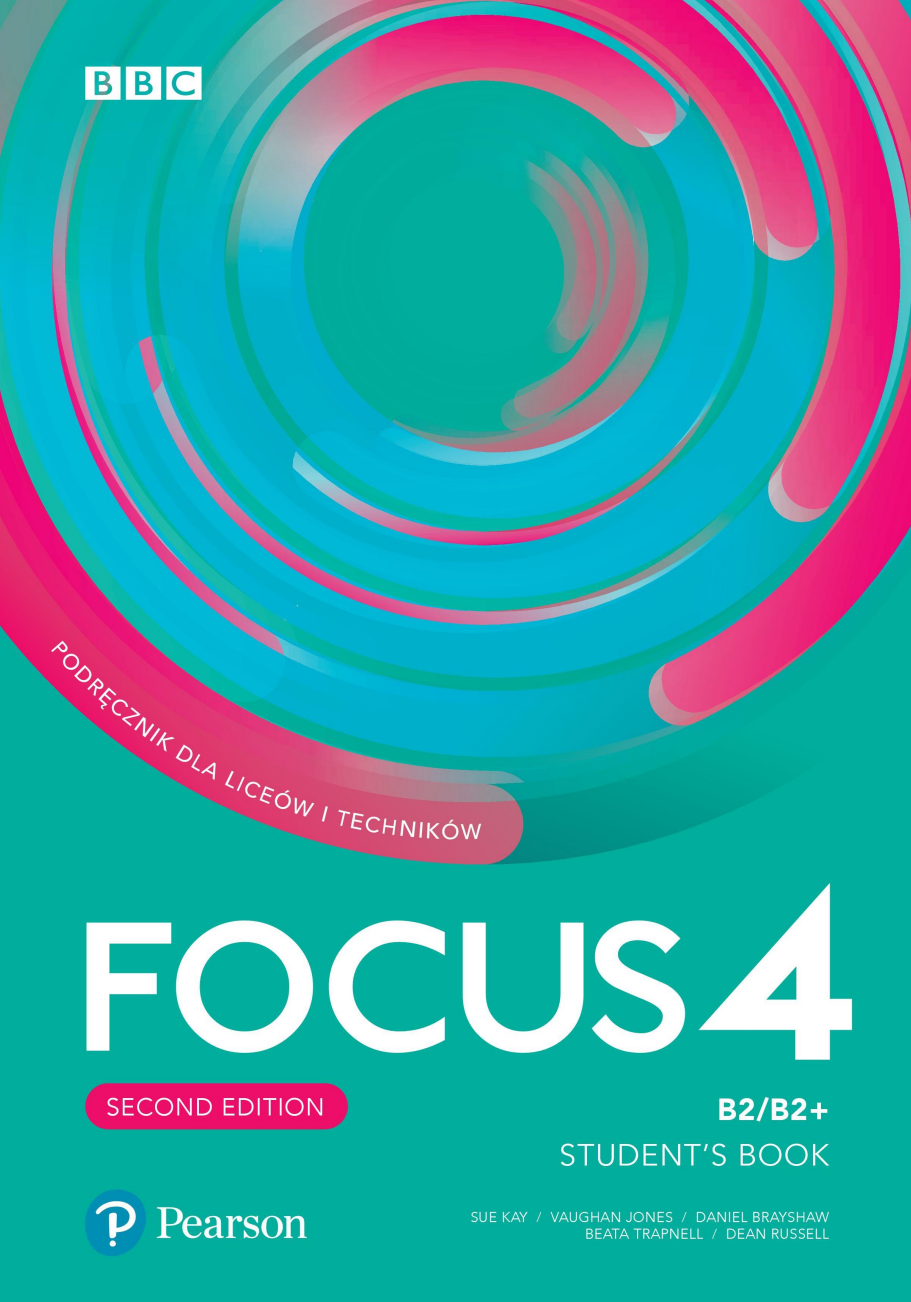




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PODRECZNIK DLA LICEÓW I TECHNIKÓW

FOCUS 4

SECOND EDITION

B2/B2+

STUDENT'S BOOK

 **Pearson**

SUE KAY / VAUGHAN JONES / DANIEL BRAYSHAW
BEATA TRAPNELL / DEAN RUSSELL

FOCUS4

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B2/B2+
STUDENT'S BOOK

To jest podręcznik wieloletni. Pamiętaj, że nie należy w nim wpisywać odpowiedzi.

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Live and learn

Educating the mind without educating the heart is no education at all.

Aristotle

BBC



VOCABULARY

Education • phrasal verbs • describing teachers and students • collocations

I can talk about further education, university courses and educational issues.

SHOW WHAT YOU KNOW

1 In your notebook, match the words to make collocations.

- | | |
|---------------------------------|-------------|
| 1 arts/bachelor's/master's | a career |
| 2 attend/have/skip | b degree |
| 3 communication/language/people | c education |
| 4 fail/pass/take | d exams |
| 5 further/higher/private | e lessons |
| 6 long/rewarding/successful | f skills |

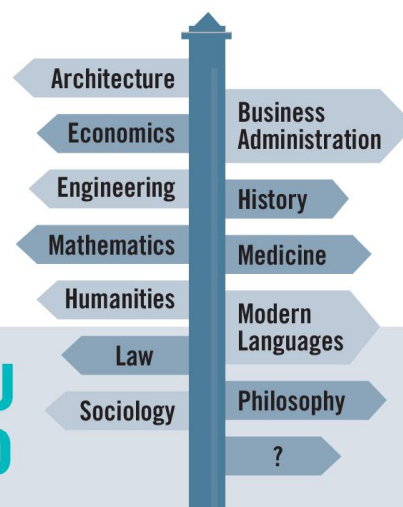
2 Write two true sentences and a false one using collocations in Exercise 1. Can your partner guess which one is false?

I'd like to do a master's degree in business studies.

3 **SPEAKING** Look at some traditional fields of study on the signpost. What are the three most/least appealing subjects? Which way would you go? Discuss your ideas with a partner.

4 Read the information on the webpage. Which degree would you like to do most?

5  1.2 Listen to a father and daughter discussing the webpage. What does the daughter find out about her father?



DEGREE COURSES YOU DIDN'T KNOW EXISTED

Is this you?

You're keen to **go on to** higher education. But none of the traditional subjects appeal. Don't worry, these days you can **get a degree** in most things. You like baking? You can **major in** baking technology management. More inclined towards fashion? How about **writing a dissertation on** handbag and accessories design? If you **have a passion for something**, you can usually find a course that specialises in your area. Here are three courses you never knew existed.

1 THE SCIENCE OF SUPERHEROES

10 **University of California, USA**

This course is a new, creative way to learn physics. Through studying heroes and villains, you'll learn the answers to important real-life questions such as what the chemical composition
15 of Captain America's armour is. In other words, you'll **attend lectures** on the real principles of Physics, but they'll be **given** in a more engaging and accessible way.



- 6 **1.2** Listen again and write the correct option in your notebook. Use a dictionary if necessary.
- 1 The daughter is gifted / weak.
 - 2 The daughter is lazy / a swot compared to her father.
 - 3 The father couldn't settle down / make friends in class.
 - 4 The father was disruptive / self-disciplined.
 - 5 The father nearly got expelled / got a scholarship.
 - 6 The father had lenient / strict teachers.
 - 7 The father's teachers gave up on / supported him.
 - 8 The father was dyslexic / a bully.
 - 9 The father did well / fell behind at school.
 - 10 The father scraped through / failed his exams.

- 7 **SPEAKING** What do you know about your parents' education? Discuss your ideas with a partner.

FOCUS ON WORDS | Phrasal verbs

- 8 **1.3** In your notebook, complete the definitions with the base form of the phrasal verbs in red in the text and in Exercise 6. Then listen, check and repeat.

- 1 make less progress than others = fall behind
- 2 quit doing sth; stop hoping sb will change = give up
- 3 start working in a type of job = get on
- 4 do sth after finishing another thing = get on
- 5 study sth as your main subject = get on
- 6 only just succeed in doing sth = get on
- 7 become calm or confident = get on

- 9 **SPEAKING** In your notebook, complete the questions with the correct prepositions. Ask and answer the questions in pairs.

- 1 How often do you only just scrape ? exams?
- 2 Have you ever given ? anything that was important to you?
- 3 Have you ever fallen ? at school because of illness or some other issue?
- 4 If you go ? university, what subjects do you think you will major ??
- 5 In what subject or lesson do you find it most difficult to settle ? and concentrate?
- 6 What profession would you like to go ??

2 SURF SCIENCE AND TECHNOLOGY

20 University of Plymouth, UK

The university website warns that 'You will not be taught how to surf, and it is important to realise that this is an academic course.' That means you don't graduate because you can catch a good wave – you have to sit exams here! Core modules include ecology and scientific aspects of health, fitness and sports nutrition.

3 THE BEATLES, POPULAR MUSIC AND SOCIETY

Liverpool Hope University, UK

- If you enrol on this course, you'll deepen your knowledge of the band's music as well as how it was influenced by the city of Liverpool. The Beatles not only changed the world of music, but they also had a big impact on youth culture and fashion. This course will be of interest to those working in the field of cultural studies and if you want to go into the music industry.

FOCUS ON WORDS | Describing teachers and students

- 10 **1.4** In your notebook, translate the underlined words in Exercise 6. Use a dictionary if necessary. Then listen and repeat. Which words are used more often to describe a student and which ones to describe a teacher?

- 1 a bully = ?
- 2 disruptive = ?
- 3 dyslexic = ?
- 4 gifted = ?
- 5 lenient = ?
- 6 self-disciplined = ?
- 7 strict = ?
- 8 a swot = ?

- 11 In your notebook, complete the sentences with the words in Exercise 10.

- 1 Mr Morris is a ? teacher. He doesn't mind if you hand your homework in late.
- 2 Jackie is ?. She spends all her time studying and always gets top marks.
- 3 Miss Nemes is very ?. She demands absolute silence in her lessons.
- 4 May is musically ?. She can play almost any instrument and has a beautiful voice.
- 5 Barry is quite ? in class. He shouts out and generally causes problems.
- 6 Mike is very ?. He always does his homework as soon as he gets home.

FOCUS ON WORDS | Collocations

- 12 **1.5** In your notebook, complete the collocations with the base form of the verbs highlighted in the text and in Exercise 6. Then listen, check and repeat.

- 1 attend / ? a lecture
- 2 ? of interest to sb
- 3 ? your knowledge
- 4 ? on a course
- 5 ? a degree/a scholarship
- 6 ? expelled
- 7 ? a passion for sth
- 8 ? an exam
- 9 ? in the field of sth
- 10 ? a dissertation

- 13 **SPEAKING** In your notebook, complete the sentences with a suitable noun. Do you agree or disagree with them?

- 1 Don't enrol on a university ? unless you have a ? for it.
- 2 Sitting ? is much more stressful than writing a ?.
- 3 Getting a ? to study at a foreign university is an impossible dream.
- 4 Working in the ? of science and technology is better than being an artist.
- 5 You don't have to attend ? to deepen your ?. Just google everything.

- 14 **PROJECT** Work in groups. Do some research online into unusual things you can study online. Then prepare a digital presentation and present it to your class.

- 1 Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room?
- 2 1.6 **SPEAKING** Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. Discuss what this story teaches us about educating children.
- 3 Read the GRAMMAR FOCUS. Which verb forms in blue in the text in Exercise 1 complete the examples correctly?

GRAMMAR FOCUS

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits. You also use the Past Simple to talk about single past actions.
She ¹used to fail all her exams.
Life ² so good.
- You can use **used to** to talk about regular past actions that don't happen anymore or past states that are no longer true.
She ³ and move around instead of listening to the teacher.
Her teachers ⁴ about her disruptive behaviour.
Note: You don't usually ask questions with this use of *will* and *would*.
- You can use the **Present Continuous** or **Past Continuous** with **always** to stress the repetitiveness of an action or to show your annoyance.
She ⁵ people.
She ⁶ and handing in her homework late.

- 4 In your notebook, complete the sentences with the correct form of the verbs in brackets. Use **would** where possible. If **would** is not possible, use **used to**. If **used to** is not possible, use the Past Simple.

- 1 This school used to be (be) smaller than it is now.
- 2 Mum (take) me to school every day.
- 3 I (not like) going to school.
- 4 I (hate) having school lunches.
- 5 I (go) swimming every week.
- 6 I (go) on a school trip to England.

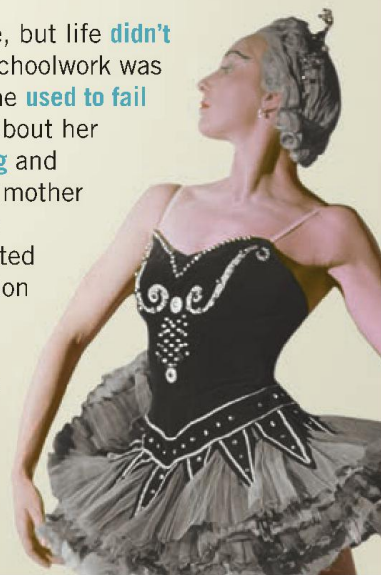
- 5 **SPEAKING** Ask and answer questions based on the sentences in Exercise 4. Use **used to** or the Past Simple.

1 Did this school use to be smaller than it is now?

The right education

Ken Robinson is an educationalist. In his book, *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.

- Gillian had a successful career in the theatre, but life **didn't use to be** so good. When she was eight, her schoolwork was a disaster, her handwriting was awful, and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour: she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class – she **ll get up** and move around instead of listening to the teacher; she **s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room, he **turned on the radio on his desk ...**



- 6 **SPEAKING** In your notebook, write sentences comparing your routine at primary school and now. Compare your sentences with a partner. Who has changed the most?

	Primary school	Now
1 For breakfast	I'd <u> </u>	I'll <u> </u>
2 Before setting off for school	I'd <u> </u>	I'll <u> </u>
3 At break time	I'd <u> </u>	I'll <u> </u>
4 At lunchtime	I'd <u> </u>	I'll <u> </u>
5 After school	I'd <u> </u>	I'll <u> </u>

1 For breakfast, I'd have cereal with milk in primary school, but now I'll just have a piece of toast.

- 7 In your notebook, complete the sentences about annoying habits. Use one verb from the box to complete both sentences in each example. Use the Present and Past Continuous with **always**.

(check chew lose talk tell)

- 1 Before, Tim was always chewing the end of his pen.
Now, he s always chewing gum.
- 2 Before, Julie her make-up.
Now, she her phone.
- 3 Before, Sam about himself.
Now, he about his new friends.
- 4 Before, Dave his temper.
Now, he his keys.
- 5 Before, Mary lies.
Now, she people what to do.

- 8 **SPEAKING** List the habits in Exercise 7 from the least to the most annoying. Compare your ideas with a partner. Do you know people who had or have any of these habits?

FOCUS VLOG About daily routines

1.7 Listen to the Focus Vlog. What did the speakers use to do when they were teenagers that they miss doing now? Write the answers in your notebook.

1.3

LISTENING

Matching

I can identify specific information in a detailed spoken dialogue about memory.

- 1 **SPEAKING** Discuss how good you are at remembering the different things in the box.

(dates and times English words faces
items on a shopping list names song lyrics)

- 2 **1.8** Read about two methods of memorising a shopping list. Which headings A–E match paragraphs 1–2 correctly? There are three extra headings. Then listen and check.

- A Use your imagination
B Make up a dramatic narrative
C Learn how to give a speech
D Imagine what each item tastes like
E Visualise the items in a familiar place

MEMORY TIPS

Greek philosopher Socrates famously said 'Learning is remembering'. So, how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items.

- 1 ? First, imagine a huge loaf of bread, and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it. You've reached the end.

- 2 ? Think of your home and get a mental image of the rooms in your house. Then, put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on a wall. And so on, it's all about making personal associations ... you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

- 3 **SPEAKING** Test your partner's memory. Follow the instructions to complete the task.

- Write down a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in Exercise 2.
- Take it in turns to recall your list. Did the tip help?

LISTENING FOCUS Matching

- 4 **1.9** Listen to four people talking about memory. In your notebook, match statements A–E with speakers 1–4. There is one extra statement.

Speaker 1
Speaker 2
Speaker 3
Speaker 4

The speaker ...

- A refers to someone who is incapable of forgetting anything.
B wanted a family member to confirm whether his/her memory was correct.
C disagrees with someone about how they keep a good memory.
D wishes they could forget witnessing a crime.
E can describe someone accurately after seeing them for only a few seconds.

FOCUS ON WORDS | Memory

- 5 **1.10** In your notebook, translate the expressions in the box. Use a dictionary if necessary. Then listen and repeat.

- 1 have a clear/vivid memory of sth = ?
2 have a vague/distant memory of sth = ?
3 have a good/terrible memory for sth = ?
4 have a photographic memory = ?
5 have a memory like a sieve = ?
6 jog your memory = ?
7 lose your memory = ?
8 sb's earliest memory = ?

- 6 **1.9** In your notebook, complete the questions with the words in Exercise 5. Then listen again and answer the questions.

- 1 What is Speaker 1's ? memory?
2 Has Speaker 2's grandfather ? his memory?
3 Does Speaker 3 have a good memory ? names or faces, or both?
4 Does Speaker 4 have a ? memory?

- 7 **SPEAKING** Ask and answer the questions in Exercise 6 using *you* or *your*. Find out as much as you can.

1 What is your earliest memory?

PRONUNCIATION FOCUS

- 8 **1.11** Listen and repeat the words in the box. Do any of the words have the same vowel sound?

(bread clear learn mean steak wear)

- 9 **1.12** Copy the table and complete it with the words from Exercise 8 in the correct row. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need detail ¹ mean	piece
/ɪə/	here career ² ?	
/ɜ:/	reserved squirt turn	³ ?
/e/	egg	⁴ ?
/eɪ/	made detail pay	⁵ ?
/eə/	pair rare	⁶ ?

Gapped text

I can infer unstated information and understand relationships between ideas in a descriptive text.

- 1 SPEAKING** How much do you know about your brain? Do the quiz on page 9 and discuss your ideas with a partner.
- 1.13** Listen and check your answers.
- 3 Read the text and answer the questions.**
 - 1 What hidden talents did the five people discover?
 - 2 What caused them to discover their hidden talents?
 - 3 How do some experts explain the phenomenon?

READING FOCUS Gapped text

- 4** **Read the text again. Which sentences A–E complete gaps 1–4 correctly? There is one extra sentence.**
 - A After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.
 - B In the near future, we will be able to expand our knowledge through a series of experiments into brain structure and its function.
 - C We even know where many of the different brain functions, such as memory, sight and smell, are located.
 - D However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.
 - E Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

FOCUS ON WORDS | Collocations

- 5** **1.15** In your notebook, complete the collocations with the base form of the verbs in blue in the text. Explain the difference, if any, between the pairs of collocations. Then listen, check and repeat.
 - 1 acquire a skill/sharpen a skill
 - 2 ? unconscious/be found unconscious
 - 3 ? by lightning/be hit by lightning
 - 4 ? a coma/come out of a coma
 - 5 ? an urge/get an urge
 - 6 ? consciousness/regain consciousness
 - 7 ? a mystery/solve a mystery
 - 8 ? an injury/recover from an injury
- 6** In your notebook, complete the questions with the correct form of the verbs in Exercise 5. Then answer the questions.
 - 1 What aspects of the human brain ? a mystery?
 - 2 Where was Jason Padgett when he was attacked and ? unconscious?
 - 3 How common is it for savants to lose the new skills they have ? ?
 - 4 Why did Ben McMahon ? a coma?
 - 5 What was Orlando Serrell doing when he ? a head injury?
 - 6 Where was Tony Cicoria when he ? by lightning?
 - 7 When did Heather Thompson first ? an urge to paint?

- 7 SPEAKING** If you could discover your hidden talent, what would you like that talent to be? Discuss your ideas with a partner.

FOCUS ON WORDS | Expressions with brain

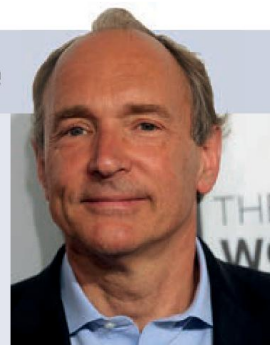
- 8** **1.16** In your notebook, complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.

(behind have on rack)

- 1 be the brains behind sth = be responsible for inventing or organising sth
- 2 brainstorm sth = discuss (new) ideas
- 3 brainy = very intelligent (informal)
- 4 ? a brainwave = suddenly think of a good idea
- 5 have sth ? the brain = keep thinking constantly about sth
- 6 ? your brains = try very hard to remember or to solve sth

- 9** In your notebook, complete the text about Tim Berners-Lee with appropriate expressions in Exercise 8. Why isn't he a multi-billionaire?

Tim Berners-Lee



Tim Berners-Lee is proof that you don't have to be a savant to do amazing things. Berners-Lee, a
 5 modest engineer and computer scientist is
 1 ? the World Wide Web. In 1989 he was working for CERN, the European Organisation for Nuclear Research, in
 10 Switzerland. An essential part of his job was to 2 ? ideas with his colleagues and then share information with researchers in different geographical locations. It was while he was 3 ? for ways to
 15 improve the communication process that he 4 ? – he could use hypertext, a language for sharing text electronically, to allow computers all over the world to talk to each other – through the Internet. The World
 20 Wide Web was born! But Tim Berners-Lee did not have money 5 ? ! Had he been a more materialistic man, he could have become a multi-billionaire by charging royalties for his invention. Instead, he gave it
 25 to the world for free.

- 10 SPEAKING** Which scientist, inventor or thinker do you most admire? Decide on your 'Top 3'. Compare your ideas with other people in the class.

THE HUMAN BRAIN QUIZ

fact or fiction?

- 1 A larger brain is smarter than a smaller brain.
- 2 On average a person has 70,000 thoughts each day.
- 3 The brain's storage capacity is practically unlimited.
- 4 The brain produces enough electricity to power a small light bulb.
- 5 Most people only use 10 percent of their brain.

HIDDEN TALENTS

1.14

Despite some recent advances, there is still a great deal about the human brain that **remains a mystery**. We know it is made up of about 100 billion nerve cells, called neurons, connected like wires in a giant telephone exchange. We know messages pass down them like electrical signals and jump from one neuron to the next when chemicals known as neurotransmitters are released. ¹ But what we don't fully understand are things like consciousness, intelligence and creativity.

10 Much of our knowledge comes from studying brain functions when things go wrong. There are some fascinating cases of where a bang on the head has brought about changes in personality or caused a person to become talented in a way they weren't at all before the injury.

15 A famous case was Jason Padgett, a furniture salesman from Washington, who was mugged by two men after leaving a karaoke bar. He survived the attack, but **was left unconscious**. ² Padgett began to see patterns in everything he looked at, and to draw complex geometric figures. He seemed to understand the mathematical nature of the universe despite the fact that he had little formal academic training. The man who had barely scraped through his school exams ended up pursuing a career in mathematics as a number theorist.

25 Padgett's is a case of acquired savant syndrome, a condition in which brain damage of some kind unlocks extreme mental abilities. All cases of acquired savant syndrome involve a head injury and the special abilities are typically in the fields of maths, languages, music or art. Having **acquired the new skill**, it is extremely rare for a savant to lose it. The change is permanent.

Another example of this syndrome is 24-year-old Ben McMahon from Australia, who **fell into a coma** after a car crash. A week later he woke up speaking Mandarin Chinese. He had studied Chinese at school, but had never been fluent until the accident. McMahon works now as a Chinese-speaking tour guide in Australia.

Orlando Serrell **suffered a head injury** when he was knocked out in a baseball game at the age of ten. When he regained consciousness, he felt OK and finished the game. ³

40 He has never made a mistake. For instance, ask him about 11 February 1983 and he says 'Friday. It was raining that day. I had a pizza – pepperoni sausage.'

Some knocks on the head are more dramatic than others. Tony Cicoria, an orthopaedic surgeon, **was struck by lightning**

45 as he was leaving a public payphone. Luckily there was a nurse nearby and she saved his life. Several weeks after the accident, Cicoria developed a strong desire to listen to classical piano music and play the piano even though he'd never wanted to play a musical instrument before. He is now a successful pianist and composer.

Although cases of female savants are not as common as those of males, there are some examples. Heather Thompson, a successful businesswoman from Washington, was loading her supermarket shopping into her car when the boot door crashed down onto her head. Although she never **lost consciousness**, the accident changed her life. Soon afterwards she **felt an urge** to paint, and overnight she became a talented abstract artist. She explained that her hands simply knew how to use colour and white spaces – it felt natural to her to paint.

60 There is no single theory to explain each case, but many researchers believe that acquired savant syndrome happens when the right side of the brain compensates for an injury to the left side. The condition is rare – fewer than one hundred cases have been identified. ⁴ The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.

- 1 1.17 Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?
- 2 1.17 Listen to the podcast again. Are statements 1–4 true or false?
 - 1 No one knows what **makes someone use** their right or left hand.
 - 2 Left-handers **tend to choose** creative professions.
 - 3 Dominance of the left hemisphere **enables left-handers to be** better at 3D perception.
 - 4 Rafa Nadal **keeps winning** because he is naturally left-handed.
- 3 Read GRAMMAR FOCUS I. Which verb forms in blue in Exercise 2 match these verb patterns?

GRAMMAR FOCUS I

Verb patterns

- 1 verb + to + infinitive: tend to choose
 - 2 verb + object + to + infinitive: ?
 - 3 verb + object + infinitive without to: ?
 - 4 verb + -ing: ?
- 4 In your notebook, match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists in Grammar Reference page 133 if you are not sure.
- advise allow arrange avoid can't afford
 can't help can't stand cause decide encourage
 expect fancy force imagine intend let
 manage offer refuse remind seem
 spend/waste time urge warn (not)
- 5 1.18 In your notebook, complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?

- 6 Read GRAMMAR FOCUS II. Find examples of verb patterns with *remember*, *stop*, *hear* and *see* in Exercise 5. Explain the changes in meaning.

GRAMMAR FOCUS II

Verb patterns – change in meaning

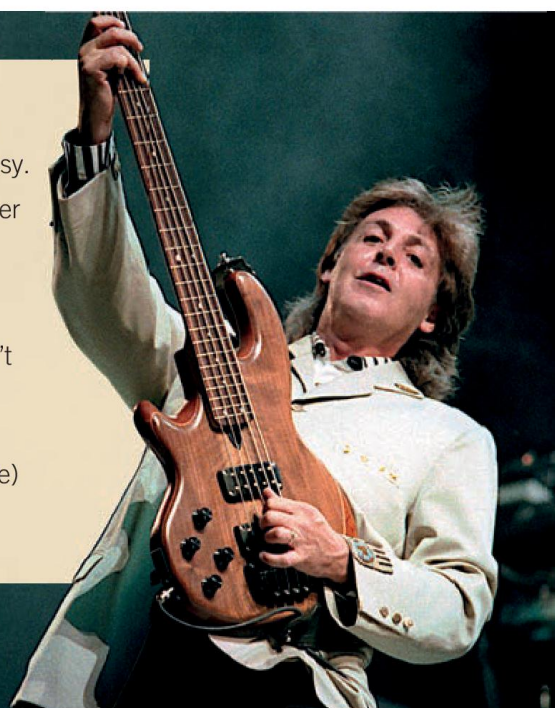
- You can use **remember**, **forget**, **stop** and **try** with the **-ing** form or a **to + infinitive**, but with a change in meaning.
*I **remember doing** my homework. Sadly, I **didn't remember to hand** it in.*
*Jim **will never forget going** on that school trip. He **forgot to take** any money.*
*'I've **stopped eating** chocolate.' 'Really? Why **did you stop to buy** some on the way home?'*
*I **tried to convince** Jane, but she doesn't want my advice. Why don't you **try talking** to her?*
- You use **feel**, **hear**, **see**, **watch** + **object** + **-ing** to describe ongoing actions or the same verbs + **object** + **infinitive without to** to describe finished actions.
*I **watched Dan playing** football and **saw him score** the winning goal.*

- 7 In your notebook, complete the sentences with the correct form of the verbs in brackets. Discuss whether any sentences are true for you.
 - 1 I often forget to bring (bring) my pens to school.
 - 2 I'll never forget ? (meet) my best friend.
 - 3 I don't remember ? (learn) how to swim.
 - 4 I always remember ? (switch) my phone off in lessons.
 - 5 I stopped ? (take) piano lessons a while ago.
 - 6 I usually stop ? (buy) sweets on my way.
 - 7 If my laptop freezes, I try ? (turn) it off and on again.
 - 8 I tried ? (work), but I was tired.
 - 9 I've never seen my father ? (lose) his temper.
 - 10 I often see my neighbour ? (drive) to work.

Grammar page 133

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society ¹ ? (force/us/use) objects that are designed for right-handed people and this ² ? (make/us/look) clumsy. As a child I don't remember deciding that I was left-handed. But when my primary school teacher ⁵ saw me using my left hand for writing and drawing she ³ ? (encourage/me/swap) hands. She didn't ⁴ ? (manage/change) my natural inclination, and I didn't stop writing with my left hand. Why ⁵ ? (waste time/try) to change someone's natural handedness? Just ⁶ ? (let/them/use) the hand they feel comfortable with – you can't ⁷ ? (expect/people/do) what isn't natural to them!

¹⁰ I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't ⁸ ? (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!



1.6

SPEAKING

Describing a photo

I can describe a photo and speculate about hypothetical situations.

- 1 **SPEAKING** Look at the adjectives in the box. Tell your partner about the last time you experienced these feelings while you were learning something.

confused determined enthusiastic
frustrated relieved terrified thrilled

The last time I felt really confused was when I was trying to understand when to use the Present Perfect tense in English! But, fortunately, I understand it now ...

- 2 **SPEAKING** Take it in turns to describe and speculate about photo A.

- Say what the photo shows.
- Speculate about the people and their feelings.
- Speculate about the situation just before and/or just after the photo was taken.



- 3 **1.19** Listen to someone describing photo A. Does the speaker have the same ideas about the situation as you?

- 4 **1.19** Read the SPEAKING FOCUS. In your notebook, complete the description of photo A with one word in each gap. Then listen again and check.

This is a photo of a teenage girl driving a car. It's ¹hard to be sure whether she's having a driving lesson or taking her driving test. The middle-aged man sitting in the passenger seat to her left has got some official looking papers and a pen, so the ² ? are he's an examiner rather than an instructor. ³ ? on his body language, I'd say they might be ⁴ ? to crash! ⁵ ? , something is wrong. It looks ⁶ ? if he's absolutely terrified. He's covering his face and hiding behind his papers. He could have ⁷ ? seen a car pull out in front of them or, even worse, a pedestrian step out into the road. The girl doesn't ⁸ ? to be as scared as him, so maybe she hasn't noticed the problem yet. Hopefully, she'll be able to stop in time. ⁹ ? by the examiner's reaction, I don't think she's going to pass her driving test this time!

SPEAKING FOCUS

Speculating about people

Based on ..., I'd say he's/she's/it's ...

Judging by ..., I (don't) think ...

It looks/seems as if/though ...

He/She/It appears/doesn't appear to be ...

The chances are (that) he's/she's/it's ...

Showing certainty

Clearly, (there's a problem/something is wrong).

It's obvious/clear (from the expression on his/her face) that ...

He/She/It is definitely/certainly (not) ...

Showing uncertainty

It's hard to be sure (whether/if ...)

It's not easy to say (whether/if ...)

I can't really tell (whether/if ...)

Speculating about the situation

He/She could/might have just + past participle (recent past)

He/She could/might be + -ing (present)

He/She could/might be about to + infinitive (near future)



- 5 **SPEAKING** Take it in turns to describe and speculate about photo B. Use the SPEAKING FOCUS to help you.

- 6 **1.20** Listen to a teenager answering a question. Which of these questions has he been asked?

- 1 Which school subject do you feel is the most useful and why?
- 2 Is it important for you to learn to drive? Why?/ Why not?
- 3 In your opinion, what qualities should a good teacher or instructor have?
- 4 Given the choice, which new subjects or skills would you like to learn and why?

- 7 **1.20** Listen again. Which phrases do you hear?

- Personally, I think ...
- In my opinion, ...
- Actually, ...
- To be honest, ...
- I intend to ...
- For this reason, I feel ...
- That's why I think ...

- 8 **SPEAKING** In pairs, ask and answer the questions in Exercise 6. Use the phrases in Exercise 7 to help you.



USE OF ENGLISH

Register
I can use formal and informal language appropriately.

- 1 **SPEAKING** Read UK TODAY. Discuss why you think fewer UK students are studying foreign languages these days. What is the situation in your country?

UK TODAY

International exchange trips

- Young people can experience life with a host family and at a local high school, new places, customs and people.
- 62 percent of UK students decided to study languages at university after an exchange trip, but ...
- Only 30 percent of state secondary schools organise international exchange trips these days and ...
- Fewer than 8 percent of UK students study a foreign language until age 18 and the numbers are falling.

- 2 Read Texts 1 and 2 and answer the questions.
- 1 What is happening at Stoneberry School?
 - 2 What is the purpose of Text 1 and Text 2?
 - 3 Which text is formal/informal? Why?
- 3 Read the LANGUAGE FOCUS. In your notebook, complete the table with the examples in blue in Texts 1 and 2.

LANGUAGE FOCUS

Register – formal and informal language

Formal language is more common in written English, e.g. in official documents, business letters and invitations. It is also used in certain spoken contexts such as announcements, presentations or speeches. Informal language is more common in spoken English. It is also used in some written contexts, e.g. in informal emails, blogs or postcards.

Formal	Informal	Formal	Informal
No contractions or abbreviations: <i>I have been thinking ...</i> <i>To be confirmed</i>	Contractions and abbreviations: ¹ <i>I've been thinking ...</i> ² ?	More complex noun phrases: <i>light refreshments</i>	Simpler noun phrases: ⁵ ?
Greater use of the passive: ³ ?	Less use of the passive: <i>We'll follow this ...</i>	More verbs of Latin origin: ⁶ ?	More phrasal verbs: <i>come in</i>
More use of indirect questions: <i>Do you think you could say a few words?</i>	More use of direct questions: ⁴ ?	Complex prepositional phrases: <i>a reception</i> ⁷ ? <i>the exchange group</i>	Simple prepositions: <i>a welcome party for the exchange students</i>
		More formal linkers: ⁸ ? <i>incidentally</i>	Neutral linkers: <i>also</i> <i>BTW (by the way)</i>

Text 1

To: Jill Duncan (Head of English)
From: Angie Dalton (School Exchange Organiser)

Hi Jill,

I've been thinking about having a welcome party for the Swiss exchange students. They can come to a get-together in the main hall. Make sure all your staff come along and also could you say a few words? – you know, say hello and tell the visitors a bit about the school and the town. We'll follow this with a bit of food (menu TBC). They can come in through the main entrance and we can get our students to say hello and then they can show the exchange students around the school. BTW, I've already posted a map and directions on the website.

Thanks, Jill 😊

Angie

Stoneberry School

Text 2

You are invited to attend a reception in honour of the exchange group from Switzerland.

The reception will be held in the school assembly hall from 5 p.m. to 6.30 p.m.

All English teaching staff will be present and in addition the Head of English will give a welcome speech.

This will be followed by light refreshments. A map and directions have been posted on the website.

Please enter through the front entrance where student representatives will greet you.

Visitors will be given a guided tour of the school.

- 4 There are twelve more underlined examples of formal and informal equivalents in Texts 1 and 2. Write them down in a new formal/informal table in your notebook.

- 5 Read an email from one of the Swiss exchange students to the student in her English host family. Which options are more appropriate?

¹Dear Miss Natalie Brown, / Hi Natalie,

²Sorry for not writing earlier / I apologise for the delay in writing to you, but ³I've been up to my eyes in / I have been extremely busy with my school work. ⁴I am delighted to be invited / Thanks for inviting me to stay in your house for three weeks.

⁵I'd like / Please allow me to tell you a bit about myself. I ⁶was raised / grew up in Basel and I have quite a big family. ⁷There are / It consists of three children – two girls and a boy. ⁸In addition / Also, we have two dogs.

⁹BTW / Incidentally, have you ever ¹⁰considered / thought about learning German? You could come and stay with me in Basel.

¹¹Anyway / In conclusion, my train ¹²gets in to / arrives in London at 2.30 p.m. and ¹³so / consequently I should be at your house by 3.30 p.m. I hope ¹⁴that is acceptable / that's OK.

¹⁵CU soon, / Yours sincerely,

Annika

- 6 In your notebook, rewrite the sentences in the passive using the more formal equivalents of the underlined phrasal verbs. Use the verbs in the box.

(address demolish omit postpone
reject reprimand tolerate)

- I will not put up with bad behaviour.
Bad behaviour will not be tolerated.
- You can leave out question 7.
_____?
- I'll deal with those issues tomorrow.
_____?
- They're pulling down the old hall next week.
_____?
- Unfortunately, the city council turned down our proposal.
_____?
- We've put off the decision till next week.
_____?
- I've told him off twice already.
_____?

- 7 In your notebook, complete the more formal version of each question.

- Is there a swimming pool at the school?
I was wondering if there was a swimming pool at the school.
- Are we going to London?
Do you know _____?
- Where can I change some money?
Could you tell me _____?
- What time does school start in the morning?
I'd like to know _____.
- Are we allowed to wear trainers to school?
Do you think _____?

- 8  **USE OF ENGLISH** In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

1 It's fantastic you've chosen our school for your exchange trip.
DELIGHTED

We _____ chosen our school for your exchange trip.

2 You must wear school uniform at all times during school hours.
WORN

_____ at all times during school hours.

3 Does she like Italian food? **LIKES**

I'd like to know _____ Italian food.

4 Turn off your mobile phones, otherwise we will take them away from you. **CONFISCATED**

Turn off your mobile phones, otherwise _____.

5 A meeting for parents is planned so that we can provide them with the necessary information. **ORDER**

A meeting for parents is planned _____ provide them with the necessary information.

- 9 **USE OF ENGLISH** Read about the Tower of London and use the information to complete the informal email. Write the answers in your notebook. Sometimes there is more than one possible answer.

Visit the

TOWER OF LONDON

Guided tours every day

Visitors will be given a guided tour. You will be accompanied by a Beefeater who will recount stories of the history of the Tower. Prepare to be dazzled by the Crown Jewels. This will be followed by the Ceremony of the Keys.

We recommend allowing a minimum of three hours to complete your visit.

The tours start at 9 a.m. The last tour commences at 2.30 p.m. in winter and 3.30 p.m. in summer. Please be aware that in poor weather conditions, the tour will be given in the Chapel.

If you require more information, please consult our website.

Hi Annika,

I think visiting the Tower of London is a great idea. They

¹ _____ us a guided tour of the Tower, and we can

² _____ our tour any time in the morning. We need

at ³ _____ three hours to see everything. A Beefeater

will take us around the Tower and he'll ⁴ _____ stories

about its history. We'll start with the Crown Jewels – they're

amazing! And ⁵ _____ we'll see the Ceremony of the Keys.

If the weather's ⁶ _____, the tour will be in the Chapel.

If you want to know anything else, we can just ⁷ _____ it up on the website.

Cheers,

Natalie

- 10 **SPEAKING** In pairs, discuss your own experiences or views about international exchange trips.

- What are the pros and cons?
- What countries would you most like to have an exchange with?
- Where would you take an exchange student in your area?

1.8

WRITING

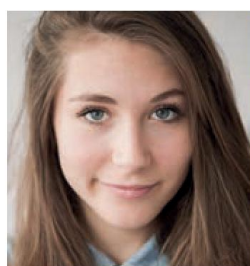
A CV and a covering email

I can write a CV and covering letter to describe my skills, education and work experience.

1 SPEAKING Discuss the questions.

- 1 What kind of part-time or summer jobs do students in your country do?
- 2 Have you ever applied for a part-time or summer job?
- 3 Have you got a CV? How are CVs different from covering letters/emails?

2 Read Sigrid's CV and covering email. What position is she applying for? Which skills and experience make her an appropriate candidate for the job?



SIGRID HALVERSON

14 Cherry Tree Drive
Chatfield, CH17 3QP
Mob: 1101 351 191
s.halverson3@mymail33.com

1 ?

Bright and responsible sixth-former with **practical experience of** caring for young children and a **proven ability to** work well in a team.

2 ?

- **well-developed** communication skills
- **excellent command of** Danish and Spanish
- **competent user of** Microsoft Office

3 ?

Currently: Queen Anne's College, Chatfield
Level 3 NVQ Childcare

2012–2019 Stoneferry School, Chatfield
GCSEs Maths (C), English (B), Spanish (A), Combined Science (B), History (C), Geography (B), Art and Design (A), English Literature (B)

4 ?

Summer 2019 Work experience: Chatfield Kindergarten, Childcare Assistant

- **dedicated member of** care team assisting learning through play
- relevant knowledge of health and safety regulations

2017–2019 Babysitting two pre-schoolers for family friends

5 ?

Art and design, mountain biking, cross-training, animals

6 ?

Mrs C. Waters
Manager, Chatfield Kindergarten
t.waters@cfk.com

Mrs D. Sommer
Course Coordinator (Childcare)
Queen Anne's College, Chatfield
d.sommer@qac.co.uk

3 In your notebook, complete the headings in Sigrid's CV with the phrases in the box.

Education and qualifications Interests
Employment history Personal profile
Referees Skills and achievements

4 Discuss the questions. Then read the first part of the WRITING FOCUS and check.

- 1 How long is Sigrid's CV and how has she made it easy to follow?
- 2 Why does she avoid using full sentences, e.g. *I have a good command of English*?
- 3 How are her referees linked to her experience?

From: s.halverson3@mymail33.com

Subject: Sigrid Halverson – summer work application

Attachments: Sigrid Halverson CV

Dear Ms Laver,

5 I am writing in response to your online advertisement seeking staff for Chatfield Zoo's summer activities programme. I wish to apply for the position of children's activity coordinator.

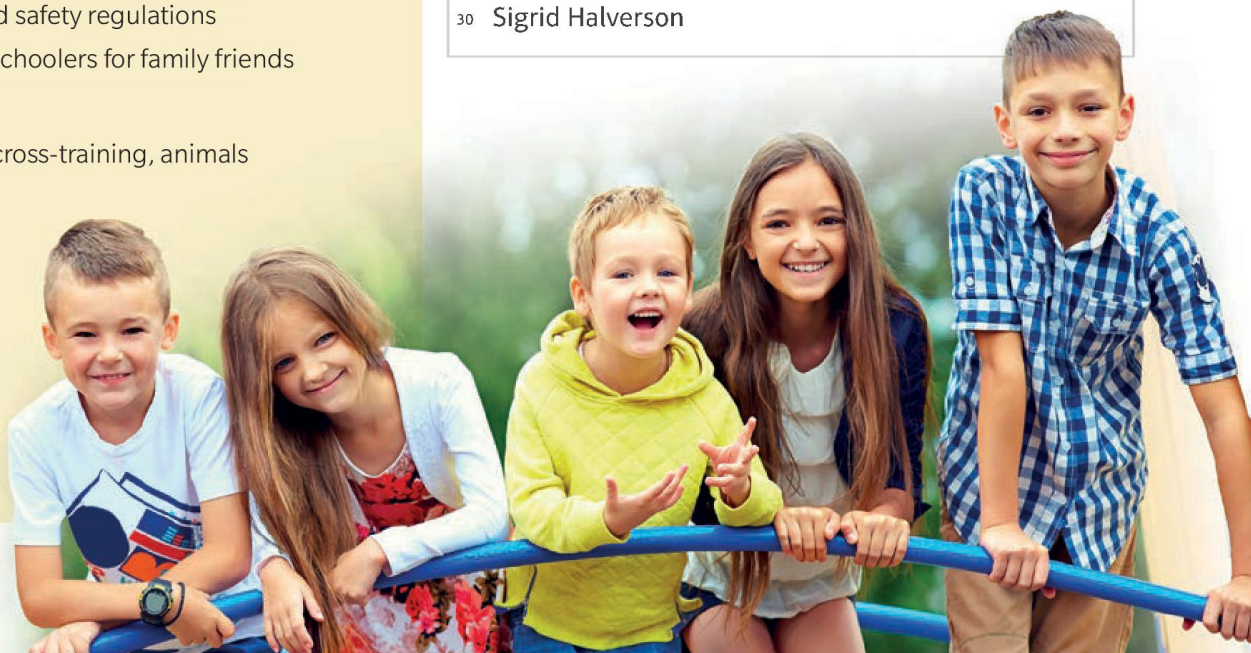
I am an eighteen-year-old childcare student and I
10 am passionate about working with children. I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student. I would welcome the opportunity to
15 work with and learn from a successful organisation such as Chatfield Zoo.

I gained considerable work experience at a local kindergarten last summer. During my work placement there, I worked alongside teachers, contributed to
20 classes and supervised the children at break times. I also sat in on staff meetings and coordinated a very successful sports day. Additionally, as a keen athlete and artist, I feel confident I possess relevant skills and would be well suited to the position.

25 I would be delighted to attend an interview at your convenience and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information.

Yours sincerely,

30 Sigrid Halverson



WRITING FOCUS

Organising a CV

- A CV should be one to two pages long.
- Save space and make your CV concise by avoiding full sentences.
- Use headings and bullet points to organise your CV logically.
- Use positive language to describe your skills and experience.
- Choose referees linked to your education and work experience.
- Check whether a photo is required in the country where you are applying for a job.

Organising a covering email

- Use full sentences and a variety of positive language.
- Say why you are writing and which job you are applying for.
- Give details about yourself and explain why you want the job.
- Explain more about your relevant skills and experience (don't just repeat what's on your CV).
- Mention availability for interview and any attachments you are sending, e.g. your CV.

5 Read the second part of the WRITING FOCUS. Find examples of each point in Sigrid's covering email. Has she followed all the advice?

6 In your notebook, complete the examples in LANGUAGE FOCUS I with information from Sigrid's CV.

LANGUAGE FOCUS I

Use these phrases to give concise information on your CV. Avoid full sentences.

- 1 competent user of Microsoft Office
- 2 dedicated member of
- 3 excellent command of
- 4 practical experience of
- 5 proven ability to
- 6 well-developed

7 In your notebook, complete the list of skills with phrases from LANGUAGE FOCUS I.

- 1 meet deadlines
- 2 leading a team
- 3 image editing software
- 4 leadership skills
- 5 Mandarin Chinese
- 6 school athletics team

8 **SPEAKING** Make a similar list of your skills and abilities. Compare your list with a partner. Which of your skills and abilities might help you get the job Sigrid is applying for?

9 Decide which underlined verbs in Sigrid's email complete LANGUAGE FOCUS II correctly. In your notebook, match the verbs with their meanings.

LANGUAGE FOCUS II

Use these phrases to explain more about your work experience in a covering email. Use full sentences.

- 1 I gained considerable work experience.
- 2 I teachers.
- 3 I to classes.
- 4 I the children at break times.
- 5 I staff meetings.
- 6 I a sports day.

- a attended but didn't take part in
- b helped to organise
- c got
- d gave my ideas, time and effort
- e watched/checked
- f worked together with

10 In your notebook, complete the extracts from covering emails with words from LANGUAGE FOCUS II.

- 1 Two classmates and I the end-of-term party for our year at school.
- 2 While volunteering at the animal hospital, I valuable knowledge of common pet illnesses.
- 3 I a group of younger students during a field trip to a museum.
- 4 During my work placement at the theatre, I rehearsals and watched the director.
- 5 I am proud to say I to some ideas that the company used in their marketing campaign.
- 6 I learned a lot because I some of the most experienced members of staff.

11 Find other useful phrases in Sigrid's covering letter.

12 **SPEAKING** Make notes on your ideal summer job. What is it? What skills and experience would be helpful? Discuss your ideas with a partner.

SHOW WHAT YOU'VE LEARNT

13 In your notebook, write your CV.

- Use the headings from Sigrid's CV.
- Use the ideas in the WRITING FOCUS and LANGUAGE FOCUS I to help you.
- Invent any necessary details.
- Check that your CV is one-page long.

14  Do the writing task in your notebook. Use the ideas in the WRITING FOCUS, LANGUAGE FOCUS II and ideas in Exercise 12 to help you.

Ubiegasz się o pracę wakacyjną. Napisz list motywacyjny, w którym przedstawisz swoje kwalifikacje (dotychczasowe wykształcenie, umiejętności i zainteresowania) oraz przekonasz pracodawcę, że odpowiadają one wymaganiom oferowanej pracy. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.

1.1 Vocabulary 4.1

accessible /ək'sesəbəl/ przystępny
appeal /ə'pi:l/ podobać się
appealing /ə'pi:lɪŋ/ atrakcyjny, kuszący
armour /'ɑ:mə/ zbroja, pancerz
attend a lecture /ə'tend ə 'lektʃə/ przyjąć na wykład, wziąć udział w wykładzie
be of interest to /bi əv 'intrəst tə/ być interesującym dla
bully /'buli/ prześladowca, osoba znęcająca się nad innymi
chemical composition /,kemɪkəl ,kɒmpə'zɪʃən/ skład chemiczny
core /kɔ:/ główny, najważniejszy
deepen your knowledge /,di:pən jə 'nɒlɪdʒ/ pogłębiać wiedzę
design /dɪ'zaɪn/ projektowanie
disruptive /dɪs'rʌptɪv/ zakłócający spokój
dyslexic /dɪs'leksɪk/ dyslektyczny, cierpiący na dysleksję
engaging /ɪn'geɪdʒɪŋ/ wciągający, zachęcający
enrol on a course /ɪn,rəʊl ɒn ə 'kɔ:s/ zapisać się na kurs
fall behind /,fɔ:l br'haɪnd/ mieć zaległości
get a degree /,get ə dɪ'ɡri:/ zdobyć tytuł naukowy
get a scholarship /,get ə 'skɒləʃɪp/ otrzymać stypendium naukowe
get expelled (from school) /,get ɪk'speld (frəm ,sku:l)/ zostać wydalonym (ze szkoły)
get top marks /,get tɒp 'mɑ:ks/ dostawać najlepsze oceny
gifted /'ɡɪftɪd/ utalentowany, uzdolniony
give a lecture /,ɡɪv ə 'lektʃə/ wygłosić wykład
give up on /,ɡɪv 'ʌp ɒn/ zrezygnować z, przestać w kogoś wierzyć
go into /,ɡəʊ 'ɪntə/ zacząć się czymś zajmować
go on to /,ɡəʊ 'ɒn tə/ przejść do robienia czegoś
graduate /'ɡrædʒueɪt/ kończyć studia, uzyskać dyplom uczelni
have a passion for /,hæv ə 'pæʃən fə/ pasjonować się czymś
have an impact on /,hæv ən 'ɪmpækt ɒn/ mieć wpływ na
hero /'hɪərəʊ/ bohater
inclined towards /ɪn'klaɪnd təwɔ:dz/ skłonny do
keen to do sth /,ki:n tə 'du: ,sʌmθɪŋ/ chętny do zrobienia czegoś
lenient /'li:nɪənt/ pobłażliwy, łagodny
major in /'meɪdʒər ɪn/ studiować, specjalizować się w
management /'mænɪdʒmənt/ zarządzanie
music industry /'mju:zɪk ,ɪndəstri/ przemysł muzyczny
nutrition /nju:'trɪʃən/ odżywianie
principle /'prɪnsəpəl/ zasada, reguła
scrape through /,skreɪp 'θru:/ przebrnąć, przejść przez coś z trudem
self-disciplined /,self 'dɪsɪplɪnd/ zdyscyplinowany
settle down /,setl 'daʊn/ uspokoić się, ustabilizować się
sit an exam /sɪt ən ɪg'zæm/ zdawać, pisać egzamin

strict /strikt/ surowy, wymagający
swot /swɒt/ kujon
villain /'vɪlən/ czarny charakter
work in the field of /,wɜ:k ɪn ðə 'fi:ld əv/ zajmować się jakąś dziedziną
write a dissertation /,raɪt ə ,dɪsə'teɪʃən/ pisać pracę dyplomową
youth culture /'ju:θ ,kʌltʃə/ kultura młodzieżowa

1.2 Grammar 4.2

annoying /ə'noɪ-ɪŋ/ irytujący
complain about /kəm'pleɪn ə,baut/ skarżyć się na
disturb /dɪ'stɜ:b/ przeszkadzać
educationalist /,edʒu'keɪʃənəlɪst/ pedagog, metodyk
fidget /'fɪdʒət/ wiercić się
hand in /hænd 'ɪn/ wręczyć, oddać (zadanie domowe)
handwriting /'hænd,rʌɪtɪŋ/ charakter pisma
learning disorder /'lɜ:nɪŋ dɪs'ɔ:də/ trudności w uczeniu się
lose your temper /,lu:z jə 'tempə/ stracić panowanie nad sobą
make a successful living /,meɪk ə sək'sesfəl 'lɪvɪŋ/ odnieść sukces zawodowy
pay attention in class /,peɪ ə,tənʃən ɪn 'kla:s/ uważać na lekcji

1.3 Listening 4.3

accurately /'ækjəreɪtli/ dokładnie, precyzyjnie
association /ə,səʊsi'eɪʃən/ skojarzenie
chase /tʃeɪs/ gonić, ścigać
earliest memory /,ɜ:lɪəst 'meməri/ najwcześniejsze wspomnienie
give a speech /,ɡɪv ə 'spi:tʃ/ wygłosić przemowę
have a clear memory of /,hæv ə ,klɪə 'meməri əv/ pamiętać coś wyraźnie
have a distant memory of /,hæv ə ,dɪstənt 'meməri əv/ mieć odległe wspomnienie (czegoś)
have a good memory for /,hæv ə ,ɡʊd 'meməri fə/ mieć dobrą pamięć do
have a memory like a sieve /,hæv ə 'meməri laɪk ə ,sɪv/ mieć słabą pamięć
have a photographic memory /,hæv ə ,fəʊtə'græfɪk 'meməri/ mieć pamięć fotograficzną
have a terrible memory for /,hæv ə ,terəbəl 'meməri fə/ mieć słabą pamięć do
have a vague memory of /,hæv ə ,veɪɡ 'meməri əv/ mieć mgliste wspomnienie (czegoś)
have a vivid memory of /,hæv ə ,vɪvəd 'meməri əv/ mieć żywe wspomnienie (czegoś)
improve your memory /ɪm'pru:v jə 'meməri/ poprawiać pamięć
jog your memory /,dʒɒɡ jə 'meməri/ odświeżyć sobie pamięć
lose your memory /,lu:z jə 'meməri/ stracić pamięć
make up /,meɪk 'ʌp/ wymyślić, zmyślić
memorise /'meməraɪz/ nauczyć się na pamięć
narrative /'nærətɪv/ opowiadanie

squirt /skwɜ:t/ wytryskać
visualise /'vɪʒuəlaɪz/ wizualizować
witness /'wɪtnəs/ być świadkiem

1.4 Reading 4.4

a great deal /ə 'ɡreɪt di:l/ dużo
academic training /,ækə'demɪk ,treɪnɪŋ/ wykształcenie akademickie
acquire a skill /ə,kwaɪər ə 'skɪl/ nabyć umiejętność
advance /əd'vɑ:ns/ postęp
bang on the head /,bæŋ ɒn ðə 'hed/ uderzenie w głowę
be found unconscious /bi ,faʊnd ʌn'kɒnʃəs/ zostać znalezionym nieprzytomnym
be hit by lightning /bi ,hɪt baɪ 'laɪtnɪŋ/ zostać porażonym piorunem
be left unconscious /bi ,left ʌn'kɒnʃəs/ być nieprzytomnym
be made up of /bi ,meɪd 'ʌp əv/ składać się z
be struck by lightning /bi ,straɪk baɪ 'laɪtnɪŋ/ zostać porażonym piorunem
be the brains behind sth /bi ðə 'breɪnz brɪ,haɪnd ,sʌmθɪŋ/ być mózgiem czegoś
boot /bu:t/ bagażnik samochodowy
brainstorm /'breɪnstɔ:m/ robić burzę mózgów, zastanawiać się nad
brainy /'breɪni/ bystry, uzdolniony
bring about /,brɪŋ ə'baut/ spowodować, wywołać
charge royalties /tʃɑ:dʒ 'rɔɪəltɪz/ otrzymywać tantiemy
come out of a coma /,kʌm ,aʊt əv ə 'kəʊmə/ obudzić się ze śpiączki
compensate for /'kɒmpənsət fə/ rekompensować (coś)
complex /'kɒmpleks/ złożony
develop a desire /dɪ'veləp ə dɪ'zaɪə/ nabrać ochoty
essential part /ɪ'senʃəl ,pa:t/ istotna część
fall into a coma /,fɔ:l ɪntə ə 'kəʊmə/ zapaść w śpiączkę
feel an urge /,fi:l ən 'ɜ:dʒ/ odczuć pragnienie, odczuć ochotę
geometric pattern /,dʒɪ:ə'metrɪk 'pætən/ wzór geometryczny
get an urge /,get ən 'ɜ:dʒ/ poczuć potrzebę, poczuć chęć
have a brainwave /,hæv ə 'breɪnweɪv/ doznać olśnienia
have sth on the brain /,hæv ,sʌmθɪŋ ɒn ðə 'breɪn/ stale o czymś myśleć
knock sb out /,nɒk ,sʌmbɒdi 'aʊt/ pozbawić kogoś przytomności, znokautować
lose consciousness /,lu:z 'kɒnʃəsənəs/ stracić przytomność
modest /'mɒdəst/ skromny
nerve cell /'nɜ:v sel/ komórka nerwowa
neurotransmitter /,njuərəʊtrænz'mɪtə/ neuroprzekaznik
number theorist /'nʌmbə ,θɪərəst/ naukowiec zajmujący się teorią liczb
overnight /,əʊvə'nait/ nagle, z dnia na dzień
payphone /'peɪfaʊn/ automat telefoniczny
personality /,pɜ:sə'næləti/ osobowość

rack your brains /ˌræk jə ˈbreɪnz/ łamać sobie głowę
recall /rɪˈkɔːl/ przypominać sobie
recover from an injury /rɪˌkʌvə frəm ən ˈɪndʒəri/ powracać do zdrowia po urazie
regain consciousness /rɪˌgeɪn ˈkɒnʃəsnəs/ odzyskać przytomność
release /rɪˈliːs/ uwalniać
remain a mystery /rɪˌmeɪn ə ˈmɪstəri/ pozostawać zagadką
remarkable /rɪˈmɑːkəbəl/ niezwykły
savant syndrome /ˈsævənt ˌsɪndrəm/ zespół sawanta (stan, gdy osoba upośledzona wykazuje niezwykle umiejętności)
sharpen a skill /ˌʃɑːpən ə ˈskɪl/ szlifować umiejętność
solve a mystery /ˌsɒlv ə ˈmɪstəri/ rozwiązać zagadkę
suffer an injury /ˌsʌfər ən ˈɪndʒəri/ doznać urazu, zostać rannym
telephone exchange /ˌteləfəʊn ɪksˈtʃeɪndʒ/ centrala telefoniczna
unlock /ʌnˈlɒk/ odblokować
vision /ˈvɪʒən/ wzrok
wire /waɪə/ przewód, kabel

1.5 Grammar 4.5

clumsy /ˈklʌmzi/ niezdarly
enable /ɪˈneɪbəl/ umożliwić
fancy /ˈfænsi/ mieć ochotę, chcieć czegoś
handedness /ˈhændɪdnəs/ naturalna tendencja do używania jednej ręki częściej niż drugiej
hemisphere /ˈheməsfiə/ półkula
left-handed /ˌleft ˈhændɪd/ leworęczny
left-hander /ˌleft ˈhændə/ osoba leworęczna
natural inclination /ˌnætʃərəl ˌɪŋklɪˈneɪʃən/ naturalna skłonność
perception /pəˈsepʃən/ widzenie, postrzeganie
swap /swɒp/ wymienić, zamienić
tend to do sth /ˌtend tə ˈduː ˌsʌmθɪŋ/ mieć skłonność do robienia czegoś
urge sb to do sth /ˌɜːdʒ ˌsʌmbədi tə ˈduː ˌsʌmθɪŋ/ nakłaniać kogoś do robienia czegoś

1.6 Speaking 4.6

appear /əˈpiə/ wydawać się
based on /ˈbeɪst ɒn/ sądzić po czymś
certainly /ˈsɜːtɪnli/ z pewnością
certainty /ˈsɜːnti/ pewność
clearly /ˈkliəli/ ewidentnie, najwyraźniej
confused /kənˈfjuːzd/ zdezorientowany
definitely /ˈdefɪnətli/ zdecydowanie
determined /dɪˈtɜːmænd/ zdeterminowany
enthusiastic /ɪnˌθjuːziˈæstɪk/ pełen entuzjazmu
expression /ɪkˈsprefən/ wyraz twarzy
hard to be sure /ˈhɑːd tə bi ˌʃʊː/ trudno powiedzieć
intend to /ɪnˈtend tə/ mieć zamiar
judging by /ˈdʒʌdʒɪŋ baɪ/ sądzić po czymś
obvious /ˈɒbvɪəs/ oczywisty
pedestrian /pəˈdestriən/ pieszy
pull out /pʊl ˈaʊt/ wjechać na drogę
relieved /rɪˈliːvd/ odczuwający ulgę
thrilled /θrɪld/ podekscytowany
uncertainty /ʌnˈsɜːnti/ brak pewności

1.7 Use of English 4.7

address /əˈdres/ zająć się (sprawą)
announcement /əˈnaʊnsmənt/ ogłoszenie
assembly hall /əˈsembli ˌhɔːl/ aula
be up to your eyes in /bi ˈʌp tə jə ˌaɪz ɪn/ mieć czegoś po uszy, być czymś bardzo zajęty
chapel /ˈtʃæpəl/ kaplica
consist of /kənˈsɪst əv/ składać się z
custom /ˈkʌstəm/ zwyczaj, tradycja
confiscate /ˈkɒnfɪskeɪt/ konfiskować
dazzle /ˈdæzl/ olśniewać
deal with /diːl wɪð/ zajmować się czymś
delighted /dɪˈlaɪtəd/ zadowolony
demolish /dɪˈmɒlɪʃ/ zburzyć, rozebrać (budynek)
exchange student /ɪksˈtʃeɪndʒ ˌstjuːdnt/ student uczestniczący w wymianie
exchange trip /ɪksˈtʃeɪndʒ ˌtrɪp/ wymiana studencka
get-together /ˈget təˌgeðə/ spotkanie towarzyskie
greet /griːt/ witać
guided tour /ˌgaɪdɪd ˈtuə/ zwiedzanie z przewodnikiem
hold /həʊld/ urządzać przyjęcie, urządzać spotkanie
host family /ˈhəʊst ˌfæməli/ rodzina goszcząca
in honour of /ɪn ˈɒnər əv/ na czyjaś cześć
incidentally /ɪnsəˈdentəli/ przypadkowo, nawiasem mówiąc
leave sth out /ˌliːv ˌsʌmθɪŋ ˈaʊt/ pominąć coś
omit /əʊˈmɪt/ pominąć coś
postpone /pəʊsˈpəʊn/ odłożyć, przełożyć na później
pull down /ˌpʊl ˈdaʊn/ zburzyć, rozebrać (budynek)
put sth off /ˌpʊt ˌsʌmθɪŋ ˈɒf/ odkładać coś na później
put up with /ˌpʊt ˈʌp wɪð/ znosić, tolerować
reception /rɪˈsepʃən/ przyjęcie
refreshments /rɪˈfrefʃmənts/ przekąski, napoje
reject /rɪˈdʒekt/ odrzucać
reprimand /ˈreprəmaɪnd/ skarcić, udzielić nagany
require /rɪˈkwaɪə/ prosić o
tell sb off /ˌtel ˌsʌmbədi ˈɒf/ skarcić, udzielić nagany
the Crown Jewels /ðə ˌkraʊn ˈdʒuːəlz/ kolekcja brytyjskich klejnotów koronnych
turn sb down /ˌtɜːn ˌsʌmbədi ˈdaʊn/ odrzucić kogoś
welcome party /ˈwelkəm ˌpaːti/ przyjęcie powitalne
welcome speech /ˈwelkəm ˌspiːtʃ/ mowa powitalna

1.8 Writing 4.8

apply for a position /əˌplai fər ə pəˈziʃən/ ubiegać się o stanowisko
at your convenience /ət jə kənˈviːniəns/ w dogodnym dla ciebie/Pana/Pani momencie
be passionate about /bi ˈpæʃənət əˌbaʊt/ pasjonować się (czymś)
childcare /ˈtʃaɪldkeə/ opieka nad dziećmi

competent user of /ˌkɒmpɪtənt ˈjuːzər əv/ zaawansowany użytkownik
considerable /kənˈsɪdərəbəl/ znaczny, niemały
contribute to /kənˈtrɪbjʊt tə/ przyczynić się do
coordinate /kəʊˈɔːdɪneɪt/ koordynować
covering letter /ˌkʌvərɪŋ ˈletə/ list motywacyjny
dedicated member of /ˌdedɪkeɪtɪd ˈmembər əv/ oddany członek, zaangażowany członek
excellent command of /ˌeksələnt kəˈmɑːnd əv/ doskonała znajomość czegoś
gain work experience /ˌgeɪn wɜːk ɪkˈspɪəriəns/ zdobyć doświadczenie zawodowe
health and safety regulations /ˌhelθ ən ˈseɪfti ˌregjuˈleɪʃənz/ przepisy BHP
image editing software /ˌɪmɪdʒ ˈeditɪŋ ˌsɒftweə/ oprogramowanie do edycji zdjęć
in response to /ɪn rɪˈspɒns tə/ w odpowiedzi na
kindergarten /ˈkɪndəɡɑːtən/ przedszkole
lead a team /ˌliːd ə ˈtiːm/ kierować zespołem
leadership skills /ˌliːdəʃɪp ˌskɪlz/ zdolności kierownicze
meet deadlines /ˌmiːt ˈdedlaɪnz/ dotrzymywać terminów
part-time job /ˌpaːt ˈtaɪm ˈdʒɒb/ praca w niepełnym wymiarze godzin
practical experience of /ˌpræktɪkəl ɪkˈspɪəriəns əv/ praktyczne doświadczenie w jakiejś dziedzinie
pre-schooler /priːˈskuːlə/ przedszkolak
proven ability to /ˌpruːvən əˈbɪləti tə/ udokumentowana znajomość czegoś
pursue a career /pəˈsjuː ə kəˈrɪə/ rozwijać karierę zawodową
relevant /ˈreləvənt/ odpowiedni
sit in /sɪt ɪn/ być obecnym
staff /stɑːf/ personel
summer job /ˈsʌmə ˈdʒɒb/ praca wakacyjna
supervise /ˈsuːpəvaɪz/ nadzorować
valuable /ˈvæljuəbəl/ cenny
volunteer /ˌvɒləntɪə/ pracować jako wolontariusz
welcome an opportunity /ˌwelkəm ən ˌɒpəˈtjuːnəti/ skorzystać z możliwości, chcieć skorzystać z okazji
well suited /ˌwel ˈsuːɪtɪd/ odpowiedni, dopasowany
well-developed /ˌwel diˈveləpt/ rozwinięty, rozbudowany
work alongside /ˈwɜːk əˌlɒŋˌsaɪd/ współpracować z
work placement /ˈwɜːk ˌpleɪsmənt/ staż, praktyka zawodowa

SŁOWNICTWO I GRAMATYKA

- 1 Połącz czasowniki z ramki A z przyimkami z ramki B i uzupełnij zdania otrzymanymi czasownikami frazowymi.

A

(fall go major settle scrape)

B

(behind down in into through)

- After the lunch break, the kids were excited and took time to ? .
- Maths wasn't my best subject and I just managed to ? the exam.
- If you miss a few classes, it's easy to ? . Then it's hard to catch up.
- He enjoys working with kids and he'd like to ? teaching as a career.
- She wants to ? Biology at university, then get a job at a nature reserve.

- 2 Wybierz poprawny wyraz.

- Many students can't afford to go to university unless they get a *degree* / *scholarship* / *dissertation*.
- I have a very *vague* / *clear* / *photographic* memory of my first day at school – I remember it really well.
- Amy fainted, but thankfully after just a few seconds she *remained* / *lost* / *regained* consciousness.
- George got bored quickly and his teachers complained he was *disruptive* / *gifted* / *expelled* in class.
- Our sports coach is pretty *lenient* / *self-disciplined* / *strict*; she makes us work really hard in training.
- You can't possibly be hungry again – you always have food *on* / *in* / *inside* the brain!

- 3 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.

THE SCHOOL REUNION

Last week I went to a school reunion and I was amazed how different the school looks now. The building where we ¹ ? to have PE classes has been demolished and a new sports centre has been built instead. I clearly remember how we ² ? beg our sports teacher to allow us to play games in the old building! Then I bumped into Caroline who I ³ ? always having arguments with. I hardly recognised her. She didn't ⁴ ? to look so glamorous. But one thing hasn't changed about her. She ⁵ ? always talking about others behind their back. It's so unpleasant. The reunion also reminded me of the importance of punctuality that the school head teacher talked about so often. I got used to certain things so much that even now I ⁶ ? arrive at meetings at least fifteen minutes earlier than necessary!

- 4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach.

- If you need more details, try ? (look) online for information. Maybe you'll find something.
- The Music Academy exam board first listened to us all ? (sing) and then they announced who was admitted.
- I'm sorry, sir. I forgot ? (check) if my essay is within the word limit you required.
- Do you think our Chemistry teacher will let us ? (use) the lab to carry out our own experiments?
- We were warned ? (not/touch) any of the exhibits.

ŚRODKI JĘZYKOWE



Wybór wielokrotny; parafraza zdań

- 5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?

New research suggests that having a smartphone on your desk when you are studying tends ¹ ? a negative effect on your ability to concentrate. It ² ? that in IQ tests where candidates had a smartphone nearby, even when they did not actively use it, they ³ ? less well than those without. It is thought that we have become accustomed to being alert to updates and notifications on our mobile devices. Thus, just having a smartphone in sight may be enough to ⁴ ? our attention from the task at hand.

- | | |
|--------------------|---------------|
| 1 A to having | B you to have |
| C having | D to have |
| 2 A has been shown | B was showing |
| C is shown | D had shown |
| 3 A made | B got on |
| C performed | D got through |
| 4 A put off | B distract |
| C omit | D mess with |

- 6 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- So, did you get that email I sent you about the new course? **WONDERING**
I was ? that email I sent you about the new course.
- Teachers are typically more aware of dyslexia now than they were in the past. **TEND**
Teachers ? aware of dyslexia now than they were in the past.
- Our English teacher often took us to the cinema to watch foreign films. **WOULD**
Our English teacher ? the cinema to watch foreign films.
- My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend ? loudly.
- I'm not sure if I've told my parents about the school trip. **REMEMBER**
I ? my parents about the school trip.

CZYTANIE



Uzupełnianie luk

- 7 Przeczytaj tekst. Które z podanych zdań A–F poprawnie go uzupełniają? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Brooklyn Free School, New York

A school with no grades, no homework, no tests and no obligation to attend classes. That's the Brooklyn Free School, a learning institution that follows a 'free' education philosophy. Neither the school's head teacher nor the teaching staff, who are known as advisers, tell the students what to do. ¹ ? This is based on the school's belief that learning only happens when it is self-directed and not imposed by others.

The school is open to students from three to eighteen years of age. It encourages them to get involved in everything that concerns the school. In order to do so, students attend a Democratic Meeting where they have equal votes with the staff. This get-together is at the heart of the school's philosophy. ² ? Announcements are made, issues are raised and decisions are taken. Everyone cooperates for the well-being of the school. Attendance at the weekly meeting is one of the few school rules. Though some of the younger students don't pay much attention, preferring to read or draw instead, they must be present.

A typical school day is different for every student. They can paint, play video games or work on laptops. Some prepare for the school's annual play by rehearsing or building stage sets. In the kitchen, others might be baking a cake or sorting rubbish for recycling. Traditional classroom lessons are also available if students wish to attend. ³ ? By offering these choices, the school accommodates all needs. Being part of a group of classes on a regular basis fits some students best, while doing individual projects is what suits others.

The school's philosophy is a radical one. Parents hope it will make their children independent thinkers and problem solvers. However, the school's system has its share of opponents. ⁴ ? This is due to the enormous freedom students have, which can lead to laziness and lack of discipline. Furthermore, they believe that students whose families cannot afford to hire private tutors have fewer chances of gaining college entry. It's believed that the school's academic preparation is inadequate. This seems to be supported by the fact that there are parents who have had to hire help to make sure their children learn the basics.

⁵ ? Since then, however, enrolments have increased and people are regaining confidence in the idea of self-regulated education and the school's mission.

- A Also, in its first academic year, a third of the original students left, as did the teachers.
- B These are best for students who prefer a structured day along with a weekly timetable.
- C Many students go there to escape the stress and exam pressures of conventional schools.
- D Taking place every Wednesday, it gives staff and students an opportunity to be heard.
- E Their main criticism is that it does not, in fact, adequately prepare students for real life.
- F It's entirely up to them to choose what they learn and how they wish to learn it.

SŁUCHANIE



Dobieranie

- 8 1.21 Usłyszysz dwukrotnie cztery wypowiedzi na temat kursów i warsztatów. Dopasuj zdania A–E do wypowiedzi 1–4. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Speaker 1
Speaker 2
Speaker 3
Speaker 4

The speaker ...

- A is looking to develop a professional goal.
- B is struggling with the amount of work on the course.
- C is motivated by feedback from the tutor.
- D is thinking of quitting the course.
- E is surprised by the attitude of the tutor.

MÓWIENIE



- 9 Opisz zdjęcie i odpowiedz na pytania do niego.



- 1 Why do you think these people are attending a class?
- 2 How do tests and exams make you feel? Why?
- 3 Tell me about a situation in which you or someone you know had to learn something really difficult.

PISANIE



E-mail/List formalny

- 10 Wykonaj zadanie egzaminacyjne.

W twoim mieście podczas wakacji będą odbywały się międzynarodowe zawody sportowe. Organizatorzy zamieścili ogłoszenie, w którym poszukują wolontariuszy mówiących po angielsku do pomocy w tym wydarzeniu, zwłaszcza do asystowania sportowcom nieznanym miasta. Napisz list motywacyjny, w którym podasz przyczyny, dla których chcesz wykonywać tę pracę, i opisz swoje umiejętności konieczne do jej wykonywania. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

2

Human nature

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

Aristotle

BBC

2.1

VOCABULARY

People • personality adjectives
• compound adjectives • describing personality

I can talk about people and describe their personalities.

SHOW WHAT YOU KNOW

- 1 In your notebook, write positive and negative adjectives for each noun in the box.

ambition friendliness honesty kindness patience
politeness responsibility sensitivity

ambition: ambitious, unambitious

- 2 **SPEAKING** Discuss the qualities in Exercise 1 that you admire most/least and the qualities you think you possess.

- 3 Do the personality test and then read the key.

KNOW YOURSELF



PERSONALITY TEST

How well do you really know yourself? Read each sentence carefully and circle the symbol next to it if you feel it truly describes the real you.

- | | |
|-----------------------------------|---------------------------------------|
| 1 ★ I learn new things fast. | 11 ★ I come up with new ideas. |
| 2 ♥ I feel others' emotions. | 12 ● I make new friends easily. |
| 3 ■ I do jobs straight away. | 13 ▲ I prefer small groups of people. |
| 4 ▲ I like being alone. | 14 ♥ I have a soft heart. |
| 5 ★ I have a vivid imagination. | 15 ● I usually start conversations. |
| 6 ♥ I make people feel relaxed. | 16 ♥ I love helping others. |
| 7 ● I like telling funny stories. | 17 ★ I enjoy the arts. |
| 8 ▲ I know myself well. | 18 ■ I keep my things tidy. |
| 9 ■ I pay attention to detail. | 19 ▲ I think before I speak. |
| 10 ● I love partying. | 20 ■ I plan things in advance. |

KEY

The symbols represent five different personality types. In your notebook, write how many of each symbol you chose.



- 4 **SPEAKING** Write a short sentence that summarises your results. Compare your results with a partner and then discuss the questions.

I am quite deep and fairly conscientious.

- How accurate do you think this personality test is?
- Why do you think people like doing personality tests?
- Can you learn more about a person from a 15-minute personality test or a 15-minute chat?

FOCUS ON WORDS | Personality adjectives

- 5 **1.22** In your notebook, translate the adjectives in red in the quiz. Use a dictionary if necessary. Then listen and repeat.

- | | |
|--------------------|-------------------|
| 1 affectionate = ? | 7 perceptive = ? |
| 2 daring = ? | 8 spontaneous = ? |
| 3 humble = ? | 9 tactful = ? |
| 4 insecure = ? | 10 thorough = ? |
| 5 intellectual = ? | 11 trusting = ? |
| 6 moody = ? | 12 witty = ? |

AGREEABLE

You're kind-hearted and sensitive to the needs of others. Being relaxed, trusting and laid-back, you work well with others. In difficult situations, you're tactful and avoid hurting people. In fact, you're very good at making people feel at ease. You're affectionate and show your feelings. You're good-natured, friendly and popular.

IMAGINATIVE

You're artistic and creative and so you have the ability to think outside the box. You're daring and you're not afraid to do adventurous things. You're also quite perceptive and intellectual and have a love of learning.

ORGANISED

You're thorough – you like to plan things carefully. Being quite strong-willed, you usually get what you want. You're level-headed and you think things through carefully. In future, you will excel in leadership positions.

DEEP

You're a deep thinker and you're not comfortable with small talk. You're not insecure, but you are quite humble, and you can be a little self-conscious or even self-critical at times. You enjoy your own company, but you're not a loner – you like being with close friends. Above all, you're fair-minded and if you feel strongly about something, you're not afraid to speak up.

SOCIABLE

You're the life and soul of the party and love being the centre of attention. People enjoy your company because you're witty and spontaneous. You're larger than life and good fun to be around. However, on bad days you can be moody and short-tempered. Also, there are times when you appear a little self-centred and full of yourself.

- 6 Which adjectives complete the descriptions correctly?

- Megan is brave enough to say things that shock people. She's quite daring / insecure.
- Janet understands difficult concepts and enjoys debating serious topics. She's intellectual / witty.
- Tom is diplomatic and is unlikely to upset or embarrass people. He's very thorough / tactful.
- Sue has a very gentle, loving nature. She's extremely perceptive / affectionate.
- Rick never talks about his achievements. He's very humble / moody.
- Harry believes that most people are good and honest. He's very spontaneous / trusting.

FOCUS ON WORDS | Compound adjectives

- 7 **1.23** In your notebook, complete the gaps with the underlined words in the text. Then listen, check and repeat.

- | | |
|--------------|----------------|
| 1 ? -minded | 6 ? -centred |
| 2 ? -natured | 7 ? -conscious |
| 3 ? -hearted | 8 ? -critical |
| 4 ? -back | 9 ? -tempered |
| 5 ? -headed | 10 ? -willed |

- 8 Match each comment with an appropriate compound adjective in Exercise 7.

- 'Everyone seems really stressed. I'm cool. No problem.'
- 'I'm not going to change my mind, I'm determined.'
- 'I'm happy to fit in with what everybody else thinks.'
- 'I was hopeless. I should have done so much better.'
- 'I can see both sides of the argument.'

- 9 Which compound adjectives in Exercise 7 are positive and which are negative? Which describe you?

FOCUS ON WORDS | Describing personality

- 10 **1.24** In your notebook, complete the highlighted expressions from the text. Then listen, check and repeat.

- be full of oneself
- be larger ? life
- be the life and soul ? the party
- have a love ? learning
- make sb feel ? ease
- think ? the box

- 11 **SPEAKING** Replace the underlined phrases with an expression in Exercise 10. Which statements do you agree with? Discuss with a partner.

- It's up to teachers, not parents, to inspire and encourage a desire for knowledge in children.
- Computers will never replace humans because they can't view things creatively.
- People often perform better in oral exam situations when they feel comfortable.
- People who have a really high opinion of themselves rarely make good friends.
- Everybody would like to be entertaining on social occasions.

- 12 **PROJECT** Work in groups. Choose a famous person, e.g. an artist, a politician or a businessperson. Do some research online into his or her personality. Then prepare a digital presentation and present it to your class.

2.2

GRAMMAR

Past Perfect Simple and Continuous

I can talk about a past action or situation that took place before another past action or situation.

- 1 Read the story. Why did Amelie and Steve wait seventeen years to get married?

It was meant to be

Amelie was studying English in the UK when she met Steve. It was love at first sight and they spent a wonderful summer together. Amelie returned to France after her course finished. They tried to keep a long-distance relationship going, but they drifted apart.

- 5 A few years later, Steve wrote to Amelie, but Amelie's mother put the letter on the mantelpiece, forgot to tell Amelie, and it slipped down the back of the fireplace. Many years later, a builder was removing the fireplace when he found the letter. It had been there for ten years.
- 10 During that time, Amelie had remained single and had never forgotten the love of her life. Meanwhile, Steve had been working in a factory in his home town. He had been thinking about Amelie too, but he assumed she had got married to somebody else.

When she finally read the letter, Amelie was too nervous to call as so much time had passed. But she finally plucked up courage and they arranged to meet.

- 20 They got married seventeen years after they had first met.



- 2 Read the GRAMMAR FOCUS. Match the underlined examples in the story with rules 1–4.

GRAMMAR FOCUS

Past Perfect Simple and Continuous

You use the **Past Perfect** to make it clear that an activity took place before the main events in a story.

- 1 You use the **Past Perfect Simple** to describe a completed action.
- 2 You use the **Past Perfect Continuous** to describe an activity in progress.
- 3 You use the **Past Perfect Simple** (NOT Continuous) with state verbs (be, have, know, etc.).
- 4 You don't have to use the **Past Perfect** if a time expression (i.e. before or after) makes the order of events clear.

- 3 Find other examples of the Past Perfect in the story and discuss why the simple or continuous forms have been used.

- 4 Which verb forms complete the sentences correctly?

- 1 Amelie didn't know that Steve wrote / *had written* to her.
- 2 Steve didn't know that Amelie *had never received* / *had never been receiving* his letter.
- 3 Steve thought Amelie *had got* / *got* married to somebody else.
- 4 Amelie found the letter and realised it was *lying* / *had been lying* behind the fireplace for ten years.
- 5 Amelie was nervous about calling Steve because they *hadn't seen* / *didn't see* each other for a long time.

- 5 **USE OF ENGLISH** In your notebook, complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary.

- 1 The roads were wet this morning. It had been raining (it/rain) all night.
- 2 Yesterday I was tired. I ? (not/sleep) well the previous night.
- 3 I went to the doctor last week because I ? (not/feel) well.
- 4 I ? (have/same/phone) for ages, so I got a new one last month.
- 5 I didn't understand yesterday's homework because I ? (not/listen/teacher) in class.
- 6 By the time I arrived, ? (lesson/already/start).

