7 art <input type="text"/> |
| 4 rest <input type="text"/> | 8 broken <input type="text"/> |

- A when a doctor visits a patient in their place of residence
 B when every seat in a theatre/stadium etc. is occupied
 C a cinema which mainly shows films made by alternative or foreign directors
 D a place where senior citizens who need care live
 E a traditional therapy which often uses natural products
 F information about events in a particular country, as opposed to world news
 G a family in which the parents are no longer together
 H testing a product or service for a limited time in your place of residence

- 2 In your notebook, complete each question with one missing word. Then work in pairs. Take turns asking and answering the questions.

- Do you ever go to a/an house or do you prefer to watch films in multiplexes? Why?
- Have you ever been to a live event when it was a house? What was the event?
- Have you ever used a home service? What product or service did you test?
- What home do you take for a common cold: honey, herbal tea, garlic, etc.?
- How do you usually learn about home – from the TV, radio, the Internet or newspapers?
- Did you ever receive a house when you were a child? Do you remember being ill?

Idiomatic expressions with home

- 3 Choose the correct option. Write the answers in your notebook.

- I'm not really at **home/house/village** with farm animals – I'm more of a city person.
- The English saying "My home is my **castle/palace/tower**" means that you can do whatever you want in your own home.
- You can leave your bags here, the bathroom is on the left – please, **do/feel/make** yourself at home.
- Visiting China really **brought/came/gave** it home to me how densely populated some places in the world actually are.

- Whenever Grandpa comes back from his travels, he always says, "There's no **place/room/space** like home!"
- Do you really have to talk on the phone until the **cattle/cows/pigs** come home?

- 4 Work in pairs. Look at the cartoon and decide which idiom from 3 it illustrates. Then, draw your own cartoon to illustrate another one of the idioms for your classmates to guess.



- 5 In your notebook, complete the sentences with a word beginning with the letter given. Then work in pairs. Talk about how much you agree with the statements.

- Elderly people feel better at home with their relatives than in a **r** home.
- Whenever you claim that your home is your **c** , you don't really take your neighbours into consideration.
- It's important to be up to date with **h** news, even if you are not interested in international affairs.
- People start to feel that there's no place like **h** once they've grown up and settled down.
- Home **r** are often as effective as medicines prescribed by a doctor.

Idioms connected with advertising

1 In your notebook, write the word (a–c) which forms the correct collocation for both sentences (A and B).

- 1 a point b card c bonus

- A A loyalty  is given to customers of a shop or business in order to reward them for buying products or services.
B A lot of people prefer to get a gift  rather than a present – they can then buy whatever they like.

- 2 a advertising b promotion c publicity

- A This commercial is an example of false  – it uses misleading and unproven information!
B An example of in-game  could be a commercial shown, for example, while the game is loading.

- 3 a banner b brand c ad

- A You place a classified  in a newspaper when you want to buy or sell something.
B A pop-up  is especially irritating when you are trying to work, and it keeps appearing on the screen.

- 4 a advertisement b marketing c publicity

- A Viral  is a strategy using, among other things, social networks and text messaging in order to promote a product or service.
B Niche  focuses on a unique target group, which has specific market needs, like Lefty's – a shop with products designed for left-handed people.

2  Complete the questions with words from 1. Then take turns to ask and answer the questions in small groups.

- Do you prefer to get  cards or presents? Why?
- Do you find  ads on the Internet annoying, or don't you pay any attention to them?
- Can you give an example of a  marketing campaign? That is, one that was really popular on social media.
- Have you ever been a victim of  advertising? Was the information misleading or simply not true?
- Can you think of another example of  marketing such as Lefty's in 1?
- Do you play games? If so, can you give any examples of  advertising?

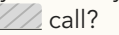
3 The words and phrases in bold are in the wrong sentences. Correct the sentences in your notebook.

- Commercials** used to appear in newspapers, but nowadays more and more people go online if they want to buy or sell something.
- My sister works in a call centre and makes **classified ads**, offering banking products and services.
- Last summer, I had a part-time job handing out promotional **cold calls** in front of a local shopping centre.
- Most people come to this restaurant thanks to **product placement** – it's so good that every diner recommends it.
- I can't stand all those **flyers** which they show on TV in the middle of my favourite show! The breaks are often 15 minutes long!
- A perfect example of **word-of-mouth publicity** is James Bond driving particular makes of car – the promotional value is fantastic.

4  Work in pairs. Decide if both words/expressions can be used in the following questions. Then ask and answer the questions.

- Do you think that loyalty points/cards are a good idea? Do you have any?
- Do you accept the flyers/freebies given out inside shops? Why/Why not?
- Do you ever read the classified ads/banners when you want to buy something or find a place to rent? Why/Why not?
- What do you do when they show advertisements/commercials in the middle of a TV programme: watch them, change channels, or do something else?
- Have you ever bought something or gone somewhere due to word-of-mouth publicity/viral advertising?

5  In your notebook, complete the questions with a word beginning with the letter given. Then work in pairs. Take turns to ask and answer the questions.

- Can you give an example of product p  from a film or series you've watched?
- Have you ever bought or sold a product or a service by means of a c  ad?
- Have you seen a really funny or original c  on TV recently? What is it advertising?
- Do you ever keep the f  you are given in the street or in a shop, or do you throw them away?
- What do you usually do when you receive a c  call?

Compound adjectives: parts of the body

1 All words referring to **body and mind** in the following compound adjectives are mixed up. In your notebook, rewrite the definitions with the correct compounds.

- If something is **eye-numbing**, it is really boring.
- If a situation is **soul-opening**, it shows you something surprising that you didn't know before.
- If a person is **blood-tied**, they are unable to speak because they are nervous or embarrassed.
- If a situation is **mind-destroying**, it makes you feel unhappy because you think it'll never improve.
- If a quality or feeling is **nail-deep**, it's not as strong or important as it seems or looks.
- If something is **skincurdling**, it makes you feel very frightened.
- If a situation is **tongue-biting**, it makes you feel excited or worried.

2 In your notebook, complete each gap with a missing word and finish the sentences with your own ideas. Then work in pairs and discuss your sentences.

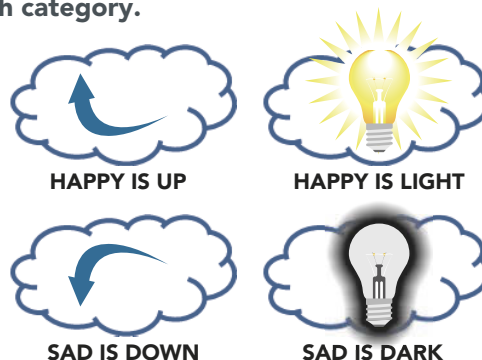
- The most _____-numbing activity I can think of is ...
- A person I always get _____-tied with is ...
- The most _____curdling film I have ever seen is ...
- The most _____-catching view in my area is ...
- The most _____-destroying item of news I've heard recently is ...
- The situation which was really _____-opening for me was when ...

Metaphors: happiness and sadness

3 Choose the correct alternative. Write the answers in your notebook.

- I was feeling so low after failing the exam that nobody was able to **cheer me down/up**.
- My dad says that whenever you fail at something, it is important not to give up but to always **look on the bright/dark** side.
- I'm in **high/low** spirits today – I've just passed my driving test!
- My heart **rose/sank** when I heard the thunder – I was so disappointed! We weren't going to have our picnic in the garden.
- Please don't play this song – it always gets me **down/up**, and I cry whenever I hear it.
- The latest news **cast a light/shadow** over any possible end to the epidemic.

4 Put the expressions from 3 into the right category. Then add two more expressions into each category.



Words with more than one meaning

5 For each pair of sentences, choose a word from the box which can complete both sentences. Write the answers in your notebook. Then get in pairs and discuss the different meanings of the words.

cast • bright • dish • float • lift • light • rise • role
sink • walk

- The riots _____ a long shadow over the peace talks. I think it was a great idea to _____ Tom Holland as Spider-Man – his performance was brilliant!
- I really like the song "Always Look on the _____ Side of Life" – do you know it comes from a film? Kara is a really _____ student, she's top of the class.
- Sheila's heart _____ every time she thought of her ex-boyfriend. The coast guard have just rescued the crew of the yacht which _____ during the storm.
- If I pass my Matura exams, I will _____ on air! Whenever it's getting dark, my friends always _____ me home.
- Could you please help me _____ my suitcase onto the train? It's really heavy! I simply love my older brother – no matter how I feel, he is always able to _____ my spirits.

6 In your notebook, complete the questions with a word beginning with the given letter. Then work in groups of three. Take turns to ask and answer the questions.

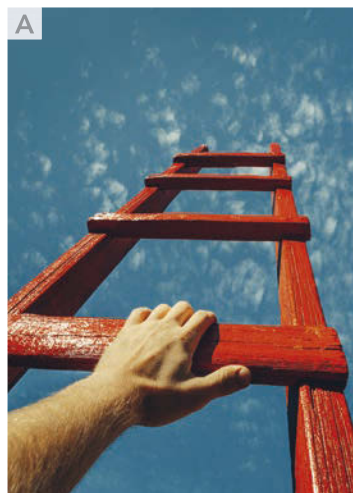
- How far do you agree with the saying that "Beauty is only s_____?"
- Can a song or a certain kind of music get you d_____? Which one?
- Are you always able to look on the b_____ side when things go wrong?
- When you're embarrassed or nervous, do you get t_____, or do you tend to speak fast?
- Who or what can c_____ you up most when you feel low?

Life and career developments

1 Choose the correct alternative to complete the definitions. Write the answers in your notebook. Check your answers in a dictionary if necessary.

- The *horizon/heaven/sky* is the limit is used to say that there are no barriers on what someone can do.
- If you get *up/lift/rise* to the occasion, you show the courage or skills to deal with a challenge or difficulty.
- When someone fights a losing *battle/campaign/mission*, they put a lot of effort to try to achieve or do something which is, nevertheless, bound to fail.
- If you do something with *bright/flying/shining* colours, you do it very successfully.
- When someone misses the *boat/bus/plane*, they fail to take advantage of an opportunity.
- If you get your *foot/toe/leg* in the door, you get a chance to start working somewhere or doing something which might lead to further opportunities.
- When someone *protects/rescues/saves* the day, they prevent a situation from developing into something unsuccessful or unpleasant.
- If you *carry/hold/keep* all the aces, you have complete control of the situation because you have all the advantages.

2 Work in pairs. Decide which of the idioms from 1 are illustrated in the pictures. Then draw pictures to illustrate two more of the idioms for your classmates to guess.



3 Complete the questions with the missing words. Then take turns to ask and answer the questions in pairs.

Can you think of a situation in which:

- you did something with colours?
- you found your in a new situation?
- you fought a losing ?
- you missed the ?
- you tried your at something new?
- you spoke your ?

4 Complete the text with one to three words in each gap. Write the answers in your notebook.

Our grandfather is a vet, and my sister always wanted to (1) in his footsteps. After graduation, she decided to do an internship in a big veterinary clinic in order to get valuable (2) into how such clinics work and to (3) in the door. Unfortunately, she had an accident while she was cycling to the interview. She had to be taken to hospital, but she was more worried that she would (4) the boat and lose the internship. Luckily, a doctor (5) the day as he let her use his laptop to do the interview online. With her leg in a plaster cast, Kim rose (6) and finished the interview with (7) colours. She got the internship and soon (8) her feet there. After the internship had finished, she was offered a permanent job.

5 Work in pairs. Write a similar short story, about someone you know or an imaginary person, using as many expressions from 1–4 as possible.

6 In your notebook, complete the sentences with a word beginning with the given letter. Then work in pairs. Talk about how much you agree with the statements.

- A lot of people fight a losing b with their laziness.
- Courage is really important in life – if you m the boat, you may never get a similar opportunity again.
- The sky is the l for anyone who is full of drive and ambition.
- Nowadays you have to be assertive and learn how to get your f in the door.
- You never know if you will be able to r to the occasion when you face a challenging or tough situation.

Communication and communication breakdown

1 Match idioms 1–6 with definitions A–F. Write the answers in your notebook. Then work in pairs and try to come up with a Polish equivalent for each of them.

- | | |
|--------------------------------|---|
| 1 get something off your chest | A be careful about offending someone by what you say |
| 2 keep somebody posted | B talk to someone who refuses to listen to your advice, ideas or explanations, etc. |
| 3 to mince your words | C say things which are confusing and difficult to understand |
| 4 read between the lines | D talk to someone about something that has been worrying you |
| 5 talk in riddles | E understand something that is not expressed directly |
| 6 talk to a brick wall | F regularly give someone information about something they are interested in |

2 In your notebook, choose the correct alternative. Then get in pairs and try to think whether the sentences can be used to describe a classmate of yours.

- He/She is really smart and knowledgeable – he/she often *cuts/does/makes* witty remarks.
- He/She is well-behaved but a bit timid – he/she often *minces/pronounces/spells* words so as not to offend anyone.
- He/She always takes what you say literally – he/she is not very good at *getting/reading/understanding* between the lines.
- He/She is a good friend – whenever I'm ill, he/she *gets/keeps/makes* me posted about what is happening in class.
- He/She is so lost in his/her thoughts most of the time that he/she often *gets/makes/receives* the wrong end of the stick.
- He/She is one of the few people in our class who like poetry and are capable of *implying/reading/understanding* its nuances.

3 Complete the mini-dialogues with the missing words. Write the answers in your notebook. Then work in pairs and write two mini-dialogues, using the idioms/expressions in 1 and 2.

- A: Why did Sheila say that? What did she mean by that?
B: Don't worry about it, she always talks in .
- A: Peter shouldn't have said all those things behind Mary's back.
B: Yes, she's really angry with him. He an embarrassing gaffe.

- A: Ted is so stubborn – he just won't listen to anyone!
B: Yeah, it's like talking to a brick .
- A: Clare shouldn't have talked to me like that.
B: It was a joke! Why do you have to everything literally?

Phrasal verbs: communication

4 Work in pairs. Decide on the shared meaning for the phrasal verbs in each of the columns (1–4) and then, try to name the categories. If necessary, check the meaning of the phrasal verbs in a dictionary.

1	2	3	4
spell out	talk down to	rattle on	bring up
get through to	cut in	rant on	turn to
point out	tune out	nag at	pick up on

5 In your notebook, complete the sentences with the missing verbs. Then get in pairs and take turns to ask and answer the questions.

- Do you ever out in class? In what situations?
- Do you remember the last time your parents at you about schoolwork or household chores?
- Has anyone ever down to you? How did you react?
- Do you ever find it difficult not to in when someone keeps talking?
- Would you out in defence of people or ideas if someone was criticising them? Why/Why not?

6 In your notebook, complete the sentences with a word beginning with the given letter. Then, work in small groups. Talk about how much you agree with the statements.

- Being unable to r between the lines often makes communication difficult or even impossible.
- When you feel worried, hurt or mistreated by someone, you should always find a way to get it off your c.
- People who r on and on about their children have no awareness of how boring they sound.
- It's very difficult not to t out a person who's talking about something which you're not interested in.
- It's much more effective to ask someone politely to do something than to n at them about it.

Past simple

We use the **past simple** to:

- 1 describe finished actions or situations in the past.
- 2 say that one thing happened after another.

Past continuous

We use the **past continuous** to:

- 1 talk about activities in progress at a moment in the past.
- 2 describe scenes in a story.
- 3 talk about an activity in progress when another, shorter activity happened or interrupted it. It tells us that an action was in progress, but not that it was finished.

Present perfect continuous

The **present perfect continuous** is used in a similar way to the present perfect simple. However, we use the continuous when we want to emphasise the process and duration of an action.

I've been studying in this school for more than five months.

For that reason, if an action is very short, we cannot use the continuous form.

NOT I've been breaking the window.

Past perfect simple

We use the **past perfect simple** to talk about actions that happened before another action or actions in the past. It gives importance to the completion of an activity.

When the interview had finished, I left.

Future activities in the past

Form

was about to / was going to

Use

Sometimes when we are talking about the past, we want to talk about something that was in the future at that time, something that was going to happen, but perhaps did not

Present perfect simple

We use the **present perfect simple** to talk about:

- 1 an experience in someone's lifetime, without saying the exact time when the event occurred.
I've seen Coldplay in concert.
- 2 recent events which have a result in the present.
She's lost her bag. (= She hasn't got her bag right now.)
- 3 actions or situations that began in the past but continue in the present.
Mark's lived here for ten years. (= He still lives here.)
- 4 actions finished very recently.
They've just had an accident.

We also use the continuous to emphasise that an action finished very recently or is incomplete.

I've been washing the dishes ... and my hands are wet because I only finished a second ago/I still haven't finished.

If we want to emphasise the completion and result of an action, or how many times it has happened, we must use the **present perfect simple**.

I've painted my bedroom. (It's finished.)

I've seen that film three times.

NOT I've been seeing that film three times.

Past perfect continuous

We use the **past perfect continuous** to talk about actions that happened before another action in the past. It gives importance to the duration of an activity.

I was tired because I had been studying all night.

actually happen in the end. To do this, we can use the past tense of the verb forms we would normally use to talk about the future, e.g. *am going to* ➔ *was going to*; *am about to* ➔ *was about to*; *will* ➔ *would*.

I was going to come to the cinema, but I had to babysit in the end.

Present and past habits

To talk about present habits we can use:

- 1 the **present simple** with or without an adverb of frequency.
Our lessons start at eight o'clock.
- 2 the **present continuous** with an adverb of frequency. This usually implies that the speaker finds the habit annoying.
She's always taking my things.
- 3 **will**
My friends and I will usually meet and see a film on Friday evenings.

To talk about past habits that we have stopped doing, we can use:

- 1 **used to**
My dad used to read me stories when I was small.
We cannot use **used to** to talk about single events in the past or when we give a period of time. In this case, we use the past simple.
She used to work in a factory. She worked there for five years.
NOT She used to work in a factory for five years.

The negative form of **used to** is **didn't use to**. There is no present form of **used to** – we use the present simple with an adverb of frequency.

2 would

We use **would** with past actions but not past states.

He would come and visit us on Sundays.

NOT He would have a bike.

We do not usually use **wouldn't** to talk about past habits.

He didn't use to give us presents.

NOT He wouldn't give us presents.

3 the past continuous with an adverb of frequency.

This usually implies that the speaker found the habit annoying.

My mum was always telling me to get up early on Sundays when I was small.

Past tenses

1 Choose the correct alternative. Write the answers in your notebook.

- There you are! At last! I've waited/been waiting for you for hours.
- That's the best festival that I went/have been to so far.
- He couldn't go until he s/'d finished his assignment.
- When I'd read/been reading all my emails, I made myself a snack.
- The plot in last night's film has been/was awful.
- While I was/had been watching the match, I saw Tim in the crowd.
- I opened the door and stepped/had stepped outside.
- When he had/had had his shower, he dried himself.

8

Present and past habits

2 Decide if the verbs in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms in your notebook.

- My parents **will buy** me presents every week.
- When he was five, he **would have** a bike.
- When I lived close to the stadium, I **would go to see** matches.
- My parents **were always insisting** that I wore gloves all winter when I was small. It was so annoying.
- I **used to go** to Brazil once for a holiday.
- I love films so I **use to go** to the cinema once a week.

6

Word formation: noun suffixes

3 Decide if the words in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms in your notebook.

- I don't understand the **import** of these events.
- A lot of elderly people suffer from **lonely**.
- All the **participants** win a prize.
- My parents give me total **free** to do what I like.
- Computers are the most significant **invent** in recent years.
- Accidents are happening with great **frequency**.
- Their cars have a reputation for **safe**.
- Before we started the course, we did an **intelligent** test.

8

Similes

5 Complete the similes with these words. There are three extra words. Write the answers in your notebook.

cold • easy • fresh • light • quick • quiet
solid • strong • white

- I'm feeling as as a daisy.
- I'll be over at your house as as a flash.
- He sat there as as a mouse.
- He's as as a rock.
- His face was as as a sheet.
- My hands are as as ice.

6

Body idioms and human interaction

4 Read definitions 1–6 and complete the idioms with a part of the body. Write the answers in your notebook.

- do something without someone knowing about it:
do something behind someone's
- have complete control over someone: have someone under your
- tell someone something that is not true: pull someone's
- treat someone you know in an unfriendly way: give someone the cold
- take a risk because you believe in someone: stick your out for someone
- tell someone about something that has been worrying you: get something off your

6

Ways of talking

6 Answer the questions with these words.

gasp • mutter • shriek • whine • whisper • yell

How would you speak if you:

- wanted to say something romantic to somebody, but you didn't want other people to hear?
- were really surprised and finding it hard to breathe?
- wanted to speak to somebody far away?
- were really scared/angry and out of control?
- were annoyed and were talking to yourself?
- were continually complaining that things aren't fair?

6

Total: 40

Modal verbs of obligation, permission, prohibition, criticism and advice – Present

We use:

- **have to** to talk about things which are obligatory or necessary. It often describes obligations imposed on us by other people and authorities.
- **don't have to** to talk about things which are not obligatory or necessary.
- **must** to talk about rules, regulations and obligations. It often describes obligations that come internally, from ourselves.
- **mustn't** to talk about prohibitions.
- **need to** to talk about things which are obligatory or necessary.
- **don't need to** or **needn't** to talk about things which are not obligatory or necessary. With **needn't** we do not use to before the infinitive.
- **can't** to refuse permission.
- **should, shouldn't, ought to, had ('d) better (not)** to give and ask for advice and recommendations. **Had better** is especially for when we think we should do something because it's a good idea. **Ought to** and **had ('d) better** are slightly less common in negative and question form.
- **be allowed to** to talk about things that we have permission to do.
- **be supposed to** when somebody is expected to behave in a particular way, especially according to someone in authority.

Modal verbs of obligation, permission, prohibition, criticism and advice – Past

We use:

- **had to** to talk about things which were obligatory or necessary.
- **didn't have to** to talk about things which were not obligatory or necessary.
- **needed to** to talk about things which were obligatory or necessary.
- **didn't need to** to talk about things which were not obligatory or necessary, and so we didn't do them.
- **needn't have + past participle** to talk about things that were not obligatory or necessary, but we did them.
- **wasn't/weren't allowed to** to talk about past prohibitions.
- **couldn't** to talk about things that were prohibited or not possible.
- **should have/ought to have, shouldn't have + past participle** to criticise past actions or to say that they were a mistake.

Modal verbs of speculation, deduction, possibility and probability – Present and future

We use:

- **must** when we are 90% certain that something is true.
- **may, might, could, may not, mightn't** when there is a 50% possibility that something is true (or not). We can add **well** after **may, might** and **could** in the affirmative to say that there is a stronger possibility.
- **can't** when we are 90% certain that something is not true.
- When we are 100% certain that something is or isn't true, we do not use modal verbs of speculation and deduction.