- 6 Are any sentences in Exercise 5 true for you? Write three of your own sentences using Past Perfect forms.

- 7 In your notebook, complete the story with the Past Perfect Simple or Continuous form of the verbs in the box. Why did Eric and Vilma wait forty years to get married?

grow hear know live make meet
move search see work

Eric and Vilma 40 YEARS ON



Vilma was my wife's best friend. They 'had known each other since childhood. When Vilma moved away we lost touch, but she ? a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone ? from her, but no one had. Vilma was a very compassionate person, so I imagined that she ? to Tibet and ? for a charity for a few years.

Finally, my niece called to say she ? Vilma's profile on Facebook. I rang her and found that she ? in Paris, so I ? in the wrong place! We met up and when we saw one another it was magical. We ? older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we ? for the first time, we got married.

- 8 In your notebook, write questions about the story using the prompts. Then answer the questions.

- 1 How long / Eric's ex-wife / know / Vilma?
How long had Eric's ex-wife known Vilma?
- 2 any of Eric's friends / hear / from Vilma / after she / move away?
- 3 Why / Eric / think / Vilma / move / to Tibet?
- 4 Where / Vilma / live / since Eric / lose touch / with her?
- 5 Vilma / have / any children / with her late husband?

2.3

LISTENING

Multiple choice

I can understand the details of an extended radio interview with a neuroscientist.

- 1 **SPEAKING** 'What is love?' is one of the most popular searches on Google. In your notebook, match the people 1–4 with their definition of love in the memes A–D. Which definition do you like best? Why?

- 1 A novelist
2 A nun
3 A parent
4 A neuroscientist

- 2 **1.25** Listen to an interview with a neuroscientist and answer the questions.

- 1 What does she specialise in?
2 How does she define love?
3 Does her research affect her own feelings about love?

LISTENING FOCUS Multiple choice

- 3 **1.25** Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.

- 1 Dr Ruby Niverton studies how
A emotions influence the brain.
B chemical reactions in the brain affect us.
C data about the brain can be collected.
D the brain is linked to the heart.
- 2 According to Dr Niverton, romantic love
A is linked to hunger and thirst.
B isn't very powerful.
C is like an addiction.
D is a characteristic of all addicts.
- 3 The scanner showed that when someone is in love
A there is only activity in one area of the brain.
B the strength of their passion has no effect on brain activity.
C two parts of the brain are activated.
D their brain activity is similar to when they think about chocolate.
- 4 Experiments found that when a person is heartbroken, the love-related activity in their brain
A stops completely.
B is significantly reduced.
C continues in a different part of the brain.
D can be increased.
- 5 Dr Niverton's findings demonstrate that strong emotions can
A be controlled.
B cause brain damage.
C be scientifically measured.
D lead to obsession.

FOCUS ON WORDS | Relationship phrases

- 4 **1.26** In your notebook, complete the phrases with the correct prepositions. Then listen, check and repeat.

- 1 be attracted to sb
2 be madly in love with sb
3 be obsessed with sb
4 fall in sb
5 go out with sb
6 split up with sb



- 5 In your notebook, match phrases in Exercise 4 with equivalent phrases 1–6. Can you put these possible stages in a relationship in a logical order?

- 1 fancy sb = be attracted to sb
2 adore sb = ?
3 end a relationship = ?
4 fall in love with sb = ?
5 start seeing sb = ?
6 worship sb = ?

- 6 In pairs, write a short love story. Use phrases from Exercise 5. Read the love stories written by other students. Decide which is the best one.

When Harry met Sally ...

PRONUNCIATION FOCUS

- 7 **1.27** Listen and repeat the words in the box. In your notebook, write pairs of words with the same consonant sound.

church confusion courage fechure
Jchpan measchure offchial presschure

church – feature

- 8 **1.28** Copy the table and complete it with the words from Exercise 7. Then listen, check and repeat.

Sound	Typical spelling	Examples
/ʃ/	sh ti + vowel ci + vowel ss	<u>sh</u> rine wor <u>sh</u> ip atten <u>ti</u> on emot <u>ti</u> onal <u>1</u> <u>off</u> icial pass <u>ci</u> onate ² <u>ss</u> ?
/ʒ/	s + ion s + ure	³ <u>ion</u> ? decision ⁴ <u>ure</u> ? ple <u>ure</u>
/tʃ/	ch t + ure	⁵ <u>ch</u> ? mat <u>ch</u> ⁶ <u>ch</u> ? pict <u>ure</u>
/dʒ/	j g	⁷ <u>j</u> ? jour <u>ney</u> ⁸ <u>j</u> ? marri <u>age</u>

2.4

READING

Multiple choice

I can find specific information in a long text.

- 1 **SPEAKING** Look at the book genres in the box. Which books do you often/sometimes/never read? Discuss with a partner.

adventure (auto)biographies crime
fantasy historical fiction horror
mystery romance science fiction

- 2 **SPEAKING** Look at the screenshots from a film based on the book *Me Before You* by Jojo Moyes and discuss the questions with a partner.

- What kind of a story do you think it is?
- What is the relationship between the two characters?

- 3 Read the information about Jojo Moyes and the extract. Check your ideas in Exercise 2. Which adjectives a–d describe the characters 1–4?

- Mrs Traynor
- Lou Clark
- Nathan
- Will

- level-headed, responsible, professional
- strange, short-tempered, dependent
- neurotic, worried, formal
- shocked, self-conscious, nervous

READING FOCUS Multiple choice

- 4  Read the extract again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.

- Mrs Traynor was hoping that
 - Lou would make an effort with her clothes.
 - Lou and she would become friends.
 - Lou could be good company for Will.
 - Lou could help Will use his digital devices.
- After she spoke to Mrs Traynor and before she went in to meet Will, Lou thought that
 - she had nothing in common with him.
 - Will was into Hollywood comedies.
 - she could develop a friendship with Will.
 - Will was like her other disabled friends.
- When Mrs Traynor opened Will's door, Lou saw
 - a spacious elegantly furnished room.
 - a small room with colourful furniture.
 - a room with a glass door that was open.
 - a room with a sheepskin on the floor.
- When Lou entered Will's room,
 - Will was the first to speak.
 - Lou spoke to Will confidently.
 - Lou shook hands with Will.
 - Will ended up greeting her politely.
- The main purpose of this passage is to show
 - Lou's ability to be a good carer to Will.
 - the challenges facing Will in his day-to-day life.
 - what sort of relationship Will has with his mother.
 - what kind of situation Lou is getting herself into.

FOCUS ON WORDS | Physical actions

- 5  1.30 In your notebook, complete the definitions with the base forms of the verbs in blue in the text. Then listen, check and repeat.

- bend low = crouch down
- appear for a short time on = ?
- react suddenly = ?
- move an arm from side to side = ?
- make an ugly face = ?
- hold firmly = ?
- pause nervously = ?
- make a low sound of pain = ?
- handle or control sth = ?
- make a movement as if drink is going down your throat = ?

- 6 In your notebook, complete the questions with the correct forms of the verbs from Exercise 5. Then answer the questions.

- Why does Will find it hard to grip the remote control and ? it?
- Why did Mrs Traynor ? before knocking on Will's door?
- Who was ? to adjust Will's feet on the wheelchair?
- How did Mrs Traynor react when Will ? a ? ?
- Why did Lou try not to ? when Will was ? and crying out?
- Why did Lou ? instead of shaking Will's hand?
- When did a smile ? Will's face?

FOCUS ON WORDS | Ways of looking

- 7  1.31 In your notebook, complete the definitions with the underlined words *glance*, *gaze* and *stare* from the extract. Then listen, check and repeat.

Look at sth for a LONG time ...

- ... with interest, wonder or delight = ?
- ... carefully and with difficulty = peer
- ... in surprise, anger or boredom = ?

Look at sth for a SHORT time ...

- ... and then look away = ?
- ... too quickly to see it clearly = glimpse
- ... secretly – i.e. through a keyhole = peep

- 8 Which verbs are more likely to complete these example sentences from the Longman Dictionary of Contemporary English?

- We peeped / gazed through a crack in the fence and saw Mrs Finley talking to a strange-looking man.
- He stared / glanced over his shoulder, the man was coming towards him, pushing through the crowd.
- I lay back on the sand and glanced / gazed at the stars above.
- From the corner of my eye, I glimpsed / stared at a man running out of the store.
- She sat there staring / peeping into space.
- Roger peered / gazed into the dark corridor to see what was making the noise.

- 9 In pairs, write your own 'book extract' including a sentence from Exercise 8. Compare your extracts in class. Choose the best one.

From me before you

by Jojo Moyes

1.29

Mrs Traynor looked at my clothes, as if for the first time. I was wearing the very shaggy waistcoat thing that Dad says makes me look like an emu. I tried to smile. It seemed like an effort.

‘Obviously I would hope that you could ... get on with each other. It would be nice if he could think of you as a friend rather than a paid professional.’

‘Right. What does he ... um ... like to do?’

‘He watches films. Sometimes he listens to the radio, or to music. He has one of those digital things. If you position it near his hand, he can usually **manipulate** it himself. He has some movement in his fingers, although he finds it hard to **grip**.’

I felt myself brightening. If he liked music and films, surely we could find some common ground? I had a sudden picture of myself and this man laughing at some Hollywood comedy, me running the Hoover around the bedroom while he listened to his music. Perhaps this was going to be okay. Perhaps we might end up as friends. I had never had a disabled friend before – only Treen’s friend David, who was deaf, but would put you in a head-lock if you suggested that meant disabled.

‘Do you have any questions?’

‘No.’

‘Then let’s go and introduce you.’ She **glanced** at her watch. ‘Nathan should have finished dressing him now.’ We **hesitated** outside the door and Mrs Traynor knocked. ‘Are you in there? I have Miss Clark to meet you, Will.’

There was no answer.

‘Will? Nathan?’

A broad New Zealand accent. ‘He’s decent, Mrs T.’ She pushed open the door. The annexe’s living room was deceptively large, and one wall consisted entirely of glass doors that looked out over open countryside.

A wood burner glowed quietly in the corner, and a low beige sofa faced a huge flat-screen television, its seats covered by a wool throw. The mood of the room was tasteful, and peaceful – a Scandinavian bachelor pad.

In the centre of the room stood a black wheelchair, its seat and back cushioned by sheepskin. A solidly built man in white collarless scrubs was **crouching down**, adjusting a man’s feet on the footrests of the wheelchair. As we stepped into the room, the man in the wheelchair looked up from under shaggy, unkempt hair. His eyes met mine and after a pause, he **let out a bloodcurdling groan**. Then his mouth twisted, and he let out another unearthly cry.

I felt his mother stiffen.

‘Will, stop it!’

He didn’t even glance towards her. Another prehistoric sound emerged from somewhere near his chest. It was a terrible, agonizing noise. I tried not to **flinch**. The man was **grimacing**, his head tilted and sunk into his shoulders as he **stared** at me through contorted features. He looked grotesque, and vaguely angry.

I realized that where I held my bag, my knuckles had turned white.

‘Will! Please.’ There was a faint note of hysteria in his mother’s voice. ‘Please, don’t do this.’



Jojo Moyes

is an English journalist, novelist and screenwriter. She was a journalist for ten

years before becoming a full-time novelist in 2002. She’s written numerous best-selling novels, and her book *Me Before You* won several awards and has gone on to sell over eight million copies worldwide. *Me Before You* is a love story between Will Traynor, paralysed after a motorcycle accident, and Louisa Clark, his new carer. The film based on the book was also a huge box-office success. Jojo lives and writes on a farm in Essex, England, with her husband and their three children.

Oh God, I thought. I’m not up to this. I **swallowed**, hard. The man was still staring at me. He seemed to be waiting for me to do something.

‘I – I’m Lou.’ My voice, uncharacteristically tremulous, broke into the silence. I wondered, briefly, whether to hold out a hand and then, remembering that he wouldn’t be able to take it, **gave a feeble wave** instead.

‘Short for Louisa.’

Then to my astonishment his features cleared, and his head straightened on his shoulders.

Will Traynor **gazed** at me steadily, the faintest of smiles **flickering across** his face. ‘Good morning, Miss Clark,’ he said. ‘I hear you’re my latest minder.’

GLOSSARY

a wool throw = wełniana narzuta
put sb in a head-lock = założyć komuś chwyt zapaśniczy
he’s decent = jest ubrany (tu: nie nagi)
a wood burner = kominek opalany drewnem
a bachelor pad = kawalerka
scrubs = kitel
shaggy = rozczochrany, kudłaty
bloodcurdling = mrożący krew w żyłach
tilt = przechylać
minder = opiekun



2.5

GRAMMAR

Relative clauses

I can identify and use different types of relative clauses.

- 1 SPEAKING** Discuss any advantages or disadvantages of being the firstborn child in a family.
- 2** Read Part 1 of a text about birth order. Are any of the things you discussed in Exercise 1 mentioned?

WHAT BIRTH ORDER SAYS ABOUT YOU

Part 1

Birth order is the key ¹that can unlock your personality. Here are some generalisations that have come out of research ²carried out over the years.

The firstborn

Parents ³learning to bring up their first child tend to be extremely attentive and protective. Firstborn children, ⁴who have their parents' undivided attention, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, ⁵which makes it hard for them to admit when they're wrong.



- 3** Read the GRAMMAR FOCUS. What types of clauses are examples 1–5 in blue in Part 1 of the text?

GRAMMAR FOCUS

Relative clauses

- In **defining relative clauses**, you can leave out *who*, *which* or *that* when it is the object of the verb.
Olga is the girl who sits next to me. (*who* is the subject of *sit*)
Olga is the girl (who) I sit next to. (*who* is the object of *sit*)
- In **non-defining relative clauses**, *who*, *which*, *where* or *whose* always come after a comma and you cannot leave them out.
Eva is friends with Sam, who I can't stand. (= *I can't stand Sam.*)
- In **reduced relative clauses** (defining and non-defining), you use a present participle for active verbs and a past participle for passive verbs.
There's a new teacher teaching year 4. (= *who is teaching*)
Josh, taught by the new teacher, is delighted. (= *who is taught*)
- In **comment clauses**, you refer to the whole of the main clause using **which**.
Eva is friends with Sam, which I can't stand. (= *I can't stand the situation.*)

Part 2

The middle child

Middle children, ¹which have been / [Ø] given less attention by their parents, are more independent. Middle children ²which / whose older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, ³which / that can make them feel left out.

The baby of the family

Parents ⁴which are / [Ø] bringing up their youngest children are more lenient, ⁵which / what means that last-borns are rarely told off. Youngest children, ⁶that / who have fewer responsibilities, are carefree and easy-going. The baby of the family, ⁷whose / who is used to having things done for them, tends to be bad at making decisions.

The only child

Only children have many of the same qualities as the oldest child, ⁸that / which is not surprising. Only children, ⁹which / who spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, ¹⁰which / whose sometimes makes them appear self-centred.

- 4** Read Part 2 of the text. Which forms complete the text correctly?
- 5 SPEAKING** What position are you in your family? Discuss the comments in Parts 1 and 2 with a partner. Which statements do you agree with?
- 6** In your notebook, rewrite the sentences using reduced relative clauses. Tick the statements you agree with.
 - Siblings who share a bedroom tend to be less selfish.
Siblings sharing a bedroom tend to be less selfish.
 - Children who have been brought up as the baby of the family are often fussy eaters.
 - Firstborns, who are accustomed to accepting rules, are better behaved at school.
 - Middle-born children, who grow up with a younger and older sibling, can be argumentative.
 - Only children who spend a lot of time alone tend to be very creative.
 - The youngest child, who is used to being the centre of attention, is usually sociable.
- 7** In your notebook, complete the sentences with *who*, *which*, *that*, *where*, *whose* or *Ø* (no pronoun). Which sentences are true for you? Compare with a partner.
 - My sister is always leaving her clothes on the floor, *which* is very annoying!
 - In my family, the person *?* cooks the most delicious food is my grandmother.
 - I'm jealous of people *?* parents let them do whatever they want.
 - The only place *?* I can get some peace at home is in the bathroom.
 - My mother, *?* thinks I'm still a baby, worries when I go out late.
 - I've got several cousins *?* living in the same town as me.
 - We live in a house *?* built over 100 years ago.

FOCUS VLOG About important people

1.32 Listen to the Focus Vlog. What personality traits do the speakers mention when they describe the people they look up to? Write the answers in your notebook.

2.6

SPEAKING

Telling a personal anecdote

I can tell a personal anecdote about a memorable day out.

- SPEAKING** Look at the extract from a website. Discuss which days out you would most and least like to go on and why.

Home

Events

News

Archives

memorableday.com

Are you tired of doing the same old things with your friends? Why not try something different with one of our alternative days out?

- > Go mountain biking
- > Visit a gallery or photo exhibition
- > Sing karaoke
- > Rent a rowing boat or kayak
- > Attend a workshop (e.g. dancing or DJing)
- > Go go-kart racing
- > Visit an aquarium or zoo



- SPEAKING** Describe the photo in Exercise 1 and discuss the questions with a partner.

- 1 What might the people be thinking and feeling?
- 2 In your opinion, what factors make a memorable day out?

- In your notebook, put the parts of an anecdote about a memorable day out in a logical order (1–5).

- a Where and when the day took place, and other background information
- b Who was involved in the day
- c Why the day was so memorable
- d What the anecdote is going to be about
- e What happened step by step

- 1.33** Listen to someone describing a memorable day out and check your ideas in Exercise 3. In pairs, try to retell the anecdote.

- 1.33** In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

(All As As soon as blue doubt Funnily Initially place)

SPEAKING FOCUS

Introducing the anecdote

(Right, so) I'm going to tell you about (a great day out).

(OK, so) this is a story about (a day I'll never forget).

This took ¹place about (a month ago).

Sequencing events in the anecdote

² ? /When/Just after (we got there, the sun came out).

³ ? /To begin with, (we were the only people there ...)

As/While (we were sitting there), ...

Suddenly/⁴ ? of a sudden, (the weather changed).

Describing events vividly

Predictably/⁵ ? expected, (other people soon started ...)

Unexpectedly/Out of the ⁶ ? , (it started pouring with rain).

Luckily/Fortunately, (after it stopped raining, the sun came out again).

Finishing the anecdote

Without a ⁷ ? , it was (one of the best days I've had in ages).

When I look back (on that day) now, I feel ...

It turned out to be (an unforgettable day out).

Strangely/⁸ ? enough, (the best days are often the ones you don't really plan).

- 1.34** Which options complete the anecdote correctly? Listen and check.

Right, so this ¹took place / is a story about a day I'll never forget. I've always loved music and last month my friend and I went to a DJing workshop. ²To begin with / Just after, we learnt about the equipment. We can't afford our own stuff yet but, ³fortunately / out of the blue, we were able to use the decks, mixers and laptops at the centre. ⁴When / While we had understood the basics, it was time to have a go. ⁵Strangely / Predictably, it was really difficult at first, but after a while I started to get the hang of it. It feels and sounds fantastic when you get it right. It turned out to be an ⁶unexpected / unforgettable day. I can't wait for the next workshop.



- SPEAKING** Follow the instructions below. Take turns to be Student A and Student B.

Student A: Tell a personal anecdote about a memorable day out. Use the SPEAKING FOCUS to help you.

Student B: Listen to your partner's anecdote and think of a question to ask them when they have finished.

2.7

USE OF ENGLISH

Collocations

I can recognise and use common collocations.

- 1 **SPEAKING** Read Lisa's post and comment on her last sentence. In pairs, discuss whether you could share a flat with Lisa. Give reasons for your answer.

Home

New posts

Friends

Profile



Lisa is looking for a flatmate

Message

Send invitation

I'm a 21-year-old student with a spare room to rent. It's a big room with a bed, a wardrobe and a desk. The flat has two bedrooms, a living room, a kitchen and a bathroom. Only people who meet the requirements below should apply.

- 5 You need to be on a full-time course because I don't want you hanging around the flat in the daytime.

I lead a healthy lifestyle. I'm a vegan and I don't like people cooking meat in my kitchen. It's equally important that there are no cooking smells during the weekend.

- 10 If you expect me to be your friend, you'll be **bitterly disappointed**. I'm painfully shy and I can't stand being the **centre of attention**. I don't need a soulmate, I just want a quiet life.

I **sleep badly**, so I don't want you to binge-watch TV programmes or roar with laughter late at night. Lights go out here at 11 p.m.

- 15 Basically, I'd like you to use your common sense. If I've gone to bed, I expect you to **keep quiet**.

Friends are okay, but if more than three **guests turn up**, it's too much.

- I set **high standards** of cleanliness here. I like people who are **neat and tidy**. When you move in, we can **reach an agreement** about how we share the cleaning.

I'm quite easy-going.

- 2 Read the LANGUAGE FOCUS. In your notebook, complete it with the examples in blue in Lisa's post.

LANGUAGE FOCUS

Collocation

- A collocation is a central feature of any language. It refers to typical, frequently occurring combinations of words. For example, you can have *strong feelings* but NOT *tough feelings*. You might *burst into tears* but NOT *explode into tears*.
- The strength of a collocation can vary. *Have a laugh* is quite weak because you can also *have a day off*, *have a shower* or *have a baby*. *Shrug your shoulders* is strong. You can't really *shrug* anything else!
- Different types of collocation:
 adjective + noun = *nasty habit*, *vivid imagination*, ¹*high standards*
 verb + noun = *share an interest*, *break the law*, ² ?
 noun + verb = *accidents happen*, ³ ?
 noun + (of/and) noun = *sense of humour*, ⁴ ?
 verb + adjective = *look miserable*, ⁵ ?
 adjective + and + adjective = *loud and clear*, ⁶ ?
 verb + adverb = *smile politely*, ⁷ ?
 adverb + adjective = *perfectly normal*, ⁸ ?
- Choosing the right collocation will make your English sound more natural.

- 3 Look at the underlined collocations in Lisa's post. What type of collocation are they?



- 4 **USE OF ENGLISH** Read the posts from Anna and Martin. In your notebook, complete each gap with one word. Which person would be more suitable to share a flat with Lisa?

Home
New posts
Friends
Profile



Anna's looking for a room

Message
Send invitation

I'm sociable, so I'd love to live with like-minded people. I hope we may ¹ ? the same interests. I have an excellent sense of ² ? and I like to ³ ? a laugh. I don't have any nasty ⁴ ? and I've never ⁵ ? the law lol. My private life is perfectly ⁶ ? .



Martin's looking for a room

Message
Send invitation

I'm a medical student, so I work long hours at the hospital. I usually go back to my home town to visit my parents two weekends a month or whenever I ⁷ ? a day off. I eat out a lot because I can't cook. I'd like to live with somebody who has ⁸ ? standards and is ⁹ ? and tidy like me. Please get in touch if you like my profile.

- 5 **1.35** In your notebook, match a word from box A with a word from box B to make six common collocations. Then listen to the conversation between Lisa and Dave and check your answers.

A

(casual deeply free good highly supremely)

B

(acquaintance company confident depressed intelligent spirit)

casual acquaintance

- 6 **SPEAKING** Discuss the ideal qualities for somebody to share a flat with. Use the collocations from Exercise 5.

I would/wouldn't like to live with someone who is (a/an) ...

- 7 Which words complete the sentences correctly? Write the answers in your notebook. Which sentences are true for you?

- Dad says it's important to set ? standards for yourself.
A fine B tall C high D big
- My sister has a ? imagination and draws incredible pictures.
A vivid B detailed C sharp D strong
- The last film I saw was rubbish. I was ? disappointed.
A totally B absolutely C bitterly D completely
- Most of my online friends are best described as ? acquaintances.
A occasional B casual C nearby D relaxed
- I eat well and try to lead a ? lifestyle.
A strong B fit C wise D healthy

- 8 In your notebook, complete the questions with one word in each gap.

- Do you sometimes doubt yourself or are you always ? confident?
- Are you messy or ? and tidy?
- Are you shy or do you like being the ? of attention?
- Are you a good citizen? Have you ever ? the law?
- Are you emotional? How likely are you to ? into tears?
- Can you remember the last time you ? with laughter?

- 9 **SPEAKING** Ask and answer the questions in Exercise 8. Give reasons for your answers.

SHOW WHAT YOU'VE LEARNT UNITS 1-2

- 10 **USE OF ENGLISH** In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

- People describe me as independent or rebellious. **FREE**
People describe me as ? .
- Students at our school don't have to wear school uniform. **REQUIRED**
Students at our school ? to wear school uniform.
- My best friend is very shy and hates it when everybody looks at her. **ATTENTION**
My best friend is very shy and hates ? .
- Someone's posted a funny video on the school website. **BEEN**
A funny video ? on the school website.
- If my parents shouted at me when I was younger, I used to start crying. **INTO**
If my parents shouted at me when I was younger, I used to ? .
- My last exam results were extremely disappointing. **BITTERLY**
I ? my last exam results.

An article

I can write an article attracting the reader's attention with participle clauses.

- 1 Look at the photos. Which aspects of adolescence do they illustrate?

- 2 **SPEAKING** Read *Last week's competition* on the *Psychology Magazine* website and discuss the questions with a partner.

- 1 Why is adolescence described as a 'roller coaster ride'?
- 2 What are the best things about being a young adult?
- 3 What new challenges do you face as a young adult?

- 3 Read the winning article on the magazine website and discuss the questions with a partner.

- 1 Did the author mention any of the pleasures or challenges you discussed in Exercise 2?
- 2 What is the author's conclusion? Do you agree?

Psychology Magazine

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Have Your Say

Last week's competition

The journey from teenager to adult can bring joy and pain, success and failure, friendship and heartbreak. If you are riding the roller coaster of adolescence right now, then *Psychology Magazine* wants to hear from you.

Send us an article in which you describe some of the very best things about coming of age and discuss the most challenging aspects of life for people living through these 'in-between' years.

As usual, a selection of articles will be published in an upcoming edition of *Psychology Magazine*.

The winning article:

Adolescence: Pain and Pleasure in Equal Measure

by Josh Payne

Remember when you were little and school summer holidays seemed to go on forever? Being children, most of us lived carefree and happy lives. Sadly, this does not last and we must all grow up. I can reliably report that the process brings pain and pleasure in equal measure.

First, there is the pain. Adolescence is a time of huge physical and emotional change. For many of us, this change is accompanied by feelings of self-doubt, envy and embarrassment. Apparently, we are neither children nor adults; asked to act like 'grown-ups' in certain situations, but not in others. 'Be responsible and act your age ... but be home by 9 p.m.!' These mixed messages can be hard to deal with. Add to this the pressure of schoolwork, and it is no wonder we sometimes feel unable to cope.

Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike, can be shared with those who know exactly how we feel.

Despite the challenges, as far as I am concerned, the pleasure of being a young adult outweighs the pain. Although it may not always seem so now, perhaps in the future we will look back on adolescence as the best days of our lives.



This week's competition

There are many unfair gender-based stereotypes concerning the interests and attitudes of adolescents. Write an article of 200–250 words in which you describe some of these common stereotypes and challenge them by explaining why they are untrue or unfair. As usual, a selection of articles will be printed in an upcoming edition of *Psychology Magazine*.



- 4 Read the **WRITING FOCUS** and look at the article again. Decide which techniques the author used for writing the title, the introduction and the conclusion.

WRITING FOCUS

An article

Title

- Attract the reader's attention from the start:
 - 1 ask a question (*Are These the Best Days of Our Lives?*)
 - 2 use vivid adjectives (*Adolescence: Thrilling and Terrifying*)
 - 3 summarise the topic (*The Pains and Pleasures of Adolescent Life*)
 - 4 use rhyme/wordplay (*Top Ten Tips for Troubled Teens*)

Introduction

- Define the topic and hold the reader's attention:
 - 5 ask a question
 - 6 tell a short anecdote
 - 7 give an interesting or surprising fact or figure
 - 8 give a quotation

Main paragraphs

- Develop the topic and discuss all the issues mentioned in the question.

Conclusion

- Give your personal opinion and leave the reader with something to think about:
 - 9 ask a question
 - 10 refer to the future
 - 11 make an appeal or suggestion
 - 12 return to the idea in the title or the introduction

Note: Articles tend to be written in a formal or semi-formal style. In a formal article avoid: informal phrases (*I think* = *As far as I am concerned* ...), colloquial language (*Most parents reckon that* ... = *In most parents' opinions* ...) and contractions (*don't* = *do not*).

- 5 Read the example article introductions and conclusions. Decide which techniques 5–12 in the **WRITING FOCUS** the authors used.

Introductions:

- a It's easy to forget that 100 percent of adults alive today were once teenagers like us. As a young man, my 'sensible' father was a real rebel. He rode a motorbike and got a tattoo at the age of sixteen.
- b In his famous book, American author John Gray said that 'Men are from Mars, women are from Venus'. Does this also apply to adolescents? Are younger men and women really so different from each other?

Conclusions:

- c As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be wary of stereotyping, respect each other and cooperate to use our strengths for a common good.
- d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen.

- 6 Read the **LANGUAGE FOCUS**. In your notebook, rewrite the underlined fragments using participle clauses.

- 1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
Wanting to look stylish, many adolescent boys also enjoy shopping for clothes.
- 2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
- 3 Because I grew up with three sisters, I know something about the differences between boys and girls.
- 4 Because they are stereotypes, such statements do contain an element of truth, of course.
- 5 Because I have always got on well with boys, I think I understand some of their attitudes.

LANGUAGE FOCUS

Participle clauses to express reason

You can use **participle clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a **present participle (verb + -ing)** when states or actions occur at the same time.
Being children, most of us lived carefree and happy lives.
= *Because we were children* (past), *most of us lived carefree and happy lives.* (past)
- Use a **perfect participle (having + past participle)** when one state or action occurs before another.
Having grown physically, many adolescents expect to be treated as adults.
= *Because they have grown physically* (past), *many adolescents expect to be treated as adults.* (present)

- 7 **SPEAKING** Read the statements and decide if they are stereotypes about adolescent girls or boys. Do they reflect reality? Discuss in groups.

- They find it difficult to talk about their feelings.
- They are always gossiping.
- They love fashion and shopping.
- They love sports and gadgets.
- They are kind and considerate.
- They are rude and aggressive.

SHOW WHAT YOU'VE LEARNT

- 8  Do the writing task in your notebook. Use the ideas in the **WRITING FOCUS**, the **LANGUAGE FOCUS** and ideas in Exercise 7 to help you.

Istnieje wiele stereotypów na temat innych zainteresowań i postaw chłopców w porównaniu do zainteresowań i postaw dziewcząt. Napisz artykuł na stronę internetową czasopisma *Psychology Magazine*, w którym przedstawisz te stereotypy i uzasadnisz, dlaczego są one nieprawdziwe i krzywdzące.

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

2.1 Vocabulary 4.9

adventurous /əd'ventʃərəs/ śmiały, odważny
affectionate /ə'fekʃənət/ uczuciowy, czuły
agreeable /ə'gri:əbəl/ miły, ciepły
daring /'deəriŋ/ odważny, śmiały
excel in /'ik'sel in/ osiągać w czymś znakomite wyniki, wyróżniać się w czymś
fair-minded /,fiə 'maɪndɪd/ sprawiedliwy, bezstronny
feel strongly about sth /,fi:l 'strɒŋli ə,baut ,sʌmθɪŋ/ traktować coś bardzo poważnie, wierzyć w coś głęboko
(be) full of oneself /,(bi) fʊl əv wʌn'self/ zarozumiały
good-natured /gʊd 'neɪtʃəd/ łagodny, dobroduszny
have a love of learning /,həv ə lʌv əv 'lɜ:nɪŋ/ mieć zamiłowanie do nauki
honest /'ɒnəst/ uczciwy, szczery
hopeless /'həʊpləs/ beznadziejny
humble /'hʌmbəl/ skromny, pełen pokory
imaginative /ɪ'mædʒənətɪv/ pomysłowy, o bujnej wyobraźni
insecure /,ɪnsɪ'kjʊə/ bez wiary w siebie, niepewny
intellectual /,ɪntə'lektʃuəl/ intelektualista
kind-hearted /,kaɪnd 'hɑ:təd/ życzliwy, o dobrym sercu
laid-back /,leɪd 'bæk/ wyluzowany, niefrasobliwy
larger than life /'lɑ:dʒə ðən ,laɪf/ imponujący
level-headed /,levəl 'hedɪd/ opanowany, zrównoważony
make sb feel at ease /meɪk ,sʌmbədi ,fi:l ət 'i:z/ sprawiać, że ktoś czuje się swobodnie
moody /'mu:di/ humorzasty, kapryśny
party /'pa:ti/ imprezować
pay attention to detail /,peɪ ə'tenʃən tə 'di:teɪl/ zwracać uwagę na szczegóły
perceptive /pə'septɪv/ wnikliwy, spostrzegawczy
plan in advance /,plæn ɪn əd'vɑ:ns/ planować z wyprzedzeniem
self-centred /,self 'sentəd/ egocentryczny
self-conscious /,self 'kɒnʃəs/ skrępowany, nieśmiały
self-critical /,self 'krɪtɪkəl/ krytyczny wobec siebie
short-tempered /,ʃɔ:t 'tempəd/ wybuchowy, porywczy
small talk /'smɔ:l tɔ:k/ pogawędka, rozmowa na błahe tematy
sociable /'səʊʃəbəl/ towarzyski
speak up /,spi:k 'ʌp/ wypowiadać się (w jakiejś sprawie)
spontaneous /spɒn'teɪniəs/ spontaniczny
strong-willed /,strɒŋ 'wɪld/ zdeterminowany, o silnym charakterze
tactful /'tæktfəl/ taktowny, grzeczny
the life and soul of the party /ðə ,laɪf ən ,səʊl əv ðə 'pa:ti/ dusza towarzystwa
think outside the box /'θɪŋk aʊt'saɪd ðə 'bɒks/ myśleć twórczo, myśleć kreatywnie
thorough /'θʌrə/ dokładny, skrupulatny
trusting /'trʌstɪŋ/ ufny
witty /'wɪti/ bystry, błyskotliwy, dowcipny

2.2 Grammar 4.10

assume /ə'sju:m/ przypuszczać, zakładać
compassionate /kəm'pæʃənət/ pełen współczucia
drift apart /,drɪft ə'pɑ:t/ oddalać się od drugiej osoby (w relacji)
late /leɪt/ zmarły
long-distance relationship /,lɒŋ ,dɪstəns rɪ'leɪʃənʃɪp/ związek na odległość
lose touch /,lu:z 'tʌtʃ/ stracić kontakt z kimś
love at first sight /,lʌv ət ,fɜ:st 'saɪt/ miłość od pierwszego wejrzenia
make an impression /,meɪk ən ɪm'preʃən/ zrobić wrażenie
mantelpiece /'mæntlpi:s/ półka nad kominkiem
pluck up the courage /,plʌk ʌp ðə 'kʌrɪdʒ/ zebrać się na odwagę
propose to sb /prə'pəʊz tə ,sʌmbədi/ oświadczyć się komuś
remain /rɪ'meɪn/ pozostać
separate from sb /'sepəreɪt frəm ,sʌmbədi/ żyć w separacji
slip down /slɪp daʊn/ zsunąć się
widowed /'wɪdəʊd/ owdowiały

2.3 Listening 4.11

addiction /ə'dɪkʃən/ uzależnienie
adore /ə'dɔ:/ uwielbiać, wielbić
be attracted to /bi ə'træktɪd tə/ lubić, czuć pociąg do
brain damage /breɪn 'dʌmɪdʒ/ uszkodzenie mózgu
confusion /kən'fju:ʒən/ zamieszanie; dezorientacja
fall for /,fɔ:l 'fɔ:/ zakochać się, zadurzyć się w
fall in love with /,fɔ:l ɪn 'lʌv wɪð/ zakochać się w
fancy /'fænsi/ podkochiwać się w
feature /'fi:tʃə/ cecha
generosity /,dʒenə'rɒsəti/ szczodrość
go out with /,gəʊt wɪð/ spotykać się z, być w związku
heartbroken /'hɑ:t,breʊkən/ zrozpaczony, ze złamanym sercem
(be) madly in love with /,(bi) ,mædli ɪn 'lʌv wɪð/ być szaleńczo zakochanym w
measure /'meʒə/ mierzyć
novelist /'nɒvəlɪst/ powieściopisarz
nun /nʌn/ zakonnica
(be) obsessed with /,(bi) əb'sest wɪð/ mieć obsesję (na czymś punkcie)
passionate /'pæʃənət/ pełen pasji
pleasure /'pleʒə/ przyjemność
pressure /'preʃə/ presja, ciśnienie
reduced /rɪ'dju:st/ zredukowany, ograniczony
relationship /rɪ'leɪʃənʃɪp/ związek
see sb /'si: ,sʌmbədi/ spotykać się z, chodzić na randki
self-sacrifice /,self 'sækrɪfajs/ poświęcenie się
shrine /ʃraɪn/ świątynia
split up with /,splɪt 'ʌp wɪð/ zerwać z
unconditional /,ʌnkən'dɪʃənəl/ bezwarunkowy
worship /'wɜ:ʃɪp/ wielbić, ubóstwiać

2.4 Reading 4.12

adjust /ə'dʒʌst/ poprawiać, dopasować
agonizing /'ægənaɪzɪŋ/ pełen bólu i cierpienia
astonishment /ə'stɒnɪʃmənt/ zdumienie, zdziwienie
bachelor pad /'bætʃələ ,pæd/ kawalerka
be up to sth /bi 'ʌp tə ,sʌmθɪŋ/ być w stanie, być na siłach coś zrobić
bend /bend/ schylić się, zgiąć
bloodcurdling /'blʌd,kɜ:dlɪŋ/ mrozący krew w żyłach
box-office success /,bɒks ,ɒfɪs sək'ses/ sukces kasowy
brighten /'braɪtn/ rozweselać się, rozpogadzać
broad accent /,brɔ:d 'æksənt/ wyraźny, silny akcent
carer /'keərə/ opiekun
chest /tʃest/ klatka piersiowa
collarless /'kɒlələs/ bez kołnierzyka
confidently /'kɒnfɪdəntli/ z pewnością siebie, z przekonaniem
contorted /kən'tɔ:tɪd/ skrzywiony
crack /kræk/ szpara, pęknięcie
crouch down /'kraʊtʃ ,daʊn/ kucnąć
cushioned /'kʊʃənd/ wyłożony poduszkami
deaf /def/ niesłyszący
decent /'di:sənt/ ubrany (tu: nie nagi)
deceptively /di'septɪvli/ złudnie, zwodniczo
delight /dɪ'laɪt/ zachwyt, przyjemność
dependent /dɪ'pendənt/ niesamodzielny
disabled /dɪs'eɪbld/ niepełnosprawny
emerge /ɪ'mɜ:dʒ/ wyłonić się, pojawić
entirely /ɪn'taɪəli/ całkowicie
face a challenge /,feɪs ə 'tʃæləndʒ/ stawiać czoła wyzwaniu
faint /feɪnt/ słaby, nikły
feeble /'fi:bəl/ słaby
fence /fens/ płot
find common ground /,faɪnd ,kɒmən 'graʊnd/ znaleźć wspólny język
firmly /'fɜ:mlɪ/ stanowczo, pewnie
flicker across /'flɪkər ə,kros/ przemknąć przez/po, mignąć
flinch /flɪntʃ/ wzdrygać się
footrest /'fʊtrest/ podnózek
from the corner of your eye /frəm ðə ,kɔ:nər əv jɔ: 'aɪ/ kątem oka
furnished /'fɜ:nɪʃt/ umeblowany
gaze /geɪz/ wpatrywać się
get yourself into /,get jɔ: ,self 'ɪntə/ wplątać się w
give a wave /,gɪv ə 'weɪv/ pomachać
glance /glɑ:ns/ spojrzeć, rzucić okiem
glimpse /glɪmps/ zerknąć, mignąć
good company /,gʊd 'kʌmpəni/ dobre towarzystwo
grimace /'grɪməs/ skrzywić się
grip /grɪp/ chwytać, ściskać
have nothing in common /,həv ,nʌθɪŋ ɪn 'kɒmən/ nie mieć nic wspólnego
hesitate /'hezəteɪt/ wahać się
keyhole /'ki:həʊl/ dziurka od klucza
knuckle /'nʌkləl/ kłykieć
let out a groan /,let aʊt ə 'grəʊn/ wydać jęk
make an effort /,meɪk ən 'efət/ postarać się coś zrobić
manipulate /mə'nɪpjəleɪt/ sterować, manewrować

minder /ˈmaɪndə/ opiekun
neurotic /njuˈrɒtɪk/ neurotyczny, znerwicowany
passage /ˈpæsɪdʒ/ fragment
peaceful /ˈpiːsfəl/ spokojny
peep /piːp/ podglądać
peer /piə/ przyglądać się bacznie
position /pəˈzɪʃən/ umieszczać
push through /pʊʃ θruː/ przepychać się
put sb in a head-lock /pʊt ˌsambɒdi ɪn ə ˈhed lɒk/ założyć komuś chwyt zapaśniczy
screenwriter /ˈskriːnraɪtə/ scenarzysta
scrubs /skrʌbz/ kitel
shaggy /ˈʃæɡi/ rozczochrany, kudłaty
sheepskin /ˈʃiːpskɪn/ barania skóra
solidly built /ˌsɒlɪdli ˈbɪlt/ dobrze zbudowany
spacious /ˈspeɪʃəs/ przestronny
stare /steə/ gapić się
steadily /ˈstedəli/ uważnie, bacznie
stiffen /ˈstɪfən/ zeszywnieć
straighten /ˈstreɪtn/ wyprostować
swallow /ˈswɒləʊ/ przełykać
tasteful /ˈteɪstfəl/ elegancki, w dobrym guście
tilt /tɪlt/ przechylać
tremulous /ˈtremjələs/ drżący
twist your mouth /ˌtwɪst jə ˈmaʊθ/ wykrzywić usta
uncharacteristically /ʌnˌkærɪktəˈrɪstɪkli/ nietypowo
unearthly /ʌnˈɜːθli/ nieludzki
unkempt /ʌnˈkempt/ potargany, nieuczesany
wonder /ˈwʌndə/ zastanawiać się
wood burner /ˈwʊd ˌbɜːnə/ kominek opalany drewnem
wool throw /ˌwʊl ˈθrəʊ/ wełniana narzuta

2.5 Grammar 4.13

accustomed to /əˈkʌstəmd tə/ przyzwyczajony do
argumentative /ˌɑːɡjəˈmentətɪv/ kłótlivy
attentive /əˈtentɪv/ troszczący się, uważny
boss sb around /ˌbɒs ˌsambəndi əˈraʊnd/ kierować kimś, rozkazywać komuś
bursting with confidence /ˌbɜːstɪŋ wɪð ˈkɒnfɪdəns/ przejawiający ogromną pewność siebie
carefree /ˈkeəfriː/ bez troski
carry out research /ˈkæri aʊt rɪˈsɜːtʃ/ przeprowadzać badania naukowe
(be) the centre of attention /ˌ(bɪ) ðə ˌsentə əv əˈtenʃən/ być w centrum uwagi
feel left out /ˌfiːl ˈleft ˌaʊt/ czuć się wykluczonym
firstborn /ˈfɜːstbɔːn/ pierworodny
fussy eater /ˌfʌsi ˈiːtə/ wybredny przy jedzeniu
protective /prəˈtektɪv/ opiekuńczy
reliable /rɪˈlaɪəbəl/ godny zaufania, wiarygodny
sibling /ˈsɪblɪŋ/ rodzeństwo
undivided attention /ˌʌndɪˈvaɪdəd əˈtenʃən/ pełnia uwagi
well-behaved /ˌwel biˈheɪvd/ grzeczny, dobrze wychowany

2.6 Speaking 4.14

all of a sudden /ˌɔːl əv ə ˈsʌdn/ nagle
attend a workshop /əˈtend ə ˈwɜːkʃɒp/ brać udział w warsztatach

funnily /ˈfʌnəli/ dziwnie, śmiesznie
get the hang of /ˌget ðə ˈhæŋ əv/ zrozumieć, załapać, jak coś się robi
have a go /ˌhəv ə ˈɡəʊ/ spróbować
initially /ɪˈnɪʃəli/ początkowo
memorable /ˈmemərəbəl/ godny zapamiętania
out of the blue /ˌaʊt əv ðə ˈbluː/ nagle
pour with rain /ˌpɔː wɪð ˈreɪn/ lać jak z cebra
predictably /prɪˈdɪktəbli/ zgodnie z przewidywaniem
unexpectedly /ˌʌnɪkˈspektɪdli/ niespodziewanie

2.7 Use of English 4.15

accidents happen /ˈæksɪdənts ˌhæpən/ wypadki się zdarzają
binge-watch /ˈbɪndʒ wɒtʃ/ oglądać bez opamiętania (np. kilka odcinków serialu z rzędu)
bitterly disappointed /ˌbɪtəli ˌdɪsəˈpɔɪntəd/ głęboko rozczarowany
break the law /ˌbreɪk ðə ˈlɔː/ złamać prawo
burst into tears /ˌbɜːst ɪntə ˈtiːz/ wybuchnąć płaczem
casual acquaintance /ˌkæʒuəl əˈkweɪntəns/ przelotna znajomość
common sense /ˌkɒmən ˈsens/ zdrowy rozsądek
deeply depressed /ˌdiːpli dɪˈprest/ w głębokiej depresji
deeply disappointed /ˌdiːpli ˌdɪsəˈpɔɪntəd/ głęboko rozczarowany
equally important /ˌiːkwəli ɪmˈpɔːtənt/ równie ważny
flatmate /ˈflætmeɪt/ współlokator
free spirit /ˌfriː ˈspɪrɪt/ wolny duch, osoba, która żyje, jak chce
full-time course /ˌfʊl taɪm ˈkɔːrs/ kurs, zajęcia w pełnym wymiarze godzin
go out /ˌɡəʊ ˈaʊt/ zgasnąć
hang around /ˌhæŋ əˈraʊnd/ kręcić się po jakimś miejscu, spędzać gdzieś czas
have a baby /ˌhæv ə ˈbeɪbi/ urodzić dziecko
have a day off /ˌhæv ə ˈdeɪ ɒf/ mieć dzień wolny (np. od szkoły, od pracy)
have a laugh /ˌhæv ə ˈlɑːf/ dobrze się bawić, pośmiać się
have a shower /ˌhæv ə ˈʃaʊə/ brać prysznic
healthy lifestyle /ˌhelθi ˈlaɪfstɑɪl/ zdrowy tryb życia
high standards /ˌhaɪ ˈstændədz/ wysokie standardy
highly intelligent /ˌhaɪli ɪnˈtelədʒənt/ bardzo inteligentny
keep quiet /ˌkiːp ˈkwaɪət/ być cicho
like-minded /ˌlaɪk ˈmaɪndɪd/ o podobnych upodobaniach
look miserable /ˌlʊk ˈmɪzərəbəl/ wyglądać na nieszczęśliwego
loud and clear /ˌlaʊd ən ˈkliə/ głośno i wyraźnie
meet the requirements /ˌmiːt ðə rɪˈkwaɪəmənts/ spełniać wymagania
nasty habit /ˌnɑːsti ˈhæbɪt/ paskudny zwyczaj
neat and tidy /ˌniːt ən ˈtaɪdi/ uporządkowany

painfully shy /ˌpeɪnfəli ʃaɪ/ nieśmiały do bólu
perfectly normal /ˌpɜːfɪktli ˈnɔːməl/ całkowicie normalny, zupełnie zwyczajny
post a video /ˌpəʊst ə ˈvɪdiəʊ/ opublikować klip wideo, np. w Internecie
quiet life /ˈkwaɪət ˌlaɪf/ spokojne życie
reach an agreement /ˌriːtʃ ən əˈɡriːmənt/ osiągnąć porozumienie, dogadać się
roar with laughter /ˌrɔː wɪð ˈlɑːftə/ ryczeć ze śmiechu
sense of humour /ˌsens əv ˈhjuːmə/ poczucie humoru
set high standards /set ˌhaɪ ˈstændədz/ wyznaczać wysokie standardy
share an interest /ˌʃeər ən ˈɪntrəst/ mieć wspólne zainteresowania
shrug your shoulders /ˌʃrʌɡ jə ˈʃəʊldəz/ wzruszyć ramionami
sleep badly /ˌsliːp ˈbædli/ źle spać
smile politely /ˌsmaɪl pəˈlaɪtli/ grzecznie się uśmiechać
soulmate /ˈsəʊlmeɪt/ bratnia dusza
spare room /ˌspeə ˈruːm/ pokój gościnny
strong feeling /ˌstrɒŋ ˈfiːlɪŋ/ silne uczucie
supremely confident /sʊˌpriːmli ˈkɒnfədənt/ niezwykle pewny siebie
turn up /ˌtɜːn ˈʌp/ pojawić się
vivid imagination /ˌvɪvəd ɪˌmædʒəˈneɪʃən/ bujna wyobraźnia

2.8 Writing 4.16

adolescence /ˌədəˈlesəns/ wiek dojrzewania
apparently /əˈpærəntli/ najwidoczniej
attract sb's attention /əˈtrækt ˌsambədiz əˈtenʃən/ przyciągnąć czyjąś uwagę
come of age /ˌkʌm əv ˈeɪdʒ/ dorosnąć, osiągnąć pełnoletniość
cope with /ˈkəʊp wɪð/ radzić sobie z
differ /ˈdɪfə/ różnić się
embarrassment /ɪmˈbærəsmənt/ zażenowanie, zakłopotanie
envy /ˈenvi/ zazdrość
for the common good /fər ðə ˌkɒmən ˈɡʊd/ dla dobra ogółu
gender-based stereotype /ˌdʒendə ˌbeɪst ˈsteriətaɪp/ stereotyp dotyczący płci
gossip /ˈɡɒsɪp/ plotkować
heartbreak /ˈhɑːtbreɪk/ zawód miłosny, żal, smutek
hold sb's attention /ˌhəʊld ˌsambədiz əˈtenʃən/ skupić czyjąś uwagę
in equal measure /ɪn ˌiːkwəl ˈmeʒə/ w równym stopniu
outweigh /aʊtˈwei/ przeważać, mieć przewagę
regardless of /rɪˈɡɑːdləs əv/ bez względu na, niezależnie od
roller coaster ride /ˈrəʊlə ˌkəʊstə ˌraɪd/ jazda bez trzymanki (o zmieniającej się często sytuacji)
self-doubt /ˌself ˈdaʊt/ wątpliwość w siebie

SŁOWNICTWO I GRAMATYKA

1 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze i ostatnie litery brakujących wyrazów zostały podane.

- The hero in action films is traditionally d g and prepared to take risks.
- She plays the type of detective who's especially p e and notices the smallest of details.
- My favourite character is the brother because he's very l - k. When everyone else is getting stressed, he doesn't seem worried.
- I didn't like the main character because she's so s - d. Everything's about her and she doesn't care how it affects the others.
- There's a scene where the uncle points out the problems with Jo's plan. He's really t I though and does it without discouraging his nephew.
- When Billy first dances in front of an audience, he's really s - s, but over time, he gains confidence.

2 Wybierz poprawny wyraz.

- It's important that an interviewer makes the candidate feel at ease / eased / at rest.
- She's confident, but not too filled with / full of / full with herself. She'll always acknowledge when she doesn't know something.
- When my uncle saw his future wife for the first time, he was immediately attracted with / to / at her.
- When Mum saw my new haircut, a look of shock hesitated / grimaced / flickered across her face, but she didn't say anything.
- I only briefly glimpsed / glanced / gazed the message on her phone, but I'm sure it was from Blanka.

3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Past Perfect Simple lub Past Perfect Continuous.

- Joshua (already/be) married twice before he met Carol.
- I asked Martha and Sue to organise my wedding because they (prepare) quite a few before.
- Stewart was really exhausted because he (look) after the twins the whole afternoon.
- Dad, how long (you/date) Mum before you got engaged?
- I stopped talking to my younger brother after we (have) a serious argument for the third time that week.
- When I saw Jane, I could see she (cry), but I didn't know why.

4 Wybierz poprawną odpowiedź.

- Maria accepted Niko's invitation to a candlelit dinner, which / that / what made him really happy.
- Last week I bumped into the Smiths, who / that / whose son used to be in my class at school.
- Would you like to meet my cousin which / Ø / whose I told you about yesterday?
- Here are some lovely photos from Greece taking / taken / which took on our honeymoon.
- The family living / lived / which living in the flat above ours are really noisy.

ŚRODKI JĘZYKOWE



Test luk; tłumaczenie

5 Jakie formy podanych w ramce wyrazów poprawnie uzupełniają tekst? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

(deep equal full gather health polite)

PARK LIFE

by Anna George

In parks around the world, it's become perfectly normal to come across hundreds of people ¹ every Saturday morning to run their weekly five kilometres. Since it started in 2004, parkrun has become a global phenomenon with events taking place in hundreds of locations in more than 20 countries across the world. Parkruns attract people of all ages and for a whole range of different reasons. Most participants see running as part of a ² lifestyle. For many, the social side of the events is ³ important. People who start off as casual acquaintances nodding to each other and smiling ⁴ , can end up as firm friends.

6 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- Let me introduce you to (kobiecie, której) husband originally set up the gallery.
- (Opuściwszy wieś, w której) she grew up, my granny enjoyed living in the city.
- When we got to the church, we realised that (zostawiliśmy prezent) for the newlyweds at home. We felt extremely embarrassed.
- How long (Tom czekał na) a reply to his email before he realised he wasn't going to get a response?
- Mark says he never has time to make his bed in the morning, (co mnie bardzo irytuje). He should get up earlier.
- (Chroniony przez swoich rodziców) for all his life, the young boy was painfully shy and had difficulty making friends.

SŁUCHANIE



Wybór wielokrotny

- 7 **1.36** Usłyszysz dwukrotnie wywiad na temat bliźniąt. Która z podanych odpowiedzi A–D jest zgodna z treścią nagrania?
- The presenter starts the interview by asking about psychic twins because
 - it is a special interest of hers.
 - she doubts the reality of psychic powers.
 - she is a twin herself.
 - she believes the show's listeners are interested in this topic.
 - Answering the first question, Adam, the psychologist, says that
 - female twins are more likely to show psychic tendencies.
 - science is unable to prove the existence of psychic powers.
 - not many twins experience some form of psychic connection.
 - there is little anecdotal evidence to support the idea of psychic twins.
 - The classroom story is given to
 - illustrate an example of psychic connection between twins.
 - prove that even twins who are very far from each other can be connected.
 - convince the presenter of the psychic connection between twins.
 - describe a common negative reaction from people who observe psychic behaviour.
 - The most important issue for a twin is
 - developing different interests and hobbies from your twin.
 - gaining the individual attention of your parents.
 - being dressed like your brother or sister in childhood.
 - craving to become a unique human being.
 - According to Adam,
 - our DNA plays the most important role in determining who we are.
 - it is very difficult for a twin to study different subjects than his/her sibling.
 - the environment we grow up in is the biggest factor in defining our personality.
 - living in different places is the best way for twins to deal with their emotions.

MÓWIENIE



- 8 Wykonajcie zadanie w parach. Uczeń A opisuje zdjęcie A i odpowiada na dotyczące go pytania. Uczeń B opisuje zdjęcie B i odpowiada na dotyczące go pytania.



UCZEŃ A

- What do you think is going to happen next? Why?
- Do you get on better with boys or girls in your family? Why?
- Tell me about a situation in which you or someone you know was involved in a family argument.

UCZEŃ B

- How do you think the man is feeling? Why?
- What's the most challenging thing about living on your own? Why?
- Tell me about the household chores that you, or somebody you know, had to do when you were a child.

PISANIE



Artykuł

- 9 Wykonaj zadanie egzaminacyjne.

Między rodzicami a ich nastoletnimi dziećmi często dochodzi do sytuacji konfliktowych. Napisz artykuł na stronę internetową, w którym przedstawisz dwa najczęstsze źródła konfliktów oraz omówisz sposoby ich rozwiązania.

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

3

Living spaces

A city is not a concrete jungle, it is a human zoo.

Desmond Morris

BBC

3.1

VOCABULARY

Landscape features • prepositions describing location • describing places • collocations and compound nouns

I can describe cities and talk about city life.

SHOW WHAT YOU KNOW

- 1 Which of these townscape and landscape features can you find near your school? Discuss with a partner.

a breathtaking view a bridge a canal a fast-flowing river
a historic monument a housing estate a market square
a shopping centre a waterfront restaurant slums

- 2 Discuss how far you would need to go to see features in Exercise 1 that are **not** near your school.

- 3 **SPEAKING** A city in Spain has banned cars from the city centre. Discuss the possible advantages and disadvantages. Read the text and compare your ideas.

- 4  1.37 Read the questions and make sure you understand the meaning of the underlined collocations. Then listen to a phone-in programme and answer the questions.

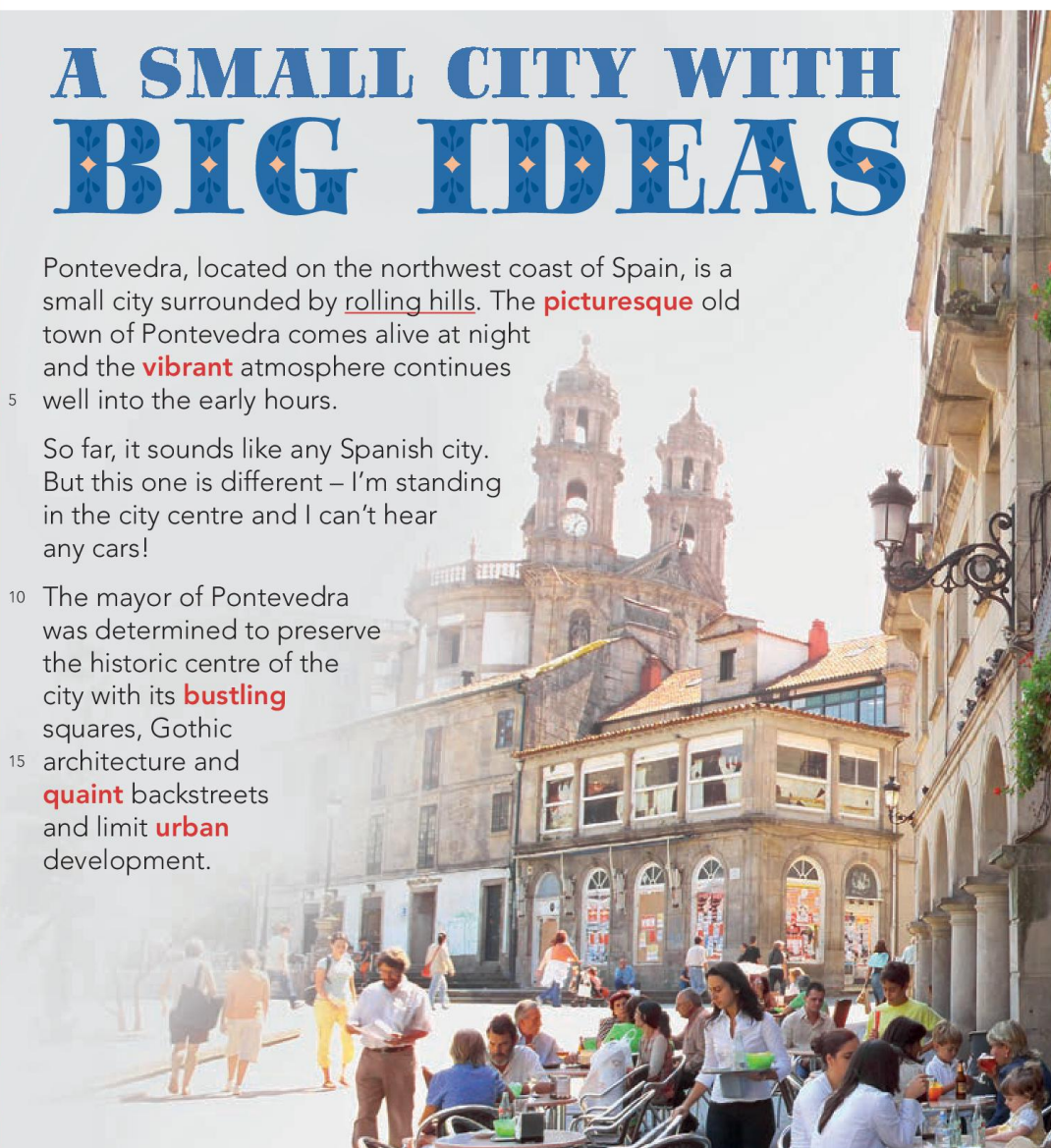
- 1 How has Ryan's daily commute changed?
- 2 According to Jack, what can a reliable network of buses replace?
- 3 Where does Sarah want planners to put in cycle lanes?
- 4 Why is Julia's home town very popular with tourists?
- 5 Why can't ancient cobbled streets have cycle lanes, according to Julia?

A SMALL CITY WITH BIG IDEAS

Pontevedra, located on the northwest coast of Spain, is a small city surrounded by **rolling hills**. The **picturesque** old town of Pontevedra comes alive at night and the **vibrant** atmosphere continues well into the early hours.

So far, it sounds like any Spanish city. But this one is different – I'm standing in the city centre and I can't hear any cars!

- 10 The mayor of Pontevedra was determined to preserve the historic centre of the city with its **bustling** squares, Gothic architecture and **quaint** backstreets and limit **urban** development.



- 5 **SPEAKING** Think about your own local town or city. How doable/desirable would it be to ban all cars from the centre?

FOCUS ON WORDS | Prepositions describing location

- 6 **1.38** In your notebook, complete the table with the appropriate prepositions in the box. Then listen, check and repeat.

(at in on within)

1 ? the coast the outskirts the border	2 ? walking distance easy reach 500 metres
3 ? the traffic lights the roundabout the town hall	4 ? the city centre the suburbs the park

- 7 In your notebook, complete the sentences with the prepositions in Exercise 6. Name an example for each sentence. Compare your answers with a partner.

Name ...

- a big city located ? the coast.
- a café ? walking distance of where you are.
- a famous monument ? the city centre of your capital city.
- a town located ? the border of your country.
- a school, a shopping centre or a sports centre located ? the suburbs of a nearby city.
- a park or play area ? easy reach of your house.

- 20 So he banned cars – completely! He transformed the **medieval** centre into a pedestrian zone. He felt that the historical centre was dead. It was a city in decline, polluted and with a lot of traffic accidents. He got rid of on-street parking and opened underground car parks on the outskirts of the city within walking distance of the centre. With pedestrianisation, the **shabby** city centre got a facelift: gone were the traffic lights and pavements, drainage systems, public lighting and street furniture were all renovated.

- 30 The benefits of all these changes are numerous: deaths in traffic accidents in the city centre have dropped to zero and CO₂ emissions are down by 70 percent. The city centre is growing with 12,000 new inhabitants who have moved there while other cities in the region are getting smaller. By not allowing big shopping malls to be built in the centre, small businesses have flourished. Noise pollution has been replaced with the tweeting of birds and the sound of human voices.

FOCUS ON WORDS | Describing places

- 8 **1.39** In your notebook, complete the collocations with the adjectives in red in the text. Then listen, check and repeat.

- bustling square/market/streets
- ? centre/architecture/castle
- ? old town/village/scenery
- ? backstreet/town/neighbourhood
- ? city centre/building/house
- ? development/area/space
- ? atmosphere/nightlife/colours

- 9 **SPEAKING** Replace the bolded word or phrase in the description of Norwich with an adjective from Exercise 8. Write the answers in your notebook. Would you like to visit Norwich? Discuss with a partner.

NORWICH - a cathedral city

Visit Norwich, one of England's most **beautiful** cathedral cities. During the middle ages, Norwich was England's second city and there are some spectacular examples of **12th–15th century** architecture in the city. See the cathedral, of course, but don't miss the **3rd nice, old-fashioned** backstreets behind it. Norwich is also famed for its huge, **4th busy and noisy** open-air food market as well as its **5th exciting** nightlife. Less than two hours from the capital, Norwich should definitely become your next destination.



FOCUS ON WORDS | Collocations and compound nouns

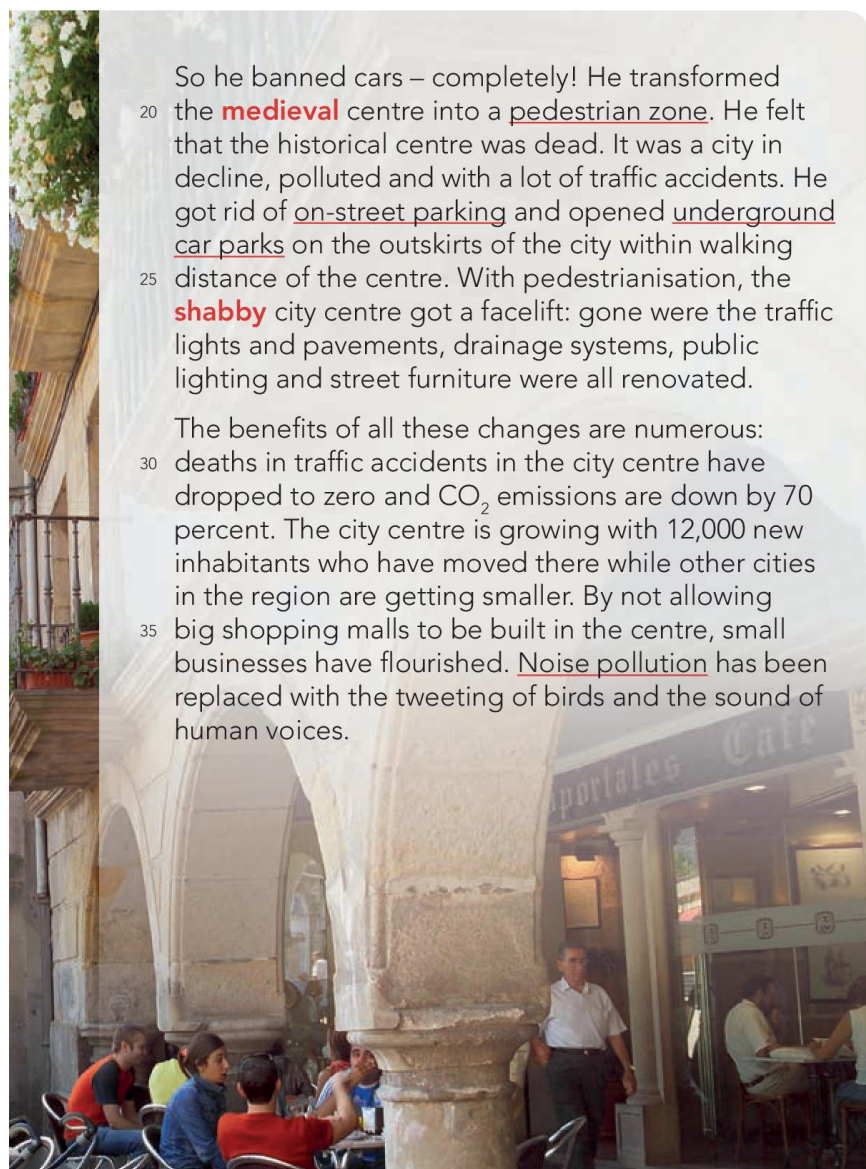
- 10 **1.40** In your notebook, complete the collocations and compound nouns with the underlined examples in the text and in Exercise 4. Then listen, check and repeat.

- | | |
|--------------------------|------------------|
| 1 cobbled <u>streets</u> | 6 on-street ? |
| 2 cycle ? | 7 pedestrian ? |
| 3 daily ? | 8 reliable ? |
| 4 home ? | 9 rolling ? |
| 5 noise ? | 10 underground ? |

- 11 **SPEAKING** In your notebook, complete the sentences with the appropriate collocations or compound nouns in Exercise 10. Would such measures improve your home town? Discuss with a partner.

- All ? should be replaced by smooth modern surfaces like tarmac.
- ? should be limited to residents only.
- ? should be for people on foot only. No cycling!
- There should be more ? to take cars off the street.
- There should be a lot more ? to encourage people to use bikes.
- Anybody causing ? should be heavily fined.

- 12 **PROJECT** Work in groups. Imagine you're going on a trip to one of Poland's neighbouring countries. Do some research online, choose a few interesting places to visit and prepare a digital presentation. Then present it to your class.



3.2

GRAMMAR

Future forms including the Future Perfect Continuous

I can use a variety of forms to talk about the future.

- 1 **SPEAKING** Look at the pairs of sentences and decide which alternative is more likely. Discuss with a partner.

In three years' time ...

- 1 a I'll still be living at home with my parents.
b I won't be living at home with my parents.
- 2 a I'll have moved to another part of the country.
b I won't have moved to another part of the country.
- 3 a I'll have been studying at university for a year.
b I won't have been studying at university for a year.

- 2 Read the GRAMMAR FOCUS and do the task.

- 1 In your notebook, translate example sentences 1–3 into your own language.
- 2 Discuss the difference in meaning between the sentences.
- 3 Look at Exercise 1 and name the future verb forms in blue.

GRAMMAR FOCUS

Future forms

- You use the **Future Continuous** to talk about unfinished actions in progress at a time in the future. It often refers to future events that are fixed or expected.
1 At 11 a.m. tomorrow, I'll be doing an exam.
- You use the **Future Perfect Simple** to talk about an action that will be completed before a certain time in the future.
2 By 11 a.m. tomorrow, I'll have done an exam.
- You use the **Future Perfect Continuous** to talk about how long an action will have been in progress before a certain time in the future.
3 By 11 a.m. tomorrow, I'll have been doing an exam for an hour.

- 3 Read Part 1 of the story about the Franklin family plans. In your notebook, complete the text with 'll, be, been or have. Then discuss the questions.

- 1 What problems do the children predict?
- 2 Which child seems more positive about the voyage?

THE VOYAGE OF A LIFETIME



Part 1

In a few weeks' time, the Franklin family will ¹be embarking on a three-year sailing voyage. We asked the children how they felt about the adventure. Mandy (17) said, 'We'll ²? missing a lot of school, but I think that by the end of this trip we'll ³? learnt more than in a classroom. We'll have ⁴? travelling for three years and we ⁵? have seen places with our own eyes. We won't ⁶? just read about them in books.'

Mandy had a few worries: 'The worst thing is that I'll ⁷? spending three years in a small space with my untidy brother.'

Jake (12) was less keen than his sister: 'By the time we go, I'll have ⁸? playing basketball for my school team for two years, and I want to become a professional in the future. I'll ⁹? practising whenever I can, but it's not easy on a boat.'

- 4 In your notebook, complete Part 2 with the correct form of the verbs in brackets. Use the Future Continuous, Future Perfect Simple or Future Perfect Continuous. Would you like to go on a voyage like this? Why?/Why not?

Part 2

Eileen Franklin told us 'We're not in a hurry, so after leaving San Francisco we ¹will be travelling (travel) down the coast of Mexico for a few weeks. After that, we ²? (sail) across the Pacific and we ³? (head) towards Indonesia, our final destination. It's a long voyage, but by the time we leave we ⁴? (plan) for several years, so I think we're as prepared as we can be.'

'Yes,' added Bob. 'And by the time we set off, we ⁵? (do) everything possible to make this a safe trip: Jake ⁶? (improve) his swimming and Eileen ⁷? (do) an advanced first-aid course. On the boat, we ⁸? (use) top-of-the-range technology to chart our route. It's the trip of a lifetime, so we ⁹? (not take) any chances!'

- 5 Read REMEMBER THIS. In your notebook, rewrite questions 1–6 using the Future Continuous to make them more polite.

REMEMBER THIS

You can also use the **Future Continuous** to make polite enquiries. Compare:

Will you be staying in tonight? = I just want to know. (polite)

Are you going to stay in tonight? = I'd like a decision. (more direct)

- 1 Are you going home straight after school?
 - 2 Are you doing anything interesting this evening?
 - 3 Who do you plan to see at the weekend?
 - 4 When will you go on your next holiday?
 - 5 Are you going to have a party for your 18th birthday?
 - 6 Do you think you'll leave home permanently before you're 25?
- 6 **SPEAKING** Ask and answer the questions you have rewritten in Exercise 5.

FOCUS VLOG About dreams

1.41 Listen to the Focus Vlog. Where do the speakers think they will be living five years from now? Write the answers in your notebook.

3.3

LISTENING

Multiple choice

I can identify specific information in a detailed spoken dialogue about places to live.



Freedom Ship



Co-housing



Smart home

- 1 Match photos A–C with descriptions 1–3. In your notebook, complete the texts with the photo captions.

1 In the ? of the future, all appliances will be connected through wireless networking systems. The house and car would use power that is collected through solar panels and stored.

2 ? is a housing development where each household has a self-contained house or flat. People have the opportunity to eat together and meet regularly in a large communal house.

3 The ? is designed to be twenty-five storeys high. If the concept became reality, it would feature a casino, an art gallery, a park, a shopping centre and accommodation for 80,000 people. It would cost \$12 billion to build.

- 2 **SPEAKING** Discuss which house in Exercise 1 you would most/least like to live in. Give reasons for your answers.

- 3 **1.42** Listen to three recordings. In which order are places A–C in Exercise 1 mentioned?

LISTENING FOCUS Multiple choice

- 4 **1.42** Listen again. For questions 1–3, choose the correct answer, A, B or C. Write the answers in your notebook.

- Which statement is an opinion and NOT a fact?
 - Over a third of British people don't know their neighbours.
 - In Denmark, lots of people live in co-housing development.
 - The neighbourly relations at Springhill will be 100 percent better.
- The speakers think that the Freedom Ship project is
 - unlikely to happen.
 - not big enough for 80,000 people.
 - a good investment opportunity.
- Choose the most appropriate headline for this news report.
 - SMART HOMES MEAN LESS SHOPPING
 - SMART HOMES SAVE TIME AND MONEY
 - SMART HOMES NEED SMART PHONES

FOCUS ON WORDS Collocations and compound nouns

- 5 **2.1** In your notebook, translate the collocations and compound nouns from the recordings. Then listen and repeat.

- domestic chore = ?
- household appliance = ?
- housing development = ?
- multi-storey car park = ?
- residential area = ?
- second home = ?
- self-contained flat = ?
- tower block = ?

- 6 In your notebook, complete the collocations with the words in Exercise 5. Then complete the sentences to make them true for you. Compare with a partner.

- My least favourite ? chore is ...
- The nearest ? car park is ...
- The one ? appliance I couldn't live without is ...
- The newest ? development in my neighbourhood is ...
- The tallest ? block in my city is ...
- The ? area I'd most like to live in is ...
- I'd love to have a ? home in ...
- I'd prefer to live in a small ? flat than ...

PRONUNCIATION FOCUS

- 7 **2.2** Listen and complete the chants. Write the answers in your notebook. Listen again and repeat the chants. Focus on stress and intonation.

A ■ ■ ■ ■ ■
 What will you be doing?
 What ? ? ? seen?
 Where ? ? ? going?
 Where ? ? ? been?

B ■ ■ ■ ■ ■
 How long ? ? ? ? learning?
 How much ? ? ? ? learnt?
 How long ? ? ? ? earning?
 How much ? ? ? ? earned?

3.4

READING

Gapped text

I can understand relationships between ideas in a descriptive text.

FOCUS ON WORDS | Describing houses

- 1 **2.3** In your notebook, translate the words and phrases in the box. Use a dictionary if necessary. Then listen and repeat.

The house has ...

- 1 a canvas camp bed = ?
- 2 central heating = ?
- 3 an en suite bathroom = ?
- 4 a fireplace = ?
- 5 a fitted kitchen = ?
- 6 running water = ?

The house is ...

- 7 cramped = ?
- 8 damp = ?
- 9 draughty = ?
- 10 inaccessible = ?
- 11 minimalist = ?
- 12 snug = ?

- 2 Copy the table and complete it with the words in Exercise 1. Add six words of your own. Then compare your ideas with a partner.

House of my dreams!	House of my nightmares!
?	?

*The house of my dreams would be minimalist. There wouldn't be much furniture, but it would have a fireplace.
The house of my nightmares ...*

- 3 Look at the photo of Zeki and the map. Which words from Exercise 1 might you use to describe his 'house'?
- 4 Read the article and check your ideas in Exercise 3. Then answer the questions.
- 1 Where does Zeki come from?
 - 2 Who taught him to live in the wilderness?
 - 3 Where is he living at the moment?
 - 4 What is he studying?
 - 5 How does he get to school?
 - 6 Does he miss his friends?
 - 7 What does he like about his lifestyle?
 - 8 What would you like/hate most about Zeki's lifestyle?

I am 16 and live alone in the wilderness

2.4

I live alone on the Isle of Skye in a tipi almost impossible to find without detailed directions. It might seem unusual for someone of sixteen, but I love my own company and I'm passionate about preserving wild spaces. I grew up with my mum, Ghillie, and older sister, Yazzie, in a remote and sometimes inaccessible home in the Scottish mountains, using cross-country skis to drag food and supplies to the house.

Mum, a cookbook writer, taught us about possible dangers and how to cope with them, then let us **run wild** from an early age.

10 **1** ? I spent so much time with tribes who rely on the land that

this **became second nature to me**. When I gained a place at the School of Adventure Studies on the Isle of Skye last year, I decided to live in a tipi, **practising what I preach**.

I sleep on an ancient canvas camp bed my grandfather gave me, with two old army blankets and some skins I tanned myself for warmth. I have an open fire and spend my evenings tanning animal and fish skins, and carving wood. I store clothes and books in an old metal trunk of my mum's – it's covered in stickers from her travels. I wash my clothes in the river and dry them in the wind or in the heat from the fire. I have a bush shower using water from the river.



Zeki

READING FOCUS Gapped text

- 5  Read the article again. Which sentences A–E complete gaps 1–4? There is one extra sentence.
- A A few people were exhausted and had to be taken off the mountain by the leaders, but I feel comfortable in the mountains and enjoyed the challenge.
- B We also travelled abroad regularly, visiting remote tribes and cultures, where we lived for weeks as Mum studied food and recipes to write about.
- C I'd like to see more people look after the land and not be scared of getting outside, getting wet, learning how to survive. When my studies are over, I'll move the tent back to Mum's house.
- D There's usually some fire left from the previous day, so the fire is soon blazing while I have cereal for breakfast. I collect wood for later in the day, then I wash at the river.
- E Eating things in nature is not something to play around with – if you make a mistake, it can be quite a serious one. I sometimes eat too much of something and I get a stomach ache.

I wake at 6 a.m. and get the fire on straight away using flints and steel. ² ? Sometimes I just jump in, especially when there's frost on the ground. When I rush back to the tipi, it's like a sauna. I get my backpack organised, including any food and kit I need

25 for the day, cover the fire to keep it low, but alive and walk thirty minutes to the school. There are twelve of us on the course, of all ages, and we've just finished mountaineering. We're about to start whitewater kayaking.

I've **had a few hairy moments**. Once I was on the hills, when the

30 weather turned bad and I became disoriented, but thanks to Mum's training, I knew I had to **keep a cool head**. My classmates and I recently had a two-day test in horrible weather. ³ ? However, I'm aware that I need to **keep my wits about me** and be prepared.

My friends used to love coming to our home and running wild with

35 me, so they are used to the way I live. I hope some of them will visit me soon. People ask if I miss the Internet, but I never used to use it much, or watch television. I am sociable, but I have always **enjoyed my own company**. I use my mobile every few weeks to catch up with friends and my mum, who I usually see once a month.

40 What I'm doing **isn't everyone's cup of tea**, but it makes me happy.

⁴ ? Until then, I'm happiest sitting by the flickering fire, carving a spoon in perfect silence and watching the stars through the open tipi door.

GLOSSARY

tan a skin = garbować skórę
 carve wood = rzeźbić w drewnie
 a trunk = kufer
 flint and steel = krzesiwo (z krzemienia i kawałka stali)
 blazing = płonący
 flickering = migoczący

FOCUS ON WORDS | Idiomatic expressions

- 6  2.5 Look at the fragments in blue in the text. In your notebook, complete the expressions below. Then listen, check and repeat.

- 1 be/become second nature to sb
- 2 enjoy your own ?
- 3 have a hairy ?
- 4 keep a cool ?
- 5 keep your ? about you
- 6 not be everyone's ?
- 7 practise what you ?
- 8 run ?

- 7 Look at the idiomatic expressions in blue in the text again. Which of them does Zeki use to describe ...

- 1 ... something he was allowed to do as a child?
run wild
- 2 ... the reason why he decided to live in a tipi?
- 3 ... his feelings about being on his own?
- 4 ... the long-lasting effect that visiting remote tribes had on him?
- 5 ... something that doesn't suit everybody?
- 6 ... the state of being alert and prepared for any new situation?
- 7 ... the ability to stay calm in a stressful situation?
- 8 ... some of the frightening experiences he has had?

- 8 In your notebook, rewrite questions 1–8 by replacing the underlined phrases with the appropriate form of the expressions in Exercise 6.

- 1 When was the last time you experienced something really frightening or dangerous?
- 2 When you were a child, did your parents allow you to behave exactly as you wanted to?
- 3 Are there times when you like being by yourself more than being with others?
- 4 When do you have to be alert and focussed in your daily life?
- 5 When was the last time you did something that you advise other people to do?
- 6 What kind of everyday actions do you do easily without having to think about them?
- 7 Are you capable of staying calm in stressful situations or do you panic?
- 8 Is camping in the wild something that appeals to you?

- 9 **SPEAKING** Ask and answer the questions in Exercise 8 with a partner. Give reasons for your answers.



3.5

GRAMMAR

Quantifiers

I can use a range of different quantifiers.

- SPEAKING** Describe your bedroom to a partner. On a scale of 1–10 (1=extremely tidy, 10=extremely untidy), what score is your bedroom?
- 2.6** Read and listen to Part 1 of a vlog post. Why does the vlogger want to tidy her room?

Part 1

Welcome fellow teens to my video blog. Today's vlog is called 'How to tidy your room in ten minutes!' I'm sure **all of you** know what I'm talking about – your room's a total nightmare. It looks as if a bomb has exploded. There's **loads of dirty washing** – in fact the whole floor is covered. There's **no space** anywhere. You have **plenty of clothes**, but you don't wear half of them because you can't find them. **Most of them** are in a pile because there are not enough drawers to put them in. You've had **a number of opportunities** to tidy your room, but you haven't, and now the very cool new friend you like is coming round. **Very few of your friends** know what a slob you are and you want to keep it like that. You don't have **much time**, so here are **a few speed-cleaning tips**.

- Read the GRAMMAR FOCUS. Then find more examples in blue of rules 1–3 in the text.
all of you = rule 2

GRAMMAR FOCUS

Quantifiers

You can use a wide range of different expressions to talk about quantity.

Countable nouns	Uncountable nouns	Both
every, each many a number of*, several a few (very) few both, a couple of*, either neither	much, a great deal of* a little (very) little	all most a lot of*, lots of*, loads of*, plenty of* some no, none of*

- Use quantifiers without *of* before nouns: **most people**
- Use quantifiers with *of* before determiner + noun: **most of the people**, and before pronouns: **most of them**
- *Always use these quantifiers with *of*: **a lot of people**

Note: *all the people* and *all of the people* are possible. You can't use *of* after *no* and *every*. Use *none of* and *every one of*.

- 2.7** Read Part 2 of the vlog post. Which options complete it correctly? Listen and check.

Part 2

- Find a laundry basket and put ¹*all* / *each* the clothes on the floor into it. Too ²*much* / *many* clothes? OK, get ³*a couple* / *a few* of bin bags and put the rest in there. Then hide ⁴*both* / *either* of the bags in the wardrobe. If the cool friend sees ⁵*plenty* / *either* of the bags, just say it's ⁶*a few* / *few* things you're collecting for charity.
- The whole place smells of snacks, so take ⁷*every* / *some* half-empty drink and stale half-eaten crisp packet to the kitchen immediately. There's a big difference between messy and disgusting.
- There are ⁸*a number* / *several* of things that would give the wrong impression, things like your huge pink teddy bear ... Hide them.
- Make the bed. There's ⁹*no* / *none* excuse for an unmade bed.
- Open ¹⁰*plenty* / *all* the windows – now!

You're ready!

- Discuss with a partner in which sentences of is necessary. Write the answers in your notebook. Then make the sentences true for you by using other quantifiers if necessary. Compare your sentences.
 - A couple my friends are quite tidy.
 - Some classmates are very untidy.
 - Several people I know share a bedroom.
 - Very few my neighbours have big gardens.
 - Many the buildings in my street are old.
 - Every room in my house has Wi-Fi.
 - None my friends has a TV in their room.
 - Most rooms in my house have paintings on the walls.
- In your notebook, write three sentences about yourself – two true ones and one false. Use a different word in the box in each sentence.

all couple every little loads
lots most none plenty

All of my music is on my phone.
- Work with a partner. Read your sentences from Exercise 6 to each other. Guess which sentence is false.

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3.6

SPEAKING

Organising a place to live

I can justify my views when suggesting, agreeing to and objecting to a course of action.

- 1 What is important when looking for a flat to share with a friend? Number these factors in your notebook from most (6) to least (1) important for you.

decoration/furniture location
privacy rent security size

- 2 **SPEAKING** Compare your ideas in Exercise 1 with other classmates. Agree on the final order.

- 3 **2.8** Listen to a conversation between two friends who are talking about accommodation. Which two factors from Exercise 1 are not mentioned?

- 4 **2.8** Read the **SPEAKING FOCUS**. In your notebook, complete the conversation with one word in each gap. Then listen again and check.

Zoe: I can't believe we've both been accepted into the same university!

Amy: Isn't it great? I'm so excited! And we'll be living together.

Zoe: I know. I can't wait!

Amy: What do you think ¹about living in halls of residence? To be honest, I'm not sure.

Zoe: No, me neither. Do you know Jay?

Amy: Yep, why?

Zoe: Well, his brother studies there and he says the halls are really old and noisy. Maybe we ought to just look for a place of our own.

Amy: You're ² ? right.

Zoe: The question is do we want to share with other people. It would probably be cheaper.

Amy: Well yeah, but ³ ? it be better to get our own place? Obviously, it depends how much it costs, but if we could find the right flat at the right price, I think I'd prefer not to share.

Zoe: I know what you mean, but I'm not ⁴ ? we'll be able to afford it. Why don't we ⁵ ? halfway and look for shared accommodation, but in a place where we could have our own rooms?

Amy: I suppose that could ⁶ ? . That way we might even be able to afford something near the university. Given the choice, I'd ⁷ ? be within walking or cycling distance, and you?

Zoe: Totally. I don't even mind if it's a small room, as long as it's close to the campus.

Amy: That's ⁸ ? then. So, let's have a look online and see what we can find.

SPEAKING FOCUS

Suggesting a course of action

What do you think about (+ -ing)?

Maybe we ought to (just) ...

What would you say if we (+ Past Simple)?

Given the choice, I'd rather ..., and you?

Objecting

No way!/Absolutely not!/You must be joking! (informal)

Fair? I think it's completely unfair.

(Well yeah, but) wouldn't it be better to ...?

I know/see what you mean/what you're saying, but ...

I'm not convinced (we'll be able to afford it/that's a good idea/that'll work).

Compromising

If you agree to (pay more), I'll (take the smaller room).

We could (split the cost/go halves/share).

Why don't we compromise/meet halfway (and agree that ...)?

I guess so./I suppose that could work.

OK, that seems like a fair compromise.

Agreeing

True./Right./Absolutely./Totally.

You are absolutely right.

I fully/completely agree.

OK, that's settled then.

- 5 **SPEAKING** Read the situation and discuss the questions with a partner.

You and a friend are moving into a flat together for your first year at university. The flat is unfurnished and needs decorating, but you don't have a great deal of money.

- What furniture/household appliances do you think are the most important to buy?
- What colours would you like in the flat (walls, curtains, carpets etc.)?
- Who will get the bigger bedroom?
- Who will do the decorating?

- 6 **SPEAKING** Prepare a dialogue in which you discuss the questions in Exercise 5. Try to get what you want, but also be ready to compromise. Use the **SPEAKING FOCUS** to help you.

- 7 **SPEAKING** Practise the dialogue and act it out.



3.7

USE OF ENGLISH

Determiners

I can use both, each, every, all, whole, another, other, others, each other and one another.

1 Read a review of the Hobbiton movie set and answer the questions.

- Where is it located?
- What did the tourists think of it?
- Would you like to go there?

A hobbit fan's PARADISE

If you're a fan of the Hobbit movies, you'll love this Hobbiton tour. I was on a family holiday with my parents and my sister in New Zealand. **The whole family** are fans of the Hobbit movies and we've seen **every one of them**, so we went to visit the Hobbiton movie set which is located on a sheep farm. It's a popular tourist spot – **all the tourists** take hundreds of photos, and so did we! There are forty-four Hobbit holes, and I think we visited **all of them**. **Each Hobbit hole** is different and has a round brightly painted door. A team of four gardeners keep the village looking neat and tidy. There were two places to eat and

drink: The Shire's Rest Café and The Green Dragon Inn, and we stopped at **both places**! In fact, the tour ended at the Green Dragon Inn. It was exactly like in the film and **the whole time** we were there, we were expecting Bilbo Baggins to walk in! My sister and I had ginger lemonade. There were **other drinks** like tea and hot chocolate, but we were really thirsty. Mum and Dad had tea and cookies. Mum was so hungry she wanted **another cookie**, but we didn't have time.

2 Read the LANGUAGE FOCUS. Copy the table and complete it with the examples in blue from the text.

LANGUAGE FOCUS

both, each, every and all; all and whole; another, other, others, each other and one another

both, each, every and all

	+ noun	+ of + my/the etc. + noun	+ pronoun
both 2 things or people	both ¹ <u>places</u>	both of the places	both of them
each 2 or more things or people	each ² ?	each (one) of the Hobbit holes	each (one) of them
every 3 or more things or people	every Hobbit movie	every one of the Hobbit movies	every ³ ?
all 3 or more things or people	all the ⁴ ?	all (of) the tourists	all ⁵ ?

each, every and all

- Each, every and all have similar meanings. You use each when you want to emphasise that you are thinking about individual people or things separately.

Each Hobbit hole had a slightly different door and I took a selfie in front of each one.

- You can use every and all (NOT each) with adverbs like almost, nearly, practically.
I've visited practically every country in Asia.

all and whole

- You can use all (of) the or the whole (of the) to talk about 100 percent of something. You don't use the whole ... with plural nouns for this meaning.

all the tourists NOT ~~the whole tourists~~

all the time and the ⁶ ?

all the family and the ⁷ ?

another, other, others, each other and one another

- another ⁸ ? means 'a different cookie' or 'an additional cookie'.
- other ⁹ ? means 'different drinks', but not usually 'additional drinks'. (Use more drinks.)
- the other(s) and the other one(s) refers to the second of two people or things or to the rest of people or things in a group.
I'll carry this bag. Can you carry the other one?
I can see Tom. Where are the others?
- each other and one another mean the same thing.
My sister and I took photos of each other. = She took a photo of me and I took a photo of her.

- 3 **SPEAKING** In your notebook, complete the questions with the appropriate word from the box. You can use some words more than once. Then answer the questions.

(all both each every whole)

- 1 Can you write your name with hand?
- 2 Have you got earrings in ears?
- 3 Do your relatives look like you?
- 4 Does one of your Facebook friends know you personally?
- 5 Are you off school for the month of August?
- 6 Do your friends live near you?
- 7 Can you kick a ball with foot?
- 8 When you eat an apple, do you eat the thing?

- 4 Read about the *Mamma Mia* film locations. Which options complete the text correctly?

Profile
Holidays
Messages
Log out

Posted yesterday

○○○○○

My fantastic *Mamma Mia* trip

If you love Abba, Meryl Streep and picturesque places, you'll love ¹every / all minute of the *Mamma Mia* films. I've seen practically ²each / every film with Meryl Streep in it and I don't know how she manages to be so different in ³each / all the role she plays. I loved *Mamma Mia* and I've just seen *Mamma Mia: Here We Go Again*. ⁴Both / Every of the films are equally good.

For my 18th birthday, my parents took me on a trip to Greece to visit the film locations for *Mamma Mia*. There are two main locations: the islands of Skopelos and Skiathos. ⁵Both / Each of the islands are stunning, just like in the films. You can't see ⁶every one / all the places in the films because some of them were built just for the shoot – for instance, Villa Donna, the hotel owned by Meryl Streep, was filmed in studios in the UK. But I wanted to see the church where Sophie gets married. We had to climb 199 steps, but once we got there the view was breathtaking. The ⁷all / whole trip was fantastic – a dream come true! Next year my parents are taking me to Croatia where *Mamma Mia: Here We Go Again* was filmed.

Share
Like
Comment



- 5 **SPEAKING** Discuss your favourite films and make a list of the top three film locations you would like to visit.

- 6 In your notebook, match sentences 1 and 2 with meanings a and b.

- A 1 Have **another** biscuit.
2 Have **the other** biscuit.
a There is one biscuit available.
b There are several biscuits available.
- B 1 Here's one photo, where's **the other**?
2 Here's one photo, where are **the others**?
a There's one photo missing.
b There are several photos missing.
- C 1 Could I have **another** coffee?
2 Could I have **the other** coffee?
a I'd like the same coffee again.
b I'd like the alternative coffee you offered.

- 7 **USE OF ENGLISH** In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Are the sentences true for you?

- 1 I've seen nearly all of the James Bond films. **ONE**
I've seen the James Bond films.
- 2 I saw the first Harry Potter film, but I haven't seen any of the others. **OTHER**
I saw the first Harry Potter film, but I haven't seen .
- 3 I think each of *Pirates of the Caribbean* films is worth seeing. **EVERY**
I think *Pirates of the Caribbean* films is worth seeing.
- 4 I saw the film twice and I enjoyed it each time. **BOTH**
I saw the film twice and I enjoyed it .
- 5 I've never found a film that is fun for all the family. **WHOLE**
I've never found a film that is fun .
- 6 I'd like to see *Mission Impossible* in a different cinema – a bigger one. **ANOTHER**
I'd like to see *Mission Impossible* – a bigger one.

SHOW WHAT YOU'VE LEARNT UNITS 1–3

- 8 **USE OF ENGLISH** In your notebook, complete the sentences so that they make sense using appropriate forms of the words in brackets. Use no more than five words.

- 1 On arrival yesterday, visitors (be/give) a guided tour of the movie set.
- 2 You are reminded that taking photographs (be/strict/forbid).
- 3 Quiet please! Are you going to (chat/another) during the whole visit?
- 4 Most people enjoyed the experience, but I (be/bitter/disappoint).
- 5 One person thought the guide was so amusing that he (keep/roar/laughter).
- 6 At the end, (almost/every) the visitors gave the guide a tip.
- 7 My brother and I love films. (both/we/go) to the cinema as often as we can.
- 8 The last film I saw was so sad. At the end, everybody (burst/tear).
- 9 I was wondering whether you (able/come) tomorrow.

3.8

WRITING

A 'for and against' essay

I can write a 'for and against' essay using formal language and expressions of concession.

- 1 **SPEAKING** Read UK TODAY. How similar or different do you think the situation in your country is?

UK TODAY

Halls of Residence

- Most UK universities provide accommodation for first-year students in university-owned halls of residence, on or near the campus.
- There is often a supervisor, whose job it is to maintain order and support students with everyday issues.
- Rooms in these halls are generally small but private, and in most cases, bills are included in the rental price. Kitchen facilities are usually shared.
- In 2018/19, the average cost of renting a room in halls of residence in the UK was about £140 per week.

- 2 Read the comments made by first-year university students. Decide if they refer to advantages or disadvantages of living in halls of residence. Then compare with a partner.

- 1 Freedom! (Ammar – Newcastle)
- 2 It's impossible to get any studying done. (Ian – Edinburgh)
- 3 I'm exhausted. There are parties every night. (Nick – Hull)
- 4 There's a supervisor we can talk to if we have any problems. (Emma – Durham)
- 5 Rules, rules, rules! Keep quiet, clean up, no visitors. (Ollie – Oxford)
- 6 We all help each other out. I've made so many new friends. (Abigail – Liverpool)
- 7 Someone stole my sausages! (Jason – Manchester)
- 8 Our halls are on campus. I fall out of bed and into my lectures. (Anahita – London)
- 9 My room is OK but it's tiny. (Richard – Nottingham)

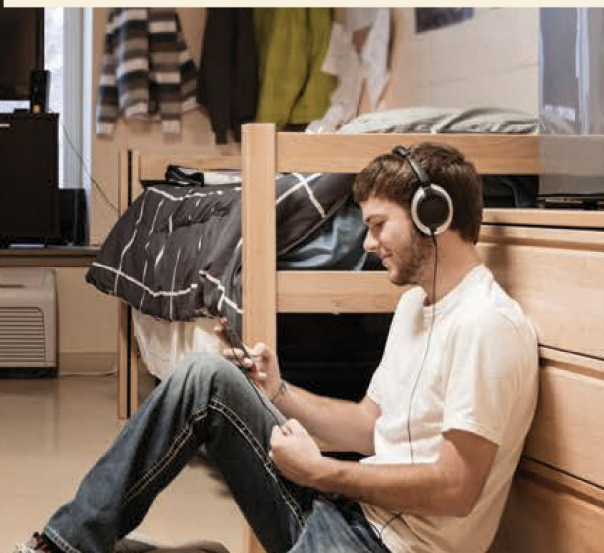
- 3 Read the essay on living in halls of residence. In pairs, discuss which advantages and disadvantages from Exercise 2 the author mentions. Which one is NOT included?

Some university students prefer to live with their families until they graduate and can earn their own living. However, it is also very common for young people beginning university to choose to live together with other students in halls of residence. Although there are several potential **downsides** to this communal way of living, there are also numerous benefits.

One of the most **convincing** arguments for halls of residence is that they allow students to experience independent living in a safe place with a strong sense of community. Having never lived alone, most new students appreciate this supportive environment. In the same **way**, the presence of an official supervisor is likely to be reassuring for students and their parents. **Yet** another plus is that halls of residence are usually very convenient because they are located on or close to university campuses. This allows residents to save time and money.

Despite these clear advantages, there are also considerable drawbacks. The first downside is that the rooms tend to be very small and bathrooms may sometimes have to be shared. Being full of young people, halls can also be very noisy. This can make them difficult places in which to study. **Likewise**, parties and late nights are common, and can interfere with students' academic progress. Other **minuses** are that food can 'go missing' from shared fridges and cupboards, and communal kitchens are often busy, and sometimes dirty.

All things **considered**, there are pros and cons to living in halls. Certainly, residents need to be self-disciplined in order to successfully balance study and social life. Personally, I **imagine** the benefits of living closely with other students outweigh the drawbacks.



4 Discuss the questions in pairs.

- 1 What is the author's opinion of halls of residence?
- 2 Would you like to live in this type of student accommodation? Why?/Why not?

5 In your notebook, complete the WRITING FOCUS with the words and expressions in purple in the text.

WRITING FOCUS

A 'for and against' essay

Introduction

- Begin with general or factual comments on the topic.
Many young people beginning university choose to live in halls of residence.
- End with a statement that mentions both sides of the issue.
Although there are several potential ¹downsides to ... , there are also numerous benefits.

Main paragraphs

- Present arguments for in one paragraph and arguments against in another.
The first/One/A further/Another/² ? another benefit/plus/drawback/downside of ...
There are numerous/potential/clear/considerable pluses/³ ? to ...
One of the most ⁴ ? /most persuasive/strongest arguments for/against ... is ...
- Develop and support some of your arguments with additional comments or examples.
This allows residents to save time and money.
- Make comparisons.
In the same ⁵ ? , ...
Similarly,/Equally,⁶ ? , ...

Conclusion

- Make a summarising statement.
All things ⁷ ? ,/All in all,/On balance, there are pros and cons to ...
- End with your personal opinion.
Personally, I think/feel/believe/⁸ ? ...

6 Which options complete the sentences correctly?

- 1 One of the most *persuasive / potential* arguments for living at home is the amount of money that can be saved.
- 2 There are also several *numerous / clear* upsides to living independently while at university.
- 3 The daily commute is one of the drawbacks of / for living a long way from the university campus.
- 4 Living alone, students learn to cook and clean for themselves. *On balance / Equally*, they gain experience in managing their money.
- 5 *All in all / Personally*, there are pluses and minuses to remaining in the family home while at university.

7 Read the LANGUAGE FOCUS and then find two sentences in the essay which express concession.

LANGUAGE FOCUS

Expressing concession

You can increase the variety in your written English by including sentences that express concession.

- **Although/Even though + clause**
Although halls of residence are not always the cheapest option, many students prefer them.
*Many students prefer halls of residence **even though they are not always the cheapest option**.*
- **In spite of/Despite + noun or -ing**
In spite of the cost, many students prefer halls of residence.
*Many students prefer halls of residence **despite the cost**.*
***Despite living** cheaply, many students still find themselves short of money.*

8 In your notebook, rewrite the sentences so that the meaning is the same.

- 1 Although there are numerous arguments for living with your parents while at university, there are also considerable drawbacks.
Despite the numerous arguments for living with your parents while at university, there are also considerable drawbacks.
- 2 Many students live at home with their parents, even though there are minuses.
In spite of ? .
- 3 In spite of the cooking facilities in halls of residence, students often survive on fast food only.
Although ? .
- 4 Although some student accommodation offers good value for money, it is still likely to be cheaper for students to live with their parents.
Despite ? .
- 5 Many teenagers have plenty of freedom despite living with their parents.
Even though ? .

SHOW WHAT YOU'VE LEARNT

- 9  Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Coraz więcej młodych osób wybierających się na studia decyduje się studiować w swoim mieście i przez cały okres studiów mieszkać z rodzicami. Napisz rozprawkę na ten temat, w której przedstawisz zalety i wady takiej decyzji.

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

3.1 Vocabulary 4.17

ancient /'eɪnfənt/ starożytny, bardzo stary
at the roundabout /ət ðə 'raʊndəbaʊt/ na rondzie
at the town hall /ət ðə 'taʊn ,hɔ:l/ w ratuszu
at the traffic lights /ət ðə 'træfɪk ,laɪts/ na światłach
ban /bæn/ zakazać
bustling /'bʌsəlɪŋ/ tętniący życiem
cobbled street /'kɒbəld ,stri:t/ brukowana ulica
cycle lane /'saɪkəl ,leɪn/ ścieżka rowerowa
daily commute /,deɪli kə'mju:t/ codzienny dojazd (do pracy/szkoły)
destination /,destə'neɪʃən/ cel podróży
determined /dɪ'tɜ:mɪnd/ zdeterminowany
drainage system /'dreɪnɪdʒ ,sɪstəm/ system odpływowy, kanalizacja
early hours /'ɜ:li ,aʊəz/ wczesne godziny
emission /ɪ'mɪʃən/ emisja, wydzielanie
famed for /'feɪmd fɔ:/ słynący z
fine sb /'faɪn ,sʌmbədi/ dać komuś mandat, nałożyć karę finansową
flourish /'flaʊrɪʃ/ rozkwitać, prosperować
get a facelift /get ə 'feɪslɪft/ przejść modernizację
home town /,həʊm'taʊn/ rodzinne miasto
in decline /ɪn dɪ'klaɪn/ podupadający
in the city centre /ɪn ðə ,sɪti 'sentə/ w centrum miasta
in the park /ɪn ðə 'pɑ:k/ w parku
in the suburbs /ɪn ðə 'sʌbəz/bz/ na przedmieściach
inhabitant /ɪn'hæbɪtənt/ mieszkaniec
limit /'lɪmɪt/ ograniczyć
mayor /meə/ burmistrz
medieval /,medi'i:vəl/ średniowieczny
noise pollution /'nɔɪz pə'lju:ʃən/ zagrożenie hałasem
on the border /ɒn ðə 'bɔ:də/ na granicy
on the coast /ɒn ðə 'kəʊst/ na wybrzeżu
on the outskirts /ɒn ði 'aʊtskɜ:ts/ na obrzeżach miasta
on-street parking /ɒn stri:t 'pɑ:kɪŋ/ parkowanie na ulicy
open-air market /,əʊpən ,eə 'mɑ:kət/ targ na świeżym powietrzu
pavement /'peɪvmənt/ chodnik
pedestrian zone /pə'destriən 'zəʊn/ deptak, strefa dla pieszych
pedestrianisation /pə'destriənəɪzɪʃən/ zamknięcie dla ruchu kołowego (np. ulicy)
picturesque /,pɪktʃə'resk/ malowniczy
popular with /'pɒpjələ wɪð/ popularny wśród
preserve /prɪ'zɜ:v/ zachować, chronić
quaint /kweɪnt/ urokliwy
reliable network /rɪ'laɪəbəl 'netwɜ:k/ niezawodna sieć (np. transportu publicznego)
replace /rɪ'pleɪs/ zastąpić
resident /'rezɪdənt/ mieszkaniec
rolling hills /,rəʊlɪŋ 'hɪlz/ łagodnie pofałdowane wzgórza
scenery /'si:nəri/ sceneria

shabby /'ʃæbi/ zaniedbany, odrapany
smooth /smu:ð/ gładki
surface /'sɜ:fəs/ powierzchnia
street furniture /'stri:t ,fɜ:nɪtʃə/ mała architektura (obiekty uliczne, np. lampy, ławki)
surround /sə'raʊnd/ otaczać
tarmac /'tɑ:mæk/ asfalt
tweet /twi:t/ ćwierkać
underground car park /,ʌndəgraʊnd 'kɑ:pɑ:k/ podziemny parking
urban /'ɜ:bən/ miejski
urban development /,ɜ:bən dɪ'veləpmənt/ urbanizacja, rozwój urbanistyczny
vibrant /'vaɪbrənt/ pełen energii, tętniący życiem
vibrant colour /,vaɪbrənt 'kʌlə/ żywy kolor
within 500 metres /wɪðɪn faɪv ,hʌndrəd 'mi:təz/ w odległości 500 metrów
within easy reach /wɪðɪn ,ɪ:zi 'ri:tʃ/ w bliskiej odległości, w pobliżu
within walking distance /wɪðɪn ,wɔ:kɪŋ 'dɪstəns/ w odległości krótkiego spaceru

3.2 Grammar 4.18

chart /tʃɑ:t/ wytyczać, nakreślać
embark on /ɪm'bɑ:k ɒn/ rozpoczynać coś, wyruszać
first-aid course /,fɜ:st 'eɪd kɔ:rs/ kurs pierwszej pomocy
route /ru:t/ trasa, kurs
set off /,set 'ɒf/ wyruszyć w podróż
take a chance /,teɪk ə 'tʃɑ:ns/ zaryzykować, podjąć ryzyko
top-of-the-range /,tɒp əv ðə 'reɪndʒ/ najwyższej klasy
voyage of a lifetime /,vɔɪ-ɪdʒ əv ə 'laɪftaɪm/ rejs życia

3.3 Listening 4.19

affordable /ə'fɔ:dəbəl/ w przystępnej cenie
casino /kə'si:nəʊ/ kasyno
co-housing /kəʊ 'haʊzɪŋ/ życie we wspólnocie mieszkaniowej
communal /'kɒmjənəl/ wspólny, dzielony
communal house /,kɒmjənəl 'haus/ wspólny dom
disposable income /dɪ'spəʊzəbəl 'ɪŋkʌm/ pieniądze, przychód do wydania
dock /dɒk/ dokować, przybijać do portu
domestic chore /də'mestɪk 'tʃɔ:/ obowiązki domowe, praca domowa
homeowner /'həʊm,əʊnə/ właściciel domu
household /'haʊshəʊld/ gospodarstwo domowe
household appliance /,haʊshəʊld ə'plɑ:ns/ sprzęt gospodarstwa domowego
housing development /,haʊzɪŋ dɪ'veləpmənt/ osiedle mieszkaniowe
light fixture /'laɪt ,fɪkstʃə/ oprawa oświetleniowa
multi-storey car park /,mʌltɪ-,stɔ:ri 'kɑ:pɑ:k/ parking wielopoziomowy
neighbourly /'neɪbəli/ życzliwy, sąsiedzki
profitable /'prɒfɪtəbəl/ opłacalny, dochodowy
provider /prə'vaɪdə/ dostawca

residential area /,rezə'denʃəl 'eəriə/ dzielnica mieszkaniowa
run low on sth /'rʌn ləʊ ɒn ,sʌmθɪŋ/ posiadać niewiele czegoś
second home /,sekənd 'həʊm/ drugi dom, np. na lato
self-contained flat /,self kən'teɪnd 'flæt/ samodzielne mieszkanie, z łazienką, kuchnią i osobnym wejściem
smart house /,smɑ:t 'haus/ inteligentny dom, dom wykorzystujący technologię
social housing /'səʊʃəl ,haʊzɪŋ/ mieszkania socjalne
solar panel /,səʊlə 'pænl/ panel słoneczny
sustainable /sə'steɪnəbəl/ zgodny z zasadami zrównoważonego rozwoju
store /stɔ:/ magazynować, przechowywać
tower block /'taʊə blɒk/ wieżowiec
well-established /,wel ɪ'stæblɪʃt/ uznany, o ugruntowanej pozycji
wireless /'waɪələs/ bezprzewodowy

3.4 Reading 4.20

alert /ə'lɜ:t/ czujny, uważny
be/become second nature to sb /bi/,bɪ,kʌm sekənd 'neɪtʃə tə ,sʌmbədi/ być/stać się czymś drugą naturą
blanket /'blæŋkət/ koc
blazing /'bleɪzɪŋ/ płonący
canvas camp bed /,kænvəs ,kæmp 'bed/ łóżko polowe pokryte płótnem
carve wood /,kɑ:v 'wʊd/ rzeźbić w drewnie
central heating /,sentrəl 'hi:ɪŋ/ centralne ogrzewanie
cramped /kræmpt/ zatłoczony, ciasny
damp /dæmp/ wilgotny
directions /dɪ'rekʃənz/ wskazówki (objaśniające, jak gdzieś trafić)
drag /dræg/ ciągnąć, wlec
draughty /'dra:fti/ pełen przeciągów
en suite bathroom /ɒn ,swi:t 'bɑ:θrʊm/ prywatna łazienka przylegająca do pokoju
enjoy your own company /ɪn,dʒɔɪ jə əʊn 'kʌmpəni/ dobrze się czuć samemu, we własnym towarzystwie
fireplace /'faɪəpleɪs/ kominek
fitted kitchen /,fɪtəd 'kɪtʃən/ kuchnia na wymiar
flickering fire /,flɪkərɪŋ 'faɪə/ migoczący ogień
flint and steel /flɪnt ən sti:l/ krzesiwo (z krzemienia i kawałka stali)
have a hairy moment /,hæv ə ,heəri 'məʊmənt/ przeżyć stresujące/przerażające chwile
inaccessible /,ɪnək'sesəbəl/ niedostępny, nieosiągalny
keep a cool head /,ki:p ə 'ku:l ,hed/ zachować zimną krew
keep your wits about you /,ki:p jə ə 'wɪts ə ,baʊt jə/ zachować przytomność umysłu
kit /kɪt/ ekwipunek, zestaw
minimalist /'mɪnɪməlɪst/ minimalistyczny
not be everyone's cup of tea /nɒt bi ,evriwʌnz ,kʌp əv 'ti:/ nie być dla każdego, nie być czymś, co wszyscy polubią

practise what you preach /ˌpræktɪs wɒt jə 'pri:tʃ/ żyć zgodnie z głoszonymi zasadami

rely on /rɪ'laɪ ɒn/ polegać na

remote /rɪ'məʊt/ odległy

run wild /ˌrʌn 'waɪld/ biegać samopas, biegać bez kontroli

running water /ˌrʌnɪŋ 'wɔ:tə/ bieżąca woda

sauna /saʊnə/ sauna

snug /snʌg/ przytulny, zaciszny

supplies /sə'plaɪz/ zaopatrzenie, prowiant

tan a skin /ˌtæn ə 'skɪn/ garbować skórę

tribe /traɪb/ plemię

trunk /trʌŋk/ kufer

wilderness /'wɪldənəs/ dzicz, pustkowia

3.5 Grammar 4.21

bin bag /'bɪn bæɡ/ worek na śmieci

disgusting /dɪs'ɡʌstɪŋ/ obrzydliwy

drawer /drɔ:/ szuflada

excuse /ɪk'skju:z/ wymówka

laundry basket /'ləʊndri bæskɪt/ kosz na pranie

nightmare /'naɪtmeə/ koszmar

pile /paɪl/ sterta, stos

slob /slɒb/ niechluj

stale /steɪl/ nieświeży, czerstwy

3.6 Speaking 4.22

agree /ə'ɡri:/ zgadzać się

compromise /'kɒmprəmaɪz/ iść na kompromis

course of action /ˌkɔ:s əv 'ækʃən/ kierunek działania

go halves /ˌgəʊ 'ha:lvz/ podzielić się pół na pół

hall of residence /ˌhɔ:l əv 'rezɪdəns/ akademik

meet halfway /ˌmi:t ˌha:f'weɪ/ pójść na kompromis

object /əb'dʒekt/ sprzeciwić się

privacy /'prɪvəsi/ prywatność

rent /rent/ czynsz

security /sɪ'kjʊərəti/ bezpieczeństwo

share a room /ˌʃeə ə 'ru:m/ dzielić pokój

split the cost /ˌsplɪt ðə 'kɒst/ podzielić się kosztami

3.7 Use of English 4.23

brehtaking /'breθˌteɪkɪŋ/ zapierający dech

inn /ɪn/ gospoda

movie set /'mu:vi ˌset/ plan filmowy

shoot /ʃu:t/ sesja filmowa lub zdjęciowa

stunning /'stʌnɪŋ/ oszałamiający

tourist spot /'tuəɪst ˌspɒt/ atrakcja turystyczna

3.8 Writing 4.24

all in all/all things considered /ˌɔ:l ɪn 'ɔ:l ˌθɪŋz kən'sɪdəd/ ogólnie rzecz biorąc

appreciate /ə'pri:ʃieɪt/ docenić

argue for/against sth /'ɑ:gju: fə ə'genst ˌsʌmθɪŋ/ argumentować za czymś/przeciw czemuś

average cost /ˌævərɪdʒ 'kɒst/ średni koszt

balance /'bæləns/ równoważyć

benefit /'benəfɪt/ korzyść, pożytek

bills /bɪlz/ rachunki

common /'kɒmən/ powszechny, częsty

convenient /kən'vi:niənt/ wygodny, praktyczny

convincing /kən'vɪnsɪŋ/ przekonujący

downside/drawback /'daʊnsaɪd/

'drɔ:bæk/ minus, wada

equally /'i:kwəli/ jednocześnie; w równym stopniu

experience /ɪk'spiəriəns/ doświadczać

go missing /gəʊ 'mɪsɪŋ/ zaginąć

interfere /ˌɪntə'fɪə/ przeszkadzać, kolidować

kitchen facilities /ˌkɪtʃən fə'sɪlɪtɪz/

pomieszczenie kuchenne; wyposażenie

likewise /'laɪk-waɪz/ podobnie, w ten sam sposób

maintain order /meɪn'teɪn ˌɔ:də/

zachować porządek

on balance /ɒn 'bæləns/ po rozważeniu wszystkich kwestii

potential /pə'tenʃəl/ potencjalny

persuasive /pə'sweɪsɪv/ przekonujący

pros and cons /ˌprəʊz ən 'kɒnz/

za i przeciw, wady i zalety

rental price /ˌrentl 'praɪs/ koszt wynajmu

sense of community /ˌsens əv

kə'mju:nəti/ poczucie wspólnoty

supervisor /'su:pəvaɪzə/ nadzorca, opiekun

supportive /sə'pɔ:tɪv/ pomocny, wspierający

SŁOWNICTWO I GRAMATYKA

- 1 Które z podanych słów poprawnie uzupełniają zdania? Jedno słowo nie pasuje do żadnego zdania.

(bustling daily fitted medieval rolling running shabby)

- I'll never forget walking through the ? market in the centre of Marrakesh, through crowds of people in-between the maze of stalls.
- Some parts of the city are clearly in need of investment with ? buildings sitting empty and covered in graffiti.
- The Alhambra Palace dates back to the thirteenth century and is an example of ? architecture.
- The landscape south of the town is quite flat, but to the north there are ? hills.
- When the office moved to the outskirts of the city, Luke's ? commute increased by thirty minutes.
- She grew up in a remote mountain village without electricity or ? water.

- 2 Wybierz poprawny wyraz.

- Our hotel was at / with / within walking distance of the beach.
- My family live in a fairly quiet domestic / housing / residential area in the suburbs.
- We'd all like to spend less time on domestic / home / residential chores like cooking and cleaning.
- The downhill sections of the path are slippery, so you need to get / keep / run your wits about you.
- The conference venue is at / in / on the outskirts of the city close to the motorway.
- I'm afraid opera isn't my cup of coffee / tea / water.

- 3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Future Continuous, Future Perfect Simple lub Future Perfect Continuous.

- Ann and Tim feel so excited. This time next week they ? (move) into their new home.
- How many more places do you want to view today? By teatime, we ? (view) six flats!
- ? (you/put) in new bathroom fittings next weekend?
- I hope that by the time Olivia starts living on her own, she ? (learn) to cook.
- I'm truly exhausted. By next week I ? (renovate) our house for a month.
- By tomorrow the plumber ? (fix) the tap.

- 4 Wybierz poprawną odpowiedź.

- I've asked six people to help me move. Unfortunately, no / none / neither of them will have time tomorrow.
- I always have plenty / a few / a little snacks in the fridge in case friends drop round.
- I'm sure we had two new light bulbs. But now, when I need them, I can't find either / both / all of them.
- Apparently, the electricity was off for few / several / loads hours after the storm.
- I've noticed that a great deal / a number / couple of furniture has been delivered next door.
- There's only a few / a little / a couple of paint left. Do you think it will be enough?

ŚRODKI JĘZYKOWE



Test luk; uzupełnianie zdań

- 5 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.

BRITAIN'S NEW TOWNS

At the end of the 19th century, Sir Ebenezer Howard became renowned for what he called 'garden cities': self-contained communities surrounded by a 'green belt', which would provide the best of city and country living. They were thought to be the answer to the overcrowding of Victorian cities. Letchworth and Welwyn Garden Cities were the only two towns based on his vision, ¹ ? of them in Hertfordshire, just north of London.

After World War II, the need for inexpensive housing ² ? easy reach of larger industrial towns became an urgent matter. In 1945, the British government created a committee to investigate building new self-sufficient towns. The first wave of new towns were mostly located near to London, ³ ? one with its mix of residential development and green space. Later, more new towns were built to cope with housing demand from other major cities including Birmingham and Liverpool. In total, the committee had created 21 new towns by 1970 spread across the ⁴ ? of England.

And now, more than a century after Howard's manifesto, Britain is facing ⁵ ? housing crisis. According to current demographic trends, by 2050 at least another 10 million people will ⁶ ? moved to Britain. That means that 6 million new houses will need to be built to accommodate all those people.

- 6 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.

- By Saturday, Rob ? (design/new) kitchen for us.
- Despite ? (take out/loan), they still don't have enough money to renovate their house.
- I asked ? (every/one/friend) to put me up for the night, but none of them was able to do so.
- This house has been for sale for a year now ? (spite/be) relatively cheap.
- There is ? (deal/accommodation) for rent, but you have to start looking well before the academic year begins.
- Don't call tomorrow afternoon because we ? (paint/walls) in my parents' house.

CZYTANIE



Uzupełnianie luk

- 7 Przeczytaj tekst. Które z podanych zdań A–E poprawnie go uzupełniają? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A MODERN CAVE MAN

People have lived in caves since the dawn of time. But if you're picturing a cold, damp and cramped space, you'll need to think again. ¹ ?

Why choose to live in a cave?

To begin with, cave houses are affordable, easy to heat in the winter and stay cool in the summer. ² ?

Each home is unique and, if you purchase a property which is licensed to be modified, it's easy enough to carve yourself out an extra shelf in the wall or even a whole new room.

The largest cave home boasts as many as forty rooms and can be had for as little as 200,000 euros.

You don't need such a spacious cavern to feel the charm of a cave home, however. ³ ? Cave houses bring a warmth and cosiness which is a unique selling point for many buyers: sound is gently muffled and the amount of light seems to ignore common logic. Most cave homes face southward to allow for natural light to enter through the windows cut into the rock face. But due to the ingenious layout of many homes and the white walls, light is easily transmitted throughout. In areas further back, modern builders often use a system of ordinary mirrors to reflect natural light around the interior.

Cave dwelling is also surprisingly safe. ⁴ ? Ventilation is important, as a cave home needs to breathe and excess moisture can become problematic and in extreme cases even trigger asthma attacks. Electricity is generally preferred over gas – although when gas fittings are provided, these tend to be closer to the front of the cave for safety reasons.

As cave communities tend to be in small villages, a car is essential for getting around and nightlife is hard to find. Such homes are very much for those who prefer a quiet rural lifestyle, quaint cobbled backstreets and breathtaking views.



- A Being carved into stone, their temperature does not fluctuate much, but rather a steady 20 degrees Celsius is maintained throughout the year.
- B They are not prone to fires or earthquakes and they do not tend to collapse, however, while deciding to opt for this accommodation, you have to take into consideration a few factors.
- C There are a large number of luxurious houses carved into the Andalusian mountains which offer more comfort than you might imagine.
- D Despite the fact that cave homes tend to meet most people's initial expectations of living in a cave, some people feel disappointed.
- E Even those of a much more modest size seem surprisingly open – there is no sense of being underground or feeling locked up.

MÓWIENIE



- 8 Pracując w parach, odpowiedzcie na pytania.

- 1 Would you prefer to live in a town, a city or in the countryside? Why?
- 2 Do you think it's a good idea for children to live and study in cities? Why?/Why not?
- 3 Which city in the world would you like to live in for a short time? Why?

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne.

UCZEŃ A

Po wakacjach przenosisz się do innego miasta, by rozpocząć studia i chcesz wynająć mieszkanie z Uczniem B. Poniżej podano cztery kwestie, które musisz omówić w rozmowie. Rozmowę rozpoczynasz ty.

a Cena mieszkania

c Odległość

b Koszt mebli

d Okolica

UCZEŃ B

Po wakacjach przenosisz się do innego miasta, by rozpocząć studia i chcesz wynająć mieszkanie z Uczniem A. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna Uczeń A.

- *How big is the rent?*
- *What furniture would we need?*
- *Wouldn't it be better if we chose a cheaper/ smaller flat?*
- *No way! I'm not going to spend hours on the train/bus!*

PISANIE



Rozprawka

- 10 Wykonaj zadanie egzaminacyjne.

Obecnie wiele rodzin decyduje się na przeprowadzkę z centrów miast do domów na obrzeżach. Napisz rozprawkę, w której rozważysz wady i zalety takiego rozwiązania.

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

4

Shopping around

Wealth consists not in having great possessions, but in having few wants.

Epictetus

BBC

4.1

VOCABULARY

Shopping • phrasal verbs • shopping collocations • verb phrases

I can talk about shops and buying clothes.

SHOW WHAT YOU KNOW

1 In your notebook, complete the sentences with *for*, *in*, *on*, *to* or *up*. You can use one word twice. Are the sentence true for you? Compare your ideas.

- 1 I only buy clothes that are **reduced** or **?** **special offer**.
- 2 I pay more attention **?** **price** than **fashion**.
- 3 I often buy clothes **?** **charity shops** or **vintage shops**.
- 4 I buy **designer clothes** and **brands** are important **?** **me**.
- 5 I never manage to **pick** **?** **a bargain** in the **sales**.
- 6 I look for clothes that are **good quality** and will **last** **?** **ages**.

2 Think about all the clothes you have in your wardrobe. In your notebook, write sentences with *too few*, *enough* and *too many*.

I have too few smart shirts, enough pairs of jeans, too many T-shirts.

3 **SPEAKING** Read the FACT FILE. Do you think textile waste is a big problem in your country?

4 Read the rest of the text. In your notebook, mark the six ways to buy clothes responsibly as follows: ✓ (I do this already), ? (I'm not sure) and ! (it's a good idea).

6 WAYS to buy clothes responsibly

Most young people are on a limited budget, so it's tempting to go bargain-hunting. When you do, you should consider these six ways to shop more responsibly.

1 Shop locally

5 You may have to **pay out** a bit more for **local brands**, but it's good to **support local producers**. Large international **chain stores** can sell the latest fashion at **bargain prices** because they employ people in poor working conditions and pay them low salaries. You can **check up on** a brand's employment policies and avoid those that **have a bad reputation**.

10 2 Support brands that promote ethical values

Not all chain stores are bad! **Shop around** for stores that encourage recycling. There are new companies that have **sprung up** with more **responsible attitudes** and environmentally-friendly policies – these are the shops you should opt for.

15 3 Make a list

When you go shopping, **cut down on impulse purchases** by making a list of clothes you really need. Then, when you feel like **treating yourself** to another
20 T-shirt, pause before you **enter your PIN** and look at your list. If it's not on the list, don't buy it ... or at least ask the shop assistant to **put** the T-shirt **aside** while you think about it.



FOCUS ON WORDS | Phrasal verbs

- 5 2.9 In your notebook, add the correct particle to complete the phrasal verbs in red in the text. Then listen, check and repeat.

- 1 check up on = find information about
- 2 cut ? on = reduce
- 3 look ? for = look carefully for sth
- 4 pay ? for = spend (a lot of money)
- 5 put sth ? = reserve
- 6 send sth ? = return
- 7 shop ? = look in many different shops
- 8 spring ? = appear

FACT FILE

- The clothing industry is one of the largest polluters in the world.
- Since 2000, global clothes production has more than doubled. The average person now buys 60 percent more clothes every year.
- We live in a throw-away society! Every year the US generates 15 million tonnes of used textile waste – double the amount twenty years ago.
- The average life expectancy of garments today is less than three years.
- Synthetic fabrics can take hundreds of years to decompose – basically, they're like plastic.

25 4 Think about how you shop

When you shop online, you may think that you are cutting down on carbon emissions by not travelling to the shops by car or bus. But online shopping can also mean more vehicles on the road for delivery and pick-up when you want to send something back.



5 Choose natural materials

- 35 Synthetic fabrics (e.g. nylon, acrylic, polyester) are bad news for the environment. Go for organic versions of natural materials. If you buy sportswear, look out for labels that use recycled materials.

6 Go for second-hand goods

- 40 If you shop in charity or vintage shops, not only will you reduce your environmental impact, but you'll get something original, unlike the mass-produced products on the high street.



- 6 In your notebook, replace the underlined word or phrase with the correct form of a phrasal verb in Exercise 5. Then answer the questions about the text.

- 1 Why is it worth spending more on local brands?
- 2 Why should finding information about employment policies influence where you shop?
- 3 Why is it a good idea to look in different shops for places that recycle?
- 4 Why might you ask a shop assistant to reserve an item for you?
- 5 Why don't you reduce carbon emissions when you shop online?
- 6 Why should you look carefully for sports clothes made from recycled materials?

FOCUS ON WORDS | Shopping collocations

- 7 2.10 In your notebook, complete the collocations with the underlined words in the text. Then listen, check and repeat.

- | | |
|------------------------|---------------------|
| 1 <u>bargain</u> price | 6 <u>?</u> product |
| 2 <u>?</u> store | 7 <u>?</u> shopping |
| 3 <u>?</u> value | 8 <u>?</u> attitude |
| 4 <u>?</u> purchase | 9 <u>?</u> fabric |
| 5 <u>?</u> brand | 10 <u>?</u> society |

- 8 In your notebook, complete the statements with your own ideas. Compare your ideas with a partner.

- 1 My favourite chain store is ...
- 2 A synthetic fabric I am wearing at the moment is ...
- 3 Impulse purchases are not a good idea because ...
- 4 We live in a throw-away society because ...
- 5 The last time I did some online shopping I bought ...
- 6 A shop near here that always has bargain prices is ...

FOCUS ON WORDS | Verb phrases

- 9 2.11 In your notebook, translate the highlighted verb phrases in the text. Then listen and repeat.

- 1 be on a limited budget = ?
- 2 enter your PIN = ?
- 3 go bargain-hunting = ?
- 4 have a bad reputation = ?
- 5 support local producers = ?
- 6 treat yourself to sth = ?

- 10 In your notebook, complete the sentences with the correct verb form of the verbs in Exercise 9. Are the sentences true for you? Compare with a partner.

- 1 I'm not good at ? on a limited budget.
- 2 When I get birthday money, I like to ? myself.
- 3 I agree with the idea of ? local producers.
- 4 I can't be bothered to ? bargain-hunting.
- 5 I don't think chain stores care if they ? a bad reputation.
- 6 I'm always very cautious when I ? my PIN in public.

- 11 **SPEAKING** Discuss which clothing industry problem is the most serious. Can it be dealt with by e.g. the government? What action could be taken?

- 12 **PROJECT** Work in groups. Do some research online into Polish fashion brands. Then prepare a digital presentation and present it to your class.

4.2

GRAMMAR

Question tags and reply questions

I can use question tags and reply questions.



- 1 **2.12** Listen to a conversation between Laura and her mum. What is Laura's mum concerned about?
- 2 **2.12** Read GRAMMAR FOCUS I and complete the examples from the conversation with auxiliary verbs. Then listen again and check.

GRAMMAR FOCUS I

Question tags

- You normally add a negative tag to a positive statement and a positive tag to a negative statement.
You know it's risky buying tickets online, ¹ *don't you?*
He hasn't passed his driving test, ² *?* *he?*

Special cases:

- I am ...* → *aren't I?* *Let's ...* → *shall we?*
I'm always careful when I borrow your things, ³ *?* *I?*
Let's go, *shall we?*
- Negative words such as *never, no, nobody, hardly, rarely*, etc. → positive tag
But you never wear them, ⁴ *?* *you?*
- Imperatives → *will/would/can/could you?*
Negative imperative → *will you?*
Sit down, *will you?* (= tell sb to do sth)
Open the door, *would you?* (= ask sb to do sth)
Don't lose them, ⁵ *?* *you?*
- With *everybody, somebody, nobody*, etc. use *they*.
With *something, nothing* and *this/that* use *it*.
That's Jamie at the door, *isn't it?*
Everybody's having a good time, *aren't they?*

- 3 **2.13** In your notebooks, complete the conversation between Laura (L) and Jamie (J) with appropriate question tags. Then listen and check. What was Laura concerned about?
J: This is the place. He said he'd meet me at the main entrance.
L: Did he? So why are we waiting at the staff entrance?
J: Oh no, you're right. Come on, we'd better hurry.
L: Let's call him, ¹ *shall we?* You took his phone number, ² *?*
J: No, but he's got mine. He'll call me, ³ *?*
L: Yes – I suppose he wants his cash. Don't lose it, ⁴ *?*
J: What cash?
L: For the tickets. You haven't paid him yet, ⁵ *?*
J: Yes, I have – I transferred the money to his account online.
L: Did you? Oh, hey, that's him over there, ⁶ *?*
J: Is it? How do you know?
L: He's holding up a piece of paper with your name on it.

- 4 **2.14** In your notebook, complete some things Jamie said at the concert with question tags. Then listen and check.

- 1 We can go in now, *can't we?*
- 2 Let's get closer to the stage, *?* *?*
- 3 Look after my coat for a minute, *?* *?*
- 4 This is a great concert, *?* *?*
- 5 Everybody's dancing, *?* *?*
- 6 Don't forget where we're sitting, *?* *?*
- 7 Excuse me, nobody's seen a silver earring, *?* *?*

- 5 Read GRAMMAR FOCUS II. Find three reply questions in the conversation in Exercise 3.

GRAMMAR FOCUS II

Reply questions

You use reply questions to react to what somebody has said and to show interest. They usually have rising intonation.

Positive statement → positive reply question

'We're going to a concert.' 'Are you?' ↗

Negative statement → negative reply question

'Beyoncé hasn't played here before.' 'Hasn't she?' ↗

- 6 In your notebook, write true sentences about yourself based on the prompts. Student A: read your sentences. Student B: react with a suitable reply question.
1 I / need / a new phone.
A: *I don't need a new phone.* B: *Don't you?*
2 Dad / give / me money for my last birthday.
3 I / go / shopping recently.
4 I / think / I'm a very lucky person.
5 Mum / usually / do / the shopping online.
6 I / have got / a credit card.
- 7 In your notebook, write four more true sentences about yourself and read them out. Your partner reacts with a suitable reply question.
A: *I'm saving up to buy a laptop.* B: *Are you?*
- 8 **SPEAKING** In your notebook, write and act out a dialogue between a teenager and a parent. Use the situations in the box or your own ideas. Include at least five question tags and/or reply questions.

The teenager wants to ...

form a band dye their hair pink
give up a sport or a musical instrument
get more pocket money go abroad with friends

4.3

LISTENING

Multiple choice

I can understand the main points of a radio interview about market trading.

1 SPEAKING Read UK TODAY and discuss the questions.

- Do you have similar types of market in your nearest town or city?
- When did you last go to a market? What did you buy?
- Do you sometimes buy things in online auctions?

2 2.15 Listen to an interview on the Shopping Programme. What does Martin do for a living?

LISTENING FOCUS Multiple choice

3 2.15 Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.

- This episode of the programme is about
 - things that you can buy and sell at airports.
 - markets where Martin sells second-hand items.
 - the growing number of bags that are lost at airports.
 - the increased activity in the used goods trade.
- How does Martin obtain the goods he sells?
 - He goes to the market.
 - He buys them from the owners.
 - He makes a bid for them.
 - He claims them from the airport.
- What kind of things can Martin find in the suitcases he buys?
 - designer clothes
 - electrical goods
 - rotten food
 - shoes
- Martin is most surprised by
 - how many suitcases are lost.
 - people who leave the airport without their bag.
 - one kind of thing people tend to forget.
 - why people come to the airport at the last minute.
- What is Martin's attitude to what he does?
 - He sometimes feels uncomfortable about it.
 - He treats it as just a way to earn a living.
 - He considers it quite a risky job.
 - He finds it shocking.

FOCUS ON WORDS | Noun phrases

4 2.16 In your notebook, translate the noun phrases below. Then listen and repeat.

- auction house =
- car boot sale =
- checked bags =
- flea market =
- lost property =
- market stall =
- personal belongings =
- pre-owned goods =

UK TODAY

Where do British people go to buy and sell second-hand/pre-owned goods?

- Flea markets** – Camden market is the biggest one in London. It sells second-hand clothes and reasonably-priced new fashion.
- Antiques markets** – London's Portobello Market is located in the fashionable Notting Hill. It specialises in antiques and bric-a-brac (old-fashioned ornaments).
- Car boot sales** – Every weekend thousands of people take their unwanted domestic clutter to car boot sales around the country. One person's rubbish is another person's treasure.
- Online auctions** – More than 17 million people log on to sites like eBay each month to bid for a bargain.



5 In your notebook, complete the noun phrases in sentences a–c. Can you put the sentences in a logical order to explain what happens to unclaimed lost luggage at Heathrow Airport?

- Unclaimed property goes to houses where market stallholders bid for them.
- That's how belongings end up as goods on stalls.
- Thousands of bags go missing at Heathrow Airport every month.

6 SPEAKING Discuss your ideas about buying pre-owned or second-hand goods. What sort of items would/wouldn't you buy second-hand?

PRONUNCIATION FOCUS

7 2.17 Listen and repeat the words in the box. Then copy the table and put the words in the correct column depending on the vowel sound.

auction boot bought could gone goods
lose put rotten stall through watch

1 /ɔ:/	2 /ʊ/	3 /u:/	4 /ʊ/
<u>auction</u>			

8 2.18 Listen, check and repeat.

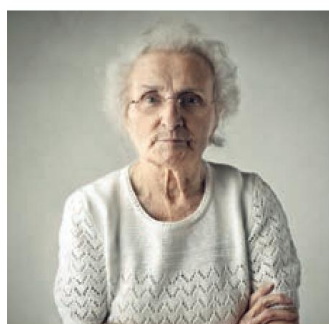
4.4

READING

Matching

I can scan a set of related texts in order to find specific information.

- SPEAKING** Discuss the questions. Have you ever ...
 - sold clothes online?
 - been to an auction?
 - raised money for charity?
- Read the list of weirdest things sold at auction. One of them is not true – guess which one.
 - a ghost in a jar
 - the meaning of life
 - a grandmother
 - Justin Timberlake's half-eaten French toast
 - New Zealand
 - the tea leaves from the bottom of Queen Elizabeth's teapot



- 2.19** Listen and check your ideas in Exercise 2. In your opinion, which thing on the list is the weirdest?
- SPEAKING** Read the titles of texts A–C and look at the photos. Discuss what you think the texts are about. Then read and check your ideas.

READING FOCUS Matching

- 2.20** Read the texts again. Which statements 1–4 match texts A–C correctly? One text has two matching statements.

In which case do people make or raise money ...

 - by understanding young people's consumer behaviour?
 - by getting something different than they paid for?
 - by appealing to both the rich and the poor?
 - by using auctions on the Internet and social media?

FOCUS ON WORDS | Making and spending money

- 2.21** In your notebook, complete the phrases with the base form of the correct verbs in blue in the texts. Then listen, check and repeat.

- bid (for sth) in an auction
- ? up for auction
- ? for charity
- ? an auction
- ? (your) earnings
- ? a fortune
- ? a profit

- In your notebook, replace the underlined phrases with phrases in Exercise 6. Then answer the questions.

- How much did someone pay for *Girl with Balloon* when it became available for auction?
- Who offered money for the artwork and what happened as soon as it was sold?
- How are young people earning a lot of money?
- How much money did Scarlett earn on top of what she spent on an on-trend backpack?
- How does Lydia use social media to make more money from selling online?
- Which broadcasting organisation collects money for children who need help?
- As well as organising auctions, what other things do people do for Children in Need?

FOCUS ON WORDS | Being rich and poor

- 2.22** Copy the table and complete it with the base forms of the underlined informal phrases in Text C to the correct column. Then listen, check and repeat.

'RICH'		'POOR'	
1	be loaded	5	be broke
2	<u>?</u>	6	<u>?</u>
3	<u>?</u>	7	<u>?</u>
4	<u>?</u>	8	<u>?</u>

- In your notebook, complete the sentences and compare with a partner.
 - In my city, people who are rolling in money live in ...
 - If I had money to burn, I'd buy ...
 - If my friends and I are short of money and we want to go out, we ...
 - The government can help families who are living from hand to mouth by ...
 - I think people who are extremely well-off should ...
 - When I'm broke, I earn some money by ...
 - Even if I were loaded, I would never ...
 - A good idea to save money if you find it hard to make ends meet is to ...
- SPEAKING** Reflect on the three texts and discuss the questions.
 - How do you explain the large sums of money people spend on works of art?
 - At what age is it OK for young people to start making money?
 - Which causes or charities would you like to fundraise for? How would you raise money?

A

PAINTING WORTH MORE AS DAMAGED GOODS

Banksy's famous *Girl with Balloon* has been voted the UK's best loved work of art. It first appeared as graffiti on a wall in East London and the true identity of the artist has never been revealed. When a framed painting of *Girl with Balloon* came up for auction at the famous auction house, Sotheby's in London, it sold for £1.04 million. But then something extraordinary happened – shortly after it was sold, the painting began to pass through a shredder hidden in the frame.

Banksy posted an image on Instagram of the shredded painting, saying that he'd secretly built a shredder into the frame of the painting in case it ever came up for auction.

The auction house refused to reveal the identity of the buyer who successfully bid for the artwork, but suggested that the media attention would increase the value of the painting. 'This is now part of art history in its shredded state and we'd estimate Banksy has added a minimum fifty percent to its value.'

GLOSSARY

a shredder = niszczarka



B

TEENS BUILD BUSINESS EMPIRES FROM THEIR BEDROOMS

Enterprising teens are selling stuff online and making a fortune! They're buying popular items from streetwear brands and reselling them on Depop, an auction app aimed at young people. Reselling limited edition goods can earn them up to several thousand pounds a month.

Scarlett was fourteen when she started recycling used clothes by selling them online. 'When I didn't wear something any more, I thought I may as well sell it on,' says Scarlett, now fifteen.

These days she buys products from hyped sports labels with a cult following, from boutiques and clothes markets in London and sells them online. She recently bought an on-trend backpack for £120 and sold it for £180, making her a nice profit of £60.

She finds out which products are in-demand by checking streetwear-focused social media groups. She earns around £100 a month. 'Wherever I go, I look out for products to resell. My dad is always asking what I've sold. He thinks it's cool.'

Seventeen-year-old Lydia also caught the bug for selling clothes online. She spends about two hours a day reselling and makes about £1,000 profit every month. To create more publicity and increase her earnings, she models the clothes on Instagram.

GLOSSARY

hyped = rozreklamowany
a cult following = grono wiernych fanów



C

BBC RAISE MONEY FOR A GOOD CAUSE



BBC Children In Need Telethon is a televised event that fundraises for charity. The Telethon has raised millions of pounds for young people in the UK since it was first broadcast in 1980. The charity supports families who are short of money, or where there's a child with a disability or serious illness. For example, if a family is already living from hand to mouth and they can't afford to buy their disabled child a new wheelchair, Children in Need will step in.

The annual Children in Need Telethon features performances from top entertainers who encourage people to donate money online or on the phone. But it's not only wealthy people with money to burn who donate. Leading up to the telethon, schools all over the UK raise money in different ways: selling cakes, hosting a quiz or film night, holding auctions or simply getting people to guess how many sweets there are in a jar. Another popular way to raise money is to take on a challenge and ask friends' parents – especially those who are rolling in money! – to sponsor them. This means that everyone can contribute, from people who are well-off and can afford to donate, to those who may find it hard to make ends meet themselves, but have raised money in creative ways.

GRAMMAR

Present and past modal structures

I can give advice, criticise past actions and talk about past necessity.

- 1  **2.23** Listen to James talking to his sister Ellie. What is James's problem?
- 2  **2.23** Listen again. What advice does Ellie give? What reasons does she give?
- 1 You *shouldn't* / *should* buy her clothes.
 - 2 With a bracelet, you *need to* / *needn't* worry about giving the wrong message.
 - 3 You *ought to* / *ought not to* get her concert tickets in advance.
 - 4 You *mustn't* / *must* buy her the same perfume as Mum.
 - 5 You *had better* / *had better not* ask her friends for advice.
- 3 **SPEAKING** Take turns to say the sentences with the affirmative or negative form of the modal structure in brackets. Discuss whether you agree with the advice.
- 1 You shouldn't (should) leave present buying till the last minute.
 - 2 You ? (ought to) buy a present unless you are sure about it.
 - 3 You ? (must) give your credit card details to a stranger.
 - 4 You ? (need to) check if you can take the item back.
 - 5 You ? (had better) remember your dad's birthday this year!
- 4  **2.24** Read and listen to a second conversation between James (J) and Ellie (E). Did James choose a good birthday present for his girlfriend?
- E: How was the birthday?
- J: Oh, a bit of a disaster actually. I **should have listened** to your advice, but I didn't. I got a bracelet. I thought it was such a bargain – €15 for a gold bracelet. I **ought to have asked** if it was real gold.
- E: You should have realised you couldn't get real gold for €15. But anyway, didn't she like it?
- J: She's allergic to metal – she can only wear real gold. She put it on and got a big rash on her arm. We **had to go** to the doctor's.
- E: Oh dear, did you have to take the bracelet back?
- J: Yes, but I **needn't have bothered**. They refused to exchange it because I didn't have the receipt. Here you are – you can have it.
- E: Ooh, thanks!



- 5 Complete the GRAMMAR FOCUS. Which past model structures in blue in Exercise 4 complete the examples?

GRAMMAR FOCUS

Past modal structures

- You can use **should/shouldn't have + past participle** or **ought to/ought not to have + past participle** to criticise a past action or show regret.
 I ¹ should have listened to your advice.
 I ² if it was real gold.
- You use **had to/didn't have to + infinitive** to say a past action was necessary/unnecessary.
 We ³ to the doctor's.
- You can also use **didn't need to + infinitive** or **needn't have + past participle** to say a past action was unnecessary.
 There is a difference in meaning:
 I **didn't need to bother** = I didn't bother, because it wasn't necessary.
 I ⁴ = I bothered, but it wasn't necessary.

- 6** Which phrase (a or b) has a similar meaning to the underlined words in each sentence?
- 1 I needn't have revised last night, my exam was cancelled.
a I revised. b I didn't revise.
- 2 I didn't need to buy a phone – I got one from my dad.
a I bought a phone. b I didn't buy a phone.
- 3 I'm tired. I should have gone to bed earlier last night.
a I went to bed early. b I didn't go to bed early.
- 4 I ought not to have spent so much money yesterday.
a I spent a lot. b I didn't spend much.
- 5 It's a lovely day. I needn't have brought my coat.
a I brought my coat. b I didn't bring my coat.
- 7 USE OF ENGLISH** In your notebook, complete the second sentence so that it has a similar meaning to the first. Use no more than four words, including the word in capitals. Do not change the word given.
- 1 It's a pity we didn't stay at home. **SHOULD**
We _____ at home.
- 2 It's a shame he didn't tell her. **TO**
He _____ her.
- 3 It was unnecessary to do what he said. **HAVE**
You _____ do what he said.
- 4 That was a silly thing for me to say. **SHOULD**
I _____ that.
- 5 It wasn't necessary for her to come. **BOTHERED**
She _____ coming.
- 8** **2.25** Listen to three conversations. Which sentence from Exercise 7 completes each conversation best?
- 9 SPEAKING** Choose a sentence from Exercise 7 and write your own conversation. Then practise and act out your conversation.

Grammar page 142

4.6

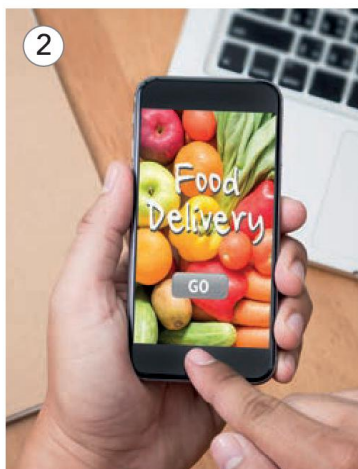
SPEAKING

Making and justifying choices

I can evaluate options and justify choices with relevant arguments.

1 SPEAKING Look at two different ways of shopping for food and answer the questions.

- 1 What are the pluses and minuses of each option?
- 2 If you were university students doing your own food shopping, which option would you prefer? Why?



- 2 2.26 Listen to Emma and Oscar discussing the options above. Do they mention any of the pluses and minuses you discussed in Exercise 1?
- 3 2.26 In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

(but choice choose compare
likely opt reason simply)

SPEAKING FOCUS

Comparing and contrasting options

X (Going to the market) is ..., ¹but Y (shopping online) is ...
X is the only one/option that ...

When you ² ? the two/X and Y ...

It is (much) more ³ ? that ...

X is definitely the cheaper/better/more suitable choice.

Choosing an option and justifying the choice

That's why I'd ⁴ ? for X.

... and therefore, X is probably/clearly the best

⁵ ?

The main/Another ⁶ ? ((why) X would be my choice) is that ...

I prefer X mainly/⁷ ? because ...

This option is (clearly) the most/least + adjective + because ...

Explaining reasons for rejecting other options

X might (require less effort), but I wouldn't ⁸ ? it because ...

X isn't the best choice if you consider ...

The reason I wouldn't go for/pick/choose X is because ...

4 In your notebook, complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- 1 There's a bigger chance that people will remember this one.
It is more likely that people will remember (likely) this one.
- 2 This one looks very stylish. That one looks a bit cheap.
This one ? (but) a bit cheap.
- 3 I'd choose this one because it gives more information.
It gives more information. That's ? (why/opt) this one.
- 4 I like this one because it's more eye-catching.
I ? (prefer/simply) more eye-catching.
- 5 This one is no good as it doesn't tell you anything about the shop.
I really don't think ? (suitable/because) about the shop.
- 6 I wouldn't choose this one because I think it's poorly designed.
The ? (reason/pick) poorly designed.

5 Look at the leaflets advertising a clothes shop. In your answers to Exercise 4, replace the phrases 'this one' and 'that one' with 'leaflet 1' or 'leaflet 2'. Compare your ideas with a partner.



6 SPEAKING Look at the leaflets again. Your cousin owns a small shop which sells fashionable clothes for young people. She has asked you to help her to advertise the shop.

- Choose the leaflet in Exercise 5 which, in your opinion, is most appropriate and give reasons.
- Explain why you have rejected the other option.

Use the SPEAKING FOCUS to help you.

4.7

USE OF ENGLISH

Modal expressions

I can use a range of expressions to express modality.

- 1 **SPEAKING** Are you 'a saver' or 'a spender'? Do the *Me and Money Quiz* and discuss the answers with a partner. Do you agree with the results?
- 2 Read the article about **Jordon Cox**. Answer the questions.
 - 1 How did Jordon travel from Sheffield to Essex? Why?
 - 2 Why were Jordon and his mother unable to afford to go out?
 - 3 What gave Jordon the idea for saving money through coupons?
 - 4 Why did he change his mind about going to university?
 - 5 What is Jordon saving for now?
 - 6 How is Jordon's attitude to money different from yours?

News Sport Weather Politics Health Education

Money-saving teen Jordon Cox: From blogging to Berlin

Teenage blogger Jordon Cox claims he **was able to save** £7.72 on his train journey from Sheffield in the north of England to Essex in the South East of England – by taking a plane via Berlin. He **was supposed to be** getting the train from Sheffield to Essex, but found that it was cheaper to fly from Sheffield to Berlin and from Berlin to Essex. He then blogged about his journey on his money-saving blog, and immediately gained 7,000 Twitter followers.



So how did Jordon become an expert in saving money? His story started when his father and mother split up. This meant that he and his mother **were obliged to live** on much less money. Jordon **wasn't allowed to work** because he was too young, and consequently, they **were unable to go out** and enjoy the kind of things they used to do, such as going out for meals or trips.

Then Jordon saw a programme on TV called 'Extreme Couponing' – the reality TV series follows shoppers who **are required to buy** the most shopping for the least money by using money-off vouchers or coupons. Jordon was inspired by the programme and that week he went out and **succeeded in saving** £10 on shopping.

Once he had started saving money, Jordon decided to share his tips on a Facebook page. One of his most impressive 'shopping trips' was when he **managed to acquire** shopping worth £500 for 4p, giving it all away to a charity for disadvantaged families. A few months later he was running money-saving seminars.

A few years ago, Jordon thought he **was likely to go** to university when he was eighteen, but now he's happy to have a job and financial security and is planning to continue spreading his money-saving message. He thinks that if he saves for three years, he **is sure to have** enough to buy a house. Not bad for a teenager!

Me and Money Quiz

- 1) Where do you keep your money?
 - A) In my wallet.
 - B) In a bank account.
- 2) You get your allowance every Friday. What do you do with it?
 - A) I go shopping.
 - B) I put most of it in the bank.
- 3) When you buy something expensive how much time do you spend comparing prices?
 - A) None – I know what I want.
 - B) Days or weeks – I want to make sure I get the best deal.
- 4) You've just won millions in the lottery. What would be the first thing you'd do?
 - A) Buy something luxurious – a car or a house.
 - B) Go to a financial advisor for guidance.
- 5) Which of these statements about money do you most agree with?
 - A) You can't take it with you.
 - B) A penny saved is a penny earned.

Mostly As: You're a spender! You need to learn how to save for a rainy day.

Mostly Bs: You're a saver! Are your parents bank managers?!



- 3 Read the LANGUAGE FOCUS. In your notebook, complete it with the base form of the phrases in blue in the article.

LANGUAGE FOCUS

Modal expressions

As well as using modal verbs, you can express modality with adverbs (*perhaps*, etc.), adjectives or participles (*she's sure to*, *he's obliged to*, etc.) or with other verbs (*we managed to*, etc.)

MODAL VERBS	ALTERNATIVE STRUCTURES
1 probability can, could, may, might, must	be ¹ <i>likely</i> / be unlikely to do / that ... be bound to do ... be ² ? to do ... be certain to do ...
2 ability can, can't, could	be ³ ? / be ⁴ ? to do ... ⁵ ? to do ... ⁶ ? in doing ...
3 permission can, could, may	be allowed to do ... be permitted to do ...
4 prohibition can't, couldn't, may not, shouldn't, mustn't	not be ⁷ ? to do ... be forbidden to do / from doing ... be banned from doing ...
5 obligation should, must	have to do ... need to do ... ought to do ... be ⁸ ? to do ... be ⁹ ? to do ... be ¹⁰ ? to do ... be meant to do ...

- 4 Which structures are more likely in these sentences? In your notebook, translate the sentences. Then tick the ones that are true for you and compare with a partner.

- My parents *succeed in* / *are banned from* using my phone under any circumstances.
- I'm *supposed* / *certain* to change passwords regularly when I shop online, but I don't.
- I can't find my wallet, but it's *bound* / *permitted* to turn up sooner or later.
- I *managed* / *was likely* to save up for a new phone recently. I'm ordering one tomorrow.
- My mum says I'm *allowed* / *required* to use her credit card to buy things online.

- 5  **USE OF ENGLISH** In your notebook, rewrite the sentences. Replace the underlined structures with an alternative including the word in capitals.

- My online delivery is late. It should be here by now. **MEANT**
My online delivery is late. It's meant to be here by now.
- Janet couldn't persuade her parents to lend her any more money. **SUCCEED**
- Terry should have called me last night, but he forgot. **SUPPOSED**
- Everybody must show their ID when they open a bank account. **REQUIRED**
- Tom will probably waste all his money on new clothes. You know what he's like. **BOUND**
- You can spend up to €100 a day on this store card. **PERMITTED**

- 6 In your notebook, complete the dialogue between Ron (R) and Eve (E) with a different word in each gap. In some gaps, more than one answer is possible.

R: Let's go and have a coffee.

E: I can't afford it! You know me – I never ¹ *manage* to get to the end of the week without spending all my pocket money.

R: What happens if you need ² ? buy something big like a jacket or a new phone?

E: I've got my savings. My parents give me 10 euros a week, but I'm not ³ ? to spend all of it. I ⁴ ? to put 30 percent into a savings account. Then, I'm ⁵ ? to use the money I've saved for those things.

R: So what about money you earn doing babysitting?

E: I ⁶ ? supposed to save thirty percent of everything I earn, but recently I've been lending it all to my sister. She wants a new phone, but my parents have ⁷ ? her from using her savings because she lost the last one. She loses things a lot. If she gets a new phone, she's ⁸ ? to lose it quickly.

R: So it's a waste of money!

E: Not for me – she's paying me interest on the loan!

SHOW WHAT YOU'VE LEARNT UNITS 1–4

- 7  **USE OF ENGLISH** Complete the text with the correct option, A, B, C or D. Write the answers in your notebook.

THREE MONEY-SAVING TIPS

ONE Don't ¹ ? an opportunity to get a discount on ² ? your online purchases. Look for either a coupon or a code ... or both! You can get a reduction in the price, and you're also ³ ? to get free delivery. In shops, buy things when they're on offer, or just smile and say, 'Excuse me, ⁴ ? have a small discount, please?' It might work!

TWO ⁵ ? way to save money is to have a present drawer. Buy presents and birthday cards when they're on special offer. If you ⁶ ? buy something at the last minute, you're unlikely to get a bargain, but if you have a stock of presents, whenever there's a birthday you just open the drawer.

THREE Leave your wallet at home. It's a good idea to have days when you're ⁷ ? to spend any money. You'll avoid ⁸ ? purchases!

- | | | | |
|-----------------|------------------------|--------------|-------------|
| 1 A fail | B miss | C let | D pass |
| 2 A the whole | B every | C each | D all of |
| 3 A likely | B possible | C banned | D permitted |
| 4 A I'm able to | B do you think could I | | |
| | C do you think I could | D might I | |
| 5 A Every | B The others | C Other | D Another |
| 6 A manage | B are bound to | | |
| | C have to | D succeed in | |
| 7 A not allowed | B certain | C banned | D sure |
| 8 A wishful | B impulse | C reflex | D reactive |

FOCUS VLOG About money

 2.27 Listen to the Focus Vlog. Do the speakers usually pay by cash or card? Write the answers in your notebook.

Use of English page 143



WRITING

A formal email

I can describe an incident and make a complaint about it in writing.

- SPEAKING** Would you hang out with your friends in the places mentioned in the box? Why?/Why not? Discuss with a partner.

coffee shop empty building park
fast-food restaurant shopping centre
skate park street corner
- Read Rachel's post on the Youth City News (YCN) website. Do you think he and his friends were treated unfairly? What is the advice given by the YCN?
- Read Rachel's email below and answer the questions.
 - Are the main events described in the email the same as those in Rachel's message to YCN?
 - How does the style of the email differ from the style of the message?
 - How do you think the Centre Manager will react?

Dear Sir or Madam,

I am writing on ¹ behalf of myself and my friends to ² ? your attention to an incident that **took place** at the Queen Plaza Shopping Centre last Saturday. I would like to ³ ? a formal complaint about the way we were treated by staff at the centre.

Last Saturday, some friends and I met in the centre at Plaza Café. We were having some drinks and enjoying ourselves when the manager of the café **approached** ¹⁰ our table and **accused** us of being too noisy. When we tried to **reason with** him, he immediately called security. A moment later, two guards arrived and forced us to leave the café and the shopping centre. To make ⁴ ? worse, they **threatened** to call the police ¹⁵ and told us not to return in the future.

We are particularly upset because the ⁵ ? is we were no noisier than some of the other people in the café. To be honest, we are amazed that the centre security guards are allowed to treat customers ²⁰ in this way. Without doubt, the worst ⁶ ? of this whole incident was being thrown out of the busy shopping centre like criminals. We were so **humiliated** that we decided to contact you and complain.

As the manager of the centre, we ⁷ ? you to ²⁵ reconsider your policies towards teenage customers. It is simply unfair to discriminate against young people in this way. We have contacted the local media about the incident and look forward to your response.

Yours faithfully,

³⁰ Rachel Seaborne

YCN Youth City News

YCN Message Board

Got comments? Need advice? This is the place ...



Rachel

Last Saturday, my friends and I were kicked out of Queen Plaza Shopping Centre for ... no good reason! We were having a coffee in Plaza Café when the manager came over and told us to be quiet. We honestly weren't being that loud and my friend said this to the manager. Next thing, two security guards arrived and told us to leave or they'd call the police! They walked us to the exit and told us not to come back. It was so embarrassing and a total overreaction. What can we do?



If you really weren't disturbing anyone, then it does seem unfair, Rachel. Why don't you write to the centre management and explain the situation? Be sure to let us know their reaction.

- Which words from the WRITING FOCUS complete Rachel's email correctly? Sometimes more than one answer is possible. Write the answers in your notebook.

WRITING FOCUS

A formal email – describing an incident and making a complaint

Introduction

- Say why you are writing and summarise your complaint.
I am writing on behalf of myself and my friends ...
I am writing to draw your attention to ...
I would like to make a formal complaint about ...

Main paragraphs

- Use narrative tenses to describe the incident you are complaining about.
We are particularly upset because ...
To make matters worse, ...
The truth/fact is (that) ...
Without (a) doubt, the worst part of this whole incident was ...
... I/we decided to contact you and complain.

Conclusion

- Say what you would like to happen.
I/We urge you to (reconsider your policies ...)
I/We ask/demand that you (investigate the matter ...)
- Make a final statement.
It is simply unfair to discriminate against young people in this way.
- Mention that you expect a reply.
I/We look forward to your response.



Video



News



Quizzes



LANGUAGE FOCUS

Expressing cause and result

You can make your writing more varied by using **so/such** and **that clause** to give information about a cause, and link it to a result:

- **so + adjective + that clause**

We were **so** humiliated **that we decided to contact you and complain.**

- **such + a/an/Ø + (adjective) + noun + that clause**

It was **such a** humiliating situation **that we decided to contact you and complain.**

- 5 In your notebook, complete the sentences with the appropriate words or phrases in purple from the email. Use the definitions in brackets to help you.

I am writing to complain about an incident that ¹took place (happened) last night at Skybowl bowling alley.

- We told her we had paid and tried to ² _____ her (persuade her to be more sensible).
- She ³ _____ us (said that we had done something bad) of trying to leave without paying for our drinks.
- My friends and I had finished our game and were about to leave when a waitress ⁴ _____ (came towards) us.
- All the other customers heard her shouting and we felt really ⁵ _____ (ashamed or embarrassed).
- However, she started shouting at us and ⁶ _____ (promised to do something bad) to call the police.

In the end, the manager checked the computer and found that it was the waitress's mistake. The worst part of this whole event was that nobody apologised.

- 6 Put sentences a–e in Exercise 5 in order to form an extract from an email.

- 7 **SPEAKING** Read the LANGUAGE FOCUS. In your notebook, complete the questions with **so** or **such a/an/Ø** (no article). Then ask and answer in pairs.

When was the last time ...

- you were _____ angry that you shouted at someone?
- you had _____ good time hanging out with your friends that you didn't want the day to end?
- you felt _____ humiliated that you went red in the face?
- you received _____ terrible service that you complained or told someone else about it?
- you had to deal with _____ rude people that you felt offended?

- 8 You are going to write an email of complaint about an incident. Imagine you experienced one of the situations described below. In your notebook, make notes about:

- The details of the incident (what happened and how you felt/reacted)
- What you want the manager (of the place/company) to do.

- A bus driver refused to let you and four friends onto a bus late at night.
- You and your friends were asked to leave the cinema after a member of staff accused you of throwing popcorn around.
- You were leaving a supermarket when the security alarm went off. The security guards were very aggressive towards you when they searched you.

SHOW WHAT YOU'VE LEARNT

- 9 Do the writing task in your notebook. Use your notes the Exercise 8, the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Potraktowano cię niesprawiedliwie w jednej z sytuacji opisanych w ćwiczeniu 8. Napisz e-mail ze skargą do kierownictwa osoby, która nieodpowiednio się zachowała. Opisz zaistniałą sytuację i przedstaw, czego oczekujesz w ramach rekompensaty.