Modal verbs of speculation, deduction, possibility and probability – Past

We use:

- **must have** when we are 90% certain that something was true.
- **can't have** when we are 90% certain that something was not true.
- **may have, might have, could have, may not have, mightn't have** when there is a 50% possibility that something was true (or not). We can add **well** after **may, might** and **could** in the affirmative to say that there is a stronger possibility.

Modal verbs – obligation, permission, prohibition, criticism and advice

1 Choose the correct option. Write the answers in your notebook.

- I'm sorry. I should/ought to have asked your permission to go.
- We had/should better leave the room now because somebody's waiting to use it.
- We weren't allowed/supposed to write with a green pen in the exam, but there was no rule against it.
- I had to go/must have gone to the hospital at the weekend because my grandfather was ill.
- You didn't see me at the meeting because they told me that I didn't need to go/needn't have gone.
- Have we/Do we have to sign on the dotted line?
- I think she said that we need/needn't pay to get in.
- I ran to the station but I needn't have bothered/didn't need to bother because the train was delayed.
- I didn't have to dress/needn't have dressed up for the party but I wanted to wear my new dress.
- You can't park/supposed to park here. You're blocking the entrance.

10

Modal verbs – speculation, deduction, possibility and probability

2 Decide if the verbs in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms in your notebook.

- That car **mustn't be** hers because she can't afford to buy one.
- I wonder why he hasn't come. He **mayn't have remembered** that we have a meeting.
- If we go now, we **may well get** there for the start of the film.
- I don't know who lent me this pen, but I suppose it **can have been** Kay.
- You've got the wrong answer so you **must have make** a mistake somewhere in your calculations.
- I'm not sure when the next test is, but I suppose it **could be** next week.
- You've had a long journey. You **must have been** tired.
- That man has a very expensive car. He **can't earn** a lot of money.
- I can't find my gloves anywhere. I **must have dropped** them.
- The shop **must not have been** open today – I'll phone and check before I go.

10

Collocations with take, make and do

3 In your notebook, complete the sentences with the correct form of take, make or do.

- It no difference what I think – I want to know your opinion.
- The actor has a formal apology for his behaviour.
- He refused to continue as he offence at some of the interview questions.
- It doesn't any harm to be polite.
- We should an effort to call Ben.
- It's difficult to get a good mark if you don't an interest in the subject.
- Are you sure you've the right choice?

7

Compound nouns: cars and the road

4 Use the words to make compound nouns connected with cars and the road. Write the answers in your notebook.

round • seat • steering • petrol • lights • motor • licence
about • belt • station • driving • traffic • way • wheel

-
-
-
-
-
-
-

7

5 In your notebook, complete the sentences with the correct words.

- She had to stop because the were red.
- To make the car turn right, you have to turn the to the right.
- The first thing you should do when you get in a car is fasten your .
- He got his after passing the test on his first attempt.
- You aren't allowed to stop on a unless it's an emergency.
- are designed to make intersections safer for drivers.

6

Total: 40

Verb + *-ing* form and infinitive

We use **verb + *-ing*** form after these verbs:

admit • avoid • carry on • consider • deny • face • feel like • finish
give up • include • keep (on) • practise • recommend • risk • suggest • take up

We use **verb + *to-infinitive*** after these verbs:

afford • agree • appear • arrange • decide • expect • fail • happen • help
hope • manage • pretend • promise • refuse • seem • volunteer • wait

We use the **gerund** or the ***to-infinitive*** after these verbs with little or no difference in meaning:

begin • bother • can't bear • can't stand • continue • hate • love
prefer • start

We use the **gerund** or the ***to-infinitive*** after these verbs, but there is an important difference in meaning:

stop to do: you stop one activity because you want or need to do another activity

stop doing: you are doing something and then you stop

remember to do: you remember you need to do something and then you do it

remember doing: you do something and then you remember it later

forget to do: you don't do something that you intended to do

forget doing: you did something, but now you don't remember it

like to do: you do something because you think it's a good idea

like doing: you do something because you enjoy doing it

try to do: you make an effort to achieve something

try doing: you do something as an experiment

mean to do: you intend to do something

mean doing: an action involves something

go on to do: you stop one activity or topic of discussion and start a new one

go on doing: you continue doing an activity

Verb + object + *-ing* form and infinitive

We use the ***-ing*** form after these verbs when they are followed by an object:

catch • feel • find • hear • notice • overhear • see

We use the ***to-infinitive*** after these verbs when they are followed by an object:

advise • allow • ask • authorise • beg • choose • encourage • force • help
hire • inspire • invite • need • order • persuade • pick • remind
send • teach • tell • want • warn • watch

We use the ***infinitive without to*** after these verbs when they are followed by an object:

feel • hear • help • let • make • overhear • see

For general rules on when to use the gerund or infinitive, see Unit 10.

Verb + -ing form and infinitive

1 Choose the correct alternative. If both alternatives are correct, mark both. Write the answers in your notebook.

- How come you refused to help/helping me?
- Could you all stop to listen/listening to me?
- In some ways, being a doctor means to dedicate/dedicating your life to your job.
- As a kid, I avoided to eat/eating vegetables.
- The actor went on to talk/talking for two hours.
- When the police questioned him, he denied to do/doing anything wrong.
- We continued to read/reading the book in class.
- Please don't bother to call/calling me again.
- I forgot to bring/bringing the money I owe you.
- Let's carry on to prepare/preparing our presentation.

10

Verb + object + -ing form and infinitive

2 Complete the text with the correct form of the verbs given. Write the answers in your notebook.

The film *Rain Man* (1988) was based on a story of a man called Kim Peek who had amazing mental powers. These powers became evident when at the age of two, people noticed him (a) (read) newspapers! In 1984, scriptwriter Barry Morrow met Kim and immediately asked his father (b) (give) him permission to write a film about his life. Kim's father let him (c) (do) it. The film-makers chose Dustin Hoffman (d) (play) the part of Kim, and they invited him (e) (meet) him in person. Kim had an amazing memory for numbers and so in the film, the *Rain Man's* brother persuades him (f) (use)

his mental powers to break the bank at the casino. However, in real life Kim refused, not because he was afraid they would catch him (g) (do) it, but because it was unethical. When Hoffman met Peek and his father, they got on well and Hoffman begged Kim's father (h) (share) Kim with the world. Kim and his father began helping people (i) (understand) more about mental disabilities. Thousands of people saw him (j) (do) his favourite trick. When somebody told Kim his date of birth, he could instantly tell them what day of the week it was.

10

Phrasal verbs: the mind

3 Choose the correct alternative. Write the answers in your notebook.

- I didn't understand the story at first, but eventually I pieced it together/together it.
- Why don't we talk the presentation through/through the presentation?
- I find that I catch on/pick up new vocabulary fast.
- The answer leapt out at me/at me out.
- It took ages to come up with/out at ideas.
- You aren't keeping on/up with the class.
- It wasn't easy to think of a solution, but when they hit it on/on it they were very relieved.

7

The human mind

4 Match these words with the definitions 1–6. There are two extra words. Write the answers in your notebook.

articulate • bewildered • grasp • have a gift for
memorise • perceive ... as • recall • wander

- learn something so that you can remember it
- confused
- able to express your ideas clearly and effectively
- have a natural ability for
- think about or understand something in a particular way
- understand

6

Prefixes

5 Read the definitions and complete the words with the correct prefix. Write the answers in your notebook.

- make a mistake in calculating numbers = calculate
- a temperature lower than 0 degrees = -zero
- not as good as some people think = rated
- not earning enough money for the work you do = paid
- faster than the speed of sound = sonic
- a person who shares the responsibility for producing something = -producer
- think again about a decision to decide whether you should change it = consider

7

Total: 40

Zero conditional

Form

If + **present simple**, ... **present simple**
If you don't water plants, they die.

Use

We use the zero conditional to talk about situations that are generally or always true.

First conditional

Form

If + **present simple**, ... **will/won't** + infinitive
If you eat junk food, you will put on weight.

Use

We use the first conditional to talk about possible and probable situations in the future, and their consequences.

Second conditional

Form

If + **past simple**, ... **would/wouldn't** + infinitive
If I had a beard, I'd look older.

Use

We use the second conditional to talk about imaginary or improbable situations and their consequences. The imaginary or improbable sentences are in the present or future, not in the past.

Third conditional

Form

If + **past perfect**, ... **would/wouldn't have** + past participle
If I had studied, I would have passed the exam.

Use

We use the third conditional to talk about imaginary or impossible situations in the past and their consequences.

The situations are impossible because we cannot change them now that they have happened.

If I liked that group I would have gone to see them in concert.

Or they can describe an imaginary past situation and its present consequence.

If I had had breakfast, I wouldn't be hungry now.

Mixed conditionals

Form

- If + **past simple**, ... **would/wouldn't have** + past participle
- If + **past perfect**, ... **would/wouldn't** + infinitive

Use

- Mixed conditionals are a mixture of the second and third conditionals. They can describe an imaginary present situation and its past consequence.

If I liked that group, I would have gone to see them in concert.

- Or they can describe an imaginary past situation and its present consequence.

If I had had breakfast, I wouldn't be hungry now.

Other conditional structures

unless = if ... not, except if

We won't be able to swim unless the swimming pool is open.

as long as, provided/providing (that) = if, only if

We'll be able to swim as long as/provided the swimming pool is open.

in case = because, maybe

We'll take our swimsuits in case the swimming pool is open.

supposing/suppose = imagine ...

Supposing he came to eat tonight, would we have enough food?

should/were to/happened to = when something is less probable

If it were to/should/happened to rain tomorrow, what would we do?

I wish/If only + the past = talking about imaginary situations in the present. It expresses wishes for things to be different in the present.

I wish I was on the beach right now.

I wish/If only + past perfect = talking about past situations that we would have liked to be different. It expresses regrets.

If only I hadn't spent all my money last weekend.

I wish/If only with would/wouldn't + infinitive = talking about somebody's habitual behaviour that we want to criticise and change.

My dad smokes. I wish he wouldn't do it.

Conditionals

1 Complete the conditional sentences with the correct form of the verb in brackets. Write the answers in your notebook.

- 1 If he had come to school yesterday, he (do) the exam.
- 2 If I (be) better at sport, I'd play more.
- 3 If I (not see) you tonight, I'll see you tomorrow.
- 4 If my sister gets a cold, I usually (catch) it, too.
- 5 If it's warm this afternoon, I (walk) home.
- 6 If I (see) him yesterday, I'd have given him the message.
- 7 If he had a part-time job, he (not be able) to do all his homework.

7

Other conditional structures

2 Complete the sentences with these words. Write the answers in your notebook.

case • long • only • providing • supposing • unless

- 1 I'll lend you my laptop as as you promise to return it tomorrow.
- 2 I bought a spare pen in this one ran out of ink.
- 3 you won the money, how would you spend it?
- 4 If I could remember his name!
- 5 that the weather stays fine, we'll have dinner outside.
- 6 you have a passport, they won't let you into the US.

6

Mixed conditionals

3 In your notebook, write conditional sentences for the situations below, using the words given.

- 1 I'm annoyed today because you didn't help me.
If you .
- 2 We couldn't go out last night because we have an exam today.
If we .
- 3 I'm afraid of heights so I didn't go to the top.
If I .
- 4 I don't know any French so I couldn't translate it.
If I .
- 5 He didn't take his medication. That's why he's sick.
If he .
- 6 They didn't let us in because we aren't old enough.
If we .
- 7 She isn't happy now because she didn't get the job.
If she .

7

Compound nouns and adjectives

4 Complete the compound nouns or adjectives. Write the answers in your notebook.

- 1 More than 50 people have been arrested in a crack on organised crime.
- 2 Doctors are worried because there are going to be cut in health spending.
- 3 In the feed meeting, they're going to tell me how I can improve my presentations.
- 4 Right from the start of the journey, from the very out , I knew it would be special.
- 5 Raising money for charity is so worth .
- 6 It took years of research before they made a break .
- 7 Nuclear power has some obvious draw .
- 8 I doubt if they'll cure malaria during my life .

8

Causes, reasons and results

5 In your notebook define these words.

- | | | |
|-------------|----------|-------------|
| 1 spark off | 3 prompt | 5 in turn |
| 2 as | 4 due to | 6 stem from |

6

Biology and scientific research

6 Complete the sentences with the correct form of these words. Write the answers in your notebook.

contract (v) • parasite • prevalent
resistant • species • transmit

- 1 Sleep disorders may be more than previously thought.
- 2 Some of birds are dying out because of the use of insecticides.
- 3 People who have the virus can now be treated successfully.
- 4 Scientists are concerned that the disease could be by air.
- 5 Some natural remedies, such as garlic, can remove from the body.
- 6 Bacteria and viruses that have become to drugs could cost lives.

6

Total: 40

be going to

- 1 We use *be going to* to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.

I've decided that next year I'm going to do more exercise.

- 2 We can also use *be going to* to make predictions about the future, particularly when we have evidence for the prediction.

All the evidence suggests the situation is going to get worse.

will/won't

- 1 We use *will* and *won't* to make general predictions about the future. We often use *think, hope, expect, imagine*, etc. with *will* and *won't* to show that our prediction is based on thoughts, opinions and expectations.

I believe that one day we will live on Mars.

- 2 We also use *will* and *won't* when we decide to do something at the moment of speaking.

It's cold. I'll close the window now.

Present continuous for future

We use the present continuous to talk about future arrangements; plans that have been confirmed.

Experts from around the world are meeting next month.

Present simple for future

We use the present simple to talk about the future when the action is part of a timetable or routine.

My train leaves at 9 pm tomorrow.

Future continuous

We use the future continuous to talk about activities in progress at a particular time in the future. The activities are in progress and so they are unfinished.

At this time tomorrow, he'll be flying to the US.

Future perfect simple

We use the future perfect to talk about activities that will be finished by a certain time in the future.

I will have gone to bed by midnight.

We often use the preposition *by* with the future perfect. It means 'some time before'.

Future perfect continuous

We use the future perfect continuous to talk about how long an activity will be in progress before a particular moment in the future.

By 8 pm I'll have been revising history for five hours!

be on the verge/point of

We use *be on the verge/point of* to talk about something that is going to happen very soon.

They are on the verge of inventing something really revolutionary.

Summary of future tenses

Tense	Use	Example
<i>be going to</i>	1 For plans and intentions	<i>I'm going to study physics at university.</i>
	2 For predictions based on current evidence	<i>It's going to rain soon – look at the clouds.</i>
<i>will/won't</i>	1 For general predictions	<i>I think Spain will win the World Cup.</i>
	2 For decisions made at the time of speaking	<i>Wait there, I'll answer the door.</i>
Present continuous	For arrangements	<i>I'm meeting my friends at 6 pm tonight.</i>
Present simple	For timetables or routines	<i>The college entrance exam starts at 8 am.</i>
Future continuous	For activities in progress at a particular time	<i>Don't call me at 8 pm because I'll be having dinner.</i>
Future perfect simple	For activities that will be finished by a certain time	<i>I'll have finished my project by Friday when we have to hand it in.</i>
Future perfect continuous	To talk about how long an activity will be in progress before a certain time	<i>My family will have been living abroad for five years this September.</i>
<i>be on the verge/point of</i>	To talk about something that is going to happen very soon	<i>Scientists are on the verge of a breakthrough in their research.</i>

Future forms

1 Choose the correct alternative. Write the answers in your notebook.

- 1 Be careful! The train will/is going to leave.
- 2 Can I change my appointment to this afternoon because I 'll leave/'m leaving tomorrow.
- 3 I've checked the school timetable and the exams end/are ending in June.
- 4 I go/'ll go to the shops as soon as they open.
- 5 We 'll go/'re going to see a film at the cinema tonight, so don't call then.
- 6 The prime minister predicts that inflation is falling/will fall next year.

6

Advanced future forms

2 Complete the sentences with the correct form of the verbs given. In 2–7, use the future continuous, future perfect or future perfect continuous. Write the answers in your notebook.

- 1 The final whistle is about to go and the team are on the verge of (make) history!
- 2 Next month, my dad (work) at the same company for 30 years.
- 3 Don't call me at 6 pm because I (have) my driving lesson.
- 4 Mum will have her car back by the weekend because the mechanic (fix) it by then.
- 5 By 2 pm, he (run) for over six hours!
- 6 This time next month we (lie) next to the pool on holiday.
- 7 My parents are celebrating next month because by then, they (marry) for 20 years.

7

3 Decide if the sentences are correct or incorrect. Rewrite the incorrect sentences in your notebook.

- 1 When your plane arrives, a representative from the company will wait for you to take you to your hotel.
- 2 It's a pity that they're going to close the gym. This time next month, I'll have gone there for six years.
- 3 It'll take too long to drive to Manchester so we're going to take the train.
- 4 Once I've finished this book, I'll have been reading all of the novels by this author.
- 5 Look at those clouds! I don't think we should go out now because it'll rain.
- 6 I'm having lunch with Sam today. There are some things we need to discuss.
- 7 Do you think you'll still have been living in London in five years' time?

7

Prepositional phrases

4 Complete the sentences with the correct preposition. Write the answers in your notebook.

- 1 They brought in the new law account of the number of accidents.
- 2 He's a very bright politician. In addition that, he's charismatic.
- 3 I am writing to you behalf of a friend.
- 4 We are the process of improving our system.
- 5 They did it means of new technology.
- 6 You're out of touch today's music.
- 7 We're putting this concert on in aid charity.

7

Minor offences and punishment

5 Complete the sentences with these words. There are two extra words. Write the answers in your notebook.

banned • community • criminal • issued • judge
lodge • non- • prosecute • suspended

- 1 The police officer him with a fine for parking in a designated area.
- 2 I wish to a formal complaint.
- 3 He only got a sentence.
- 4 The ordered them to do three months' service.
- 5 He was from driving for 12 months.

7

Formal register

6 In your notebook, rewrite these sentences in a less formal register.

- 1 I have numerous friends.
- 2 A number of students are absent.
- 3 The vast majority of his fans like his new look.
- 4 This manoeuvre can be highly dangerous.
- 5 The hotel will provide us with a hot meal.
- 6 This is merely a joke.

6

Total: 40

Reported speech – Statements

Form

If the reporting verb is in the past form, the tense of the verb in reported speech usually changes, going one tense 'back'. The past perfect stays the same.

Direct speech tenses	Reported speech tenses
present simple	past simple
present continuous	past continuous
present/past perfect	past perfect
past simple	past perfect
will	would
can	could
may	might
must/have to	had to

Could, would, should and **might** do not change.

When the statement is something which is still true, or is and will always be true, the tense of the verb in reported speech usually stays the same.

'I'm American.' ➤ *Hayden said he's American.*

Pronouns and possessive adjectives also change.

'I love your smile.' ➤ *Brad said he loved her smile.*

Here are some other words which change from direct to reported speech.

Direct speech	Reported speech
this/these	that/those
here	there
today	that day
yesterday	the day before
tomorrow	the next/following day
last night	that night
next (week/year)	the following (week/year)
last (week/year)	the previous (week/year)
a (week/year) ago	a (week/year) before

With **say** you do not need to use a personal object.

He said it was going to be a great film.

NOT He said me it was going to be a great film.

With **tell** you must use a personal object.

He told me it was going to be a great film.

NOT He told that it was going to be a great film.

Reported speech – Questions

Form

The same changes occur with tenses, pronouns and other words as with reported statements.

We do not use the auxiliary verb **do**.

'Do you like rap?' ➤ *She asked me if I liked rap.*

There is no inversion of subject and verb.

'Where are you?' ➤ *He asked me where I was.*

Reported questions are not real questions so they do not need question marks.

NOT She asked me what I needed?

When there is no question word (who, what, how, why, etc.), we use **if** or **whether**.

'Can you do it?' ➤ *They asked me if I could do it.*

Reported speech – Different types of reporting structures

- verb + (that) + sentence in reported speech, e.g. say, reply, add, admit, agree, announce, claim, complain, explain, promise, deny
He promised that he would help me.
- verb + object + (that) + sentence in reported speech, e.g. tell, remind, warn, inform
She informed us that she was running late.
- verb + question word/if + sentence in reported speech, e.g. ask, wonder, want to know
She wanted to know if I would go to the party that night.
- verb + (not) to-infinitive, e.g. agree, offer, claim, threaten, promise, refuse, demand
I offered to help my mum.
- verb + object + (not) to-infinitive, e.g. tell, advise, forbid, ask, instruct, tell, order, warn, invite, remind
The teacher instructed us to do the activity.
- verb + gerund, e.g. deny, admit, suggest, recommend, admit, regret
The waiter recommended trying the fish.
- verb + (object) + preposition + gerund, e.g. insist on, accuse somebody of, confess to, congratulate somebody on, criticise somebody for, warn somebody against, apologise for, blame somebody for, object to
Police accused him of the crime.
- verb + (that) + object + (should) + infinitive without to, e.g. suggest, recommend, insist, demand
They suggested that we should go to the museum.

Reported speech – Impersonal reporting structures

Form

- It + be + past participle of believe, know, think, say, expect, claim, report + that

It is said that dolphins can communicate.

It was claimed that the president knew about it.

- Subject + be + past participle of believe, know, think, say, expect, claim, report + to + infinitive/have + past participle

Dolphins are said to be able to communicate.

The president was claimed to have known about it.

Use

We use this structure to talk about what people in general say, think or believe about something.

Reporting structures

1 Decide if the sentences are correct. In your notebook, rewrite the incorrect sentences.

- 1 They accused me that I'd stolen the laptop.
- 2 She claimed to know the director personally.
- 3 My friend denied to have done anything wrong.
- 4 The police wanted to know what had the group of teenagers been doing in the street.
- 5 The authorities advised to not drive in the snow.
- 6 Ed suggested me to learn to play the guitar.
- 7 They promised not to play loud music that night.
- 8 Ben apologised that he had woken everybody up.
- 9 She insisted to pay for the meal, even though she didn't have much money.
- 10 The neighbours threatened with calling the police.

10

Impersonal reporting structures

2 Rewrite the sentences below in your notebook.

- 1 People claimed that nobody could build such a tall building.
It .
- 2 They knew Johnson had been at the scene of the crime.
Johnson .
- 3 They believe that the houses are unsafe.
The houses .
- 4 At first, people said that the telephone was a useless invention.
At first, it .
- 5 They thought that the burglar knew exactly what he was looking for.
The burglar .
- 6 They believed the car was his.
The car .
- 7 They say that home is where the heart is.
It .
- 8 People have suggested that the family owns three houses elsewhere.
It .

8

Idiomatic expressions with home

3 Complete the idiomatic expressions. Write the answers in your notebook.

- 1 Staying with my aunt is like home home because I'm so comfortable there.
- 2 You might not like what I'm going to say, but you need to hear some home .
- 3 She'd worked hard on her assignment, but she knew she wasn't home and yet.
- 4 Personally, I don't think the food there is to write home about.
- 5 When I heard about his accident, it really home to me how important he is to me.
- 6 The lions immediately homed on the sleeping zebra.
- 7 I don't know exactly how much he earns, but I know he home a good salary.