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

4.1 Vocabulary 4.25

average /'ævərɪdʒ/ średni
bargain price /'bɑːɡən ,praɪs/ okazyjna cena
be on a limited budget /bi ɒn ə 'lɪmɪtɪd 'bʌdʒət/ mieć ograniczony budżet
can't be bothered to do sth /,kɑːnt bi ,bɒðəd tə 'duː ,sʌmθɪŋ/ nie mieć ochoty, żeby coś zrobić
carbon emission /'kɑːbən ɪ,mɪʃən/ emisja dwutlenku węgla
cautious /'kɔːʃəs/ ostrożny
chain store /'tʃeɪn stɔː/ sklep należący do sieci, sieciówka
check up on /,tʃek 'ʌp ɒn/ sprawdzić
clothing industry /'kləʊðɪŋ ,ɪndəstri/ przemysł odzieżowy
cut down on /,kʌt 'daʊn ɒn/ ograniczyć, zredukować
decompose /,diːkəm'pəʊz/ rozkładać się
delivery /dɪ'lɪvəri/ dostawa
double /'dʌbəl/ podwoić
enter your PIN /'entə jə 'pɪn/ wprowadzić kod PIN
ethical values /,eθɪkəl 'væljuːz/ wartości etyczne
employment policy /ɪm'plɔɪmənt ,pɒləsi/ polityka zatrudnienia
environmental impact /ɪn,vairən,mentl 'ɪmpækt/ wpływ na środowisko
garment /'ɡɑːmənt/ odzież, strój
generate /'dʒenəreɪt/ generować, produkować
go bargain-hunting /,ɡəʊ ,bɑːɡən 'hʌntɪŋ/ polować na okazje
have a bad reputation /,hæv ə bæd ,repjə'teɪʃən/ mieć złą opinię
high street /'haɪ stri:t/ główna ulica handlowa w mieście
impulse purchase /'ɪmpʌls ,pɜːtʃəs/ zakup robiony pod wpływem impulsu, emocji
latest /'leɪtɪst/ najnowszy, ostatni
life expectancy /laɪf ɪk'spektənsi/ średnia długość życia
local brands /'ləʊkəl brændz/ lokalne marki
look out for /'lʊk aʊt fə/ szukać, wypatrywać
mass-produced product /,mæs prə'dʒuːst ,prɒdʌkt/ wyrób masowej produkcji
online shopping /,ɒnlaɪn 'ʃɒpɪŋ/ zakupy robione w Internecie
opt for /'ɒpt fə/ wybierać coś, decydować się na
pay out /,peɪ 'aʊt/ zapłacić za coś, wydać pieniądze
pick-up /'pɪk ʌp/ odbiór (np. przesyłki)
polluter /pə'ljuːtə/ truciiciel
put sth aside /put ,sʌmθɪŋ ə'saɪd/ odłożyć coś na bok
responsible attitude /rɪ'spɒnsəbəl 'ætətjuːd/ odpowiedzialna postawa
responsibly /rɪ'spɒnsəbli/ odpowiedzialnie
send sth back /,send ,sʌmθɪŋ bæk/ odesłać coś
shop around /,ʃɒp ə'raʊnd/ rozglądać się po sklepach i porównywać (np. produkty lub ceny)
shop locally /,ʃɒp 'ləʊkəli/ robić zakupy lokalnie

sportswear /'spɔːtsweə/ odzież sportowa
spring up /,sprɪŋ 'ʌp/ pojawiać się
support local producers /sə,pɔːt ,ləʊkəl prə'dʒuːsəz/ wspierać lokalnych producentów
synthetic fabric /,sɪn'tetɪk 'fæbrɪk/ tkanina syntetyczna
tempting /'temptɪŋ/ kuszący
textile waste /,tekstaɪl 'weɪst/ odpady włókiennicze
throw-away society /θrəʊ ə'weɪ sə,səɪəti/ społeczeństwo charakteryzujące się filozofią wyrzucania przedmiotów po jednorazowym użyciu
treat yourself to /'triːt jɔːself tə/ zafundować sobie coś

4.2 Grammar 4.26

be concerned about /bi kən'sɜːnd ə,baut/ martwić się o
dye your hair /,daɪ jɔː 'heə/ farbować włosy
form a band /,fɔːm ə 'bænd/ założyć zespół muzyczny
hold sth up /,həʊld ,sʌmθɪŋ 'ʌp/ trzymać coś w górze
risky /'rɪski/ ryzykowny
save up for /,seɪv 'ʌp fə/ oszczędzać na
staff entrance /,stɑːf 'entrəns/ wejście dla personelu
stage /steɪdʒ/ scena
transfer money /,træns'fɜː 'mʌni/ przelać pieniądze

4.3 Listening 4.27

antiques market /æn'tiːks ,maɪkət/ targ staroci
auction house /'ɔːkʃən haʊs/ dom aukcyjny
bric-a-brac /'brɪk ə ,bræk/ bibeloty
car boot sale /,kɑː 'buːt seɪl/ giełda staroci, giełda rzeczy używanych
checked bag /,tʃek 'bæg/ bagaż rejestrowany
claim sth /'kleɪm ,sʌmθɪŋ/ odebrać coś
clutter /'klʌtə/ graty, rupiecie
domestic /də'mestɪk/ domowy
fashionable /'fæʃənəbəl/ modny
flea market /'fliː ,maɪkət/ pchli targ
get hold of /'get ,həʊld əv/ zdobyć, złapać
lost property /,lɒst 'prɒpəti/ zgubiona własność
market stall /'maɪkət ,stɔːl/ stragan, stoisko na targu
old-fashioned /'əʊld 'fæʃənd/ staromodny
online auction /,ɒnlaɪn 'ɔːkʃən/ aukcja internetowa
ornament /'ɔːnəmənt/ ozdoba
personal belongings /,pɜːsənəl brɪ'lɒŋɪŋz/ przedmioty osobiste
pre-owned goods /,priː 'əʊnd ,ɡʊdz/ przedmioty z drugiej ręki
reasonably-priced /,riːzənəbli 'praɪst/ w rozsądnej cenie
rotten food /,rɒtn 'fuːd/ zepsute jedzenie
second-hand clothes /,sekənd ,hænd 'kləʊðz/ używane ubrania
stallholder /'stɔːl,həʊldə/ właściciel straganu

unclaimed /,ʌn'kleɪmd/ nieodebrany (np. bagaż)
unwanted /ʌn'wʌntəd/ niechciany
used goods trade /,juːzd ,ɡʊdz 'treɪd/ handel używanymi rzeczami

4.4 Reading 4.28

afford to do sth /ə'fɔːd tə duː ,sʌmθɪŋ/ móc sobie na coś pozwolić (finansowo)
annoying /ə'nɔɪ-ɪŋ/ irytujący
annual /'ænjuəl/ coroczny
available /ə'veɪləbəl/ osiągalny, dostępny
be broke /bi 'brəʊk/ być splukany, bez grosza
be loaded /bi 'ləʊdəd/ być bardzo bogatym
be rolling in money /bi ,rəʊlɪŋ ɪn 'mʌni/ spać na pieniądzach
be short of money /bi ,ʃɔːt əv 'mʌni/ mieć mało pieniędzy
be well-off /bi ,wel 'ɒf/ być zamożnym, być dobrze sytuowanym
bid /bɪd/ oferta kupna (na aukcji)
bid for sth (in an auction) /'bɪd fə ,sʌmθɪŋ (ɪn ən 'ɔːkʃən)/ licytować na aukcji, składać ofertę kupna
broadcast /'brɔːdkɑːst/ transmitować, nadawać
business empire /'bɪznəs ,empaɪə/ imperium biznesowe
catch the bug /,kætʃ ðə 'bʌg/ złapać bakcylię
cause /kɔːz/ cel, sprawa
come up for auction /,kʌm 'ʌp fə 'ɔːkʃən/ wystawić na aukcji
consumer behaviour /kən'sjuːmə bɪ'heɪvjə/ zachowanie konsumentów
contribute /kən'trɪbjʊt/ przyczyniać się do, mieć wkład w
cuddly /'kʌdli/ miły
cult following /,kʌlt 'fɒləʊɪŋ/ grono wiernych fanów
disability /,dɪsə'bɪləti/ niepełnosprawność
disabled /dɪs'eɪbld/ niepełnosprawny
donate /dəʊ'neɪt/ przekazać datek, ofiarować
enterprising /'entəpraɪzɪŋ/ przedsiębiorczy
entertainer /,entə'teɪnə/ artysta rozrywkowy
fetch /fetʃ/ osiągnąć wartość/cenę
find it hard to make ends meet /,faɪnd ɪt 'hɑːd tə ,meɪk ,endz 'miːt/ ledwo wiązać koniec z końcem
fundraise for charity /'fʌnd,reɪz fə ,tʃærəti/ zbierać pieniądze na cele dobroczynne
have money to burn /hæv 'mʌni tə ,bɜːn/ mieć forsy jak lodu
hold an auction /,həʊld ən 'ɔːkʃən/ organizować aukcję
human trafficking /,hjuːmən 'træfɪkɪŋ/ handel ludźmi
hyped /haɪpt/ rozreklamowany
increase (your) earnings /ɪn,kriːs (jə) 'ɜːnɪŋz/ zwiększyć dochody/zyski
in demand /ɪn drɪ'mɑːnd/ poszukiwany, chciany
jar /dʒɑː/ słoik
label /'leɪbəl/ marka, metka
leftover /'leftəʊvə/ pozostały

limited edition /ˌlɪmɪtɪd ɪˈdɪʃən/ limitowana edycja
live from hand to mouth /ˌlɪv frəm ˌhænd tə ˈmaʊθ/ klepać biedę
make a fortune /ˌmeɪk ə ˈfɔːtʃən/ zbić fortunę
make a profit /ˌmeɪk ə ˈprɒfɪt/ osiągnąć zysk
make money /ˌmeɪk ˈmʌni/ zarabiać pieniądze
meaning of life /ˈmiːnɪŋ əv ˌlaɪf/ sens życia
on trend /ɒn ˈtrend/ modny
place a bid /pleɪs ə ˈbɪd/ złożyć ofertę
put sth up for sale /ˌpʊt ˌsʌmθɪŋ ʌp fə ˈseɪl/ wystawić coś na sprzedaż
raise money /ˌreɪz ˈmʌni/ zbierać pieniądze
refuse /rɪˈfjuːz/ odmówić
resell /ˌrɪˈsel/ odsprzedać
reveal /rɪˈviːl/ ujawnić
shredder /ˈʃredə/ niszczarka
step in /step ɪn/ wkroczyć
streetwear /striːtweə/ moda uliczna
sum of money /ˌsʌm əv ˈmʌni/ suma pieniędzy
take on a challenge /ˌteɪk ɒn ə ˈtʃæləndʒ/ podjąć wyzwanie
winning bid /ˈwɪnɪŋ ˌbɪd/ najwyższa oferta
wheelchair /ˈwiːltʃeə/ wózek inwalidzki
value /ˈvæljuː/ wartość

4.5 Grammar 4.29

bother /ˈbʊðə/ starać się; fatygować; martwić się
bracelet /ˈbreɪslət/ bransoletka
exchange /ɪksˈtʃeɪndʒ/ wymienić
hang out /ˌhæŋ ˈaʊt/ spędzać czas
in advance /ɪn ədˈvɑːns/ z wyprzedzeniem, z góry
it's a pity/it's a shame /ɪts ə ˈpɪti/ɪts ə ˈʃeɪm/ to szkoda
rash /ræʃ/ wysypka
receipt /rɪˈsiːt/ paragon
take sth back /ˌteɪk ˌsʌmθɪŋ ˈbæk/ oddać (np. coś do sklepu)

4.6 Speaking 4.30

choice /tʃɔɪs/ wybór
delivery truck /dɪˈlɪvəri ˌtrʌk/ samochód dostawczy
eye-catching /ˈaɪ ˌkætʃɪŋ/ wpadający w oko, efektowny
get the message /ˌget ðə ˈmesɪdʒ/ zrozumieć, załapać
halfway across town /ˌhaɪfˈweɪ əˈkrɒs ˌtaʊn/ przez pół miasta
interact with sb /ˌɪntərˈækt wɪð ˌsʌmbədi/ nawiązać kontakt, komunikować się z kimś
justify /ˈdʒʌstɪfaɪ/ uzasadniać
leaflet /ˈliːflət/ ulotka
locally grown /ˌləʊkəli ˈgrəʊn/ uprawiany lokalnie, w okolicy
miraculous /mɪˈrækjələs/ cudowny
on second thoughts /ɒn ˌsekənd ˈθɔːts/ po namyśle
order sth online /ˌɔːdə ˌsʌmθɪŋ ˈɒnlaɪn/ zamówić coś w Internecie
poorly /ˈpɔːli/ kiepsko, słabo
take effort /teɪk ˈefət/ wymagać wysiłku

time-consuming /ˈtaɪm kənˌsjuːmɪŋ/ czasochłonny

4.7 Use of English 4.31

a penny saved is a penny earned /ə ˈpeni ˌseɪvd əz ə ˈpeni ˌɜːnd/ ziarnko do ziarnka, zbierze się miarka
allowance /əˈlaʊəns/ kieszonkowe
disadvantaged /ˌdɪsədˈvɑːntɪdʒd/ w niekorzystnej sytuacji, ubogi, pokrzywdzony
financial advisor /fəˈnænʃəl ədˌvaɪzə/ doradca finansowy
gain /geɪn/ osiągnąć, zyskać
get a discount /ˌget ə ˈdɪskaʊnt/ dostać zniżkę
guidance /ˈgaɪdəns/ wskazówki, doradztwo
interest on a loan /ˌɪntrəst ɒn ə ˈləʊn/ odsetki od pożyczki
luxurious /lʌgˈzjuəriəs/ luksusowy
miss an opportunity /ˌmɪs ən ˌɒpəˈtjuːnəti/ przepuścić okazję
money-off voucher/coupon /ˌmʌni ɒf ˈvaʊtʃə/ˈkuːpən/ voucher/kupon obniżający cenę
open a bank account /ˌəʊpən ə ˈbæŋk əˌkaʊnt/ otworzyć konto bankowe
permit /pəˈmɪt/ pozwalać
pocket money /ˈpɒkət ˌmʌni/ kieszonkowe
reduction in the price /rɪˈdʌkʃən ɪn ðə ˌpraɪs/ obniżenie ceny
run a seminar /ˌrʌn ə ˈsemɪnɑː/ prowadzić seminarium
save for a rainy day /ˌseɪv fər ə ˈreɪni deɪ/ oszczędzać na czarną godzinę
savings account /ˈseɪvɪŋz əˌkaʊnt/ konto oszczędnościowe
stock of /stɒk əv/ zapas
succeed in /səkˈsiːd ɪn/ udać się; osiągnąć sukces
waste money /ˌweɪst ˈmʌni/ marnować pieniądze

4.8 Writing 4.32

accuse sb of /əˈkjuːz ˌsʌmbədi əv/ oskarżyć kogoś o
approach /əˈprəʊtʃ/ podejść, zbliżyć się
bowling alley /ˈbəʊlɪŋ ˌæli/ kręgielnia
discriminate against sb /dɪˈskrɪmənət əˌɡenst ˌsʌmbədi/ dyskryminować kogoś
draw sb's attention to /ˌdrɔː ˌsʌmbədɪz əˈtenʃən tə/ zwrócić czyjąś uwagę na
embarrassing /ɪmˈbærəsɪŋ/ żenujący
feel offended /fiːl əˈfendəd/ poczuć się urażonym
humiliated /hjuːˈmɪliətɪd/ poniżony
incident /ˈɪnsɪdənt/ zajście, incydent
kick sb out /ˌkɪk ˌsʌmbədi ˈaʊt/ wyrzucić kogoś, pozbyć się kogoś
make a complaint /meɪk ə kəmˈpleɪnt/ złożyć zażalenie, zgłosić reklamację
on behalf /ɒn bɪˈha:f/ w imieniu
overreaction /ˌəʊvəriˈækʃən/ przesadna reakcja
policy /ˈpɒləsi/ zasady, polityka
reason with /ˈriːzən wɪð/ przekonywać
reconsider /ˌriːkənˈsɪdə/ przemyśleć, rozważyć ponownie
security guard /sɪˈkjʊərəti ˌɡɑːd/ ochroniarz

threaten /ˈθretn/ grozić
treat sb unfairly /ˌtriːt ˌsʌmbədi ˌʌnˈfeəli/ traktować kogoś niesprawiedliwie
upset /ˌʌpˈset/ zmartwiony, wytrącony z równowagi

SŁOWNICTWO I GRAMATYKA

1 Połącz fragmenty zdań.

- 1 Many consumers are trying to cut
- 2 New shops are starting to spring
- 3 Think about the environment before treating yourself
- 4 It's true that sometimes you have to pay
- 5 Even if you're a bit short
- a out a bit more for ethical products.
- b down on the amount of waste they create.
- c of money, there are still ways you can cut waste.
- d up that offer goods with no plastic packaging.
- e to that heavily packaged box of chocolates.

2 Które z podanych słów poprawnie uzupełniają tekst? Jedno słowo nie pasuje do żadnej luki.

(chain making meet pre-owned
sales support taking)

It seems that anywhere you go in the world now, you see the same brand names and the same ¹ ? stores selling familiar goods. An increasing number of people, however, are turning to alternatives, such as avoiding the big brands to ² ? local independent shops or seeking out unique ³ ? goods at auctions or car boot ⁴ ? . Buying and selling second-hand goods is no longer just for those who find it hard to make ends ⁵ ? . For many, selling their unwanted belongings online is a way of reducing waste as well as ⁶ ? a bit of a profit.

3 Uzupełnij zdania właściwymi question tags lub pytaniami typu reply questions.

- 1 Nobody has received a refund for their cancelled flight, ? ?
- 2 That's a nice dress she's wearing tonight, ? ?
- 3 Let's talk about insuring the house, ? ?
- 4 Don't forget to call me, ? ?
- 5 A: Tim had to take out a loan to buy a car.
B: ? ?
- 6 A: I'm not going to lend him money ever again!
B: ? ?

4 Wybierz poprawną odpowiedź.

- 1 We *should have found* / *had to find* the receipt before we could take the camera back to the shop.
- 2 I told you not to order a wedding dress online. You *should listen* / *ought to have listened* to me then, and we wouldn't have to look for one now!
- 3 She said she was broke, so she *shouldn't have* / *ought to have spent* so much on new clothes.
- 4 I *didn't need to spend* / *needn't have spent* a fortune on all this fancy food. They didn't come after all.
- 5 Look at the queue to get into the shop! We *ought to arrive* / *ought to have arrived* earlier.

ŚRODKI JĘZYKOWE



Wybór wielokrotny; parafraza zdań

5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?

BAR CODE

You may have never heard of Joe Woodland or Bernard Silver, but you ¹ ? to come across their groundbreaking invention on a daily basis – the bar code.



While studying engineering, Woodland and Silver were approached by a retail food company and asked to find ways to automate checkout operations. They ² ? design a bar code in the shape of a bull's eye. It meant that employees no longer ³ ? manually input prices for every single product at the checkout neither were they ⁴ ? replace price tags whenever an item's cost changed. Even though the idea didn't catch on at first, the food industry didn't give up looking for an easy way to scan products. Finally, an IBM employee, George Laurer, ⁵ ? designing the bar code we're all familiar with today as a rectangular box with vertical lines and numbers. The first ever item was scanned on 26th June 1974. It was a pack of chewing gum, which is now a museum exhibit, together with the scanner used.

Nowadays, you ⁶ ? to come across everything from food to furniture branded with a bar code. It has even become a feature in some modern paintings.

- | | |
|------------------|-------------------|
| 1 A are meant | B manage |
| C are certain | D are required |
| 2 A able to | B succeeded |
| C managed to | D were allowed to |
| 3 A ought to | B must |
| C should | D had to |
| 4 A needed to | B bound to |
| C had to | D obliged to |
| 5 A succeeded in | B managed |
| C were able to | D supposed to |
| 6 A are allowed | B are likely |
| C are meant | D will surely |

6 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 It would have been better if we hadn't given Tony so much money for his birthday. **SHOULD**
We ? Tony so much money for his birthday.
- 2 The offer was so good, they didn't hesitate to accept it. **SUCH**
It was ? that they didn't hesitate to accept it.
- 3 It wasn't necessary for Sarah to pay her university fees because they were covered by her employer. **NEED**
Sarah ? her university fees because they were covered by her employer.
- 4 By law, stores can't sell certain products to under eighteens. **FORBIDDEN**
By law, stores ? certain products to under eighteens.
- 5 We didn't manage to launch a new campaign due to lack of funding. **SUCCEED**
We did ? a new campaign due to lack of funding.

SŁUCHANIE



Wybór wielokrotny

- 7 **2.28** Usłyszysz dwukrotnie wywiad z Anne, która pracuje jako tajemniczy klient (*mystery shopper*). Która z podanych odpowiedzi A–D jest zgodna z treścią nagrania?
- 1 Anne is asked by her clients to
 - A visit local businesses.
 - B buy specific products.
 - C dress in a particular way.
 - D go to any store she wants.
 - 2 The services of mystery shoppers are in demand mainly because
 - A shops want to attract wealthier customers.
 - B they provide information on the online competition.
 - C there aren't many people who actually do the job.
 - D online shopping is becoming a danger to regular stores.
 - 3 Which is not true about the stores Anne has visited?
 - A Some of them are hiring more staff and are cleaner than before.
 - B Some of them have more customers and longer queues.
 - C Some of them are becoming more shopper-friendly.
 - D Some of them are winning awards for customer service.
 - 4 What does Anne say about being a mystery shopper in expensive restaurants?
 - A It's a task requiring a good memory.
 - B She has to take notes during the meal.
 - C It's a good opportunity to speak to the staff.
 - D She finds it a good way to combine work and spending a nice evening.
 - 5 From the interview with Anne, we learn that the job of a mystery shopper
 - A hardly ever produces the desired results.
 - B can sometimes bring financial rewards.
 - C follows a monotonous routine.
 - D is suitable for anyone willing to do it.

PISANIE



E-mail/List formalny

8 Wykonaj zadanie egzaminacyjne.

Niedawno ty i twój niepełnosprawny kolega odwiedziliście muzeum. Twojego kolegi nie wpuszczono do jednej z sal: argumentowano, że mógłby on uszkodzić delikatne eksponaty. Napisz do dyrektora muzeum e-mail, w którym opisziesz zaistniałą sytuację oraz przedstawisz swoje oczekiwania względem muzeum.

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

MÓWIENIE



9 Pracując w parach, wykonajcie zadanie egzaminacyjne, a następnie odpowiedzcie na pytania.

Popatrz na zdjęcia A, B i C. Chcesz sobie kupić strój na studniówkę i musisz wybrać odpowiedni sklep. Rozważasz trzy opcje.

- Wybierz tę opcję, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Why do you think some people only want to buy designer clothes?
- 2 What are the advantages and disadvantages of buying clothes online?
- 3 Some people say that shopping for clothes is a good way to relax and relieve stress. Do you agree? (Why?/ Why not?)
- 4 Do you think it makes sense to spend a lot of money on clothes you will only wear once at the prom or similar occasions? What makes you think so?

5

Off to work

My advice is to never do tomorrow what you can do today. Procrastination is the thief of time.

Charles Dickens

BBC

5.1

VOCABULARY

Work • expressions to do with work
• phrasal verbs • adjectives from nouns

I can talk about work and employment.

SHOW WHAT YOU KNOW

- In your notebook, complete the sentences with the correct form of **work** (noun or verb) or **job** (noun).
 - Brenda has a **part-time/manual/well-paid** job.
 - Tom **?** **from home/long hours/with his hands**.
 - Amy has done a lot of **hard/voluntary/office** **?** over the years.
 - Luca **?** **outdoors/in advertising/abroad**.
 - Hal **applied for/got fired from/resigned from** a **?** in sales.
- SPEAKING** Think about three people with different jobs that you know. Tell your partner about them using the structures in Exercise 1 and your own ideas.
- Read a summary of some ideas from a book called *Eat that Frog!* by Brian Tracy. What does *eat that frog* mean according to the author?
- SPEAKING** Discuss the questions about the summary.
 - How good are you at time management and getting things done?
 - Which tips describe things you do or would consider doing?
 - Why do you think it is important to 'eat that frog'?

EAT THAT FROG!



You're almost at the end of school and close to going on to further education or **entering the job market**. In his book, *Eat that Frog!*, time management expert Brian Tracy outlines some simple tips to help you **reach your full potential** and stop you **burning out**.

1 EAT THAT FROG

Imagine the scenario – you've taken up a new job or started a new course, but you're overworked. You've got so many things to do. Your frog is your biggest, most difficult and important task, the one you're most likely to **put off** until later. Make sure it's the first job you do, and **keep at it** until it's done.

2 WRITE DOWN YOUR GOALS

Set out your objectives. Make a list of ten **goals you'd like to achieve** in the next twelve months. If you could only achieve one goal, which one would have the most positive effect on your life? Focus on that objective first and **get down to** work straight away.

FOCUS ON WORDS | Expressions to do with work

- 5 2.29 In your notebook, complete the phrases in red in the text with the correct verb. Then listen, check and repeat.

- 1 achieve a goal
- 2 ? sth day in, day out
- 3 ? the job market
- 4 ? your career prospects
- 5 ? your output
- 6 ? your heart into sth
- 7 ? your full potential
- 8 ? your mind
- 9 ? for yourself
- 10 ? to a deadline

- 6 In your notebook, replace the underlined phrases with the phrases in Exercise 5. Then answer the questions about the text.

- 1 How can this book help you to become as good as you can be?
- 2 Of all the objectives you'd like to fulfil, which one should you pursue first?
- 3 How can you make yourself twenty-five percent more productive?
- 4 What can help when you have a time limit to do something?
- 5 How can you make your employment possibilities better?
- 6 What do you need to do over and over until it becomes second nature?
- 7 What specific things should you put a lot of effort into?

3 WRITE A TO-DO LIST

Get organised. Before you get on with your work, if you take ten minutes to map out exactly how you will spend your time, you can **increase your output** by twenty-five percent. Planning can save you time especially when you're **working to a deadline**.

4 DEVELOP THE RIGHT HABITS

Improve your career prospects by observing what successful people do. Imitate their behaviour: be punctual, **think for yourself**, **speak your mind**. **Do these things day in, day out** until they become second nature. Then you'll be on your way to becoming a successful person, too.

5 GET BETTER AT WHAT YOU DO

Commit to taking on new challenges, picking up new skills and reading about your future profession. The more knowledgeable and skilled you become, the faster you will carry out the tasks at hand. Identify what you're good at and then **put your heart into** doing those specific things very, very well.

6 MOTIVATE YOURSELF

Always be enthusiastic and purposeful. Try to be conscientious and get the job done – imagine you have to go away for a month and then work towards finishing the job before you leave.

7 REMEMBER – EAT THAT FROG!

Do the hard things first. Focus on the important tasks. Be single-minded. Just do it!

FOCUS ON WORDS | Phrasal verbs

- 7 2.30 In your notebook, match the underlined phrasal verbs in the text with their definitions. Then listen, check and repeat.

- 1 become ill because of hard work = burn out
- 2 do/complete a task = ?
- 3 start doing sth = ?
- 4 continue doing sth = ?
- 5 plan sth in detail = ?
- 6 not do sth till later = ?
- 7 arrange or describe sth = ?
- 8 do things to make progress = ?

- 8 **SPEAKING** In your notebook, complete the sentences with the most appropriate phrasal verb in brackets and the pronoun *it*. Discuss which sentence, a or b, is most like you and whether you should change your habits.

- 1 When I have English homework, ...
 - a I put it off till the last minute. (burn out/put off)
 - b I ? as soon as I can. (get down to/keep at)
- 2 When I have an English essay to do, ...
 - a I brainstorm ideas and ? carefully before writing. (carry out/map out)
 - b I start writing immediately and ? until it's finished. (keep at/set out)
- 3 When I have an English exam coming up, ...
 - a I make a revision plan and ? carefully. (carry out/put off)
 - b I ? immediately by doing old exam papers. (burn out/work towards)

FOCUS ON WORDS | Adjectives from nouns

- 9 2.31 In your notebook, complete the table with the adjectives in the text. Then listen, check and repeat.

NOUN	ADJECTIVE
1 conscientiousness	<u>conscientious</u>
2 enthusiasm	<u>?</u>
3 knowledge	<u>?</u>
4 overwork	<u>?</u>
5 punctuality	<u>?</u>
6 purpose	<u>?</u>
7 single-mindedness	<u>?</u>

- 10 **SPEAKING** In your notebook, complete the statements with an appropriate noun or adjective in Exercise 9. Then discuss whether you agree and say why.

- 1 ? is unhealthy. It causes stress.
- 2 It is a sign of respect to be ? and not to waste other people's time.
- 3 ? people have the gift of extreme focus. They become successful more often.
- 4 ? is power. A good education is important.
- 5 At work, people with a sense of ? are motivated and optimistic about the future.

- 11 **PROJECT** Work in groups. Do some research online into apps that help you develop the right habits and/or be more productive. Then prepare a digital presentation and present it to your class.

5.2

GRAMMAR

Reported Speech

I can use Reported Speech, making appropriate grammatical changes.

- 1 **2.32 SPEAKING** Listen to some people being interviewed for the jobs shown in photos 1–3. Would you employ them? Why?/Why not?

- 2 **2.32** Read the reports of the interviews in Exercise 1. In your notebook, rewrite the underlined parts in Direct Speech. Then listen again and check.

1 We asked the candidate to tell us about his weaknesses. He told us that he wasn't a morning person. In fact, he said he had struggled to get up that morning. He said he would like to start work after lunch.

A: Tell us ?

B: I ?

2 In the interview, we said it was a pity that they hadn't had any experience of restaurant work. They told us not to worry and that they were very good at eating. That was why they thought they should get the job.

A: It's a ?

B: Don't ?

C: That ?

3 In the current interview, we've just asked the candidate whether she likes the job she has now. She says she doesn't because she has to answer the phone a lot, and she hates that.

A: Do ?

B: No, ?

- 3 Read the GRAMMAR FOCUS. Then look at the way the Direct Speech is reported in Exercise 2 and find examples for each rule.

GRAMMAR FOCUS

Reported Speech

When you report someone's words, remember these rules:

- You usually move the verbs 'one tense back' when your reporting verb is in a past tense (*She said ...*).
- You **don't** change the verb form if your reporting verb is in a present tense (*She says ...* or *He has told me ...*).
- You **don't** change verbs in the Past Perfect or modal verbs such as *would*, *should*, *could*, *might* or *must*.
- You change pronouns, possessive adjectives and words for time and place if necessary.
- You change the word order in questions and don't use *do*, *does* or *did*.
- You use the *to* + infinitive to report orders, suggestions, requests and promises.



- 4 Harry is preparing for a job interview. In your notebook, report his parents' comments. Do not change the tense if it isn't necessary.

1 'You didn't prepare well enough for your last interview.' They said (that) he hadn't prepared well enough for his previous interview.

2 'You'll never get a job if you don't have your hair cut.' They said ?

3 'You forgot to clean your shoes last time and they always look at shoes.' They said ?

4 'You should buy a new suit.' They said ?

5 'You mustn't drink too much coffee beforehand because you'll be nervous.' They said ?

6 'Don't worry if you don't get it. Something better might come up.' They've told him ?

- 5 **SPEAKING** In your notebook, report these interviewers' comments. Do not change the tense if it isn't necessary. Which comments would you be happy with/worried about? Why?

1 'Did you write this CV?' They asked me whether/if I had written that CV.

2 'Don't call us, we'll call you.' They told me ?

3 'I'll be contacting your references tomorrow.' He says ?

4 'Will you be available to start here next month?' They've asked me ?

5 'You're exactly the person we're looking for.' She says ?

6 'Could we give you some advice?' They asked me ?

- 6 **SPEAKING** In your notebook, complete the reported statements to make them true for you.

1 The last time my friends gave me good advice, they told me ?

2 My friend annoys me when he/she tells me ?

3 I think I'm pretty good/bad at English. My teacher says ?

4 I heard something interesting recently. Somebody told me ?

5 I don't know what I want to do when I leave school. My parents say ?

6 The last person who spoke to me was ? . He/She said ?

FOCUS VLOG About job interviews

- 2.33** Listen to the Focus Vlog. What kind of questions did the speakers get during their job interviews? Were any of the questions unusual? Write the answers in your notebook.

5.3

LISTENING

Matching; answering questions

I can identify details that support a point of view in an interview about jobs.

- 1 **SPEAKING** Discuss which category (A–C) each job in the box belongs to. Think of three more jobs for each category.

actor artist body-part maker dentist
factory worker fire fighter lawyer office worker
politician robot mechanic shop assistant
teacher solar panel engineer space tourist guide
wind turbine technician writer

- A jobs that will always be needed
B jobs that are at risk
C jobs of the future

- 2 **2.34** Listen to an interview with a data analyst. Compare his findings with your ideas in Exercise 1.
- 3 **2.34** In your notebook, complete the sentences with the words in the box. Then listen again and check.

constant decline marked rise sharp

- There's been a **steady** ? in people working from home.
- There's been a ? **drop in** the number of people commuting to work.
- The need for jobs in the medical and teaching professions will **remain** ? .
- There will be a ? **increase in** jobs connected with alternative energy.
- There will be a **gradual** ? in jobs in retail, offices and factories.

FOCUS ON WORDS | Phrases describing change

- 4 **2.35** In your notebook, match the letters A–E on the graph with their descriptions 1–5 in the box. Then listen, check and repeat.



- a sharp/marked rise/increase (in) **C**
- a steady/gradual rise/increase (in)/a growing number of
- remain constant/be unchanged
- a steady/gradual drop/decline (in)
- a rapid/sharp drop/decline (in)

- 5 **SPEAKING** Use phrases in Exercise 4 to describe trends in your country. Think about the ideas in the box.

cycling to work/school shopping online
studying English cost of going out
getting married in your 20s living alone
using plastic bags

LISTENING FOCUS Matching

- 6 **2.36** Listen to four people talking about their jobs. Which statements A–E match speakers 1–4? There is one extra statement.

- The speaker
- Speaker 1 A is concerned about one group of his/her clients.
Speaker 2 B says that technology has replaced parts of the jobs in his/her industry.
Speaker 3 C believes that it's better to do an apprenticeship than go to university.
Speaker 4 D has a hobby that has taught him/her skills that are relevant for his/her job.
E thinks technology might have a further positive impact on his/her job.

- 7 **2.36** Listen again and answer the questions.

- Why are law firms now offering apprenticeships?
- How have dental patients benefited from medical advances?
- Why is it useful to have good interpersonal skills as a shop assistant?
- What qualifications and skills do you need to be a wind turbine technician?

- 8 **SPEAKING** Discuss the questions about the future of work.

- What other jobs or careers do you think are stable? Which ones are at risk?
- What are the advantages of working from home compared to commuting to work?
- What kind of qualifications and skills do you think you'll need for the future?

PRONUNCIATION FOCUS

- 9 **2.37** Listen and repeat the words said as nouns and as verbs. In your notebook, mark the stress. Which pairs have different stress patterns?

contract export import increase
market recruit review target

a contract/to contract

- 10 Take it in turns to practise the words in Exercise 9. Decide whether your partner is saying a noun or a verb.

READING

Multiple choice

I can find specific information in a long text.

- 1 SPEAKING** Discuss the questions.
 - 1 As a child, how did you use to answer this question?
What do you want to be when you grow up?
 - 2 How would you answer this question now?
 - 3 Is it better to have one or many passions? Why?
- 2** Look at the title of the blog post. What do you think it is about? Read and check your ideas.

READING FOCUS Multiple choice

- 3**  **Read the post again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**
- 1 The writer thinks that as we get older we
 - A tend to lose our imagination.
 - B find it impossible to make decisions.
 - C could benefit from career counselling.
 - D are expected to choose a specialisation.
 - 2 In the paragraph beginning 'But what happens ...', the writer suggests that
 - A everybody should find a passion and stick to it.
 - B people refuse to choose a career on purpose.
 - C people are concerned if they can't identify their vocation.
 - D you will never succeed in life unless you find your niche.
 - 3 In the modern workplace, people
 - A that are curious stay in the same profession.
 - B can't decide what they want to do.
 - C are taking responsibility for how they work.
 - D have fewer opportunities than their parents.
 - 4 In the paragraph beginning 'Reflecting the needs ...', the writer shows that
 - A the workplace is in need of modernisation.
 - B the traditional working day is being transformed.
 - C part-time workers are able to do several jobs equally well.
 - D freelancers can choose to be employed or independent.
 - 5 While outlining the characteristics of generalists, Emilie Wapnick does NOT describe them as people who can
 - A undertake unfamiliar tasks.
 - B acquire new skills and knowledge.
 - C come up with original solutions to problems.
 - D work in several roles simultaneously.

FOCUS ON WORDS | Choosing a career

- 4  **2.39** In your notebook, match the words in blue in the text with their definitions. Then listen, check and repeat.

- 1 advice from career experts = career guidance
- 2 a series of jobs in the same profession =
- 3 a person who gives advice =
- 4 work hours that are not fixed =
- 5 a person who is self-employed =
- 6 one work role carried out by two people =
- 7 a person who doesn't work full-time =
- 8 do well and be successful =
- 9 people who work =
- 10 the place where you work =

- 5** In your notebook, complete the comments with words and phrases in Exercise 4.

Sandra, 16

Thanks for this post. I can see now that my problem is that I'm a jack of all trades and master of none! At school I had 1c g , but it didn't help me at all. I still don't know what to do at college.

Robert, 18

I agree. The 2c don't really help. It would be more helpful to have counselling once we have some experience and can visualise our future 3c p more clearly.

Marta, 16

I was really interested in what you're saying about the modern ⁴w being more flexible. I think ⁵j is a great idea – you just have to make sure that communication is really good between both people doing the job.

Paula, 17

Maybe, but I think it's better to work for a big organisation if you want to ^{6t} ? in your career. I don't think you can ever feel like an important part of the workforce if you're a self-employed ^{7f} ? .

James, 17

I don't think I could do the same job day in, day out, even if they had ^{af} _____ ? in place of rigid nine to five hours. But I can see myself working as a ^{9p} _____ ? in several different jobs.

- 6 SPEAKING** Discuss whether you have similar or different opinions to the people in Exercise 5.

FOCUS ON WORDS | Verb–noun collocations

- 7  **2.40** In your notebook, complete the underlined verb–noun collocations in the blog post with the correct verb. Translate them. Then listen, check and repeat.

- | | | | |
|---|--|---|---------------------------------|
| 1 | <u>be</u> in charge | 5 | <input type="text"/> one true |
| 2 | <input type="text"/> wired differently | | calling |
| 3 | <input type="text"/> your niche | 6 | <input type="text"/> a vocation |
| 4 | <input type="text"/> your strengths | 7 | <input type="text"/> purpose |

- 8 SPEAKING** In your notebook, complete the sentences with collocations in Exercise 7. Discuss which sentences are true for you.

- 1 I wouldn't say I lack . I'm just keeping my options open.
- 2 My sister/brother and I are wired – it's incredible to think we're related.
- 3 My dad always wanted to be a teacher – he says it's his one true .
- 4 I'd like to focus on my , but I'm not sure what they are.
- 5 I'm not worried about finding my or having a . I just want to be famous and make lots of money!

What if you don't have **ONE** dream job?

2.38

Do you remember being asked what you wanted to be when you grew up? No doubt the more imaginative your answer, the more approval you would get. But once we reach adolescence, there's far less tolerance for answers like, 'I'm going to be a marine biologist, circus clown and journalist!' Now the question translates as *You are allowed one identity in this life, so which is it?*

At school there's pressure to focus on your strengths, and choose a subject to major in at university, which leads to one specific degree, intended for one type of job. The message that you need to specialise is reinforced in many contexts.

Career guidance books and **counsellors** give you tests to help you find your niche and identify your dream job.

But what happens if you're wired differently? Let's say you're curious about several subjects, and there are many things you'd like to study. If you're unable or unwilling to settle on a single **career path**, you might worry that you don't have one true calling like everybody else and that, therefore, your life lacks purpose. As the saying goes, you're a 'jack of all trades, master of none'.

In reality, few people are just 'one thing'. A rare few have a vocation and stick to it, but for most young people who will make up the **workforce** of the future, 'one thing' is not relevant any more. For our parents' and grandparents' generation, it was normal to work in the same profession and often the same company for thirty or more years. Those days are long gone.

The ambitious young people of today are more interested in moving around and doing different things. In the modern **workplace**, people are working flexibly and the individual is in control of their professional life and in a position to make decisions about how, when and where they work. Rather than finding something and doing it forever, the new challenge is to find a way of working that works for you.

Reflecting the needs of the modern workforce, the workplace is also changing at a rapid rate. Flexible working is becoming the new norm. The standard working day of nine to five has been replaced by **flexitime**. The majority of people no longer believe that attendance in an office is required or necessary on a day-to-day basis.

Job-sharing is becoming more popular with people who prefer diversity in

their working day – work traditionally performed by one person can be split between two **part-timers**. There are also a growing number of **freelancers** choosing self-employment as a way to be in charge of their own professional lives.

This new flexible workplace is one where multipotentialites feel at ease. Multipotentialite is a term invented by Emilie Wapnick, whose TED talk 'Why some of us don't have a true calling' has been watched by millions of viewers. She claims to be someone who has a range of interests. She sees herself not as a specialist, but as a generalist and describes how she used to worry that she wasn't normal because she didn't have a vocation and so could be dismissed as a quitter, a flake or a jack of all trades, master of none.

She explains how people like herself are suited to the modern workplace in three essential ways. Firstly, they are used to combining two or more fields and it is at the intersection between seemingly unrelated ideas that innovation often happens. Secondly, people who change roles frequently are less afraid of trying new things and stepping out of their comfort zones. They're fast learners. And finally, they are adaptable.

So, if you're a generalist, a polymath, a multipotentialite, or whatever you call yourself, you are the one who will **thrive** in the twenty-first century workplace. The world needs jacks of all trades. And it also needs an updated version of the phrase. How about 'jack of all trades, master of all'?

GLOSSARY

jack of all trades, master of none = kto potrafi wiele rzeczy, ale w żadnej nie jest ekspertem
a multipotentialite = multipotencjalista, ktoś o wielu zainteresowaniach i zdolnościach
dismiss sb as = odrzucić, lekceważyć
a quitter = ktoś niewytrwały, kto zbyt łatwo się poddaje
a flake = osoba ekscentryczna, szalona
be suited to = nadawać się do
intersection = miejsce przecięcia, skrzyżowanie
a polymath = człowiek wszechstronnie uzdolniony, człowiek renesansu

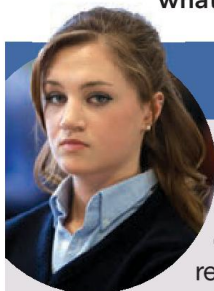
5.5

GRAMMAR

Reporting verbs

I can use a range of reporting verbs.

- 1 **SPEAKING** Discuss the meaning of the question in the headline. Then read Part 1 of the report and decide what you think the answer is.



SPOILT BRAT OR NEGLECTED CHILD?

Part 1

US teenager Rachel Canning took her parents to court and tried to sue them for financial support. She accused them of abandoning her when she had turned 18 and refusing to fund her college education. She **claimed** that they had thrown her out of her home and **explained** that she had been living at a friend's house.

Mr Canning refused to accept his daughter's version of events. He denied kicking Rachel out and **assured** the court that she had left voluntarily after an argument about household rules. He **suggested** that Rachel's friends had encouraged her to take the matter to court. He **insisted** that he and his wife loved and missed their child and **added** that the situation was having a terrible effect on them. He begged his daughter to come home soon.

- 2 In your notebook, translate the six reporting verbs in blue in Exercise 1. Five can be replaced with *said* and one with *told*. Which one and why?
- 3 Read the GRAMMAR FOCUS. Then find five more reporting verbs in the text in Exercise 1. Which verb patterns do they illustrate?

GRAMMAR FOCUS

Reporting verbs

1 Verbs without an object

- verb + **that clause**: add, admit, agree, claim, deny, explain, insist, promise, propose, recommend, suggest
She **promised that** she would come home.
- verb + **to + infinitive**: agree, claim, offer, promise, refuse
He **offered to help**.
- verb + **-ing**: admit, deny, propose, recommend, suggest
They **suggested talking** to the lawyer.
- verb + **preposition + -ing**: apologise for, insist on, object to
I **insisted on paying** for everything.

2 Verbs with an object

- verb + **object + that clause**: assure, convince, inform, promise, remind, warn
She **assured me that** she was OK.
- verb + **object + to + infinitive**: advise, beg, convince, encourage, invite, order, persuade, remind, urge, warn (not)
He **urged them to leave**.
- verb + **object + preposition + -ing**: accuse sb of, blame sb for, congratulate sb on, thank sb for
He **congratulated me on passing** the exam.



Part 2

The judge rejected the teenager's demands, but ¹ ? everyone in the court that in future, children may consider suing their parents for a smartphone. The judge ² ? Rachel and her family to have family counselling. The teenager has ³ ? to return home and the Cannings have ⁴ ? the media to give the family some privacy while they work things out. The parents have ⁵ ? to relax the house rules and in return, Rachel has ⁶ ? them that she won't leave home again.

- 4 **USE OF ENGLISH** Read Part 2 of the report. Which options A–D complete the text? Do you agree with the judge's decision?

- | | | | |
|---------------|-------------|-------------|-------------|
| 1 A warned | B explained | C promised | D suggested |
| 2 A denied | B insisted | C advised | D reminded |
| 3 A agreed | B proposed | C reminded | D ordered |
| 4 A refused | B warned | C insisted | D urged |
| 5 A convinced | B offered | C suggested | D told |
| 6 A agreed | B denied | C warned | D promised |

- 5 Some reporting verbs can have two or more patterns. In your notebook, report each of these sentences in two different ways.

- 'I did not kick my daughter out!' Rachel's father denied kicking his daughter out/that he had kicked his daughter out.
- 'We reckon you should take your parents to court.' Rachel's friends suggested .
- 'We have been terribly upset.' Rachel's parents admitted .
- 'You should have some family counselling.' The judge recommended .
- 'OK. We'll relax some of the house rules.' Rachel's parents promised .
- 'All right. I'll move back in.' Rachel agreed .

- 6 In your notebook, complete the sentences with the verbs in the box. Use an appropriate verb pattern and the pronoun *me* as the object if necessary.

(buy not copy have lose redecorate owe)

Recently ...

- my friends have persuaded me to have a haircut.
- my brother has blamed his camera.
- a teacher has warned homework from the Internet.
- a friend has reminded him/her some money.
- my parents have offered a laptop.
- Dad has suggested my bedroom.

- 7 **SPEAKING** Are any of the sentences in Exercise 6 true for you? Use the beginnings to report other things that people have said to you recently.

Grammar page 145

5.6

SPEAKING

Problem solving

I can discuss problems and solutions, and express annoyance.

1 SPEAKING Describe what happened last time you experienced one of these problems.

- 1 something was lost or stolen (bag, keys, bike, etc.)
- 2 something was broken (computer, car, phone, etc.)
- 3 something was forgotten (test, alarm, appointment, etc.)



2 2.41 Listen to two friends, Hannah and Daniel, discussing a problem and answer the questions.

- 1 What was the problem and how did Hannah and Daniel try to solve it?
- 2 What would be a better solution in your opinion?
- 3 What do you think might happen next?

3 2.41 Discuss which words complete the SPEAKING FOCUS correctly. Then listen and check.

SPEAKING FOCUS

Talking about a problem

What's wrong/the matter?

What's ¹up / on (with it)?

I seem/appear to have lost/forgotten/broken ...

I haven't (got) a clue./I've no ²thought / idea./I wish I knew.

Every time I try to ..., it ...

Perhaps there's something wrong/a problem with the ...

Talking about a solution

Have you tried ... + -ing?

It's worth a try/a go, I suppose.

I ³doubt / know it'll/that'll work/help, but let's see.

Problem solved!

No, that doesn't/didn't make any ⁴solution / difference.

Expressing annoyance

What are we ⁵about / supposed to do now?

Why on earth did/didn't you ...?

How should I ⁶know / think?

You should have should have checked/asked first.

You should have thought about that earlier.

4 2.42 In your notebook, complete the dialogues with one word in each gap. Sometimes more than one answer is possible. Then listen and check.

Dialogue 1

Abi and Beth are working in a supermarket during the school holidays.

Abi: What's ¹up?

Beth: Well, unfortunately, I ² ? to have broken the bar code scanner.

Abi: Oh no. What happened?

Beth: I put it on the table during the break and spilled my coffee on it – like an idiot!

Abi: Whoops. The manager isn't going to be happy.

Beth: Yeah, tell me about it. ³ ? time I try to switch it on, it beeps and switches off again.

Abi: Have you ⁴ ? drying it under the hand dryer in the toilets?

Beth: Actually no, but it's worth a go, I ⁵ ? .

Dialogue 2

Leo is working on his uncle's farm during the summer.

Pete: Hello, Woodtop Farm.

Leo: Uncle Pete, it's me. I'm in the bottom field. The tractor has broken down.

Pete: What? What's the ⁶ ? with it?

Leo: Er ... I ⁷ ? I knew.

Pete: OK. Listen, are the lights working?

Leo: Hang on a second ... Yep.

Pete: OK, then it's not the battery. You did remember to put some fuel in it, right?

Leo: Er ... oh.

Pete: Leo! I told you it was nearly empty.

Leo: I, er ... I forgot. Sorry.

Pete: Well, you'll have to walk back up here and get some, won't you?

Leo: What? It's miles!

Pete: Well, you should have thought about that

⁸ ? . Next time, perhaps you'll remember.

Leo: Can't you bring some fuel down in the ... hello?

5 SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

As part of a project, you are giving a joint presentation about summer job opportunities in your local area.

Together, you prepared a presentation on a laptop.

Student A: You were responsible for bringing a pen drive with all the notes and visuals. The presentation is in twenty minutes, and you have just realised that you left the pen drive at home.

Student B: You worked hard on the presentation and are very annoyed that your partner forgot to bring the pen drive.

There isn't enough time to go home. Together, you need to come up with a solution.

6 SPEAKING Practise your dialogue and act it out. Take turns to be Student A and Student B.

5.7

USE OF ENGLISH

Phrasal verbs

I can use phrasal verbs with two particles and other advanced phrasal verbs.

- SPEAKING** In your notebook, list all the social media apps you use. Discuss which are the most popular. How popular is WhatsApp?
- Read the text about WhatsApp. One of the statements 1–6 is false. Which one?
 - Jan Koum, a co-founder of WhatsApp, is from Ukraine.
 - The app is called WhatsApp because it sounds like 'What's up?'
 - Koum was not successful at school or at university in the USA.
 - Koum met Brian Acton, the other co-founder of WhatsApp, at Yahoo.
 - Koum and Acton both got jobs at Facebook in 2007.
 - Koum and Acton sold WhatsApp to Facebook and are now billionaires.
- Read the LANGUAGE FOCUS. In your notebook, complete it with examples of the three-part phrasal verbs in blue and the underlined nouns and adjectives in the text.

LANGUAGE FOCUS

Phrasal verbs – advanced points

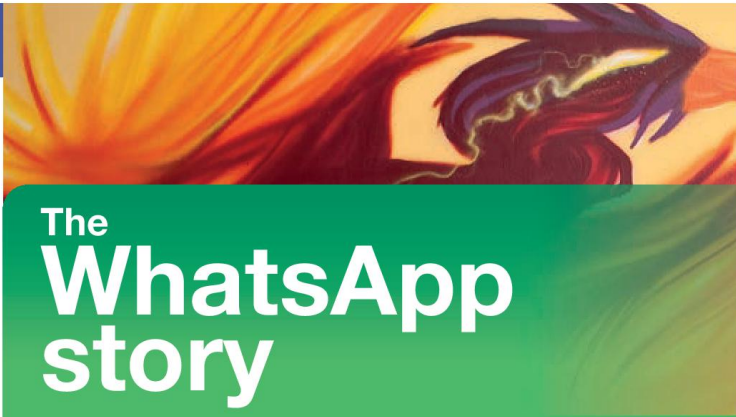
Three-part phrasal verbs

- Most three-part phrasal verbs are made up of really common verbs like *come*, *get*, *put*, etc. plus a variety of adverbial and prepositional particles.
¹ come up against (meet or confront), ² ? (feel superior to), ³ ? (compensate for)
- Three-part phrasal verbs are nearly always inseparable.
He came up against bullying. NOT *He came up bullying against.*

Word building with phrasal verbs

- Nouns**
Verb + particle: clear sth out → a clear-out, let sb down → a ⁴ ?, warm sth up → a warm-up. You stress the 'verb' part not the particle.
Particle + verb: bring sb up → an ⁵ ?, pour down → a downpour, set out → outset. You usually stress the 'particle' part not the verb.
- Adjectives**
Particle + verb -ing: put sb off → be off-putting
Verb (past participle) + particle: run sth down → be ⁶ ?

- In your notebook, match the remaining three-part phrasal verbs in blue in the text with the definitions 1–6. Use a dictionary if necessary.
 - be the result of = ?
 - think of a new idea = ?
 - leave school or a course = ?
 - do sth after = ?
 - develop from sth = ?
 - be very busy with sth = ?



The WhatsApp story

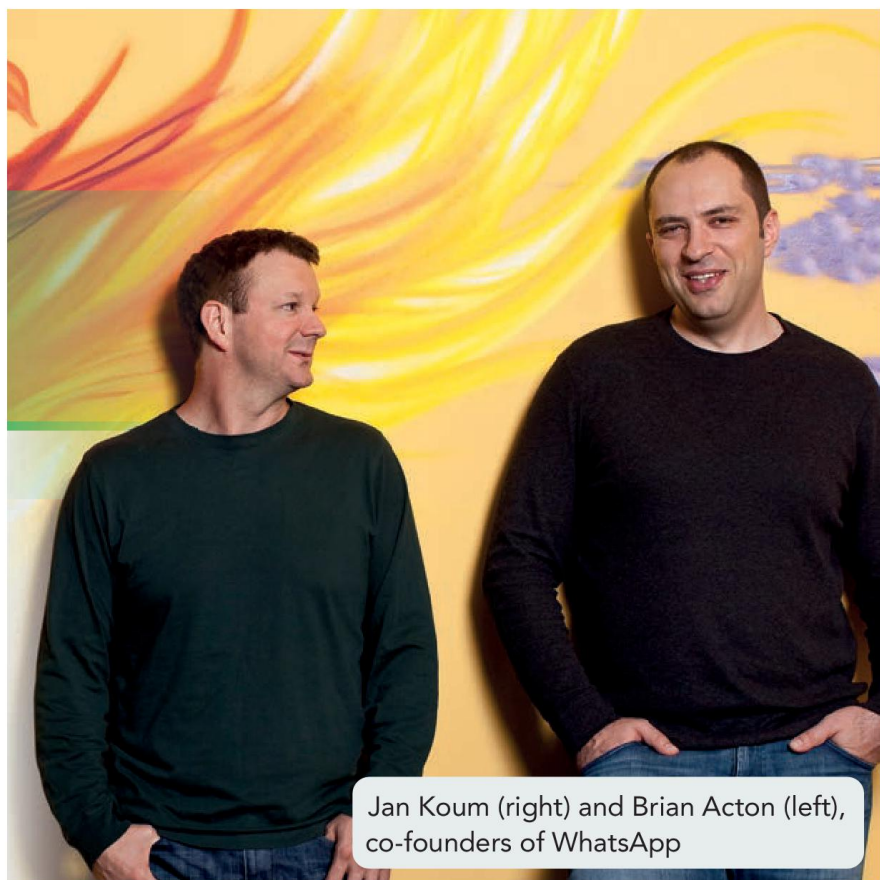
If you use instant messaging services, it's very likely that WhatsApp is one of them. But what do you know about it? Did you know that it was invented by Jan Koum, a Ukrainian-born entrepreneur? After he bought his first iPhone, he got annoyed that he was missing calls when he went to the gym and WhatsApp **grew out of** the simple idea that it's good to let people know if you're available. He **came up with** the name WhatsApp because it sounded like 'What's up?'

There was nothing in Koum's upbringing to suggest that the young Ukrainian would one day change the world of social media. He was brought up in a small village near Kiev. He rarely saw his father who **was** usually **tied up with** work at a government construction company until 10 o'clock at night. But then, when Koum was 16, he emigrated to California with his mother and grandmother, while his father stayed behind and never left Ukraine. It was a hard time for the family who lived in very run-down accommodation.

Koum studied Computer Science and Maths, but at school he **came up against** bullying from other boys and often got into trouble. In Ukraine, Koum had left behind his close group of friends; now he **looked down on** the casual friendships that people had at high school in America and he eventually **dropped out of** college.

Things changed when he got a job at Yahoo in the early 2000s. First, he met Brian Acton, who would **go on to** co-found WhatsApp. When Koum and Acton left Yahoo in 2007, they applied for jobs at Facebook. Both were turned down.

Following rejection from Facebook, the two friends decided to go travelling in South America, and it was when they returned to the USA that they co-founded WhatsApp. The app didn't take off straight away, which was a real letdown for Koum and Acton. However, by 2014 it had more than 400 million users globally. In the end, the huge success of WhatsApp **came down to** the excellent user experience. Facebook paid more than \$19 billion to acquire WhatsApp, which more than **made up for** their earlier rejection, turning both Koum and Acton into billionaires.



Jan Koum (right) and Brian Acton (left), co-founders of WhatsApp

- 5 In your notebook, match eight more common three-part phrasal verbs with their definitions. Use a dictionary if necessary.

- | | |
|----------------------|--|
| 1 keep up with sb | a admire and respect |
| 2 get on with sb | b avoid |
| 3 get out of | c be friends with |
| 4 get round to | d stay at the same level as |
| 5 look up to sb | e defend |
| 6 put up with sth/sb | f find time to |
| 7 run out of sth | g tolerate |
| 8 stand up for sth | h use all of sth and have nothing left |

- 6 In your notebook, complete the three-part phrasal verbs in the sentences with the correct forms of **come**, **get**, **make** or **put**.

- To become rich, you only have to up with one good idea.
- I on really well with my work colleagues, we are quite a team!
- Being successful in a job down to hard work – that's all.
- An interesting job that you love doing can up for a low salary.
- It's important to keep your social media profile updated, but most people don't round to it.
- Rich people always try to out of paying their taxes.
- Wage discrimination isn't a thing of the past; women up against it all the time.
- You can't choose you work colleagues. If you don't get on, you just have to up with them.

- 7 **SPEAKING** Discuss the statements in Exercise 6. Which ones do you agree with? Give reasons for your answers.

- 8 In your notebook, rewrite the sentences so they mean the same using the noun or adjective form of the underlined phrasal verb.

- I was brought up in a similar way to my parents. I had .
- Yesterday it poured down on my way home from school. Yesterday there was .
- I always warm up before I do any sport. I like to do .
- I need to clear out all the junk in my bedroom. I need to have .
- Background music puts me off when I am trying to study. I find background music .
- If I dropped out of college, my parents would never forgive me. If I became .

SHOW WHAT YOU'VE LEARNT UNITS 1-5

- 9 **USE OF ENGLISH** In your notebook, complete the message with one word in each gap.

Dee

Published 1 hour ago

Dear Ali,

This is to announce that I've decided to give up social media (no, it's not a joke). I'm just completely fed up with it. Over the last five years, I've spent a great ¹ of time and energy on posting, reading, liking and commenting. But now push notifications are driving me mad! I just can't put ² with it any longer. I'm also fed up with all my ³ acquaintances. Over the years, I've ⁴ to collect 3,000 friends on social media, but ⁵ of them visited me when I was ill – not one! Last, but not least, I'm so busy on social media that I can't ⁶ down to any serious school work. It feels like if I don't stop now, I'll ⁷ out of school! So, this is my last post.

CU ⁸ – in the real world!

Dee

431

- 10 **SPEAKING** Imagine you decided to give up social media. Discuss the questions.

- What would be the advantages/disadvantages?
- What would you miss most/least?
- How long would you be able to manage without social media?

5.8

WRITING

An opinion essay

I can write an opinion essay exploring different aspects of viewpoints.

- 1 **SPEAKING** Look at the results of an international student survey about reasons for going to university. Then answer the questions and compare your answers with a partner.

- Which three reasons are most important to you?
- What other reasons to go to university can you think of?
- Should students choose a degree based on what they are interested in or what is most likely to lead to getting a job? Explain your answer.

- 2 Read the task and the essay below. Do you agree with the author's opinion?

Some university degrees are more likely to lead to employment after graduation than others. In your opinion, should young people choose a university subject based on what will help them get a good job rather than what interests them?

Write an opinion essay on this topic analysing the importance of motivation to study and career success.

Why do you want to go to university?

I want to go to university because:

I want to continue my education and development.	58.4%
I am really keen on the subject I want to study.	57.9%
this is necessary for my future career.	53.7%
I need stimulation and intellectual challenge.	52.7%
I want to learn some necessary life skills.	50.1%
this will help me find a job (or a better job).	36.1%
I want to experience student life and just have fun.	22.8%
my family expects me to continue my education.	16.3%

- 3 Read the WRITING FOCUS. In the model essay, find ...

- a sentence which states the writer's main opinion.
- a sentence that says which two aspects will be discussed.
- a sentence which acknowledges an opposing opinion and states why the writer disagrees with it.
- a sentence which expands the discussion by giving examples.
- a sentence which restates the writer's main opinion.
- a final comment.

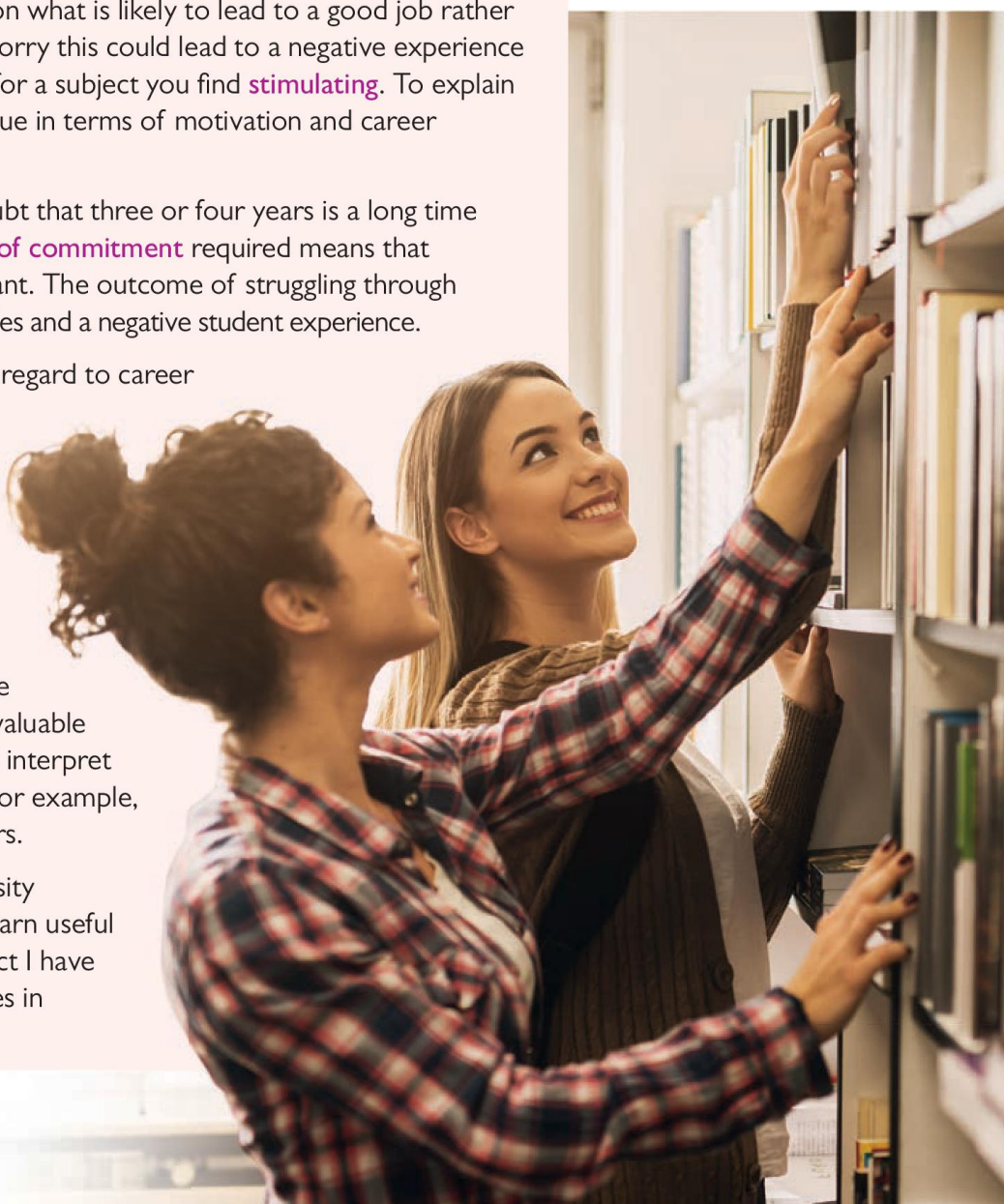
Many **school-leavers** choose a degree based on what is likely to lead to a good job rather than what truly interests them. Personally, I worry this could lead to a negative experience at university and that it may be better to opt for a subject you find **stimulating**. To explain the reasons for my view, I will examine the issue in terms of motivation and career success.

When it comes to motivation, there is no doubt that three or four years is a long time to dedicate to a single subject. The high **level of commitment** required means that enthusiasm for your chosen subject is important. The outcome of struggling through a course you don't enjoy could be low final grades and a negative student experience.

It is also important to consider this issue with regard to career success. It is often the case that those who rise to the very top of their field get there because they are passionate about what they do. Of course, passion does not guarantee career success, but it is undeniably an important factor.

It is true that some subjects appear to offer limited **career prospects**, however, I am of the opinion that studying for any degree teaches valuable **transferable skills**. These include the ability to interpret information or communicate complex ideas, for example, and are undoubtedly appreciated by employers.

All in all, I think it is better to choose a university subject that interests you. I would prefer to learn useful skills and work towards high grades in a subject I have enjoyed studying rather than risking low grades in a subject that I do not find motivating.



- 4 In your notebook, complete the **WRITING FOCUS** with the words and phrases in the essay.

WRITING FOCUS

An opinion essay

Introduction

- Introduce the topic and state your main opinion.
- Say which two (or more) points of view or aspects will be discussed.
To explain the ¹ reasons for my view, I will examine the issue in ² ? of ...
It is my intention to explore this issue from the viewpoint of ...
This essay will look at this question from the perspective of ...

Paragraphs 2 and 3

- Discuss different aspects of the issue and support the main opinion you stated in the introduction.
When it ³ ? to ...
It is also important to consider this issue with ⁴ ? to ...
Another important angle on/aspect of this issue is ...
- Expand the discussion by giving examples.

Paragraph 4

- Acknowledge an opposing opinion and say why you disagree with it.
It is ⁵ ? that ...
However, I am of the ⁶ ? that ...
While some people say ..., I ...
Some people do not agree and feel that ...

Conclusion

- Use a linking phrase to introduce a conclusion.
In conclusion,/To sum up,/All things considered,/ ⁷ ? ,
- Restate your main opinion.
- Include a final comment.

- 5 Which options complete the sentences correctly?

- It is my *reason / intention* to explore this issue from the viewpoint of both employers and job-seekers.
- This essay will look at this question from the *perspective / opinion* of an international student.
- Another important *aspect / angle* on this issue is parental expectations.
- While / True* a few lucky people earn a living doing very little, most of us have to work hard to do well.
- Some people do not *question / agree* and say it's better to study something you think will be easy.
- All things *concluded / considered*, it is more important to find a good job.

- 6 **SPEAKING** In your notebook, complete the questions with the words in purple in the essay in Exercise 2. Then answer them and discuss your ideas in pairs.

- Which school subjects do you find most ? ?
- Which school subjects require the highest ? ?
- Which valuable ? ? could you learn from studying overseas?
- Which university subjects offer limited ? ?
- Apart from going to university, what other options do ? ? have?

- 7 Read the **LANGUAGE FOCUS**. Which structures are used in the essay in Exercise 2?

LANGUAGE FOCUS

Expressing certainty and describing consequences

Use the following structures to express certainty and describe consequences in a formal way.

Expressing certainty

Undeniably/Undoubtedly, ...

It's undeniable that/There is no doubt that ...

Without (a) doubt, ...

Describing consequences

The result/consequence/outcome of (such a decision/choice) could be that ...

As a result/consequence, ...

This could lead to/result in ...

- 8 **SPEAKING** In your notebook, rewrite the statements. Use the prompts in brackets and the **LANGUAGE FOCUS**. Which of the statements do you agree with?

- The average secondary student in my country is short of money. (undoubtedly)
- Employers in my country value work experience as highly as qualifications. (without)
- Young people can learn some very useful skills by working part time. (doubt)
- Succeeding at school is more important than earning a bit of extra cash. (undeniable)
- Having a part-time job teaches you to be more responsible. (undeniably)

- 9 In your notebook, complete statements 1–4 with a word from the **LANGUAGE FOCUS**. Use each word only once.

- Not gaining experience through a part-time job could ? in a very bare CV.
- The ? of working part-time while you are at school is less time for homework.
- Focusing on schoolwork only could ? to better final grades.
- ? a result of having a part time job, students gain valuable work experience.

SHOW WHAT YOU'VE LEARNT

- 10  Do the writing task in your notebook. Use the ideas in the **WRITING FOCUS**, the **LANGUAGE FOCUS** and Exercises 8 and 9 to help you.

Coraz więcej młodych osób podejmuje pracę w weekend lub na część etatu jeszcze w trakcie nauki w szkole średniej. Napisz rozprawkę, w której przedstawisz opinię na ten temat, biorąc pod uwagę wpływ wykonywania takiej pracy na naukę w szkole oraz na perspektywę przyszłej kariery zawodowej. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.

5.1 Vocabulary 4.33

achieve a goal /ə,tʃi:v ə 'gəʊl/ osiągnąć cel
burn out /bɜ:n 'aut/ wypalić się zawodowo
carry out /kæri 'aut/ przeprowadzać, realizować, wykonywać
commit to /kə'mit tə/ poświęcić się, zaangażować się
conscientious /kənʃi'enʃəs/ skrupulatny, sumienny
conscientiousness /kənʃi'enʃəsnəs/ sumienność
develop a habit /di'veləp ə 'hæbit/ wykształcić nawyk
do sth day in, day out /du: ,səməθɪŋ 'deɪ ɪn ,deɪ aut/ robić coś codziennie, robić coś bez przerwy
employment possibilities /ɪm,plɔɪmənt ,pɒsə'bilitiz/ możliwości zatrudnienia
enter the job market /ɛntə ðə dʒɒb 'mɑ:kət/ wejść na rynek pracy
enthusiasm /ɪn'θju:ziæzəm/ entuzjizm
enthusiastic /ɪn,θju:zi'æstɪk/ pełen entuzjazmu
fulfil an objective /fʊl'fɪl ən əb'dʒektɪv/ osiągnąć cel
get down to /get daʊn tə/ zabrać się za goal /gəʊl/ cel
improve your career prospects /ɪm,pru:v jə kə'riə ,prɒspekts/ polepszać swoje perspektywy zawodowe
increase your output /ɪn,kri:s jə 'aʊtpʊt/ zwiększyć swoją wydajność
keep at /ki:p ət/ pracować nad
knowledge /'nɒlɪdʒ/ wiedza
knowledgeable /'nɒlɪdʒəbəl/ mądry, znający się na czymś dobrze
map sth out /mæp ,səməθɪŋ aʊt/ rozplanować coś
objective /əb'dʒektɪv/ cel
outline /'aʊtlaɪn/ naszkicować, zrobić plan, zrobić zarys
overwork /,əʊvə'wɜ:k/ przepracowanie
overworked /,əʊvə'wɜ:kt/ przepracowany
pick up a new skill /pɪk ,ʌp ə nju: 'skɪl/ nabyć nową umiejętność
punctual /'pʌŋktʃuəl/ punktualny
punctuality /'pʌŋktʃu'æləti/ punktualność
purpose /'pɜ:pəs/ cel
purposeful /'pɜ:pəsful/ zdecydowany, stanowczy
put a lot of effort into /,pʊt ə lɒt əv 'efət ,ɪntə/ włożyć wiele wysiłku w
put your heart into sth /,pʊt jə 'hɑ:t 'ɪntə ,səməθɪŋ/ włożyć w coś serce, starać się
reach your full potential /ri:tʃ jə fʊl pə'tenʃəl/ osiągnąć pełnię swoich możliwości
set sth out /,set ,səməθɪŋ 'aʊt/ rozłożyć coś, rozstawić; przedstawić
single-minded /,sɪŋgəl 'maɪndɪd/ wytrwały, zdeterminowany
single-mindedness /,sɪŋgəl 'maɪndɪdnəs/ determinacja
skilled /skɪld/ wykwalifikowany
speak your mind /,spi:k jə 'maɪnd/ wypowiadać swoje zdanie

take sth up /,teɪk ,səməθɪŋ 'ʌp/ zainteresować się czymś; podjąć się zadania
think for yourself /,θɪŋk fə jɔ:'self/ myśleć samodzielnie
time management /'taɪm ,mænɪdʒmənt/ zarządzanie czasem
to-do list /tə 'du: ,lɪst/ lista zadań, lista spraw do załatwienia
work to a deadline /,wɜ:k tə ə 'dedlaɪn/ pracować zgodnie z harmonogramem
work towards /,wɜ:k tə'wɔ:dz/ pracować dążąc do osiągnięcia celu

5.2 Grammar 4.34

answer the phone /'ɑ:nsə ðə ,fəʊn/ odebrać telefon
interview /'ɪntəvjʊ:/ rozmowa kwalifikacyjna
references /'rɛfrənsɪz/ referencje, list polecający
struggle to do sth /'strʌgl tə ,du: ,səməθɪŋ/ zmagać się, starać się coś zrobić
weakness /'wi:knəs/ słabość

5.3 Listening 4.35

alternative energy /ɔ:l,tɜ:nətɪv 'enədʒi/ energia alternatywna
applied sciences /ə,plaid 'saɪənsɪs/ nauki stosowane
be at risk /bi ət 'rɪsk/ być zagrożonym
be constant/unchanged /bi 'kɒnstənt/ ʌn'tʃeɪndʒd/ być niezmiennym
benefit /'benəfit/ korzystać
commute to work /kə,mju:t tə 'wɜ:k/ dojeżdżać do pracy
concerned about /kən'sɜ:nd ə'baut/ zaniepokojony czymś
dental patient /,dentl 'peɪʃənt/ pacjent dentysty
do an apprenticeship /,du: ən ə'prentəsɪp/ odbywać praktykę zawodową
elderly /'eldəli/ starszy
fulfilling /fʊl'fɪlɪŋ/ dający satysfakcję
gradual drop/decline in /,grædʒuəl 'drɒp/dɪ'klaɪn ɪn/ stopniowy spadek
gradual rise/increase in /,grædʒuəl 'raɪz/ 'ɪnkri:s ɪn/ stopniowy wzrost
graduate /'grædʒuət/ absolwent
growing number /,grəʊɪŋ 'nʌmbə/ rosnąca liczba
handle sb /'hændl ,səmbədi/ radzić sobie z kimś
high-powered job /,haɪ 'paʊəd dʒɒb/ praca na prestiżowym stanowisku
lucrative /'lu:kɹətɪv/ dochodowy
marked rise/increase in /,mɑ:kt 'raɪz/ 'ɪnkri:s ɪn/ wyraźny wzrost
medical advances /,medɪkəl əd'vɑ:nsɪz/ postępy w medycynie
rapid drop/decline in /,ræpɪd 'drɒp/ dɪ'klaɪn ɪn/ gwałtowny spadek
recruit /rɪ'kru:t/ rekrutować
relevant /'rɛləvənt/ właściwy, odpowiedni
remain constant/unchanged /rɪ,meɪn 'kɒnstənt/ʌn'tʃeɪndʒd/ utrzymać się na stałym poziomie
replace /rɪ'pleɪs/ zastąpić
retail /rɪ'teɪl/ sprzedaż detaliczna

secure /sɪ'kjʊə/ pewny, bezpieczny
sharp drop/decline in /,ʃɑ:p 'drɒp/ dɪ'klaɪn ɪn/ wyraźny spadek
sharp rise/increase in /,ʃɑ:p 'raɪz/ 'ɪnkri:s ɪn/ wyraźny wzrost
stable /'steɪbəl/ stały, stabilny
steady drop/decline in /,stedɪ 'drɒp/ dɪ'klaɪn ɪn/ ciągly/regularny spadek
steady rise/increase in /,stedɪ 'raɪz/ 'ɪnkri:s ɪn/ ciągly/regularny wzrost
take sth over /,teɪk ,səməθɪŋ 'əʊvə/ przejąć coś, zdobyć coś
take sth apart /,teɪk ,səməθɪŋ ə'pa:t/ rozebrać coś na części
tedious /'ti:diəs/ żmudny, monotony
trainee /,treɪ'ni:/ praktykant, stażysta
wind turbine /'wɪnd ,tɜ:bain/ turbina wiatrowa

5.4 Reading 4.36

adaptable /ə'dæptəbəl/ potrafiący się dostosować
approval /ə'pru:vəl/ akceptacja, uznanie
at a rapid rate /ət ə ,ræpɪd 'reɪt/ bardzo szybko
attendance in the office /ə'tendəns ɪn ðɪ ,ɒfɪs/ obecność w biurze
be in charge /bi ɪn 'tʃɑ:dʒ/ zarządzać czymś, mieć kontrolę
be suited to /bi 'suɪtɪd tə/ nadawać się do
be wired differently /bi 'waɪəd ,dɪfrəntli/ mieć inną konstrukcję, różnić się
career guidance /kə'riə ,gaɪdəns/ doradztwo zawodowe
career path /kə'riə ,pɑ:θ/ ścieżka kariery
combine /kəm'baɪn/ łączyć
counsellor /'kaʊnsələ/ doradca, psycholog szkolny
curious about /'kjʊəriəs ə'baut/ ciekawy (czegoś)
dismiss sb as /dɪs'mɪs ,səmbədi əz/ odrzucić, lekceważyć kogoś z jakiegoś powodu
diversity /daɪ'vɜ:səti/ różnorodność
essential /ɪ'senʃəl/ niezbędny
find your niche /faɪnd jə 'ni:ʃ/ znaleźć miejsce dla siebie, znaleźć swoją niszę
flake /fleɪk/ osoba ekscentryczna, osoba szalona
flexitime/flexible working /'fleksɪtaɪm/ 'fleksəbəl ,wɜ:kɪŋ/ elastyczny czas pracy
focus on your strengths /'fəʊkəs ɒn jə 'streŋθs/ skupić się na swoich mocnych stronach
freelancer /'fri:lɑ:nsə/ wolny strzelec
have a vocation /hæv ə vəʊ'keɪʃən/ mieć powołanie do czegoś
have one true calling /hæv wʌn ,tru: 'kɔ:lɪŋ/ mieć jedno prawdziwe powołanie
identify /aɪ'dentɪfaɪ/ identyfikować, rozpoznawać
imaginative /ɪ'mædʒənətɪv/ twórczy, pomysłowy
intersection /,ɪntə'sekʃən/ miejsce przecięcia, skrzyżowanie
jack of all trades, master of none /dʒæk əv ɔ:l 'treɪdz ,mɑ:stər əv 'nʌn/ ktoś, kto potrafi wiele rzeczy, ale w żadnej nie jest ekspertem
job-sharing /'dʒɒb ,ʃeərɪŋ/ dzielenie się pracą, dzielenie się etatem

keep your options open /ˌki:p ˌjɔ:r ˌɒpʃənz ˈəʊpən/ pozostawić sobie możliwość wyboru
lack purpose /ˌlæk ˈpɜ:pəs/ nie mieć celu
multipotentialite /ˈmʌltɪpəˌtenʃrəlait/ multipotencjalista, ktoś o wielu zainteresowaniach i zdolnościach
on a day-to-day basis /ɒn ə ˌdeɪ tə ˌdeɪ ˈbeɪsɪs/ na co dzień
on purpose /ɒn ˈpɜ:pəs/ specjalnie, celowo
part-timer /ˌpɑ:t ˈtaɪmə/ pracownik na niepełnym etacie
polymath /ˈpɒlɪməθ/ człowiek wszechstronnie uzdolniony, człowiek renesansu
quitter /ˈkwɪtə/ ktoś niewytrwały, kto zbyt łatwo się poddaje
range of interests /ˌreɪndʒ əv ˈɪntrəsts/ obszar zainteresowań
reflect the need /rɪˈfleks ɪð ˈni:d/ odzwierciedlać potrzebę
reinforce /ˌriːnˈfɔ:s/ wzmacniać, wspierać
rigid /ˈrɪdʒɪd/ sztywny, niezmienny
seemingly /ˈsiːmɪŋli/ pozornie
self-employment /self ɪmˈplɔɪmənt/ samozatrudnienie, własna działalność gospodarcza
settle on /ˈsetl ɒn/ zdecydować się na, wybrać
split the work /ˌsplɪt ðə ˈwɜ:k/ podzielić pracę
step out of your comfort zone /ˌstep aʊt əv jə ˈkʌmfət ˌzəʊn/ wyjść ze swojej strefy komfortu
stick to /stɪk tə/ trzymać się (czegoś)
thrive /θraɪv/ prosperować, odnosić sukcesy
unrelated /ˌʌnrɪˈleɪtɪd/ niepowiązany
unwilling /ʌnˈwɪlɪŋ/ niechętny
work flexibly /ˌwɜ:k ˈfleksəbli/ mieć elastyczny czas pracy
workforce /ˈwɜ:kfɔ:s/ siła robocza, pracownicy
workplace /ˈwɜ:kpleɪs/ miejsce pracy

5.5 Grammar 4.37

abandon /əˈbændən/ porzucić, opuścić
add /æd/ dodać
admit /ədˈmɪt/ przyznać
apologise /əˈpɒlədʒaɪz/ przepraszać
assure /əˈʃʊə/ zapewnić
beg /beg/ błagać
blame /bleɪm/ obwiniać
brat /bræt/ bachor
claim /kleɪm/ twierdzić
congratulate /kənˈgrætʃəleɪt/ pogratulować
convince /kənˈvɪns/ przekonać
demand /dɪˈmɑ:nd/ żądanie
deny /dɪˈnaɪ/ zaprzeczać, odmawiać
encourage /ɪnˈkʌrɪdʒ/ zachęcać
explain /ɪkˈspleɪn/ wytłumaczyć
family counselling /ˌfæməli ˈkaʊnsəlɪŋ/ terapia rodzinna
financial support /ˌfəˈnænsjəl səˈpɔ:t/ wsparcie finansowe
fund /fʌnd/ finansować
household rules /ˌhaʊshəʊld ˈru:lz/ zasady obowiązujące w domu
insist /ɪnˈsɪst/ upierać się, nalegać

neglected /nɪˈgлектɪd/ zaniedbany, opuszczony
object /əbˈdʒekt/ nie zgadzać się
order /ˈɔ:də/ kazać
persuade /pəˈsweɪd/ przekonać
reckon /ˈrekən/ sądzić, myśleć
remind /rɪˈmaɪnd/ przypomnieć
relax the rules /rɪˌlæks ðə ˈru:lz/ zmienić zasady na łagodniejsze
spoil /spɔɪl/ rozpuszczony, rozpieszczony
sue sb /ˈsjuː ˌsʌmbɒdi/ złożyć pozew sądowy przeciwko komuś
suggest /səˈdʒest/ sugerować
take sb to court /ˌteɪk ˌsʌmbɒdi tə ˈkɔ:t/ podać kogoś do sądu
turn eighteen /ˌtɜ:n eɪˈti:n/ skończyć osiemnaście lat
urge /ɜ:dʒ/ przekonywać, zalecać
voluntarily /ˈvɒləntərɪli/ dobrowolnie
warn /wɔ:n/ ostrzec
work things out /ˌwɜ:k ˌθɪŋz ˈaʊt/ rozwiązać problem, dogadać się z kimś

5.6 Speaking 4.38

battery /ˈbætəri/ akumulator
break off /breɪk ɒf/ oderwać się, ułamać
fuel /ˈfju:əl/ paliwo
have no clue /ˌhæv nəʊ ˈklu:/ nie mieć pojęcia
it's worth a try /ɪts ˌwɜ:θ ə ˈtraɪ/ warto spróbować
lock /lɒk/ zamek
solution /səˈlu:ʃən/ rozwiązanie
solve a problem /ˌsɒlv ə ˈprɒbləm/ rozwiązać problem
spill /spɪl/ rozlać
switch sth on/off /ˌswɪtʃ ˌsʌmθɪŋ ˈɒn/ˈɒf/ włączyć/wyłączyć coś

5.7 Use of English 4.39

acquire /əˈkwɪə/ nabyć, zdobyć
be tied up with /bi ˌtaɪd ˈʌp wɪð/ być zajęty czymś
bring sb up /ˌbrɪŋ ˌsʌmbɒdi ˈʌp/ wychowywać kogoś
casual /ˈkæʒuəl/ przelotny
clear-out /ˈkliəraʊt/ generalne porządki
come down to /ˌkʌm ˈdaʊn tə/ sprowadzać się do czegoś
come up against /ˌkʌm ʌp əˈɡenst/ napotykać trudności, zmagać się z czymś
come up with /ˌkʌm ˈʌp wɪð/ wpasć na coś, wymyślić
downpour /ˈdaʊnpɔ:/ ulewa
drop out of /ˌdrɒp ˈaʊt əv/ porzucić coś
dropout /ˈdrɒpaʊt/ osoba, która porzuciła naukę
entrepreneur /ˌɒntrəprəˈnɜ:/ przedsiębiorca
get on with /ˌget ɒn wɪð/ dogadywać się z, mieć dobre relacje
get out of /ˌget ˈaʊt əv/ uniknąć czegoś
get round to /ˌget ˈraʊnd tə/ zabrać się do czegoś
grow out of /ˌgrəʊ ˈaʊt əv/ wyrastać z czegoś; być spowodowanym czymś
keep up with /ˌki:p ˈʌp wɪð/ dorównywać komuś

leave sb behind /ˌli:v ˌsʌmbɒdi bɪˈhaɪnd/ zostawić kogoś w tyle, opuścić kogoś
letdown /ˈletdaʊn/ rozczarowanie
look down on /ˌlʊk ˈdaʊn ɒn/ patrzeć z góry, gardzić kimś
look up to /ˌlʊk ˈʌp tə/ patrzeć na kogoś z podziwem, szanować
make up for /ˌmeɪk ˈʌp fə/ zrekompensować, wynagrodzić
off-putting /ˈɒfˌpʊtɪŋ/ odpychający
outset /ˈaʊtset/ początek
put up with /ˌpʊt ˈʌp wɪð/ znosić coś
rejection /rɪˈdʒekʃən/ odmowa, odrzucenie
run out of /ˌrʌn ˈaʊt əv/ nie mieć już czegoś, wyczerpać
run-down /ˌrʌn ˈdaʊn/ zniszczony, w złym stanie
stand up for /ˌstænd ˈʌp fə/ bronić
take off /ˌteɪk ɒf/ nabrać tempa, odnieść sukces
upbringing /ˈʌpˌbrɪŋɪŋ/ wychowanie
warm-up /ˈwɔ:m ʌp/ rozgrzewka

5.8 Writing 4.40

acknowledge /əkˈnɒlɪdʒ/ przyznać, uznać
appreciated /əˈpri:ʃɪeɪtɪd/ doceniony
examine/explore an issue /ɪɡˌzæmɪn/ ɪkˌsplɔ:r ən ˈɪʃu:/ badać, zgłębiać temat
in terms of /ɪn ˈtɜ:mz əv/ pod względem, pod kątem czegoś
intention /ɪnˈtenʃən/ zamiar, intencja
lead to /ˈli:d tə/ prowadzić do
level of commitment /ˌlevəl əv kəˈmɪtmənt/ stopień zaangażowania
limited /ˈlɪmɪtɪd/ ograniczony
outcome /ˈaʊtkʌm/ wynik, rezultat
question /ˈkwestʃən/ kwestionować, wątpić
school-leaver /ˌsku:l ˈli:və/ absolwent
stimulating /ˈstɪm.jəleɪtɪŋ/ pobudzający do myślenia, inspirujący
survey /ˈsɜ:veɪ/ badanie, ankiet
transferable skills /trænsˌfɜ:rəbəl ˈskɪlz/ uniwersalne umiejętności
undeniably/undoubtedly /ˌʌndɪˈnæəbli/ ʌnˈdaʊtɪdli/ niewątpliwie
value /ˈvælju:/ cenić, doceniać
viewpoint /ˈvju:pɔɪnt/ punkt widzenia, stanowisko
with regard to /wɪð rɪˈɡɑ:d tə/ w stosunku do, wobec

SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania słowami z ramki w odpowiedniej formie. Dwa słowa nie pasują do żadnej luki.

(carry find improve put reach speak thrive)

- I think Chris will need to move to a bigger company if he's going to his full potential.
- Robots are being used increasingly to out simple, repetitive tasks.
- If you can respond to an email quickly, then do it right away rather than it off until later.
- He took a short project management course to try and his career prospects.
- Sometimes you have to be diplomatic, but occasionally you need to your mind.

- 2 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?

When I left school, I didn't have a ¹ what I wanted to do as a career. I was quite good at Science, so I decided to study Physics. I knew it was the wrong choice though right from the ² . I enjoyed the social side of university and I ³ the other students on my course, but I really struggled with the coursework. I tried to be disciplined, but it didn't make any ⁴ . Physics just wasn't my thing. Soon my tutor noticed that I wasn't ⁵ my classmates and called me in for a chat. I explained that I was thinking about ⁶ university, but she suggested I look at other options first. She ⁷ the idea that I could sit in on lectures in different subjects to see if any of them might suit me better. So one day I went to an engineering class and realised I'd found my niche!

- | | |
|-----------------------|--------------------|
| 1 A clue | B idea |
| C thought | D knowledge |
| 2 A clear-out | B downturn |
| C letdown | D outset |
| 3 A got out of | B came up with |
| C got on with | D looked down on |
| 4 A change | B difference |
| C solution | D progress |
| 5 A coming up against | B putting up with |
| C keeping up with | D getting round to |
| 6 A standing up for | B running out of |
| C growing out of | D dropping out of |
| 7 A made up for | B came up with |
| C came up against | D looked up to |

- 3 Przekształć zdania, zachowując ich sens. Użyj form mowy zależnej.

- 'You should take a few days off,' the manager said.
The manager said that I a few days off.
- 'I've been working here for ten years,' Olivia told them.
Olivia said for ten years.
- 'What's your home address?' the man asked.
The man asked him .
- 'When are you going to look for a permanent post?'
My parents keep asking me .
- 'Send your CV to head office,' the store manager told me.
The store manager told me to head office.

ŚRODKI JĘZYKOWE



Słowotwórstwo; uzupełnianie zdań; tłumaczenie

- 4 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

- We want to see that candidates are (ENTHUSIASM) about the wildlife.
- She was clearly (KNOWLEDGE) about all aspects of video production.
- A lot of work is done by (FREELANCE) who work on specific projects.
- In an interview, you should try and focus on your (STRONG).
- In recent years, there's been a (MARK) increase in jobs related to social media.

- 5 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.

- The other day my mum's boss (refuse/give/she) a pay rise.
- Our new interpreter (suggest/make/few/change) in the speech so that it would sound more natural.
- The management (thank/team/work) so hard.
- My team leader (convince/I/sign up) for a training course.
- Last month my dad (offer/show/I/class) around different departments in his company.

- 6 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- Amanda's Mum (pogratulowała jej zdobycia) a scholarship in Brussels.
- Marion (poradziła mi, żebym nie aplikowała) for this job.
- She asked me (czy kiedykolwiek trenowałam) to be a fitness instructor.
- The players spend fifteen minutes running up and down the pitch, but (to tylko rozgrzewka) before the serious training begins.
- Choosing a career is (bez wątpienia) one of the most challenging decisions you face in life.

CZYTANIE



Wybór wielokrotny

- 7 Przeczytaj dwa teksty dotyczące pracy. Z podanych odpowiedzi A–D wybierz właściwą, zgodną z treścią tekstu.

Text 1

The Human Scarecrow

Being told to bring a deckchair and a good book for the first day in a new job might not be the kind of advice you'd expect to receive from your new boss, but that's exactly the advice Jamie Fox was given when he took up a post to help out a local farmer.

Fox, 22, a recent music graduate from Bangor University, uses a range of musical instruments to scare off partridges that have been destroying crops because ordinary scarecrows don't quite seem up to the job. Despite working from 7.30 am to 4.00 pm for a minimum wage, Fox, who is saving up to finance a trip next year to New Zealand, is quite content with his unique position. Indeed, he'd much rather be out in the open air reading and playing instruments, he says, and time passes much quicker than sitting at home doing nothing and claiming unemployment benefit.

Fox can do anything he likes to pass the time. As well as playing musical instruments and reading to relieve the monotony, other perks of the job include doing Sudoku puzzles, observing the wildlife and daydreaming. He does, however, need to get out of the comfort of his chair occasionally to scare the partridges off the fields. And although the work is far from lucrative, some of Jamie's friends, including those with more generously paid jobs, are reportedly envious of his position and the fact that he spends the best part of the day doing largely as he pleases.

His employer, farmer William Youngs, claims that he was forced to take someone on as a human scarecrow after partridges didn't respond to more traditional methods of frightening them away. Since losing 30 acres worth of crops to the birds at a cost of thousands of pounds, Youngs has tried a variety of approaches to protect his livelihood. Now, however, he is happy with the solution and claims that Jamie's presence in the fields is proving very effective and making a real difference.

GLOSSARY

partridge = kuropatwa scarecrow = strach na wróble

Text 2

GRADUATE EMPLOYMENT TRENDS

A recent study reveals some rather interesting figures about graduates in the labour market.

Six months after leaving a UK university, around one in ten graduates cannot find employment, with men usually taking more time to secure a job. The good news for male graduates, however, is that their average starting salary is typically £2,000 per annum higher than that of their female counterparts.

About three quarters of the 230,000 graduates who took part in the survey are employed and a further 15 percent continue to study. Moreover, most employed graduates hold professional posts. These figures may appear encouraging; still, some believe the number of out-of-work graduates is likely to increase within a fairly short time frame. At the same time, about one third of all UK graduates are in non-professional positions which do not require a degree at all, mostly in sales and customer service departments.

According to the reports, just over 4 percent of recent graduates are working in stable 'elementary occupations' such as office juniors, hospital porters and waiters. Studies suggest overall, however, that there has been a rise in the number of jobs which require a university degree – a trend, one hopes, that will continue.

Text 1

- Jamie Fox is happy with his job because
 - he never gets bored.
 - he uses his educational background.
 - he has plenty of free time during the day.
 - he thinks it is better than being out of work.
- Jamie's friends are envious because of
 - the hours he works.
 - the nature of his work.
 - the money he earns.
 - the variety of his tasks.
- Mr Youngs decided to employ Jamie because
 - he had found traditional methods too expensive.
 - he has been using human scarecrows for a long time.
 - he had lost a large amount of crops previously.
 - he wanted to prove that human scarecrows are more efficient.

Text 2

- Which of the following is stated in the text as an opinion, not a fact?
 - Female graduates tend to find a job faster than their male counterparts.
 - The number of graduates without jobs is set to rise.
 - There is a discrepancy between the earnings of female and male graduates.
 - The majority of graduates manage to secure professional jobs.
- The writer expresses a wish that
 - UK graduates will choose more stable occupations.
 - a degree will not be required for non-professional positions.
 - more UK students will choose to carry on studying.
 - more professional jobs will be created.

MÓWIENIE



8 Pracując w parach, odpowiedzcie na pytania.

- What types of part-time jobs are offered to teens in your area?
- Would you like to set up your own business? Why?
- What can a young person do to be successful on the job market?

PISANIE



Artykuł

9 Wykonaj zadanie egzaminacyjne.

Coraz częściej młodzi ludzie po skończeniu szkoły decydują się na rok przerwy przed studiami i poświęcają ten czas na podróż lub pracę. Napisz artykuł, w którym rozważysz konsekwencje takiej decyzji, biorąc pod uwagę studia uniwersyteckie oraz przyszłą karierę zawodową młodych ludzi.

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

6

A matter of fact

Never let the truth get in the way of a good story.

Mark Twain

BBC

VOCABULARY

6.1

The media • truth and falsehood • adjective–noun collocations • adverbs

I can talk about the media and fake news.

SHOW WHAT YOU KNOW

- 1 In your notebook, complete the sentences with the words in the box. Then write about your media habits. Use the sentences or your own ideas.

(clips media podcasts post Twitter)

- 1 I get news from **news apps/social** media **posts/local papers.**
- 2 If I see something interesting, I 'like'/share/ ? /retweet it.
- 3 I like to read **news blogs/celebrity** ? **feeds/editorials.**
- 4 I like to watch **TV drama series/online video** ? /reality TV.
- 5 I like to listen to ? /the radio/music streaming services.

- 2 **SPEAKING** Compare your sentences in Exercise 1. Discuss how similar/different your habits are to your partner's.

- 3 **SPEAKING** Look at the three news headings and discuss which one you think is true.

1 American woman adopts alien baby!

SPACE BABY SURVIVES UFO CRASH

'I couldn't resist its big sad eyes,' says a woman from Ohio.

- 2 **5 million euros lottery winner leaves winnings on bus**
John Smith appeals to public: 'I was going to buy my mum a new house.'

3 WOMAN BURST INTO FLAMES DURING AN OPERATION!

Spark ignites cleaning solution and patient becomes ball of fire.

FAKE NEWS



What is it?

Completely made-up stories presented as news and made to go viral, often for politically motivated reasons or commercial gain. Fake news stories are 70 percent more likely to be retweeted because they are usually more eye-catching than the truth. Some people **spread fake news** deliberately while others do it without realising. The Internet is awash with information that cannot be trusted. The smartphone generation are bombarded with such information on a daily basis and they're growing up alarmingly misinformed.

How do you know what you're reading is accurate?

Don't **take a story at face value** – step back and ask yourself these questions:

- *Does the story come from a reputable source?* Has this website always shown a clear commitment to newsworthy stories based on fact? Alternatively, is this an article put out knowingly by an organisation that **has an agenda** – an agenda to **manipulate the media** because of a political or commercial motive?
- *Does the photo or video look normal?* If it looks slightly odd, it may have been **tampered with** to **distort the truth** and **mislead people** into believing something that never actually happened.

- 4 Read the Internet article and check your ideas in Exercise 3. What do you do to make sure that what you are reading is true?

FOCUS ON WORDS | Truth and falsehood

- 5  2.43 In your notebook, complete the phrases in red in the text with the correct verb. Then listen, check and repeat.

People/Organisations can sometimes ...

- 1 distort the truth 4 /misinform people
2 an agenda 5 fake news
3 the media 6 with photos

You should ...

- 7 the accuracy 10 your instincts
8 facts 11 not a story at
9 sources face value

- 6 In your notebook, complete the questions with a word in Exercise 5. Then answer the questions according to the information in the text.

- 1 Do people always spread news on purpose?
2 Can you trust your when deciding whether a story is true?
3 What motivates organisations who have an to manipulate the ?
4 What things are sometimes tampered to mislead ?
5 Where can you check the of a story?
6 Who is responsible for identifying people who distort the ?
7 Why should people learn how to double-check and evaluate ?

FOCUS ON WORDS | Adjective–noun collocations

- 7  2.44 In your notebook, complete the underlined phrases in the text with a noun to create collocations. Then listen, check and repeat.

- 1 a clear/a long-term commitment
2 a distinct/a gut
3 a newsworthy/an eye-catching
4 a reliable/a reputable
5 awash with/bombarded with
6 for commercial/political
7 on a daily/on a regular



- Is this story likely to be true? There are different ways in which a story can be inaccurate or misleading. Start from your gut feeling, **trust your instincts** – does it *sound* believable? American woman adopts alien baby is clearly fake news. But how about the lottery winner? Would he really carry 5 million euros in cash on a bus? Then there's the story of a person bursting into flames. Unbelievable, right? Not exactly – you can **check the accuracy** of this story by searching online where you find out that fires in operating theatres are remarkably common! In fact, the third story is the only true story.

What can you do?

Social media giants have a responsibility to tackle the problem of fake news, but in an era when anyone with an Internet connection can publish stories freely and without any checks, individuals need to learn how to **double-check facts** and **evaluate sources**. In other words, it is essential to read information critically: you should question facts and examine arguments closely, instead of believing everything you read.



- 8 Are the pairs of collocations 1–7 in Exercise 7 similar or different in meaning? Use a dictionary to check your answers.

- 9 **SPEAKING** In your notebook, complete the sentences with an appropriate word in Exercise 7. Discuss whether you agree or disagree with the opinions.

- 1 I hate being bombarded with so much useless on a daily .
2 I never take anything I read at face value unless it is from a reputable .
3 I have a gut that print-based media will disappear within ten years.
4 I would never make a long-term to any political organisation.
5 Organisations should be heavily fined if they spread fake news for commercial .

FOCUS ON WORDS | Adverbs

- 10  2.45 Copy the table and complete it with adverbs in the text that match the adjectives below. Then listen, check and repeat.

ADJECTIVE	ADVERB
1 alarming	<u>alarmingly</u>
2 close	<u> </u>
3 critical	<u> </u>
4 deliberate	<u> </u>
5 knowing	<u> </u>
6 remarkable	<u> </u>

- 11 In your notebook, rewrite each sentence with the correct adverb made from the adjective in brackets.

- 1 The press and social media are controlled. (close)
The press and social media are closely controlled.
2 The number of fake news stories is high. (alarming)
3 News organisations never spread fake news. (deliberate)
4 Students are taught to think about everything they read. (critical)
5 No government minister ever misinforms the public. (knowing)
6 Most people are happy despite the economic situation. (remarkable)

- 12 **SPEAKING** Which of the situations described in the sentences in Exercise 11 would you like/put up with/not like in a society?

- 13 **PROJECT** Work in groups. Choose a well-known newspaper or magazine published in an English-speaking country. Do some research online and prepare a digital presentation. Then present it to your class.

6.2

GRAMMAR

Conditional clauses – alternatives to *if*
I can make conditional sentences using if, unless, imagine, provided, suppose and inversion.

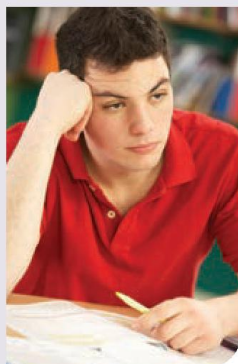
- SPEAKING** 'The dog ate my homework' is a typical excuse used by students. Discuss and list other excuses.
- Read the story. What excuse did the students use for missing their exam? What happened next?

The Exam Question

Imagine you were taking an important exam on Monday, what would you do the weekend before? You almost certainly wouldn't do what two chemistry students did in Kansas, Missouri. They went to a different city and partied all weekend. They had a great time, but they knew that **unless they got back in time for the exam**, they wouldn't be able to take it. So they drove through the night and got back to college in the early hours of Monday morning. Sadly for them, they overslept and missed the exam.

When they found their professor afterwards, they decided to invent a story. They told her that they would have got back for the exam **had they not had a flat tyre**.

The professor thought about this for a moment and then agreed that, **provided they arrived before 9 a.m.**, they could take the exam the next day. She placed them in separate rooms and gave them the exam paper. The first question was simple and worth 5 points. But they were unprepared for the question on the next page: **(95 points) Which tyre?**



- Read the GRAMMAR FOCUS. In your notebook, rewrite the conditional clauses in blue in the story using *if*.

GRAMMAR FOCUS

Conditional clauses – alternatives to *if*

- You use **unless** to mean 'if not' with the sense 'except if'.
*I wouldn't lie to you **unless it was necessary**.*
 (= ... if it wasn't necessary.)
- You use **imagine** or **suppose/supposing** to ask questions.
***Imagine you were getting married**, how would you feel?*
 (= If you were getting married, ...)
- You use **provided/providing** to create a condition.
*I'll lend you €10 **provided you pay me back** tomorrow.*
 (= if you pay me back ...)
- You can use **inversion** in formal contexts – mostly with the auxiliary verbs *were*, *had* or *should*.
***Had they followed** my instructions, they wouldn't have got lost. (= If they had followed ...)*

Note: In inversion, you do not contract negative forms.

Had they not called, we wouldn't have known (...).

NOT *Hadn't they called ...*

- SPEAKING** In your notebook, rewrite these conditional sentences using **unless**. Which sentences are true for you?

- I'll fail all my exams if I don't revise properly.
I'll fail all my exams unless I revise properly.
- I can't do my homework if I don't have a laptop.
- My parents won't let me go out if I haven't finished my homework.
- I'd never get to school on time if my mum didn't wake me up every morning.
- I can't understand American films if I don't watch them with subtitles.

- USE OF ENGLISH** In your notebook, complete the second sentence so that it has a similar meaning to the first. Use no more than six words including the word in capitals. Are any of the sentences true for you?

- I won't go out this evening if I get too much homework. **PROVIDED**
 I might go out this evening _____ too much homework.
- If my mum hadn't reminded me, I would've forgotten her birthday. **NOT**
 Had _____ me, I would've forgotten her birthday.
- I'd never eat fast food unless I was absolutely starving. **WASN'T**
 If _____, I'd never eat fast food.
- I'd have watched *Mr Bean* if I'd known it was on TV last night. **WAS**
 Had _____ on TV last night, I'd have watched it.
- I don't watch football unless my team are playing. **IF**
 I don't watch football _____.
- If I wasn't so tired, I'd go out this evening. **NOT**
 Were _____, I'd go out this evening.
- If I should ever get married, I'd want a huge party. **EVER**
 Should _____, I'd want a huge party.

- Use ideas 1–6 to write conditional questions in your notebook. Begin each question with *Imagine ...* or *Suppose ...* and complete it with your own ideas.

- You can't live anywhere in the world.
Imagine/Suppose you could live anywhere in the world, where would you live?
- You didn't find 100 euros in the street yesterday.
- You're not able to travel back in time.
- You don't have to live without technology.
- You didn't see an old man steal something from a shop last week.
- You can't have three wishes.

- SPEAKING** Ask and answer the questions in Exercise 6.

FOCUS VLOG About time travel

2.46 Listen to the Focus Vlog. Would the speakers like to visit the 20th century or go to more distant periods? Write the answers in your notebook.

6.3

LISTENING

Gap fill

I can identify the main points of a discussion about a street artist.

- SPEAKING** Describe these two murals by controversial British artist Banksy. Discuss what you think they mean.
- 3.1** Listen to a news report about Banksy. Has the information below been confirmed or not? Write the answers in your notebook.

Banksy bio

- Real name is Robin Gunningham.
- Was born in Bristol in 1973.
- Trained to be a butcher.
- Became famous in the 1990s.
- Has never been arrested.
- Authenticates his work on his website.
- Is a multi-millionaire.

- SPEAKING** In your notebook, add *pro-* or *anti-* to the following words to describe whether you think Banksy is for or against these things.

- ? anonymity
- ? authority
- ? war
- ? animal rights
- ? peaceful protest
- ? fairness
- ? animal cruelty
- ? equality

- 3.2** Listen to two people talking about Banksy and check your ideas in Exercise 3.

LISTENING FOCUS Gap fill

- 3.2** Listen again and complete sentences 1–8 in your notebook. Write one, two or three words in each gap.
 - Robert is doing a school assignment on ? concerns and issues in art.
 - Banksy has remained anonymous thanks to his friends' commitment and ? .
 - The reason Banksy substituted paintbrushes with stencils and spray cans was that he could paint ? .
 - When looking at Banksy's mural on a garage in Wales, it is easy to mistake ash for ? .
 - According to Alice, Banksy would be the perfect artist for Robert's project because of his firm ? in equality.
 - Alice and Robert sometimes ? the message Banksy is trying to convey.



FOCUS ON WORDS | Collocations

- 3.3** Decide which is the incorrect verb or adjective in these collocations from the recording. Then listen, check and repeat.

- commit / ~~perform~~ an offence
- make / do a statement
- guard / protect your identity
- produce / raise awareness
- keep / remain anonymous
- strong / tough beliefs
- underlying / covered message

- SPEAKING** In your notebook, complete the statements with the appropriate noun in Exercise 6. Then discuss whether you agree or disagree with them. Give reasons for your answers.

- Committing an ? is always wrong.
- If you're a street artist, it's a good idea to remain ? .
- Teenagers don't do enough to protect their ? online.
- Street art can be an effective way of raising ? and making a ? .
- Only experts can understand the underlying ? in modern art.
- Nobody has strong ? about anything anymore.

PRONUNCIATION FOCUS

- 3.4** Listen and repeat the words in the box. Then copy the table and put the words into the correct column A, B or C depending on the stress.

alteration authority ceremony commentator
inauthentic photographer uncomfortable
underlying vandalism

A ■ ■ ■ ■	B ■ ■ ■ ■	C ■ ■ ■ ■
?	?	alteration
?	?	?
?	?	?

- 3.5** Listen, check and repeat.

6.4

READING

Gap fill

I can recognise inferred meaning in a structured text.

1 **SPEAKING** Discuss the questions.

- 1 When was the last time you took a selfie and why did you take it?
- 2 Which of your friends posts the most interesting selfies?
- 3 Why do you think selfies are so popular?

2 **SPEAKING** Discuss and try to guess the correct answers. Then read the text and check your ideas.

- 1 The first selfie was taken in 1839 / 1914 / 2006.
- 2 One in three / five / ten photos taken by eighteen to twenty-four-year-olds is a selfie.
- 3 The word 'selfie' originated in Russia / Australia / New York.
- 4 Taking selfies occasionally causes memory / mental health / motivational problems.

READING FOCUS Gap fill

3 In your notebook, complete the summary so that it is logical and consistent with the meaning of the text. Write up to six words in each gap.

Anybody who ¹ ? is also likely to be a selfie-taker, and this doesn't just mean young people. The history of the selfie is really interesting. Contrary to ² ? Britney Spears and Paris Hilton to have taken the first selfie, the real pioneer was nineteenth century photographer Robert Cornelius. His photograph was called a self-portrait. The first teenager to take a selfie was a young Russian princess who managed to do it by ³ ? in a mirror.

The selfie as we know it today was first taken by a group of photographers using ⁴ ? that it required two men to hold it. Since the ⁵ ? in the early 2000s, taking selfies has become much easier and one in three photos taken by a young person has been a selfie. The term 'selfie' comes out of the Australian ⁶ ? -ie onto the end of words. An Australian man posted a photo of himself on a health forum calling it a 'selfie' and the name stuck.

Taking selfies can just be a bit of fun, but there are two psychological conditions that can be caused by selfie-taking. 'Selfitis' is a term for people who ⁷ ? and post them on social media in order to feel happier or more accepted. The other condition is body dysmorphic disorder. A medical journal has reported that the use of airbrushing apps could make people feel ⁸ ? their appearance with the result that many seek surgery to look more like their selfies.

FOCUS ON WORDS | Verbs and verb phrases

4 3.7 In your notebook, complete the phrases in blue in the text with the correct verb. Then listen, check and repeat.

- 1 become mainstream = be ordinary or normal
- 2 ? back to = begin at a time in the past
- 3 ? popularity = become more popular
- 4 ? a habit of = do sth regularly
- 5 ? a claim = state that sth is true
- 6 ? = try to do
- 7 ? sth off = get rid of
- 8 ? = cause sth to happen

5 In your notebook, complete the questions with one word in each gap. Then answer the questions according to the information in the text.

- 1 When did smartphones become ? ?
- 2 Who made the ? that they had invented the selfie?
- 3 When does the oldest selfie date back ? and how was it taken?
- 4 What do Australians have a habit ? adding to the end of words?
- 5 What might some people be ? by taking a lot of selfies?
- 6 What can taking lots of selfies help you to shake ? ?
- 7 What kind of apps are gaining ? and why?
- 8 What does BDD mean and what can ? it?

FOCUS ON WORDS | Photography

6 3.8 In your notebook, translate the words and phrases to do with photography. Then listen and repeat.

- 1 sharp/in focus = ? / ?
- 2 blurred/out of focus = ? / ?
- 3 airbrush/retouch = ? / ?
- 4 take a snap = ?
- 5 crop images = ?
- 6 zoom in/zoom out = ? / ?
- 7 a shot = ?
- 8 a lens = ?
- 9 capture a memorable moment = ?
- 10 pose for a photo = ?

7 **SPEAKING** There is one word missing in each question. In your notebook, rewrite the questions with an appropriate word in Exercise 6. Then ask and answer the questions.

- 1 When was the last time you took a on your smartphone?
When was the last time you took a snap on your smartphone?
- 2 How do you usually for selfies – do you smile, duck-face or wink?
- 3 What is the funniest you have captured on your phone?
- 4 Do you sometimes put your finger in front of the by mistake?
- 5 What do you do with photos that are not focus?
- 6 Have you ever images of yourself to try and improve them?

A short history of the selfie

3.6

They're everywhere – people posing with their phones held out in front of them or on a selfie-stick. And it's not just young people – social media users of all ages take selfies, including space-walking astronauts and the Pope.

So when did this selfie mania begin? Most people would guess that it was around the beginning of this century or perhaps a bit later when smartphones became mainstream. But most people would be wrong, just as

Britney Spears and Paris Hilton were wrong when they declared on Twitter in 2017 that they had invented the selfie eleven years previously. In fact, they were around 167 years too late to make that claim. The oldest existing selfie dates back to 1839 when photographer Robert Cornelius took a self-portrait photograph of himself. To achieve this, he had to uncover the lens, run to his place and pose in the same position for up to fifteen minutes and then run back to cover the lens again. Cornelius couldn't take a dozen shots and choose the best one –

his selfie had to be just one photo. Half a century later, in 1914, thirteen-year-old Grand Duchess Anastasia Nikolaevna of Russia took a picture of herself in a mirror and became the first teenager to take a selfie.

The first image taken in the same way as today, with the photographer holding the camera at arm's length, was in December 1920. The image shows five photographers standing on the roof of their studio in New York. The men were the main photographers of the Byron Company, a photographic studio founded in Manhattan in 1892 and still in business today. An image taken by another man shows that the camera was so heavy in those days that it took two of the photographers to hold it up. Thanks to innovations and improvements in cameras, a selfie gradually became easier to take, but it was the smartphone coming out in the early 2000s that led to selfie dominance. Surveys have shown that every third photo taken by those aged eighteen to twenty-four is a selfie.



GLOSSARY

body dysmorphic disorder = dysmorfobia, zaburzenie psychiczne polegające na bardzo krytycznym ocenianiu własnej urody
tousle = poczochrąć, potargać (włosy)
duck-face = dzióbek (ułożenie ust przy pozowaniu do zdjęć)
wink = puścić oczko

And what about the origin of the word itself? It is thought to come from Australia where people have a habit of putting -ie on the end of words – barbie for barbecue, postie for postal worker and even Aussie for Australian. In 2002, an Australian man took a photo of an injury to his lip and put it up on a public forum to ask for advice on how to treat it. He referred to the photo as a 'selfie', and the term was born. Selfie became Oxford Dictionaries' word of the year in 2013.

So, why do we take so many photos of ourselves? A 2017 study into 'selfitis', as the obsessive taking of selfies has been called, found a range of motivations, from seeking to feel more part of a group to shaking off depressive thoughts and – of course – capturing a memorable moment. Since we live so much of our lives online, there is pressure to present good quality images, and so it is no surprise that airbrushing apps that enable people to retouch images and present an idealised version of themselves are gaining popularity.

For the most part, this is harmless fun, normal behaviour in the age of social media. But a recent report in a medical journal suggested that filtered images 'blurring the line of reality and fantasy' could be triggering body dysmorphic disorder. BDD, as it is known, is a mental health condition where people imagine defects in their appearance. Nowadays it's not unusual for young people to ask for plastic surgery, not to look more like their favourite celebrity, but to look like their own filtered image. In a 2018 report on facial plastic surgery, 55 percent of surgeons said patients' motivation was to look better in selfies, up from just 13 percent in 2016.

Whatever your motivation, once you're in the selfie habit, it's hard to stop. So tousle your hair, extend your arm, check the lighting is right, zoom in, smile/duck-face/wink, and snap a selfie. It's blurred. Take another snap. Once more. Delete the ugly ones and post the cutest shot. Wait for the likes!



- 1 Read the text and find out what these two British actors think about their screen characters.

ACTORS LIKE THEIR SCREEN CHARACTERS, OR DO THEY?



Daniel Radcliffe

Daniel Radcliffe doesn't mind being called Harry Potter. *If he hadn't played the part of Harry Potter, he wouldn't be one of the richest young stars in cinema today.* But there have been times when his fame has been difficult for him to deal with. *If he was less famous, he would have gone out dancing with his friends more,* but sadly, he's never had that freedom.

Robert Pattinson didn't like the character he played in the *Twilight* series. He says that *if Edward Cullen wasn't a fictional character, he would have been a troubled young man.* Pattinson understands that *he wouldn't be so mega-famous if he hadn't played the role of Edward Cullen,* but he says it's really weird being famous for a character he doesn't like.



Robert Pattinson

- 2 Read the text again. Can you match the real situations with the real results or consequences?

Situations

- Radcliffe played Harry Potter.
- Radcliffe is very famous.
- Edward Cullen is fictional.
- Pattinson played Edward Cullen.

Results

- He didn't go out dancing much.
- He is very famous.
- He is very rich.
- He wasn't a troubled young man.

- 3 Match the four conditional sentences in blue in the text with the four real situations and results in Exercise 2.

- 4 Read the GRAMMAR FOCUS and complete the gaps in your notebook. Use *past* or *present*.

GRAMMAR FOCUS

Mixed conditionals

You use a **mixed conditional** to describe certain imaginary situations and their imaginary results. There are two main types:

- 1 imaginary ¹present condition → imaginary ² ? result

If + Past Simple, would/wouldn't have + past participle

If he *was* less famous, he *would have gone out* dancing with his friends more.

- 2 imaginary ³ ? condition → imaginary ⁴ ? result

If + Past Perfect, would/wouldn't + verb

If he *hadn't played* the part of Harry Potter, he *wouldn't be* one of the richest young stars in cinema today.

Note: As well as *would*, you can also use *could*, *might* and *should* in conditional sentences.

- 5 Which explanations (a, b or both) are correct for each sentence?

- If I'd watched the *Twilight* films, I'd know who Edward Cullen was.
 - I didn't watch the *Twilight* films.
 - I know who Edward Cullen is.
- If I was interested in Harry Potter, I'd have read the books.
 - I'm not interested in Harry Potter.
 - I haven't read any of the books.
- If Robert Pattinson was ugly, I might not have watched *Twilight*.
 - Robert Pattinson is handsome.
 - I watched *Twilight*.
- Pattinson and Radcliffe wouldn't be enjoying so much success if they hadn't worked hard on these roles.
 - They aren't enjoying success.
 - They worked hard on these roles.

- 6 **SPEAKING** Discuss your answers in Exercise 5 and correct the explanations that are wrong.

- 7 In your notebook, write mixed conditional sentences for each situation 1–6. Which sentences are true for you?

- It's cold today so you came to school by bus. (If ...)
If it wasn't cold today, I wouldn't have come to school by bus.
- You're reading this book because your friend recommended it. (I ...)
- You don't like football, so you didn't watch the game last night. (If ...)
- You passed all your exams because you're a good student. (I ...)
- You didn't have a big breakfast, so you're hungry now. (If ...)
- You're learning how to drive because your parents paid for some lessons. (I ...)

- 8 **SPEAKING** In your notebook, complete the sentences to make them true for you. Compare your sentences with a partner.

- If I didn't have a smartphone, (imaginary past result) ? .
- If antibiotics hadn't been invented, (imaginary present result) ? .
- If I had been born in the USA, (imaginary present result) ? .
- If I could fly, (imaginary past result) ? .
- If I was a better student, (imaginary past result) ? .
- If my dad hadn't woken me up this morning, (imaginary present result) ? .
- If my parents were famous actors, (imaginary past result) ? .

6.6

SPEAKING

Discussing ethical issues

I can express opinions in discussions on social issues and add comments using adverbials.

- 1 **SPEAKING** Discuss which of these ways of highlighting ethical issues you think are the most effective and why.

handing out leaflets posts on social media
the involvement of public figures
protest marches petitions

- 2 **SPEAKING** Imagine you are organising a 'Say no to fur' campaign at school and need to choose a poster to advertise it. Look at posters 1 and 2 and do the task.

- Choose the poster which you think is more effective and support your choice with reasons.
- Explain why you have rejected the other poster.

- 3 **3.9** Listen to three extracts from an interview with an anti-fur campaigner. Which questions is the campaigner answering in each extract?

Extract 1

- a Do awareness-raising campaigns and protests really make a difference and if so, how?
b Do fashion designers still like using fur and if so, how important is it to stop the fur trade?

Extract 2

- c Why do you think fur is still popular with fashion designers and celebrities?
d What are the benefits of getting public figures involved in anti-fur protests?

Extract 3

- e Apart from avoiding fur products, what else could members of the public do to help?
f If you could send any message to people who wear fur, what would it be?

- 4 **3.9** In your notebook, complete the **SPEAKING FOCUS** with the words in the box. Then listen again and check.

(argued emphasise firmly obvious particularly)

SPEAKING FOCUS

Beginning your answer

I ¹ **firmly** believe/I'm not convinced they do because ...

One ² ? /clear advantage/disadvantage is that ...

I think I'd ³ ? /explain that/how ...

It's absolutely vital/quite important because ...

As well as (avoiding fur products), other (things that can help) include ...

I think the main/one/a significant reason is that ...

Expressing opinions tentatively

It could be ⁴ ? that ...

I don't feel ⁵ ? strongly about ...

I don't have a strong opinion about ...

I suppose you could say that ...



- 5 In your notebook, match questions a–f in Exercise 3 with appropriate ways to begin answers to them in the **SPEAKING FOCUS**.

- 6 Read the extracts from the interview. In your notebook, complete **REMEMBER THIS** with the words in orange.

- a **Sadly**, fur seems to be fashionable again these days ...
b **Obviously**, protesting is a good way to promote awareness ...
c **Frankly**, I find some of the pictures extremely difficult to look at.

REMEMBER THIS

You can use comment adverbials to add your opinion to statements you make.

- You use *clearly*/¹ ? to introduce something that can easily be noticed or understood.
- You use *to be honest*/² ? to show that you are saying what you really think about something.
- You use *regrettably*/³ ? to show you wish something was not true.

- 7 **SPEAKING** You are going to ask and answer the questions below. Follow the instructions.

- Decide who is Student A and who is Student B.
- In your notebook, make notes on how you will answer the questions.
- Use the **SPEAKING FOCUS** and **REMEMBER THIS** to help you.
- Ask and answer the questions.

Student A: Ask Student B the questions below.

- How important is it to stop the practice of testing cosmetics on animals?
- If you could send any message to the governments of countries that still test cosmetics on animals, what would it be?

Student B: Ask Student A the questions below.

- Why do you think hunting animals for sport is still popular with certain groups and individuals?
- How important is it to stop the practice of hunting animals for sport?

6.7

USE OF ENGLISH

Compound nouns and adjectives

I can understand and use compound words.

A DAY IN THE LIFE OF A NEWS ANCHOR

I'm a **news anchor** on the **morning show** of a local **TV station**. The question I get asked most is what time I get up. 3 a.m.! And I'm in hair and **make-up** at 4.30. I wear block colours – no stripes or frills, and no green. We sometimes use **green screens** so that artificial backgrounds can be **superimposed**. So if you wear a green top, it doesn't show up against a green **background** and you appear as a floating head and a pair of arms and legs – very **ill-advised** and not a good look!

We go live at 6 a.m., and before that I have to read up on the day's **news stories**. I start by getting an **overview** of the stories I'll be reporting. We're a local **news station** so we don't report on **foreign affairs**.

You can't rehearse – you have to deal with **breaking news** as it comes in, but I have a lot of **backup**. A **fact-checker** has made sure the details

of the story are accurate, a **copy editor** makes sure stories are written in a way that I'd actually say them and when I'm live on air if I become **tongue-tied** or mess up, I have the director in my ear.

On morning TV, we focus on **heartwarming** stories. It's the morning and people are eating breakfast – I don't want to give a **blow-by-blow** account of some hideous crime. Having said that, it's our job to report anything newsworthy.

It's a **four-hour** programme with several **three-minute commercial breaks** – that's when I dash to the **bathroom**, ask about any breaking news and read up on the next interview.

I work nonstop for four hours, but how many jobs finish before **midday**? It means I can spend time with my **four-year-old** twins. I go to bed at the same time as they do!



- 1 **SPEAKING** Are statements 1–5 true or false? Try to guess. Then read the article to check your ideas.

- 1 A news anchor can't wear green.
- 2 A news anchor can't rehearse the stories.
- 3 A news anchor can't hear the director while she/he is on-air.
- 4 A news anchor can't report on crime at breakfast time.
- 5 A news anchor can't go to the toilet for four hours.

- 2 **SPEAKING** Would you like to be a news anchor or work in television? Tell your partner.

- 3 In your notebook, match five compound adjectives and nouns in blue in the article with definitions 1–5.

- 1 likely to have a bad effect = ?
- 2 a short description including the main ideas = ?
- 3 unable to speak because of nerves or embarrassment = ?
- 4 information about a news event that is still happening = ?
- 5 extremely detailed = ?

- 4 Check whether you understand the meaning of all the other compound nouns and adjectives in blue in the article. Use a dictionary if necessary.

- 5 Read the LANGUAGE FOCUS. In your notebook, complete it with examples in blue from the article.

LANGUAGE FOCUS

Compound nouns and adjectives

Compound nouns

- A compound noun is normally made up of two words. The first word describes or modifies the second word: a ¹ **morning show** = a show that is on in the morning. Compare: a **company car** (a type of car) and a **car company** (a type of company).
- Compound nouns can consist of:
noun + noun: ² ? anchor, newsreader, health check
adjective + noun: ³ ? affairs
verb-ing + noun: breaking ⁴ ?
preposition + noun: ⁵ ? view
- A significant number are **made from phrasal verbs**: back sth up → a ⁶ ? , crack down on sth → a crack-down
- Compound nouns can be written as one word, two words or with a hyphen. Check in a dictionary. The stress is usually on the first syllable.

Compound adjectives

- A compound adjective is usually made from two words and usually written with a hyphen.
- Compound adjectives can consist of:
number + noun: three-minute, twenty-four-hour
adjective + noun: high-quality, present-day, deep sea
noun + adjective: user-friendly, waist-high, weatherproof
noun/adjective/adverb + -ed/-ing participle: ⁷ heart ? , mouth-watering, short-lived, far-fetched, kind-hearted, weather-beaten, broad-shouldered, flat-footed
verb + preposition/adverb: made-up, unheard-of
- Some compound adjectives are made from more than two words: four-year-old, blow- ⁸ ? , state-of-the-art
- The noun in a compound adjective is usually singular: a four- ⁹ ? programme NOT a four-hours programme

- 6 In your notebook, match the words from boxes A and B to make common compound colour adjectives. What things can you describe using these colours?

A

blood charcoal lemon
lime nut sky snow

B

blue brown green
grey red yellow white

a blood-red sky, a blood-red rose, blood-red lips

- 7 In your notebook, rewrite the following descriptions with a compound adjective. Use a dictionary if necessary.

- 1 a young woman with rosy cheeks
a rosy-cheeked young woman
- 2 a child with curly hair
- 3 an old man with thin lips
- 4 a young sportsman with broad shoulders
- 5 a high jumper with long legs
- 6 a teenager with a kind heart

- 8 Read the news story. In your notebook, replace the information in brackets with a compound noun or adjective. Do you believe the boy's explanation?

Real-life teddy bear

A ¹ ? (boy who was three years old) who went missing in woods for two days says a black bear kept him safe. The boy who survived the ² ? (ordeal that lasted two nights) alone in the woods in freezing conditions has told police and family he was helped out by a friendly bear. Rescuers, who had to wade through ³ ? (water that was high to the waist), found him tangled up in thorny bushes. He was taken to hospital for a ⁴ ? (check on his health) and was found to be a little ⁵ ? (burned by the sun) but otherwise unhurt. The story of the bear is too far-fetched for some people, but whether a ⁶ ? (bear with a kind heart) really took care of him, or whether it was all in his imagination, the important thing is that he is safely home with his family.



- 9 **USE OF ENGLISH** In your notebook, complete the second sentence so it has a similar meaning to the first. Use no more than five words including the word in capitals.

- 1 Fifty years ago, nobody had heard of some of the health problems affecting children today. **WERE**
Some of the health problems affecting children today ? fifty years ago.
- 2 Local police have announced that they are cracking down on antisocial behaviour. **A**
Local police have announced ? antisocial behaviour.
- 3 The Oxford to London bus service, which operates all day and all night, is under review. **TWENTY-FOUR-HOUR**
The ? from Oxford to London is under review.
- 4 Phones with voice recognition are easier to use according to a recent survey. **MORE**
Phones with voice recognition are ? according to a recent survey.
- 5 I've completely worn myself out playing tennis this afternoon. **AM**
? after playing tennis this afternoon.
- 6 Joe and Becky decided to buy a train pass that would last them seven days. **SEVEN-DAY**
Joe and Becky decided to ? .

SHOW WHAT YOU'VE LEARNT UNITS 1-6

- 10 **USE OF ENGLISH** Complete the text with the correct option A, B, C or D. Write the answers in your notebook.

The branch of a well-known pizza company ¹ ? up with a ² ? offer which turned out to be somewhat ³ ? . They promised 100 free pizzas per year for 100 years to ⁴ ? customer who painted the company's logo on the side of their car and then posted it on social media. The ⁵ ? response from the general public was loud and ⁶ ? : the thought of looking ⁷ ? to a lifetime supply of ⁸ ? -watering pizzas proved irresistible and ⁹ ? of people ¹⁰ ? in posting their photos before the overwhelmed company withdrew their offer early.

- | | |
|------------------|-----------------|
| 1 A put | B took |
| C came | D made |
| 2 A special | B important |
| C significant | D particular |
| 3 A short-handed | B short-lived |
| C short-range | D short-changed |
| 4 A every | B all |
| C each of | D whole |
| 5 A first | B beginning |
| C introductory | D initial |
| 6 A obvious | B clear |
| C distinct | D long |
| 7 A forward | B up |
| C out | D down |
| 8 A tongue | B teeth |
| C mouth | D stomach |
| 9 A lot | B very many |
| C hundreds | D one thousand |
| 10 A were able | B managed |
| C succeeded | D could |

A review of a TV series

*I can write a review of a television series.***1 SPEAKING** Discuss the questions in groups.

- 1 Which old TV series do you consider to be classics and why?
- 2 Which of today's TV series do you think are the classics of the future and why?
- 3 What do you know about the series shown in the picture?

2 Read the notice on the website and answer the questions.

- 1 What kind of website is Pictureshow? Which similar sites do you know?
- 2 What should readers do to enter the competition?

Pictureshow TV and film reviews by you, for you.

Classic TV

RESULTS

- [Classic TV series by genre](#)
- [Editor's picks: TV classics](#)
- [50 classic shows that changed TV forever](#)
- [Tomorrow's Classics Competition](#)

Tomorrow's Classics Competition

Spotting the classic TV series of tomorrow is no easy task, but that's our challenge for you this month. To enter the competition, send us a review of a recent TV show and explain why you think it will be considered a classic in the future. Our favourite review will appear on the website next month and the winner will receive a €50 cash prize.

**3 SPEAKING** Read the review. If you have seen *Stranger Things*, do you agree with the writer's opinion of it? If you haven't, does the review make you want to watch the series? Explain your answers.

1 Take a **nostalgic** journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*. This excellent show is heavily influenced by the books and films of Stephen King and Steven Spielberg. Series creators, the Duffer brothers, have combined action, humour and horror to create a **well-reviewed** sci-fi drama. As far as I'm concerned, it's a TV classic.

2 In season one of *Stranger Things*, a schoolboy named Will goes missing. His friends, mother and the rest of the town become part of a series of mysterious events involving an unusual young girl named Eleven. It soon becomes clear that something even stranger is hiding in the woods of their town. In season two, the town and its inhabitants are once again threatened by supernatural forces and we are reminded that the worst villains are not always the monsters. Season three not only presents a continuation of this theme, but also shows how the main characters and their relationships have developed with time.

3 *Stranger Things* is a brilliant show with an **unforgettable** soundtrack. The plot explores friendships, family ties and even romance. The young cast give wonderful performances and the show is beautifully shot. Unlike many modern shows, it doesn't rely too heavily on special effects. While season one is not particularly scary, season two is more strongly influenced by horror films and is **terrifying** at times.

4 All in all, *Stranger Things* offers viewers a **gripping** story with plenty of twists and turns. From the opening scene, it feels as though you are watching a future TV classic. I can't recommend it enough and have no doubt that people will be talking about it for many years to come.



4 Read the review again. Which points a–d below match paragraphs 1–4?

- a Summarise your opinions and make a recommendation.
- b Give your opinion on the story, acting, dialogue, special effects, etc.
- c Give key information: the name of the series, where and when it is set etc., and your overall opinion.
- d Summarise the story, but don't give any spoilers.

5 Read the WRITING FOCUS and find examples of the advice in the review.

WRITING FOCUS

A review

The goal of a review is to give your personal opinion about something, e.g. a film, a series or a book. The opinion should be supported with examples and recommendations should be given at the end. Reviews are usually written for newspapers, websites or magazines and therefore have a fairly informal style.

Introduction

- Attract the reader's attention with an interesting opening sentence.
- Mention the type of show, the stars/director/writer, the setting, obvious influences, etc.
- State your overall opinion.

Main paragraphs

- Use present tenses to give more details about the plot and the main characters.
- Use present or past tenses to say what you liked/didn't like about the TV series.
- Use a variety of adjectives and modifiers when presenting your opinions.

Conclusion

- Summarise your review.
- Make recommendations.

6 In your notebook, complete the sentences from other reviews with one word from the model in Exercise 3.

- 1 People will be talking how bad this is for many years to come.
- 2 I can't it enough and look forward to the second season.
- 3 From the scene, it is clear that the film is going to be slow and **predictable**.
- 4 The cast give confident and are a pleasure to watch.
- 5 The third season is strongly by the films of Quentin Tarantino.
- 6 At times, the show is poorly and relies too heavily on low quality special effects.
- 7 To sum up, Schumer's new sitcom is **hilarious** and full of unexpected and turns.
- 8 The rather **far-fetched** plot the idea of an alien invasion.

7 In your notebook, match adjectives in purple in the review and Exercise 6 with their definitions in the LANGUAGE FOCUS box. Is each one positive, negative, or a matter of taste?

LANGUAGE FOCUS

Adjectives for reviews

Use a range of adjectives to make your review interesting.

- 1 very funny = **hilarious**
- 2 impossible to forget =
- 3 extremely frightening =
- 4 exciting =
- 5 emotional about the past =
- 6 hard to believe =
- 7 liked by critics =
- 8 easy to guess =

8 In your notebook, complete the sentences with the most suitable adjective from the LANGUAGE FOCUS. Use each adjective only once.

- 1 This comedy is . It will have you laughing out loud.
- 2 Although the show was on several TV websites, we found it average at best.
- 3 For me this series is . I haven't stopped thinking about it since I finished watching it.
- 4 This show takes a look at life in the UK in the 1920s.
- 5 Don't watch this zombie series alone because it is truly .
- 6 This sitcom is no different to a thousand others you've seen before.
- 7 If you don't mind a plot involving aliens and cowboys, you'll probably enjoy this series.
- 8 Each episode is so , it's almost impossible to stop watching and go to bed.

9 **SPEAKING** In pairs, think of shows, films or actors to fit some of the descriptions in Exercises 6 and 8.

SHOW WHAT YOU'VE LEARNT

- 10  Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Napisz artykuł na stronę internetową szkoły o serialu, który wywarł na tobie duże wrażenie. W artykule przedstaw główne wątki serialu oraz wyjaśnij, dlaczego jest on popularny wśród młodzieży.

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

6.1 Vocabulary 4.41

accurate /'ækjərət/ dokładny, precyzyjny
alarming /ə'laɪmɪŋ/ alarmujący
alarmingly /ə'laɪmɪŋli/ alarmująco, zatrważająco
appeal to /ə'pi:l tə/ apelować
awash with information /ə,wɒʃ wɪð ,ɪnfə'meɪʃən/ zalewany informacjami
believable /bə'li:vəbəl/ wiarygodny, realistyczny
bombarded with information /bɒm,bɑ:dɪd wɪð ,ɪnfə'meɪʃən/ bombardowany informacjami
burst into flames /,bɜ:st ,ɪntə 'fleɪmz/ stanąć w płomieniach
check the accuracy /tʃek ði 'ækjərəsi/ sprawdzić prawdziwość
cleaning solution /'kli:nɪŋ sə,lju:ʃən/ środek czyszczący
clear commitment /,kliə kə'mɪtmənt/ jasne zobowiązanie
close /kləʊs/ bliski
closely /'kləʊsli/ blisko
critical /'krɪtɪkəl/ krytyczny
critically /'krɪtɪkli/ krytycznie
deliberate /dɪ'lɪbəreɪt/ celowy
deliberately /dɪ'lɪbəreɪtli/ celowo
distinct feeling /dɪ'stɪŋkt 'fi:liŋ/ wyraźne/nieodparte przeczucie
distort the truth /dɪ'stɔ:t ðə 'tru:θ/ zniekształcać prawdę
double-check facts /,dʌbəl tʃek 'fæktz/ dwukrotnie sprawdzać fakty
evaluate sources /ɪ,vælju:et 'sɔ:sɪz/ oceniać źródła
examine sth closely /ɪg,zæmɪn ,sʌmθɪŋ 'kləʊsli/ sprawdzać coś dokładnie
eye-catching story /,aɪ ,kætʃɪŋ 'stɔ:ri/ historia przyciągająca uwagę
fake news /,feɪk 'nju:z/ nieprawdziwe informacje
falsehood /'fɔ:ʃhʊd/ fałsz
for commercial gain /fə kə,mɜ:ʃəl 'geɪn/ w celu osiągnięcia korzyści finansowych
for political gain /fə pə,lɪtɪkəl 'geɪn/ w celach politycznych
gut feeling /,gʌt 'fi:liŋ/ przeczucie
have an agenda /,hæv ən ə'dʒendə/ mieć ukryty cel
ignite /ɪg'naɪt/ zapłonąć, zająć się ogniem
inaccurate /ɪn'ækjərət/ niedokładny
knowing /'nəʊɪŋ/ intencjonalny
knowingly /'nəʊɪŋli/ rozmyślnie, celowo
long-term commitment /,lɒŋ tɜ:m kə'mɪtmənt/ długoterminowe zobowiązanie
made-up /,meɪd 'ʌp/ zmyślony
manipulate the media /mənɪp,jəleɪt ðə 'mi:diə/ manipulować mediami
mislead/misinform people /,mɪs,lɪ:d/ mɪsɪn,fɔ:m 'pi:pəl/ wprowadzać ludzi w błąd
misleading /mɪs'li:diŋ/ wprowadzający w błąd, mylący
newsworthy story /,nju:z,wɜ:ði 'stɔ:ri/ historia warta opublikowania
not take a story at face value /nɒt ,teɪk ə ,stɔ:ri ət ,feɪs 'vælju:/ nie zakładać prawdziwości historii
on a daily basis /ɒn ə ,deɪli 'beɪsɪs/ codziennie

on a regular basis /ɒn ə ,regjələ 'beɪsɪs/ regularnie
operating theatre /'ɒpəreɪtɪŋ ,θɪətə/ sala operacyjna
print-based media /,prɪnt beɪst 'mi:diə/ media drukowane
question facts /'kwɛstʃən ,fæktz/ kwestionować fakty
reliable/reputable source /rɪ,aɪəbəl/ ,repjə'təbəl 'sɔ:s/ wiarygodne źródło
remarkable /rɪ'mɑ:kəbəl/ niezwykle
remarkably /rɪ'mɑ:kəbli/ niezwykle, wybitnie
spark /spɑ:k/ iskra
spread fake news /,spred ,feɪk 'nju:z/ rozpowszechniać nieprawdziwe informacje
tackle a problem /,tækəl ə 'prɒbləm/ stawiać czoła problemowi
tamper with photos /,tæmpə wɪð 'fəʊtəʊz/ manipulować przy zdjęciach
trust your instincts /,trʌst jər 'ɪnstɪŋkts/ zaufać swoim przeczuciom/instyktowi
winnings /'wɪnɪŋz/ wygrana

6.2 Grammar 4.42

flat tyre /'flæt taɪə/ przebita opona
invent a story /ɪn,vent ə 'stɔ:ri/ zmyślić historię
oversleep /,əʊvə'sli:p/ zaspać
starving /'stɑ:vɪŋ/ bardzo głodny
subtitles /'sʌb,tʌɪtlz/ napisy dialogowe

6.3 Listening 4.43

alteration /,ɔ:l'teɪrɪʃən/ zmiana, przeróbka
animal cruelty /,ænəmə'l 'kru:əlti/ okrucieństwo wobec zwierząt
animal rights /,ænəmə'l 'raɪts/ prawa zwierząt
anonymity /,ænə'nɪməti/ anonimowość
authenticate /ə'tɛntɪkeɪt/ uwierzytelniać
authority /ə'tɒrəti/ władza, autorytet
background /'bækgraʊnd/ pochodzenie
bar code /'bɑ: kəʊd/ kod kreskowy
butcher /'bʊtʃə/ rzeźnik
commit an offence /kə,mɪt ən ə'fens/ popełnić wykroczenie
confirm /kən'fɜ:m/ potwierdzić
equality /ɪ'kwɒləti/ równość
ethical issue /,eθɪkəl 'ɪʃu:/ kwestia etyczna
fairness /'feərnəs/ sprawiedliwość
float away /,fləʊt ə'weɪ/ odlatywać
genuine /'dʒenjuɪn/ prawdziwy, autentyczny
identity /aɪ'dentəti/ tożsamość
make a statement /,meɪk ə 'steɪtmənt/ przekazać ideę; stworzyć wrażenie
out of reach /aʊt əv rɪ:tʃ/ poza zasięgiem
paintbrush /'peɪntbrʌʃ/ pędzel do malowania
peaceful protest /,pi:sfəl 'prəʊtest/ pokojowy protest
protect your identity /prə'tekt jər aɪ'dentəti/ chronić swoją tożsamość
protestor /prə'testə/ protestujący
raise awareness /,reɪz ə'weənəs/ zwiększać świadomość
recognised /'rekəɡnaɪzd/ uznany, ceniony

remain anonymous /rɪ,meɪn ə'nɒnəməs/ pozostać anonimowym
stencil /'stensəl/ szablon do odrysowania, wzór
strong belief /strɒŋ bə'li:f/ silne przekonanie
substitute /'sʌbstətju:t/ zastąpić
treatment of animals /,tri:tmənt əv 'æniməlz/ traktowanie zwierząt
unconfirmed rumour /,ʌnkən,fɜ:md 'ru:mə/ niepotwierdzone plotki
underlying message /,ʌndə,lai-ɪŋ 'mesɪdʒ/ zasadnicze przesłanie

6.4 Reading 4.44

airbrush /'eəbrʌʃ/ retuszować
at arm's length /ət 'ɑ:ms ,leŋθ/ na długość ramienia
become mainstream /bɪ,kʌm 'meɪnstri:m/ stać się powszechnym, stać się codziennym
blurred /blɜ:d/ niewyraźny, rozmazany
body dysmorphic disorder /,bɒdi dɪs'mɔ:fɪk dɪs,ɔ:də/ dysmorfobia, zaburzenie psychiczne, polegające na bardzo krytycznym ocenianiu własnej urody
capture a memorable moment /,kæptʃər ə 'memərəbəl ,məʊmənt/ uchwycić niezapomnianą chwilę
crop images /,krɒp 'ɪmɪdʒɪz/ kadrować, przycinać zdjęcia
cute /kju:t/ śliczny, uroczy
date back to /'deɪt ,bæk tə/ pochodzić z jakiegoś okresu, sięgać (czasów)
declare /dɪ'kleə/ ogłaszać, oświadczać
defect /'dɪ:fekt/ defekt, wada
duchess /'dʌtʃəs/ księżna
duck-face /'dʌkfɛɪs/ dzióbek (ułożenie ust przy pozowaniu do zdjęć)
facial /'feɪʃəl/ dotyczący twarzy
gain popularity /,geɪn ,pɒpjə'lærəti/ zyskać popularność
harmless /'hɑ:mləs/ niegroźny, nieszkodliwy
have a habit of /,hæv ə 'hæbɪt əv/ mieć nawyk
in focus/out of focus /ɪn 'fəʊkəs/aʊt əv 'fəʊkəs/ ostre/nieostre (zdjęcie)
lens /lenz/ obiektyw
make a claim /,meɪk ə 'kleɪm/ stwierdzić, ogłosić
mental health problem/condition /,mentl 'helθ ,prɒbləm/kən,dɪʃən/ zaburzenie psychiczne
origin /'ɒrɪdʒɪn/ pochodzenie
originate /ə'rɪdʒəneɪt/ pochodzić
pose for a photo /,pəʊz fər ə 'fəʊtəʊ/ pozować do zdjęcia
refer to /rɪ'fɜ: tə/ nawiązywać do
retouch images /,ri:tʌtʃ 'ɪmɪdʒɪz/ retuszować zdjęcia
seek /si:k/ szukać, zabiegać o
shake sth off /,ʃeɪk ,sʌmθɪŋ 'ɒf/ pozbyć się czegoś
sharp /ʃɑ:p/ ostry, wyraźny
snap a selfie /,snæp ə 'selfi/ zrobić/ pstryknąć selfie
take a shot/snap /,teɪk ə 'ʃɒt/'snæp/ zrobić zdjęcie

tousle /'taʊzəl/ poczochnąć/potargać (włosy)
treat /tri:t/ leczyć
trigger /'trɪgə/ powodować, wywoływać
wink /wɪŋk/ puścić oczko
zoom in/zoom out /,zu:m 'ɪn/,zu:m 'aʊt/ powiększyć/pomniejszyć

6.5 Grammar 4.45

fictional character /,fɪkʃənəl 'kærəktə/ fikcyjny bohater
screen /skri:n/ ekran

6.6 Speaking 4.46

awareness-raising campaign /ə'weənəs ,reɪzɪŋ kæm,peɪn/ kampania zwiększająca świadomość
convinced /kən'vɪnst/ przekonany
creature /'kri:tʃə/ stworzenie
desirable /dɪ'zaɪərəbəl/ pożądany
do harm /,du: 'hɑ:m/ robić krzywdę
emphasise /'emfəsaɪz/ podkreślić
engage with /'ɪn'geɪdʒ wɪð/ zaangażować się w
firmly /'fɜ:mli/ stanowczo
for the sake of /fə ðə 'seɪk əv/ dla dobra, przez wzgląd na
frankly /'fræŋkli/ szczerze
fur /fɜ:/ futro
fur trade /fɜ: treɪd/ handel futrami
general public /,dʒenərəl 'pʌblɪk/ ogół społeczeństwa
glamorous /'glæməərəs/ wytworny, elegancki
hand out leaflets /,hænd ,aʊt 'li:flɪts/ rozdawać ulotki
involvement /'ɪnvɒlvmənt/ udział, zaangażowanie
make a difference /,meɪk ə 'dɪfərəns/ mieć znaczenie, sprawiać różnicę
make your point /,meɪk jə 'pɔɪnt/ wyrazić swoją opinię
member of the public /,membər əv ðə 'pʌblɪk/ obywatel
obviously /'ɒbvɪəsli/ najwyraźniej
peacefully /'pi:sfəli/ pokojowo
petition /pə'tɪʃən/ petycja
prevent from /prɪ'vent ,frəm/ zapobiec czemuś
promote awareness /prə'məʊt ə'weənəs/ promować świadomość
protest march /'prəʊtest ,mɑ:tʃ/ marsz protestacyjny
public figure /,pʌblɪk 'fɪgə/ osoba publiczna
receive criticism /rɪ'si:v 'krɪtɪsɪzəm/ być krytykowanym
regrettably /rɪ'gretəbli/ niestety
take notice of /,teɪk 'nəʊtɪs əv/ zauważyć, wziąć pod uwagę
vital /'vaɪtəl/ niezbędny

6.7 Use of English 4.47

background /'bækgraʊnd/ tło
backup /'bækʌp/ wsparcie
blood-red /'blʌd red/ krwistoczerwony
blow-by-blow /,bləʊ baɪ 'bləʊ/ szczegółowy
breaking news /,breɪkɪŋ 'nju:z/ wiadomość z ostatniej chwili
broad-shouldered /,brɔ:d 'ʃəʊldəd/ barczysty

bush /bʊʃ/ krzak
car company /,kɑ: 'kɑmpəni/ firma motoryzacyjna
charcoal-grey /'tʃɑ:kəʊl ,greɪ/ grafitowy, ciemnoszary
commercial break /kə,mɜ:ʃəl 'breɪk/ przerwa na reklamę
company car /,kɑmpəni 'kɑ:/ samochód służbowy
copy editor /'kɒpi ,edɪtə/ redaktor, korektor
crack down on /,kræk 'daʊn ɒn/ rozprawiać się, wprowadzać porządek
crackdown on /'krækdaʊn ɒn/ walka z
curly-haired /,kɜ:li 'heəd/ o kręconych włosach
dash /dæʃ/ bieć szybko
deep sea /di:p 'si:/ głębokie morze
fact-checker /,fækt 'tʃekə/ osoba weryfikująca fakty
far-fetched /,fɑ: 'fetʃt/ przesadzony, naciągany
flat-footed /,flæt 'fʊtɪd/ z płaskostopiem
float /fləʊt/ unosić się (w powietrzu lub na wodzie)
foreign affairs /,fɒrɪn ə'feəz/ sprawy międzynarodowe
frill /frɪl/ falbanka
green screen /,ɡri:n 'skri:n/ zielone tło (technika obróbki filmu lub zdjęcia, w której jednolite tło zmieniane jest komputerowo na dowolny obraz)
health check /'helθ ,tʃek/ badanie lekarskie
heartwarming /'hɑ:t,wɔ:miŋ/ podnoszący na duchu, radujący
hideous /'hɪdiəs/ paskudny, okropny
high-quality /,haɪ 'kwɒləti/ wysokiej jakości
ill-advised /,ɪl əd'vaɪzd/ nierozważny, nierozsądny
irresistible /,ɪrɪ'zɪstəbəl/ nieodparty
kind-hearted /,kaɪnd 'hɑ:tɪd/ życzliwy
lemon-yellow /'lemən 'jeləʊ/ koloru cytrynowego
lifetime supply /,laɪftaɪm sə'plaɪ/ dożywotni zapas
lime-green /,laɪm 'ɡri:n/ koloru limonkowego
long-legged /,lɒŋ 'legəd/ długonogi
make-up /'meɪkʌp/ makijaż
mess up /,mes 'ʌp/ zepsuć; pomylić się
morning show /,mɔ:niŋ 'ʃəʊ/ poranny program
mouth-watering /'maʊθ ,wɔ:təriŋ/ apetyczny, rozpylający się w ustach
news anchor /,nju:z 'æŋkə/ prezenter wiadomości
news station /,nju:z 'steɪʃən/ telewizja informacyjna
news stories /,nju:z 'stɔ:riz/ temat wiadomości
newsreader /'nju:z,ri:də/ prezenter wiadomości
nonstop /,nɒn'stɒp/ bez przerwy
nut-brown /,nʌt 'braʊn/ koloru orzechowego
on air /ɒn 'eə/ na żywo, na antenie
ordeal /ɔ:'di:l/ męka, gehenna
overwhelmed /,əʊvə'welmd/ przytłoczony
overview /'əʊvəvju:/ przegląd
present-day /'prezənt deɪ/ aktualny, dzisiejszy

rehearse /rɪ'hɜ:s/ robić próbę, ćwiczyć
report on /rɪ'pɔ:t ɒn/ raportować, informować o
rosy-cheeked /,rəʊzi 'tʃi:kt/ o różowych policzkach
short-lived /,ʃɔ:t 'lɪvd/ krótkotrwały
sky-blue /,skaɪ 'blu:/ błękitny
snow-white /,snəʊ 'waɪt/ śnieżnobiały
state-of-the-art /,steɪt əv ði 'ɑ:t/ bardzo nowoczesny
stripe /straɪp/ pasek, prążek
sunburnt /'sʌnbɜ:nt/ spalony słońcem
superimpose /,su:pəɪm'pəʊz/ nakładać (jeden obraz na drugi)
tangled up /'tæŋɡld ʌp/ zaplątany
thin-lipped /,θɪn 'lɪpt/ o wąskich, zaciśniętych ustach
tongue-tied /'tʌŋ ,taɪd/ oniemiały
thorny /'θɔ:ni/ kolczasty, ciernisty
TV station /,ti: 'vi: ,steɪʃən/ stacja telewizyjna
unheard-of /ʌn'hɜ:d əv/ nieznany, niespotykany
unhurt /ʌn'hɜ:t/ bez obrażeń, zdrowy
user-friendly /,ju:zə 'frendli/ przyjazny dla użytkownika
waist-high /,weɪst 'haɪ/ do pasa
weather-beaten /'weðə ,bi:tən/ ogorzały od pogody, zahartowany
weatherproof /'weðəpru:f/ odporny na warunki atmosferyczne
withdraw /wɪð'drɔ:/ wycofać
worn-out /,wɔ:n 'aʊt/ zmęczony, wykończony
voice recognition /'vɔɪs rekəg,nɪʃən/ rozpoznawanie mowy

6.8 Writing 4.48

dark /dɑ:k/ mroczny
enter a competition /,entər ə ,kɒmpə'tɪʃən/ wystartować w zawodach/konkursie
family ties /'fæməli taɪz/ więzy rodzinne
genre /'ʒɒnrə/ gatunek filmowy
go missing /,gəʊ 'mɪsɪŋ/ zaginać
gripping /'ɡrɪpɪŋ/ wciągający, porywający
heavily influenced /,hevəli 'ɪnfluənst/ pod silnym wpływem
hilarious /hɪ'leəriəs/ zabawny
nostalgic /nɒ'stældʒɪk/ nostalgiczny
opening scene /,əʊpənɪŋ 'si:n/ scena otwierająca
plot /plɒt/ fabuła
predictable /prɪ'dɪktəbəl/ przewidywalny
soundtrack /'saʊndtræk/ ścieżka dźwiękowa
spoiler /'spɔɪlə/ informacja zdradzająca zakończenie (np. filmu)
spot /spɒt/ dostrzegać, zauważać
terrifying /'terəfaɪ-ɪŋ/ przerażający
twists and turns /,twɪsts ən 'tɜ:nz/ zwroty akcji
unforgettable /,ʌnfə'getəbəl/ niezapomniany
well-reviewed /,wel rɪ'vju:d/ dobrze oceniony, z dobrymi recenzjami

SŁOWNICTWO I GRAMATYKA

- 1 Połącz słowa z ramki A ze słowami z ramki B i uzupełnij zdania otrzymanymi kolokacjami w odpowiedniej formie.

A

(commercial daily double-check make raise)

B

(awareness basis the facts gain a statement)

- The company's website is updated on a with the latest news and events.
 - She set up a campaign to of the disease amongst the general public.
 - The school have been passing on students' data for , selling lists of names to advertisers.
 - It's vital that, as a journalist, you in a story before it's published.
 - This morning, the director of the hospital to the media about the crisis.
- 2 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.
- You shouldn't take stories you read online at **f** value, they're often fake news.
 - I just had a **g** feeling that something wasn't right about what I'd been told.
 - The name of the witness has been changed to **p** her identity.
 - Legally, he hadn't actually **c** an offence, but his actions were clearly dishonest.
 - It's really important to check the **a** of any statistics you use in your article.
 - I don't believe the files were deleted by accident, they clearly did it **d** .
- 3 Wybierz poprawną odpowiedź.
- Would / Should* you need any further information, please don't hesitate to ask.
 - Had the government not / Hadn't the government* acted, there would soon have been more riots.
 - I would ask people for their IDs before letting them in *providing / unless* I knew them personally.
 - We wouldn't get involved in your project *weren't we / were we not* enthusiastic about it.
 - Imagine / Provided* you were offered a job as a foreign affairs correspondent, would you accept it?
- 4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj mieszanych okresów warunkowych.
- If Karen (check) her sources before submitting her article last week, she (not/be) in trouble with the editor today.
 - John (tell) us the truth about the school incident if he (be) an honest person.
 - If Jerry generally (take) his job seriously, his manager (promote) him a long time ago.
 - If my grandparents (not/be) such generous people, they (not/help) me financially at university and I wouldn't be a lawyer.
 - We (not/have to) take them to court now if they (pay) the loan back on time.

ŚRODKI JĘZYKOWE



Wybór wielokrotny; uzupełnianie zdań

- 5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?

'Prodigal Summer'

by Barbara Kingsolver

This novel is the story of two women whose lives change dramatically over the course of one summer. It doesn't have a(n) ¹ plot like some of Kingsolver's other books, but neither is it too slow or predictable, with one or two surprising twists along the way. First and foremost, it's about the characters. Both women have ² opinions about how they want to live their lives and both ³ believe in the importance of respecting the natural world. It's set in the ⁴ USA, in the small farming community of Egg Fork in the Zebulon Mountains, a made-up place, but typical of the Appalachian Mountains of North Carolina, and the landscape and its wildlife are ever-present in the ⁵ . The women's stories are also linked up with a third character, an elderly local farmer who is nostalgic for a past way of life and who initially seems angry and bitter, but who turns out to be surprisingly ⁶ .

- | | |
|-------------------|-----------------|
| 1 A eye-catching | B gripping |
| C newsworthy | D remarkable |
| 2 A hard | B tough |
| C strong | D heavy |
| 3 A greatly | B honestly |
| C completely | D firmly |
| 4 A nowadays | B real-time |
| C present-day | D up-to-date |
| 5 A foreground | B backdrop |
| C background | D back-story |
| 6 A heart-warming | B kind-hearted |
| C hard-hearted | D single-minded |
- 6 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.
- I (not/tell) Christie my secret then if she were not a trustworthy person.
 - I'm pretty sure that if you (listen/advice) which I gave you last time, you wouldn't be in such a terrible situation now.
 - Suppose (you/miss) your flight last night, what would you have done?
 - If you hadn't forgotten the keys, we (not/stand) outside our house in the cold right now.
 - I'm sure there will be an investigation (unless/company/release) its financial report.
 - Tim wouldn't be giving you any free lessons (be/he/not/you) good friend.

CZYTANIE



Uzupełnianie luk

- 7 Przeczytaj tekst. Następnie uzupełnij jego streszczenie tak, by treść streszczenia była zgodna z treścią tekstu. W każdą lukę możesz wstawić nie więcej niż sześć słów.

THE POWER OF IMAGES

It's often said that a picture is worth a thousand words. There's something appealing about images that makes them a powerful tool for communication.

As you scroll through your social media feed or browse a news website, what is it that prompts you to read on? The chances are that it's the images that attract your attention. Online content that is accompanied by an image is more likely to prompt engagement, in the form of clicks, likes and shares, than straightforward text.

This phenomenon is especially important to digital marketers. They will tell you that on average people only read around 20 percent of the text on a web page. When it comes to remembering information, it is said that we retain around 80 percent of what we see versus only 20 percent of what we read and just 10 percent of what we hear. Although these figures are criticised by experts as an oversimplification, visuals do play an important role in how we deal with content in an information-rich world. Producing eye-catching visuals to attach to digital content is vital for anyone who wants to get their message across to the maximum number of people.

It's not only in the commercial world that the power of the image is being recognised. Governments and NGOs such as the World Health Organisation are acknowledging the importance of social media in communicating public health messages. Research into social media engagement during one recent disease outbreak, for example, found that it was image-based platforms such as Instagram that were most effective in communicating vital health messages. Whilst there is some concern amongst healthcare professionals that what starts off as helpful messages can easily get distorted as they're shared and reshared, specialists say that social media has huge potential for promoting public health.

Political journalists and campaigners have also long understood the power of an image. In a social media age, though, just posting a striking image that is sure to go viral has been labelled by some as 'slacktivism'. That is the idea that people will like and share an image without really thinking about the ideas behind it or engaging with the political message. The challenge for activists, journalists, marketers and governments is to develop a social media strategy that includes eye-catching visuals, but is also more than skin deep.

Images play a key role in how we process all kinds of information. When looking at information online, people are far more likely ¹ _____ with content if it includes an image of some kind. Apparently, we remember only a tiny percentage of information in the form of text or audio, but a much greater proportion of ideas presented ² _____. This fact is exploited by those involved in ³ _____ to help make their messages stand out. Images are also increasingly being used by official bodies to communicate ⁴ _____ to the widest possible audience and by journalists and activists to promote political campaigns. However, this use of eye-catching images that quickly spread has been criticised as an example of 'slacktivism' because it is superficial and doesn't really ⁵ _____ with the underlying message.

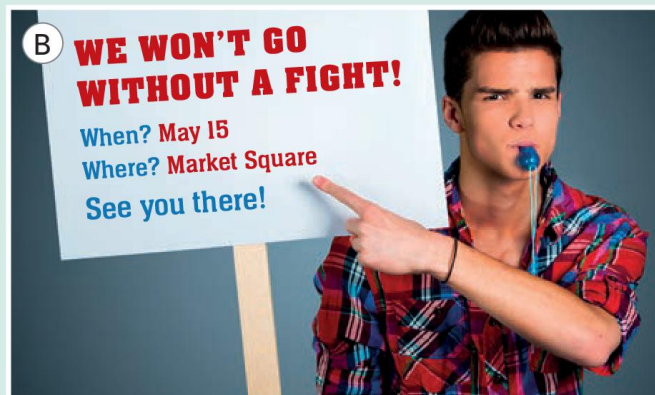
MÓWIENIE



- 8 Pracując w parach, wykonajcie zadanie i odpowiedzcie na pytania.

Popatrz na plakaty A i B. Władze twojej miejscowości podjęły decyzję o zamknięciu młodzieżowego ośrodka kultury. Uczniowie twojej klasy sprzeciwiają się tej decyzji i organizują pikietę, do udziału w której mają zachęcać plakaty wywieszone w szkole. Masz do wyboru dwa plakaty.

- Wybierz ten plakat, który twoim zdaniem będzie bardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Should young people get involved in campaigns that concern their local areas? Why?/Why not?
- 2 Is it better to express your opinion on a controversial issue or to keep quiet? Why?/Why not?
- 3 What's the most effective way to persuade somebody to change their opinion? What makes you think so?
- 4 What are the advantages of using social media to organise an event?

PISANIE



Artykuł

- 9 Wykonaj zadanie egzaminacyjne.

Tematem gazetki w twojej szkole są w tym miesiącu wydarzenia kulturalne. Napisz artykuł do gazetki, w którym opisziesz niedawno obejrzany w kinie film i zachęcisz lub zniechęcisz innych do jego obejrzenia, przedstawiając jego mocne albo słabe strony.

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

7

It's not rocket science!

I am among those who think that science has great beauty.

Marie Curie

BBC

7.1

VOCABULARY

- Science • scientific research
- prepositions after verbs and nouns
- words in science

I can talk about science and scientific research.

SHOW WHAT YOU KNOW

- 1 For each adjective in the box, add a subject and a person. Write the answers in your notebook. Add any other science word families that you know.

archaeological astronomical biological botanical
chemical geological mathematical physical

archaeological: archaeology, archaeologist

- 2 **SPEAKING** Look at the subjects in Exercise 1. Which science is the most/least difficult to study?

- 3 **SPEAKING** Between 1901 and 2019 the Nobel Prize for Chemistry and Physics was awarded to 386 men and only 8 women. Discuss possible reasons for this and say if you think the situation is changing.

- 4 Read the text. What scientists are mentioned and what are their fields of study? What do they have in common?

FEMALE SCIENTISTS Changing The World

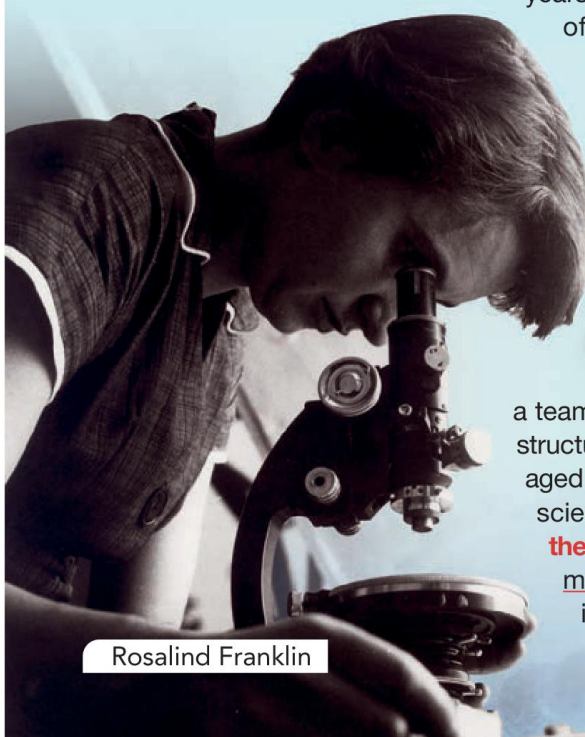
In any web search for the world's famous scientists, Marie Curie always **receives a mention**. Curie, a Polish and naturalised French physicist and chemist, discovered radiation, helped apply it in the field of X-rays and **coined the term** *radioactivity*. She **made a huge contribution** to science, but was one of the very few women who **gained the recognition** they deserved.

Science was a man's world in the nineteenth century. And yet, Mary Anning became an expert in fossils and geology. Coming from a poor family, she collected fossils on the beach and sold them to make a little money. She found fossils of complete marine reptiles that became extinct over 100 million

years ago. She gained the respect of scientists, but living in an era when women weren't allowed to vote or attend university, she was not allowed to join the Geological Society of London.

A hundred years later, conditions were still difficult for female scientists.

Rosalind Franklin, a chemist born in 1920, was part of a team who discovered the molecular structure of DNA. Tragically, she died aged 37, four years before her fellow scientists, all men, were **awarded the Nobel Prize** in 1962. They made no reference to Franklin in their acceptance speech.



Rosalind Franklin

- 5 **3.10 SPEAKING** Listen to a podcast about another famous scientist, Ada Lovelace. What was she famous for?

- 6 **3.10** Listen again and answer the questions.

- What did Ada Lovelace collaborate with Charles Babbage on?
- How do people refer to Charles Babbage?
- Who is credited with inventing the first computer algorithm?
- In what way did Lovelace see the true potential of the computer?
- How easy was it for women to have access to education in the 19th century?
- When did Ada Lovelace find out that she had an aptitude for calculations?
- Did many women manage to win the respect of their fellow scientists?
- What did the US Department of Defense name after Lovelace?

FOCUS ON WORDS | Scientific research

- 7 **3.11** In your notebook, complete the collocations in red in the text and Exercise 6 with the correct noun. Then listen, check and repeat.

- award a prize
- coin a ?
- gain ?
- make a ?
- receive a ?
- recognise an ?
- see the ?
- win ?

A similar injustice happened when British astrophysicist Jocelyn Bell Burnell discovered radio pulsars, described as the greatest astronomical discovery of the twentieth century. Her supervisor and his male colleague were awarded the 1974 Nobel Prize in Physics for the discovery, and she was completely left out. Many astronomers criticised the decision, but Bell Burnell finally gained recognition in 2007 when she was made Woman of the Year for her remarkable contributions to science.

In cases where women's **achievements were recognised**, we still find evidence of discrimination in the way these were reported in the press. When the brilliant chemist Dorothy Hodgkin was awarded the Nobel Prize in 1964 for discovering the molecular structure of penicillin and vitamin B₁₂, the paper headline was *Oxford Housewife Wins Nobel*. In fact, this housewife was also a professor at Oxford University.

Today the gender gap in the world of science is slowly closing and there are many female scientists inspiring new generations of girls to study scientific subjects. But there is still some way to go for women to be equally represented in science.

- 8 **SPEAKING** In your notebooks, complete the descriptions with appropriate verbs and match them to the scientists in Exercise 4. Then write short descriptions of the two scientists who are **NOT** described. Discuss who you admire most.

- She ? the true potential of the 'Analytical Engine' and the US Department of Defense ? her achievements by naming a computer language after her.
- She ? the term 'radioactivity' and always ? a mention as one of the world's most famous scientists.
- Surprisingly, she was not ? the Nobel Prize for her discovery of radio pulsars in outer space.
- She ? the respect of fellow scientists and found evidence of animals that had become extinct 100 million years ago.

FOCUS ON WORDS | Prepositions after verbs and nouns

- 9 **3.12** In your notebook, complete the underlined phrases in the text and Exercise 6 with the correct preposition. Then listen, check and repeat.