7

Finding a place to live

4 Complete the sentences. Write the answers in your notebook.

- 1 They agreed to rent the house and put down a to close the deal.
- 2 He's our . We pay him the rent each month because the flat belongs to him.
- 3 The house is ours! Next month we can in.
- 4 The new flat is so we don't have to take our horrible old sofa and table.
- 5 She can't afford to buy a flat so she's looking for a flat or house while she's a student.
- 6 Personally, I think that have the right to occupy a property if it's empty.
- 7 The house was in a terrible state so we spent a lot of time it up. Now it looks fantastic!
- 8 When renting, don't need to pay for repairs. It's the owner's responsibility.

8

Describing cities and towns

5 Choose the pairs of words that have a similar meaning. Explain the difference for the other pairs.

- | | | |
|---------------------------|---------------------------|----------------------|
| 1 bustling/thriving | 4 renowned for/famous for | 6 lively/vibrant |
| 2 well-connected/well-off | 5 hilly/sprawling | 7 quaint/picturesque |
| 3 shabby/run-down | | |

7

Total: 40

The passive

Form

subject + **be** + **past participle** (+ **by** + **agent**)

*Smoking **is forbidden**.* (present simple)

*The prize **has been awarded** by the committee.*

(present perfect)

*This speech **is being listened to** by millions of people.*

(present continuous)

*Lots of new technology **will be invented** in the future.*

(will)

We make the passive with the appropriate tense and form of the verb **to be** and the past participle of the verb.

To make questions in the passive, we put the first auxiliary verb before the subject.

***Is** the concert **being shown** on TV?*

***Has** the film **been finished**?*

We use the preposition **by** to introduce the agent, that is, the person or thing which does the action.

Use

We use the passive when:

- 1 we are more interested in the action than the people who do the action.

*A suspicious bag **has been found** in the station.*

- 2 we do not know who exactly does the action.

*The bank **has just been robbed**.*

- 3 it is obvious or understood who did the action.

*The suspect **was arrested**.*

Passive infinitives and gerunds

Form

We make passive infinitives with **to be** + past participle.

We make passive gerunds with **being** + past participle.

Use

The decision whether to use an infinitive or gerund

depends on the preceding verb, preposition or structure.

*I love **being spoilt**. I want **to be respected**.*

The passive: verbs with two objects

Form

Some verbs are followed by two objects, one usually a **thing** and the other a **person**. When this happens, we can make two different passive sentences.

*I **was given** a surprise.*

*A surprise **was given to me**.*

It is more common to make passive sentences with the **person or people** as the subject.

These common verbs are followed by two objects:

give, send, tell, show, lend, pay, promise, refuse, offer, teach, bring, buy, owe

Causatives

Form

Subject + **have/get** + object + past participle (by + agent)

Subject + **have** + agent + infinitive without to

Subject + **get** + agent + to-infinitive

Use

We use these structures to talk about actions people do for us; often for payment. **Get** is slightly more informal.

With these structures we make different tenses by changing the tense of **have** or **get**.

*He **got** his friend **to fix** his computer.*

*He's **having** a friend **fix** his computer.*

With the structure subject + **have/get** + object + past participle, we can use the preposition **by** to introduce the agent. If it is not important who does the action, we do not put anything.

*He **had** his computer **fixed** by a friend.*

Determiners and quantifiers

Form

a (large/small) number of (+ plural countable nouns)

all, all of (+ singular, plural and uncountable nouns)

most, most of (+ singular, plural and uncountable nouns)

each, every (+ singular countable nouns)

each of, every one of (+ plural countable nouns)

no (+ singular, plural and uncountable nouns)

none (without of, cannot go with another noun)

none of (+ plural countable and uncountable nouns)

Use

Each and **every** are followed by singular verbs.

Each one is different. Every day is different.

None of can be followed by a singular or plural verb if it refers to a plural countable noun.

None of us like/likes that film.

Some and **most** can be followed directly by a noun if there is no other determiner.

some people, most children

We must use **some of** and **most of** if we use another determiner.

Some of the people who came were angry.

Most of the chocolate disappeared.

All does not have to go with **of** if there is another determiner.

All (of) the people here are friends of mine.

Passive structures

1 Decide if the sentences are correct. In your notebook, rewrite the incorrect sentences.

- 1 A prize was given to the director.
- 2 Don't worry, the money has received.
- 3 After be seen by the doctor, she left the hospital.
- 4 The truth was told to me.
- 5 This is the apartment that is being stayed in by us.
- 6 The packages are been sent by airmail next week.
- 7 I'm meeting by two friends at the airport.

7

Causatives

2 In your notebook, rewrite the sentences using the word given.

- 1 Tanya always cuts his hair for him. **HAS**
He always by Tanya.
- 2 Her mum picked her up. **TO**
She got .
- 3 Decorators are refurbishing their house. **GETTING**
They .
- 4 They'd delivered the pizza for us. **DELIVER**
We'd had the pizza.
- 5 I'll get my dad to repair my car. **BY**
I'll my dad.
- 6 I got the shop assistant to wrap the present. **WRAPPED**
I the shop assistant.
- 7 I want them to print it out for me. **HAVE**
I'm going to it out for me.

7

Determiners and quantifiers

3 Complete the sentences with these words. There are three extra words. Write the answers in your notebook.

all • each • has • have • no • none • not • number • one

- 1 Life is surprising – day is different.
- 2 Money, riches, fame. of them interest me.
- 3 Who's eaten my cake? of it has gone!
- 4 There is doubt he is wrong.
- 5 I've read every of the books on that shelf.
- 6 Each of these actors endorsed a product.

6

Word formation

4 Complete the sentences with the correct form of the words given. Write the answers in your notebook.

- 1 Let's think (sense) about this.
- 2 There has been a (understand).
I didn't order this.
- 3 It was (point) queuing for a ticket
when they had already sold out.
- 4 The fashion designer was praised for
the (origin) of her latest collection.
- 5 No-one knows who is going to win. The result is
 (predict).
- 6 People are becoming (increase) tired
of commercials on TV.
- 7 She expected me to respond to her email
 (immediate).

7

Advertising and selling

5 Read the definitions and complete the expressions. Write the answers in your notebook.

- 1 give away a : when a company gives you something you don't have to pay for
- 2 a product: say in public you like a product
- 3 cold : unexpected telephone calls or visits by someone trying to sell something
- 4 launch a marketing : make public a series of adverts to persuade people to buy a product
- 5 publicity: when people talk to each other about a product or recommend it to each other
- 6 a name: the name that a company gives to its particular product or group of products
- 7 : a large board used for advertisements in an outside public place

7

Describing clothes and fashions

6 In your notebook, write a simple definition for the words and expressions.

- | | | |
|---------------|-------------------|----------|
| 1 casual | 3 be seen dead in | 5 loose |
| 2 set a trend | 4 match | 6 stripy |

6

Total: 40

Participle clauses

Form

The present participle

Walking to the shops, I bumped into an old friend.

Having walked to the shops, I started to buy the items on my list.

The past participle

Caught by the police, the gang confessed.

The subject of the participle clause must be the same as in the other half of the sentence.

Seeing him there, I waved.

NOT Seeing him there, he waved to me.

Use

We use present participles (doing, watching, walking, etc.) to talk about actions happening at the same time.

Running to catch the bus, I twisted my ankle. = *When I was running to catch the bus, I twisted my ankle.*

We use the perfect form of present participles (having done, having watched, having walked, etc.) to say that this activity happened before the next activity in the sentence.

Having seen the weather forecast, we cancelled the excursion. = *After we had seen the weather forecast, we cancelled the excursion.*

We can also use participles to explain the reason for something.

Needing a rest, I sat down. = *Because I needed a rest, I sat down.*

We use past participles as an alternative to the passive.

Watched by millions, the programme was an immediate hit. = *The programme was watched by millions and was an immediate hit.*

Making comparisons

We use *less* with uncountable nouns and *fewer* with countable nouns.

We have less money than before.

We have fewer chances of success.

We use *as ... as* to say two things are the same. We use *not as ... as* or *not so ... as* to say that the second person or thing is more ... *than* the first one.

Playing tennis isn't so expensive as paragliding.

We use (not) *the same ... as* to compare nouns.

This sport doesn't offer the same excitement as motor racing.

We use double comparatives (*more and more*, *bigger and bigger*, *more and more important*) to talk about continuing changes.

She's getting more and more tired.

She's getting taller and taller.

We use *The + comparative*, *the + comparative* to talk about two things that happen together.

The faster I run, the more tired I feel.

The harder you study, the better your results.

Modifying comparisons

We can use these words and expressions to modify basic comparatives:

slightly, *a bit*, *a lot*, *a great deal*, *much*, *far*, *twice/three times ...*

He's far better at tennis than me.

We can use these words and expressions to modify superlatives:

by far, *easily*, *by a long way*

She's by far the best athlete in the world right now.

We can use these words and expressions to modify (not) *as ... as*:

quite, *nearly*, *almost*, *just*, *twice/three times*, *nowhere near*, *nothing like*

She's not nearly as careful as me.

Participle clauses

1 Complete the sentences with the correct form of these verbs. Write the answers in your notebook.

eat • give • hurt • not know • practise • use • wash • write

- 1 the email, she sent it.
- 2 The man in the accident is making good progress in hospital.
- 3 When a mobile phone in public, you should try not to disturb others.
- 4 the money by my parents, I went to do the shopping.
- 5 breakfast, I brushed my teeth.
- 6 every day, you should become a guitarist one day.
- 7 the way, I think I may get lost.
- 8 by hand, this jumper should stay in perfect condition.

8

Making comparisons

2 Decide if the sentences are correct. In your notebook, rewrite the incorrect sentences.

- 1 I'm convinced that snowboarding is so easy as skateboarding.
- 2 Fewer and fewer people walk for 30 minutes a day.
- 3 It seems that life is getting more and more fast.
- 4 Teenagers today don't have the same problems than teenagers in the 1950s.
- 5 I think people enjoy extreme sports because they take less risks in their day-to-day routines.
- 6 The earlier you leave, sooner you'll get there.

6

Modifying comparisons

3 Put these words and expressions in the correct place. Use each once. Write the answers in your notebook.

a great deal • by far • far • nearly • slightly • twice

- 1 This is the most exciting holiday I've ever had.
- 2 He was faster than me because he finished in 22 seconds and I finished in 23 seconds.
- 3 Russia is bigger than Ireland.
- 4 Running isn't as dangerous as paragliding.
- 5 The economy has grown as fast as predicted, expanding by 0.8% instead of 0.4%.
- 6 Gold is more valuable than steel.

6

Words with more than one meaning

4 In your notebook, write a synonym or definition for each word in bold. Then think of a different meaning of each of these words.

- 1 I can't see what the **point** is of going to her house when we know she isn't in.
- 2 We need to **cover** a lot of ground before we can stop and rest.
- 3 The purpose of the exercise is **clear**.
- 4 Please write an **account** of what happened.
- 5 X marks the **spot**.
- 6 This could be the **break** the band needs.
- 7 Sorry, I didn't **catch** your name.

7

Compound adjectives: parts of the body

5 Complete the compound noun in each sentence. Write the answers in your notebook.

ear • eye • hair • heart • nail • neck • soul

- 1 It's to see hungry children in the world.
- 2 The police drove at speed to catch the thief.
- 3 Come on our new roller coaster ride!
- 4 What a finish! We scored in the last minute.
- 5 It's to see people do voluntary work.
- 6 That dress is , with so many bright colours.
- 7 There was an scream that made me jump.

7

Metaphors: happiness and sadness

6 Match 1–6 with a–f to make sentences. Then complete the sentences with the correct preposition. Write the answers in your notebook.

- 1 I'm so happy I feel like I'm walking
- 2 Watching my favourite group play live, I'm
- 3 I had an argument with my friend and now I'm down
- 4 Things will get better, there's always light
- 5 The tragic news cast a shadow
- 6 I won the competition! I feel on top
- a air.
- b the world.
- c the rest of the evening.
- d the end of the tunnel.
- e seventh heaven.
- f the dumps.

6

Total:

40

Articles

A/An

We use a/an with singular, countable nouns. We use it:

- when we mention something for the first time, or to say that the person or thing is one of a number of things or people.

She's got a car.

- to say what somebody's profession is.

He's a researcher.

The

We use the with countable (singular and plural) and uncountable nouns. We use it:

- to refer to something or somebody previously mentioned or that we already know about.

She's got a car. The car's brand new.

- to talk about specific things or people.

The car she bought was expensive.

The people who work there are really helpful.

- to talk about something unique, something that there is only one of.

the Sun, the government (in a particular country), the floor, the sky, the world

- with superlative adjectives and adverbs, and first/last/only/same.

It's always the same story.

- with singular nouns to refer in general to all members of a group.

The piano is a difficult instrument to play.

- with an adjective to talk about a group. In this case, the verb is always plural.

The unemployed are suffering more than most.

No article

We do not use an article:

- with plural countable nouns or uncountable nouns when we are talking about people or things in general.

(-) Economists say there will be more jobs next year.

(-) Society needs to change.

- with a person's job title or their unique position in a company.

My brother is (-) Head of Finance at the university.

Articles with school, university, etc.

Use

We do not use an article with school, university, hospital, college, prison, church when we talk about what these places are for.

My sister is at (-) university. = She's a student, not there right now.

We use the with school, university, hospital, college, prison, church when we talk about the physical buildings.

Builders are doing work at the university.

Prepositions in relative clauses

Prepositions can be used in relative clauses with which, who, whom and whose. It is not possible to use prepositions with that.

The preposition can be placed either before the relative pronoun (more formal) or at the end of the clause (less formal). After a preposition, who becomes whom.

I studied with an American professor from whom I learnt many fascinating things. = more formal

I studied with an American professor who I learnt many fascinating things from. = less formal

This is the office in which I worked. = more formal

This is the office which I worked in. = less formal

Prepositions appear in several noun phrases which contain relative pronouns, e.g. some of which/whom, many of which/whom, most of which/whom, the first/last of which/whom.

They also appear in several adverbial phrases which contain relative pronouns, e.g. in which case, at which point, for which reason.

Articles

1 Decide if the sentences are correct. Rewrite the incorrect sentences in your notebook.

- When I finish university I want to be a doctor.
- The snow leopard is in danger of extinction.
- I think it's a best idea to go by car.
- She's just become head of the marketing.
- His job is to protect the innocent.
- It's an only chance we have.
- I don't believe that the books will disappear because of new technologies.

7

2 Choose the correct alternative. Write the answers in your notebook.

- My parents met while studying at the university.
- The teachers wanted to know why I hadn't gone to the school yesterday.
- We went to the church to take photos of it.
- The journalist went to the prison to interview a notorious criminal.
- He stayed in the hospital while they did tests.
- He went to the university to hear a talk.

6

Prepositions in relative clauses

3 Complete the sentences with these words. Write the answers in your notebook.

all of whom • at which • at which point • for which • for whom • in which case • on whom

- I have lots of things to be grateful.
- You might need some help, just call me.
- I have many colleagues I know I can rely.
- I admire the works of Tolstoy, Dostoyevsky and Chekhov, were Russian.
- He'll speak from 5 pm to 6 pm, there will be a short break.
- There are students this type of approach is rather tricky.
- This is the moment we should stop.

7

Verb-noun collocations

4 Match 1-7 with a-g to make sentences. Write the answers in your notebook.

- He has suffered
 - He isn't afraid to speak
 - The actor is about to embark on
 - He usually voices
 - I think he should gain
 - He always inspires
 - He has overcome
- a a deeper understanding of how the job really works.
b his mind because he believes in being sincere.
c his fear of flying.
d confidence because he really knows what he's doing.
e a new project with his wife.
f a major setback as he's just been fired.
g opinions that few people agree with.

7

Life and career developments

5 Read the definitions and complete the expressions. Write the answers in your notebook.

- start to feel confident and able to deal with something = *your feet*
- stop something from happening now, with the possibility of making it happen in the future = *put something on*
- be successful in life = *get* *in life*
- do an activity for the first time, to see if you like it or are good at it = *try your* *at something*
- do the same work or achieve the same success as someone before you = *follow in somebody's*
- learn about a job by actually doing it = *serve an*
- be in a particular situation after doing something = *end* *doing something*

7

Internships

6 Complete the sentences with an appropriate verb. Write the answers in your notebook.

- After three internships, she the point when she wanted to be paid.
- He learnt to up for himself.
- It was hard to ends meet so he got a loan.
- I didn't know other workers. I was just through.
- The company was him for granted so he left.
- The internship helped him a foot in the business.

6

Total: 40

Gerunds and infinitives – rules and revision

We use the gerund:	We use the infinitive:
as the subject or object of a sentence. <i>Listening to podcasts helps you to understand more.</i> <i>He described listening to the band as torture.</i>	to explain why somebody does something. <i>To buy a good computer, you need to think carefully what you want.</i>
after prepositions . <i>I'm tired of making mistakes.</i>	immediately after adjectives . <i>It's essential to think before you answer.</i>
after verbs of liking or disliking , e.g. like, love, enjoy, can't stand, don't mind, hate. <i>I adore eating in that restaurant.</i>	after too, enough, the first, the last . <i>I'm the first to admit it.</i>
after these noun phrases: It's no good/use, It's (not) worth, There's no point (in), have difficulty/problems/trouble (in/with) <i>It's not worth crying over.</i>	after indefinite pronouns (somewhere, something, etc.). <i>I haven't got anything to wear.</i>
with go to talk about physical activities. <i>go running, swimming, cycling, shopping, swimming, fishing</i>	after certain verbs: afford • agree • appear • arrange • decide • expect fail • happen • help • hope • manage • pretend promise • refuse • seem • volunteer • wait
after certain verbs: admit • avoid • carry on • consider • deny • face feel like • finish • give up • include • keep (on) practise • recommend • risk • suggest • take up	

Whatever, wherever, whoever, etc.

We use *whatever, wherever, whoever, whenever, whichever, however* when it doesn't make any difference what, where, who etc.

The clause which contains *whatever, whoever, etc.* can come at the start of the sentence or in the middle.

Whatever I do, you're always angry with me.

You're always angry with me, whatever I do.

We use *however* + adjective/adverb to say it doesn't matter how much you do something, or how big/small/difficult something is. The clause which contains *however* can come at the start of the sentence or in the middle.

However fast you run, you'll never beat me.

You'll never beat me, however fast you run.

Ellipsis

Ellipsis is when we leave out words because they are not necessary and to avoid repetition.

One of the most common examples is when we omit an infinitive to avoid repeating the verb.

Lisa wanted to swim, but I couldn't [swim] because I didn't have my swimsuit.

She ate early, but I didn't want to [eat early].

Rob went up the stairs in the dark, but I was frightened to [go up the stairs in the dark].

It is also common to leave out the main verb after a modal or auxiliary verb.

Mark won't help you, but I will [help you].

She hasn't seen the film, but I have [seen the film].

Gerunds and infinitives – rules and revision

1 Choose the correct alternative. Write the answers in your notebook.

- I certainly don't mind to wait/waiting for you.
- It's no good to cry/crying every time you have a problem to face.
- In my family I'm usually the first person to wake/waking up.
- Can you manage to see/seeing what's happening?
- I used the knife to open/opening the letter.
- There's just no point to argue/arguing with them.
- Does to think/thinking about food make you hungry?
- They managed to resolve the problem without to lose/losing face.

8

Whatever, wherever, whoever, etc.

2 Decide if the words in bold are used correctly. Rewrite the incorrect sentences in your notebook.

- Whatever** busy I am, I always have time for you.
- Wherever** I go to your house, you're always wearing your pyjamas!
- I want to pass the test **however** I can.
- Whichever** you wear, you always look great.
- I can't help smiling **whenever** I think about what happened.
- She always believed **however** he told her.
- Whatever** hard I try, I never seem to please them.

7

Ellipsis

3 In your notebook, rewrite each sentence to avoid repetition.

- I didn't read the whole of the book, even though I should have read it.
- I'd already finished eating my lunch, but my friends hadn't finished it.
- She didn't cook because she was too tired to cook.
- Jo could speak French when she was little, but she can't speak French now.
- We never used to worry about them, but we've started to worry about them.
- They moved all the chairs, but they shouldn't have moved them.
- I'd love to go, but I don't think I'll be able to go.

7

Phrasal verbs: communication

4 Choose the correct particles. Write the answers in your notebook.

- interrupt = cut in/up
- state your opinion firmly = speak out/on
- start discussing = bring on/up
- change from one subject to another = turn to/in
- make someone understand what you are trying to say = get down to/through to
- understand something with difficulty = make out/up
- talk to someone as if you think they are not as clever as you = talk across to/down to
- talk in detail about something that someone has mentioned = pick up on/out on

8

Communication and communication breakdown

5 Complete the sentences with these words. Write the answers in your notebook.

gaffe • implied • literally • misinterpreted • nuances
offended • purposes • puzzling • remark • stick

- He made a terrible gaffe when he called her Mr.
- I found his remarks offended. What exactly did he mean by what he said?
- I got the wrong end of the stick and misunderstood you.
- You made me laugh with your witty remarks.
- I think we're talking at cross purposes because I was talking about your French teacher, not your English teacher.
- I think I implied him when I said he looks older.
- She didn't actually say it, but she implied that I'm stupid.
- It's quite easy to learn new vocabulary, but it's hard to understand the nuances of specific words.
- When I said I never wanted to see him again, I didn't expect him to take it literally.
- They misinterpreted her silence for agreement with their plan.