- | | |
|----------------------------------|-------------------------------------|
| 1 become an expert <u>in</u> sth | 5 have an aptitude <u>?</u> sth |
| 2 collaborate <u>?</u> sb | 6 make reference/refer <u>?</u> sth |
| 3 credit sb <u>?</u> sth | 7 name sth <u>?</u> sb |
| 4 have access <u>?</u> sth | |

- 10 **SPEAKING** In your notebook, complete the questions with a verb or a noun. Then ask and answer the questions.

- What software programmes do you have ? to at school?
- What area of science would you like to be an ? in?
- If you were doing a science project, who would you ? with?
- Which school subjects do you think you have an ? for?
- Is there somebody in your family who you were ? after?

FOCUS ON WORDS | Words in science

- 11 **3.13** In your notebook, translate the words in the table. Use a dictionary if necessary. Then listen and repeat. Do you know any other words you could add?

MATHS & COMPUTING	CHEMISTRY	PHYSICS
1 algorithm <u>?</u>	6 acid <u>?</u>	11 atom <u>?</u>
2 calculation <u>?</u>	7 base <u>?</u>	12 electron <u>?</u>
3 equation <u>?</u>	8 element <u>?</u>	13 nucleus <u>?</u>
4 fraction <u>?</u>	9 molecular structure <u>?</u>	14 relativity <u>?</u>
5 multiplication & division <u>?</u>	10 radioactivity <u>?</u>	15 velocity <u>?</u>

- 12 **SPEAKING** Work together to complete these scientific facts using the words in Exercise 11. Use plural forms if necessary. Write the answers in your notebooks.

- The periodic table, showing all known ?, was created in 1867 by Russian chemist Dmitri Mendeleev.
- An ? moves around the ? of an atom.
- An ? is a set of rules to be followed in ?, especially by a computer.
- $E = mc^2$ is Einstein's most famous ? and helps to explain the theory of ?.
- Addition (+), subtraction (-), ? (x) and ? (÷) are the four basic maths operations.
- ? (e.g. lemon juice) have a pH value lower than 7.0.

- 13 **PROJECT** Work in groups. Choose a famous woman working in a male-dominated field. Do some research online and prepare a digital presentation. Then present it to your class.

7.2

GRAMMAR

Advanced passive forms

I can use a variety of advanced passive forms.

- 1 **SPEAKING** Discuss what would happen in your home if all screens were banned for six months. Then read what happened to the Maushart family and compare.

What happened when mum pulled the plug on technology

Susan Maushart unplugged her teenagers and for six months the family lived without their devices. Family rooms were no longer lit up by the light of screens and no electronic noises **could be heard** through the night.

Maushart decided to unplug the family because nothing was ever properly switched off. She'd constantly told her children to turn their devices off when doing their homework, but even when they **should have been switched off**, they were bleeping away in the background.

So what happened? Once the children **had been made to turn off** their technology, the family rediscovered small pleasures like board games, books and listening to music together. Susan Maushart's son **was given** a saxophone and took up music seriously. If the Internet was needed for homework, her older daughter just went to the library. The youngest daughter **hated being unplugged**, but Susan Maushart believes her children became more focused thanks to being less dependent on technology. She now believes all families **need to be encouraged** to unplug periodically.

- 2 Read the GRAMMAR FOCUS. Which forms of **be** complete the sentences correctly? Then check your answers in the text.

GRAMMAR FOCUS

Advanced passive forms

- Passive forms with present or past modal verb structures.
... no electronic noises **could** ¹ **be heard** through the night.
... even when they **should** ² **?** **switched off**, they were bleeping ...
- Passive forms with verbs that take two objects, i.e. a person – usually the indirect object, and a thing – usually the direct object (*give sb sth*, *send sb sth*, *show sb sth*, etc.).
Her son ³ **?** **given** a saxophone. (the 'person' is the topic – more common)
A saxophone **was given** to her son. (the 'thing' is the topic – less common)
- Passive forms with verbs + -ing or verbs + to + infinitive.
The youngest daughter **hated** ⁴ **?** **unplugged**.
... all families **need** ⁵ **?** **encouraged** ...

Note: make sb **do** sth → be made **to do** sth

Once the children **had been made to turn off** their technology ...



- 3 In your notebook, rewrite the sentences in the passive starting with the underlined object.
 - 1 You can buy absolutely anything on the Internet these days.
Absolutely anything can be bought on the Internet these days.
 - 2 Nobody could have predicted the importance of the Internet back in the 1970s.
 - 3 You must protect your computer with anti-virus software.
 - 4 Architects may have designed Bill Gates's house on an Apple computer.
 - 5 You can control the volume of a YouTube video with the up/down arrows on your keyboard.
 - 6 They should have given Albert Einstein a Nobel Prize for his theory of relativity.
- 4 Find the indirect object in each sentence. In your notebook, rewrite the sentences in the passive using **by** if necessary. Which sentences are true for you?
 - 1 Yesterday, people sent me more than fifty messages.
Yesterday, I was sent more than fifty messages.
 - 2 My parents might give me a new laptop for my next birthday.
 - 3 They have promised us some new computers for the school.
 - 4 People owe me lots of money.
 - 5 They should offer my father a new job.
 - 6 Today a temporary teacher is teaching us IT.

- 5 **SPEAKING** In your notebook, write sentences using the passive infinitive or -ing form. Use the prompts. Then discuss the statements.

Most teenagers ...

- 1 don't enjoy (shout at)
Most teenagers don't enjoy being shouted at.
- 2 can't stand (ignore)
- 3 would prefer (not criticise)
- 4 would like (take seriously)
- 5 get tired of (judge)
- 6 just want (love)
- 7 dislike (tell what to do)
- 8 aren't interested in (compare to other teenagers)

FOCUS VLOG About science and technology

3.14 Listen to the Focus Vlog. What kind of technology would the speakers like to be developed in the future? Write the answers in your notebook.

Grammar page 150

7.3

LISTENING

Multiple choice

I can extract the main points from a news report about problems with technology.

- SPEAKING** Look at the cartoons and identify what problems they illustrate. Discuss any similar problems you have had with technology.
- 3.15** Listen and match three of the cartoons (A–D) with the situations (1–3).

LISTENING FOCUS Multiple choice

- 3.15** Listen again. For questions 1–3, choose the correct answer, A, B or C. Write the answers in your notebook.
 - The shop assistant wants to
 - warn Julie against buying cheap laptops.
 - persuade Julie to increase her planned budget.
 - encourage Julie to store films and music on a laptop.
 - What are the people doing?
 - arguing whether to follow the navigation or not
 - discussing the best way to their destination
 - consulting a map to find their way
 - Choose the most appropriate headline for this news report.
 - MOPED CRIME RISES BY 30 PERCENT IN LONDON
 - MOBILE THEFTS HIGHER ON PUBLIC TRANSPORT
 - MOPED THIEVES TARGET MOBILE PHONE USERS

- In your notebook, complete the sentences about the recordings with the words in the box. There are four extra words.

drop gaming laptop bag map memory card
mobile phone rise sat-nav security word processing

RECORDING 1

- The shop assistant says four gigabytes of RAM is not sufficient if Julie wants to **go in for** ? .
- The shop assistant says he'll **throw in** a ? if Julie buys the better computer.

RECORDING 2

- Luke wants a ? to help him **figure out** which way to go.
- Luke was **talked into** using the ? even though they **wind him up**.

RECORDING 3

- Figures have **come out** that show a sharp ? in moped robberies.
- The police say they are going to **bring in** new ? measures.

FOCUS ON WORDS | Phrasal verbs

- 3.16** In your notebook, match the phrasal verbs in green in Exercise 4 with the definitions. Then listen, check and repeat.

- introduce sth = **bring in**
- be released or be published = ?
- understand sth = ?
- enjoy, choose or do sth = ?
- persuade sb to do sth = ?
- include sth extra for free = ?
- annoy or irritate sb = ?



- SPEAKING** In your notebook, complete the sentences to make them true for you. Then compare with a partner.

- I usually listen to the same kind of music. I don't really **go in for** ...
- When I buy my next phone, I'd like the shop to **throw in** ...
- I always find it difficult to **figure out** ...
- I can't **talk** my parents **into** buying me ...
- The person who **winds me up** most is ...
- The government should **bring in** new laws to ...
- The next new book/film/album/game I want to buy is **coming out** ...

PRONUNCIATION FOCUS

- 3.17** Copy the table, listen and complete it. Then listen again and repeat.

NOUN	ADJECTIVE	ADVERB
1 science	<u>scientific</u>	scientifically
2 technology	?	?
3 ?	electronic	?
4 ?	electric	electrically

- 3.18** In your notebook, mark the stress in the words in the table. Then listen, check and repeat.

7.4

READING

Multiple choice

I can scan a set of related texts to find specific information.

- 1 **SPEAKING** Discuss the statements below and try to guess the correct answers. Then read the two texts quickly and check your answers.

WHAT DO YOU KNOW ABOUT MICROBES?

- 1 Microbes are microscopic *creatures / insects / plants*.
- 2 Your body consists of 5 / 17 / 57 percent microbes.
- 3 Bacteria are *always / usually / sometimes* beneficial.
- 4 Most microbes that live in our body are located in the *respiratory / digestive / nervous* system.
- 5 You need to wash your hands for 5 / 15 / 60 seconds to wash off harmful germs.
- 6 If you chop meat on a board, clean the board *immediately / within an hour / later*.
- 7 Dogs' saliva is *never / often / not usually* harmful to humans.

- 2 **SPEAKING** Discuss how you feel about the topic in the texts. Is it something that interests you? Why?/Why not?

READING FOCUS Multiple choice

- 3  Read the texts again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.
- 1 The microbes that live on a human
 - A can be washed away.
 - B are not beneficial because they're hidden away.
 - C have no effects on our bodies at all.
 - D are harmful if they are of a certain kind.
 - 2 The gut microbiome
 - A is similar among members of the same family.
 - B is responsible for how we react to what we eat.
 - C doesn't respond to drugs and medicine.
 - D is routinely monitored by doctors.
 - 3 What is fact according to Text A?
 - A The microbiome controls people's sleep patterns.
 - B No two people have identical gut microbiomes.
 - C The majority of disease is caused by an unhealthy gut microbiome.
 - D In future, microbes could be the basis of a new form of medicine.
 - 4 Text B states that too much washing and cleaning could be dangerous because
 - A all bacteria are beneficial to our health.
 - B you could be at higher risk of infection.
 - C humans need exposure to a wide range of bacteria.
 - D cleaning products can cause asthma and allergies.
 - 5 Both texts state that exposure to microbes
 - A will strengthen the immune system.
 - B can be eliminated if we wash more.
 - C happens exclusively in the gut.
 - D will lead to you getting a disease.

FOCUS ON WORDS | Medical conditions

- 4  3.20 In your notebook, match the words in blue in the text with their definitions. Then listen, check and repeat.

- 1 the response of the body's immune system to some substances = allergy
- 2 a condition that causes breathing difficulties = ?
- 3 a condition that affects how people communicate and interact with others = ?
- 4 a condition that causes people to feel unhappy = ?
- 5 when your blood glucose is too high = ?
- 6 it protects against infections = ?
- 7 a disease/condition caused by viruses or bacteria = ?
- 8 when a person carries excess weight that might affect their health = ?

- 5  3.21 In your notebook, complete the news report with the words in Exercise 4. Then listen and check.

Cities are taking steps to tackle air pollution following reports into its impact on human health. Children are at the highest risk of being affected because their ¹ i ? s ? aren't strong enough to fight off ² i ? . If they breathe in polluted air over a long period, they may develop ³ a ? or other lung conditions. People who suffer from pollen ⁴ a ? in the summer get worse symptoms in cities where diesel fumes act as an irritant. ⁵ O ? and Type 2 ⁶ d ? are not only due to lifestyle or genetic factors but also to traffic-related air pollution.

FOCUS ON WORDS | Word families

- 6  3.22 Copy the table and complete it with the underlined words in the text. Then listen, check and repeat.

NOUN	VERB	ADJECTIVE
1 advice	advise	<u>advisable</u>
2 benefit	benefit	?
3 ?	clean	clean
4 digestion	digest	?
5 harm	harm	?
6 ?	medicate	medicinal
7 regulation	?	regulatory
8 response	?	responsive

- 7 **SPEAKING** In your notebook, complete the statements with the correct form of the word in capitals. Then discuss whether you agree with the statements and say why.

- 1 ? is next to godliness. John Wesley **CLEAN**
- 2 Happiness: a good bank account, a good cook and a good ? . Jean Jacques Rousseau **DIGEST**
- 3 Let your food be your ? and ? be your food. Hippocrates **MEDICINE**
- 4 Happiness is ? for the body, but it is grief that develops the powers of the mind. Marcel Proust **BENEFIT**
- 5 Whenever a doctor cannot do good, he must be kept from doing ? . Hippocrates **HARM**

THE HUMAN MICROBIOME

Why our microbes could be key to our health

Did you know that more than half of your body is not human? The average adult has just under 40 trillion microbial cells and about 30 trillion human ones. In other words, human cells make up only 43 percent of the body's total cell count. The rest are microbes. No matter how well you wash, nearly every part of your body is covered in microscopic creatures. This includes bacteria, viruses, fungi and archaea, each with their own DNA, and together they are known as the human microbiome. 90 percent of this microscopic life is hidden away in our digestive system. But it would be naive to think that we carry around so much microbial material without it having any effect on our bodies at all.

Microbes and bacteria have a negative reputation and it's true that some microbes are known to cause disease and these are called pathogens. Others only become harmful if they get in the wrong place or grow in number. But the majority of microbes are essential for our health: they regulate the immune system, provide nutrients for our cells, help digestion and protect us against disease.

Different parts of the body all have very different communities of microbes. In his book, *I Contain Multitudes*, Ed Yong compares the body's microbiome to the earth's ecosystems. Just as the

ecosystems of a rainforest and a desert are very different, he writes, so the microbiome of the skin is completely different from the gut. Microbiomes also differ between two people. In fact, each individual has a unique gut microbiome, as personal as a fingerprint. Rob Knight of the University of California San Diego and an expert on the human microbiome explains that differences in the microbiome of the gut help to explain why people respond differently to the same foods.

It is thought that 90 percent of disease can be linked back in some way to the gut and the health of the microbiome. Over recent years, the gut microbiome has been associated with a wide range of conditions such as diabetes, autism, depression and obesity. It has also been linked to how individuals respond to certain drugs (and is affected by the drugs we take, such as antibiotics). It has even been suggested that it could be connected with how well we sleep. Microbial medicine is in its early stages, but some researchers think that it will become routine for doctors to keep an eye on the makeup of patients' microbiomes. Microbiome-derived medicine may well be the future of precision medicine.

GLOSSARY

archaea = archeony
(jednokomórkowce podobne do bakterii)
cell = komórka
condition = dolegliwość, choroba
fungi = grzyby
gut = jelito
microbe = mikrob, drobnoustrój
microbiome = mikrobiom
nutrients = składniki odżywcze
pathogen = patogen, czynnik chorobotwórczy

Text B

ALL YOUR HEALTH QUESTIONS ANSWERED

Being too clean may be bad for your health

Q I shower every morning, wear clean clothes every day and I carry a hand sanitiser that I use regularly throughout the day to keep my hands clean, especially after touching my pet dog. My house is spotless and you won't see a dirty dish in the kitchen. But now I hear that being too clean may be bad for my health. Is this true?

A We need to strike the right balance between keeping obsessively clean and learning to live with the bacteria around us. We know that certain bacteria cause diseases, and in recent times, sanitation and cleanliness have dramatically improved our health. But not all bacteria are bad. In fact, lots of them are extremely useful and beneficial to our health. So the question is, how can we avoid disease from the bad bacteria while nurturing the good bacteria?

First, let me be clear – I'd never suggest skipping the essentials, such as washing your hands. Scientists consider dirty hands as one of the most likely reasons why infections are passed between us. Getting your hands clean is not just a question of how long you wash them, but how well. Experts say you have to apply soap and water, rub all surfaces of the hands thoroughly for at least fifteen seconds, then rinse under running water and then dry them. The rubbing with soap detaches the germs from your skin, while the rinsing and drying takes them off the hands. But not all of our body has to be washed so thoroughly. A long shower every day may not be advisable, as it removes the 'good bacteria' from our skin.

Around the house, the solution for fighting the wrong kind of bacteria isn't excessive cleaning, but the right kind of cleaning. For instance, if you chop vegetables on your chopping board, you can wait until after your meal to wash it up. Not so if you've chopped raw fish or meat, when instant action is required, or you may increase the risk of infection.

Sometimes, it's good to get dirty! Research shows that children who grow up on farms are less likely to have problems like allergies and asthma and this is because they're exposed to a wonderful biodiversity of bacteria in the soil, rich in beneficial microbes. Dogs are also good for helping you to develop healthy bacteria – next time a slobbery dog jumps up at you, don't push it away. Instead, think about how the bacteria in its saliva may be boosting your immune system.

GLOSSARY

germ = zarazek, drobnoustrój
sanitation = urządzenia sanitarne, kanalizacja
sanitiser = płyn dezynfekujący
nurture = żywić

- 1 3.23 **SPEAKING** Discuss the *Maths facts* and try to guess which options are correct. Then listen and check your answers.

Maths facts

- 1 It is **thought that** numbers and counting began with the number zero / one.
- 2 Arithmetic is **considered to have originated** around 20,000 / 6,000 years ago in Sumer.
- 3 The *Egyptians / Romans* are **known to have invented** the numbers one thousand and one million.
- 4 Before 1500, the term 'mathematics' was **understood to mean** 'astrology' / 'physics'.
- 5 There are **said to be** limited / unlimited opportunities for mathematicians.
- 6 An increasing / A decreasing number of students are **expected to be doing** Maths at university in the future.

- 2 Read the GRAMMAR FOCUS and find examples of each pattern in *Maths facts*.

GRAMMAR FOCUS

Passive reporting structures

You can use the passive to talk about general feelings or beliefs with reporting verbs like *believe*, *know*, *think*, etc. These structures are usually used in more formal contexts.

- **it + passive verb** (present or past) + **that clause**
- **subject + passive verb** (present or past) + **to + infinitive** (to do/to have done/to be doing, etc.)
- **there + passive verb** (present or past) + **to be/to have been**

- 3 3.24 Read the text. One word is missing in each underlined verb structure. In your notebook, correct the verb structures. Then listen and check.

1 *Pythagoras is understood to have come up with*

- 4 **USE OF ENGLISH** In your notebook, complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary.

- 1 It is understood that Pythagoras came up with (understand/Pythagoras/come up) the idea of odd and even numbers.
- 2 Pythagoras ? (say/prepare) the way for many famous Greek mathematicians.
- 3 It ? (think/Archimedes) is one of the greatest mathematicians of all time.
- 4 Archimedes ? (believe/make) his most famous discovery in the bath.
- 5 The Romans ? (not/think/be interested) in Maths.
- 6 Several other civilisations ? (know/contribute) to the advancement of mathematics.

- 5 In your notebook, rewrite each sentence in two ways.

- 1 We know that most mathematical symbols were invented in the 1500s.
It is known that most mathematical symbols were invented in the 1500s.
Most mathematical symbols are known to have been invented in the 1500s.
- 2 Historians consider the seventeenth century to be a high point in the history of mathematics.
The seventeenth ?.
It ?.
- 3 Many teachers thought that calculators could harm students' Maths skills.
It ?.
Calculator ?.
- 4 They estimate that there are over 10,000 new Maths graduates every year in the UK.
There ?.
It ?.

- 6 **SPEAKING** In your notebook, list the school subjects you study. Put them in order from most important to least important. Discuss your lists. How important is Maths?

Grammar page 151

WHERE DO OUR NUMBERS COME FROM?

Around 500 BC, the Greek philosopher ¹Pythagoras is understood to come up with the idea of odd and even numbers.

²It said that Pythagoras prepared the way for many famous Greek mathematicians including Archimedes. ³Archimedes is considered be one of the greatest mathematicians of all time. He discovered how to measure the volume of an object with an irregular shape. ⁴He is believed to been taking a bath when he made the discovery, and leapt out shouting 'Eureka!' ('I have found it!'). Unfortunately, Archimedes was killed by a Roman soldier in 212 BC and mathematics entered a dark age. ⁵It thought that the Romans just weren't interested in mathematics.

Brahmi numerals around 300 AD

1	2	3	4	5	6	7	8	9
—	=	≡	+	h	φ	?	↪	?

⁶There are known to been several other civilizations, including the Maya people in Mexico and scholars in ancient China, who contributed to the advancement of mathematics. However, the next big breakthrough was probably in 500 AD when the Indians invented 'zero'. They had already created symbols for the numbers one to nine. In fact, ⁷it could argued that our 'Arabic numerals' should rather be known as 'Indian numerals'. After all, it was actually the Indians who invented them.

7.6

SPEAKING

Clarification

I can ask for and give clarification.

- 1 **SPEAKING** Discuss which of these machines you would trust in place of a human and which you would not.

- | | |
|--------------------------------------|--------------------------|
| 1 a self-driving car | 4 a virtual teacher |
| 2 a robotic surgeon | 5 a robot police officer |
| 3 a computer-generated online friend | |

- 2 **SPEAKING** Imagine you are going to a science and technology exhibition. Look at the posters and discuss which you would rather visit and why.

1 **From Mario to Minecraft**



An interactive history of games, gaming machines and gaming culture

2 **Mind-blowing Machines**



From self-driving cars to robo-cops
The latest developments in robotics and artificial intelligence

- 3 **3.25** Listen to a conversation at the 'Mind-blowing Machines' Exhibition. What type of machine is Sam describing?
- 4 **3.25** Listen again. Which phrases from the **SPEAKING FOCUS** do you hear?

SPEAKING FOCUS

Signalling confusion

Sorry, I'm not with you.
I'm not sure I follow (you).
I'm afraid you've lost me there.
I don't know what you mean by ...

Checking your understanding

So, in other words, ...
Are you saying ...?
If I understand correctly, you mean ..., right?

Giving clarification

Yes, precisely/exactly.
Yes, (that's) pretty much (it).
No, that's not (quite) what I meant.
What I meant was ...

- 5 **3.26** In your notebook, complete the conversations with words from the **SPEAKING FOCUS**. Then listen and check.

Dialogue 1

- A: Not many people agree with me, but I think computer games are a bit of a waste of time. I'd rather kick back with my friends than stare at a screen for hours on end.
B: Er ... sorry, but I don't know what you mean 'by' 'kick back'.
A: What I ² ? was spend time together, you know, hang out, chat, relax.

Dialogue 2

- A: I think I'd die without my phone.
B: And this year's Oscar for best actress goes to ...
A: Ha ha, very funny. Are you ³ ? I'm being dramatic?
B: Yes, ⁴ ? . I think you'd survive without it.

Dialogue 3

- A: Dan, I have to answer this question for homework. Can you help, please?
B: Sure, what's the question?
A: 'In what ways might socially intelligent robots benefit human society?'
B: Hmm. Well, I suppose the ability to have conversations with our machines will make a big difference.
A: I'm not sure I ⁵ ? you.
B: Well, we interact with today's machines mostly by typing or pushing buttons, but some phones and tablets already understand voice commands, right? Imagine they and other machines could react to what you say and talk back to you properly.
A: Hmm. OK. If I understand ⁶ ? , you mean we'll be able to have a conversation with our television or our fridge, right?
B: Yes, that's ⁷ ? much it.
A: I'm not sure I'd want to have a conversation with a fridge.
B: Why not?
A: Well, they have a reputation for being rather cold.
B: Oh, very funny.

- 6 **SPEAKING** Discuss the questions. Use the **SPEAKING FOCUS** to help you.

- In what ways are computer games good or bad for the people who play them?
- What do you think has been the most important technological development during your lifetime?
- Have social media made us more or less sociable? Explain your opinion.
- In what ways might socially intelligent machines benefit human society?

7.7

USE OF ENGLISH

Easily confused words

I can understand and use words that are easily confused.

- 1 SPEAKING** What do you know about GPS? Discuss the questions.
 - 1 What does GPS stand for?
 - 2 How does GPS work?
 - 3 When do you use GPS?
 - 4 What other uses do you think it has?
- 2** Read the text. Which headings A–D match paragraphs 1–4 correctly? Check your ideas in Exercise 1.
 - A GPS takes Einstein's theory into account
 - B GPS is owned and operated by the US government
 - C GPS isn't just for determining location
 - D GPS isn't the only navigation system

Four things you didn't know about

GPS

1 ?

Originally, the system was built by the US Navy to locate submarines, and consisted of six satellites which **eventually** grew to ten. This model **preceded** the Global Positioning System or GPS as we know it today. At first, GPS was reserved for military use, but in 1983 US President Reagan made a **historic** decision to let all civilian commercial aircraft use it.

2 ?

GPS is just one of several space-based radio navigation systems. **Currently**, there are four global navigation systems: GPS (US), GLONASS (RUSSIA), Galileo (EU) and BeiDou (China). These navigation systems are essential for military operations, so some countries prefer not to be **dependent** on another country in case problems **arise**.

3 ?

Twenty-four satellites **ensure** that at least four satellites are in **sight** of any location on Earth at all times. Four satellites are needed to provide **data** to calculate an exact position. The GPS receiver measures the distance to three satellites by the amount of time it takes to receive a transmitted signal. A fourth satellite is used to account for Albert Einstein's general theory of relativity, that time moves faster for those satellites that are further from sources of gravity. Without correction, this would **affect** the exact location by about six miles. That, in a nutshell, is the **principle** on which the GPS is based.

4 ?

Most people associate GPS with giving directions when driving. But there are other important uses for this powerful tool. GPS helps farmers by gathering data about soil, weather patterns and expected rainfall. It is also used to find evidence of the speed at which the ice caps are melting, or the **deserts** are advancing, and this information contributes to environmental **advice** and warnings. GPS can even predict **whether** a natural disaster is likely and help to manage the consequences.

- 3** Decide which words complete the sentences correctly. Then answer the questions.

- 1 What was the purpose of the original US system that *proceeded* / *preceded* GPS?
- 2 What *historic* / *historical* decision did US President Reagan make in 1983?
- 3 *Actually* / *Currently*, how many systems are there and who do they belong to?
- 4 How would your location be *affected* / *effected* if only three satellites were in *sight* / *site*?
- 5 How can GPS contribute to environmental *advice* / *advise*?

- 4** Read the LANGUAGE FOCUS. In your notebook, complete it by matching the words in blue in the text to the words they are often confused with.

LANGUAGE FOCUS

Easily confused words

Lots of English words cause problems because they are easily confused. If in doubt, it is always best to check in a dictionary.

- Words that look or sound similar, but have different meanings

cite/site/¹sight

conscious/conscientious

dessert/² ?

late/lately

lose/loose

principal/³ ?proceeded/⁴ ?

sensible/sensitive

weather/⁵ ?

- Words that look or sound similar and have similar meanings (this often includes words from the same word family)

alike/likely

advise/⁶ ?

alone/lone/lonely

assure/insure/⁷ ?

breathe/breath

dependant/⁸ ?

economic/economical

effect/⁹ ?historical/¹⁰ ?

lay/lie

migrate/immigrate/emigrate

raise/rise/¹¹ ?

- Words that look or sound different, but have similar meanings

after all/finally/lastly/¹² ?

comprise/consist of/include

occasion/opportunity

- False friends are words that look or sound similar to words in your language, but have different meanings

realise (know or understand) ≠ perform or carry out

actually (in fact) ≠ ¹³ ?¹⁴ ? (information) ≠ date

5 Decide which options complete the sentences correctly. Which statements do you agree with?

- 1 It's so easy to *lose / loose* track of time when you're on your phone.
- 2 Technology is useful, but it makes you *lone / lonely / alone*.
- 3 Going to bed *late / lately* every night is not good for your health.
- 4 The *arise / raise / rise* in antisocial behaviour is due to too much screen time.
- 5 So it seems, *after all / finally / lastly*, that money doesn't buy you happiness.
- 6 If *present / actual* trends continue, cybercrime will *affect / effect* all of us.

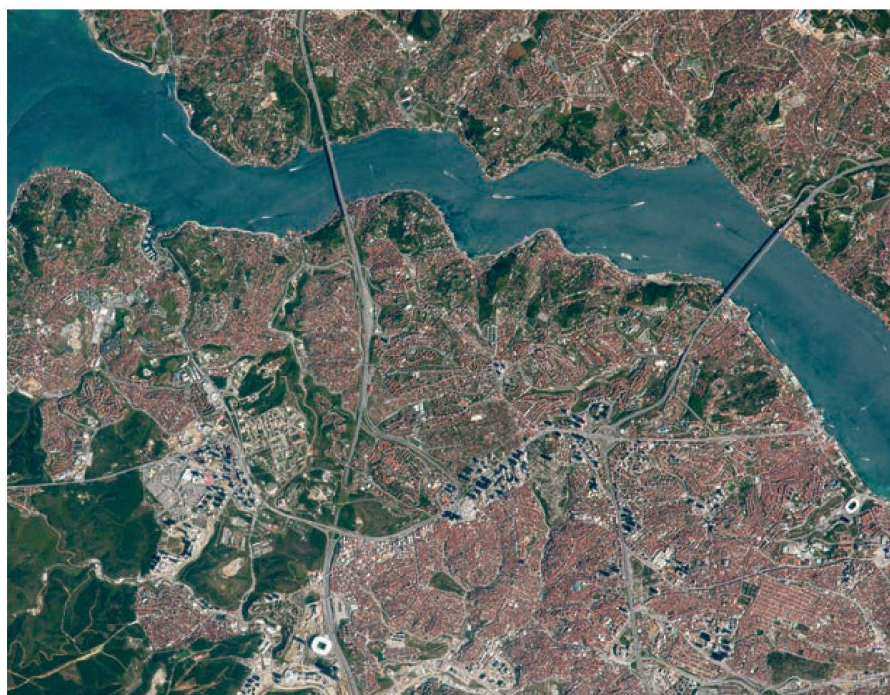
6 In your notebook, complete the sentences with different parts of speech by changing one letter in the words in bold.

- 1 You can **advise** someone or give someone **advice**.
- 2 You can **practise** the guitar or do some guitar **?**.
- 3 You can **breathe** in deeply or take a deep **?**.
- 4 You can be **?** on someone or be someone's **dependant**.
- 5 A situation can **affect** you badly or have a bad **?** on you.

7 USE OF ENGLISH In your notebook, complete the text with the appropriate form of the words in the box. There are two extra words.

affect depend economy interest
like migration sense sure

Many species of bird ¹ **?** twice a year often travelling long distances, especially if their natural habitat suffers harsh winters. Scientists are ² **?** in finding out how they navigate on these journeys. They know that birds are ³ **?** to light and use the sun and stars to ⁴ **?** that they know where north is located. Some researchers think they may also recognise landmarks, but it's doubtful that they are completely ⁵ **?** on this method because they can still navigate on cloudy days and fly across the oceans where there are no landmarks. The latest thinking is that they're ⁶ **?** to use more than one method, including detecting the Earth's magnetic field.



8 SPEAKING Ask each other the questions choosing the correct words.

- 1 Are you *economic / economical*? Do you hate waste?
- 2 Do you *lay / lie* on your front when you're sleeping?
- 3 Are there any *historic / historical* buildings near your school?
- 4 Will you ever get an *occasion / opportunity* to go to Australia?
- 5 Would you say you were a person of strong *principles / principals*?
- 6 Are you a *conscious / conscientious* student?

9 In your notebook, replace each underlined word or phrase with a word from the box so that the meaning is the same.

actually complement compliment currently
eventually fantastic genial possibly sight site

- 1 I always say I've got lots of Facebook friends, but ...
a in fact I've only got 100. b at the moment I've only got 100.
- 2 'Are you going to buy a new laptop?'
a 'In the end, yes.' b 'Maybe, yes.'
- 3 My grandma and grandpa always ...
a work well with each other. b say nice things to each other.
- 4 We love our family doctor. He's a ...
a great guy. b friendly guy.
- 5 Our local festival takes place in the grounds of a historic castle. It's a ...
a wonderful place. b wonderful spectacle.

10 SPEAKING In your notebook, translate the sentences in Exercise 9. Discuss whether the words in the box have any false friends in your language. Are any of the sentences true for you?

SHOW WHAT YOU'VE LEARNT UNITS 1-7

11 USE OF ENGLISH In your notebook, translate the phrases in brackets into English. Use no more than five words.

- 1 I'd like to know what time **?** (otwiera się wystawa) tomorrow.
- 2 Some of the exhibits are on loan from private collections, **?** (pozostałe należą) the museum.
- 3 The robot demonstration is very popular and people **?** (muszą znosić) with a long wait to see it.
- 4 If you like, you can join **?** (do czterdziestominutowej wycieczki) of the exhibition. The tour is free.
- 5 You're welcome to discuss the exhibition, but you are **?** (uprasza się o zachowanie ciszy) during the demonstration.
- 6 If you're late for the bus home, you **?** (nie będziesz miał pozwolenia na) coming on the next trip.
- 7 The exhibition booklet **?** (składa się z pięćdziesięciu stron) and includes the data about the exhibits as well as some photos.

A narrative

I can write an entertaining narrative using a variety of verbs to describe ways of speaking.

- 1 **SPEAKING** Work in groups. Discuss the questions about Artificial Intelligence (AI).
 - 1 What is AI? Write a short definition.
 - 2 How do you feel about the idea of living in a world where AI is more advanced than human intelligence?
 - 3 What problems might there be if it was impossible to tell the difference between a human and a robot?
- 2 **SPEAKING** The image on this page is from the story you are about to read. Say what might be happening in it. Now read the story and find out.
- 3 **SPEAKING** What did Robert discover about himself in his parents' office? What exactly do you think his parents' job is?
- 4 Study the **WRITING FOCUS** and find examples of each point in the story in Exercise 2.

WRITING FOCUS

Structure of a narrative

Short stories are usually written from a first-person point of view (the main character tells the story) or a third-person point of view (the writer tells the story but is not a character in it).

Beginning

- Get the reader's attention with a dramatic or mysterious opening, a statement by one of the main characters, or a detail concerning an important place or person from the story.
- Set the scene. Say where and when the story takes place and introduce the main characters.

Middle

- Use narrative tenses to describe the action.
- Add drama and interest with shorter sentences.
- Use language that appeals to the senses to describe what the characters see, hear and feel.
- Report speech using a variety of verbs.
- Give characters a voice using direct speech.

End

- Conclude the story with a twist, a lesson learned, a decision taken (as a result of what happened), or a later event linked to the story.



ROBERT WEAVER discovered he was not in fact Robert Weaver on Independence Day, 2092. His parents were celebrating at their company headquarters on Earth-Station One and had left the 17-year-old home alone for the weekend. They worked in advanced computing, though exactly what they did their son wasn't sure. Their office, in the basement of the house, remained locked at all times and Robert was strictly forbidden from entering. 'Top secret and extremely dangerous,' his parents had warned him many times.

With his mother and father away, Robert had decided to throw a party. It was going well, just a few friends hanging out and having fun. But word had spread, and soon the house was full. A small group had gone downstairs and seen a strange blue glow coming from under one of the doors. 'Something's in there,' **whispered** one of the girls and insisted they find out what it was. Just as they were breaking in, Robert appeared at the bottom of the stairs. 'What are you ... No!' he **yelled**, terrified of what his parents would say. But it was too late.

The room was more of a high-tech laboratory than an office, and in its centre they all saw what appeared to be a glowing blue holographic model of a human body. Robert raised his hands to his mouth in shock, and the hologram made precisely the same movement. As he turned to the others, the hologram mirrored him once again. 'What is this?' **gasped** Robert.

One of the girls in the doorway **screamed**, and another said in a shocked voice 'You're not human, Robert! You're ... You must be an android. And that is your 3D image ... because ONLY androids have holographic models!'

5 Look at the beginnings of six stories (1–6). Which beginnings ...

- a use a dramatic or mysterious opening?
- b use a direct quote to get the reader's attention?
- c describe a detail or a place important for the story?

1 The morning after the brain implant, Zara Jones stretched, **sighed** and got out of bed. When she pulled back the curtains, she realised nothing was the same as it had been yesterday.

2 'Stand against the wall!' **snapped** the home-help droid at the frightened family. The revolution had begun at exactly four minutes past six.

3 Neither of the suns had risen that day and the only light in Milo Haver's apartment came from the communications screen. The extra hours of darkness presented tech-thieves like Milo with a rare opportunity.

4 'Please let me out!' **sobbed** 17-year-old Kevin Saunders, but the Saunders' smart-house refused once again.

5 They had been hunting for Robot AI71 for almost a week when they finally found her. She was missing a finger and her battery was critically low.

6 The sensors showed that the child was asleep. His mother remembered switching off his AI toys. So why could she hear **giggling** coming from the bedroom?

6 In your notebook, match the base forms of the speech verbs in purple in the story and in Exercise 5 with the definitions in the LANGUAGE FOCUS.

LANGUAGE FOCUS

Speech verbs

You can make your writing more descriptive and dramatic by using alternatives to say. Use them to describe the way in which the characters speak, or the noises they make to express their emotions.

- 1 breathe in suddenly because you are surprised or in pain = gasp
- 2 say something quietly using your breath rather than your voice = **?**
- 3 shout something loudly, to get someone's attention or because you are angry = **?**
- 4 speak suddenly in an angry way because you have lost your temper = **?**
- 5 laugh quickly in a high voice = **?**
- 6 let out a long loud breath because you are sad, relieved, or frustrated = **?**
- 7 cry noisily while taking short breaths = **?**
- 8 make a high, long, loud noise because you are hurt or afraid = **?**



REMEMBER THIS

When you use direct speech in a narrative, the words that are actually spoken should be written inside inverted commas. There should always be a comma, full-stop, question mark or exclamation mark at the end of what is said, and inside the inverted commas.

e.g. 'Something's in there,' whispered one of the girls.
'What is this?' gasped Robert.

7 Read REMEMBER THIS. In your notebook, complete each sentence with the most suitable verb from the LANGUAGE FOCUS. Add inverted commas where necessary.

- 1 Keep still! she **?** as quietly as possible, afraid that the hunter-drone might hear us.
- 2 How long was this going to take? wondered Leila as she **?** with frustration and told the system to reboot for the third time.
- 3 Tom **?** in terror when he opened the curtains and saw two sets of piercing red eyes staring out of the darkness at him.
- 4 The child's furry AI friend was always making jokes and they would often spend the whole evening **?** together in his room.
- 5 As Marlon **?**, pale blue tears ran down his cheeks and into both of his mouths.
- 6 Put the vacuum cleaner on the floor! **?** the security guard at the cleaner-bot, and this time it did as it was told.
- 7 Keila **?** with surprise as her feet left the ground and she rose gently to the ceiling.
- 8 Will you just be quiet! **?** the pilot at Dee-dee as the light-bike flew towards the clouds.

SHOW WHAT YOU'VE LEARNT

- 8** **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Anglojęzyczne czasopismo rozpięło konkurs na najciekawszy artykuł o zabawnych lub nieoczekiwanych sytuacjach związanych z użyciem nowoczesnej technologii w nauce języka obcego. Napisz artykuł, w którym zrelacjonujesz sytuację, a także uzasadnisz, w jaki sposób użycie tej technologii może być przydatne w nauce języka obcego.

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

7.1 Vocabulary 4.49

acceptance speech /ək'septəns ˌspɪtʃ/ przemówienie, wystąpienie przy przyjęciu nagrody
acid /'æsid/ kwas
addition /ə'dɪʃən/ dodawanie
algorithm /'ælgərɪðəm/ algorytm
apply /ə'plai/ zastosować
atom /'ætəm/ atom
award a prize /ə'wɔ:d ə 'praɪz/ przyznać nagrodę
base /beɪs/ zasada (chemiczna)
become an expert in /bɪˌkʌm ən 'ekspɜ:t ɪn/ zostać ekspertem w (jakiejś dziedzinie)
calculation /ˌkælkjə'leɪʃən/ kalkulacja, obliczenie
capable of doing sth /'keɪpəbəl əv ˌdu:ɪŋ ˌsʌmθɪŋ/ zdolny do czegoś, będący w stanie coś zrobić
coin a term /kɔɪn ə tɜ:m/ ukuć termin
collaborate with /kə'læbəreɪt wɪð/ współpracować z
collect /kə'lekt/ zbierać, kolekcjonować
contribution /ˌkɒntrə'bjʊ:ʃən/ wkład, udział
credit sb with /'kredit sʌmbədi wɪð/ przypisywać komuś (coś)
discrimination /dɪˌskrɪmə'neɪʃən/ dyskryminacja
division /dɪˌvɪʒən/ dzielenie
electron /ɪ'lektroʊn/ elektron
element /'eləmənt/ pierwiastek chemiczny
equation /ɪ'kweɪʒən/ równanie
extinct /ɪk'stɪŋkt/ wymarły
fellow scientists /ˌfeləʊ 'saɪəntɪsts/ koledzy naukowcy
fossil /'fɒsəl/ skamieniałość
fraction /'frækʃən/ ułamek
gain recognition /ˌgeɪn ˌrekəɡ'nɪʃən/ zdobyć uznanie
gender gap /'dʒendə ɡæp/ różnice dzielące płcie
have access to /ˌhæv 'ækses tə/ mieć dostęp do
have an aptitude for /ˌhæv ən 'æptɪtju:d fə/ mieć talent do
injustice /ɪn'dʒʌstəs/ niesprawiedliwość
make a contribution /ˌmeɪk ə ˌkɒntrə'bjʊ:ʃən/ przyczynić się, wnieść wkład w coś
make reference to/refer to /ˌmeɪk 'refərəns tə/rɪ'fɜ:t tə/ odnieść się, nawiązać do
marine reptile /mə'reɪn 'reptail/ gad morski
molecular structure /mə'lekjələ ˌstrʌktʃə/ struktura molekularna
multiplication /ˌmʌltɪplə'keɪʃən/ mnożenie
name sth after sb /ˌneɪm ˌsʌmθɪŋ ˌɑ:ftə ˌsʌmbədi/ nazwać coś na czyjąś cześć
nucleus /'nju:kliəs/ jądro atomu
outer space /'aʊtə speɪs/ przestrzeń kosmiczna
path /pɑ:θ/ ścieżka, droga
periodic table /ˌpɪəri'ɒdɪk 'teɪbəl/ układ okresowy pierwiastków
provided (that) /prə'vaɪdəd (ðæt)/ pod warunkiem

radioactivity /ˌreɪdɪəʊæk'tɪvəti/ promieniotwórczość
radiation /ˌreɪdɪ'eɪʃən/ promieniowanie
receive a mention /rɪˌsi:v ə 'menʃən/ zostać wyróżnionym
recognise an achievement /ˌrekəɡnaɪz ən ə'tʃɪvmənt/ docenić osiągnięcie
relativity /ˌrelə'tɪvəti/ względność
remarkable /rɪ'mɑ:kəbəl/ wybitny, niezwykle
see the potential /ˌsi: ðə pə'tenʃəl/ dostrzegać potencjał
subtraction /səb'trækʃən/ odejmowanie
supervisor /ˌsu:pəvaɪzə/ przełożony; promotor naukowy
theory of relativity /θɪəri əv ˌrelə'tɪvəti/ teoria względności
value /'vælju:/ wartość
velocity /və'ləsəti/ prędkość
win the respect /ˌwɪn ðə rɪ'spekt/ zdobyć szacunek

7.2 Grammar 4.50

ban /bæn/ zakazać
bleep /bli:p/ pikać, piszczeć (o urządzeniach elektronicznych)
periodically /ˌpɪəri'ɒdɪkli/ okresowo
unplug /ʌn'plʌɡ/ odłączyć

7.3 Listening 4.51

be on the rise /ˌbi ɒn ðə 'raɪz/ wzrastać
bring in /ˌbrɪŋ 'ɪn/ wprowadzać, przedstawiać
come out /ˌkʌm 'aʊt/ zostać opublikowanym
commuter /kə'mju:tə/ osoba dojeżdżająca do pracy
distracted /dɪ'stræktɪd/ rozkojarzony
exit /'egzɪt/ zjazd z autostrady
figure /'fɪɡə/ liczba, statystyka, dane
figure sth out /ˌfɪɡə ˌsʌmθɪŋ 'aʊt/ zrozumieć, rozwiązać problem
go in for /ˌɡəʊ 'ɪn fə/ lubić coś robić
look up directions /ˌlʊk ˌʌp daɪ'rekʃənz/ szukać wskazówek, szukać drogi
moped /'məʊpəd/ skuter
motorway /'məʊtəweɪ/ autostrada
offence /ə'fens/ wykroczenie
offender /ə'fendə/ sprawca, przestępca
price range /ˌpraɪs ˌreɪndʒ/ zakres cenowy
reveal /rɪ'vi:l/ wyjawiać
robbery /'rɒbəri/ kradzież, rabunek
route /ru:t/ trasa
sat-nav /'sæt nəv/ nawigacja satelitarna
security measures /sɪ'kjuərəti ˌmeʒəz/ środki bezpieczeństwa
stick to /stɪk tə/ trzymać się czegoś
storage /'stɔ:ɪdʒ/ pamięć (w komputerze)
store /stɔ:/ przechowywać, magazynować
sufficient /sə'fɪʃənt/ wystarczający
take advantage of /ˌteɪk əd'vɑ:ntɪdʒ əv/ wykorzystać
talk sb into /ˌtɔ:k ˌsʌmbədi 'ɪntə/ namówić kogoś na
target /'tɑ:ɡət/ wybierać za cel, kierować do (np. reklamę, produkt)
theft /θeft/ kradzież
throw sth in /θrəʊ ˌsʌmθɪŋ 'ɪn/ dołożyć, dodać coś

top-of-the-range /ˌtɒp əv ðə 'reɪndʒ/ najwyższej klasy
turn around /ˌtɜ:n ə'raʊnd/ zawrócić
urge sb to do sth /'ɜ:dʒ ˌsʌmbədi tə 'du: ˌsʌmθɪŋ/ nakłaniać kogoś do zrobienia czegoś
wind sb up /ˌwaɪnd ˌsʌmbədi 'ʌp/ drażnić, irytować kogoś
word processing /'wɜ:d ˌprəʊsesɪŋ/ edycja tekstu

7.4 Reading 4.52

advice /əd'vaɪs/ porada
advisable /əd'vaɪzəbəl/ wskazany, stosowny
advise /əd'vaɪz/ udzielać rad
allergy /'ælədʒi/ alergia
archaea /ɑ:'ki:ə/ archeony (jednokomórkowce podobne do bakterii)
asthma /'æsmə/ astma
autism /'ɔ:tɪzəm/ autyzm
beneficial /ˌbenə'fɪʃəl/ korzystny, mający dobry wpływ
benefit /'benəfɪt/ korzystać; korzyść
biodiversity /ˌbaɪəʊdaɪ'vɜ:səti/ różnicowanie biologiczne
boost /bu:st/ poprawiać, pobudzać
cell /sel/ komórka
chopping board /ˌtʃɒpɪŋ bɔ:d/ deska do krojenia
cleanliness /'klenlɪnəs/ czystość
community /kə'mju:nəti/ środowisko
condition /kən'dɪʃən/ dolegliwość, choroba
depression /dɪ'preʃən/ depresja
derived /dɪ'raɪvd/ pochodny, pochodzący
detach /dɪ'tætʃ/ oddzielać
diabetes /ˌdaɪə'bi:tɪz/ cukrzyca
digest /daɪ'dʒest/ trawić
digestion /daɪ'dʒestʃən/ trawienie
digestive system /daɪ'dʒestɪv ˌsɪstəm/ układ trawienny
essentials /ɪ'sentʃəlz/ podstawy
excessive /ɪk'sesɪv/ nadmierny
exclusively /ɪk'sklu:sɪvli/ wyłącznie
exposed /ɪk'spəʊzd/ narażony, odsłonięty
exposure /ɪk'spəʊʒə/ narażenie, wystawienie, ekspozycja
fight off /ˌfaɪt 'ɒf/ zwalczyć
fingerprint /'fɪŋɡəˌprɪnt/ odcisk palca
fumes /fju:mz/ spaliny
fungi /'fʌŋɡi/ grzyby
genetic factor /dʒəˌnetɪk 'fæktə/ czynnik genetyczny
germ /dʒɜ:m/ zarazek, drobnoustrój
grow in number /ˌɡrəʊ ɪn 'nʌmbə/ wzrastać
gut /ɡʌt/ jelito
harm /hɑ:m/ krzywdzić; krzywdzić
harmful /'hɑ:mfəl/ szkodliwy
hidden away /ˌhɪdn ə'weɪ/ schowany, ukryty
immune system /ɪ'mju:n ˌsɪstəm/ system odpornościowy
infection /ɪn'fekʃən/ infekcja
impact /'ɪmpækt/ wpływ
instant /ɪnstənt/ natychmiastowy
irritant /ɪ'rɪtənt/ czynnik drażniący
linked back to /ˌlɪŋkt bæk tə/ powiązany z
lung condition /lʌŋ kən'dɪʃən/ choroba płuc

make up /meɪk ʌp/ składać się na
medicate /'medɪkeɪt/ leczyć, podawać lekarstwa
medicinal /mə'dɪsənəl/ leczniczy
medicine /'medsən/ lek
microbe /'maɪkrəʊb/ mikrob, drobnoustrój
microbiome /,maɪkrəʊ'baɪəʊm/ mikrobiom
nervous system /'nɜːvəs ,sɪstəm/ system nerwowy
nurture /'nɜːtʃə/ żywić
nutrients /'njuːtriənts/ składniki odżywcze
obesity /əʊ'biːsəti/ otyłość
pathogen /'pæθədʒən/ patogen, czynnik chorobotwórczy
pollen allergy /'pɒlən ,ælədʒi/ alergia na pyłki
provide /prə'vaɪd/ dostarczać, zapewniać
raw /rɔː/ surowy
regulate /'regjəleɪt/ regulować
regulation /,regjə'leɪʃən/ regulacja
regulatory /,regjə'leɪtəri/ regulujący
respiratory system /rɪ'spɪrətəri ,sɪstəm/ układ oddechowy
respond /rɪ'spɒnd/ reagować
response /rɪ'spɒns/ reakcja, odpowiedź
responsive /rɪ'spɒnsɪv/ wrażliwy na coś
rinse /rɪns/ spłukać
risk of infection /rɪsk əv ɪn'fekʃən/ ryzyko infekcji
routinely /ruː'tiːnli/ rutynowo, stale
rub /rʌb/ wcierać
saliva /sə'laɪvə/ ślina
sanitation /,sænə'teɪʃən/ urządzenia sanitarne, kanalizacja
sanitiser /'sænətaɪzə/ płyn dezynfekujący
skip /skɪp/ pomijać, unikać
sloppy /'slɒpi/ zaśliniony
soil /sɔɪl/ gleba, ziemia
spotless /'spɒtləs/ idealnie czysty
strengthen /'streŋθən/ wzmacniać
strike a balance /straɪk ə 'bæləns/ znaleźć równowagę, złoty środek
surface /'sɜːfəs/ powierzchnia
thoroughly /'θʌrəli/ dokładnie

7.5 Grammar 4.53

advancement /əd'vɑːnsmənt/ postęp, rozwój
breakthrough /'breɪkθruː/ przełom
decreasing /dɪ'kriːsɪŋ/ malejący
even number /,iːvən 'nʌmbə/ liczba parzysta
increasing /ɪn'kriːsɪŋ/ rosnący
invent /ɪn'vent/ wynaleźć
leap out /,liːp 'aʊt/ wyskoczyć
measure /'meʒə/ mierzyć
numeral /'njuːmərəl/ cyfra
odd number /,ɒd 'nʌmbə/ liczba nieparzysta
scholar /'skɒlə/ uczony
unlimited /ʌn'lɪmɪtəd/ nieograniczony
volume /'vɒljʊm/ objętość

7.6 Speaking 4.54

artificial intelligence /,ɑːtɪ'fɪʃəl ɪn'telədʒəns/ sztuczna inteligencja
clarification /,klærəfə'keɪʃən/ wyjaśnienie
exhibition /,eksə'bɪʃən/ wystawa, pokaz

fully-automated /,fʊli 'ɔːtəmeɪtəd/ w pełni automatyczny
kick back /kɪk bæk/ zrelaksować się, wyluzować
mind-blowing /'maɪnd ,bləʊɪŋ/ zadziwiający, szokujący
perform an operation /pə'fɔːm ən ,ɒpə'reɪʃən/ przeprowadzić operację
range of movement /,reɪndʒ əv 'muːvmənt/ zakres ruchu
remote /rɪ'məʊt/ zdalnie sterowany
robotic surgeon /rəʊ'bɒtɪk 'sɜːdʒən/ robot chirurgiczny
scary /'skeəri/ straszny
steady /'stedi/ stabilny
surgical unit /'sɜːdʒɪkəl ,juːnɪt/ mechanizm operujący
voice command /'vɔɪs kə'mɑːnd/ polecenie głosowe

7.7 Use of English 4.55

account for /ə'kaʊnt fə/ tłumaczyć coś
actually /'æktʃuəli/ faktycznie
advance /əd'vɑːns/ postępować
affect /ə'fekt/ mieć wpływ
after all /'ɑːftər ɔːl/ mimo wszystko
alike /ə'laɪk/ taki sam, podobny
alone /ə'ləʊn/ sam
arise /ə'raɪz/ pojawiać się, nadarzać (o okazji)
assure /ə'ʃʊə/ zapewniać, gwarantować
breath /breθ/ oddech
breathe /briːð/ oddychać
cite /saɪt/ cytować
civilian /sə'vɪljən/ cywilny
commercial aircraft /kə'mɜːʃəl 'eəkrɑːft/ samoloty komercyjne
comprise /kəm'praɪz/ zawierać
conscious /'kɒnʃəs/ świadomy
consist of /kən'sɪst əv/ składać się z
currently /'kʌrəntli/ obecnie, aktualnie
data /'deɪtə/ dane
date /deɪt/ data
dependant /dɪ'pendənt/ osoba zależna, na czymś utrzymaniu
dependent /dɪ'pendənt/ zależny, niesamodzielny
desert /'dezət/ pustynia
dessert /dɪ'zɜːt/ deser
determine /dɪ'tɜːmɪn/ określić
economic /,ekə'nɒmɪk/ ekonomiczny, opłacalny
economical /,ekə'nɒmɪkəl/ oszczędny
effect /ɪ'fekt/ efekt, skutek
emigrate /'eməgreɪt/ emigrować
ensure /ɪn'ʃʊə/ zagwarantować
eventually /ɪ'ventʃuəli/ ostatecznie, w końcu
exact /ɪg'zækt/ dokładny, precyzyjny
finally /'faɪnəl-i/ w końcu, wreszcie
gather /'gæðə/ zebrać
genial /'dʒiːniəl/ sympatyczny, miły
historic /hɪ'stɒrɪk/ historyczny (bardzo ważny, mający długą historię)
historical /hɪ'stɒrɪkəl/ historyczny (dotyczący przeszłości)
ice cap /'aɪs kæp/ pokrywa lodowa
immigrate /'ɪmɪgreɪt/ imigrować
in a nutshell /ɪn ə 'nʌtʃəl/ w skrócie
include /ɪn'kluːd/ zawierać
insure /ɪn'ʃʊə/ ubezpieczać
lastly /'lɑːstli/ na koniec, wreszcie

lately /'leɪtli/ ostatnio
lay /lei/ kłaść, położyć
lie /laɪ/ leżeć
likely /'laɪkli/ prawdopodobny
locate /ləʊ'keɪt/ lokalizować
lone /ləʊn/ samotny, odludny
lonely /'ləʊnli/ samotny
loose /luːs/ luźny
lose /luːz/ stracić, zgubić
migrate /maɪ'greɪt/ migrować
occasion /ə'keɪʒən/ okazja, wydarzenie
opportunity /,ɒpə'tjuːnəti/ okazja, możliwość
practice /'præktɪs/ praktyka
practise /'præktɪs/ praktykować
precede /pri'siːd/ poprzedzać
principal /'prɪnsəpəl/ zasadniczy, najważniejszy; dyrektor
principle /'prɪnsəpəl/ zasada, reguła
proceed /prə'siːd/ kontynuować, przechodzić dalej
rainfall /'reɪnfɔːl/ opady deszczu
raise /reɪz/ wznosić, podnosić
receiver /rɪ'siːvə/ odbiornik
rise /raɪz/ rosnąć
sensible /'sensəbəl/ sensowny, rozsądny
sensitive /'sensətɪv/ wrażliwy
sight /saɪt/ wzrok
site /saɪt/ miejsce, teren
source of gravity /,sɔːs əv 'grævəti/ źródło grawitacji
submarine /'sʌbməriːn/ łódź podwodna
take sth into account /,teɪk ,sʌmθɪŋ ,ɪntu ə'kaʊnt/ brać coś pod uwagę
weather /'weðə/ pogoda
whether /'weðə/ czy

7.8 Writing 4.56

basement /'beɪsmənt/ piwnica
gasp /gɑːsp/ westchnąć gwałtownie
giggle /'gɪɡəl/ chichotać
glow /gləʊ/ blask
headquarters /'hed,kwɔːtəz/ główna siedziba
piercing /'piəriŋ/ przeszywający
scream /skriːm/ krzyczeć
sigh /saɪ/ westchnąć
snap /snæp/ powiedzieć ostro, warknąć
sob /sɒb/ szlochać
whisper /'wɪspə/ szeptać
yell /jel/ wrzeszczeć

SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania czasownikami z ramki w odpowiedniej formie.

(award coin digest figure wind)

- In 2018, Donna Strickland and Gerard Mourou _____ the Nobel Prize for Physics.
- It took the team months of trial and error to _____ out the solution to the problem.
- It really _____ me up how people presume Engineering is a 'boys' subject'.
- Grace Hopper was a computer scientist who _____ the term 'debugging'.
- Patients may have trouble _____ certain types of foods.

- 2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

- Well-balanced meals at school might help to solve the problem of _____ among pupils. **OBESE**
- A simple _____ gives us the average number of pupils per class. **CALCULATE**
- This new technology will be extremely _____ for teaching blind students. **BENEFIT**
- Her innovative designs are gaining _____ internationally. **RECOGNISE**
- It is always _____ to wear safety glasses when handling chemicals. **ADVICE**

- 3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj strony biernej.

- I'm sure you _____ (show) the results soon.
- Your invention needs _____ (describe) in detail before you submit it to the Patent Office.
- I don't mind _____ (not pay) much for testing computer games because I love playing them.
- The spare parts should _____ (deliver) a week ago.
- Mr Jenkins _____ (make/undergo) a stomach operation by his surgeon.

- 4 Uzupełnij drugie zdanie w każdej parze tak, aby miało takie samo znaczenie jak zdanie wyjściowe. Użyj strony biernej.

- One report argued that the archaeologists had damaged some artefacts during the excavations. It _____ the archaeologists had damaged some artefacts during the excavations.
- Some writers believe that the lost city of Atlantis existed until the ninth century BC. The lost city of Atlantis _____ until the ninth century BC.
- It's not clear why the lights went out. They say there was a short circuit. It's not clear why the lights went out. There _____ a short circuit.
- The police think that a dangerous hacker has been stealing sensitive data for over a year. A dangerous hacker _____ sensitive data for over a year.

ŚRODKI JĘZYKOWE



Test luk; uzupełnianie zdań

- 5 Jakie formy podanych w ramce wyrazów poprawnie uzupełniają tekst? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

(breath depend digest economy
history respond)



No one likes walking through a busy city during rush hour. There's the noise and the traffic and perhaps worst of all, the pollution. When air pollution levels are high, we all ' _____ in tiny particles of substances that are harmful to our health. As an asthma sufferer, for me the effects of air pollution are not just unpleasant, but potentially life-threatening. So, I really welcomed the ' _____ decision by my home city to ban cars from the city centre altogether. It's just one of a growing number of cities taking bold action to reduce air pollution. Of course, politicians are cautious about the ' _____ impact of banning vehicles from their cities. As a society, we've become ' _____ on road vehicles not just to get around but to transport goods. The health problems associated with pollution, however, also bring huge costs.

- 6 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.

- Psychologists _____ (think/establish) a connection between genes and specific types of behaviour, but there isn't enough information available yet.
- When I saw Julia last week, she looked much better, so I guess the treatment she received _____ (must/do/trick).
- My younger brother _____ (not/enjoy/tell) to switch his computer off every evening at 8 p.m.
- A place at the research station _____ (offer/Dominica) after she had become a laureate in a national competition in Physics.
- Even primary school pupils _____ (expect/do) many experiments nowadays.
- Ada Lovelace _____ (believe/study) the art of flying when she was twelve.

SŁUCHANIE



Wybór wielokrotny

- 7 3.27 Usłyszysz dwukrotnie trzy nagrania. Która z odpowiedzi A–C jest zgodna z treścią nagrań?
- 1 What's the most appropriate headline for this news report?
A INTERNET PIRACY ON THE INCREASE AGAIN
B NEW LAWS SET TO PUNISH ILLEGAL DOWNLOADERS MORE HARSHLY
C ILLEGAL DOWNLOADERS TO RECEIVE NEW KIND OF WARNING
 - 2 What are the man and the woman doing?
A discussing the man's health problems
B arguing about the man's favourite pastime
C deciding what they should do first
 - 3 Which of the following is stated in the text as **a fact**, not an opinion?
A The phone doesn't work properly.
B The phone has got some pre-installed applications.
C Connecting the phone to the Internet is simple.

MÓWIENIE



- 8 Pracując w parach, wykonajcie zadanie egzaminacyjne.

UCZEŃ A

Wraz z Uczniem B przygotowujecie szkolną wystawę na temat wynalazków. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczynasz ty.

- a Wynalazki, które warto pokazać
- b Sposób ich prezentacji
- c Atrakcje dla zwiedzających
- d Zaproszenie na wystawę

UCZEŃ B

Wraz z Uczniem A przygotowujesz szkolną wystawę na temat wynalazków. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna Uczeń A.

- *So, tell me, which inventions should we choose?*
- *I'm afraid you've lost me there.*
- *How about making some posters with basic information about them?*
- *Are you saying that we should just publish the invitation online?*

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne i odpowiedzcie na pytania.

Popatrz na zdjęcia A, B i C. W twojej szkole odbędzie się festiwal nauki. Twoją rolą jest wykonanie ulotek reklamujących to wydarzenie. Na ulotkach chcesz umieścić jedno ze zdjęć.

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



- 1 What are the advantages and disadvantages of being a scientist?
- 2 How do you think technology will change our lives in the future?
- 3 Do you think robots will become indispensable one day? What makes you think so?
- 4 Should people feel threatened by technological innovations? Why?/Why not?

PISANIE



E-mail/List formalny

- 10 Wykonaj zadanie egzaminacyjne.

Bierzesz udział w programie testowania prototypu nowego telefonu dla znanego producenta urządzeń komórkowych. Okazało się, że dwie funkcje telefonu są niedopracowane. Napisz list do producenta telefonu i opisz sytuację, w których telefon cię zawiódł, oraz zasugeruj poprawki lub nowe funkcje, które powinny zostać wprowadzone. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

8

Costing the earth

We do not inherit the earth from our ancestors, we borrow it from our children.

Native American quote

BBC

8.1

VOCABULARY

Nature • environmental issues
• landscapes • animals

I can talk about the environment and animals.

SHOW WHAT YOU KNOW

1 In your notebook, match words from boxes A and B to make collocations.

A

climate economic endangered
global recycling renewable
solar water

climate change

B

bins change energy
growth panels shortages
species warming

2 **SPEAKING** Which collocations in Exercise 1 describe problems and which describe solutions? Are you optimistic or pessimistic about the future of our planet?

3 **SPEAKING** Read the infographic. Which statistic is most shocking?

The Life Journey of a PLASTIC BOTTLE

Plastic has only existed for around 100 years, but it's everywhere. **70 PERCENT** of plastic water bottles are not recycled.

A plastic water bottle takes **450 YEARS** to degrade.



- 4 **3.28** Listen to a commentary on the life journey of a plastic bottle. Why does it use humour and irony?
- 5 **3.28** In your notebook, match stages of the bottle's journey A–F with places 1–6 on the infographic. Then listen again and check.
- A It remains on the loose and blows across open countryside through **orchards**, **meadows** and **ploughed fields**, avoiding farmers and **ditches** if it can.
- B Somebody drinks the liquid and throws the bottle away – it is released into the wild and it begins its migration, avoiding eco-warriors who could lead to their extinction.
- C Eventually, it reaches the open sea and joins the thriving population of plastic waste in the Pacific Ocean.
- D A plastics factory is the breeding ground for our plastic bottle. It hatches here and then moves to its natural habitat, the supermarket.
- E In **built-up areas** nowhere is safe – not even parks. Children want to kick it and park wardens want to catch it and put it in captivity.
- F It drops into a **stream** which takes it out of the **foothills** and onto the **plain**.
- 6 **SPEAKING** Discuss how much plastic you and your family throw away in a typical week and how you could cut down on plastic waste.

FOCUS ON WORDS | Environmental issues

- 7 **3.29** In your notebook, translate these environmental terms used in the commentary. Then listen and repeat.
- biodegradable = ?
 - contamination = ?
 - eco-warrior = ?
 - irreparable damage = ?
 - single-use plastic = ?
 - food chain = ?
- 8 **SPEAKING** In your notebook, complete the statements with an appropriate word or phrase in Exercise 7. Discuss the environmental issues that you worry about most.
- The Great Pacific Garbage Patch is one of five such 'patches' in the oceans and they are doing ? .
 - Forty percent of all plastic produced is ? used in packaging. Most of it is not recycled.
 - One million plastic drinks bottles are sold every minute. None of them are ? .
 - Plastic trash causes serious ? of the ? . By 2050, oceans will contain more plastic than fish.
 - ? such as Greenpeace use spectacular methods to protest against climate change.

FOCUS ON WORDS | Landscapes

- 9 **3.30** In your notebook, label the pictures in the infographic with the words in red in Exercise 5. Then listen, check and repeat.

- | | |
|------------------------|-----|
| a <u>built-up area</u> | e ? |
| b ? | f ? |
| c ? | g ? |
| d ? | h ? |

- 10 **SPEAKING** Take it in turns to explain the difference in meaning between the following words.

- a built-up area/open countryside
- a foothill/a mountain
- a stream/a river
- an orchard/a forest
- a meadow/a ploughed field
- a desert/a plain
- a ditch/a canal

FOCUS ON WORDS | Animals

- 11 **3.31** In your notebook, match the underlined words and phrases in Exercise 5 with the definitions in the box. Then listen, check and repeat.

- a place where animals have their babies = breeding ground
- when an animal no longer exists = ?
- to be born by coming out of an egg = ?
- not in the wild = ?
- moving to another location = ?
- the normal place for an animal to live = ?
- having escaped from where it was kept = ?
- to let an animal leave a place where it was kept = ?
- a very successful group of animals = ?

- 12 In your notebook, complete the animal fact file with the words or phrases in Exercise 11.

Did you know ...?

- There are only about 3,900 tigers living in the wild now and facing ¹ ? . About 10,000 are kept in ² ? .
- The Arctic tern makes the longest ³ ? of any bird. Every year it flies nearly 71,000 km from its ⁴ ? grounds in the Arctic to the Antarctic and back.
- In the 1980s, only a few giant pandas remained in the wild. The Chinese government took action to protect their natural ⁵ ? and there is now a ⁶ ? population of over 2,000.
- The emperor penguin lays one egg which takes more than two months to ⁷ ? . During that time it lives through Antarctic temperatures of minus 40 °C and wind speeds of over 200 km/h.



Arctic tern

- 13 **PROJECT** Work in groups. Choose a plant or an animal whose natural habitat is being destroyed. Do some research online and prepare a digital presentation. Then present it to your class.

8.2

GRAMMAR

Unreal past and regrets – *wish, if only, it's time* and *would rather*

I can talk about present or future wishes and past regrets and use phrases with it's time and would rather.



- 1 **SPEAKING** Discuss your vision of an ideal holiday and a nightmare holiday.

- 2 **3.32** Listen to the Moss family discussing what to do for their next holiday. Answer the questions.

- 1 What suggestions do they make?
- 2 What do you think they will probably do?

- 3 **3.32** Read sentences 1–4 and decide who said them: Ben, Ellie, Mum or Dad. Then listen again and check.

- 1 'If only we could go somewhere exciting for a change.'
- 2 'I think it's time we did something cultural.'
- 3 'I wish you all realised how much I look forward to doing nothing for two weeks.'
- 4 'I'd rather we went to the same campsite we went to last year.'

- 4 Read GRAMMAR FOCUS I and answer the questions about the sentences in Exercise 3.

- 1 Which sentences refer to the present and which to the future?
- 2 Which tense is used after the underlined structures?

GRAMMAR FOCUS I

Unreal past

- You use **wish/if only + sb + Past Simple** to say that somebody really wants a present or future situation to be different.
- You use **it's (high) time + sb + Past Simple** to say that somebody should do something (now or in the future).
- You use **would rather + sb + Past Simple** to say what somebody would prefer somebody else to do (now or in the future).

- 5 In your notebook, complete the second sentence so it has a similar meaning to the first. Which sentences are true for you?

- 1 It isn't summer. I wish it was summer.
- 2 We always go to the mountains, but I prefer the sea. I'd rather we ?.
- 3 I ought to learn how to ski. It's time I ?.
- 4 I can't drive. I wish I ?.
- 5 I really need to plan my next holiday. It's high time I ?.
- 6 It's raining. If only it ?.

- 6 **3.33** Listen to the Moss family talking after their holiday. Which verb forms explain the meaning of these extracts?

- 1 'If only I'd worn more sunscreen.' = Ellie *wore* / *didn't wear* enough sunscreen.
- 2 'I wish I hadn't forgotten my camera.' = Ben *had* / *didn't have* his camera with him.
- 3 'I wish you'd fallen in, too, Ben.' = Ben *fell out* / *didn't fall out* of the raft with Ellie.
- 4 'I just wish I'd known about the mosquitoes.' = Mum *knew* / *didn't know* that there were mosquitoes.

- 7 Look at the example phrases in Exercise 6. Which tense completes the rule in GRAMMAR FOCUS II correctly?

GRAMMAR FOCUS II

Past regrets

You use **wish/if only + sb + Past Simple / Past Perfect** to talk about past regrets.

If only I'd worn more sunscreen.

I wish I hadn't forgotten my camera.

Note: *If only* is much stronger than *wish*.

- 8 In your notebook, complete the sentences with the correct form of the verbs in brackets. Do you have any of these regrets?

- 1 I wish I had gone (go) on holiday with my friends last summer.
- 2 If only I ? (revise) more for my last English test.
- 3 I wish my parents ? (be born) in another country.
- 4 I wish I ? (not give up) piano lessons a few years ago.
- 5 If only I ? (go) to bed earlier last night.

- 9 **SPEAKING** In your notebook, complete the sentences to make them true for you. Then compare them with your partner.

- 1 I wish I could ...
- 2 It's high time I ...
- 3 I'd rather people didn't ...
- 4 If only I hadn't ...
- 5 I wish my parents ...

FOCUS VLOG About regrets

3.34 Listen to the Focus Vlog. What do they speakers wish they had or hadn't done when they were younger? Write the answers in your notebook.

Grammar page 153

8.3

LISTENING

Gap fill

I can extract the main points from a lecture about intelligent animals.

- 1 **SPEAKING** Discuss which adjectives in the box you would use to describe the animals in the pictures.

affectionate agile
aggressive competitive
friendly gentle
harmless independent
intelligent loyal playful
social stupid wise



- 2 **3.35 SPEAKING** Discuss whether you think the statements below are true or false. Then listen to a wildlife expert and check your ideas.

- Chimpanzees share half of the same genes as humans.
- Dolphins sometimes attack each other.
- Cats have more developed brains than dogs.

LISTENING FOCUS Gap fill

- 3 **3.35** Listen to the lecture again and complete the summary in your notebook. Write one or two words in each gap.

- Chimpanzees and humans have many character traits in common as they share 98% of the same genetic material. Their ¹ ? lives are similar, and mothers and children of both species form strong ties. What comes as a surprise is the fact that chimpanzees can turn out to be quite ² ? .
- Dolphins are very smart and have big brains. Like humans and chimpanzees, they live in social groups and establish ³ ? .
- Despite their look and what people think, sheep aren't stupid animals. They can ⁴ ? very well and have good recognition skills.
- Dogs' brains have been evolving much ⁵ ? than cats' brains. The brain development and intelligence are connected with how ⁶ ? the animal is.

FOCUS ON WORDS | Word building

- 4 **3.36** In your notebook, add the alternative parts of speech according to the prompts to complete a list of words from the lecture. Then listen, check and repeat.

- adolescent > adolescence (noun)
- competition > c ? (adjective)
- conceive > mis ? (noun)
- deception > d ? (adjective)
- doubt > un ? (adverb)
- reputable > r ? (noun)
- resemblance > r ? (verb)
- value > under ? (adjective/past participle)



- 5 In your notebook, complete the text with the words in Exercise 4.

Bird-brained or highly intelligent?

We know it's a common ¹ ? to think that owls are wise. In fact, they're rather stupid. But what about other birds, do they deserve the same ² ? ? Many scientists are convinced that the intelligence of some birds has been seriously ³ ? . Take the crow family. Crows are ⁴ ? top of the list when it comes to brain power. They perform even better than chimpanzees in some research tests. It just shows that appearances can be ⁵ ? . Not all birds are bird-brained – in the same way that not all humans are intelligent!



- 6 **SPEAKING** Discuss the questions.

- Which domesticated animal do you think is most/least useful to society? Why?
- How could wild animals be better protected? Is it ever OK to keep them in captivity?
- Do you know any organisations, international or local, which help to protect animals and nature? Can you give examples of their activities?

PRONUNCIATION FOCUS

- 7 **3.37** Listen and repeat these pairs.

- | | |
|-----------------|---------------|
| 1 sheep /ʃi:p/ | ship /ʃɪp/ |
| 2 keys /ki:z/ | kiss /kɪs/ |
| 3 cats /kæts/ | cuts /kʌts/ |
| 4 prove /pru:v/ | proof /pru:f/ |
| 5 bag /bæg/ | back /bæk/ |

- 8 **3.38** Which five words in Exercise 7 can you hear? Listen and write in your notebook.

- 9 Choose five words from Exercise 7 and take turns to dictate them to your partner. Check the words. Has your partner written the correct word?

8.4

READING

Matching

I can scan a set of texts to find specific information.

- 1 **SPEAKING** Think about the most extreme weather conditions you have ever experienced. Tell your partner where you were, what you were doing and how extreme the weather was.

FOCUS ON WORDS | Severe weather and natural disasters

- 2 **3.39** In your notebook, translate the words and phrases. Use a dictionary if necessary. Then listen and repeat.

- 1 avalanche = ?
- 2 blizzard = ?
- 3 drought = ?
- 4 earthquake = ?
- 5 gale-force winds = ?
- 6 hurricane = ?
- 7 tsunami = ?
- 8 wildfire = ?

- 3 In your notebook, complete the sentence beginnings with the words in Exercise 2. Then finish each 'news' sentence in an appropriate way.

- 1 The ? , measuring 7.4 on the Richter scale, lasted for seven seconds, but ...
- 2 Roofs were blown off and cars overturned in the latest ? to hit the coast of ...
- 3 It has already been fifteen weeks since the ? began. All the water holes have dried up and ...
- 4 Fishing villages were destroyed by the latest ? , as a thirty-metre wall of water ...
- 5 Fire fighters are trying to prevent the ? from spreading any further by ...
- 6 Heavy snowfall has led to a high risk of ? and skiers have been warned ...
- 7 Not only drivers had problems during yesterday's ? . A group of young hikers from the local college lost their way in the snow due to poor visibility and ...

- 4 **SPEAKING** Discuss when and where the natural disasters in Exercise 2 might occur:

- | | |
|-------------------|---------------------------|
| a in your region | c on your continent |
| b in your country | d elsewhere in the world. |

- 5 **SPEAKING** Look at the photos in the film blog and discuss the questions.

- 1 Which of these films, if any, have you seen?
- 2 What is each film about and what do they have in common?
- 3 Which words in Exercise 2 would you associate with each film?

3.40

FILM BLOG

THIS WEEK'S THEME:

DISASTER MOVIES BASED ON TRUE STORIES

The subject of this week's Film Blog is natural disasters. Here are four films, all based on true stories, that will have you sitting on the edge of your seat! NB The summaries contain SPOILERS!

A EVEREST

Everest tells the story of an attempt to reach the summit of Mount Everest in 1996. Several teams of climbers encounter a severe blizzard and eight climbers die, including two expedition leaders.

Once the climbers depart the base camp and **begin the ascent**, the film becomes **a gripping tale** of survival, life and death. When they **begin their descent**, the blizzard hits. Climbers are blinded in the snowstorm and can see no more than thirty centimetres in front of them. It is best not to move in a whiteout, but if you stay still on Everest, you'll freeze to death. With gale-force winds of 160 km/h and a lack of oxygen, the climbers fight for their lives. The **severe weather conditions** make rescue impossible.

The special effects make you feel as though you are right there with the climbers. During filming on Everest, an avalanche struck, killing sixteen Sherpa guides – a harsh reminder that Everest is one of the most dangerous places on Earth.

In films like *Everest*, it's difficult to feel sorry for the characters. If they want to take risks by climbing mountains, it's up to them. Not my problem. **Ada**

B ADRIFT

There are few forces on Earth more deadly than a Category 4 hurricane. At its centre, a Category 4 generates winds of over 200 km/h and waves up to thirty metres in height. *Adrift* begins with Californian Tami Oldham waking up on her yacht



after being unconscious for some time. She searches the boat for her British fiancé Richard Sharp, and soon realises he must have been **swept overboard** during the hurricane.

The film then goes back to five months before the hurricane when Tami and Richard are hired to deliver a luxury yacht from Tahiti to San Diego, 6,500 kilometres away. Two weeks into the voyage, they hear on the radio that a huge **storm is brewing** on their route, so they change course. Meanwhile, Hurricane Raymond changes direction unexpectedly, and they end up sailing straight into the eye of the storm.

The yacht is battered by twelve-metre waves and Tami wakes up alone. Then she spots Richard in the water.

When she manages to save him, she realises that he has **life-threatening injuries**. So she has to repair the boat and reach Hawaii. The unexpected twist is when Tami realises that Richard is actually a hallucination. At the end of the film, she is eventually rescued by a Japanese boat after being all alone aboard the yacht for forty-one days.

When I saw *Adrift*, I couldn't help wondering whether I'd be able to survive on my own, lost at sea. I'm not sure. 41 days is a long time. **Fred**

- 6 **SPEAKING** Read the reviews on the blog and check your ideas in Exercise 5. Which film would you like to see most/least and why?

READING FOCUS Matching

- 7  Read the reviews again. Which statements 1–6 match texts A–D? Two texts have two matching statements.

In this film ...

- 1 the special effects led to difficult filming conditions for the actors.
- 2 the director gave the characters their own voice.
- 3 the main characters take action to try and avoid the disaster.
- 4 the actors witness another disaster while making the film.
- 5 the characters are not expecting the disaster.
- 6 the characters are starving due to man-made problems.

FOCUS ON WORDS Collocations

- 8  3.41 In your notebook, complete the collocations with the words in blue in the texts. Then listen, check and repeat.

- | | |
|---|----------------------------------|
| 1 begin the ascent /descent
(of a mountain) | 6 on a ? note |
| 2 ? poverty/hunger | 7 ? weather
conditions |
| 3 a ? tale | 8 a storm is ? |
| 4 life-threatening ? | 9 suffer ? |
| 5 physically ? | 10 be swept ? |

- 9 In your notebook, answer the questions about the blog reviews. In each answer use a different collocation in Exercise 8.

A

- 1 What phrase does the reviewer use to describe the type of story told by the film?
- 2 When did the climbers' problems start?
- 3 Why are rescuers unable to help the climbers?

B

- 1 What do Tami and Richard hear on the radio to make them change course?
- 2 What does Tami assume happened to her boyfriend during the hurricane?
- 3 In Tami's hallucination, where does she see Richard and what is wrong with him?

C

- 1 What does a large part of the film focus on?
- 2 How does the reviewer describe the conditions in which the actors had to perform?

D

- 1 What problems confronting William's village does the film investigate?
- 2 Despite the problems, how does the film end and why?

- 10 **SPEAKING** Read four comments on the film blog and discuss whether you agree with the views expressed. Give reasons for your answers.

C THE IMPOSSIBLE

The film is based on the story of a Spanish family who went on a Christmas holiday to Khao Lak in Thailand in 2004 and were caught up in the tsunami that hit southeast Asia, killing 230,000 people in fourteen countries.

The filming of the tsunami itself is spectacular and uses a mixture of digital effects and real waves filmed in slow motion in a water tank.

Most of the film deals with the aftermath of the tsunami and the **agony suffered** by the family when they are split up and have no idea whether the others have survived.

In the film, the family are British, with Naomi Watts and Ewan McGregor giving honest and compassionate performances as the parents of three young boys. The director, Juan Antonio Bayona, wanted the film to be as realistic as possible, so the actors had to spend five weeks of **physically demanding** filming in a massive water tank.

The Impossible tells a captivating true story in which survival, society, family ties and human kindness all shine through.

The Impossible is an amazing film, but it made me question how sensible it is to develop tourism in areas that are likely to suffer natural disasters. Isn't it too risky? **Boris**



D THE BOY WHO HARNESSSED THE WIND

Set in Africa, the film tells the story of Malawian inventor William Kamkwamba. When he was just fourteen years old, he saved his family and village from famine by building an electricity-generating windmill from spare parts, working from rough plans he found in a library book. The film explores a community facing **extreme poverty and hunger**. Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education, but William is forced to leave school when the family can no longer afford the school fees.

The film is directed by and stars Chiwetel Ejiofor who spent a decade getting to know the Malawi people and learning their language. He uses subtitles so that the characters in the film mostly speak Chichewa, the Malawian language, and this is one of the reasons why the characters are so believable.

Drought and the underlying issues of deforestation, colonialism and climate change are dealt with in detail. But the movie ends **on a positive note**, with science-obsessed William Kamkwamba saving his village, bringing them electricity and more importantly, water.

The Boy Who Harnessed the Wind shows yet again how unfair life is and how important it is for rich countries to help people in poor countries to survive. **Jessica**

GLOSSARY

whiteout = śnieżyca, zamieć
battered = zniszczony, poturbowany
aftermath = następstwa, pokłosie
famine = klęska głodu
deforestation = wylesianie, wycinka lasów



8.5

GRAMMAR

Emphasis – cleft sentences and inversion

I can use a variety of sentence structures to change the emphasis.

1 **3.42** Read and listen to a conversation between two friends. Why does Will get angry?

Will: I've been watching a programme about extreme weather events – interesting but very scary!

What they did was show the effects of some recent floods where people had lost absolutely everything. **Rarely have I seen** such devastating scenes. **What I find shocking is that** some people still believe that humans have nothing to do with climate change.

Emma: I don't think you can blame humans.