10

Total: 40

Unit 2

Developing speaking

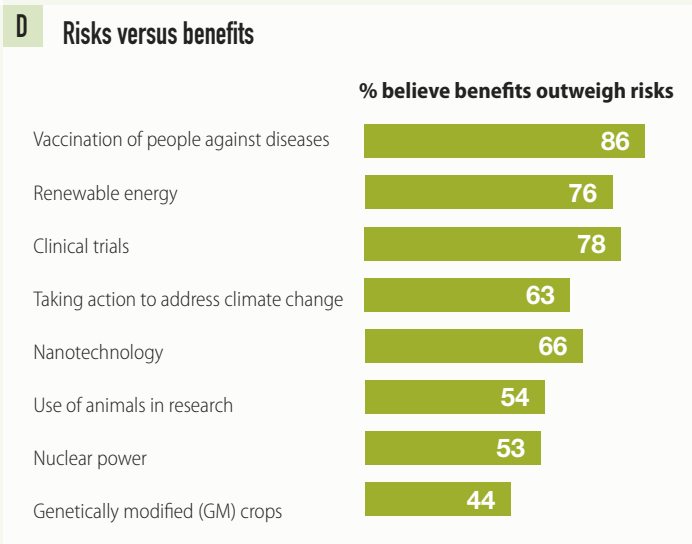
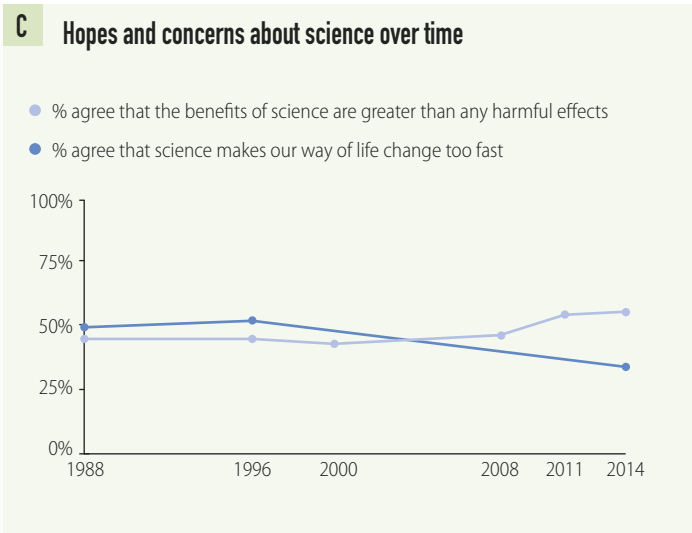
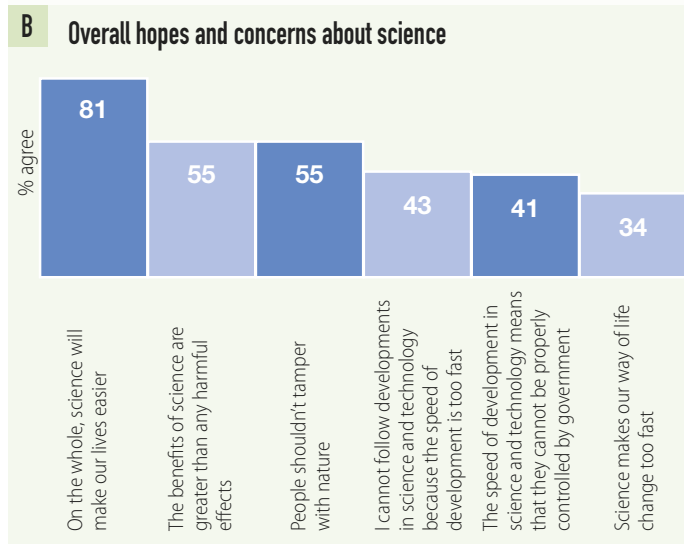
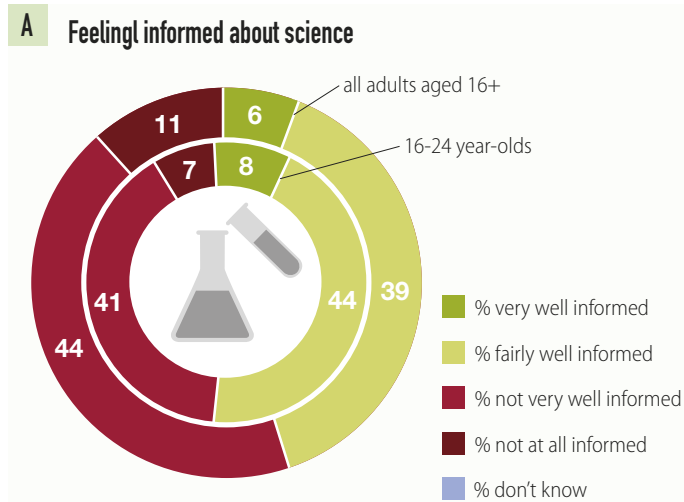
Exercise 6, p23



Unit 4

Developing speaking

Exercise 6, p47



Unit 8

Developing speaking

Exercise 8, p95



Unit 9

Developing speaking

Exercise 5, p107



Unit 10

Developing speaking

Exercises 1, 8a–b, p119



You will have to talk about this topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you. *Describe a positive learning experience that you have had, either in or out of school.*

You should say:

- where and when it happened;
- what the experience was;
- who was to thank for the experience.

Also, explain why the experience was so positive and what the outcome was.

Student A:

- 1 Do you think technology will replace teachers in the future? Why/Why not?
- 2 What do you think is necessary for a positive learning environment?
- 3 In the past people stopped learning when they finished school or university, but now people talk about 'lifelong learning'. Why do you think this is?

Student B:

- 1 Why is education so important to society as a whole?
- 2 Do you think that education's main goal is to prepare people for the world of work? Why/Why not?
- 3 Until which age do you think education should be compulsory and why?



SUFFIXES

Adjective suffixes:

-ful (usually added to nouns)

insightful, painful, helpful, thoughtful, successful, careful, colourful, hopeful, painful, peaceful, useful, wonderful

-less (usually added to nouns)

helpless, thoughtless, meaningless, painless, fearless, hopeless, sleepless, useless, pointless, powerless

-al (usually added to nouns)

personal, accidental, biographical, astrological, commercial, national, economical, environmental, global, industrial, logical, musical, original, political, professional, provisional, regional, sentimental

-ic (usually added to nouns)

optimistic, scientific, artistic, economic, pessimistic, poetic

-y (usually added to nouns)

lucky, cloudy, dirty, dusty, funny, hairy, hungry, rainy, sleepy, sunny, thirsty

-able (usually added to verbs)

considerable, likeable, enjoyable, believable, predictable, acceptable, available, comfortable, irritable, knowledgeable, memorable, profitable, questionable, reasonable, recognisable, understandable, washable, useable/usable

-ible (usually added to verbs)

terrible, accessible, comprehensible, convertible, edible, sensible, horrible

-ant (usually added to verbs)

important, expectant, resistant, observant

-ive (usually added to verbs)

productive, active, attractive, competitive, constructive, creative, deceptive, decisive, destructive, effective, impressive, impulsive, perceptive, receptive, supportive

-ish (meaning: more or less, usually added to another adjective)

tallish, straightish, youngish, brownish

Noun suffixes – abstract/things:

-ity (usually added to adjectives)

similarity, personality, ability, productivity, activity, availability, complexity, creativity, curiosity, density, equality, formality, fraternity, generosity, humidity, ingenuity, reality, security, stupidity, superiority

-ety (usually added to adjectives)

anxiety, safety

-ence (usually added to adjectives)

coincidence, intelligence, existence, adolescence, confidence, correspondence, difference, independence, obedience, patience, presence, residence, violence

-ance (usually added to adjectives)

abundance, (dis)appearance, appliance, assurance, elegance, extravagance, ignorance, importance, insurance, relevance, surveillance

-ness (usually added to adjectives)

happiness, awareness, blindness, darkness, eagerness, illness, loneliness, madness, sadness, selfishness, weakness

-dom (usually added to adjectives)

freedom, boredom, kingdom

-cy (usually added to adjectives)

frequency, accuracy, decency, diplomacy, efficiency, fluency, privacy, urgency, vacancy

-ment (usually added to verbs)

argument, enjoyment, improvement, (un)employment, amusement, appointment, arrangement, assessment, attachment, accomplishment, adjustment, development, embarrassment, empowerment, enhancement, excitement, government, instalment, recruitment, requirement, retirement

-ion (usually added to verbs)

description, creation, production, action, adaptation, affection, attention, prediction, destruction, discussion, education, explanation, expression, hesitation, implication, impression, invention, investigation, isolation, operation, organisation, probation

-ure (usually added to verbs)

failure, pleasure, pressure

-ship (usually added to another noun)

citizenship, censorship, relationship, friendship, membership, leadership, hardship, ownership

Noun suffixes – people:

-or (usually added to verbs)

actor, creator, inventor

-er (usually added to verbs)

astrologer, researcher, believer, producer, player, hunter, gatherer, publisher, bystander, plumber

-ant (usually added to verbs)

participant, assistant, attendant, applicant



-ist (usually added to another noun)

graphologist, psychologist, scientist, artist, optimist, guitarist, physicist

Adverb suffix:

-ly (usually added to adjectives)

deliberately, virtually, nationally, productively, actively, willingly

PREFIXES

anti- (meaning: against)

anticlockwise, antisocial, anti-hero

co- (meaning: with, together)

co-star, coproduce, coexist, cooperate, coordination, co-pilot

dis- (meaning: the opposite, not)

disjointed, disabled, disability, disappear, disadvantage, disapprove, discomfort, disconnect, dishonest, disloyal, disobey, disorder, disorganise, disqualify

ex- (meaning: a position or situation that existed before, but not now)

ex-husband, ex-president

il- (meaning: the opposite, not)

illegal, illegible, illegitimate, illiterate, illogical

im- (meaning: the opposite, not)

impenetrable, immature, impatient, imperfect, impolite, impossible, impractical, improbable

in- (meaning: the opposite, not)

inability, inactive, inadequate, incapable, inconsolable, incorrect, inefficient, inexperienced, informal, insecure, invisible

inter- (meaning: between)

international, interact, interactive, interchange, interconnect, interdependent, interface, intermediary

ir- (meaning: the opposite, not)

irrational, irregular, irrelevant, irresistible, irresponsible

mis- (meaning: wrong, incorrect)

miscast, mishap, misinterpret, misfortune, misbehave, miscalculate, misconception, misdemeanour, mishear, misinform, misjudge, mislead, mismanage, misprint, mispronounce, misread, mistimed, mistreat, mistrust, misunderstand

over- (meaning: too much)

overblown, overcritical, overcook, overbook, overbearing, overdo, overemphasise, overestimate, overflow, overhang, overload, overpaid, overpopulated, overpriced, overreact, oversleep, overweight, overwork

non- (meaning: the opposite, not)

non-profit, non-smoking, non-resident, non-stop, non-verbal

pre- (meaning: before)

preconception, precook, pre-school

post- (meaning: after)

postgraduate, postmodern, post-war

re- (meaning: again)

remake, reproduce, react, rediscover, readjust, reappear, reassess, rebuild, reclassify, reconsider, redo, replay

sub- (meaning: below)

subconscious, sub-plot, subway, sub-zero, submarine

super- (meaning: more, bigger, better)

superhero, superhuman, superimpose, supernatural, superpower

un- (meaning: the opposite, not)

unpredictable, uninspiring, unnatural, unable, uncooked, unacceptable, unbelievable, uncertain, unconscious, unconventional, undo, unemployed, unfair, unfortunate, unkind, unlock, unpack, unreal, unreliable

under- (meaning: not enough)

underrated, undercook, underestimate, underprivileged, undervalued, underweight

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

Unit 1

Stories, narratives, anecdotes

pp12–13

Example question

You have decided to enter a short story competition in an international magazine. The competition rules say that the story must be about a lucky escape.

Write your story.

MODEL TEXT

Use a variety of adjectives and adverbs to make descriptions vivid.

Say when or in what order things happened, using expressions like *just as*, *suddenly*, *last week*, *then*, *finally*.

Use direct speech with a variety of reporting verbs such as *gasp*, *sigh*, *shriek*.

It had been snowing all week, so on Sunday my family decided to drive out into the country to find a beautiful spot to go for a walk and enjoy the **spectacular** winter landscape.

Having spotted a beautiful stream, we got out of the car and put on our backpacks. I also picked up the walking pole that my father had given me as a present when I was just seven. I never went walking without it.

The landscape was breathtaking that day, with patches of ice on the ground reflecting the sun **like a mirror**. As we got to the stream, I was amazed to see that it was frozen in places. Curious, I used my pole to see how thick and hard the ice was. But **just as** I was doing so, the stick fell out of my hands into the ice-cold water. I went closer to the edge of the stream and bent over to see if I could reach it. As quick as a flash, I slipped on the icy rocks, straight into the freezing stream.

'Help!' I **shrieked**, but there was nothing really that my parents or sister could do. I gasped as the cold water penetrated my clothes. I would freeze to death if I didn't get out fast. With the shock, I managed to pull myself up out of the water, against the current.

I was standing, shivering in my wet clothes, when suddenly I felt a strange movement just next to my heart.

'That's it! I'm going to have a heart attack!' I groaned.

But then I realised that it wasn't my heart, it was my mobile phone which was vibrating wildly after getting soaking wet.

'Two lucky escapes in one day!' I sighed as we all headed back to the car.

Use participle clauses to talk about two actions happening at the same time, or in sequence.

Use similes to add drama and interest.

Useful grammar: Narrative tenses

- Past simple. We use it to tell the main events and actions in the story.
- Past continuous. We use it to describe scenes and to say what activity was in progress when another activity or event interrupted it.
- Past perfect. We use it for the background of the story, to talk about actions that happened before other actions in the past.
- Past perfect continuous. We use it for the background of a story, particularly when the duration of an activity is important.
- *used to*. We use it to talk about past habits.
- *must/may/might/can't have*. We use these to make speculations or deductions about what happened.
- *was going to, was doing, would*. We use these to talk about future activities in the past.
- Participle clauses. These describe two actions happening at the same time, or in sequence.

Suggested paragraph plan

First paragraph: Explain where and when the story began. Introduce the characters.

Middle paragraph(s): Explain the main events in the story, and the background to these events.

Final paragraph: Explain how the story ended and what the consequences were.

Unit 2 and 8

Opinion essays

pp24–25 (Unit 2) and 96–97 (Unit 8)

Example question

Some people think that school and university should teach the knowledge and skills needed in the world of work. Others say that schools and universities should teach knowledge for its own sake, without worrying about future professional needs. What do you think should be the main function of schools and universities?

MODEL TEXT

Over the years, there has been much debate about the true aim of education. Should schools be preparing students for the workplace, or should the objective be something different? To my mind, the answer is clear. **I am** convinced that we should not be training students in professional skills. We should be preparing students for life itself.

The style is formal. Do not use contractions.

Put opinions and ideas in sequence with linkers such as *First and foremost*, *Furthermore*, *Last but not least*.

Give your opinion with expressions like *Personally*, *To my mind*, *In my opinion*, *As far as I'm concerned*, *I believe*.

Express other people's opinions using expressions like *Some people claim/argue/maintain that ...*, *It is often said that ...*

To give a conclusion, use *To sum up*, *In conclusion*, *All in all*.

First and foremost, in my opinion, the goal of education should be to help students to become independent thinkers and learners. The essential idea is that young people develop their creativity and problem-solving skills so that they can respond to future challenges and problems in a positive and constructive way.

Furthermore, if students are trained in professional skills at a very young age, we are limiting their future career possibilities. **To my mind**, it is far more worthwhile to give students general tools and strategies at school and university which they can apply to any job in any particular field. After all, companies can always train employees after school or university.

Some people claim that knowledge which is not directly relevant to the world of work serves no purpose. **I believe there is no evidence to support this view.** How can we know exactly which pieces of information any particular student will need in the future? By giving a broad education including elements of all types of arts and sciences, we are helping students to develop as complete human beings who can gradually start specialising in the subjects they are most interested in or best at.

Make contrasts and give counterarguments using expressions like *Whilst it is true that*, *However*, *Nevertheless*, *Despite*, *I believe there is no evidence to support ...*

To sum up, as far as I am concerned, schools and universities are not simply vocational colleges producing future bankers, mechanics or nurses. They are places where young people should be trained in life-long skills and strategies that help them to develop and bring something positive to society in general.

Suggested paragraph plan

Paragraph 1: Introduction, including your opinion.

Paragraph 2: Main point(s) in support of your opinion.

Paragraph 3: Additional point(s) in support of your opinion.

Paragraph 4: Point(s) in support of a different opinion and your counterargument(s).

Paragraph 5: Conclusion, restating and possibly expanding your main point.

Unit 3

Reviews

pp36–37

Example question

An international magazine wants reviews of box-office successes and failures. Write a review of a successful or unsuccessful film you have seen.

Use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions.

MODEL TEXT

Explain and justify your opinions by giving specific details about the things you like or dislike.

Use a range of adjectives to make your review vivid.

Make it clear who you would/ wouldn't recommend sees the film/reads the book.

Continuing the success of superhero films such as the *Avengers*, *Thor* and the *Iron Man* films, a definite Marvel box-office smash is *Guardians of the Galaxy*. Starring the up-and-coming US actor Chris Pratt, *Guardians of the Galaxy* combines extra-terrestrials and a whole range of special effects to create a fast-moving film which is enjoyable, though not **particularly** memorable.

As always with adaptations of classic comics, the film has to condense years of stories into just two hours. **The plot is slightly disjointed** as the film begins with the hero Peter Quill's abduction from Earth by a group of space pirates but then goes forward in time to see how and why he escapes. Living on the planet Morag, Quill finds a mysterious orb, which he decides to sell. However, other people also want the orb so he has to escape Morag but then ends up in prison on the planet of Xandar with five other space creatures. They decide to sell the orb and split the money although they don't like each other initially. But then they find out that the orb can be used to destroy planets and they have to protect it. Quill has to learn to be less arrogant and impulsive and learn to work together with others before he can protect the orb and save the universe. Central to any superhero films are the action scenes and special effects. Both are gripping in *Guardians of the Galaxy*. Whether you watch the 2D or 3D version, many scenes are **breathtaking**, thanks particularly to the epic scenery of the mythical planet of Xandar. What's more, incredibly realistic effects used to create the space creatures who become Quill's friends lead to some light-hearted moments which help to vary the mood of the film.

Apart from the action scenes, in my opinion what makes the film really work is the relationship between the characters. Pratt's portrayal of Quill as he changes from a brash young man into a more mature, thoughtful character is particularly impressive.

All in all, *Guardians of the Galaxy* does exactly what you would expect from a big budget superhero movie. It's exciting, entertaining, and even funny at times. **But if what you're looking for is something deep and moving, stay away!**

Useful vocabulary

Nouns

adaptation • box-office • cliché • cliff-hanger • critic • masterpiece
portrayal • script • sequel • twists and turns (of a plot)

Adjectives

amazing • amusing • appealing • awful • brilliant • catchy • clever
(un)convincing • credible • deafening • deep • disappointing • disjointed
epic • far-fetched • fascinating • fast-moving • flawed • gripping
hilarious • incredible • (un)inspiring • intricate • intriguing • light-hearted
lively • loud • low-budget • memorable • mesmerising • mind-blowing
moving • mysterious • perceptive • realistic • relaxing • risqué • rousing
scary • sensitive • soothing • spectacular • stunning • stupid • terrible
thrilling • thought-provoking • up-and-coming • vivid • well-produced

Other expressions

(the film) bombed • (critics) panned (the film) • (the film) grossed (\$10,000)
(the story) unfolds • deliver a great performance • (the film) received rave reviews
get a lukewarm reception • a box-office smash/flop • (the film) hit the big screen

Suggested paragraph plan

Paragraph 1: Basic information about what you are reviewing.

Paragraph 2: More detailed information.

Paragraph 3: Your opinion and justification for it.

Paragraph 4: Your recommendation.

Unit 4 and 8

For-and-against essays

pp48–49 (Unit 4) and 96–97 (Unit 8)

Example question

Some people say that children are born with a special talent, for music or sport for example. But others argue that, with training, any child can learn to be a good musician or sportsperson. Discuss both views and then give your own opinion.

MODEL TEXT

Are musicians or sportspeople born with special abilities, or can anybody develop them? The answer to this question is important since, if anybody can learn them, this could inspire us all to try our best to develop these talents. On the other hand, if these talents are purely natural, **it would** mean that it is pointless to train hard since we could never achieve much even if we practised for hours and hours.

The style is formal.
Do not use contractions.

Express other people's opinions using expressions like *Some people claim/argue/maintain that ...*, *It is often said that ...*

Many experts claim that children are born with special aptitudes. This would explain why some young children seem to find some things really easy whilst others struggle to do or understand them. Some children can pick up a guitar or ball and soon find that they can do things with it without thinking or trying. This would suggest that we have natural skills that are part of us, the same as our physical features.

Make contrasts and give counterarguments using expressions like *However*, *Nevertheless*, *On the one hand*, *On the other hand...*

However, if we gave a guitar to a young child and gave him or her lessons every day, would that child not learn to be a good guitarist? Many people, especially teachers, would argue that, with instruction and practice, anybody can learn to do a particular task well. **Furthermore**, somebody with natural talent who never practised would find it very difficult to achieve a high level of ability in that task.

To add arguments, use *Furthermore*, *What's more*, *Not only ... but also ...*

Give your opinion with expressions like *Personally*, *To my mind*, *In my opinion*, *As far as I am concerned*, *I believe that ...*

Personally, I believe that we can all learn to be good at something, whether it be sport or music, by learning about it and by practising. Nevertheless, to be truly great at something I believe that we need natural talent or aptitude, and we have to practise hard and often.

To sum up, natural talent and hard work must go hand in hand.

To give a conclusion, use *To sum up*, *In conclusion*, *All in all*.

Suggested paragraph plan

Paragraph 1: State the topic of the composition using general statements.

Paragraph 2: Make points for (or against).

Paragraph 3: Make points against (or for).

Paragraph 4: Conclusion – restate the most important point(s) and give your opinion.

Unit 5

Formal letters of complaint

pp60–61

Example question

Read this extract from a local newspaper.

The town council has decided to close down the local library in Green Street. They say that nobody uses it to borrow books anymore, perhaps because of the influence of the Internet. They also say that the library has simply become a meeting place for young people who create a lot of noise and disturbance there.

You frequently use the local library. Write a letter of complaint to the local council about the closure of the library. Include the following points:

- Nobody takes out books because they're all old.
- Why not install computers so that people can read things on the Internet?
- Young people meet there because there's nowhere else to meet.
- Young people don't disturb anyone there – they're busy studying.

Use *Dear Sir/Madam* when you do not know the name of the person that you are writing to. Otherwise, use *Dear Mr/Mrs/Ms*.

Give your opinion with expressions like *Personally, To my mind, In my opinion, As far as I am concerned, I believe that ...*

Use more formal vocabulary, eg, *numerous* instead of *a lot of*; *believe* instead of *think*.

To give a conclusion, use *To sum up, In conclusion, All in all*.

MODEL TEXT

Dear Sir/Madam,

I am writing to protest about the imminent closure of the library in Green Street. **I believe that** closing the library will **not only** be unjustified but will also have a negative impact on the neighbourhood.

Whilst it is probably true that fewer people borrow books from the library nowadays, I believe there are important reasons which explain why. Firstly, the books in the library are all old since no new books have been added in the last five years. Secondly, the Internet has become more and more popular as you have stated. In that case, **may I suggest** you install computers with Internet access in the library? This step would encourage more people to use the library to study and work. It has been stated that one of the reasons for closing the library is that it has become nothing more than a meeting place for young people. This is true in part, but the reason why young people meet there is that there are no alternative places in our town. If the library is closed, young people will have no other option but to start meeting in the street.