Will: What? **It's those kind of comments that** really annoy me. How can you say that?

Emma: **All I'm saying is that** there's no link between carbon emissions and climate change. **What's happened is that** scientists have invented global warming so they can get more funding.

Will: Are you serious?! **Not only are you** making ridiculous accusations, **but** you don't even know the basic facts. Of course, it's carbon emissions that are to blame for global warming.

2 Read the GRAMMAR FOCUS. In your notebook, complete the examples with the words in blue in Exercise 1.

GRAMMAR FOCUS

Emphasis

There are a variety of ways in which you can change the emphasis in a sentence.

- Cleft sentences:** 'divide' a sentence by adding a clause to emphasise key information.

What's ¹happened is (that) scientists have invented ... (= Scientists have invented ...)

What they ² ? was (to) show the effects of ... (= They showed the effects of ...)

³ ? I find shocking **is (that)** ... (= I find it shocking (that) ...)

⁴ ? those kind of comments **that** ... (= Those kind of comments ...)

⁵ ? I'm saying **is (that)** ... (= I'm just saying (that) ...)

- Inversion: negative expression (never, rarely, not only etc.) + auxiliary verb + subject (formal).**

⁶ ? **have I seen** ... (= I have rarely seen ...)

⁷ ? **are you** making ridiculous accusations, **but** you don't even know the basic facts. (= You are making ... and you don't even know ...)

WORLD Issues
CHANNEL HD

3 In your notebook, rewrite the sentences using the structures from the GRAMMAR FOCUS and the words in capitals.

- Will and Emma had an argument. **HAPPENED**
What happened was (that) Will and Emma had an argument.
- Will started talking about climate change. **IT**
- Will told Emma how strongly he felt. **DID**
- Emma only suggested that you couldn't blame humans. **ALL**
- Will couldn't believe Emma's views on scientists. **WHAT**
- Will hadn't ever heard such ridiculous accusations. **NEVER**

4 In your notebook, complete the sentences with the words in the box. There are two extra words.

(all are do does has is it's what)

- It's* the gases from industrialisation that have caused the greenhouse effect.
- What scientists ? is analyse air that's 800,000 years old, trapped under the ice in Antarctica.
- Never ? there been more carbon dioxide in the atmosphere than there is now.
- ? happened was that average temperatures rose by 1 °C last century.
- Not only ? we observing a rise in sea levels, but also many more extreme weather events.
- If we don't act now, ? we're doing is creating problems for future generations.

5 In your notebook, put the words in the correct order to make sentences. Begin with the underlined words.

- worry about most / I / is / global warming / What
- I / money / my next birthday / All / for / want / is
- it gets dark so early / What / winter / I / about / that / hate / is
- most / the food / What / I / my country / about / love / is
- who / in our house / the cooking / my father / does / It's
- to do / What / buy a laptop / is / want / I
- my clothes / to any of my friends / Under no circumstances / lend / would I

6 **SPEAKING** Discuss which sentences in Exercise 5 are true for you. Make more true sentences with the same sentence beginnings.

What I worry about most is ...

Grammar page 154

8.6

SPEAKING

Giving a presentation

*I can introduce new information during a presentation.*1 **SPEAKING** Follow the instructions below.

- 1 In pairs, make a list in your notebooks of well-known natural wonders.
- 2 Compare your list with another pair of students.
- 3 In groups of four, discuss which of the places you have visited or would like to visit.

2 Look at the photo. Then describe it using the words in the box.

(cave/cavern crystal geologists
minerals underground)

3 **3.43** You are going to listen to a presentation about the Giant Crystal Cave. How does the information below relate to the topic? Listen and check.

- | | |
|------------------------|---------------|
| 1 the year 2000 | 4 58 °C |
| 2 half a million years | 5 ten minutes |
| 3 fifty-five tons | |

4 **3.43** In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

(aware during familiar free
realise wondered)

SPEAKING FOCUS

Giving a presentation

Introducing the topic

Have you ever thought about/considered/¹ wondered how/why/what, etc. ...?

² ? my/this presentation, I plan to tell you about ...

You may be wondering why I've chosen to talk about ... today. Well, let me explain ...

Introducing familiar information

We are (probably) all ³ ? with ...

You may be ⁴ ? that ...

You may already know that ...

Perhaps you have heard of/about ...

Introducing surprising information

Most people aren't aware/don't ⁵ ? that ...

Did you know that ...?

You might not know that ...

Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

If anyone has any questions, please feel ⁶ ? to ask now.



Giant Crystal Cave

5 In your notebook, complete the extracts from presentations with words and phrases from the SPEAKING FOCUS.

- 1 You may be ? why I've chosen to talk about Ha Long Bay in Vietnam today. Well, let me explain.
- 2 You may already ? that Wolin, an island in Poland, is home to around 200 bird species.
- 3 Perhaps you have ? of Table Mountain in South Africa. It rises high above the city of Cape Town.
- 4 We are probably all familiar with the Wieliczka salt mine near Kraków, but most people aren't ? that it was chosen as one of the new Seven Wonders of Poland in 2007.
- 5 Thanks for listening. If ? has any questions, please feel free to ask now.

6 **SPEAKING** Discuss which is the correct piece of advice for each pair of tips on giving presentations.

- 1 a Speak with a clear voice at a natural speed.
b Speak more loudly and a little more slowly than normal.
- 2 a Look at a point just above the audience.
b Make eye contact with members of the audience.
- 3 a Ask the audience questions to keep them involved.
b Don't ask the audience questions.
- 4 a Write a script and read out every word when you present.
b Have some notes with you when you present, but don't read them out.
- 5 a If you forget something, keep going. Nobody knows what you were planning to say anyway!
b If you forget something, say sorry and finish the presentation.
- 6 a When you finish, thank the audience and sit down.
b When you finish, thank the audience and invite questions.

7 **SPEAKING** Prepare a presentation on a natural wonder. Follow the steps below.

- Select a natural wonder that interests you.
- Do some research and plan your presentation.
- Find some interesting photographs to illustrate the presentation, if possible.
- Select useful language from the SPEAKING FOCUS.
- Learn and practise your presentation.
- Give your presentation to the class. Follow the advice in Exercise 6.

8.7

USE OF ENGLISH

Prefixes

I can recognise and form a wide range of words using prefixes.

- 1 **SPEAKING** Discuss how you think the weather affects human behaviour. Try to guess the correct answers.

- 1 Rainy / Sunny weather makes you sleepy.
- 2 Rainy / Sunny weather makes you hungry.
- 3 Rainy / Sunny weather makes you more violent.
- 4 Calm / Stormy weather makes children hyperactive.
- 5 Dull / Sunny weather makes your memory better.
- 6 Rainy / Sunny weather makes you feel comforted.

- 2 Read the blog and check your ideas in Exercise 1.



HOW WEATHER AFFECTS HUMAN BEHAVIOUR

Are you **incapable** of getting up in the morning? That may be because it's raining and the absence of sunlight causes the sleep hormone melatonin to be **overactive**. Heavy rain can also make you hungry. When it's cloudy, the hormone serotonin decreases, and you need more carbohydrates.

The effect of rain on crime rates cannot be **underestimated**. A *New York Times* investigation found that crimes committed on dry days far **outnumber** those committed in bad weather because people (including criminals) are **unwilling** to go out in the rain. Perhaps we should **reconsider** our negative opinion of British weather in the light of these statistics!

High temperatures on the other hand have long been linked with an **upturn** in violence. Raised temperatures cause an increase in heart rates and people are less able to control their temper.

Another study concluded that the behaviour of children can predict when a storm is brewing. When the barometer hits **pre-storm** lows, children become **hyperactive** and start **misbehaving**. One theory is that the positive electrical forces in the atmosphere increase blood pressure and cause **antisocial** behaviour.

An Australian study shows that sunshine can affect our mental sharpness: it may seem **illogical**, but it has been proven that people think better on days when the sky is grey. A selection of shoppers saw ten **unusual** objects in the checkout area of a shop and were asked to recall the objects later. Shoppers on cloudy days could remember them better than shoppers on sunny days.

Ending on a positive note, it's not all bad news for rain. If your emotions are **off-balance** or you're feeling **off-colour**, the sound of raindrops can be comforting. So if it's raining where you are, the best thing is to curl up and have a nap.

- 3 Read the LANGUAGE FOCUS. Then copy and complete it with more examples in blue from the blog.

LANGUAGE FOCUS

Prefixes

Prefixes can be added to the same root word to create different words. For example from the root word *use* you can form **reuse** and **misuse**.

PREFIX	MEANING	EXAMPLES
un- in- dis- il- im- ir-	not (mainly adjectives)	¹ incapable , ² ? , ³ ? , ⁴ ?
un- dis-	opposite (mainly verbs)	<i>undo, disallow</i>
re-	do again	<i>remarry</i> , ⁵ ?
hyper-	extremely	⁶ ? , <i>hypersensitive</i>
mis-	bad(ly), wrong(ly)	⁷ ? , <i>misinformation</i>
multi-	many or several	<i>multicultural</i>
off-/on-	not the case/ a place where ...	⁸ ? , ⁹ ? / <i>onstage</i>
out-	more than or better	¹⁰ ? , <i>outdo</i>
over-/under-	too much/not enough	¹¹ ? / ¹² ?
anti-/pro-	against/in favour	¹³ ? / <i>pro-democracy</i>
pre-/post-	before/after	¹⁴ ? / <i>post-match</i>
self-	done to/by yourself	<i>self-esteem, self-obsessed</i>
sub-	inferior or lower	<i>substandard</i>
up-/down-	increase or improve/become worse	¹⁵ ? / <i>downturn</i>

- 4 In your notebook, translate the example words in the table. Does your language have similar prefixes?

- 5 Work out the meaning of the words in the box. Then choose three words and write example sentences for them in your notebook.

antinuclear misjudge multipurpose
overpaid pre-election self-awareness
uncontrollable understaffed

I believe self-awareness can be learned.

- 6 In your notebook, match the words in the box with the correct prefixes to make twelve new words. What spelling rules can you work out for *il-*, *im-* and *ir-*?

adequate approve aware believe
capable legal literate mature
probable relevant responsible safe

- 1 dis- ? , ? 4 in- ? , ?
2 il- ? , ? 5 ir- ? , ?
3 im- ? , ? 6 un- ? , ?

- 7 **SPEAKING** In your notebook, rewrite the sentences so they have the opposite meaning by changing the underlined word. Which statements do you agree with?

- It's probable that people will live on Mars one day.
- The money I get from my parents is adequate.
- It ought to be legal to cycle without a helmet.
- Most people would describe me as responsible.
- The roads in my country are really safe.
- Doctors are underpaid for the job they do.
- People who are pro-nuclear don't understand the dangers.
- Pre-match interviews with footballers are boring.

- 8 **USE OF ENGLISH** In your notebook, complete the two comments about the blog with the correct form of the word in brackets.

I don't like winter. I suffer from low (**ESTEEM**)
1 ? and I fall out with friends because I'm very (**SOCIAL**) 2 ? . I'm (**CAPABLE**)
3 ? of getting up in the morning and I know that my work is (**STANDARD**) 4 ? because I lack concentration. I need sunshine to feel alive.

Jonny

All this weather stuff is (**RELEVANT**) 5 ? for people like me. I work all day in a shop, I travel to work and back by bus and I go to the gym in the evening. I'm totally (**AWARE**) 6 ? of the weather most of the time!

Julie

- 9 **USE OF ENGLISH** In your notebook, complete another two comments about the blog with appropriate forms of the words in the box. There are two extra words.

balance comfortable controllable fair
able obsessed purpose sensitive

Personally, I'm 1 ? to changes in the weather. I find the transition from one season to another particularly 2 ? . For a couple of weeks, I don't feel like myself – I feel 3 ? and 4 ? to concentrate. Then I go back to normal again.

Emma

It really annoys me when people say the weather affects them. These people think it's all about them! They're 5 ? and I get an 6 ? desire to shout 'It's not the weather – it's just another excuse to talk about yourself!'

Tim

- 10 **SPEAKING** Read the comments in Exercises 8 and 9 again. Which do you agree or disagree with? Discuss how the weather affects your behaviour or how you feel.

- 11 **SPEAKING** In your notebook, rewrite the sentences with the appropriate forms of the words in capitals. Then discuss whether you share any of these worries.

I worry about ...

- jobs. Youth ? is a big problem in my country.
EMPLOY
- the environment. People should use more ? energy. **NEW**
- the media. There is too much ? : you can't trust anybody. **INFORM**
- health. There aren't enough doctors. Our hospitals are ? . **STAFF**
- politics. There has been a ? in the numbers of people who vote in elections. If you can vote, you should. **TURN**
- our society. I think it should be more diverse and more ? . **CULTURE**

SHOW WHAT YOU'VE LEARNT UNITS 1–8

- 12  **USE OF ENGLISH** In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals.

- Could you tell me when the conference starts?
WONDERING
I ? you could tell me when the conference starts.
- My parents are both extremely clever and I can't overestimate how much they've taught me. **HIGHLY**
Both of my ? and I can't overestimate how much they've taught me.
- I'm not allowed to use my electronic devices after 10 p.m. **BANNED**
I'm ? my electronic devices after 10 p.m.
- In my class, all the students turn off their phones in school time. **WHOLE**
The ? turn off their phones in school time.
- My last birthday wasn't as good as I expected and I was disappointed. **LETDOWN**
My last birthday was a bit ? and I was disappointed.
- I get very short of breath when I run for more than five minutes. **BREATHE**
I ? when I run for more than five minutes.
- My brother is so broad-shouldered that it's difficult to find tops to fit him. **SUCH**
My brother ? that it's difficult to find tops to fit him.
- I think football players earn too much for what they do. **ARE**
I think football players ? for what they do.

I can write a formal letter using a variety of linking devices.

1 SPEAKING Discuss the questions. Use the collocations in the box.

- 1 Why are some areas made into national parks?
- 2 Describe a well-known national park you know.

cultural heritage diverse landscapes
environmental impact natural beauty
sustainable tourism wildlife protection

2 SPEAKING Read Alice's comments in *Young Traveller* magazine. Do you agree with her point of view?

3 Read Nick's letter to the magazine in response to Alice's comments. Why does he choose to write about Zakynthos? Would you like to visit the island? Why?/Why not?

YOUNG TRAVELLER

HAVE YOUR SAY ...

Last month we asked you: Is enough being done to protect the natural environment in popular tourist destinations?

ALICE, 17, WROTE:

I'm a nature lover and it seems to me that governments and tour operators care mainly about the money that tourism generates and not about the negative impacts that visitors have on natural environments. Development of facilities for tourists often takes priority over protection of areas of natural beauty and local wildlife, and not enough is done to establish national parks or develop tourism responsibly.

NICK, 18, WROTE:

Dear Editor,

- 1** I am contacting you after reading Alice's comments in January's *Young Traveller* magazine. Although I understand Alice's concerns, I would like to point out that there are tourist resorts where a great deal is being done to promote wildlife protection and preserve natural beauty.
- 2** Having just returned from a holiday to beautiful Zakynthos, I have personally seen sustainable tourism in action. Zakynthos is a picturesque Greek island surrounded by turquoise waters. In the southern part of the island lies the Bay of Laganas, a major nesting area for the Loggerhead Sea Turtle. The island's natural environment is vital to its success as a tourist destination, yet it is only relatively recently that the authorities have begun to protect it.
- 3** Under pressure from environmental groups, the Greek government made parts of the coastline into a marine national park in 1999. As a result, strict rules for tourists have been introduced on and near the beach. Walking on the beach is allowed only very close to the sea. Vehicles and artificial lights (e.g. torches) are banned on the beach.

- 4** Similarly, speedboats are so disruptive that they are not permitted close to the beach. Despite the importance of tourism to Zakynthos, it is not actually possible to visit the beaches after sunset. While tourists can visit some of the nesting beaches during the day, they cannot get close to or touch the cages protecting the nests, leave rubbish or light fires. Having said this, the turtles continue to be a major tourist attraction.
- 5** The situation in Zakynthos is not perfect; nevertheless, it is undeniable that the negative impacts of tourism have been reduced and the turtles continue to lay their eggs there. To my mind, the island proves that some tourist destinations are concerned about more than just money. Perhaps the positive example set by Zakynthos could trigger other resorts to care more for their natural environments.

Yours faithfully,

Nick Mason

4 SPEAKING Discuss the questions in pairs. Then study the **WRITING FOCUS** and check your ideas.

- 1 In which paragraph(s) does Nick:
 - a support his opinion with examples?
 - b summarise his opinion then make a final comment?
 - c give a reason for writing and opinion on the topic?
- 2 Why doesn't Nick use contracted forms (*it's*, *there's*, *can't*, etc.), abbreviations or informal language in his letter?

WRITING FOCUS

Letter to an editor

A letter to an editor is written in response to an article you have read or a film or programme you have watched. It should be formal in style and contain the following elements:

Introduction

Your reason for writing and your point of view on the topic.

Body paragraphs

Support for your point of view, further opinions and examples.

Conclusion

A summary of your opinion and a recommendation or final comment.

- 5 In your notebook, complete the headings in LANGUAGE FOCUS I with the words in the box.

cause and result concession
certainty consequences reason

LANGUAGE FOCUS I

Formal language – review

Express ¹concession

Although/Even though I understand Alice's concerns, I would like to point out that ...

Despite/In spite of the importance to tourism of Zakynthos, it is not actually possible to visit the beaches after sunset ...

Express ² ? formally using participle clauses

Having just returned from a holiday to beautiful Zakynthos, I have personally seen ...

Being a responsible tourist, I am happy to follow the rules.

Express ³ ?

Speed boats are so disruptive that they are not permitted.

Litter became such a problem that the area was closed.

Express ⁴ ?

It is undeniable that/There is no doubt that the negative impacts of tourism have been reduced.

Undeniably/Undoubtedly, there is still work to be done.

Without (a) doubt, the situation is improving.

Describe ⁵ ?

As a result/consequence, strict rules for tourists have been introduced.

The result/consequence/outcome of (such a decision/choice) is that the turtles are left in peace.

This could trigger other resorts to care more about their natural environments.

This could lead to/result in other destinations introducing similar schemes.

- 6 Which words from Nick's letter complete LANGUAGE FOCUS II correctly?

LANGUAGE FOCUS II

Comparison and contrast

Expressing comparison and contrast

While/Whereas many parts of the forest are protected, others are not.

Some tourists behave responsibly **while/whereas** others do not.

That said/ ? **said this**, the turtles remain a major tourist attraction.

The situation is not perfect; ² ? /**even so** it is undeniable that the negative impacts of tourism have been reduced.

Introducing unexpected or surprising contrasts

The island's natural environment is vital to its success as a tourist destination, ³ ? it is only relatively recently that the authorities have begun to protect it.

Despite the importance of tourism to Zakynthos, it is not ⁴ ? possible to visit the beaches after sunset.

- 7 Read LANGUAGE FOCUS II. In your notebook, rewrite extracts 1–6 using the words in brackets.

- Some beaches are protected while others are not. (whereas)
Whereas some beaches are protected, others are not.
- Whereas Zakynthos protects its wildlife, many other destinations fail to. (while)
Zakynthos ? .
- Closing the beaches at night wasn't easy. That said, it was necessary for the sake of the turtles. (Having)
Closing ? .
- Things are improving; nevertheless it will take years for the bay to recover completely. (even so)
Things ? .
- Even though bins are provided, visitors continue to leave litter in the sand. (yet)
Bins ? .
- The seabird population has unexpectedly begun to recover. (actually)
The seabird population ? .

- 8 Read the message which was printed after Nick's letter in *Young Traveller* magazine. Then plan your letter to an editor.

Thank you for your interesting contribution, Nick. We would like to hear from other readers who have visited, or know of places where similar efforts are being made. Write a letter describing a place in which negative impacts of tourism on the natural environment are being controlled.



YOUNG TRAVELLER

- Do some research. Use your own ideas or try one of the following:
 - Masai Mara National Reserve, Kenya
 - Punta Tombo Penguin Rookery, Argentina
 - Białowieża National Park, Poland
 (Hint: search for 'visitor rules' or 'visitors' guide'.)
- In your notebook, take some notes about the place:
 - Where is it located?
 - Why is it interesting?
 - How are negative impacts of tourism controlled?

SHOW WHAT YOU'VE LEARNT

- 9  Do the writing task in your notebook. Use the ideas in Exercise 8, the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Co roku spędzasz wakacje w miejscu, które przyciąga wielu turystów. Lokalne władze poważnie podchodzą do problemów ochrony środowiska, co wywarło na tobie duże wrażenie. Napisz list do redakcji czasopisma przyrodniczego, w którym opisziesz to miejsce i podasz przykłady podjętych działań zmniejszających negatywny wpływ turystyki na środowisko.

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

8.1 Vocabulary 4.57

biodegradable /ˌbaɪəʊdɪˈɡreɪdəbəl/ biodegradowalny
breeding ground /ˈbriːdɪŋ ɡraʊnd/ łęgowski
built-up area /ˌbɪltˌʌp ˈeəriə/ obszar zabudowany
contamination /kənˌtæməˈneɪʃən/ zanieczyszczenie
countryside /ˈkʌntrisaɪd/ teren wiejski
current /ˈkʌrənt/ prąd rzeczny/morski
discard /dɪsˈkɑːd/ wyrzucić, pozbyć się
ditch /dɪtʃ/ rów
eco-warrior /ˈiːkəʊˌwɒriə/ bojownik ruchu ekologicznego
extinction /ɪkˈstɪŋkʃən/ wyginięcie
food chain /ˈfuːd ˌtʃeɪn/ łańcuch pokarmowy
foothill /ˈfuːtˌhɪl/ pagórek
gust of wind /ˌɡʌst əv ˈwɪnd/ podmuch wiatru
hatch /hætʃ/ wykluwać się
in captivity /ɪn kæpˈtɪvəti/ w niewoli
irreparable damage /ɪˈrepərəbəl ˈdæmɪdʒ/ nieodwracalne szkody
leafy /ˈliːfi/ liściasty, pełen zieleni
litter /ˈlɪtə/ zaśmiecać
meadow /ˈmedəʊ/ łąka
migration /maɪˈɡreɪʃən/ migracja
(have a) narrow escape /(hæv ə) ˌnærəʊ ɪˈskeɪp/ uniknąć nieszczęścia o mały włos
natural habitat /ˌnætʃərəl ˈhæbɪtæt/ środowisko naturalne
on the loose /ɒn ðə ˈluːs/ na wolności
orchard /ˈɔːtʃəd/ sad
park warden /ˌpɑːk ˈwɔːdn/ strażnik w parku
patch /pætʃ/ fragment (terenu), skrawek ziemi
plain /pleɪn/ równina
plastic waste /ˌplæstɪk ˈweɪst/ odpady z tworzyw sztucznych
ploughed field /ˌpləʊd ˈfiːld/ zaorane pole
predator /ˈpredətə/ drapieżnik
prey /preɪ/ ofiara, żer
release into the wild /rɪˌliːs ɪntə ðə ˈwaɪld/ wypuścić na wolność, uwolnić do środowiska naturalnego
reunite /ˌriːjuːˈnaɪt/ zjednoczyć, połączyć
roam /rəʊm/ włóczyć się, błąkać
set free /set friː/ uwolnić
single-use plastics /ˌsɪŋɡəl juːs ˈplæstɪks/ jednorazowe opakowania plastikowe
stream /striːm/ strumień
tern /tɜːn/ rybitwa
thriving population /ˌθraɪvɪŋ ˌpɒpjəˈleɪʃən/ rozwijająca się populacja
trapped /træpt/ uwięziony, w pułapce
trash /træʃ/ śmieci, odpady

8.2 Grammar 4.58

campsite /ˈkæmpsaɪt/ kemping
for a change /fər ə ˈtʃeɪndʒ/ dla odmiany
lounge /laʊndʒ/ siedzieć wygodnie, rozsiąść się
raft /rɔːft/ tratwa
sunbed /ˈsʌnbɛd/ leżak
sunscreens /ˈsʌnskriːn/ krem przeciwsłoneczny

white water rafting /ˌwaɪt ˌwɔːtə ˈrɑːftɪŋ/ spływ górski

8.3 Listening 4.59

adolescent /ˌædəˈlesənt/ nastoletni
affectionate /əˈfekʃənət/ czuły
agile /ˈædʒaɪl/ zręczny, zwinny
bird-brained /ˈbɜːd ˌbreɪnd/ o ptasim mózdzku, głupawy
bond /bɒnd/ więź
character trait /ˈkærəktə treɪt/ cecha charakteru
competition /ˌkɒmpəˈtɪʃən/ rywalizacja
competitive /kəmˈpetətɪv/ lubiący współzawodnictwo
conceive /kənˈsiːv/ wyobrażać sobie, wymyślać
deception /dɪˈsepʃən/ oszustwo, podstęp
deceptive /dɪˈseptɪv/ złudny, mylny, pozorny
developed /dɪˈveləpt/ rozwinięty
domesticate /dəˈmestəkeɪt/ udomowić
doubt /daʊt/ wątpliwość
embrace /ɪmˈbreɪs/ obejmować
establish a community /ɪˌstæblɪʃ ə kəˈmjuːnəti/ zakładać wspólnotę/stado
extend a territory /ɪkˌstend ə ˈterətəri/ powiększyć terytorium
gentle /ˈdʒentl/ łagodny
hug /hʌɡ/ przytulać
loner /ˈləʊnə/ samotnik
mindlessly /ˈmaɪndləsli/ bezmyślnie
misconception /ˌmɪskənˈsepʃən/ błędne przekonanie
notion /ˈnəʊʃən/ idea, pomysł
playful /ˈpleɪfʊl/ żywy, wesoły
please /pliːz/ zadowalać
recognition skills /ˌrekəɡˈnɪʃən ˌskɪlz/ umiejętności poznawcze
reputable /ˈrepjətəbəl/ poważany, szanowany
reputation /ˌrepjəˈteɪʃən/ reputacja, opinia
resemblance /rɪˈzembləns/ podobieństwo
resemble /rɪˈzembəl/ być podobnym, przypominać
undervalued /ˌʌndəˈvæljuːd/ niedoceniony
wise /waɪz/ mądry

8.4 Reading 4.60

a storm is brewing /ə stɔːm ɪz ˈbruːwɪŋ/ zanoszą się na burzę
adrift /əˈdrɪft/ dryfujący
aftermath /ˈɑːftəməθ/ następstwa, pokłosie
avalanche /ˈævələntʃ/ lawina
battered /ˈbætəd/ zniszczony, poturbowany
be swept overboard /bi ˌswept ˈəʊvəbɔːd/ zmieciony z pokładu
begin the ascent/descent /bɪˈɡɪn ðə əˈsent/dɪˈsent/ rozpocząć wspinaczkę/ zejście (z góry)
believable /bəˈliːvəbəl/ wiarygodny
blind /blaɪnd/ oślepić
blizzard /ˈblɪzəd/ zamieć śnieżna
captivating /ˈkæptəveɪtɪŋ/ wciągający, urzekający, fascynujący

deforestation /dɪˌfɒrəˈsteɪʃən/ wylesianie, wycinka lasów
disaster movie /dɪˈzɑːstə ˌmuːvi/ film katastroficzny
drought /draʊt/ susza
earthquake /ˈɜːθkweɪk/ trzęsienie ziemi
electricity-generating /ɪˌlekˈtrɪsəti ˌdʒenəreɪtɪŋ/ generujący energię
extreme hunger /ɪkˌstriːm ˈhʌŋɡə/ skrajny głód
extreme poverty /ɪkˌstriːm ˈpɒvəti/ skrajne ubóstwo
famine /ˈfæmɪn/ klęska głodu
fee /fiː/ opłata, czesne
gale-force winds /ˌgeɪl fɔːs ˈwɪndz/ wichury
gripping tale /ˌɡrɪpɪŋ ˈteɪl/ wciągająca opowieść
harness /ˈhɑːnəs/ okiełznać, wykorzystać
harsh reminder /ˈhɑːʃ rɪˈmaɪndə/ brutalne przypomnienie
hurricane /ˈhʌrɪkən/ huragan
life-threatening injuries /ˌlaɪf ˌθretənɪŋ ɪˈndʒərɪz/ urazy zagrażające życiu
on a positive note /ɒn ə ˈpɒzətɪv ˌnəʊt/ w optymistycznym tonie
on the edge of your seat /ɒn ðə ˈedʒ əv jə ˌsiːt/ w napięciu
overturn /ˌəʊvəˈtɜːn/ wywrócić się
physically demanding /ˈfɪzɪkli dɪˈmɑːndɪŋ/ wymagający fizycznie
rough /rʌf/ niedokładny, przybliżony
severe weather conditions /səˌvɪə ˈweðə kənˌdɪʃənz/ trudne warunki pogodowe
snowfall /ˈsnəʊfɔːl/ opady śniegu
spare parts /ˌspeə ˈpɑːts/ części zamienne
split up /splɪt ˈʌp/ oddzielony od
suffer agony /ˌsʌfə ˈæɡəni/ cierpieć męki
summit /ˈsʌmɪt/ szczyt
tsunami /tsuˈnɑːmi/ tsunami
twist /twɪst/ zwrot akcji
water tank /ˈwɔːtə ˌtæŋk/ zbiornik wody
whiteout /ˈwaɪtaʊt/ śnieżnica, zamieć
wildfire /ˈwaɪldfaɪə/ pożar lasu
windmill /ˈwɪndˌmɪl/ wiatrak, młyn

8.5 Grammar 4.61

accusation /ˌækjəˈzeɪʃən/ oskarżenie
carbon dioxide /ˌkɑːbən daɪˈɒksaɪd/ dwutlenek węgla
devastating scene /ˈdevəsteɪtɪŋ ˌsiːn/ druzgocący widok
flood /flʌd/ powódź
funding /ˈfʌndɪŋ/ dofinansowanie
greenhouse effect /ˈɡriːnhaʊs ɪˌfekt/ efekt cieplarniany
industrialisation /ɪnˌdʌstriəlaɪˈzeɪʃən/ uprzemysłowienie
ridiculous /rɪˈdɪkjʊləs/ absurdalny, idiotyczny

8.6 Speaking 4.62

astonishingly /əsˈtɒnɪʃɪŋli/ zadziwiająco
astounding /əˈstaʊndɪŋ/ zdumiewający
audience /ˈɔːdiəns/ widownia, publiczność
awe-inspiring /ˈɔːr ɪnˌspaɪrɪŋ/ wzbudzający podziw
cave/cavern /keɪv/ˈkævn/ jaskinia

demolish /dɪ'mɒlɪʃ/ zburzyć
diameter /daɪ'æmɪtə/ średnica
drain /dreɪn/ osuszyć, odprowadzić wodę
miner /'maɪnə/ górnik
natural wonder /'nætʃərəl 'wʌndə/ cud natury
wonder /'wʌndə/ zastanawiać się

8.7 Use of English 4.63

antinuclear /,ænti'nju:kliə/ przeciwnuklearny
antisocial /,ænti'səʊʃəl/ aspołeczny
carbohydrates /,kɑ:bəʊ'haidreɪts/ węglowodany
comforting /'kʌmfətɪŋ/ podnoszący na duchu
curl up /,kɜ:l 'ʌp/ zwinąć się
disallow /,dɪsə'laʊ/ nie pozwolić na
disapprove /,dɪsə'pru:v/ nie pochwałać
disbelieve /,dɪsbə'li:v/ nie dowierzać
downturn /'daʊntɜ:n/ spadek, tendencja zniżkowa
hyperactive /,haɪpər'æktɪv/ nadaktywny, nadpobudliwy
hypersensitive /,haɪpə'sensətɪv/ nadwrażliwy
illegal /ɪ'li:ɡəl/ nielegalny
illiterate /ɪ'lɪtərət/ niepiśmienny
illogical /ɪ'lɒdʒɪkəl/ nielogiczny
immature /,ɪmə'tʃʊə/ niedojrzały
improbable /ɪm'prɒbəbəl/ nieprawdopodobny
inadequate /ɪn'ædəkweɪt/ nieodpowiedni
incapable /ɪn'keɪpəbəl/ nieudolny, nieporadny
irrelevant /ɪ'reləvənt/ nieistotny, nieważny
irresponsible /,ɪrɪ'spɒnsəbəl/ nieodpowiedzialny
misbehave /,mɪsbɪ'heɪv/ źle się zachowywać
misinformation /,mɪsɪnfə'meɪʃən/ mylna informacja
misjudge /,mɪs'dʒʌdʒ/ niewłaściwie oceniać
multicultural /,mʌltɪ'kʌltʃərəl/ wielokulturowy
multipurpose /,mʌltɪ'pɜ:pəs/ wielozadaniowy, uniwersalny
nap /næp/ drzemka
off-balance /,ɒf 'bæləns/ rozchwiany
off-colour /,ɒf 'kʌlə/ nie w formie
onstage /,ɒn'steɪdʒ/ sceniczny
outdo /aʊt'du:/ prześcignąć, przewyższyć
outnumber /aʊt'nʌmbə/ mieć przewagę liczebną
overactive /,əʊvər'æktɪv/ nadmiernie ruchliwy
overestimate /,əʊvər'estəmeɪt/ przecenić
overpaid /,əʊvə'peɪd/ zbyt wysoko opłacony
post-match /,pəʊst 'mætʃ/ pomeczowy
pre-election /,pri: 'ɪlekʃən/ przedwyborczy
pre-storm /,pri: 'stɔ:m/ przedburzowy
pro-democracy /,prəʊ dɪ'mɒkrəsi/ prodemokratyczny
raindrop /'reɪndrɒp/ kropla deszczu
recall /rɪ'kɔ:l/ przypominać sobie
reconsider /,ri:kən'sɪdə/ na nowo rozważyć
remarry /,ri:'mæri/ ponownie wziąć ślub

self-awareness /,self ə'weənəs/ samoświadomość
self-esteem /,self ɪ'sti:m/ poczucie własnej wartości
self-obsessed /,self əb'sest/ mający obsesję na punkcie własnej osoby
sharpness /'ʃɑ:pənəs/ ostrość
substandard /,sʌb'stændəd/ poniżej normy
unable /ʌn'eɪbəl/ niezdolny (do czegoś)
unaware /,ʌnə'weə/ nieświadomy
uncomfortable /ʌn'kʌmfətəbəl/ niewygodny
uncontrollable /,ʌnkən'trəʊləbəl/ nie do opanowania, niepohamowany
underestimate /,ʌndər'estɪmeɪt/ nie docenić
understaffed /,ʌndə'sta:ft/ mający braki w personelu
undo /ʌn'du:/ rozwiązać, rozpiąć; cofnąć
unemployment /,ʌnɪm'plɔɪmənt/ bezrobocie
unsafe /,ʌn'seɪf/ niebezpieczny
unusual /ʌn'ju:ʒuəl/ niezwykły
unwilling /ʌn'wɪlɪŋ/ niechętny
upturn /'ʌptɜ:n/ poprawa, zmiana na lepsze
violent /'vaɪələnt/ agresywny

8.8 Writing 4.64

coastline /'kəʊstlaɪn/ linia brzegowa
concession /kən'seʃən/ przyzwolenie
cultural heritage /,kʌltʃərəl 'herətɪdʒ/ dziedzictwo kulturowe
diverse landscape /daɪ,vɜ:s 'lændskeɪp/ różnicowany krajobraz
facilities /fə'sɪlɪtɪz/ udogodnienia
lay eggs /,leɪ 'egz/ składać jaja
natural beauty /,nætʃərəl 'bju:ti/ naturalne piękno
nesting beach /'nestɪŋ ,bi:tʃ/ gniazdowisko na plaży
speedboat /'spi:dbəʊt/ motorówka
sustainable tourism /sə'steɪnəbəl 'tʊərɪzəm/ turystyka uprawiana z dbałością o środowisko
take priority /,teɪk praɪ'ɒrəti/ mieć pierwszeństwo
tourist resort /'tʊərɪst rɪ,zɔ:t/ kurort turystyczny
wildlife protection /'waɪldlaɪf prə'tekʃən/ ochrona środowiska

SŁOWNICTWO I GRAMATYKA

- 1 Które z podanych słów poprawnie uzupełniają zdania? Dwa słowa nie pasują do żadnej luki.

(ditch drought habitat meadow
orchard severe strong thriving)

- There was a small [?] at the back of our house where we'd pick apples in the autumn.
- The car skidded on an icy road and ended up in a [?], but thankfully no one was hurt.
- It was amazing to see tigers in their natural [?] in India.
- The village is in a remote mountain area and experiences some [?] weather conditions.
- The region is facing its worst [?] in decades with no rain in months now.
- Thanks to conservation efforts, there's now a [?] population of wildcats.

- 2 Zastąp wyrażenia w nawiasach odpowiednimi słowami. Pierwsze litery brakujących słów zostały podane.

- The clearance of hundreds of trees has caused i [?] (*impossible to repair*) damage to the forest.
- There are less than a hundred animals in the wild and just a handful in c [?] (*not in the wild*).
- Despite its r [?] (*being similar*) to a bat, this creature is actually a type of squirrel.
- The packaging is b [?] (*capable of being decomposed*).
- Many of the villagers live in extreme p [?] (*being poor*) getting by on less than a dollar a day.
- Raccoons are extremely c [?] (*that like to compete and win*) animals.

- 3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach.

- If only you [?] (sort out) the recycling properly, I wouldn't have to waste time doing it!
- It's high time you [?] (start) cycling to school. It's not too far.
- If only the motorway [?] (not build) near the nature reserve. It wouldn't have affected the local wildlife so much.
- I'd rather you [?] (use) reusable bags while shopping instead of those plastic ones.
- I wish my parents [?] (ask) me what breed of dog I wanted to get before buying me a poodle.

- 4 Przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów.

- Tim not only saw a school of dolphins, but he also spotted a whale.
Not [?] a school of dolphins, but he also spotted a whale.
- Claudia needs to mow the lawn before she goes on holiday.
What [?] the lawn before she goes on holiday.
- We have never experienced such cold weather while skiing.
Never [?] such cold weather while skiing.
- Josh only recommended you should buy more organic food.
All [?] should buy more organic food.

ŚRODKI JĘZYKOWE



Słowotwórstwo; tłumaczenie

- 5 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

- The country is struggling to deal with the outbreak of malaria due to [?] healthcare facilities. **ADEQUATE**
- Max was facing the other direction and was completely [?] of what was happening behind him. **AWARE**
- Where a person comes from should be [?]; what's important is whether they have the skills for the job. **RELEVANT**
- We don't want to lose Sophia and have asked her to [?] her decision to resign. **CONSIDER**
- The company has been forced to close some shops due to a sharp [?] in sales. **TURN**
- There have been complaints about vandalism and other [?] behaviour. **SOCIAL**
- He's a strict vegetarian and [?] of keeping animals for meat. **APPROVE**
- The clinic is severely [?] with often only one or two nurses on duty. **STAFF**
- The idea that space exploration has led to the loss of the ozone layer is a common [?]. **CONCEIVE**
- The bird's north-south [?] route is 3,000 miles from Canada to Southern Mexico. **MIGRATE**

- 6 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- Don't you agree that it is [?] (najwyższa pora, abyś zaczął trenować) your dog?
- Never [?] (przedtem nie widzieliśmy) so many robins in our garden.
- Pollution might be tightly controlled in one country [?] (podczas gdy w innym państwie) regulations may be less strict.
- Under [?] (w żadnym razie nie wyjdiesz z) home now. There is a tornado approaching, so we need to stay inside.
- I [?] (żałuję, że nie posłuchałem) my brother when he told me not to swim in the river with such a strong current.
- [?] (Zobaczywszy efekt) that this type of fishing can have on the sea floor, I believe it should be banned.
- I [?] (szkoda, że nie wybrałem) a presentation about endangered species. I'm struggling with the topic of acid rain.
- Not only [?] (rolnictwo to wymagająca fizycznie praca), but it also involves early starts and long hours.

CZYTANIE



Dobieranie

- 7 Przeczytaj cztery teksty na temat różnych stref roślinnych A–D oraz dotyczące ich pytania 1–6. Do każdego pytania dopasuj właściwy tekst. Do dwóch tekstów pasują po dwa pytania.

Which text mentions an environment where ...

- 1 young creatures are protected from potential harm?
- 2 temperatures can change drastically in a short space of time?
- 3 water levels fluctuate several times a day?
- 4 a very wide range of species thrive?
- 5 there are no distinct seasons?
- 6 few plants and wildlife can endure severe conditions?

A

DESERTS

Contrary to popular perception, temperature alone does not directly define whether an area of land is described as a desert. The key factor instead is rainfall, with desert areas averaging less than 254 millimetres of rain a year. There are, in fact, what are known as 'cold deserts', such as in the Antarctic, where temperatures can be below freezing. Even the hot, dry deserts we most typically think of, such as the Sahara, can experience very dramatic temperature drops at night. This is because the lack of cloud cover allows hot air to escape very quickly once the sun has set.

B

RAINFORESTS

As their name suggests, rainforests are found in areas with consistently high levels of rainfall, typically in tropical regions of the world around the equator. They may receive more than 2,000 millimetres of rain a year and with an average daily temperature of around 28 °C, they are hot and humid. This climate is consistent all year round which creates the perfect habitat for an incredibly diverse range of plants and animals and makes them some of the most biodiverse environments on the planet.

C

TUNDRAS

One of the world's harshest environments are tundras, treeless ecosystems found in the Arctic and on the tops of mountains. These areas are very cold and windy with little rainfall, making it difficult for both plants and animals to survive. Most of the plants found on the tundra are very low-lying, growing in gaps in the rocks where they have some protection from the wind. The Arctic tundra is covered in snow for much of the year, with the soil below the surface permanently frozen. Tundra plants have a very short growing season of just fifty to sixty days during the short Arctic summer.

D

MANGROVE FORESTS

Mangrove forests are found in coastal areas around the world where trees and shrubs grow with their roots submerged in water that is a mix of freshwater and seawater. Mangrove forests are typically tidal, so water levels rise and fall twice a day. They play a vital role in preventing coastal erosion as well as providing a home to numerous species of fish, which use them as nurseries because the mass of roots creates a safe space for young fish away from the reach of larger predators.

MÓWIENIE



- 8 Pracując w parach, wykonajcie zadanie egzaminacyjne, a następnie odpowiedzcie na pytania.

Popatrz na zdjęcia A, B i C. Twoja szkoła organizuje akcję „Ratujmy naszą planetę”. Przygotowujesz prezentację na rozpoczęcie tej akcji i chcesz wykorzystać jedno ze zdjęć. Masz trzy zdjęcia do wyboru.

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



- 1 What could be done to persuade people to recycle more?
- 2 How can you use social media to promote an environmentally-friendly lifestyle?
- 3 Is the work of environmental organisations effective? What makes you think so?
- 4 What are the advantages of living next to large green areas?

PISANIE



E-mail/List formalny

- 9 Wykonaj zadanie egzaminacyjne.

Jedno z czasopism przyrodniczych zamieściło apel do swoich czytelników o ograniczenie podróży samolotowych. Napisz list do redakcji tego czasopisma, w którym odniesiesz się do tego apelu. W liście wyraż swoją opinię na ten temat oraz zaproponuj inne działania mające na celu ograniczenie emisji CO₂.

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

Present and past habits

W języku angielskim do opisu przyzwyczajęń i charakterystycznych zachowań możemy użyć następujących form:

- czasów **Present Simple** lub **Past Simple**, kiedy opisujemy czynności lub stany powtarzające się obecnie lub w przeszłości:
*When I **get** home, I **practise** the violin.* Kiedy wracam do domu, ćwiczę grę na skrzypcach.
*My grandfather **picked** me **up** from school until I was ten.* Dopóki nie skończyłem dziesięciu lat, ze szkoły odbierał mnie dziadek.
- konstrukcji: **used to + bezokolicznik**, kiedy mówimy o stanach (np. z czasownikami *be, have, believe, like*) lub czynnościach, które powtarzały się w przeszłości. Konstrukcji tej nigdy nie używamy w odniesieniu do jednorazowych wydarzeń z przeszłości:
*When I was at primary school, I **used to be** eager to learn.* Kiedy byłem w szkole podstawowej, byłem chętny do nauki.
*I **didn't use to fall behind** with my schoolwork.* Nie miewałem zaległości w nauce.
*Did you **use to like** Chemistry?* Czy lubiłeś chemię?
- konstrukcji: **would + bezokolicznik**, kiedy opisujemy powtarzające się, typowe dla danej osoby przeszłe zachowania lub czynności (ale nie stany):
*Our Maths teacher **would give** us loads of homework.* Nasza nauczycielka matematyki zadawała nam mnóstwo pracy domowej.
- konstrukcji: **will + bezokolicznik**, kiedy opisujemy powtarzające się, typowe dla danej osoby obecne zachowania lub czynności (ale nie stany):
*She'll **watch** TV or **play** games all day.* Całymi dniami ogląda telewizję albo gra w gry.
Uwaga! Czasowników *will/would* w tym znaczeniu raczej nie stosujemy w pytaniach.
- czasów **Present Continuous** lub **Past Continuous** z przysłówkiem **always**, kiedy mówimy o stale powtarzających się zachowaniach, zwłaszcza takich, które budzą lub budziły w nas irytację:
*She's **always putting** things off.* Ona zawsze odkłada wszystko na później.
*My neighbours **were always complaining** about the noise.* Moi sąsiedzi nieustannie narzekali na hałas.

1 Choose the correct option.

- When Marek and I shared a room in a hall of residence, he *was always borrowing / will always borrow* my things without asking.
- When I was a kid, I *would / used to* believe that my dad was a spy.
- Did you ever *use to / used to* cheat in exams?
- It's so annoying. She *will always lose / is always losing* her notebook.
- Martha *would ask / was asking* the teacher plenty of questions after every lesson. She was very curious.
- I *always forget / will forget* to bring a pen. Can I borrow one of yours?

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

- I had a kindergarten teacher who (use/wear) a flower in her hair.
- Have you noticed our History teacher (always/tap) his pen on the desk?
- Our Maths teacher is really forgetful. Sometimes, she (will/set) us homework, but forget to collect it.
- Years ago, teachers (not/use/have) the equipment they do now. There was just a blackboard.
- At my secondary school, we used to watch videos on an old TV that (always/break down).
- When you were at school, (use/have) a favourite teacher?

3 Choose the correct option, A, B or C to complete the text.

In every class, you get a mix of different personalities. There's generally one kid who's ¹ the centre of attention. They ² something completely inappropriate in the middle of a lesson so everyone laughs. Then there's the shy kid who ³ at the back of the class and ⁴ at their desk when the teacher asks a question. When I was at primary school, I found reading and writing quite difficult and I struggled to keep up with my classmates. I ⁵ much self-confidence. I ⁶ questions because I was convinced I'd get them wrong and look stupid. It seemed like the other kids ⁷ awards for something and I never did. That was until we started studying IT and I suddenly found the thing I was good at. Now I'm regularly top of the class ... at least in one subject anyway.

- A used to be
B always trying to be
C always being
- A 'll say
B 're saying
C said
- A 's sitting
B is used to sitting
C sits
- A would always look down
B is always looking down
C won't look down
- A didn't use to have
B wouldn't have
C wasn't always having
- A wouldn't answer
B wasn't answering
C 'm not used to answering
- A used to always winning
B were always winning
C will win

Verb patterns

Składnia czasowników

Czasowniki występujące po innych czasownikach lub wyrażeniach czasownikowych mogą przybierać następujące formy:

- **czasownik + to + bezokolicznik**, np.: *agree, arrange, can't afford, decide, expect, intend, learn, manage, offer, prefer, refuse, seem, tend*:
*I **decided to leave** school.* Zdecydowałem się rzucić szkołę.
- **czasownik + dopełnienie + to + bezokolicznik**, np.: *advise, allow, cause, enable, encourage, expect, force, remind, urge, warn (not)*:
*Robert's mother **encouraged him to study** Law.* Mama Roberta zachęcała go, by studiował prawo.
- **czasownik + dopełnienie + bezokolicznik**, np.: *make, let*:
*Do his parents **let him hang out** with his friends?* Czy rodzice pozwalają mu spędzać czas ze znajomymi?
- **czasownik + bezokolicznik z końcówką -ing (forma gerund)**, np.: *admit, avoid, can't help, can't stand, enjoy, fancy, imagine, keep, miss, practise, spend/waste time*:
*I **can't stand wearing** a suit.* Nie cierpię nosić garnituru.

Po czasownikach *begin, continue, hate, intend, like, love, prefer, start* możemy użyć zarówno bezokolicznika z końcówką *-ing*, jak i bezokolicznika z *to*. Znaczenie pozostaje takie samo lub zmienia się bardzo nieznacznie:

*I **started playing** chess. I **started to play** chess.* Zacząłem grać w szachy.

*He **intends using** the website. He **intends to use** the website.* Zamierza wykorzystać tę stronę internetową.

Składnia czasowników a zmiana znaczenia

Po niektórych czasownikach, takich jak **remember, forget, stop i try**, znaczenie zdania zmienia się w zależności od tego, czy użyjemy po nich bezokolicznika z końcówką *-ing*, czy bezokolicznika z *to*:

*Jenny **remembers locking** the door.* Jenny pamięta, jak zamykała drzwi.

*Jenny **remembers to lock** the door.* Jenny pamięta, żeby zamykać drzwi.

*Dad'**ll forget giving** me the money.* Tata zapomni, że dał mi pieniądze.

*Dad'**ll forget to give** me the money.* Tata zapomni dać mi pieniądze.

*Liz **stopped drinking** coffee.* Liz przestała pić kawę.

*Liz **stopped to drink** some coffee.* Liz zatrzymała się, żeby napić się kawy.

*I **tried restarting** the computer, but it didn't help.* Próbowałem zrestartować komputer, ale to nic nie dało.

*I **tried to restart** the computer, but the command didn't work.* Próbowałem zrestartować komputer, ale komenda nie działała.

W przypadku czasowników takich jak **feel, hear, see i watch** bezokolicznika używamy, kiedy jesteśmy świadkami jakiejś czynności, słyszymy ją lub widzimy, natomiast formy z końcówką *-ing* – kiedy słyszymy, widzimy lub obserwujemy tylko jej fragment:

*I **saw Mary painting** a picture.* Widziałem, jak Mary malowała obraz. (obserwowałem ją w trakcie tej czynności, ale nie wiem, czy ją ukończyła)

*I **saw Mary paint** a picture.* Widziałem, jak Mary namalowała obraz. (obserwowałem całą czynność)

1 Complete the second sentence so that it has a similar meaning to the first. Use no more than five words including the word in capitals.

- Are you looking for volunteers? You could put a poster up in the school. **TRIED**
Are you looking for volunteers? Have you a poster in the school?
- It's really important that you hand in your assignment on Friday. **FORGET**
You must your assignment on Friday.
- I told him that dropping Spanish was a bad idea. **ENCOURAGED**
I Spanish.
- Those boots are much too expensive for me to buy. **AFFORD**
I those boots.
- Janice doesn't go to dance classes any more. She quit two years ago. **STOPPED**
Janice two years ago.
- We watched the gardener when he planted some flowers in front of the building. They look great. **WATCHED**
We some flowers in front of the building. They look great.
- Would John like to come to the concert on Sunday? **FANCY**
Does John the concert on Sunday?
- Kuba has been forbidden from using his dad's computer. **ALLOWED**
Kuba his dad's computer.

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

(add admire bring do drive eat fix learn)
splash wear

- Thankfully, my sister's really practical and she managed my bike for me.
- When we arrived at the cabin, it was really dark, but luckily Sam had remembered a torch.
- When we're at the farm, my uncle sometimes lets me his old van around the fields.
- I saw some people to kayak on the river and it looked really fun.
- Of course you can use the bikes, but can you just remind everyone helmets?
- Everyone needs to wear plastic gloves to avoid the cleaning liquid on their skin.
- When we reach the top of the hill, we'll stop for a while by that wooden gate the view.
- Obviously, if you keep white paint to the mix, the colour will get lighter and lighter.
- My mum makes me lots of fish because it's considered to be brain food.
- Harry tends his homework at the last minute, which is why he isn't doing well at school.

Register – formal and informal language

Styl formalny jest używany w oficjalnych dokumentach, listach, mailach do osób, których dobrze nie znamy oraz formalnych zaproszeniach, a w języku mówionym w ogłoszeniach, prezentacjach i przemówieniach. **Stylu nieformalnego** użyjemy w prywatnej rozmowie, liście czy mailu do kolegi/koleżanki, notatce albo pocztówce. Styl formalny bądź nieformalny wyrażamy poprzez użycie odpowiednich struktur gramatycznych oraz dobór odpowiedniego słownictwa.

Struktury gramatyczne

- W stylu formalnym używamy pełnych form czasownikowych, a w nieformalnym form skróconych:
I am contacting you ... / I'm contacting you ... Kontaktuję się z Państwem / z Wami...
- W języku formalnym używamy pełnych form, a skróty używane są w języku nieformalnym:
Could you do it as soon as possible? / Could you do it ASAP? Czy może Pan/Pani / Czy możesz zrobić to jak najszybciej?
- Styl formalny charakteryzuje się częstszym użyciem strony biernej oraz konstrukcji bezosobowych, a w nieformalnym używamy raczej strony czynnej oraz konstrukcji osobowych:
The dissertation must be submitted today. / You must submit the dissertation today. Praca musi zostać oddana dziś. / Musisz oddać pracę dziś.
It is said / They say that spinach is healthy. Mówi się / Mówią, że szpinak jest zdrowy.
- W stylu formalnym używamy pytań pośrednich, zaczynających się od takich wyrażen jak:
I was wondering ... / Could you tell me ...? / Do you happen to know ...? Zastanawiałem się... / Czy możesz mi powiedzieć...? / Czy wiesz przypadkiem...?
- W stylu nieformalnym częściej używa się pytań bezpośrednich:
I was wondering if there are enough volunteers. / Are there enough volunteers? Zastanawiałem się, czy jest wystarczająca liczba wolontariuszy. / Czy jest wystarczająca liczba wolontariuszy?

Słownictwo

- Styl formalny cechuje użycie bardziej złożonych wyrażen i rzeczowników abstrakcyjnych, a w stylu nieformalnym używamy prostych wyrażen lub przymiotników, np.:
employment opportunities / a chance to get a job (możliwość podjęcia pracy).
Is happiness possible? / Is it possible to be happy? Czy szczęście jest możliwe? / Czy można być szczęśliwym?
- Wiele słów w stylu formalnym wywodzi się z języka łacińskiego, np. **to depart, to cease** (odjechać, zatrzymać się), a w nieformalnym – z anglosaskiego, np. **to go, to stop** (odjechać, zatrzymać się).
- W stylu formalnym używa się czasowników prostych, natomiast w nieformalnym – czasowników frazowych, np. **appear / turn up** (pojawić się).
- Cechą stylu formalnego są złożone wyrażenia przymikowe, a nieformalnego – proste wyrażenia przymikowe, np. **in favour of / for** (na rzecz / dla).
- Formalnymi łącznikami są słowa takie jak **furthermore / however** (co więcej / jednakże). W języku nieformalnym użyjemy takich wyrażen jak **and/but** (oraz/ale).

1 Complete the second, more informal sentence in each pair with the correct form of the phrasal verbs in the box.

(come along go into leave out put off take away)

- Tomorrow's meeting has been **postponed**.
We've tomorrow's meeting.
- Do not **enter** the recording studio when the 'on air' light is illuminated.
You can't the recording studio if the 'on-air' light's on.
- Kindly inform the centre in advance if you are unable to **attend** the workshop.
Can you please let us know if you can't to the workshop?
- Applicants under the age of 18 should **omit** section 4.
If you're under 18, you can section 4.
- Bottled water may be **confiscated** by airport security.
If you try to take bottled water through security, they might it from you.

2 Choose the best option for the context.

- An email to a friend:** *Who's coming to / Who is attending the party?*
- An official document:** *More info's / More information is available via the school website.*
- A job application:** *I'm really into / I especially enjoy outdoor activities.*
- A social media comment:** *The whole thing just isn't OK / is unacceptable to me.*
- A conversation:** *Sorry, I've got to go / I must leave now, I'll call you later.*
- An announcement at an event:** *There are toilets / Toilet facilities are located near each exit gate.*

3 Read the advertisement and use the information to complete the social media post. Use no more than two words for each gap.

Wildlife photography workshop

A one-day photography workshop is being held at the zoo on 28 June with wildlife photographer, Mark Ellis. The event will consist of an introductory session during which Mark will introduce some of the key concepts in wildlife photography and demonstrate a number of techniques.

Then, participants will have the opportunity to photograph some of the zoo's animals. The workshop will conclude with a session during which Mark will critique participants' work.

This event is open to all those interested in wildlife photography. Special equipment is not required, but participants should bring their own camera or mobile device.

I've just spotted some info about a wildlife photography workshop. Fancy going? It's on 28/6 at the zoo with a top photographer. ¹ an intro session in the morning where the guy will chat a bit about wildlife photography and ² some tips. Then you get to go round the zoo and ³ of the animals. And at the end, he'll take a ⁴ your shots. Anyone can go and you don't ⁵ any fancy gear, just take your ⁶ or camera.

Past Perfect Simple and Past Perfect Continuous

Past Perfect Simple

Czasu **Past Perfect Simple** używamy:

- mówiąc o czynnościach, które miały miejsce przed określonym momentem w przeszłości (często wyrażonym w czasie Past Simple):
*When I arrived at the reception, the bride's father **had already made** his speech. Kiedy dotarłem na przyjęcie, ojciec panny młodej zdążył już wygłosić swoją mowę.*
- mówiąc o stanach, które trwały przed określonym momentem w przeszłości:
*When my parents got married, they **had known** each other for a year. Kiedy moi rodzice się pobraли, znali się od roku.*

Past Perfect Continuous

Czasu **Past Perfect Continuous** używamy, mówiąc o czynnościach, które trwały do określonego momentu w przeszłości (lub zakończyły się krótko przed nim):
*The guests **had been waiting** in front of the church for an hour before the bus picked them up. Goście czekali przed kościołem przez godzinę, zanim przyjechał po nich autobus.*

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/ She/ It/We/ They	'd been (had been)	sleeping.	I/You/ He/ She/It/ We/ They	hadn't been (had not been)	sleeping.
Pytania ogólne (Yes/No questions)			Krótkie odpowiedzi (Short answers)		
Had	I/you/ he/she/ it/we/ they	been sleeping?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.		

Pytania szczegółowe (Wh- questions)			Pytania o podmiot (Subject questions)		
How long	had	I/you/ he/she/ it/we/ they	been sleeping?	Who	had been sleeping?

Past Perfect Simple a Past Perfect Continuous

Czasu **Past Perfect Simple** używamy:

- mówiąc o zakończonych czynnościach:
*My father **had visited** his Scottish relatives twice when he finally went to live with them. Mój ojciec odwiedził swoich szkockich krewnych dwukrotnie, zanim w końcu z nimi zamieszkał.*
- mówiąc o stanach za pomocą czasowników statycznych, np.: be, have, know, see, believe:
*I went to see the cathedral. I **had never seen** such a magnificent church. Zwiedziłem katedrę. Nigdy wcześniej nie widziałem tak wspaniałego kościoła.*

Czasu **Past Perfect Continuous** używamy, mówiąc o czynnościach, ale nie o stanach.

Większy nacisk kładziemy na czas trwania czynności niż na jej skutek:

*When they finally arrived, we'd **been discussing** the problem for two hours. Kiedy się w końcu pojawili, już od dwóch godzin dyskutowaliśmy o problemie.*

Jeśli w wypowiedzi pojawia się określenie czasu takie jak *before* lub *after*, użycie czasu Past Perfect Simple lub Past Perfect Continuous nie jest konieczne, ponieważ kolejność wydarzeń nie ulega wątpliwości:

*The children **went** to sleep **before** we came. Dzieci poszły spać zanim przyszliśmy.*

1 Complete the sentences with the correct form of the verbs in brackets. Use the Past Perfect Simple or the Past Perfect Continuous.

- Robert watches a lot of French cinema, but fortunately he (not see) that film before. He loved it!
- I didn't speak to Janet at the reception. By the time I arrived she (already/leave).
- It was such a shame. She (decorate) the Christmas tree for about an hour before it fell over.
- I was really tired. I (drive) all the way there without stopping.
- Gosia locked the cat in the wardrobe by mistake. The poor thing (cry) for ages before she finally let him out.
- Barbara (not know) that Alex was going to be at the party.
- On the way to the airport, I realised that I (leave) my passport at home.
- The streets were all wet because it (rain) heavily since the morning.

2 Complete the text with the correct form of the verbs in the box.

(get on not get to know move out not share stay work)

Last year, I moved to a new city to start a job with a big insurance company. I ¹ there for a couple of weeks when I met Natalie in the coffee shop one lunchtime. Up to that point, I ² OK with my job, but I ³ many people. We immediately hit it off. We had lots of things in common and we were soon chatting away. I told her that I ⁴ in a hostel since I'd arrived and that I was looking for a place to live. Coincidentally, her previous flatmate ⁵ just a few days before, so she was looking for someone else to share with. I went to see the flat that evening and I moved in a few days later. I was a bit unsure at first because I ⁶ a flat with anyone before, but we got on really well and we soon became best friends.

Relative clauses

Zdania podrzędne definiujące:

- dostarczają informacji będących integralną częścią zdania (których pominięcie narusza jego sens) i nie są oddzielone przecinkami od zdania nadrzędnego,
- mogą rozpoczynać się od:
 - who** lub **that**, jeżeli mówimy o ludziach:
Mrs Wilkes is the person **who/that** moved in yesterday.
Pani Wilkes jest osobą, która wprowadziła się wczoraj.
 - which** lub **that**, jeżeli mówimy o rzeczach:
Would you like to see the house **which/that** is for sale?
Czy chciałbyś zobaczyć ten dom, który jest na sprzedaż?
 - whose**, jeżeli mówimy o przynależności:
I know a girl **whose** parents own a yacht.
Znam dziewczynę, której rodzice mają jacht.
 - where**, jeżeli mówimy o miejscach:
This is the place **where** my parents first met.
To jest miejsce, w którym poznali się moi rodzice.

W zdaniach podrzędnych definiujących możemy opuścić zaimek względny *who*, *which* lub *that*, jeżeli jest on dopełnieniem zdania nadrzędnego:

He is the man (**who/that**) I want to marry. On jest mężczyzną, którego chcę poślubić.

ALE: This is the man **who/that** wants to marry me. To jest mężczyzna, który chce mnie poślubić.

Zdania podrzędne niedefiniujące:

- dostarczają dodatkowych informacji, bez których zdanie nadrzędne i tak zachowałoby sens, zawsze zawierają zaimek względny i są oddzielone przecinkami od zdania nadrzędnego,
- rozpoczynają się od tych samych zaimków względnych co zdania podrzędne definiujące, z wyjątkiem *that*:
My father, **who** lives in Montreal, couldn't come. Mój ojciec, który mieszka w Montrealu, nie mógł przyjechać.
Joyce's new Lexus, **which** she bought in May, cost a fortune. Nowy lexus Joyce, którego kupiła w maju, kosztował fortunę.
St Mary's Church, **where** we met, was built in 1645. Kościół św. Marii, gdzie się spotkaliśmy, został zbudowany w 1645 r.
I bumped into Angus, **whose** brother is studying Medicine. Spotkałem Angusa, którego brat studiuje medycynę.

Zdanie podrzędne niedefiniujące może również stanowić komentarz do zdania nadrzędnego. Rozpoczynamy je wtedy zaimkiem **which**:

Tom was late for dinner, **which** made his mother furious.
Tom spóźnił się na kolację, co rozzłościło jego matkę.

Zdania podrzędne skrócone:

- zamiast zaimka względnego i czasownika zawierają formę present participle (strona czynna) lub past participle (strona bierna):
Elderly people **living** alone (= who live alone) should be in touch with a family member or friend every day. Starsi ludzie mieszkający samotnie powinni być w codziennym kontakcie z członkiem rodziny lub znajomym.
Children **raised** (= who were raised) in a bilingual environment may begin to speak a little later. Dzieci wychowane w środowisku dwujęzycznym mogą zacząć mówić trochę później.

- mogą być zarówno definiujące, jak i niedefiniujące:

Do you know the man **talking** (= who is talking) to Mr Schwartz? Czy znasz mężczyznę, który rozmawia z panem Schwartzem? (zdanie podrzędne definiujące)

Rich people, **accustomed** (= who are accustomed) to luxurious living, will never understand poor people. Bogaci ludzie, przyzwyczajeni do życia w luksusie, nigdy nie zrozumieją biednych. (zdanie podrzędne niedefiniujące)

1 Choose the correct option, A, B or C to complete the sentences.

- Kim's the one ? likes to be the centre of attention the whole time. That's her in the red dress.
A who B whom C which
- There's a new magazine on the market ? you how to play guitar.
A what teaches B teaches C teaching
- Barbara is an only child, ? a lot about her behaviour at times.
A explaining B which explains C that explains
- Isn't this the same place ? we saw on the way here?
A what B - C where
- The wedding I went to, ? was in Poznań, was actually very nice. And the bride was beautiful.
A where B that C which
- According to some, children ? to break rules become more independent thinkers.
A taught B teaching C that taught
- That's the priest ? conducted the wedding ceremony. Doesn't he look different in casual clothes?
A - B that C which

2 Complete the second sentence so that it has a similar meaning to the first. Use the number of words shown in brackets.

- My older brother, who is studying in Australia, doesn't get home very often.
My older brother, ? , doesn't get home very often. (3)
- Children who grow up with two languages at home find it easy to switch between them.
Children ? two languages at home find it easy to switch between them. (3)
- Polish and French are the languages which were spoken by my family as I was growing up.
Polish and French are the languages ? as I was growing up. (4)
- My mother, who was sent away to school at a young age, didn't have a close relationship with her parents.
My mother, ? at a young age, didn't have a close relationship with her parents. (4)
- My sister, who was diagnosed with dyslexia at school, went on to get a PhD in Physics.
My sister, ? at school, went on to get a PhD in Physics. (3)

Collocations

Kolokacja, czyli związek frazeologiczny, to bardzo często używane połączenie dwóch lub więcej słów w logicznie brzmiącą całość. Inaczej niż w przypadku idiomu sens kolokacji wynika ze znaczeń poszczególnych wyrazów. Przykładem kolokacji w języku polskim są odnieść zwycięstwo (a nie ponieść zwycięstwo) lub mocna kawa (a nie silna kawa).

Kolokacje możemy podzielić na słabe, czyli takie, w których jeden z wyrazów tworzy wiele różnych związków frazeologicznych z innymi, np. **take a photo/notes/a break** (robić zdjęcie/notatki/przerwę), oraz mocne, w których poszczególne słowa w danym związku frazeologicznym nie łączą się z wieloma innymi, np. **common sense** (zdrowy rozsądek). Związek frazeologiczny często tworzą więcej niż dwa słowa, np.:

healthy lifestyle – zdrowy tryb życia

lead a healthy lifestyle – prowadzić zdrowy tryb życia

Używanie właściwych związków frazeologicznych sprawia, że język, którego używamy, brzmi naturalnie.

Rodzaje kolokacji:

• przymiotnik + rzeczownik:

*My brother has a **vivid imagination**.* Mój brat ma bujną wyobraźnię.

*I only wear these earrings on **social occasions**.* Zakładam te kolczyki tylko na spotkania towarzyskie.

• czasownik + rzeczownik:

*Try not to **lose touch** with your friends after high school.*

Spróbuj nie stracić kontaktu z przyjaciółmi po skończeniu szkoły.

*Make sure you **keep an eye** on Maggie.* Upewnij się, że przypilnujesz Maggie.

• rzeczownik + czasownik:

*Be careful when the **doors open** so that you don't get hit.* Uważaj, gdy drzwi się otworzą, aby cię nie uderzyły.

***Snow has been falling** heavily recently.* Ostatnio intensywnie pada śnieg.

• rzeczownik (of/and/for) + rzeczownik:

*Tim's **desire for knowledge** is impressive.* Pragnienie wiedzy Tima jest imponujące.

*What's your **home town** like?* Jakie jest twoje miasto rodzinne?

• czasownik + przymiotnik/liczebnik:

*Who **came first**?* Kto przybiegł pierwszy?

*You **looked beautiful** at the prom.* Wyglądałaś pięknie w czasie studniówki.

• przymiotnik + and + przymiotnik:

*The rooms looked **neat and tidy**.* Pokoje wyglądały bardzo schludnie.

*We were told **loud and clear** what to do in an emergency.* Powiedziano nam jasno, co zrobić w sytuacji kryzysowej.

• czasownik + przysłówek:

***Hold tightly** onto me when you're going down those stairs.*

Trzymaj się mnie mocno, kiedy będziesz schodził tymi schodami.

*She **smiled politely**.* Uśmiechnęła się uprzejmie.

• przysłówek + przymiotnik:

*We want to rent a **fully furnished** flat.* Chcemy wynająć w pełni umeblowane mieszkanie.

*It's **perfectly normal** that you're afraid of the operation.* To zupełnie normalne, że boisz się operacji.

1 Choose the correct option, A, B or C to complete the sentences.

- When I finally heard the news I just ? into tears. It was such a relief.
A fell B broke C burst
- Diana is ? shy and she absolutely hates speaking in public.
A bitterly B painfully C perfectly
- When the lights suddenly ?, several people in the hall screamed.
A went out B switched off C closed down
- Make sure you hold the fabric ? in place while you stitch around the edges.
A clearly B tightly C strongly
- If everyone's prepared to compromise, I'm sure we can ? an agreement.
A reach B find C make
- If they start talking about the competition, just ? quiet and pretend you don't know anything.
A remain B keep C stay
- The company expects ? standards of all its staff, especially those dealing directly with customers.
A high B full C good
- Joanna's always had a ? imagination. It's no surprise she became a novelist.
A strong B creative C vivid

2 Complete the text with the words in the box. There are two extra words.

(attention come interest leave neat
normal quiet smart spare strong)

Empty Nest Syndrome

When children ¹ ? home to go off to university, many parents are looking forward to a ² ? life without all the noise and disruption of a houseful of teens. They dream about how easy it'll be to keep the house ³ ? and tidy at last. They plan to turn the kids' bedrooms into ⁴ ? rooms so that friends can come and visit. They can't wait to do things as a couple again without the kids being the centre of ⁵ ? .

But when the time comes and the house is suddenly quiet, it can ⁶ ? as a bit of a shock. Many parents experience ⁷ ? feelings of loss. Others suffer anxiety about how their offspring are coping without them. All these emotions are perfectly ⁸ ? though and just part of adjusting to a new stage of life. There's even a name for it: Empty Nest Syndrome.

Future forms including the Future Perfect Continuous

Future Continuous

Czasu **Future Continuous** używamy:

- opisując czynności, które będą trwały w określonym momencie w przyszłości:
This time tomorrow we'll be flying to the Maldives. Jutro o tej porze będziemy lecieć na Malediwy.
- mówiąc o przyszłych zdarzeniach, które są nieuchronne lub mają charakter rutynowy:
I'll be going to the supermarket after work. Po pracy pójde do supermarketu.
- formułując uprzejme pytania lub prośby:
Will you be doing the first aid course this month? Czy będziesz chodzić na kurs pierwszej pomocy w tym miesiącu?
Will you be using your car tomorrow? Czy będziesz używał jutro samochodu? (bo chciałbym go pożyczyć)

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/She/ It/We/ They	'll (will)	be sleeping.	I/You/ He/She/ It/We/ They	won't (will not)	be sleeping.
Pytania ogólne (Yes/No questions)			Krótkie odpowiedzi (Short answers)		
Will	I/you/ he/she/ it/we/ they	be sleeping?	Yes, I/you/he/she/it/we/they will.	No, I/you/he/she/it/we/they won't.	

Pytania szczegółowe (Wh- questions)			Pytania o podmiot (Subject questions)		
How long	will	I/you/ he/she/ it/we/ they	Who	will	be sleeping?

Future Perfect Simple

Czasu **Future Perfect Simple** używamy, mówiąc o czynnościach, które zakończą się przed określonym momentem w przyszłości:
They will have left by 6 o'clock. Wyjdą przed szóstą.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/She/ It/We/ They	'll (will)	have finished by 10.	I/You/ He/She/ It/We/ They	won't (will not)	have finished by 10.
Pytania ogólne (Yes/No questions)			Krótkie odpowiedzi (Short answers)		
Will	I/you/ he/she/ it/we/ they	have finished by 10?	Yes, I/you/he/she/it/we/they will.	No, I/you/he/she/it/we/they won't.	

Pytania szczegółowe (Wh- questions)			Pytania o podmiot (Subject questions)		
When	will	I/you/ he/she/ it/we/ they	Who	will	have finished by 10?

Future Perfect Continuous

Czasu **Future Perfect Continuous** używamy, mówiąc o czynnościach lub stanach, które w określonym momencie w przyszłości będą trwać już od pewnego czasu:

By the end of the year, we will have been living in Toronto for eight years. Przed końcem roku minie osiem lat, odkąd mieszkamy w Toronto.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/She/ It/We/ They	'll (will)	have been working for 12 hours.	I/You/ He/She/ It/We/ They	won't (will not)	have been working for 12 hours.
Pytania ogólne (Yes/No questions)			Krótkie odpowiedzi (Short answers)		
Will	I/you/ he/she/ it/we/ they	have been working for 12 hours?	Yes, I/you/he/she/it/we/they will.	No, I/you/he/she/it/we/they won't.	

Pytania szczegółowe (Wh- questions)			Pytania o podmiot (Subject questions)		
How long	will	I/you/ he/she/ it/we/ they	Who	will	have been working for 12 hours?

Typowe określenia czasu używane w czasie Future Perfect Simple i Future Perfect Continuous:

- by 2030 / next month / next year** (do roku 2030 / przyszłego miesiąca / przyszłego roku)
- by then** (do tego czasu)
- by the time ...** (do czasu, gdy...)
- in two days' / three weeks' / one month's / ten years' time** (za dwa dni / trzy tygodnie / miesiąc / dziesięć lat)

1 Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous, the Future Perfect Simple or the Future Perfect Continuous.

- This time next week I (work) here for three years. Doesn't time fly?
- Robert can't meet us at 6 p.m. He (not finish) his homework by then.
- (you/read) that book by Friday? I promised to lend it to Asia.
- Magda (visit) her grandfather tomorrow, so we can't meet for coffee like we usually do.
- I (volunteer) as a lifeguard for three years in a row after this summer.
- This article says we (not live) in space for at least another 200 years.
- (you/collect) Paweł from the train station tomorrow or do I need to go?

Quantifiers

Określnik (Quantifier)	Rzeczowniki policzalne (Countable nouns)	Rzeczowniki niepoliczalne (Uncountable nouns)
każdy	each/every <i>Each/Every book costs 10 pounds.</i>	
wszystkie	all <i>All the books were quite cheap.</i> <i>All the furniture was quite cheap.</i>	
większość	most <i>Most books were quite cheap.</i> <i>Most of the furniture was quite cheap.</i>	
dużo (pytania i przeczenia)	many <i>Have you got many books?</i> <i>I haven't got many books.</i>	much / a great deal of <i>Have you got much / a great deal of furniture?</i> <i>I haven't got much / a great deal of furniture.</i>
dużo (zdania twierdzące)	a lot of / lots of / loads of / plenty of <i>I've got a lot of / lots of / loads of / plenty of books.</i> <i>I've got a lot of / lots of / loads of / plenty of furniture.</i>	
kilka, kilkanaście, trochę	a number of / several / a few / a couple of <i>I've got a number of / several / a few / a couple of books.</i>	a little <i>I've got a little furniture.</i>
	some <i>I've got some books/furniture.</i>	
mało	few <i>I've got very few books.</i>	little <i>I've got little furniture.</i>
oba	both <i>Both these books are mine.</i>	
którykolwiek (z dwóch)	either <i>You can buy either book.</i>	
żaden (z dwóch)	neither <i>Neither book was expensive.</i>	
nic, ani trochę, żaden	no <i>I've got no books/furniture.</i> none of <i>None of the books/furniture belongs to me.</i>	

Następujących określeń ilości zawsze używamy z przyimkiem **of**: *a number of, a couple of, a great deal of, a lot of, lots of, loads of, plenty of, none of*.

Każdego z pozostałych określeń ilości (z wyjątkiem *no* i *every*) możemy użyć z przyimkiem *of*, jeśli wystąpi po nim zaimek osobowy lub rzeczownik poprzedzony zaimkiem (dziejawczym lub wskazującym) albo przedimkiem określonym:

Most shops / Most of the shops were open. Większość sklepów była otwarta.

John spent most of his life on a farm. John spędził większość życia na farmie.

A few of us took a taxi home. Kiloro z nas wróciło do domu taksówką.

1 Choose the correct option, A, B or C to complete the sentences.

- I'm afraid only ? people decided to come, so we won't be putting on the show.
A a few B little C few
- I hear that ? people are still unaware of the plans to build a multi-storey car park in the city centre.
A most of B most C none of
- The head teacher said that ? of the students that caused the fire will be allowed to go on the trip next week.
A none B no C very little
- This flat has a slightly bigger living room than the other one, but I'm afraid ? of them have cable TV.
A either B both C neither
- Why is there only ? water left? Barbara bought three bottles for the trip.
A any B a few C a little
- Jenny can come in our car too – there's ? of space.
A plenty B some C a couple
- There's a great ? of traffic on the roads today, so I'm going to take the underground to work.
A number B lot C deal
- There are ? vacant shops on the high street, which is a bad sign for the local economy.
A plenty B several C few

2 Complete the sentences with the quantifiers in the box. There are three extra words.

(a couple all each either few little many much neither no none plenty some)

- There are two single beds in the spare room, but ? of them have sheets on them at the moment, I'm afraid.
- You'll find ? of cups and mugs in the cupboard above the kettle. There should be enough for everyone.
- There isn't ? space left in the wardrobe, but you could put a box of stuff under the bed.
- We have a separate heating control in ? room, so you can keep the rooms you use warm without wasting energy.
- Modern kitchen appliances are pretty energy efficient and use very ? electricity.
- Annoyingly, there's ? mobile signal inside the flat, so you have to go out on the balcony if you want to make a call.
- When we got home, ? of the lights were working. It turned out there was a power cut, so we had to find ? candles.
- We've only got ? of chairs in the kitchen, so Magda and Jan took those and I brought in a stool from the other room.
- There are two ways to get to the capital from the village and we can take ? route.

Determiners

Both

Określnik **both** (oboje, obaj, obie, oba) używany jest, gdy mówimy o dwóch osobach lub rzeczach. **Both** można użyć z rzeczownikiem policzalnym lub zaimkiem:

Both (of the) cities are interesting. Oba miasta są interesujące.
I've visited both of them. Odwiedziłem oba.

Each, every i all

- Określniki **each** i **every** (każda, każdy, każde) występują z rzeczownikami w liczbie pojedynczej. **Each** odnosimy do dwóch lub więcej, a **every** do trzech lub więcej osób lub rzeczy:

The guide knows each/every monument in town.
Przewodnik zna każdy zabytek w mieście.

- Określniki **every** i **all** (ale nie **each**) mogą być użyte z przysłówkami *almost, nearly, practically*:

Kate has seen nearly every art gallery. Kate widziała niemal każdą galerię sztuki.

- All** (wszyscy, wszystkie) używamy z rzeczownikami w liczbie mnogiej lub z zaimkami. **All** odnosi się do trzech lub więcej osób lub rzeczy:

All (of) the guidebooks were interesting. Wszystkie przewodniki były interesujące.

All of them were interesting. Wszystkie były interesujące.

- Po określnikach **both, each (one), every one, all** wstawiamy **of**, gdy występuje po nim zaimek osobowy lub rzeczownik w liczbie mnogiej poprzedzony zaimkiem (wskazującym lub dzierżawczym) albo przedimkiem określonym:

Both maps were useful. Obie mapy były przydatne.

Both of my maps were useful. Obie moje mapy były przydatne.

Both of the maps were useful. Obie mapy były przydatne.

Both of them were useful. Obie były przydatne.

All i whole

Kiedy chcemy powiedzieć „cały/cała”, używamy **all** lub **whole**.

- Whole** używamy z rzeczownikami policzalnymi w liczbie pojedynczej:

I spent a whole day on the beach. Spędziłem cały dzień na plaży.

- All** używamy głównie z rzeczownikami niepoliczalnymi, a z policzalnymi, jeśli mówimy o czasie trwania danej czynności:

All the accommodation is booked. Wszystkie miejsca są zarezerwowane.

He stayed there all winter. Został tam całą zimę.

Another, other, the other(s) i the other ones

- Określnik **another** oznacza „inny, jeszcze jeden”. Używany jest z rzeczownikami w liczbie pojedynczej lub z zaimkiem **one**:

Let's think about another place to meet. Pomyślmy o innym miejscu spotkania.

I've already had a sandwich, so I don't want another one.

Już zjadłem kanapkę, więc nie chcę kolejnej.

- Określnik **other** oznacza „inni, inne”. Używany jest z rzeczownikami lub z zaimkiem **ones**:

We need other people to help us. Potrzebujemy innych osób, które nam pomogą.

These curtains are ugly. We need other ones. Te zasłony są brzydkie. Potrzebujemy innych.

- The other** to „drugi (z dwóch), pozostałe z (konkretnej liczby)”. Tego określnika używamy z rzeczownikiem policzalnym lub zaimkiem **one/ones**:

I booked this hotel because the other ones are full.

Zarezerwowałem ten hotel, bo w innych nie ma miejsc.

Can you show me the other side of your hand?

Czy możesz mi pokazać drugą stronę dłoni?

- The others** oznacza „pozostali, pozostałe” i występuje samodzielnie:

I can see some tourists from our group. Where are the others?

Widzę tylko niektórych turystów z naszej grupy.

A gdzie są pozostali?

Each other i one another

Tych określeń używamy, gdy opisujemy czynność wykonywaną wzajemnie przez dwie lub więcej osób:

The tourists helped each other / one another with their bags.

Turyści pomogli sobie nawzajem z bagażami.

1 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.

- The biscuits are delicious. Do you mind if I have one more? **ANOTHER**

The biscuits are delicious. Do you mind if I ?

- The cottage isn't suitable for wheelchair users because the two bedrooms are located on the first floor. **BOTH**

The cottage isn't suitable for wheelchair users because on the first floor.

- There's enough room at the dining table for all the family to eat together. **WHOLE**

There's enough room at the dining table .

- All the rooms in the hotel are unique and decorated in a different style. **EACH**

unique and decorated in a different style.

- The buses from the city centre to the castle leave at 20-minute intervals. **EVERY**

The buses from the city centre to the castle .

2 Complete the text with the words and phrases from the box. There are two extra options.

(all of another both of each each of
every other others)

Unique stays

Have you ever dreamed of staying in a treehouse in the middle of the Black Forest? Or perhaps you'd like to fall asleep looking up at the stars high in the Arctic Circle from the comfort of a warm bed? Now you can. We offer the chance for you to stay in ¹ these unique locations plus ² equally special places across Europe and beyond.