Last but not least, I would like to state clearly that young people do not create any disturbance in the library. **The truth is that** **numerous** students from my school use the library to study as it is such a quiet place, and we can concentrate there.

In conclusion, what amazes me is that the local council are inventing any excuses they can to justify closing the library. This is scandalous since the library serves several vital functions in the local community. The consequences of shutting the library could have a highly negative impact on the neighbourhood as a whole. I urge you to reconsider your plan.

Yours faithfully,
Andy Powell

To add arguments, use *Furthermore, What's more, Not only ... but also ...*

Use more formal expressions, such as *May I suggest ...?* instead of *Why don't you ...?*

Use cleft sentences and other ways of adding emphasis such as *What amazes me is ...*, *The truth is ...*

When you do not know the name of the person you are writing to, use *Yours faithfully*. Otherwise, use *Yours sincerely*.

Suggested paragraph plan

First paragraph: Explain why you are writing.

Middle paragraph(s): Give details of the complaint (what, where, why, when ...).

Final paragraph: Summarise your opinion and ask for a solution.

Unit 6

Articles and competition entries

pp72–73

Example question

You see the following announcement in an international magazine.

We are preparing a special container to be buried and opened in 100 years' time. We want readers to write an article suggesting one album, one DVD and one book which represent life and culture today to put inside the time capsule. Explain why your choices would be of interest to people in the future.

Write your article.

Think of a title to grab the reader's attention or make him/her curious to read the article.

Use synonyms and a wide variety of vocabulary to avoid repetition.

Try to create a positive impression by being enthusiastic and original, and justify your points by giving valid and convincing arguments.

MODEL TEXT

1920, 2020, 2120: The more that things change, the more they stay the same

Think for a second about the year 1920. Do you know what music people were listening to? **Was it jazz or classical music?** Did records exist, or just the radio? And was the cinema already popular or could people only see plays? Now **imagine** opening a time capsule from 1920 and how it would help us to get a clearer picture of life then.

When someone opens my time capsule in 2120, I would like them to find a Taylor Swift album inside. She may not have the best voice in the world, or be the best dancer, but her songs are all about problems that teenagers today are facing. And the music is **fun, catchy** and perfect for dancing and forgetting the world for a while. And that, **quite frankly**, says a lot about life today.

Meanwhile, if there's one thing that defines today's society it's the Internet and social networking sites. That's why I would choose to include the film *The Social Network*. The movie tells the story of Facebook and, in doing so, tells us a lot about human interaction and relationships in the 21st century.

As for my choice of book, over 32 million copies of the *Divergent* series have been sold over the world, and the young actors who appear in the film adaptations are adored by millions of fans. **What is intriguing** about the series and its success is that, despite being futuristic, it is all about old-fashioned virtues, or factions, such as honesty, intelligence and bravery, which have appeared in old folk tales for centuries.

Music, dance and celebrations. The search for friendship and company. Stories that reflect on our deepest fears and desires. Although we may think life was very different 100 or 200 years ago, personally I believe our time capsule will show future generations that, deep down, people haven't really changed that much.

Use direct questions to involve the reader.

Use expressions such as *imagine*, *just think ...*

Use comment adverbials such as *quite frankly* or *to be honest* to make your own opinion clear.

Suggested paragraph plan

First paragraph: Introduction – state the theme of the article.

Middle paragraph(s): Have one paragraph for each major point you make, backed up with arguments and justifications.

Final paragraph: Summarise your main point(s).

Unit 7 and 10

Reports and proposals

pp84–85 (Unit 7) and 120–121 (Unit 10)

Example question

An international research group is investigating the teaching of sport in schools in different parts of the world. You have been asked to write a report on sports education in your country. Your report should look at the following questions:

- What are the strengths and weaknesses of the way sport is taught in schools in your country?
- What changes would you like to see made in the way sport is taught in your country in the future?

Write your report.

	 MODEL TEXT	
Give your report/proposal a title.	→ Report on the teaching of sport in schools in our country	Separate the report/proposal into sections and give each one a suitable heading.
Reports and proposals are formal when you write them for an organisation or people that you do not know personally. Do not use contractions or informal language in these cases.	→ Introduction The purpose of this report is to outline the positive and negative aspects of the way sport is currently taught in schools in our country and to make recommendations for future improvements.	
	Strengths in the way sport is currently taught Logically, at school most sport is taught in Physical Education lessons. Most students have three hours of P.E. a week, and some schools have an additional hour of swimming. On top of this, most schools offer extra-curricular sports activities, which often involve competing for a school team.	Use passive and impersonal structures to convey a more serious, formal style.
Use linkers of addition, contrast, consequence, etc., to structure your arguments.	→ In my opinion , the number of hours dedicated to sport is sufficient. Usually within the three hours of P.E. lessons, students are given practice in a wide variety of different sports and tasks, which is valued positively by most students.	Give your opinion with phrases like <i>In my opinion, Personally, I think, As far as I am concerned ...</i>
Explain and justify your opinions with phrases like <i>for instance, this is because ...</i>	→ Furthermore , most lessons are very practical, and this helps students to maintain a certain degree of fitness.	
	Possible weaknesses Despite the fact that practical lessons are popular, very little theory is taught, so, for instance , students know very little about preventing or overcoming injuries, or the best way to stay in shape. Another problem is that nearly all games and activities are highly competitive, and I believe that this has a negative influence on some students, reinforcing the idea that sport is always a question of winning or losing, but not something valuable in itself.	
To give a conclusion, use <i>To sum up, Having taken everything into consideration, All in all.</i>	→ Recommendations for the future teaching of sport Having taken everything into consideration, I recommend that all schools add occasional lessons in sports theory so that students know more about the science of fitness. This will help students to understand their bodies, something which will help them to lead healthy lives in the future. I also suggest varying sports practice so that not every activity is competitive. I feel that this would encourage every student to enjoy doing sport, not just the students who are good at it.	Make recommendations with phrases like <i>I (strongly) recommend that in formal reports, or Why don't you ...? in less formal reports.</i>

Suggested paragraph plan

Paragraph 1: Introduction – state the aim of the report/proposal.

Paragraph 2: Main point(s), e.g. strengths, advantages, etc.

Paragraph 3: Main point(s), e.g. weaknesses, disadvantages, etc.

Paragraph 4: Conclusion, making a recommendation if required.

Unit 9

Covering letters

pp108–109

Example question

Look at this job advertisement.

Seymour Castle is situated on the north-west coast of Scotland. We require a kitchen assistant for a summer role. Applicants should be prepared that the job involves not only cleaning but also assisting chefs with food preparation. The position has an immediate start and will run to the end of September. Please send a CV and covering letter, complete with referee details, to PO Box 368, Sandy Beach, Scotland.

You are interested in the job. Write a covering letter including this information:

- You speak English and French.
- You worked as a kitchen assistant in a busy restaurant last summer.
- You love cooking and cook at home.
- You are free to start immediately.

Use *Dear Sir/Madam* when you do not know the name of the person that you are writing to. Otherwise, use *Dear Mr/Mrs/Ms*.

MODEL TEXT

Dear Sir/Madam,

I am writing in response to your advertisement offering the post of kitchen assistant, which appeared in last Wednesday's edition of the Daily Post.

I am seventeen years old and have just begun my summer holidays, for the duration of which **I am** intending to work. Ideally, I am looking for a job in which I can perfect my English. This makes the job at Seymour Castle particularly attractive to me.

I believe that I am well suited for this job since last summer I had experience of working in the kitchen of a busy restaurant in my home town. I think it is also worth mentioning that I love cooking and often cook dishes for my family at home. Therefore, I would be more than happy to help the chefs with any food preparation that they should need doing.

In terms of personal qualities, I am hard-working, sociable and very willing to learn new skills. I can also speak French, which may be an advantage in an international hotel such as yours. Since I am already on holiday, I could begin work immediately.

I would be **delighted** to attend an interview at your earliest convenience. As requested, I enclose my curriculum vitae and the contact details of my referee, Ms Gabriela Portman, **in whose restaurant I worked** last summer.

Yours faithfully,

Gabriel Ivanov

The style is formal. Do not use contractions.

Use more formal vocabulary, e.g. *delighted* instead of *very happy*.

When you do not know the name of the person you are writing to, use *Yours faithfully*. Otherwise, use *Yours sincerely*.

Use more formal expressions, e.g., *in whose restaurant I worked* instead of *whose restaurant I worked in*.

Suggested paragraph plan

Paragraph 1: Say what job you are applying for.

Paragraph 2: Give basic information about yourself and why you are applying for the job.

Paragraph 3: State any relevant experience.

Paragraph 4: Give information about your character and any other relevant skills.

Paragraph 5: Give information so that the company can continue further with the application.

Unit 1

1.01

Presenter: ... Now, lifelong friendships, a sense of community, professional opportunity – these are just some of the reasons why undergraduate students in the US join fraternities and sororities. More than nine million college students belong to these groups today. Here to talk to me about their experiences are Sophie Payne and Daniel Lowe, both currently studying at universities in the US. Daniel, tell us, what exactly is a fraternity, and why do people join them?

Daniel: Well, basically, a fraternity is a social group, a group of either men or women, who form a society. They're called frats, from the Latin *frater*, which means brother, or *soror*, for sister. And the idea is that you have a special commitment to the people in your fraternity. You pledge to help them, support them, academically as well as socially. We organise events, like sports competitions, parties and so on, and we do fundraising, too, for all sorts of charities.

Presenter: I know that fraternities are mostly in the States, though there are some in the UK as well. How did it all start?

Daniel: The first group started in 1776, I think. It was called Phi Beta Kappa because education in those days was based on the classics and so they used the letters of the Greek alphabet in the name. And that's still the case today, in fact, all fraternities have Greek letters as their names.

Presenter: That's why we hear about Greek Letter Organisations, or Greek life.

Daniel: That's right. Fraternities used to be literary societies. They'd meet to talk about literature and politics. They *would* have secret rituals, but basically they wanted to change society and make the world a better place.

Presenter: Sophie, why did you join a sorority?

Sophie: Well, I go to a very large university, and when I first started, I felt a bit lost. I wanted a small, close-knit group of friends. I mean, there are a lot of clubs, but when you join a sorority, you commit to your sisters in a different way. I know it sounds corny, but it's a very special bond. Even if you're not close to everybody, you know they'll always go out of their way to help you. Part of that comes from sharing a house, because we also live together.

Presenter: Really? Doesn't that ever get too much?

Sophie: Sometimes. I mean, being in a sorority is a big commitment. We have a lot of obligations – we have to volunteer

a certain number of hours each year, we *have* to get good grades, and we're always having meetings, so it can get a bit stressful at times.

Presenter: And how exactly do you become a member of a sorority?

Sophie: Well, it starts at the beginning of the academic year, a thing called rushing, which means that the sororities and fraternities put on different events, usually parties, and you visit different houses, and if you like them, and they like you, then you can be invited to join. But you often have to go through some kind of initiation ceremony first.

Presenter: So this is where hazing comes in, right? These humiliating or often dangerous tasks that new candidates have to perform before they can become full members.

Daniel: Er, yes, that's right. I mean, these things are forbidden, but most frats *do* make new members complete some sort of challenge.

Presenter: Like what?

Daniel: Well, like going without sleep, or showers, or drinking too much, and I mean even just drinking water. There was an instance when someone actually died from drinking too much water. So some hazing can be very serious, there have been deaths.

Presenter: So why do people do it?

Daniel: Because it's a way of showing your loyalty to the group and members argue that they had to suffer the same tasks, so they think that new candidates should, too. I mean, in the past, frats were always doing terrible things.

Sophie: It's definitely against university policy, but the problem is that new frats are sworn to secrecy, so they can't actually tell anyone about what happens, so it still tends to go on.

Presenter: And is it worth it, to become a member, do you think?

Daniel: Well, I admit that being in a fraternity is not for everyone. But there are lots of social benefits, and you learn a lot of useful skills, too. Frats are often involved in student government. You know, a lot of presidents, the Roosevelts, Kennedy, George Bush, they were all in fraternities. And you can make a lot of contacts, too, that can help you in the future, especially in business.

Presenter: Sophie?

Sophie: For me, I think that rushing is a valuable experience. You learn how to make a good impression, get over your shyness, and present yourself to people you've never met before. But, I think it's the bond you have with your sorority sisters that's important. That's something that stays with you your whole life.

1.02

Speaker 1: Let me see. It was such a long time ago that I can hardly remember! I think it was in primary school. I changed schools when I was eight or nine. On the first day in my new school I was feeling really nervous and I remember meeting Pablo on the first day in my new school. We got on really well because, you know, we both liked sport and stuff. We've been best friends ever since.

Speaker 2: Well, to my mind, the most important thing is being honest and open. I mean, you can't really expect someone to stay friends with you if you're always lying to them, or not telling them the truth. The other thing is having things in common with your friend. For example, if you don't have similar hobbies or interests, I think it's really hard to maintain a close relationship with somebody.

Speaker 3: Hmm, as far as I'm concerned, they're both good. Last year, for instance, I went to Italy with my mum, my dad and my sister and we had a great time, sightseeing and stuff. But I also went camping with a couple of friends and enjoyed doing that, too. Perhaps it's true that when I'm with my friends we all like doing the same type of things, whereas when I'm with my family, often my mum and my sister want to do one thing, but my dad and I want to do another.

1.03

- a Oh well, my team has lost again.
- b It can't be! I thought you were dead!
- c Stop it! Stop it this minute!
- d Oh, but, Mum, please, I don't want to go! Please ...
- e It's a ghost!
- f Don't tell Alex about the surprise party.
- g Sorry. I didn't, I didn't really mean to do it, well, not exactly.
- h Oh. Oh, no. Not another exam! Oh.

1.04

Students often ask me whether it is possible for an individual to change the world. As a historian, I do not have a clear answer to this question. I believe that there have been moments in the history of mankind when the actions or words of one person influenced others and pushed them into action. However, it appears that individuals can never do it all by themselves. In fact, they usually have a certain idea which they stand up for and, as good leaders, they manage to inspire others to follow them. Take Martin Luther King or Nelson Mandela, for example. Of course, if they hadn't been supported by others, they would never have succeeded in their fight for civil and social rights. On the other hand, who knows what the world would be like now if they hadn't had the courage to try and turn their ideas into reality? I'm not sure if we can assume that someone else could have

pursued those ideas as effectively as they did. Now, I must stress that I'm not talking and I'm not willing to talk about military leaders. On the contrary, I'd like you to focus your attention on people who were social and political activists and whose primary 'weapons' were words. Great leaders are usually great speakers. They are famous for making speeches which move and inspire thousands of people. Nelson Mandela is a perfect example. Before he became the first black president of South Africa, he'd fought racism and the apartheid system which was then in place in his country. As a result, he spent 27 years in prison after being found guilty of sabotage and treason. Some of his speeches are said to have made history, like his presidential inauguration speech in 1994, when he said: "The time for the healing of the wounds has come." Martin Luther King also used the power of words to fight racism in his country, the USA. He had no political background, but was a scholar and a Baptist minister. His experience as a preacher taught him the power of words – and history shows he used them well. His inspirational speeches and enthusiasm encouraged a lot of people to join the civil rights movement and conduct non-violent protests against racial segregation and inequality in America. I'm sure you're familiar with at least one of his speeches given in 1963: "I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Unfortunately, unlike Mandela, he didn't live long enough to see change take place in America – he was assassinated in 1968. So, your project for the next class is to ...

1.05

You may remember from our last lecture what mirroring is – matching your actions, attitudes and speech patterns to what your interlocutor is doing. For example, if they fold their arms, you do the same; if they are whispering – you lower your voice, accordingly; whenever they are whining about something – you do it, too. It's automatic among people who like and trust each other. However, mirroring techniques can also be used to manipulate others. If someone wants to make a connection with another person and convince them of their sincerity and honesty, mirroring their behaviour may be a very effective tool. It means that the other person begins to identify with their manipulator and becomes more likely to act in the way that the manipulator wants them to, offering them their friendship or other benefits. Imagine

that the manipulator succeeds in making the other person believe that they are true friends, and that their relationship is as solid as a rock. Does this mean that, when they start whining about a problem, the other person will offer to lend them a hand? It seems that they most probably will, even if the relationship hasn't lasted that long. So, when you feel someone might want to manipulate you, be it a salesperson, a work colleague, etc., be careful and make sure they're not mirroring your behaviour for their own purposes. I'm not saying you should give them the cold shoulder, but some caution is needed.

Unit 2

1.06

Presenter: It's not the only candidate, but standing here, high up in the Andes mountains of Bolivia, this mountain track, which I can just see through the rolling clouds, certainly looks like it lives up to its reputation as the most dangerous road in the world. The road goes from La Paz to Coroico, travelling through the high plains of the Andes to the subtropical jungles of the Amazon and descending 3,000 metres on the way. Even though this is the world's most dangerous road, or perhaps *because* it is the world's most dangerous road, it has in the last few years become one of the most popular tourist sites in the world for people looking for thrills and excitement.

Bill Shipman works on the road.

Bill Shipman: I work for a mountain biking company and we take people down El Camino de la Muerte, or Death Road. I've been doing this for a few years now, and I've definitely seen an increase in the number of tourists coming here. They're typically young people travelling round the world or South America. They've read about this place in their guidebooks and they come straight here. They come basically for the rush of adrenaline that you get from cycling down it. Of course, people who live here think we're all mad. But this has become big business, too.

Presenter: Death Road. It's certainly a worrying name. Although it could be a bit of an exaggeration because it's really just a narrow path next to the edge of the mountain. It's about 54 kilometres long and in many sections it's only big enough really for one car to pass at a time. It goes winding this way and that and it's often impossible to see what vehicle is coming the other way until it's too late.

Bill Shipman: The road got its name from bus and truck accidents. Thousands of people have lost their lives here. One year

26 vehicles fell off, 320 people died, which is a lot of people on a road that isn't used that much. I couldn't really be sure how many cyclists have died here, but I think it's about 18 or 19.

Presenter: In fact, the number of accidents has fallen drastically now that a new, much safer road has been completed, taking nearly all the trucks and buses off the road. However, you're never really safe because sometimes a truck still swings round the corner just when you're least expecting it. Over 30,000 cyclists have completed the journey over the last ten years, but with deaths still occurring, every precaution for safety has to be taken.

Bill Shipman: Before we begin each trip, it's customary to pay our respects to Pachamama. She's the Bolivian earth goddess. Then we begin the ride gently so that the riders can get to know the bike, the terrain, the traffic. We also have quite a few rest stops and we usually have a support vehicle following us. We use it to take people who get tired, injured or just too scared to carry on.

Presenter: One of the main reasons for the number of accidents is the weather. There can often be heavy cloud and pouring rain, making the path slippery. At first, the road goes uphill and the fact that you're so high means that there is very little oxygen in the air. Then comes the downhill section, no easier than going uphill. It takes masses of concentration. You start going faster and faster, which means that the chance of a fall gets greater.

Most of the biking companies take a 100-metre rope with them for rescues, but on some sections of the road, the drop can be up to 600 metres, so a mistake can be fatal, forget the rope.

Bill Shipman: People just want to look up and around and see the scenery, but you just have to keep looking down at the road. We tell them before the start: 'You mustn't look at the rocks, you mustn't look at the cliffs, you mustn't look at the scenery. Concentrate one hundred per cent on you and your bike!'

Presenter: So why do people go?

Bill Shipman: The feeling of satisfaction when you get back is immense. What they really want to do is get back home and tell all their friends how they survived Death Road.

1.07

Well, they're both pictures of accidents involving vehicles, but one shows an accident in the country or perhaps even a desert, whereas the other one looks like it could be in a town or city, although it's probably not in the city centre. I think in the first accident the driver can't

have known what he was doing, because the car, or the jeep, seems to have got stuck because of a ... like ... a hole in the ground. The driver might have thought it was easier to get across than it really was. He underestimated the problems the bad ground could cause. And in the other accident, the car on the right must have hit the other car from behind. The driver might have been distracted by his mobile phone. Or he could have been an inexperienced driver. As for preventing accidents, I think that, obviously, in both cases the drivers should have been more careful. The accident with the two cars may well have been easy to prevent. The jeep accident might have been harder to prevent because you're always more likely to have an accident when you're not driving on a real road.

1.08

Journalist: Welcome back. This is "New Horizons", and this week we're talking about space tourism with our experts, Dr Eve Stark and Dr Sebastian Pollard. Before the break we talked about its possible benefits, both for the economy and humankind in general. But what about some of the possible disadvantages? Is space travel safe?

Eve: That is a difficult question. Is any kind of travel safe? In most cases, it is. The number of accidents when travelling conventionally is relatively small. On the other hand, when you consider accidents that involve aeroplanes and space crafts, they are nearly always very serious, aren't they? If anything happens to a spaceship, it usually means no survivors. So, anyone travelling into space obviously takes a risk.

Sebastian: Just like anyone that gets into a car or jumps on a motorbike! On a more serious note, the mortality rate among astronauts is about 4 percent, similar to that for people who have tried to climb Mount Everest in recent years. And despite the risks, there are still people wanting to climb the mountain, aren't there?

Journalist: So, if I understand you correctly, you're saying that there will always be people willing to travel into space as tourists?

Sebastian: I bet there will, just to feel the adrenaline rush, to take control of their fear, to get the thrill of being in outer space. You know, to experience the same kind of emotions as when they take a parachute jump or do other extreme sports.

Eve: I totally agree with Sebastian on this point. However, there is one element here that makes a huge difference between

parachuting and space travel: the price. The flight into suborbital space in a Virgin Galactic vehicle costs 250,000 dollars. That's the price you have to pay for flying into space and then coming straight back to Earth. And if you really want to feel what space travel is like, you will have to pay millions of dollars! This makes it just another fad for the ultra-rich, something they will be able to boast about to their friends and business partners. As such, it's something that I can never really approve of.

Sebastian: Oh, come on! There will always be things that some people can afford, but others can't. Do you know that Virgin Galactic has already had 700 customers who have paid to take the suborbital flights you've mentioned? What's wrong with spending a quarter of a million dollars on something you've dreamed about all your life? Even if it's just a short trip?

Journalist: How about the health issues? Is space travel going to be safe in this respect?

Eve: A lot of research has been done on the effects of space travel on people's health, so, if a potential tourist passes the medical tests, they should be OK in space. There is even some research into how individuals with chronic problems, like high blood pressure, asthma or heart disease, would cope with stress of a space flight. Even a short flight involves two stressful moments: the acceleration of the actual launch and the microgravity, that is the brief moment when the passengers feel weightless. It turns out that even people with the conditions I've just mentioned are able to tolerate these pretty well, even though they may feel some slight discomfort. So, it seems that even chronic conditions should not pose a problem.

Journalist: That's really interesting. Thanks for joining us for today's programme ...

1.09

Oliver: Guess what! I got an electric scooter for my birthday!

Amy: Really? You look pleased with yourself.

Oliver: I couldn't be happier! There was no way I would be able to buy one myself, they're really expensive. What? Why are you looking at me like that?

Amy: Nothing, it's just that I don't think they're the safest form of transport, that's all. Why did you have to ask for an electric scooter, not a regular one?

Oliver: Come on, Amy! Are you trying to suggest that I shouldn't have asked for one?

Amy: Certainly not! After all, it's your life, not mine. But, haven't you heard about the large number of accidents involving

electric scooters? I've read somewhere that if you have an accident while riding one, you might end up with a serious head or back injury.

Oliver: That's why I'm going to wear a helmet.

Amy: You'll have to write a note to remind yourself because every time I see you on your bike, you're never wearing a helmet.

Oliver: That's because I never had such a nice helmet as this one. Look! Besides, I'm sure a lot of accidents could be avoided if people followed the safety guidelines, and if children were not allowed to use scooters in public places.

Amy: That's exactly my point! Something should be done about the situation in Poland. It's unclear where you should be riding a scooter. You can't ride one on the road or cycle lane, so you end up having to use the pavement, where there are always going to be pedestrians. I just hope you won't ride into a child or an elderly person on the pavement.

Oliver: Oh, Amy! I'm going to be fine. Just wait and see.

Unit 3

1.10

Speaker 1: Being a writer, my husband is lucky because he works at home all day. But to get to my school I have to travel right to the other side of the city. That's a 30-minute trip on the underground. So to help me keep my mind active, I buy a newspaper just about every morning and turn straight to page 20. People find it strange that, working in the maths department, I don't go for puzzles that involve numbers and logic, but I find that looking at clues, thinking about words and definitions, that's what really makes me wake up in the morning. Most days I reach my stop and it seems like it's been five minutes, not thirty. But I can't usually solve all the clues in that time. In the afternoon, when I get home, I ask my husband to fill in the last words that I haven't been able to do myself. It's lucky that he's like a walking dictionary.

Speaker 2: I hear my sister, who's a teacher, complaining all day about kids today not being able to concentrate because of the Net and all the latest gadgets that allow them to play games 24 hours a day. I'm sure she's right. Picking up a book is a much better pastime for kids because it encourages them to concentrate. Me, I find that I concentrate so much at work with all the complicated plans and designs I have to come up with, and all the responsibility I have to shoulder when the building starts, I need something

that allows me to switch off and have some harmless fun. This, I couldn't be without it on my train journey into work in the morning. I slip it into my suit pocket and I've got hours of different games at my fingertips, from driving carts and sudoku to chess and general knowledge quizzes. I just hope my sister doesn't catch me playing with it!

Speaker 3: My maths teachers always said to me that I was no good with numbers, and at school my exam results were certainly never very good. To be honest, I was always much more likely to have my nose stuck in a novel, or even a book of poetry. But I don't think that just because you're good at literature or language you can't be good at solving logic puzzles or using the mathematical side of your brain. Since I've started my current occupation writing here at the newspaper, on the bus ride to work, first I read the day's headlines, and then I do one of those maths puzzles, you know, the ones where you fill in the numbers in the squares. I don't always enjoy them, sometimes they drive me mad, but they teach you to think in a different way, and that's got to be good for you.

Speaker 4: I've always loved games where you have to use strategy, and I suppose that's partly why I chose to get into what I do now, where I negotiate deals, plan what the company's next move should be, calculate other people's future manoeuvres. I remember when I was young I used to love chess. It was the perfect game for me, planning your next attack without leaving yourself vulnerable. You really have to get into your opponent's mind and imagine what they're thinking. These days, when I get on a bus or catch the underground, I find that I play a little game like that where I choose a fellow traveller and just by looking at them, I try to imagine who they really are. It's just another strategy you can learn to use in the game of boardroom chess.

Speaker 5: I'm fascinated by numbers and words and I couldn't really say what direction I'm going to go in when I finish here. It was hard deciding my specialist area here, and when I finish I suspect I'm going to choose another area and just carry on doing this for as long as I can. My parents say I spend more time with books than with people, and they may well be right. There's no room for any more on any of the shelves in my bedroom. When I travel to campus, my bag weighs a ton with all the things I have to carry. It's a shame that reading on the move makes me feel sick. So I settle down, put my earphones in and turn up the volume. Not reading for that 20-minute bus ride,

and listening to tunes I've just downloaded from the Net, seems to recharge my batteries and I get there feeling inspired for the day's work!



The first thing I'd like to say is that, in my opinion, it's true that the Internet is changing the way that we think and the way that our minds work. However, I do not agree that this change is necessarily for the worse.

First of all, I would argue that the human brain always adjusts to change. I would say that that is what makes humans special, different from animals. When film and television first appeared, many people thought that people would stop reading or thinking for themselves. Whilst it's true that TV in particular has made a huge impact on the way people spend their leisure time, this does not mean that there are no longer any great writers, thinkers, scientists or inventors today.

Another important point to make is that the Internet has helped improve our minds and the way we think. When my parents studied at school, they spent hours and hours memorising information, learning masses of data by heart. What a waste of time and brainpower! Now we can access all the information we need with just a click. This does not make us less intelligent. Just because we have calculators does not mean our brains have got smaller. It means that our brains can concentrate on other, more useful matters. Finally, I accept that the way we read on the Internet is faster and more superficial than the way we read a great work of literature or a complicated science textbook. However, just because we spend time on the Internet doesn't mean that we can't read novels and reference books, too.

To sum up, the Internet is here to stay and nothing will change that. It has brought changes for the better and changes for the worse. I believe that it is only dangerous if we let it take over our minds and our lives completely.



Olivia: Hello, I'm Dr Olivia Chase. I teach at the local medical university. Your head teacher has invited me here today to tell you something about so-called lifestyle diseases. Have you ever heard of them? If so, could anyone shout out what they might consider to be a lifestyle disease?

Students: Diabetes! High blood pressure! Obesity!

Olivia: Great, you are all correct. Your biology teacher is obviously doing a good job here. A lifestyle disease is associated with the way you lead your life. Let's take the examples of obesity

and high blood pressure, which you've mentioned. They are both caused directly by a poor diet and a sedentary lifestyle. A person with a sedentary lifestyle does little or no exercise and spends a lot of time sitting or lying down. A poor diet means, of course, that we tend to eat too little fruit and too few vegetables, while consuming too much salt, meat and sugar, and too many processed foods. In fact, obesity and high blood pressure are not the only possible outcomes of inactivity and unhealthy eating. They can also lead to heart disease, diabetes, and different kinds of stomach problems. There are also lifestyle diseases which are connected with our mental well-being, for example, depression. Unfortunately, the lives we lead often mean that we are constantly under pressure, experiencing high levels of stress and, therefore, unable to find the time to develop our relationships or follow our passions or hobbies. Do you ever feel like that?

Students: Yes!

Olivia: Exactly. Unfortunately, teenagers nowadays are not immune from lifestyle diseases. Depression is not the only mental health issue that is partly a result of a poor lifestyle: we could also add mood swings, eating disorders or insomnia to the list. In many cases, however, it's difficult to find one single cause: for example, stress makes you feel tired, angry, or depressed, but it also influences your physical well-being and can lead to stomach problems, headaches, or backaches. The good news is that most lifestyle diseases can be prevented. Of course, I accept that we often have little or no influence on the quality of the air we breathe, which might lead to allergies or asthma. However, even if you live in a polluted city, you can still take up a sport, give up eating certain kinds of food, or come up with ways to feel more positive about yourself. According to some recent data, the likelihood of developing a lifestyle disease is influenced by the choices we make by as much as 52 per cent. That's quite a lot, isn't it?



Speaker 1: The worst thing for me about school is having to learn things by heart. I can't stand trying to remember words, names, dates, formulas, or numbers when they mean nothing to me. I tried using different mnemonic techniques, I revised regularly, but nothing seemed to work. And then, one day, I read an article whose author encouraged using Post-it notes around the home – on walls, doors, the fridge, mirrors – with the things you want to remember written on them. Believe it or not, it did the trick!

I suppose it was thanks to seeing those things in everyday locations, without having to focus on them, that boosted my memory.

Speaker 2: I used to waste a lot of time studying at home, trying to memorise different things or doing my homework. It would take hours, but I never seemed to get things done. If I had an essay to write, it would take the whole afternoon, and I still wouldn't be able to finish it.

As a result, I didn't always manage to keep up with the rest of the class, and my grades were disappointing. Then one day my mum told me to try and figure out why I found it so difficult to focus. I soon realised that in fact the main problem was my mobile – I kept getting distracted by messages and social media notifications. So, I started to put my phone away when I needed to concentrate, and it worked wonders! Most of my friends have the same problem, and I believe they could all benefit from going offline while studying, like I have.

Speaker 3: I agree with the opinion that using the Internet encourages superficial learning and makes us less able to think for ourselves. I'm speaking from personal experience. Some time ago I noticed that I'd become increasingly reliant on the Internet. You know, if I had to look for some information, I rarely checked the source, and I certainly wouldn't double check it elsewhere. But then, I realised that some sources may be unreliable, that some headlines may be overblown, and the information may be incorrect or inaccurate. So now I refuse to believe everything I find on the Internet and I always look for a second opinion.

Speaker 4: I like studying alone but, whenever I have a more difficult problem to solve, I find team work more effective. What I mean by this is a unique form of brainstorming. My friends and I sit together and come up with different ideas. One of us writes them down on a board for all of us to see. We get on with generating ideas and recording them for a few minutes and then, when we have run out of things to say, we talk through all the options. The rule is not to criticise but to comment on one another's ideas. In this way, without being negative or critical, little by little, we piece together the most satisfactory solution.

Unit 4

1.14

Presenter: And now, a story that seems lifted from science fiction. Researchers are trying to bring back to life species that have become extinct. Some scientists

believe it's a way to correct past mistakes and even help endangered species. But just because they might be able to do this, are they crossing a line that they shouldn't?

With us in the studio we have Professor Rogers from the University of California. Professor, the cloned dinosaurs of the Jurassic Park movies captured viewers' imaginations. But, 65 million years after their extinction, what are the chances that scientists can bring them back?

Professor Rogers: Well, much as I'd love to see dinosaurs on the planet again, I'm afraid *Jurassic Park* is a fantasy and always will be. Dinosaurs are way too old to recover their genetic material. The older the fossils are, the more difficult it becomes to get organic samples, and without organic samples, you can't do much. The real problem is that the longer you go back, the more chance there is of the temperature going up and down. If a dinosaur had been frozen quickly, and had stayed permanently at that temperature, then you'd have DNA samples. But that wasn't the case. That's why scientists are tending to focus on species that have become extinct more recently, because their DNA still exists.

Presenter: Like the mountain goat, for example.

Professor Rogers: That's right. Researchers have already revived the last of the mountain goat – in Spain in 2003, in fact. Unfortunately, she only lived a few minutes, but it's a sign of what can be done.

Presenter: OK. Now, I've heard a lot of talk about the giant woolly mammoth. Tell us about that.

Professor Rogers: Well, scientists at Harvard Medical School are engineering elephant cells that have thicker hair and a fatty layer to make them look more like woolly mammoths.

Presenter: Leaving aside for the moment the fact that elephants themselves are endangered, why the interest in the woolly mammoth?

Professor Rogers: Well, the hope is that they could help us to stop the Arctic from melting. You see, the woolly mammoth may have played an important role in maintaining the grass there. Herbivores like the woolly mammoth probably grazed on the grass that grew on top of the permafrost – that's frozen soil or rock – and protected it from the sun. This grass stabilised the ice, which contains more carbon – that is, global-warming carbon – than all the rainforests put together twice over.

Presenter: How exactly is the engineering being done?

Professor Rogers: Well, they're using a new tool that allows them to insert

genes into the elephant genome. Others are already using the same technology to bring back other species, like the passenger pigeon, which used to be one of the most common birds in the world until it died out at the beginning of the last century, mostly due to hunting.

Work is going on to insert genes from museum specimens into its closest relative, the band-tailed pigeon, and if successful, these pigeons could help to restore forests on the East Coast by spreading seeds around.

Presenter: Just to raise a point there ... Isn't it fair to say that, if we hadn't caused destruction in these areas in the first place, we wouldn't need to recreate species now?

Professor Rogers: True, but the fact is that this work means we can go back and correct the mistakes of the past. Humans are the reason why species are going extinct at such a high rate. Populations are growing so big that we're having a huge impact on the environment – destroying habitats or converting habitat from its natural form into land for agriculture or cities. If you've got some ecosystem that we know is collapsing because we've lost some key ecosystem component, and we can 'de-extinct' it, I think we have a moral obligation to do that.

Presenter: I guess a question we need to ask ourselves is, if you create a woolly mammoth, or a passenger pigeon, using let's say an elephant or another pigeon, is it really a mammoth or a passenger pigeon ... or some other kind of species?

Professor Rogers: Well, this technology is all very young. I think we're going to have to wait and see.

Presenter: One more thing then, Professor. I know some people believe we should focus our resources more on saving species rather than de-extinction. I mean, if we did more to protect endangered species, many of these animals wouldn't have become extinct. What do you say to that?

Professor Rogers: I agree it's a matter of priorities, but I believe if we have these technologies, then we should use them in any way we can.

Presenter: OK, well, I'm afraid that's all we have time for. Thanks for speaking to us, Professor Rogers.

Professor Rogers: Thank you.

1.15

Speaker 1: This shows that roughly two-thirds of young people are interested in jobs in engineering and a little more are interested in science. The interesting thing in my opinion is that more girls are attracted to a career in science than boys.

Seventy-nine per cent of girls think that a job in science would be interesting. In comparison, only 61 per cent of boys said they would choose it as a career. Personally, I'm not too surprised that more boys are attracted to engineering because it's traditionally a masculine profession, but I think it's positive to see that such a high number of girls are entering the field of science.

Speaker 2: You can see from this graph that the number of people who have a positive opinion of scientists rose steadily between 2005 and 2014. Actually, when you look closely, the number of people who think that scientists make a valuable contribution to society grew quite sharply between these years because the percentage increased from 26 per cent to 46 per cent in just six years. I suppose that this reflects the fact that science is so important nowadays, because of the need to find solutions to problems such as global warming, and also because things like genetic engineering in animals and plants are becoming more widespread. It seems that people are a bit more unsure when it comes to scientists' intentions, though. I find that a bit worrying because it means that people think scientists aren't always motivated by a desire to improve people's lives.

Speaker 3: In this chart you can see that the majority of young people think that the maths and science they learn at school are useful in their daily lives. However, a considerable number of people don't think it's useful, nearly a quarter in fact. There was 1 per cent that was undecided or didn't want to answer. I reckon that this shows that a significant number of young people don't value the maths and science that they learn at school enough, or that they don't see the relevance of it. Perhaps it means that the way that these subjects are taught in schools needs to be focused more on the way they can be used in everyday life.

Speaker 4: The table shows that most people of all ages get information about science from TV. The biggest difference is that young people use online newspapers and websites much more – 24 per cent compared to 15 per cent of older people. They get a lot of information from social media, too. In comparison, only 6 per cent of older people use social media to find out about science. I'm not really surprised by this difference, given that young people generally spend more time using the Internet. The table shows that young people read more in books, too, but perhaps that's because they learn about science from school books. What I find interesting is that quite a high percentage

of young people learn about science from the radio. I didn't think that so many people listened to the radio nowadays, and in particular not to programmes about science.

1.16

In the normal course of things, scientific research is something that we, as researchers, do in our laboratories. We come up with a theory and then, we conduct an experiment to prove it. Finally, we interpret our findings and explain them to others. If we produce enough evidence that our theory works, it might then be used in further research or to introduce new technologies. That's exactly what is happening with genetic modification and genetic engineering. We know the whole idea works, as there's been a lot of research carried out in the field. In addition, we know it can be applied – I suppose we're all aware of the current heated debate concerning the use and safety of genetically modified food. However, the real problem begins when science and technology meet ethics. And ethics plays a huge part in the discussion on genetic engineering in humans. For example, all scientists agree that genetic modification is the only method which might allow people to deal with gene-related diseases, but it could also protect people from other common diseases, like cancer or heart disease. The technology is all there – it's possible to 'edit' human genes in the embryo stage and 'delete' the gene which is responsible for the development of a disease. However, there are two major problems with this method. First of all, nobody can say this technology is safe in the long run. We don't really know the long-term consequences of disabling a gene – sure, it may stop the development of a disease, but does it result in other changes? Before scientists realised that they could 'edit' human genes, they conducted a series of experiments on animals. The experiments did work out, but one of them had unforeseen consequences. Deleting a gene resulted in the improvement of cognitive abilities in mice. Sounds great, doesn't it? Not only will your mice be healthy, but they'll also become super smart. I realise I'm being sarcastic, but the truth is, nobody knows what will happen if we start manipulating genes in the long run. The possibility of preventing future generations from terrible diseases sounds thrilling, but I'm convinced that we need to conduct more research and see what happens in gene-edited animals over their entire lifespan. I also think that the second problem, the question of ethics, is far more serious. How far should we go? If the evidence shows that gene 'editing'

is safe, will people use it in order to live longer? Become more intelligent? Develop an exceptional talent? Plan what their child will look like? Even though at some point the technology will probably become safer and easier to use, it's the long-term consequences, both from a biological and an ethical point of view, that I am worried about. Thank you.

1.17

We all agree that further development of technology is inevitable. No matter how many setbacks scientists, engineers and inventors experience, they always seem to keep on going – modifying and engineering everything, from plants to human genes. Many of them do it because they believe their work will bring about positive effects for the human race. As an example, you may have heard about a project that some scientists are already working on, which is aimed at enhancing human memory and intelligence. Sounds good, doesn't it? They claim it's going to be a breakthrough for people with Alzheimer's disease, but we might all get a chance to become more intelligent than we already are, learning faster and remembering more. I wish, like everyone else I guess, that I had a better memory, and if only I was more clever! However, we aren't talking about meditation, taking supplements or following a brain-friendly diet. We are talking about computer chips that could be implanted into the brain. The short-term goal is to help people with Alzheimer's – they could store their memories on those chips. That would be a satisfactory outcome, wouldn't it? If it works, my outlook on brain surgery might radically change. However, some scientists hope that these chips might produce digital worlds in our minds. We could enter those imaginary worlds and, as a result, our memories and dreams would change. Our identities would change, too. Do I want computer chips to help people suffering from progressive memory loss? Of course I do. However, even if this technology was available, I would probably refuse to have it installed in my brain. Unless everyone else had one and we would all become part-human, part-cyborg.

Unit 5

1.18

Jackie: Hi, Jackie here. In today's digital world, many parents are turning to apps to monitor their teenagers' activities both online and off. These apps can provide access to social media profiles, text messages and call logs. Some make it possible to track location, showing where a person is at any given time. They may

help parents feel secure, but should safety come before privacy?

First, let's talk to Haley Ward, from *Tech News*. Haley, you've just written a report about location apps. How do they work?

Haley: Hello. Well, basically the user sees a map on their smartphone with dots which pinpoint the location of each family member. You can see them moving around. In some we can see exactly what they're doing.

Jackie: Wait ...! What they're doing ...? They don't have, like, spy cameras on them, do they?

Haley: No, but I think we're on the verge of that. Now, some apps can determine which shop or restaurant a person is in, and they can analyse your behaviour based on your past behaviour.

Jackie: That's disturbing. How much do these apps cost?

Haley: Well, most of them are free and I think that's why so many people are downloading them these days. They make their money by charging for additional features, or by licensing the technology to other device makers. For example, a home security company could use one of these apps to see if all the family members have left the house.

Jackie: So there's a way of knowing if the house is empty? But we'll come back to the security issue in a moment ...

We have now Lena Kahn on the line. Lena, you're a psychologist. In your opinion, are these apps a positive or a negative thing, if you're following a teenager's movements and reading their text messages?

Lena: To be honest, I think there are pros and cons to it. I think there are some pros on the GPS part, and the cons are the trust issues. It can lead a teenager to become creative about hiding what they're doing. It's very easy, for example, to leave your phone somewhere, go off and then pick it up again later.

Jackie: What about responsibility? Don't you think it's important for a teenager to learn to look after themselves?

Lena: Absolutely, and that's one of the concerns that has been brought up. If a parent knows everything, that doesn't allow the young person the opportunity to make mistakes and to learn the consequences. We need to give our young people the freedom to make choices, so that by the time they leave home they'll have learnt what's right and what's wrong.

Jackie: Thanks, Lena. Now, we also have here with us Steve Fowler. Steve is a father of two teenagers – and, Steve, I know you use these apps. Why did you decide to install them?

Steve: Hi ... Well, on the one hand, the location app is convenient. If I have to go and pick up the kids, I know where they are and how to get there. The app tells me the quickest route. Or if something happens, I can contact them. As far as online activity is concerned, I think we all know that kids don't always tell you what's going on and, with things like cyberbullying being so prevalent these days, I just wanted a safety precaution in case anything goes wrong.

Jackie: Do they see it as an invasion of privacy?

Steve: Not at all. They know I'm monitoring them. I don't use it every day, but if something goes wrong, or something bad happens, I know I can do something about it.

Jackie: OK, I just want to bring Haley back in here because I'd like to talk a bit about the privacy issue. Haley, what concerns are there with that?

Haley: Right, well, I think the thing that most people aren't aware of is that, because you're monitoring activity, that also makes it possible for *companies* to collect this information as well. That means they'll be collecting data, largely for marketing purposes. But it could also be the employees at the company who are working the apps. You don't know how this information will be used.

Jackie: Is that with just one app?

Haley: Well, maybe one app isn't so significant, but with several apps, and over time ... Remember, by the time these kids are older, these companies will have been collecting data for several years. That's a lot of information about a potential consumer.

Jackie: Is there anything that can be done to avoid that?

Haley: Yes, you need to check before you sign up. Any time you install any sort of app, you really need to look carefully at the privacy policy of that app.

Jackie: OK, well, that's good advice. Thanks to you all for talking to me today.



Ms. Potts: Quiet, please. Thank you.

The topic of your presentations today is personal freedom and the rights of the individual. So, who would like to start? Sharon? Great. Listen carefully to every speaker so that you can vote for the best presentation later.

Sharon: Thank you. I'd like to make a statement which may be difficult for you to accept, but I'm sure most of you will agree with me once I have finished. I claim that my basic rights are often violated by my parents. No, I'm not talking about all the standard limitations imposed by

parents, things like what time we need to be back home, what to wear to school, or how much time to spend in front of the computer. In fact, my parents and I talk a lot, which lets us establish rules like that together, so I guess I'm quite lucky in that respect. However, I feel uncomfortable whenever I read my mother's friends' comments on her social media regarding her posts about me or the photos she uploads. The photos which show us as a family, or Mum and me, or just me are everywhere on her social media accounts but, by posting them there, I feel she isn't respecting my human rights because she has never, not even once, asked me whether I'm OK with it. For me, this is a violation of my most basic right to privacy, and she doesn't even seem to realise it. Recently, I've heard about a few cases in which teenage children have sued their parents for doing the very same thing. They demanded that all of their photos be taken off their parents' social media accounts. Moreover, their parents won't be allowed to post their photos again without their consent. Now, don't get me wrong, I'm not going to sue my mother. Plus, here in the UK the law is not really on my side, because the owner of the photo is the actual photographer. But if I were, for example, Italian, I could take my mum to court and win – because according to their law, copyright belongs to the subject of the photo. In fact, in one case, a judge decided that a boy's mother had to take all his pictures off the Internet because the son didn't want them there. So, to sum up, I feel I have the right to decide who will see my photos and who will comment on them. If you were me, would you feel OK if someone you didn't know wrote that you look bad in some of your clothes? What do you reckon I should do: answer back or keep quiet simply because it's one of my parents' friends? This is my life, my photos and my freedom. Thank you.

Ms. Potts: Thank you very much, Sharon. That's a very interesting point of view, I must say. Any comments or questions? Yes, Mike?

Mike: Thanks, Sharon. I do agree with you to some extent, but don't you think you're exaggerating just a little?

Sharon: Not at all! How would you feel if your parents did it? Let's say, it's your 18th birthday and, to celebrate, they've put a selection of your childhood photos on their social media accounts, you know, the ones like the one in which you're in the garden, without any clothes on? Or maybe the one where you're crying because your girlfriend dumped you when you were 13? How about that?

Mike: But what about your parents' feelings? What are you going to do about it, anyway?

Sharon: I'm going to write my mum a letter, and tell her how I feel. I hope she'll understand me.

Ms. Potts: Thank you, Sharon and Mike. Who would like to be next?

1.20

Speaker 1: Hello. I'm phoning to join the discussion about minor offences. I totally agree that some of them, such as littering in a street or skateboarding in a public square, are not serious crimes, but it really makes my blood boil when I see someone occupying a parking space designated for people with disabilities. The people who do it obviously don't realise how hard it is, for example, for a wheelchair user, or their carer, to get a wheelchair out of the car and then get into it. And, of course, there are many more disabilities that make mobility a problem! That's the reason why those spaces are so wide and so close to entrances to shops and shopping centres. It really drives me mad when I see a non-disabled person parking there. I would definitely punish it with a heavy fine so that they will not do it again.

Whoever is listening to this programme now – please, think twice when you are looking for a convenient parking space.

Speaker 2: Good morning! On behalf of our school debate club I'd like to invite you all to our next debate. This month's topic is: Do schools have the right to intrude on their students' privacy? We often hear that CCTV cameras are installed in schools for our personal safety, for example, to prevent bullying or to prevent unauthorised individuals entering the school grounds in order to deal drugs. But what about our privacy? A growing number of our students worry that this technology will be used – if not yet – to listen in to our conversations during breaks. We aren't suggesting that CCTV should be banned from schools – but does it really have to be installed everywhere? As usual, you can join either side of the debate if you want to take part, or simply come to listen and ask questions. Next Friday, 5 p.m.

Speaker 3: I strongly believe that we can't always blame adolescence, hormones and changes in the brain for high-risk behaviours among teenagers. Numerous accidents, crimes and even deaths could have been prevented if parents had accompanied their teenage children. Research has demonstrated that the happiest and safest environment for a child to grow up in is that which

is provided by their parents' stable relationship. Teenagers need attachment and support from their parents, even when they seem to be rebelling against that very protection. There's a lot of evidence suggesting that parental conflict and marital breakup have an influence on a child's feeling of security. Evidence suggests that teenagers experiencing parental separation are far more likely to encounter problems, including high-risk behaviours or even involvement in crime.

Unit 6

2.01

A: So, what do you do when you're the richest man in India, or possibly in the whole world? Mukesh Ambani is said to be worth £18 billion, so he's not going to live in a small semi-detached house.

In fact, he's just built himself what is possibly the world's most expensive home.

B: Last year it was claimed that Ambani had spent £44 million on building his luxury home in Mumbai. But the value of the house has already increased dramatically because of the city's rocketing property values. It is now estimated that the house is already worth 15 times more than when work started on it, taking it to 1 billion dollars.

A: Previously living in a 14-floor apartment, Mr Ambani has gone up in the world since this new house has 27 floors. It is reported to have more space than the Palace of Versailles. Called "Antilia" after a mythical island, the building has many amazing features, including nine lifts. Perhaps the most surprising features are the three helicopter pads on top of the 173-metre building. Mumbai is known to have lots of traffic problems, so Ambani plans to avoid them by coming and going in one of his private helicopters. Should the billionaire decide to take one of his cars, he'll have no problem parking, as the first six floors of the building are solely for that purpose, with space for 160 vehicles and one whole floor for car repair and maintenance. Petrol is not a problem either since Ambani's fortune comes from being the chairman and managing director of Reliance Industries, one of the largest oil and retail companies in the world.

C: It's so amazingly beautiful! There are gardens and a delightful Krishna temple. This is as beautiful as the Taj Mahal. It's one of the new wonders of the world!

A: Other features of the house are a cinema with seating for 50 people, outdoor gardens, a swimming pool with spa and gym, and a whole floor for maintenance. It is said that 600 servants or staff are needed to run the house.

B: Certainly there were a great number of people working on the day of the housewarming party. Amongst the VIP guests were famous Bollywood actors and actresses, novelists, top businessmen and women, and even the Indian prime minister.

Not everybody is happy about the building, though. Apart from numerous criticisms about the appearance of the building's exterior, the contrast between the opulence of the building and the poverty of the people living nearby is considered scandalous by some.

D: How can you live in that house and not feel bad when you see how everyone around you is suffering? Here there is poverty, unemployment, illness. What is being done about that? About half of the 18 million people who live here in Mumbai live in slums!

C: The criticisms of Mr Ambani are not justified. He has his own cinema because he isn't like you or me. He's too famous. If he goes to the cinema, people won't leave him alone. And don't forget, Mr Ambani does many things to help the people here. He has created lots of jobs. Many people had nothing until they got a job with his company. He funds one of the best schools in the world, where anybody is free to apply for a place. And just remember, by living here he's doing something good for the people here, too. He could go away and live in a different country if he wanted – and take all his money with him. But he has built his house here and used local materials to do it. We should be proud.

A: It has been suggested by some of Ambani's intimate friends that the real reason why he has spent so much on his home is that he is a very private person and prefers being at home to eating out and going to high-profile parties. Four floors at the top of the building are for the exclusive use of him and his family – his wife, his three children and his mother. The view is said to be spectacular, with views over the Arabian Sea and the whole city skyline. Whether you love the house or hate it, one thing is for sure: Mukesh Ambani certainly has a home to write home about now!

2.02

Examiner: Can you describe the picture?

Examinee: Yes. I can see a boy at home, sitting at a desk. Presumably he's in his bedroom, because I can see a poster on the right of the photo. Obviously it's quite an untidy bedroom because there are papers and boxes and other stuff lying on the floor. He's just left things around carelessly. Hmm. He must be at school

because he's studying. He's got a desktop computer, keyboard and mouse. Oh, and I can see his school books and pens on the desk. The bedroom doesn't look very big because there are things everywhere. He's got quite a lot of books so I guess he probably likes reading. I can see a garden through the window in the background and he is probably unhappy about being inside and wishes he could go outside.

Examiner: Do you think the boy is happy having such an untidy bedroom?

Examinee: Hmm, I don't think he cares much. He's concentrating on his work. Apart from anything, if he didn't like having an untidy room, I suppose he'd do something about it. Luckily for him, it seems that his parents let him do what he wants. I mean, they don't make him tidy up.

Examiner: What jobs do you do around the house?

Examinee: To be honest, I don't do a lot, but it's because I'm busy studying, so my parents don't force me to do any chores. But personally I prefer to keep my bedroom tidy myself anyway. First of all, because I don't like it when things are out of place. I can't find anything and that annoys me. And I prefer to do it myself so that nobody else is touching my things.

Examiner: What's your bedroom like?

Examinee: It isn't as small as the one in the photo, and, like I say, it's much tidier. I've got a place where I can do my homework, and I'm lucky because I've got a computer there. Generally speaking, I spend a lot of time in my bedroom because it's where I study, and where I surf the Net and stuff. I decorated the room myself, and I've got posters of my favourite groups on the wall, so all in all I'm really happy with it. It's definitely my favourite room in the house!

2.03

Presenter: Today we're talking about living in cities and the current trend called microliving. It may sound like a new idea but, as we will find out, it has taken some time to evolve. Our guest today is Dr Monica Hollander, who conducts research into urban design and trends in city living. She will introduce us to the subject. Good afternoon, Monica.

Monica: Good afternoon. Actually, while microliving is, without question, a great idea, it is – as you've already suggested – not all that new. In 2001, Marie Kondo published a book in which she promoted the idea of keeping your possessions to a minimum. Her slogan was "only keep what makes you happy". At first, her ideas were laughed at, but now she

is an international star. She recently appeared in a popular TV series in which she helps Americans tidy up their houses. You could say that Kondo is the face of microliving.

Presenter: But microliving is primarily about housing, isn't it? The idea is to live in really small flats and houses, with little furniture and only the most necessary household appliances.

Monica: Yes, that's quite right. Obviously, microliving is a response to the needs of the market – accommodation in big cities like Paris or London is very difficult to find, and also very expensive! So, keeping particular people in mind, like young people who are pursuing their careers in big cities, or young professionals or scientists who go to live in a city for a limited period of time, some of the world's biggest cities are developing the idea of compact town flats. In Berlin there is a residence, called "Stayery", which offers small flats to rent for a few days, months or years, with communal spaces that can be used by all the residents to work or study together. A similar project is being developed in London, where the centre is said to have hollowed itself out – that is, the accommodation is only available for the super-rich, who may not even choose to live there. I believe the project will bring life back to the city centre, making it vibrant and bustling with energy again.

Presenter: I couldn't agree more – some city centres seem empty in the evenings, except for groups of tourists.

Monica: Definitely! Urban sociologists' studies have shown that encouraging people to move into city centres will make them create new communities, where they will be able to develop social contacts in public spaces, and not just stay hidden within the walls of their apartments and houses.

Presenter: It seems to me that microliving is also environmentally-friendly?

Monica: Yes, I'm convinced that it is. It is going to be more and more important, both from an economic and an ecological point of view, to limit your living space, especially in crowded cities. Many people such as bloggers and other influencers have already turned away from consumerism. They are doing their best to encourage others to adopt more minimalist habits because they genuinely care about the future of our planet. It remains to be seen whether the trend will stay popular but, to be honest, I think it may soon become a necessary way of life, not just a fashion.

2.04

Speaker 1: I just love my neighbourhood! I've lived here all my life, and the reason I like it is its close proximity to everything: my school, the shopping centre, my favourite art house and many cafés. It's not as crowded in the summer as the old town and it gets really quiet in the evenings. I like the wide alleys and historic buildings in the area. It's really picturesque now that a lot of them have been renovated.

Speaker 2: I own a studio flat on the top floor of one of the historic buildings here. I'm an artist, you see, a portrait painter to be precise. I love this neighbourhood because people here seem to have chosen a slower pace of life. They often meet in nearby parks and cafés, where they linger over a cup of tea or a cappuccino – I can observe so many interesting faces here. The new residential districts are no comparison – everyone is always in a hurry. The people living there are mostly young professionals, rushing to work every morning. I must admit that my area is a bit shabby, but the views over the older part of the city are amazing, I wouldn't change it for the world!

Speaker 3: When I told my parents I wanted to move out of their big house in the country and find a flat in the town centre, they thought it was a crazy idea. But I simply refused to spend two hours every day commuting to work. And so here I am – I've found a flat in a newly built block, which is really close to a park, so I can go jogging every day. The town is thriving and seems to be getting more and more vibrant – I think it's getting really trendy to live in the centre nowadays.

Unit 7

2.05

Presenter: Today on the *Money Programme* we're going to look at a relatively new phenomenon called greenwashing. Here to tell us about it is Sarah Wilcox, who works as a consultant for a consumer protection organisation. Sarah, 'greenwashing' is obviously something to do with green products and the environment. What is it exactly?

Sarah: Nowadays, people are very concerned about the environment – global warming, the ozone layer, etc. etc. All sorts of companies have realised this and so use this concern to sell their products by telling customers that their product – whether it's soap or detergent or food or whatever – is good for the environment.

Presenter: How do they do that?

Sarah: They may well say it on the packaging, or use a green label

or sticker, for example. But the problem is, the claim may well be a false claim with no solid evidence to back it up. They make the product look green to persuade consumers, but there's no substance to their claims.

Presenter: I believe there's been some serious research into the claims of different companies and products and the results are quite shocking.

Sarah: That's right. A marketing firm in the US looked at a whole variety of supermarket products. They found 1,018 products that made some sort of ecological claim. Those items included things like shampoo, toothpaste, paper, printers ... all sorts of stuff. The shocking thing is that when they started looking into the products in detail, 99 per cent of the companies were found to be making false claims about their product in one way or another.

Presenter: OK, let's have some concrete examples of these false claims.

Sarah: Well, there was a shampoo, for example, that stated on the bottle that it was 'certified organic', but when they looked closer, they couldn't find any certification at all. They said it was organic, but who knows?

Presenter: OK, so they made a claim, but had no evidence to support it.

Sarah: Exactly. Another big problem is companies that make a claim that *maybe* true – that, for example, an electronic gadget is energy-efficient. It doesn't use up as much energy as an alternative device. But then you discover that the gadget contains a material that's actually really harmful for the environment. In other words, they advertise the product by saying it's doing some good for the environment, but they forget to tell you that meanwhile it's doing something else that's really bad for the environment.

Presenter: Yeah, I see ... One thing that I've noticed is how many products use the word 'natural' nowadays. It seems that if a product says it's natural, it's *got* to be good for the environment.

Sarah: Yeah, you're right. Whereas we know that that's just stupid! There are lots of things that are 'natural' in the world that *aren't* good for us. Arsenic is 'natural', but I wouldn't want any product I buy to contain arsenic! And you have to be careful, because some companies don't just make vague claims like calling something 'natural'. Some say things that are just completely irrelevant.

For example, watch out if you see a product that advertises itself as being CFC-free. After scientists discovered that CFCs were bad for the ozone layer, *all*

products containing CFCs were banned. In the UK I think they've been banned since at least 1987! So, in the 21st century, my advice is to stay away from products that say they're CFC-free.

Presenter: OK, I understand what you're saying, but say I'm in a supermarket. There are all these products on the shelves saying that they're natural or green or environmentally friendly or whatever. What should I buy if meanwhile you're saying that there's so much lying going on, so many false claims being made?

Sarah: I would recommend that you look for products that give detailed information about how green they are. The information may show that there is some negative impact on the environment, but that's OK. At least they're telling you the full story, they're telling you the truth.

Presenter: Any other final advice?

Sarah: Well, there are some internationally recognised environmental standards. If you see the EcoLogo, Energy Star or Green Seal on a product, you can generally be sure that the product is doing something positive for the environment. In the survey that we've been talking about, they did find one or two companies that were actually using those logos or seals on their products without permission from those official organisations. That's clearly illegal and personally I think there'll be fewer and fewer companies who risk doing that.

Presenter: So if you see the EcoLogo, Energy Star or Green Seal, it's more or less a guarantee that the product is environmentally friendly?

Sarah: That's it.

Presenter: Well, Sarah, that's been most useful. Thanks for explaining greenwashing to us.

2.06

Examiner: Now, I'd like you to talk about something together for about three minutes. First I'd like you to talk to each other about what message you think the adverts are giving about the products that they are trying to sell. Then decide which advert you think is the most effective at selling the product.

Teenage girl: OK. I think the message of the first ad is very simple – that the chocolate is irresistible! But that *could* be because I'm mad about chocolate!

Teenage boy: Well, I'm not too keen on chocolate, but I do agree with you that the ad makes you want to try it.

Teenage girl: This advert here must be for sports clothing and equipment because there's a woman on her bike in the mountains. I suppose the message is simple really, just that you should buy this

equipment because it can help you be more successful at sports.

Teenage boy: Yes, I think you're right.

What do you think about the mobile phone advert? I like the way it's so simple having just the phone and the slogan. It looks really modern and cool. I think it's really sophisticated and original.

Teenage girl: I see what you mean, but in my opinion they should have chosen a photo of someone using the phone, to show what it can do and how it works, not just that it looks nice. What about the car ad?

Teenage boy: That's easy, isn't it? It gives the message that the car gives you lots of independence.

Teenage girl: I agree. You can go *where* you like, *when* you like.

Teenage boy: Yeah. Hmm. In the advert for the shampoo, I reckon they're trying to make it look elegant and sophisticated, don't you think?

Teenage girl: Yes. But I think it's a bit simple, wouldn't you say?

Teenage boy: I suppose so. They've just got a beautiful woman with really nice hair and that's it.

Teenage girl: So which one do you think is the most effective?

Teenage boy: Hmm. I think the car advert is the best, because the message is simple and clear.

Teenage girl: Yeah, and also because the image is quite attractive because of the countryside, the landscape.

Teenage boy: Shall we choose that one then?

Teenage girl: Absolutely!

2.07

Hello. Today is my turn to give you a presentation on the general topic of consumerism. However, before I start, I'd like to ask you all a question: have you ever bought or ordered a product or service that didn't meet your expectations? Raise your hands, please. That's almost everybody. Now, how many of you made a complaint – or maybe asked your parents to do it for you? Raise your hands again. Now I can see fewer hands. Why is that? My uncle, who is Swedish, says that the right to make a complaint is the basic right of every consumer, and that making a complaint is perfectly normal when a person feels they have not been treated the way they'd expected. But he lives in Poland now and he reckons Polish people's approach is different – he says that we think it's unpleasant, or it's a waste of time because we won't get a refund or a replacement, or that we will be cheated in some way. Do you think he's right? Hands up, please. My first intuition

was that it is probably connected with the age of the consumer. But, on consideration, maybe there really are differences among different nationalities when it comes to standing up for one's consumer rights. I thought it might be interesting to check, so I did some research. To start, as you can see on the chart, some nationalities are much more likely to complain than others. Different sources give slightly different numbers, but the countries which always appear on top are Sweden, the UK, Canada, Australia and the US. Which nationalities are least likely to complain, on the other hand? Well, at the very bottom of the list we have Taiwan, Saudi Arabia, China, Poland and Russia. Surprised? Well, it definitely looks like there are some cultural differences here. Maybe people in China and Saudi Arabia have nothing to complain about? In Poland, however, we certainly do! Or perhaps it is frowned upon to complain in Asian and Arab cultures? Then, according to another study I found, the wealthier and more educated people are, no matter what country they come from, the more likely they are to complain and demand the kind of service they feel they deserve. Do you think that's true for Poland? Moreover, who do you think would raise the issue of consumer rights first: your parents or grandparents? I suppose there are personality differences here because my grandma is a very demanding consumer, but there are statistics on that, too. Only about 11 per cent of Polish people often or always make a complaint when they are unhappy with a product or service, while as many as 45 per cent never do. However, when you look at different age groups, it turns out that among people of our generation, aged 18–29, only 30 per cent would never file a complaint, while among people over 60, the number is 70 per cent. Well, I can only speculate that this may be connected with living standards in the past, but I suppose it could be worth looking into. Thank you for your attention. Have you got any questions?

2.08

People sometimes ask me whether advertising is still helpful and useful in the information age. After all, if you go online, it's very easy to find not only detailed information about a product or service you want to buy, but also the opinions of people who are already using it. What better recommendation could there be than that? And yet, advertising is visible virtually everywhere. It may sound cynical, but the point

I make in my book is that in all likelihood the classic definition of advertising is wrong. Its primary function – and a very powerful one – is not to inform, but to persuade, or, in other words, manipulate consumers. After all, it doesn't seem credible that every washing powder is the best powder in the world, all facial creams are going to make you look younger, and each and every car is a real beast on the roads. None of us would believe it if someone said such a thing to us in a normal conversation, and yet in a commercial it doesn't strike us as foolish. My students usually laugh when I mention it, but whenever I ask them what brand of hair products they chose when they last had their hair done and why they chose that particular brand, they usually respond with comments like "It's the best" or "I've always used it". Does that sound like a conscious choice? How many of us become familiar with the ingredients of the product we're interested in buying and compare it with others before making a purchase? Generally speaking, we'll do it when we are buying a new phone, a laptop or a car, but the fact is that a large majority of the things we buy every day, we choose without thinking, or rather – without making a conscious decision about it, largely because we are being manipulated.

Unit 8

2.09

Speaker 1: Well, I'm not much of an athlete, never really liked sports that much. But I suppose that's why one day I decided, that's it – enough's enough. You're not getting any younger, it's time to take up a sport. I started running. Physically it nearly killed me at first, but gradually I started feeling better, fitter and faster. So, anyway, one day I saw there was a race in my home town so I decided to participate. My friends said, there's no way you're going to win a prize, you know. I knew, of course, but I wasn't doing it for the prize, was I? Although, in the end, I did win something much more important. You see, halfway through the race I noticed a girl had been going at exactly the same speed as me since the start. We started to chat, you know, encouraging each other, and in the end we crossed the line together. We arranged to go for a run the following weekend, and that was how our relationship began. We're getting married next summer and the future's never looked brighter.

Speaker 2: I wouldn't say I was very brave. In fact, I think I'm just the opposite. That's why I still find it hard to believe I did

what I did that day. You see, my best friend had recently met someone and fallen completely head over heels in love. They'd decided to get married and my best friend said she wanted me to give a speech at her wedding. Me, who gets embarrassed speaking in front of three or four friends, never mind a whole roomful! Well, I had to say yes, didn't I? The day finally came. To say that it was a hair-raising experience would be an understatement. But still, I did it. Afterwards I just thought, phew, thank goodness that that's over and done. But never again!

Speaker 3: I've always been really good at racket sports, tennis, badminton, squash ... I started to have lessons when I was really small, and the coach said I had lots of natural ability. So I started making more of an effort to increase my strength and stamina. You see, there was a local competition that I had a real chance of winning, so I wanted to be at my best. But I injured myself and found I couldn't take part after all. Then someone asked me if I'd like to help with the organisation of the competition. I thought, why not? And so I helped to arrange the matches, make sure the players had everything they needed, prepare the prizes, stuff like that. Afterwards lots of people said I'd done a really good job of helping out and they all thanked me. I didn't really care what they said, to be honest. I just want to be able to play next year. That's what excites me.

Speaker 4: One Easter we went to spend a week in the country with my family. It was a bit boring because we didn't really know anyone there and there wasn't much to do. Anyway, one evening I met a boy and girl in the village who said they knew loads of good places to hike. The next day they were going to walk to a spectacular waterfall that they said wasn't very far, and they asked if I wanted to go with them. I thought it'd be a change, so I said yes. So we set off early, at eight, the next morning. Do you know what time we got to the waterfall? One in the afternoon, without stopping more than once on the way! I've always considered myself to be in quite good shape, but this was a new experience. And then we had to walk all the way back. I nearly died! That night I could hardly feel my legs. And I couldn't sleep that night, worrying that they were going to invite me to go with them again!

Speaker 5: It happened this summer. We were staying on the coast as we usually do. One day I was feeling bored and my wife suggested going along to the sailing school in the port. They always offered a free class to start learning how to sail yachts. I'd never thought of

doing it before, even though I'd seen the classes offered every year we'd been previously. It certainly wasn't a question of self-confidence, because I always think I can do anything if I put my mind to it. To cut a long story short, this year I thought I'd give it a go. And do you know what? After half an hour, the instructor couldn't believe how well I was doing. He said it was as if I'd been doing it all my life! In 20 years of instruction, he'd never seen anyone catch on so fast. I must admit, afterwards I couldn't help thinking I'd been really stupid – I should have started sailing years ago!

2.10

Examiner: Now, I'd like you to look at the three photos. A British friend is coming to stay with you this weekend. You know that he or she likes outdoor activities and so you want to take him or her out somewhere on one of the days. You have three activities to choose from. Choose the activity that in your opinion is the most suitable and explain your choice. Explain why you have rejected the other two.

Examinee: Hmm, let me see. Erm, I suppose I should start by saying that I think all of the activities are interesting and suitable for somebody who likes being outdoors. I guess that one of the problems with canoeing is that it might be difficult if you've never done it before. You know, you should have lessons and stuff, so I'm not sure that's such a good idea. And you can get wet! And then cycling is great because it's fun. The thing is though, that you can't talk so much when you're all riding bikes. It's a great deal easier to chat if you're all walking together like in this picture, and I think if it was a friend that I hadn't seen for a long time, I'd want to catch up with all their news.

Examiner: Is it important to get outdoors?

Examinee: Erm, yes, yes, I think it is. It's considerably better for you to be breathing fresh air than to be stuck inside all day. I think we all need fresh air and sunlight, it's not the same doing sport indoors as being outside, especially if you're in the country or somewhere nice. The truth is I don't get outside much, but I reckon that's because I have to study so hard. But I do try and get out for walks in the park sometimes, you know, just to clear my head.

Examiner: Why do you think young people spend less time outdoors nowadays?

Examinee: Hmm. That's a good question. I think that in general young people aren't nearly so active as they used to be. You know, far fewer young people walk nowadays, they go by car or public

transport. And then young people today study harder than in the past, and when we aren't studying by far the most popular pastimes are surfing the Net, video games, you know, things that you usually do indoors. But actually I think more and more young people are starting to do outdoor activities again, they're tired of being inside all day.

2.11

In order to get a clearer idea of the misconceptions about people with disabilities that exist around the country, we asked eighteen disabled bloggers from the UK about their experiences. Some of the things we heard from them were really eye-opening. The most prevalent was that other, more able members of society consider life with a disability to be far from average. That is, it is often assumed that disabled people live a totally different life, especially when it comes to travel, work or relationships and family life. Some people think that, by being able to overcome different obstacles, people with disabilities are superheroes, and that their lives are heroic and an inspiration to others. Others, on the other hand, believe that life with a disability must be a constant struggle, making one feel low and miserable all the time. However, what both of these views ignore is that, according to statistics, 1 in 5 people experience some sort of disability at some point during their life, so it's not such a minority condition as it may sometimes seem. I suppose that when most people think about disabilities, they usually imagine only the most serious conditions. In fact, only about 8 per cent of people with disabilities are wheelchair users, and a lot of disabilities, such as impaired hearing, are not even visible. The most important thing, though, is that people with disabilities, whatever they are, are no different from other members of society and, consequently, their lives are similar, too. Some of them have a wide circle of friends and lead a very active life, while others enjoy staying in and working from home and are over the moon when they don't have to go out too much – just like more able-bodied people. Some people love travelling, and some don't. The main difference is the challenges that people with disabilities face regarding access or means of transport. If we look at the data again, nearly 8 in 10 people with disabilities have encountered some form of problem in UK hotels and resorts. The point that this figure raises is that people with disabilities can lead fulfilling, independent lives, but they are often frustrated by the conditions that society has constructed for them.

2.12

Hello, my name is Peter Barlow, and I have been invited by the college authorities to give a lecture on extreme sports and some of the myths surrounding them. Asked about the type of person who does extreme sports, people usually say it must be some kind of adrenaline junkie, someone who loves hair-raising, near-death experiences. In other words, an irresponsible individual who takes unnecessary risks. Well, that's what I used to think for a long time, too, although I'm not just a theoretician on the subject as I once experienced skiing down a really high Himalayan mountain at breakneck speed. However, I never really thought of myself as a risk-lover: adrenaline and heart-stopping views from the side of the mountain were important, of course, but not without proper preparation and a lot of very careful planning. So, together with some colleagues from a university in Australia, I started researching the subject. Given everything we've learnt so far, I can safely say that the people who do extreme sports – or the vast majority of them – are not daredevils fulfilling some kind of death-wish. On the contrary, they are people like me, people with a deep knowledge of the sport and the environment in which they perform it. They are also really well-trained and well-prepared to face challenges and risks. Sometimes you need to get ready for months before you make a single jump, dive or ride. However, there is one more thing that needs to be mentioned. People like me don't engage in extreme sports to have a near-death experience. It should rather be described as life-changing and eye-opening. Flying, jumping or doing whatever it is that you do certainly results in an adrenaline rush, but you also experience harmony with nature, and it makes you feel more alive than ever. Does that sound like an adrenaline-junkie with a deathwish? I would strongly warn you against relying on common stereotypes as they are often simply not true. All right, are there any questions?

Unit 9

2.13

Presenter: Hello, and welcome to the business podcast. If you're a university student or a recent graduate, the chances are you're looking for an internship. Thousands of people take up internships every year, many of them unpaid. So, is it exploitation or simply a good way of gaining work experience? With me to discuss this question is Amy Hunt, a former intern, Jane Holliday,

a careers advisor, and Peter O'Neal, who's currently doing an internship as part of his degree. Amy, can you get the ball rolling by telling us about your experience?

Amy: Hi, yes. I did an unpaid internship about six months ago for a humanitarian organisation in London. I was commuting every day from Oxford so it was pretty expensive. Luckily, I'm an only child and my parents were able to support me. To be honest, I thought I would learn more than I actually did. I spent a lot of time photocopying and generally helping out – not working on the projects that I was really interested in. I think the worst part was that I felt I was just 'the intern', one of many passing through. Some of the regular staff didn't bother to get to know me because they thought I wouldn't be there for very long. In the end I stayed for three months and then I left. I'd already done a lot of unpaid jobs while I was a student and I felt that I'd reached the point where I should be paid properly for what I do.

Presenter: Is that fairly typical, would you say, Jane?

Jane: Well, it sounds as though they were taking advantage of you a bit, Amy. But I think you have to bear in mind that a lot of companies do give their interns a good deal of help and guidance and, in fact, are training them on the job. I think it's worth negotiating the kind of things that you're going to do right from the start, though, and making sure that the experience is actually going to benefit you. I think that's part of, you know, learning about the world of work, learning how to stand up for yourself and making your expectations clear.

Presenter: OK. Peter, what about you? Do you feel the same way as Amy?

Peter: Er, no, not really. Since I'm doing a degree in media studies, and my internship's on a newspaper, then I think my experience will be very important when I'm trying to get a job in the future ... And I think that sort of works both ways.

I mean, media corporations do take on interns to do the mundane jobs, but at the same time you get experience in the field you're interested in and you get a foot into the business. You get to see how things work. Plus, you make contacts.

Jane: I think that's true. I mean, there are quite a lot of jobs, the media included, that it's very hard to get into unless you've done some sort of unpaid internship.

And, of course, if you're under the nose of the managers or editors, and they're short-staffed, and you're able to prove yourself, and people realise you've got talent, then, you know, some people go

far. Companies are more likely to take on people they know, so a lot of companies recruit from interns these days.

Amy: For me, one of the problems though is just how many internships some people have to do. I mean, I know people who have done three, four or even five internships and they're *still* looking for full-time work. There's a danger that companies are starting to take for granted that they can find bright young people to work for them. And as I said before, I was lucky, because my family were able to support me. But if you don't have help then you're not in a position to do an internship, and that means that only people from well-off families can do them.

Presenter: Is that the case, do you think, Peter?

Peter: Well, I'm still doing my degree, so I'm living off my student loan, but I think you just need to keep to a budget and make sure you make ends meet. It's difficult sometimes, but if it's something that you really want to do, I think you have to make the sacrifice. The fact is that if you don't have any experience then you're not going to get a good job – and so you have to start somewhere. The only way to do it is to do an internship first and then try to get a better position from there.

Presenter: OK, well, we'll have to stop there. Thank you for talking to me. And if you have comments or would like to share your own experience, please do contact us ...

2.14

Girl: OK, so I think that being an artist would be a satisfying job because it involves doing something you love.

Boy: I agree, and it's also creative. I think that's important when it comes to job satisfaction. It must be great to produce something that no one else has done before – and I think it beats a typical nine-to-five job.

Girl: That's true. So, what about being a doctor?

Boy: I think that must be satisfying, too, in the sense that you have a lot of responsibility because other people's lives depend on you.

Girl: I agree, but that's a lot of pressure and I think most doctors have to work long hours.

Boy: I agree, but it *is* worthwhile, because you're helping other people, so that makes it satisfying. Plus, it's well-paid.

Girl: Right. What about a sportsman or woman?

Boy: I think that must be a fantastic job. It's like being paid to do your favourite hobby. And if you're a footballer, for example, and you score goals and everyone cheers, that must be a fantastic feeling.

Girl: Right, and if you're an athlete, and you have to set yourself goals and be really disciplined, and work hard to achieve those goals, that's also a reason for job satisfaction.

Boy: That's true. So, what about a humanitarian aid worker?

Girl: I think that must be very satisfying.

Boy: But it depends on what you're doing. If you're doing actual hands-on humanitarian work, then it must be satisfying. But if you're working in an office, doing mundane tasks, then I can imagine that would be a bit boring.

Girl: You're right. OK, what about working for yourself? I can imagine it's good to have your own business and not have someone telling you what to do.

Boy: Right. And you know that, if you work hard, then you benefit. If you work for someone else, it doesn't matter how hard you work, you earn the same salary.

Girl: Unless there are fringe benefits or you get paid bonuses ...

Boy: Still ... OK, so the last one – a journalist. What do you think about that?

Girl: Personally, I think it would be a very varied job. You could be interviewing a politician one moment and investigating a crime another.

Boy: I agree, and it probably offers chances to travel. I think it would provide a lot of job satisfaction.

Girl: Me too.

2.15

Alison: If you ask me, the most important thing is to follow your passion. My older brother Jim has always been keen on public transport. He would spend hours travelling by bus or tram! He is currently studying public transport, and he keeps telling me: follow your passion, not the current trends or someone else's expectations.

Ben: I totally agree with you, Alison. What's your passion?

Alison: You know what it is, Ben. Everybody knows it. It's animals.

Ben: Are you going to be a vet, then?

Alison: No, because I feel sick at the sight of blood. I wouldn't be able to operate on an animal. No way! But, knowing that, I've decided to study horticulture, so that I will be able to live in the countryside, surrounded by animals, and grow plants for sale. I just hope I'll manage to make ends meet.

Claire: All right, you lot. Following your passion and knowing your weaknesses is important but, for me, it's your personality that matters most. For example, a lot of people think that a software designer is a creative genius, working antisocial hours, forever in seclusion, surrounded by

monitors. The truth is – at least that’s what my dad says – programming is a team effort nowadays, so even if you work from home, you need to be organised, communicative and ready to cooperate with others.

Ben: Wow, Claire, you did some digging into the topic. But do you really think that personality is more important than your passion and an awareness of your weaknesses or talents? Because for me, natural talents and abilities are crucial. If I weren’t good at drawing, I wouldn’t even dream of studying architecture.

Claire: What I’m saying is that all of these factors are important, but when it comes to personality, it’s a good idea to take a reliable test. I took the Myers-Briggs Type Indicator®, which is most widely used by psychologists, and it turns out that I’m the type which is called the Advocate or Counsellor. To illustrate what that means, I wasn’t sure I’d like to work in a team, and I’ve learnt that my type doesn’t like teams that compete, but rather teams based on cooperation and focused on the same goal. I think it’s true because it’s not exactly team work I have a problem with, but competitiveness and rivalry.

Ben: I guess you may have a point there. I don’t like team work myself, but I suppose that nowadays, architects usually work in teams. So, maybe I should also take the test to learn more about myself.

Alison: Ben, I think we all know that you’re going to end up being a leader of some sort, a manager or the president of a company, as you like to boss people around so much, so why bother taking the test? But, seriously, I agree with Claire that taking a test like this would be a good idea for all of us. Why don’t we invite a psychologist to do the test in class? I would definitely like to gain more insight into myself. Mr. Riggs, what do you think?

2.16

Speaker 1: Some people take it for granted that they will find a permanent job after they’ve finished college or university. I’m of a different opinion: I’m going to take up a few temping job offers in different places for a year or two before I decide what kind of career I want to follow. I’d like to learn how to overcome different setbacks, and these will certainly appear if I keep changing jobs. But the most important thing for me is to stand on my own two feet. I can’t wait for my parents to stop supporting me financially – I’m an adult after all, aren’t I?

Speaker 2: I haven’t graduated from college yet, but I’ve already applied

for an apprenticeship in a large firm of architects. First of all, I want to get more insight into how such a firm really works, because I’d like to set up my own company in the future. I know I’m going to gain a lot of experience working with professionals in the field, although I do expect to be given fairly mundane tasks at first. Unfortunately, I won’t be paid much, so my parents will have to support me financially a bit, but I believe the networking opportunities I’ll get and the chance to get a foot in the business will help me embark on my dream career.

Speaker 3: After graduating from college, I’m planning to take a gap year and travel a bit. I’ve got some savings, but I can always get a part-time job if necessary. I thought it might be a good opportunity to gain more confidence. You know, meeting new people and experiencing different situations. I’ve weighed up all the pros and cons of the idea, and it seems to me that it is a perfect moment to do it. Once I embark on a career as a psychotherapist, I’ll have to go back to studying and end up working antisocial hours, so the last thing I want is to look back on my life someday and regret not seeing the world when I was younger.

Speaker 4: I studied sociology, and my ambition is to work for a research institute and undertake surveys and analyses connected with social issues, especially those concerning inequality and exclusion. I’ve been looking for the right job offer for the last few months, but I know that I might have to put my dreams on hold as such positions are not easy to find. I’m working as a hotel receptionist at the moment which, I must admit, is helping me gain some useful experience. I have had to learn how to be assertive but polite, how to stand pressure and cope with new situations or unusual demands. But that’s not what I want to do long-term. I’m going to follow my dream, no matter what it takes.

Unit 10

2.17

Presenter 1: Whenever you watch a foreign language film, you have a choice. You can see it dubbed or you can watch the original version. If you’re one of the many people who prefer to hear the actors’ original voices, then you’re going to need subtitles to follow the dialogue. But who are the people who write these subtitles? Why is it that subtitles sometimes integrate so well into the film you’re watching that you don’t even notice that you’re reading them, but

at other times they seem to get in the way? We decided to find out.

Presenter 2: At the beginning of the 20th century, language wasn’t an issue. This was the era of silent movies, when there were only lights, music and gesture. Plus, of course, the occasional piece of printed text, called ‘intertitles’, to explain what the images alone couldn’t convey. Then along came ‘the talkies’, or talking movies. The first full-length film with synchronised dialogue was *The Jazz Singer*. Mainly based on the songs sung by Al Jolson, it still became the first film that needed translating. In fact, it was the first film to officially use foreign language subtitles when it opened in Paris in 1929.

Presenter 1: Since then, a whole industry has grown up around subtitling, with dedicated professionals in the field. In France, a subtitler is called an adapter, because in order to do it well, they would say, you have to *adapt* the script. If every word was translated literally, viewers wouldn’t be able to watch the film; they would spend the whole time reading. The average person can read only about 12 characters a second, so a subtitler has around two seconds to relay on the screen everything that is being said. That includes not only the words, but also jokes and word-play.

But while subtitling may be an art form, this art is increasingly undergoing another evolution. Just like when sound came and completely transformed the film-making industry, the digitisation of film and TV has turned the subtitling industry on its head. Digital media allow people from around the world to access *more* content, *more* quickly. And more content means more subtitles.

Presenter 3: This is where Viki comes in. Viki is one of several online crowd-sourced subtitling platforms that have appeared in recent years. The name is made up of ‘video’ and ‘wiki’, as in Wikipedia, and the service acts much like Wikipedia. Subtitlers create and edit subtitles in much the same way as Wikipedia’s users collaboratively create and edit its content. This allows films and TV shows to cross into foreign markets where they previously hadn’t been seen.

Viki is a Singapore-based web company set up by Razmig Hovaghimian. Razmig grew up in Egypt, but spent summers in Lebanon watching Bollywood films with his dad. Neither of them could speak Hindi, so he began to appreciate the value of subtitles from a young age.

The way the company works is simple. It licenses TV shows and films from around the world – from Korean dramas to Latin American soap operas to

Japanese animé – and then puts them online so fans from around the world can subtitle them. It has an active community of translators proficient in around 200 languages. They may be doctors, teachers, lawyers or grandmothers.

So far, they've translated over 700 million words – and they've done it all for free!

Presenter 2: So why do they do it?

According to one US-based Cantonese speaker, simply because she got fed up with bad translations. However hard it may be to work for no money, at least she feels satisfied that the subtitles are accurate and appropriate. Subtitling is to some extent subjective. An American grandmother may not translate a line in the same way as a Hong Kong teenager, but that according to Razmig isn't important. The subtitles are edited by many people and it allows the films and TV shows to be seen by many more.

Presenter 3: And Viki's data shows some interesting trends. For instance, a Taiwanese TV drama is one of the most popular TV shows on the site and has been translated into 26 languages. Venezuelan soaps have a strong following in the Philippines, while Egyptian films are popular in Dutch. Seventy per cent of viewers watching Korean drama in the US are not, in fact, Asian but African American. And 30 per cent are watching with Spanish subtitles. Meanwhile, Indonesian horror films are also surprisingly popular in the US.

Presenter 1: Professional subtitlers might complain that the service is taking away their livelihood, but crowd-sourced platforms like Viki are expanding rapidly. And as we all know that watching films in the original version is a great way to acquire a foreign language, surely that can only be a good thing.

2.18

I have a vivid memory of a time when I had a problem with language. It happened when I went to England for the first time. It happened just over two years ago. I'd never been to the UK before, but I'd wanted to go for a long time, I suppose because I've been learning English for such a long time and I wanted to try out my English there. I could understand most of what people said to me, as long as it wasn't too fast. But then the friend that I was staying with introduced me to a boy of our age and I couldn't understand a word he was saying. At first I asked him to repeat when I didn't understand but I had to ask him so many times that in the end I stopped asking him because I was too embarrassed to.

I was getting really depressed because I thought that my English was really bad. My friend noticed I was upset and asked me what the problem was and so I told him. He laughed because he said that sometimes even *he* couldn't understand him because he had a very strong accent. I have a vague recollection that he was from Newcastle.

Anyway, that made me feel better, but what struck me was that I'd always listened to just one type of British English before and so I decided that listening to other regional accents was something that I didn't do but I should. I started to listen to different radio stations and podcasts on the Internet and I think it's improved my listening a lot.

2.19

So, what is the biggest challenge when it comes to communication in the modern world? To my mind, it's diversity – that is, inclusion of different types of people in a social group. Some definitions of diversity focus on people's racial and cultural backgrounds, but social scientists point out that there is a wide range of characteristics which can make people similar to, or different from, one another. These include age, education, gender, religion or health-related issues, for example disabilities. I believe that the more differences that exist between people, the more difficult it is for them to communicate. Let's take religion, for example. Imagine that you are going to spend a year studying in another country where most people practise a different religion from the one you're familiar with. The fact is, every religion is deeply rooted in history and culture, and is always connected with a lot of traditions and conventions. This is why you may find some things puzzling, or, even worse, offend someone unintentionally.

The first barrier to communication, therefore, is lack of knowledge. It is worth remembering that people following a different religion have a set of beliefs concerning all spheres of life: work and holidays, family and marriage, clothing and food, etc. These in turn might affect communication between people. From my experience, you need to be very careful not to insult someone. And this can happen in the simplest situations. Let's take saying hello: do people, for example, greet women and men in the same way? Are there any gestures used when meeting someone? Is actual physical contact welcome or not? You need to know which topics can be treated in a light-hearted, or even in a humorous way, as what is funny for you

may be considered inappropriate or even rude to others. The fact is, certain words may be forbidden as they have a special meaning in a given religion or particular religious connotations. What can you do then to avoid making a gaffe or even offending someone? Well, first of all, approach everyone with the necessary mix of respect and curiosity. This should be without any prejudice or judgement. I reckon it's always better to ask a question if you are lost or baffled by something than come across as rude or ignorant. Try to use clear language so that the person you're talking to doesn't get the wrong end of the stick. If you really want to communicate well with people from different religions and different cultures, you will first need to spend some time listening to them and then, learn from it. Only by being open-minded and respectful can you avoid communication breakdowns, especially when you are among people that share a variety of backgrounds.

2.20

Video chat was once considered an easy way of getting connected to people and communicating with them wherever and whenever we wanted. That was true until the lockdown of 2020, when the vast majority of us had to stay at home and learn, teach, or work online. Suddenly, it turned out that not only do we face problems getting through to people but also, at the end of the day, we are much more tired than when we meet them in real life. So, what are the causes for the occasional communication breakdowns and the exhaustion experienced while interacting online? It's as simple as this: no video chat can ever replace face-to-face communication, whatever its purpose. It's because in a real-life conversation we 'synchronise' with people. In other words, we are processing their non-verbal signs all the time, so we know when it's our turn to speak, what is being implied, or when we can cut in without offending someone. All that is lost in online interactions. I've experienced it many times myself. I might easily misinterpret someone's attempt at a joke and take it literally, especially when I'm in a video chat with 15 other people. Sometimes I even fail to notice who is communicating what. A further problem is that some of us find it difficult to be on camera all the time. It's like performing on stage. I'm used to that as a teacher, but a lot of my students can't stand being the centre of attention for 90 minutes. It simply doesn't feel natural.

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