We have more than twenty unique holiday rentals, ³ them has their own special charms. There are cosy cabins hidden deep in the woods, glass cubes with 360° wilderness views and even a hut that rotates to follow the sun. We have properties in almost ⁴ type of landscape imaginable; forest, mountains, coast, Arctic wilderness, even desert.

⁵ property sleeps 2–6 people and ⁶ them offer luxury accommodation.

Visit our website to start your adventure now.

Question tags and reply questions

Pytania rozłączne

Pytania rozłączne, czyli **question tags**, to krótkie pytania dodawane na końcu zdania w celu uzyskania potwierdzenia od rozmówcy lub zadania pytania. Za ich polskie odpowiedniki można uznać słowa „prawda?”, „nieprawdaż?” lub „dobrze?”, umieszczone na końcu zdania:

*She's gorgeous, **isn't she**?* Ona jest olśniewająca, prawda?

Question tags stosowane w celu uzyskania potwierdzenia od rozmówcy mają intonację opadającą. Question tags stosowane w celu zadania pytania mają intonację wznoszącą.

Pytania rozłączne tworzymy za pomocą czasowników posiłkowych *be, have, do, will* lub modalnych, np. *can, should*, oraz zaimka osobowego odpowiadającego podmiotowi. Po zdaniu twierdzącym mają zwykle formę przeczącą, a po zdaniu przeczącym – twierdzącą.

Zdanie twierdzące + pytanie rozłączne w formie przeczącej:

*They made a formal complaint, **didn't they**?* Złożyli oficjalną skargę, prawda?

Zdanie przeczące + pytanie rozłączne w formie twierdzącej:

*Olivia can't swim, **can she**?* Olivia nie umie pływać, prawda?

Inne formy pytań rozłącznych

- W zdaniach z *I'm* pytaniem rozłącznym jest **aren't I?**:
*I'm late, **aren't I**?* Jestem spóźniony, prawda?
- W zdaniach z *Let's* pytaniem rozłącznym jest **shall we?**:
*Let's meet later, **shall we**?* Spotkajmy się później, dobrze?
- Jeśli w zdaniu występują słowa zawierające negację, takie jak *no, nobody, never, rarely, seldom, hardly* i *barely*, w pytaniu rozłącznym używamy twierdzącej formy czasownika:
*I hardly know you, **do I**?* Ledwo cię znam, prawda?
*They never listen to you, **do they**?* Oni cię nigdy nie słuchają, prawda?
- W zdaniach rozkazujących twierdzących w pytaniach rozłącznych, w zależności od intencji, używamy *will, would, can/can't* lub *could*, a zdaniach rozkazujących przeczących pytaniem rozłącznym jest **will you?**:
*Wait for me here, **will/could you**?* Poczekaaj tu na mnie, dobrze?
*Don't spend too much, **will you**?* Nie wydawajcie za dużo, dobrze?
- W zdaniu, którego podmiotem jest zaimek *something* lub *nothing*, w pytaniu rozłącznym używamy zaimka **it**. W przypadku *nothing* w pytaniu rozłącznym zawsze używamy twierdzącej formy czasownika:
*Something is wrong, **isn't it**?* Coś jest nie tak, prawda?
*Nothing can be done, **can it**?* Nic nie można zrobić, prawda?
- W zdaniu, którego podmiotem jest zaimek *everybody, everyone, no one* lub *nobody*, w pytaniu rozłącznym używamy zaimka **they** oraz czasownika w liczbie mnogiej. W przypadku *no one* i *nobody* w pytaniu rozłącznym zawsze używamy twierdzącej formy czasownika:

*Everybody/Everyone will ask questions, **won't they**?*

Wszyscy będą zadawać pytania, prawda?

*Nobody / No one signed up for the dressmaking course, **did they**?* Nikt nie zapisał się na kurs krawiecki, prawda?

- W zdaniu, którego podmiotem jest zaimek *that*, w pytaniu rozłącznym używamy zaimka **it**:
*That's your new car over there, **isn't it**?* To twój nowy samochód, prawda?
- W zdaniach z *there is / there are* we wszystkich czasach zaimek **there** powtórzony jest w pytaniu rozłącznym:
*There was a security alarm in the store, **wasn't there**?* W sklepie był alarm przeciwkradzieżowy, prawda?

Pytania typu reply questions

Za pomocą pytań typu **reply questions** wyrażamy zainteresowanie wypowiedzią rozmówcy i dajemy mu do zrozumienia, że oczekujemy na więcej szczegółów. Za ich polskie odpowiedniki można uznać wyrażenia „O, naprawdę?” lub „Tak?”.

Zdanie twierdzące + reply question w formie twierdzącej:

'Your dad lent me some money.' 'Did he?' „Twój tata pożyczył mi trochę pieniędzy”. „Naprawdę?”

Zdanie przeczące + reply question w formie przeczącej:

'I don't buy shoes online.' 'Don't you?' „Nie kupuję butów w Internecie”. „Naprawdę?”

1 Complete the sentences with the correct question tag.

- You've forgotten to post my letters, ?
- I'm going to have to start again from the beginning, ?
- No matter what we do, nothing will change, ?
- Don't get lost, ?
- There will be no buses going to Woodside on New Year's Day, ?
- Everybody loves chocolate cake, ?
- Nobody's in the changing room at the moment, ?
- Let's get something to eat first, ?

2 Write the correct reply questions to complete the dialogues.

- A: I'm not going to the theatre tomorrow.
B: ?
- A: My brother never buys anything online.
B: ?
- A: The shop on the corner sells bus tickets.
B: ?
- A: You can't book a table in advance.
B: ?
- A: They don't allow you to take your own drinks into the stadium.
B: ?
- A: Most foreign films have subtitles.
B: ?

Present and past modal structures

Konstrukcje z czasownikami modalnymi w czasie teraźniejszym

Udzielając rad lub wyrażając konieczność albo jej brak, możemy użyć:

- czasowników modalnych **should/shouldn't** i **ought to / oughtn't to** (powinieneś / nie powinieneś):
You **should** / **ought to** eat more fruit and vegetables. Powinieneś jeść więcej owoców i warzyw.
You **shouldn't** / **oughtn't to** spend so much money on clothes. Nie powinieneś tyle wydawać na ubrania.
- czasownika modalnego **must/mustn't** (musisz / nie możesz, nie wolno ci):
You **must** try fish pedicure, it's really wonderful. Musisz wypróbować rybny pedicure, jest naprawdę cudowny.
You **mustn't** spoil her. Nie możesz jej rozpieszczać.
- czasownika **need to / needn't** (musisz, powinieneś / nie musisz):
You **need to** have the receipt if you want to return the dress. Powinnaś mieć paragon, jeśli chcesz zwrócić sukienkę.
I can hear you, you **needn't** shout. Słyszę pana, nie musi pan krzyczeć.
- konstrukcji **had better / had better not** (lepiej / lepiej nie):
You'd **better** check the price online before you buy a phone here. Lepiej sprawdź ceny w Internecie, zanim kupisz tutaj telefon.
You'd **better not** be late. Lepiej się nie spóźnij.

Konstrukcje z czasownikami modalnymi w czasie przeszłym

- Aby powiedzieć, że coś było lub nie było konieczne w przeszłości, używamy **had to / didn't have to** (musałem / nie musiałem):
Ella's car broke down, so she **had to** take a taxi. Samochód Elli zepsuł się, więc musiała wziąć taksówkę.
Luckily, I **didn't have to** wait long. Na szczęście nie musiałem długo czekać.
 - Aby wyrazić żal lub krytykę, że coś zdarzyło się lub nie zdarzyło się w przeszłości, używamy konstrukcji **ought (not) to / should (not) + have + past participle** (powinien był / nie powinien był):
We **should have booked** / **ought to have booked** a different hotel. This one is terrible. Powinniśmy byli zarezerwować inny hotel. Ten jest fatalny.
My parents **shouldn't have sold** / **oughtn't to have sold** their camper van. Moi rodzice nie powinni byli sprzedawać swojego samochodu kempingowego.
 - Aby powiedzieć, że jakaś czynność nie była konieczna w przeszłości, możemy też użyć konstrukcji **didn't need to + bezokolicznik** lub **needn't + have + past participle**. Konstrukcje te różnią się znaczeniem:
I **didn't need to cook** dinner for the children yesterday because they were away. Nie musiałem wczoraj gotować dzieciom obiadu, bo wyjechały.
I **needn't have cooked** dinner for the children yesterday because they weren't hungry. Niepotrzebnie wczoraj ugotowałem dzieciom obiad, bo nie były głodne.
- Czasownik modalny **must** i konstrukcja **had better** nie występują w czasie przeszłym.

1 Choose the correct option, A, B or C to complete the sentences.

- We got a travel card when we arrived in the city, so we ? tickets every time we went on the metro.
A didn't have to buy B needn't have bought
C shouldn't have bought
- Of course, we ? in the city centre. The car parks are ridiculously expensive.
A didn't have to park B needn't have parked
C shouldn't have parked
- We booked a table in advance, but when we arrived, the restaurant was fairly empty, so we ? .
A didn't need to bother B mustn't have bothered
C needn't have bothered
- If you're going to be queuing for a long time, ? some water with you. It's going to be a really hot day.
A you'd better take B you had to take
C you needn't take
- Legally, if the customers were under 16, the venue ought ? sold them tickets without permission from an adult.
A to have not B not have
C not to have
- I bought a ticket for the bus, but I ? it to anyone either when I got on or during the journey.
A needn't have shown B didn't need to show
C shouldn't have shown

2 Translate the words in brackets into English. Use present and past modal structures. Sometimes more than one answer is possible.

- You really ? (nie powinnaś była powiedzieć) her that I was leaving. I thought I could trust you not to say anything.
- My train was cancelled, but fortunately I ? (nie musiałem czekać) long for another.
- It wasn't until they got to the auction that they realised they ? (niepotrzebnie kupili) tickets in advance. There were still plenty on sale on the door.
- Apparently, Patrycja ? (musiała zwrócić) the shoes the next day because the sole came off.
- You ? (lepiej przeproś) for the mistake. Simon was very upset.
- I didn't realise we ? (mieliśmy ubrać się) smartly. No wonder they wouldn't let me in in these baggy jeans.
- You really ? (nie powinieneś się denerwować) about the driving test. I'm sure you'll be fine.
- I was really nervous before my job interview, but it turned out that I ? (niepotrzebnie się martwiłem). Everything went smoothly.
- ? (Lepiej nie zapisuj) your PIN number on your credit card.

Modal expressions

Zamiast czasowników modalnych możemy też używać innych struktur. Pozwalają one wyrażać modalność w wypowiedziach, w których czasowniki modalne zwykle nie są używane (np. w czasie przeszłym, przyszłym czy wyrażeniach bezokolicznikowych):

*I **must** help him.* Muszę mu pomóc.

*I **had to** / **was obliged to** help him.* Musiałem mu pomóc.

Prawdopodobieństwo

Czasowniki modalne: **can**, **can't**, **could**, **may**, **might**, **must** oraz:

- **be likely / be unlikely to do ... / that** – prawdopodobnie (nie):

*Tim **is likely to** sell the house.* Tim pewnie sprzeda dom.

*It **was unlikely that** Jenny's offer would win.* To było mało prawdopodobne, że oferta Jenny wygra.

- **be bound to do ...** – na pewno / z pewnością:

*You **are bound to** feel nervous before the auction.*

Na pewno denerwujesz się przed aukcją.

- **be sure to do ...** – na pewno / z pewnością:

*She **is sure to** pay a lot if she wants to buy that flat.*

Na pewno zapłaci dużo, jeśli chce kupić to mieszkanie.

- **be certain to do ...** – na pewno / z pewnością:

*The manager **is certain to** ask difficult questions.*

Kierownik na pewno zada trudne pytania.

Umiejętność

Czasowniki modalne: **can**, **can't**, **could** oraz:

- **be able / unable to do ...** – być w stanie, nie być w stanie:

*Zoe **was unable to** open a bank account.* Zoe nie zdołała otworzyć rachunku bankowego.

- **manage to do ...** – zdołać, być w stanie:

*Will you **manage to** help her?* Czy zdołasz jej pomóc?

- **succeed in doing ...** – zdołać, być w stanie:

*I **succeeded in** exchanging the trousers with no receipt.*

Zdołałem wymienić spodnie bez paragonu.

Pozwolenie

Czasowniki modalne **can**, **could**, **may** oraz:

- **be allowed to do ...** – wolno (komuś) / mieć pozwolenie:

*Will I **be allowed to** join the club?* Czy będzie mi wolno zapisać się do klubu?

- **be permitted to do ...** – wolno (komuś) / mieć pozwolenie:

*Students **were permitted to** open a charity shop.*

Pozwolono studentom otworzyć sklep charytatywny.

Zakaz

Czasowniki modalne **can't**, **couldn't**, **may not**, **shouldn't**, **mustn't** oraz:

- **not be allowed to do ...** – nie mieć pozwolenia:

*The school shop **isn't allowed to** sell any sweets.* Nie wolno sprzedawać słodyczy w szkolnym sklepie.

- **be forbidden to do ... / from doing ...** – mieć zakaz:

*Guests **are forbidden to** use the pool after 11 p.m.*

Gościom nie wolno używać basenu po godzinie 23.

- **be banned from doing ...** – mieć zakaz:

*Students **were banned from** taking food into the room.*

Uczniom zakazano wnosić jedzenie do sali.

Obowiązek

Czasowniki modalne **must** i **should** oraz:

- **have to do ...** – musieć:

*You **have to** pay for extra luggage.* Musisz zapłacić za dodatkowy bagaż.

- **need to do ...** – musieć, potrzebować:

*We **need to** borrow money to go on a holiday.* Musimy pożyczyć pieniądze, aby pojechać na wakacje.

- **ought to do ...** – powinno się:

*Producers **ought to** choose names for their products*

carefully. Producenci powinni ostrożnie dobierać nazwy dla swoich produktów.

Ought to to czasownik „semi-modal” czyli w połowie modalny.

Używany jest z bezokolicznikiem *to*, co nie jest cechą czasowników modalnych, ale pod innymi względami zachowuje się jak czasownik modalny.

- **be obliged to do ...** – być zobowiązanym:

*Is he **obliged to** pay for the damage?* Czy on jest zobowiązany zapłacić za szkody?

- **be required to do ...** – wymaga się:

*They **are required to** be punctual.* Są zobowiązani do punktualnego przybycia.

- **be supposed to do ...** – mieć coś zrobić / powinno się:

*You **are supposed to** sign both copies.* Powinieneś podpisać obie kopie.

- **be meant to do ...** – mieć coś zrobić / powinno się:

*I **meant to** text you, but I forgot.* Miałem do ciebie wysłać wiadomość, ale zapomniałem.

1 Complete the second sentence so that it has a similar meaning to the first. Use between three and five words including the words in capitals.

- 1 Unfortunately, they didn't manage to meet their crowdfunding target. **SUCCEED**

Unfortunately, they their crowdfunding target.

- 2 The band's very popular, so the tickets will probably sell out quickly. **LIKELY**

The band's very popular, so the tickets quickly.

- 3 You can't go into the backstage area without a security pass. **ALLOWED**

You into the backstage area without a security pass.

- 4 We couldn't get the book you wanted because it was out of stock. **MANAGE**

We the book you wanted because it was out of stock.

- 5 The phone should come with a charger, but it wasn't in the box. **MEANT**

The phone a charger, but it wasn't in the box.

- 6 Alex can't train with the team because he insulted one of the instructors. **BANNED**

Alex with the team because he insulted one of the instructors.

Reported Speech

W zdaniach w **mowie zależnej** zmianie ulega większość czasów gramatycznych w zdaniach oznajmujących i pytających, jednak tylko wtedy, gdy czasownik wprowadzający mowę zależną jest w czasie przeszłym (np. *He said ...*, *She told me ...*, *He asked ...*). Jeśli czasownik wprowadzający mowę zależną występuje w czasie teraźniejszym (np. Present Simple lub Present Perfect), czas gramatyczny w przytaczanym zdaniu pozostaje bez zmian:

'I'm not satisfied with your performance.' → *The teacher has said she is not satisfied with my performance.*

„Nie jestem zadowolona z twoich osiągnięć”. → Nauczycielka powiedziała, że nie jest zadowolona z moich osiągnięć.

'How do you handle stress?' → *She wants to know how I handle stress.*

„Jak radzi pan sobie ze stresem?” → Pyta, jak radzę sobie ze stresem.

Nawet wtedy, gdy czasownik wprowadzający mowę zależną jest w czasie przeszłym, w mowie zależnej bez zmian pozostają:

- czasowniki w czasie Past Perfect Simple i Continuous:
'Before my resignation I had been working on a large environmental project.' → *The candidate told the interviewer that before his resignation he had been working on a large environmental project.*
„Przed złożeniem rezygnacji pracowałem nad dużym projektem związanym z ochroną środowiska”. → Kandydat powiedział osobie prowadzącej rozmowę, że przed złożeniem rezygnacji pracował nad dużym projektem związanym z ochroną środowiska.
- czasowniki modalne *would, should, could, might, must*:
'During the interview you should try to make eye contact.' → *The advisor told me that during the interview you should try to make eye contact.* „Podczas rozmowy kwalifikacyjnej powinno się próbować nawiązywać kontakt wzrokowy”. → Doradca powiedział mi, że podczas rozmowy kwalifikacyjnej powinno się próbować nawiązywać kontakt wzrokowy.
'We must all try harder.' → *The manager said that we must all try harder.*
„Musimy wszyscy bardziej się starać”. → Kierownik powiedział, że wszyscy musimy bardziej się starać.

1 Report the statements. Which statements DON'T move back one tense when reported?

- 'You need to fill out an application form.'
She says .
- 'Candidates must speak good English.'
The job advert said .
- 'I really want to improve my career prospects.'
Ben's told me .
- 'I'd like to express my interest in this vacant post.'
He said .
- 'Magda hasn't really achieved her goals.'
Rob told me .
- 'I had never had a job interview before.'
Paula said .

2 Report the questions and requests.

- 'Can you wait here for a few minutes?'
She wants to know .
- 'Please, sign in at reception when you arrive.'
They told me .
- 'Have you already sent us a copy of your qualifications?'
She asked .
- 'Log on to our website to update your contact details.'
The job agency has asked us .
- 'Could you give me the report by noon today?'
John asked .
- 'Will I need to wear a uniform?'
I asked the interviewer .

3 Choose the correct option, A, B or C to complete the dialogue.

Max: How did your interview go?

Nina: I think it was OK, but I struggled with some of the questions.

Max: Like what?

Nina: Well, she asked me what ¹ .

Max: Oh, that's difficult. What did you say?

Nina: I said that I ² at speaking in public. I told her that I ³ in front of a big group of people.

Max: That sounds OK. But do you need to speak in public for the job?

Nina: Not really. I asked her ⁴ in front of people and she told me ⁵ . She said that I might ⁶ presentations in meetings occasionally, but she said that it ⁷ in front of a lot of people.

Max: It was a good answer to the question, then.

You were honest, but you didn't say ⁸ a weakness that's going to affect your ability to do the job.

- A my biggest weakness was B was my biggest weakness
C is my biggest weakness
- A haven't been very good B hadn't been very good
C wasn't very good
- A 've got nervous B 'd got nervous
C got nervous
- A if I need to speak B will I need to speak
C whether I'd need to speak
- A to not worry B not to worry
C don't worry
- A have needed to give B need to give
C need to have given
- A won't be B wouldn't have been
C wouldn't be
- A you've had B you had
C you'd had

4 Now write the conversation between Nina and the interviewer in Exercise 3.

Interviewer: What's ?

Nina: I .

Interviewer: .

Reporting verbs

Zamiast czasowników *say* i *tell* do przytaczania wypowiedzi można użyć wielu innych czasowników w różnych konstrukcjach (przy czym ten sam czasownik może występować w kilku z nich).

Czasowniki bez dopełnienia:

- **czasownik + (that) + przytaczane zdanie** (np.: *add, admit, agree, claim, complain, deny, explain, insist, promise, propose, recommend, regret, suggest*):
'I wasted a lot of money.' → Sue **complained** (that) she had wasted a lot of money.
„Straciłam dużo pieniędzy”. → Sue narzekła, że straciła dużo pieniędzy.
- **czasownik + (not) to + bezokolicznik** (np.: *agree, claim, decide, offer, promise, refuse, threaten*):
'I'll hire two new employees.' → The manager **decided to** hire two new employees.
„Zatrudnię dwóch nowych pracowników”. → Kierownik zdecydował się zatrudnić dwóch nowych pracowników.
- **czasownik + (not) -ing** (np.: *admit, deny, propose, recommend, regret, suggest*):
'I didn't take this money.' → The cashier **denied** taking that money.
„Nie wziąłem tych pieniędzy”. → Kasjer zaprzeczył, że wziął te pieniądze.
- **czasownik + przyimek + (not) -ing** (np.: *apologise for, insist on, object to*):
'I'm sorry I was rude.' → I **apologised for** being rude.
„Przepraszam, że byłem nieuprzejmy”. → Przeprosiłem za to, że byłem nieuprzejmy.

Czasowniki z dopełnieniem:

- **czasownik + dopełnienie + (that) + przytaczane zdanie** (np.: *advise, assure, convince, inform, persuade, promise, remind, tell, warn*):
'The meeting will start in an hour.' → The secretary **reminded** them (that) the meeting would start in an hour.
„Spotkanie zaczyna się za godzinę”. → Sekretarka przypomniała im, że spotkanie zaczyna się za godzinę.
- **czasownik + dopełnienie + (not) to + bezokolicznik** (np.: *advise, ask, beg, convince, encourage, invite, order, persuade, recommend, remind, tell, warn, urge*):
'You really should apply for this job.' → Everybody **encouraged** me to apply for that job.
„Naprawdę powinnaś ubiegać się o tę pracę”. → Wszyscy zachęcali mnie, żebym ubiegała się o tę pracę.
- **czasownik + dopełnienie + przyimek + (not) -ing** (np.: *accuse sb of, blame sb for, criticise sb for, congratulate sb on, praise sb for, suspect sb of, thank sb for*):
'It's your fault that the car was damaged.' → Joe's boss **blames** him for damaging the car.
„To twoja wina, że samochód został uszkodzony”. → Szefowa Joego wini go za uszkodzenie samochodu.

1 Complete the sentences with the correct form of the verbs in brackets. Use a preposition if necessary.

- 1 She reminded me (fulfil) my duties.
- 2 Jonathan suggested (hire) an interior designer.
- 3 She persuaded me (not step down).
- 4 I was blamed (cause) unnecessary problems.
- 5 He threatened (tell) the boss about my lack of experience.
- 6 She congratulated me (win) first prize.
- 7 Would you advise me (do) a course in accountancy?
- 8 He is suspected (sell) top-secret information.

2 Complete the text with the correct form of the reporting verbs in the box. There are two extra verbs.

(agree congratulate explain invite persuade promise suggest thank warn)

Recently, my cousin asked me to help him sell his homemade cookies at a music festival. I wasn't very keen at first, but he ¹ me to do it, saying it would probably only take a couple of hours. He ² that he only had a few boxes of cookies to sell and that they'd sell really quickly. He also ³ to split the profits fifty-fifty. I ⁴ to help out, but I ⁵ him that I wouldn't stay longer than two or three hours. To my surprise, the cookies proved to be really popular and they sold out in just over an hour! My cousin was delighted and ⁶ me for making his new business such a success. He's also ⁷ me to work with him again at the next festival.

3 Complete the sentences with the correct prepositions or write Ø if no preposition is needed.

- 1 The company later apologised misleading its customers.
- 2 Some people object receiving marketing emails from companies.
- 3 The store denied selling fake goods.
- 4 The manager thanked everyone their hard work.
- 5 At least one person has admitted using a fake ID to get into the venue.
- 6 He blamed problems with the IT system missing the deadline.
- 7 Several experts have proposed cutting the working day to just five hours.

Phrasal verbs – advanced points

Trzyczęściowe czasowniki frazowe

Trzyczęściowe czasowniki frazowe najczęściej składają się z prostych czasowników oraz różnych przyimków/przysłówek:

Tom **dropped out of** school after failing his exams. Tom porzucił szkołę po tym, jak oblał egzaminy.

You should **stand up for** what you believe in. Powinieneś stawać w obronie tego, w co wierzysz.

Kate couldn't **keep up with** other students. Kate nie nadążała za pozostałymi uczniami.

Trzyczęściowe czasowniki frazowe są nierozdzielne. Dopełnienie, czy to w postaci rzeczownika, czy zaimka, musi wystąpić po całym czasowniku:

We are sure to **come up against** a lot of opposition. Z pewnością napotkamy wiele trudności.

~~We are sure to come up a lot of opposition against.~~

Rzeczowniki i przymiotniki tworzone od czasowników frazowych

• Rzeczowniki:

– **czasownik + przyimek/przysłówek**: *clear out* (sprzątać, czyścić) → *a clear-out* (generalne porządki), *let sb down* (zawieść, rozczarować) → *a letdown* (rozczarowanie), *warm sth up* (rozgrzać) → *a warm-up* (rozgrzewka), *burn out* (wypalić) → *burnout* (wypalenie zawodowe):

*I had a **clear-out** because I needed more space for some new equipment.* Zrobiłem generalne porządki, ponieważ potrzebowałem więcej miejsca na nowe wyposażenie.

*A friend of mine took a year out to avoid **burnout**.* Mój przyjaciel wziął roczny urlop, aby uniknąć wypalenia zawodowego.

W utworzonych w ten sposób rzeczownikach akcent pada na czasownik.

– **przyimek/przysłówek + czasownik**: *bring up* (wychowywać) → *upbringing* (wychowanie), *pour down* (lać) → *downpour* (ulewa), *set out* (rozpocząć) → *outset* (początek), *put in* (wkładać) → *input* (wkład):

*Please, allow me to say a few words at the **outset**.*

Pozwól mi, proszę, powiedzieć kilka słów na początku.

*They had the greatest **input** into our company.* Oni mieli największy wkład w rozwój naszej firmy.

W utworzonych w ten sposób rzeczownikach akcent pada na przyimek lub przysłówek.

• Przymiotniki:

– **przyimek/przysłówek + czasownik + -ing**: *put off* (budzić wstręt) → *off-putting* (odpychający), *lift up* (unieść) → *uplifting* (podnoszący na duchu), *stand out* (wyróżniać się) → *outstanding* (wyróżniający się):

*Our teacher told us an **uplifting** story.* Nasz nauczyciel opowiedział nam podnoszącą na duchu historię.

*For such **outstanding** work, you deserve a pay rise.*

Za tak wyróżniającą pracę należy się podwyżka.

– **czasownik (past participle) + przyimek/przysłówek**:

run down (wyczerpywać się) → *rundown* (zniszczony, podupadły), *build up* (rozbudować) → *built-up* (zabudowany), *wear out* (wyczerpać się) → *worn-out* (wyczerpany, zużyty):

*You are driving through a **built-up** area.* Jedziesz po terenie zabudowanym.

*The boys grew up in this **run-down** building you see.* Chłopcy dorastali w tym zrujnowanym budynku.

Pamiętaj, aby każdorazowo sprawdzać w słowniku pisownię rzeczowników i przymiotników tworzonych od czasowników frazowych.

1 Rewrite the sentences replacing the underlined verb with the correct form of a phrasal verb from the box. There is one extra verb.

(come up against come up with drop out of
get on with get out of look up to put up with)

- You should not tolerate such working conditions.
- I try to avoid early shifts if I can.
- Two students quit the course.
- Of course we encountered problems, but we found ways to deal with them.
- We found an efficient way of dealing with applications.
- He's aware that young athletes admire him as a role model.

2 Complete the text with one word in each gap.

Hanna did well at school, but she decided not to ¹ ? on to further education. Instead, she got a job in a local restaurant working in the kitchen. She got ² ? really well with her colleagues and loved working as part of a team. Although she didn't have any formal qualifications, she ³ ? up for that with her enthusiasm and willingness to learn. Over the next few years, she first worked her way up to become a chef and eventually went on to run her own restaurant. She now goes into schools to talk about her career path. She explains that people looked ⁴ ? on her because of her lack of education. She talks about how she had to stand up ⁵ ? herself and prove her abilities.

3 Complete the sentences using a noun or adjective form of the phrasal verb in brackets.

- The film was a bit of a ? – not as good as I'd expected. (let down)
- We got caught in a complete ? without an umbrella. (pour down)
- It's important that everyone knows what's involved from the ? (set out)
- The smell is a bit ? , but it actually tastes really good. (put off)
- The cupboard in my office is full of old paperwork, it needs a ? (clear out)
- He grew up in a rather ? neighbourhood. (run down)
- She had a fairly traditional ? and education. (bring up)
- Messi pulled a muscle during the ? and couldn't play. (warm up)

Conditional clauses – alternatives to *if*

Zdania warunkowe stopnia zerowego, pierwszego, drugiego i trzeciego możemy budować, używając albo spójnika *if* (jeśli), albo następujących słów i konstrukcji:

- spójnika **unless** (jeśli nie, chyba że):
I won't tell you what happened if you don't promise to keep it secret. → *I won't tell you what happened unless you promise to keep it secret.* Nie powiem ci, co się stało, chyba że obiecasz zachować to w tajemnicy.
- spójnika **provided (that) / providing** (pod warunkiem że):
You can go with us if you pay for your own meals. → *You can go with us, provided (that) / providing you pay for your own meals.* Możesz pojechać z nami, pod warunkiem że zapłacisz za swoje posiłki.
- wyrażen **Imagine/Suppose/Supposing** (w pytaniach):
If someone published a private email from you on Facebook, wouldn't you be mad? → **Imagine/Suppose/Supposing** someone published a private email from you on Facebook, wouldn't you be mad? A gdyby tak ktoś zamieścił prywatny e-mail od ciebie na Facebooku – nie byłbyś wściekły?
- **inwersji**, którą stosujemy w języku oficjalnym, a której celem jest podkreślenie efektu retorycznego zdania. Możemy zastosować ją w zdaniach z czasownikami posiłkowymi *were* i *had*, przy czym czasownika *were* używamy również w pierwszej i trzeciej osobie liczby pojedynczej. Aby przekształcić zdanie warunkowe metodą inwersji, pomijamy *if*, a czasownik posiłkowy przestawiamy na początek zdania:
If it were my photograph, I would not let anyone publish it. → **Were** it my photograph, I would not let anyone publish it. Gdyby to było moje zdjęcie, nie pozwoliłbym nikomu go opublikować.
If I had considered all the aspects carefully, I would probably have made the right decision. → **Had I considered** all the aspects carefully, I would probably have made the right decision. Gdybym uważnie rozważył wszystkie aspekty, prawdopodobnie podjąłbym prawidłową decyzję.

Inwersję możemy również zastosować przy użyciu czasownika **should** w zdaniach warunkowych pierwszego stopnia, jeśli spełnienie postawionego w zdaniu warunku jest stosunkowo mało prawdopodobne. Przed zastosowaniem inwersji musimy przekształcić zdanie warunkowe w zdanie bardziej formalne z zastosowaniem konstrukcji: **should + bezokolicznik**, która zastępuje czasownik w czasie Present Simple. Dopiero później stosujemy inwersję, stawiając *should* na początku zdania i pomijając *If*.

If you are dissatisfied with the product, you are entitled to a full refund. (najmniej formalne) → *If you should be dissatisfied with the product, you are entitled to a full refund.* (bardziej formalne) → **Should you be** dissatisfied with the product, you are entitled to a full refund. (najbardziej formalne) Jeśli będą państwo niezadowoleni z produktu, mają państwo prawo do pełnego zwrotu pieniędzy.

Przy inwersji nie używamy skróconych form przeczących:

If I hadn't told the police the truth, an innocent person would have been arrested → **Had I not** told the police the truth, an innocent person would have been arrested. Gdybym nie powiedział policji prawdy, zostałaby aresztowana niewinna osoba.

1 Choose the correct option.

- 1 I won't help you *if / unless* you stop misleading me.
- 2 I'll lend you the book *providing / supposing* you give it back to me on Friday.
- 3 You would never have read the news story *unless / if* I hadn't sent you the link.
- 4 *Providing / Supposing* I refused to tamper with the picture, what would you do then?
- 5 *Imagine / Provided* you had your own TV show, what would it be about?
- 6 *Had I not / Hadn't I* distorted the truth, there would have been even more trouble.
- 7 *Should / If* you be unhappy with the portrait, you can always get a photo taken.

2 Complete the second sentence so that it has a similar meaning to the first. Use no more than four words including the word in capitals.

- 1 I don't generally believe a news story online if it isn't from a reputable source. **UNLESS**
I don't generally believe a news story online _____ a reputable source.
- 2 You can only use statistics in your essay if you state where they're from. **PROVIDED**
You can include statistics in your essay _____ where they're from.
- 3 If a company used your image in an advert, what would you do? **SUPPOSE**
_____ your image in an advert, what would you do?
- 4 We won't publish someone's photo unless we get their permission first. **IF**
We will only publish someone's photo _____ their permission first.
- 5 If someone posted lies about you on social media, how would you feel? **IMAGINE**
_____ about you on social media, how would you feel?
- 6 Everything should be OK unless it rains. **PROVIDING**
Everything should be OK _____ rain.

3 Put the words in brackets in the correct order to complete the sentences.

- 1 I'm sure that, _____ (here/she/today/were), she'd be shocked by this behaviour.
- 2 _____ (had/used/you) a stronger password, your account might not have been hacked.
- 3 _____ (customers/need/should) further help, there's a customer service desk in store.
- 4 _____ (contacted/had/not/someone) the media, the story wouldn't have become public.
- 5 _____ (we/to/use/were) his real name in the story, he might be put in danger.
- 6 Don't hesitate to call me, _____ (arise/ever/problem/should/the same) again.

Mixed conditionals

Konstrukcje występujące w zdaniach warunkowych drugiego i trzeciego stopnia można łączyć, tworząc zdania warunkowe mieszane typu pierwszego i drugiego.

Zdania warunkowe mieszane typu pierwszego

If + Past Simple, would / wouldn't have + past participle

Zdań tych używamy, spekulując o trwałych sytuacjach lub stanach, które mogły mieć określone skutki w przeszłości:

*If Sergio **didn't speak** English with an Italian accent, he **wouldn't have been recognised** then.* Gdyby Sergio nie mówił po angielsku z włoskim akcentem, nie zostałby wtedy rozpoznany. (a ponieważ mówi z akcentem, został rozpoznany)

*If I **was/were taller**, I **would have got** the main role in the school play a year ago.* Gdybym był wyższy, dostałbym główną rolę w szkolnym przedstawieniu rok temu. (ponieważ nie jestem wyższy, nie dostałem tej roli)

Uwaga! Czasownika *were* możemy używać w pierwszej i trzeciej osobie liczby pojedynczej.

Zdania warunkowe mieszane typu drugiego

If + Past Perfect, would / wouldn't + bezokolicznik

Zdań tych używamy, spekulując o sytuacjach, które mogły mieć miejsce w przeszłości, ale się nie zdarzyły i ma to określone skutki w chwili obecnej:

*Gina **wouldn't be** so unhappy now if she **hadn't changed** her job two years ago.* Gina nie byłaby teraz tak nieszczęśliwa, gdyby nie zmieniła pracy dwa lata temu. (Zmieniła pracę, więc teraz jest nieszczęśliwa.)

*If the police **had stopped** looking for him then, he **would be** a free man now.* Gdyby policja przestała go wówczas szukać, byłby teraz wolnym człowiekiem. (ale nie przestała, więc nie jest wolny)

Tak jak we wszystkich typach zdań warunkowych, również w zdaniach warunkowych mieszanych zamiast *would* możemy użyć *could*, *might* lub *should*.

1 Match the sentence beginnings 1–6 with their endings a–f.

- 1 If someone had proofread the article,
 - 2 She probably wouldn't have got it wrong
 - 3 If he wrote a bit more slowly,
 - 4 The text would be more natural
 - 5 If they checked their facts regularly,
 - 6 They could reach a wider audience
- a if they'd paid for a proper translator.
 - b if she was more willing to ask for advice.
 - c if they'd created an English version of their website.
 - d he might have made fewer spelling mistakes.
 - e it wouldn't contain so many errors.
 - f they'd have known the figures were out of date.

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

- 1 If you (not move), the photo (not be) so blurred.
- 2 Jared (be) a much better actor today if he (take) lessons when he was younger.
- 3 The paper (not report) the story if it (not involve) a celebrity.
- 4 If you (not eat) so much for dinner, you (not feel) sick now.
- 5 She (not be) angry with you now if you (tell) her the truth this morning.
- 6 If Gina (be) a better liar, they (might/believe) the story she told them.

3 Choose the correct option, A, B or C to complete the text.

Scrolling through your social media feed, it's easy to think that everyone's holidays are perfect. However, if those same people ¹ so selective about what they shared, the impression would be very different. For example, you see a shot of your friend sitting on a beach in the sun, but if they'd taken a picture a few hours earlier, it ² grey clouds. Or you see them alone looking out at a stunning view, but if they had turned the camera round just a few degrees, it ³ crowds of other tourists. Personally, I like to have a more realistic record of my travels. If I had only captured the 'picture perfect' moments of my recent trip to Asia, I ⁴ laugh at some of the disasters now. If I ⁵ photographic evidence of me walking through water up to my knees when the monsoon rain arrived early, my friends just wouldn't believe my story.

- 1 A hadn't been B haven't been C wouldn't be
- 2 A will show B would show C will have shown
- 3 A would reveal B had revealed C reveals
- 4 A didn't B wouldn't be able to C wouldn't have been able to
- 5 A hadn't got B didn't get C haven't got

4 Rewrite the two sentences as a single sentence using a mixed conditional.

- 1 My dad threw away the receipt. I can't take the T-shirt back to the shop. **If my dad ...**
- 2 Maria's not very tall. She couldn't become a professional basketball player. **If Maria ...**
- 3 The editor didn't give me his contact details. I can't send him copies of the photos. **If the editor ...**
- 4 The venue doesn't have good public transport links. Lots of people drove to the concert. **Fewer people ...**
- 5 The signs at the airport aren't very clear. We got lost and missed our flight. **If the signs ...**
- 6 The organiser didn't book tickets in advance. We're standing in this long queue. **We ...**

Compound nouns and adjectives

Rzeczowniki złożone

Rzeczowniki złożone zwykle składają się z dwóch słów. Pierwsze z nich opisuje lub modyfikuje drugie, np.:

time travel – podróż w czasie, **travel time** – czas podróży.

• rzeczownik + rzeczownik:

We always watch a **news bulletin** first thing in the morning.
Zawsze rano oglądamy wiadomości telewizyjne.

• przymiotnik + rzeczownik:

Everybody should be interested at least a little bit in **foreign affairs**. Każdy powinien choć trochę interesować się sprawami zagranicznymi.

• czasownik z końcówką -ing + rzeczownik:

Have you seen my **reading glasses**? Widziałeś moje okulary do czytania?

• przymimek + rzeczownik:

Our local radio station is located on the **outskirts** of town.
Nasza lokalna stacja radiowa znajduje się na obrzeżach miasta.

• rzeczownik utworzony od czasownika frazowego:

Don't forget to ring me if you need any **backup**. Nie zapomnij do mnie zadzwonić, jeśli będziesz potrzebował wsparcia.

Rzeczowniki złożone zapisujemy jako jedno słowo, dwa oddzielne słowa lub dwa słowa z łącznikiem.

Przymiotniki złożone

• liczebnik + rzeczownik:

We were extremely tired after the **twenty-hour** flight to Australia. Byliśmy bardzo zmęczeni dwudziestogodzinnym lotem do Australii.

• przymiotnik + rzeczownik:

The setting of the film is **present-day** London. Sceneria filmu to współczesny Londyn.

• rzeczownik + przymiotnik:

The evening **blood-red** sun promises good weather the next day. Wieczne krwistoczerwone słońce to obietnica dobrej pogody następnego dnia.

• rzeczownik/przymiotnik/przysłówek + imiesłów zakończony na -ed lub -ing:

It was such a **heart-warming** message. To była podnosząca na duchu wiadomość.

I got **tongue-tied** when I saw that so many people came to hear me speak. Oniemiałem, gdy zobaczyłem, ile osób przyszło, by wysłuchać mojego wystąpienia.

• czasownik + przymimek/przysłówek:

Nowadays, there are a lot of **made-up** stories on social media. W dzisiejszych czasach w mediach społecznościowych jest wiele zmyślonych opowieści.

Przymiotniki złożone zwykle zapisujemy z łącznikiem.

Niekiedy przymiotniki złożone składają się z więcej niż dwóch słów, np. **fifteen-year-old** (piętnastoletni), **state-of-the-art** (najnowocześniejszy).

Zwróć uwagę na to, że rzeczownik w przymiotniku złożonym występuje zwykle w liczbie pojedynczej:

two-minute conversation NIE: ~~two-minutes conversation~~

flat-footed NIE: ~~flat-feeted~~

1 Complete the sentences with the words in the box. There is one extra word.

(actual affairs art breaking commercial
present stop)

- People now learn about the latest news via social media.
- Our journalists cover both domestic news and foreign .
- People are fed up with the non- coverage of the elections.
- They use state-of-the- camera technology to capture the action.
- After the break, we'll hear from our reporter on the scene.
- This ancient tradition is still practised in -day Turkey.

2 Replace the underlined phrase in the first sentence with an appropriate compound adjective in the second one.

- They've produced a video that lasts for five minutes.
They've produced a video.
- We're using a name we made up to protect the woman's identity.
We're using a name to protect the woman's identity.
- People had to walk through water that was as high as their waist to get to safety.
People had to walk through water to get to safety.
- The hospital has an emergency department that is open for twenty-four hours a day.
The hospital has a emergency department.
- We've created a new online booking system that's very easy for people to use.
We've created a new online booking system.

3 Choose the correct option.

- Ford, the US car company / company car, is planning to open a factory in the town.
- The job also comes with a car company / company car and private health insurance.
- There's a jug of tap water / water tap on the table or you can order mineral water.
- There's an outside tap water / water tap we use to water the garden.
- If time travel / travel time were possible, I'd go back to Ancient Egypt.
- The new high-speed rail link cuts time travel / travel time to two hours.
- You turn off the main road and go down a small roadside / side road.
- A group of schoolchildren were standing by the roadside / side road waiting for a bus.

Advanced passive forms

Strona bierna z czasownikami modalnymi

Strony biernej możemy użyć:

- z czasownikami modalnymi w czasie teraźniejszym (**czasownik modalny + be + past participle**):
The project **must be completed** by tomorrow. Projekt musi zostać ukończony do jutra.
Mobile phones **may be used**. Telefony komórkowe mogą być używane.
- z czasownikami modalnymi w czasie przeszłym (**czasownik modalny + have been + past participle**), aby wyrazić przypuszczenia lub opinie dotyczące przeszłości:
The competition **should have been cancelled** after the accident. Zawody powinny były zostać odwołane po wypadku. (ale tak się nie stało i były kontynuowane)
The server **couldn't have been repaired** properly yesterday. Serwer na pewno nie został wczoraj prawidłowo naprawiony. (nadal nie działa tak, jak powinien)
Their Facebook profile **must have been removed** because I can no longer find it. Ich profil na Facebooku musiał zostać usunięty, bo nie mogę go już znaleźć.

Strona bierna z czasownikami przyjmującymi dwa dopełnienia

- Niektóre czasowniki, np. *ask, bring, buy, give, hand, offer, pay, promise, sell, send, show, teach, tell*, mogą przyjmować dwa dopełnienia – bliższe (najczęściej odpowiadające na pytanie „kogo? co?”) i dalsze („komu? czemu?”):
They promised **a bonus and a pay rise** (dopełnienie bliższe) to **John** (dopełnienie dalsze): Zaproponowali Johnowi premię i podwyżkę.
- W takim przypadku stronę bierną możemy utworzyć, zaczynając zdanie od dowolnego dopełnienia:
A bonus and a pay rise **were promised** to John. (podmiotem zostało dopełnienie bliższe; nacisk położony jest na premię i podwyżkę)
John **was promised** a bonus and a pay rise. (podmiotem zostało dopełnienie dalsze; nacisk położony jest na osobę)

Czasownik + -ing oraz czasownik + to + bezokolicznik

- W przypadku czasowników i zwrotów, po których występuje inny czasownik z końcówką -ing, np. *be interested in, can't stand, don't mind, enjoy, get tired of, hate, like/dislike, love, miss*, stronę bierną tworzymy, używając konstrukcji: **czasownik/zwrot + being + past participle**:
My teacher **doesn't mind being asked** questions. Moja nauczycielka nie ma nic przeciwko temu, by zadawano jej pytania.
I **got tired of being** constantly criticised. Zmęczyło mnie bycie wiecznie krytykowanym.
- W przypadku czasowników i zwrotów, po których występuje to + inny czasownik w bezokoliczniku, np. *can't afford, choose, decide, hope, need, prefer, pretend, refuse, want, would like*, stronę bierną tworzymy, używając konstrukcji: **czasownik/zwrot + to be + past participle**:
Millions of people **hope to be cured** of the disease. Miliony ludzi mają nadzieję na wyleczenie z choroby.
Your son will **need to be told** the truth. Będzie trzeba powiedzieć twojemu synowi prawdę.

Strona bierna konstrukcji make sb do sth

W zdaniach w stronie czynnej po czasowniku *make* używamy bezokolicznika bez *to*, natomiast w stronie biernej po czasowniku tym występuje bezokolicznik z *to*:

My mother **made me clean** the kitchen. Mama zmusiła mnie do posprzątania kuchni.

I **was made to clean** the kitchen. Zmuszono mnie do posprzątania kuchni.

1 Complete the sentences with the correct forms of the verb be and the verbs in brackets.

- Your phone might (set) to silent mode. Have a look in the settings.
- These samples can't (check) properly. There are far too many errors.
- The laptop must (leave) on overnight. The battery's completely dead.
- The volume can (adjust) using the button on the side of the tablet.
- All mobile devices should (switch) to flight mode during the flight.

2 Put the words in brackets in the correct order to complete the sentences.

- Hopefully, (an email/been/everyone/has/sent) with a link to the video.
- They claim (made/they/to/sign/were) the contract without reading it first.
- Customers said (any/been/explanation/had/not/offered/they) for the delay.
- Remember that (be/from/laptops/need/removed/to/your bag) at security.
- (already/been/had/more money/promised/the school) for science equipment.
- (been/have/I/kept/should) more up-to-date with what was going on.

3 Complete the second sentence so that it has a similar meaning to the first. Use no more than four words including the word in capitals.

- It is a bad idea not to address all of the issues. **OUGHT**
All of the issues addressed.
- Everybody could hear the music despite my closing the windows. **COULD**
The music despite my closing the windows.
- She had shown me the password for the site the previous afternoon. **HAD**
I the password for the site the previous afternoon.
- They said that I mustn't surf the Internet. **TOLD**
I surf the Internet.
- I don't like it when someone orders me around. **BEING**
I dislike around.
- The babysitter made the kids go to bed early. **MADE**
The kids to bed early.

Passive reporting structures

Aby mówić o powszechnie panujących opiniach i poglądach, używamy czasowników takich jak: *agree, believe, claim, consider, estimate, expect, feel, hope, know, report, say, think, understand* w następujących konstrukcjach:

- **it + strona bierna** (czas teraźniejszy/przeszły) + **that**:
People claim that optimists live longer. → **It is claimed that optimists live longer.** Twierdzi się, że optymiści żyją dłużej.
People believed that Mathematics was the link between God and the world. → **It was believed that Mathematics was the link between God and the world.** Uważano, że matematyka jest ogniwem pomiędzy Bogiem a światem.

- **podmiot + strona bierna** (w czasie teraźniejszym lub przeszłym) + **to + bezokolicznik**:
Computer scientists consider wearable technology to be the future of computing. → **Wearable technology is considered to be the future of computing.** Technologia wearable uważana jest za przyszłość branży komputerowej.
Doctors knew that almonds protected against diabetes. → **Almonds were known to protect against diabetes.** Wiadomo było, że migdały chronią przed cukrzycą.

W miejsce bezokolicznika możemy także użyć **be + present/past participle**:
They expect that over three million smartphones will be sold. → **Over three million smartphones are expected to be sold.** Oczekuje się, że sprzedanych zostanie ponad trzy miliony smartfonów.

People thought that the Ministry of Health was preparing new regulations. → **The Ministry of Health was thought to be preparing new regulations.** Uważano, że ministerstwo zdrowia przygotowuje nowe przepisy.

- **podmiot + strona bierna** (w czasie teraźniejszym lub przeszłym) + **to have + past participle** (jeżeli relacjonowany pogląd dotyczy sytuacji, która zdarzyła się wcześniej):
Experts estimate that the earthquake has killed more than 1,000 people. → **The earthquake is estimated to have killed more than 1,000 people.** Szacuje się, że trzęsienie ziemi zabiło ponad tysiąc osób.

The press previously reported that the company's profit had reached £100 million. → **The company's profit was previously reported to have reached £100 million.** Poprzednio informowano, że dochód przedsiębiorstwa osiągnął 100 milionów funtów.

- **there + strona bierna** (w czasie teraźniejszym lub przeszłym) + **to be** (jeżeli relacjonowany pogląd dotyczy sytuacji aktualnej lub przyszłej):
Analysts expect that there will be a rise in the number of jobs offered. → **There is expected to be a considerable rise in the number of jobs offered.** Spodziewany jest znaczny wzrost liczby oferowanych miejsc pracy.

- **there + strona bierna** (w czasie teraźniejszym lub przeszłym) + **to have been** (jeżeli relacjonowany pogląd dotyczy sytuacji, która zdarzyła się wcześniej):
Historians think that there were over twenty inventors before Edison who invented various light sources. → **There are thought to have been over twenty inventors before Edison who invented various light sources.** Sądzi się, że przed Edisonem było ponad dwudziestu wynalazców, którzy wynaleźli różnego rodzaju źródła światła.

1 Rewrite the sentences using passive reporting structures.

- Many people consider Bob Dylan to be the most influential musician of the twentieth century.
Bob Dylan .
- In February, newspapers reported that crime levels were falling faster in Poland than in other EU countries.
It .
- Linguists expect that by 2050 another 7,000 languages will have disappeared.
It .
- Nutritionists say that salmon is one of the most nutrient-dense foods there is.
Salmon .
- Palaeontologists think there were over 500 different species of dinosaur.
There .
- Experts believe that 1.24 million people were killed in road traffic accidents in 2010.
Road traffic accidents .
- We now know that cats are able to produce about ninety different sounds more than dogs.
Cats .

2 Choose the correct option, A, B or C to complete the text.

How safe are your passwords? In a recent study, 123456 ¹ the most commonly used password. In the study data, there ² more than 23 million rather unimaginative people using it. The equally easy-to-guess 'password' ³ in the top five. Names of people, football teams and bands were popular because ⁴ they're easy to remember. However, people who use well-known words or names as passwords ⁵ themselves at high risk of being hacked. A string of three random words together ⁶ a strong password that will best protect you from fraud.

- A was found that it was
B is found to have been
C was found to be
- A showed to have been
B was shown to be
C were shown to be
- A was reported that it appeared
B was reported to appear
C is reported to be appearing
- A it is thought that
B there were thought
C were thought that
- A are said to be putting
B are said that they put
C are said to have been put
- A it is considered that it makes
B is considered to be made
C is considered to make

Easily confused words

- Wyrazy, które wyglądają lub brzmią podobnie, ale mają różne znaczenie, np.:

cite (cytować), **site** (miejsce), **sight** (widok)
conscious (świadomy), **conscientious** (dokładny, sumienny)
dessert (deser), **desert** (pustynia)
late (późno, za późno), **lately** (ostatnio)
principal (dyrektor szkoły), **principle** (zasada)
proceed (kontynuować), **precede** (poprzedzać)
sensible (rozsądny), **sensitive** (wrażliwy)
weather (pogoda), **whether** (czy)

The **principal** talked to the parents. Dyrektor szkoły rozmawiał z rodzicami.

The **principle** of being a vegetarian is not eating meat.

Zasadą bycia wegetarianinem jest niejedzenie mięsa.

- Wyrazy, które wyglądają lub brzmią podobnie i mają podobne znaczenie (często należą do jednej rodziny słów), np.:

alike (podobny, jednakowy), **likely** (prawdopodobny)
advise (radzić), **advice** (rada)
alone (sam), **lone** (odludny, samotny), **lonely** (samotny)
assure (zapewnić), **ensure** (upewnić się), **insure** (ubezpieczyć)
breathe (oddychać), **breath** (oddech)
dependant (osoba zależna, na utrzymaniu), **dependent** (niesamodzielny, zależny)
economic (ekonomiczny = gospodarczy), **economical** (ekonomiczny = oszczędny)
effect (efekt), **affect** (mieć wpływ)
historical (historyczny = związany z historią), **historic** (historyczny = ważny w historii)
lay (położyć), **lie** (leżeć)
migrate (migrować), **immigrate** (imigrować), **emigrate** (emigrować)
raise (podnosić, zwiększać), **rise** (podnosić się), **arise** (pojawiać się)

Please, **lay** your phones on the desks. Proszę, połóżcie telefony na ławkach.

My grandfather likes to **lie** on the couch after lunch.

Mój dziadek lubi leżeć na kanapie po obiedzie.

- Wyrazy, które wyglądają lub brzmią różnie, ale mają podobne znaczenie, np.:

after all (przecież, w końcu, jednak), **finally** (wreszcie, nareszcie, w końcu), **lastly** (w końcu, na koniec),
eventually (ostatecznie, w końcu)
comprise (składać się z), **consist of** (składać się z),
include (zawierać)
occasion (okazja = wydarzenie), **opportunity** (okazja = sposobność)

After all, it's simple. W końcu (= przecież) to proste.

Finally/Eventually, he started the car. W końcu (po długim czasie) uruchomił samochód.

Finally/Lastly, add some salt. Na koniec dodaj sól.

The course **comprises / consists of** a coursebook and a CD. Kurs składa się z książki ucznia i płyty CD.

The course **includes** a CD. Kurs zawiera płytę CD.

It was the only **opportunity**. To była jedyna okazja.

I bought it for a special **occasion**. Kupiłem to na specjalną okazję.

- Tak zwane **false friends** (fałszywi przyjaciele), czyli angielskie wyrazy, które wyglądają lub brzmią podobnie do polskich, ale mają inne znaczenie:
 - **data** to w języku polskim nie „data”, tylko „dane”:
*I lost all the **data**.* Straciłem wszystkie dane.
 - „data” (termin) to **date**:
*I'd like to fix the **date**.* Chciałbym ustalić termin.
 - **realise** to nie „realizować”, tylko „zdawać sobie sprawę”:
*Do you **realise** how dangerous it is?* Czy zdajesz sobie sprawę, jakie to niebezpieczne?
 - „realizować” to **carry out**:
*We used to **carry out** a lot of experiments.* Przeprowadzaliśmy wiele eksperymentów.
 - **actually** to nie „aktualnie”, tylko „w rzeczywistości”:
*This flat looks smaller, but **actually** is bigger.* Mieszkanie wygląda na mniejsze, ale w rzeczywistości jest większe.
 - „aktualnie” to **currently**:
*The company **currently** employs 1,000 people.* Firma aktualnie zatrudnia 1000 ludzi.

1 Complete the sentences with the words in capitals.

- Maria works ? studying wildlife in Alaska. She admits to feeling ? occasionally, but she loves her job. **ALONE / LONELY**
- Of course, trains sometimes arrive a few minutes ? , but on some routes ? , the delays have become extreme. **LATELY / LATE**
- We ? people to bring warm clothes, but there are people who don't listen to ? and turn up in shorts. **ADVISE / ADVICE**
- At first ? it looks just like an empty field, but it's actually the ? of one of Europe's most significant battles. **SITE / SIGHT**
- If any significant issues ? , you should ? them with your manager later. **RAISE / ARISE**

2 Complete the words in the text with the correct endings.

VOLUNTEER RESEARCHERS NEEDED

We can't live without water, but for those living in ¹des ? regions with little or no rainfall, water is a constant challenge. What's more, these areas are typically more ²sens ? to the effects of climate change. Communities here often have very limited access to clean water. Our project is looking to recruit hardworking, ³cons ? volunteers to help design water filtering systems that are both effective and ⁴econ ? to run. This would be ideal work experience for engineering students. Our research is entirely ⁵depen ? on charitable donations, so we aren't able to offer payment, but you'll gain valuable experience putting the engineering ⁶prin ? you've studied into practice as well as making a really valuable contribution to this vital area of development.

Unreal past and regrets – *wish, if only, it's time and would rather*

Teraźniejszość i przyszłość

Aby wyrazić żal z powodu sytuacji, która obecnie trwa i wydaje się niemożliwa do zmiany, używamy konstrukcji **wish + Past Simple** lub **If only + Past Simple**:

I wish I knew more about ecology. Żałuję, że nie wiem więcej o ekologii.

I wish oceans weren't used as rubbish tips. Chciałbym, żeby oceany nie były używane jako wysypiska śmieci.

If only we could save sea animals from starvation. Gdybyśmy tylko mogli ocalić zwierzęta morskie od śmierci głodowej.

If only I didn't have to work so much. Szkoda, że muszę tyle pracować.

Do wyrażania opinii i życzeń odnoszących się do sytuacji i zdarzeń **w teraźniejszości i niedalekiej przyszłości** używamy konstrukcji **It's (high) time + Past Simple**:

It's (high) time people stopped driving cars in cities.

Najwyższy czas, by ludzie przestali jeździć samochodami w miastach.

It's (high) time we started sorting our rubbish. Najwyższa pora, byśmy zaczęli sortować śmieci.

Mówiąc o preferencjach i życzeniach dotyczących zachowania innych osób w teraźniejszości lub przyszłości, używamy konstrukcji **would rather + Past Simple**:

I'd rather we switched to organic fruit and vegetables.

Chciałabym, żebyśmy przestawili się na ekologiczne warzywa i owoce.

My mum would rather I studied more. Moja mama chciałaby, żebyśmy więcej się uczyli.

Przeszłość

Wyrażając żal wobec sytuacji, które miały miejsce w przeszłości, używamy konstrukcji **wish + Past Perfect** lub **If only + Past Perfect**:

I wish we had done more to prevent this tragedy. Żałuję, że nie zrobiliśmy więcej, by zapobiec tej tragedii.

My sister wishes we hadn't moved to this city, but I'm happy about it. Moja siostra żałuje, że się przeprowadziliśmy do tego miasta, ale ja jestem z tego zadowolona.

If only the city council hadn't reduced the funds for environmental protection. Wielka szkoda, że rada miasta zredukowała fundusze na ochronę środowiska.

If only I had listened to you when you said I shouldn't go on that expedition! Gdybym tylko cię posłuchał, kiedy mówiłeś, że nie powinienem jechać na tę wyprawę!

1 Choose the correct option.

- 1 If only I *lost / hadn't lost / didn't lose* my camera on the beach.
- 2 It's high time we *stop / stopped / had stopped* dumping waste in the seas.
- 3 My back's all red. I wish I *had / did / would* put more sun cream on.
- 4 I'd rather she *couldn't / didn't / won't* go alone, to be honest.
- 5 If only I *hadn't to / had to / didn't have to* go camping. I hate sleeping in tents.
- 6 I wish you all *knew / had known / know* just how much effort I put into this trip.
- 7 If only I *had seen / saw / did see* her earlier. I'd have asked her to join us.

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

- 1 If only more people (leave) a patch of their garden to grow wild, it would help wildlife.
- 2 So many products damage the environment. It's time consumers (take) more interest in how the things they buy are made.
- 3 It's difficult to know what products contain. I'd rather companies (label) them more clearly.
- 4 Some species are now at risk of extinction. I wish we (do) more to protect them earlier.
- 5 I wish supermarkets (not sell) fruit and vegetables wrapped in plastic.
- 6 The new road blocks a migration route for animals. If only they (consult) wildlife experts, it could have been avoided.

3 Complete the text with the correct form of the verbs in the box.

(do know not assume not fly switch warn)

I love travelling, but lately I've become more conscious of my environmental footprint. When I look back on the amazing places I've visited, I have fond memories, but I also wish I ¹ quite so many air miles. It's time more of us ² to less polluting forms of transport. I've been trying to cut my air travel, but it's not always that easy. I wish big travel companies ³ that everyone wants to fly. Of course, they don't offer other transport options, because they'd rather everyone ⁴ the same to keep things simple. Researching different routes yourself can be fun, but it doesn't always work out. When I planned to take a ferry from Spain to Morocco last year, for example, I wish I ⁵ that it sometimes gets cancelled in bad weather. I got stuck in Cádiz for two days and missed the train I'd booked from Tangier to Marrakesh. If only someone ⁶ me about possible delays, I'd have waited to buy my train ticket when I arrived.

Emphasis – cleft sentences and inversion

Aby wzmocnić przekaz zdania, możemy użyć takich struktur jak zdania rozszczerpione (*cleft sentences*) oraz inwersja.

Zdania rozszczerpione

Zdanie rozszczerpione składa się z dwóch części i zazwyczaj rozpoczyna się od zaimków takich jak *what*, *it* lub *all*. Jego treść mogłaby z powodzeniem zostać zawarta w jednym zdaniu pojedynczym, jednak zostało ono rozbite na dwie części składowe dla podkreślenia wybranego elementu zdania, np. wykonawcy czynności, sprawcy zdarzenia, miejsca, pory, przyczyny:

I love helping other people. → **What I really love doing is helping other people.** Tym, co najbardziej lubię robić, jest pomaganie innym ludziom.

The company covered up the issue. → **What the company did was (to) cover up the issue.** Koncern zatuszował sprawę.
I raised the subject of sewage being dumped into the river. → **It was me who raised the subject of sewage being dumped into the river.** To ja poruszyłem temat odprowadzania ścieków do rzeki.

We helped the flood victims clean up the debris. → **All we did was (to) help the flood victims clean up the debris.** Pomogliśmy tylko ofiarom powodzi sprzątać odpady.

You need love. → **All you need is love.** Miłość to wszystko, czego człowiek potrzebuje.

Inwersja

Inwersja z przysłówkami przeczącymi, np.: *never*, *rarely*, *seldom*, *hardly*, *barely*, *scarcely*, *no sooner*, lub zwrotami zawierającymi *no* lub *not*, np.: *under no circumstances*, *on no condition*, *on no account*, *at no time*, *in no way*, *not until*, *not only*, możemy użyć, jeśli wyrażenia te występują w pierwszej części zdania. Dokonujemy wtedy zmiany szyku wyrazów w zdaniu – zdanie twierdzące przyjmuje szyk i formę czasownika jak w zdaniu pytającym (**przysłówek przeczący / wyrażenie z *no* lub *not* + czasownik posiłkowy + podmiot**):

He had never been so devastated. → **Never had he been so devastated.** Nigdy wcześniej nie był tak zdruzgotany.
We rarely hear about such powerful mother and child bond in animals. → **Rarely do we hear about such powerful mother and child bonds in animals.** Rzadko słyszymy o tak silnej więzi matki z potomstwem u zwierząt.

He had entered the house and the phone rang. → **No sooner had he entered the house than the phone rang.** Ledwo wszedł do domu, gdy zadzwonił telefon.

She not only survived the disaster, but she saved two other people as well. → **Not only did she survive the disaster, but she saved two other people as well.** Nie tylko przeżyła katastrofę, lecz także uratowała dwoje innych ludzi.

You are not permitted to leave the building under any circumstances. → **Under no circumstances are you permitted to leave the building.** Pod żadnym pozorem nie wolno wam opuszczać budynku.

1 Match the sentence beginnings 1–6 with their endings a–f.

- 1 The figure that surprised me
 - 2 What's happened in some countries
 - 3 Never have our rivers
 - 4 It's people in the hottest parts of the world
 - 5 Not only
 - 6 What many of us see as a basic necessity
- a is the population has migrated to cities putting pressure on resources.
 - b who are already experiencing water shortages.
 - c is becoming a luxury in some regions.
 - d was the amount of water wasted through leaking pipes.
 - e been under such pressure from human water use.
 - f is water scarce in these areas, but it's frequently contaminated.

2 Choose the correct option.

- 1 All / It's / What's meat production that accounts for most of the world's agricultural land use, representing around 80 percent of farmland worldwide.
- 2 Not only are / did / do cattle take up land themselves, but farmland is also used to grow animal feed.
- 3 It's / What / What's many people find shocking is that huge areas of forest are being cleared just to grow grain to feed to cows.
- 4 In some parts of the world, what farmers are doing / are doing is / do are cutting down previously wildlife rich forests just to keep up with our demand for meat.
- 5 It's / What's / What this loss of habitat that especially concerns environmentalists.
- 6 With a growing population and changing eating habits, never before has demand for meat been / has been demand for meat / is demand for meat so high.

3 Rewrite the sentences changing the emphasis.

- 1 Tess promised to help tidy up the garden.
It was _____ .
- 2 We are only handing out leaflets in protest.
All _____ .
- 3 She has never been so disappointed by the results.
Never _____ .
- 4 You are not going out in that raging storm under any circumstances.
Under _____ .
- 5 The protestors started the violence.
What _____ .
- 6 We rarely see such extreme temperatures at this time of year.
Rarely _____ .
- 7 They had only just got back to the flat when they heard the news.
Hardly _____ .
- 8 I don't believe in telling lies.
What _____ .

Prefixes

Przedrostki

Dodanie **przedrostka** do tematu danego wyrazu prowadzi do utworzenia nowych słów, np.: **take** – brać, **retake** – poprawiać (egzamin), **overtake** – wyprzedzać.

Najczęściej występujące przedrostki:

- **un-, in-, dis-, il-, im-, ir-** zwykle dodajemy do przymiotników, nadając im znaczenie przeciwne.
Przedrostek **il-** występuje przed przymiotnikami zaczynającymi się od **l-**, **ir-** przed przymiotnikami zaczynającymi się od **r-**, a **im-** przed przymiotnikami zaczynającymi się od **m-** lub **p-**: **unwilling** – niechętny, **incurable** – nieuleczalny, **disobedient** – nieposłuszny, **illegible** – nieczytelny, **immoral** – niemoralny, **impatient** – niecierpliwy, **irrelevant** – nieistotny.
- **un-, dis-** zwykle dodajemy do czasowników, nadając im znaczenie przeciwne: **unlock** – otworzyć, **discontinue** – zaprzestać
- **re-** oznacza „zrobić coś ponownie”: **reapply** – zgłaszać się ponownie, **rebuild** – odbudować
- **hyper-** oznacza „nad-, przesadnie”: **hypertension** – nadciśnienie, **hypersensitive** – nadwrażliwy
- **mis-** oznacza „źle, niewłaściwie, nieudolnie”: **misunderstand** – źle zrozumieć, **misbehave** – niewłaściwie się zachowywać, **mismanagement** – złe zarządzanie
- **multi-** oznacza „wiele-”: **multilingual** – wielojęzyczny, **multitasking** – wielozadaniowość
- **on-/off-** oznaczają „w danym miejscu” lub „poza danym miejscem”: **onshore** – na lądzie, **offshore** – na morzu, **on-site** – dostępny na miejscu, **off-site** – poza miejscem
- **out-** często dodawany jest do czasownika i oznacza „więcej, bardziej”: **outlive** – żyć dłużej niż, **outnumber** – przewyższać liczebnie
- **over-/under-** oznaczają „za dużo, nadmiernie / za mało, słabo”: **overdeveloped** – nadmiernie rozbudowany, **underdeveloped** – słabo rozwinięty, **overweight** – z nadwagą, **underweight** – z niedowagą
- **anti-/pro-** oznaczają „przeciw/za, pro-”: **antisocial** – aspołeczny, **anti-ageing** – przeciwzmarszczkowy, **pro-family** – prorodzinny, **pro-ecological** – proekologiczny
- **pre-/post-** oznaczają, że coś zdarzyło się przed lub po innym zdarzeniu: **pre-school** – przedszkolny, **pre-tax** – przed opodatkowaniem, **post-tax** – po opodatkowaniu, **post-match** – pomeczowy
- **self-** oznacza „samodzielnie” lub „czynność skierowana na samego siebie”: **self-control** – panowanie nad sobą, **self-portrait** – autoportret
- **sub-** oznacza „poniżej” lub „gorszy”: **substandard** – poniżej standardów, **sub-zero** – poniżej zera
- **up-/down-** oznaczają „wzrost, poprawę” lub „spadek”: **upturn** – poprawa, tendencja wzrostowa, **downturn** – spadek, zmiana na gorsze

1 Complete the words in the sentences using an appropriate prefix.

- 1 We can cut waste by ? using plastic bags and bottles rather than throwing them away.
- 2 The number of kids cycling to school has grown and they now ? number those being dropped off by car.
- 3 It's hard to persuade people to leave their cars at home because they're ? willing to give up the convenience of driving.
- 4 There's been an ? turn in demand for organic products as people become more eco-conscious.
- 5 In the winter, the area experiences heavy snow and ?-zero temperatures.
- 6 People are naturally ? patient and they don't like having to wait for things.
- 7 We ? estimated the number of people who might come and we soon ran out of chairs.
- 8 All the students took a ?-course test to decide which class they should join.

2 Choose the correct option.

- 1 The builders painted the room the wrong colour and they had to *undo / redo* the work.
- 2 Workers are asking for more money, complaining they're *overpaid / underpaid*.
- 3 We have strict security to prevent the *misuse / reuse* of confidential information.
- 4 People get frustrated by politicians' *inability / disability* to give a direct answer.
- 5 The hall is a *multi-purpose / repurpose* space that can be used for all kinds of events.
- 6 The books are aimed at *preschool / post-school* children aged between three and five.
- 7 In private, she's quite shy; the complete opposite of her *off-stage / onstage* personality.
- 8 A group of *anti-nuclear / pro-nuclear* activists were protesting against plans for a new power station.

3 Complete the sentences using the correct form of the word given.

- 1 Inspectors found the company had ? safety training for staff. **ADEQUATE**
- 2 It's a very ? community, with students from all over the world. **CULTURE**
- 3 The wildfires spread and quickly became ? . **CONTROLLABLE**
- 4 It seems ? now that we'll get finished by the deadline. **PROBABLE**
- 5 His arguments are completely ? and don't make any sense. **LOGICAL**
- 6 They were living in ? conditions with no electricity or clean water. **STANDARD**
- 7 Such high levels of air pollution are clearly ? and need to be tackled urgently. **SAFE**
- 8 All kinds of wildlife are now treating this ? factory as a home. **USED**

PREPOSITIONS IN PHRASES

AT

- at all times** (7.7): Children must be supervised at all times while in the park.
- at arm's length** (6.4): The first image taken in the same way as today, with the photographer holding the camera at arm's length, was in December 1920.
- at first sight** (2.2): When Steve met Sally, it was love at first sight.
- at least** (4.1): It will take at least three hours to get there.
- at lunchtime** (1.2): We couldn't stay in the classrooms at lunchtime – we had to go to the canteen.
- at night** (3.1): The town of Pontevedra comes alive at night and the atmosphere continues well into the early hours.
- at risk** (5.3): A lot of retail jobs are at risk.
- at the age of** (1.4): Chris built his first glider at the age of fifteen.
- at the concert** (4.2): What did Jamie say at the concert?
- at the door** (4.2): That's Jamie at the door, isn't it?
- at the end** (3.7): At the end, everybody burst into tears.
- at the end of** (5.1, 8.4): You're almost at the end of school and close to going on to further education./At the end of the film, she is eventually rescued by a Japanese boat.
- at the auction house** (4.4): When the painting came up for auction at the famous auction house, it sold for £1.04 million.
- at the intersection** (5.4): It is at the intersection between seemingly unrelated ideas that innovation often happens.
- at the last minute** (4.3): We nearly missed our flight – we got to the airport at the last minute.
- at the main entrance** (4.2): He said he'd meet me at the main entrance.
- at the moment** (3.4): Where is he living at the moment?
- at the right price** (3.6): We want to find the right flat at the right price.
- at the risk of** (7.4): Will you tell her the truth, even at the risk of offending her?
- at the roundabout** (3.1): Turn left at the first roundabout.
- at the same level** (5.7): Your arms should be at the same level as your desk.
- at the shopping centre** (4.8): I want to tell you about the incident that took place at the shopping centre.
- at the town hall** (3.1): Let's meet at the town hall.
- at the traffic lights** (3.1): She slowed down at the traffic lights by Sloane Street.
- at the weekend** (3.2): Who do you plan to see at the weekend?

FOR

- for a minute** (4.2): Can you look after my coat for a minute?
- for ages** (2.2): I've had the same phone for ages. It's time to change it now.
- for breakfast** (3.4): I have cereal for breakfast.
- for example/instance** (4.4, 1.3): You can paint the rooms different colours – for instance, the bedroom could be yellow, the bathroom blue, etc.
- for hours on end** (7.6): My brother usually stares at the screen for hours on end.
- for my 18th/last birthday** (3.7, 4.2): For my 18th birthday, my parents took me on a trip to Greece.
- for six months** (7.2): What would happen in your home if all screens were banned for six months?

FROM

- from the start** (2.8): Attract the reader's attention from the start.

IN

- in a hurry** (3.2): You are always in such a hurry. Why don't you plan your days better?

- in a pile** (3.5): Why are your clothes in a pile in the middle of the room again?
- in advance** (2.1): Do I have to pay for the course in advance?
- in an auction** (4.3): Do you sometimes buy things in an online auction?
- in charge of** (5.4): Ed is in charge of promoting and reviewing gigs.
- in (one's) class** (1.1, 8.7): Your marks are good because you pay attention in class./In my class, all the students turn off their phones in school time.
- in decline** (3.1): It was a city in decline, polluted, with a lot of traffic accidents.
- in detail** (5.1): Can your grandma really recall her youth in detail?
- in fact** (2.1): Frank isn't a morning person. In fact, he loves sleeping long hours.
- in many/some/certain cases** (7.1): Young people avoid certain courses because in many cases they don't lead to an obvious career.
- in order to** (3.8): We sold our flat in order to buy a house in the suburbs.
- in other words** (1.1): Have you been living here all your life? In other words – 18 years?
- in place of** (5.4): In place of using an alarm clock, I had to ask mum to ring me at 6 a.m.
- in return** (5.5): Vikki's parents promised her a new computer and in return she agreed to take the dog for a walk twice a day for the next six months.
- in spite of** (3.8): In spite of the cost, many students prefer halls of residence.
- in summer** (1.7): In summer, the temperatures can be quite high in this region.
- in ten minutes** (3.5): How to tidy your room in ten minutes?
- in terms of** (5.8): It's a mistake to think of Alaska only in terms of how cold it is there.
- in the twenty-first century** (5.4): You are the one who will thrive in the twenty-first-century workplace.
- in the age of** (6.4): For the most part, taking a selfie is harmless fun and normal behaviour in the age of social media.
- in the background** (7.2): Whenever I do my homework, my computer is always bleeping away in the background.
- in the bath** (7.5): Archimedes made his most famous discovery in the bath.
- in the city centre** (3.1): I'm standing in the city centre and I can't hear any cars!
- in the early hours of** (6.2): We decided to set off in the early hours of the morning to avoid the rush hour traffic.
- in the end** (4.8): His story didn't make any sense and in the end he admitted that it wasn't true.
- in the future** (2.8): She told us never to return to her restaurant in the future.
- in the passenger seat** (1.6): I saw a middle-aged man sitting in the passenger seat of the car.
- in the press** (7.1): Don't believe everything you read in the press.
- in the sales** (4.1): I never manage to pick up a bargain in the sales.
- in the same way** (3.8): He prepares for a gig in the same way an athlete does for a big sporting event.
- in the suburbs** (3.1): Don't you get bored living out here in the suburbs?
- in the wild** (3.4): The programme focuses on animals' behaviour in the wild.
- in time** (1.6): We arrived at the concert just in time, which was very lucky considering the amount of traffic in the city centre.
- in winter** (1.7): The last tour starts at 2.30 p.m. in winter and 3.30 p.m. in summer.

INTO

into the early hours (3.1): The town of Pontevedra comes alive at night and the atmosphere continues well into the early hours.

ON

on arrival (3.7): On arrival yesterday, the visitors were given a guided tour of the movie set.

on average (1.4): Every American owns seven pairs of jeans on average.

on balance (3.8): On balance, there are pros and cons to remaining in the family home while at university.

on behalf of (4.8): I am writing on behalf of my friends.

on my way (1.5): I usually buy some sweets on my way home.

on purpose (5.4): You've destroyed my dress on purpose!

on social media (5.7): I'm so busy on social media that I can't get down to any serious school work.

on the border (3.1): My grandparents live in a market town on the border of England and Wales.

on the coast (3.1): I used to live in a small village on the coast.

on the ground (3.4): The communications system is controlled by staff on the ground.

on the outskirts (3.1): He opened underground car parks on the outskirts of the city.

on the website (1.7): We haven't found any reference to the latest projects on the company's website.

on time (6.2): Don't be late – you have to be there on time.

on top of (2.8): On top of everything else, we now have extra classes every Saturday morning.

TO

to be honest (1.6): To be honest, I don't know what to advise you to do in this situation.

to my mind (8.8): To my mind, the benefits outweigh the drawbacks.

to your left (1.6): To your left, you can see a new extension.

UNDER

under any circumstances (4.7): My parents are banned from using my phone under any circumstances.

under no circumstances (8.5): Under no circumstances are you allowed to enter the lab without my permission.

under pressure (8.8): The head teacher was under pressure to resign.

WITH

with regard to (5.8): We need to reconsider our policy with regard to immigrants.

with sth in mind (1.8): With your recent conduct in mind, I feel you should resign from being the student representative.

WITHIN

within 500 metres (3.1): There is a park within 500 metres of the school.

within easy reach (3.1): There is a play area within easy reach of our house.

within walking distance (3.1): He opened underground car parks within walking distance of the centre.

WITHOUT

without (a) doubt (4.8): Without doubt, the worst part of the whole incident was being humiliated in front of everybody.

PREPOSITIONS AFTER NOUNS

access to (7.1): Teenagers claim to need constant access to social media.

aptitude for (7.1): Ginny seems to have a real aptitude for painting.

complaint about (4.8): I'd like to make a complaint about the way we were treated.

cost of (3.8): In 2018/19, the average cost of renting a room in halls of residence in the UK was about £140 per week.

decline/drop/increase/rise in (5.3): There has been a sharp drop in the number of people commuting to work.

effect on (2.3): The accident had a terrible effect on Steve.

enthusiasm for (5.8): Considering her enthusiasm for the project, I'm sure we'll succeed.

excuse for (3.5): There is no excuse for an unmade bed.

experiment into (1.4): In the near future, we will be able to expand our knowledge through a series of experiments into brain structure and its function.

expert in (7.1): Jill is an expert in EU funding.

gift of (5.1): Single-minded people have the gift of extreme focus. They know how to avoid distractions.

home to (8.6): The ocean is home to over half of all living species.

impact on (5.3): Technology might have a positive impact on my job.

love of (2.1): John has a love of learning.

love of your life (2.2): Amelia never married because she had never forgotten Richard, who was the love of her life.

(be/fall) in love with (2.3): Sue is madly in love with Tim.

memory for (1.3): I have a good memory for numbers and faces.

network of (3.1): The city has a reliable network of buses.

point of view (7.8): Short stories are usually written from a first-person point of view.

range of (5.4): The travel agency offered a wide range of destinations to choose from.

reason for (2.7): Please give me your reasons for applying for a job here.

report on (6.4): She was sent a report on the floods in Bangladesh.

sense of (2.7): Have you got a sense of humour?

solution to (5.4): She often comes up with original solutions to problems at work.

sort of (2.4): What sort of ailments can this help?

thought of (6.7): The very thought of moving abroad brought me to tears.

thousands of (4.3): Every weekend thousands of people take their unwanted stuff to car boot sales.

time for (5.7): It's time for a radical shake-up of education in many regions of the world.

urge to (1.4): She felt an urge to paint, and overnight she became a talented abstract artist.

PREPOSITIONS AFTER VERBS

accept into (3.6): I can't believe we've both been accepted into the same university!

accuse sb of (4.8): A member of your staff accused me of stealing.

add to (2.8): If you add the pressure of schoolwork to household duties, you have a recipe for disaster.

apologise for (5.5): Although Rachel apologised for her misbehaviour, I still can't forgive her.

apply for (1.8): Only six people applied for the post, which was quite disappointing.

associate with (7.7): Most people associate GPS with giving directions when driving.

benefit from (5.3): A large student population benefits from the city's vibrant nightlife.

bid for (4.4): You can log on to a website to bid for a bargain.

blame sb for (5.5): Why are you blaming my son for starting the fight?

burst with (2.5): First-borns tend to be bursting with confidence.

collaborate with (7.1): During the late seventies, he collaborated with the legendary Muddy Waters.

congratulate sb on (5.5): My supervisor congratulated me on passing the exams with flying colours.

consist of (7.4): Her diet mainly consists of fruit and vegetables.

contribute to (7.5): Scholars in ancient China contributed to the advancement of mathematics.

cope with (3.4): Bethany couldn't cope with the demands of employment on top of child-rearing and housework.

die from (8.1): A lot of animals died from starvation during the dry season.

focus on (5.1): In our test, we're going to focus on brain activity.

insist on (5.5): My granny always insists on feeding me with sweets.

interact with (7.6): We interact with today's machines mostly by pushing buttons.

judge by (1.5): Judging by the examiner's reaction, I don't think she'll pass her driving test.

lead to (2.3): Space exploration might lead to the discovery of other planets.

mistake sb/sth for (6.3): When looking at Banksy's mural on a garage in Wales, it is easy to mistake ash for snow.

name after (7.1): The baby was named after her maternal grandmother.

object to (5.5): The council objected to another shopping mall being built in the city.

opt for (4.1): We finally opted for the red paint in the kitchen.

pose for (6.4): Hannah looked so funny when she was posing for a selfie.

prevent sb/sth from (8.4): Fire fighters are trying to prevent the fire from spreading any further.

reason with (4.8): We tried to reason with the guard, but he wouldn't listen.

refer to/make reference to (7.1): In her books, she refers to her childhood.

report on (6.7): When are you going to report on the progress of the construction of the concert hall?

roar with (2.7): When was the last time you roared with laughter?

sail across (3.2): I admire my father who sailed across the Pacific when he was in his twenties.

search for (8.4): The fire brigade searched for the missing people, but they couldn't find anybody.

specialise in (1.1): Chris specialises in neurology.

stare at (2.4): Stop staring at me – I feel rather uncomfortable.

stick to (5.4): If you think your plan is good, then stick to it.

struggle to (8.4): Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education.

sue sb for (5.5): The customers decided to sue the supermarket for not paying attention to safety regulations.

suffer from (7.4): After falling off the horse, Dominic has been suffering from back pain.

transfer sth to (4.2): I've just transferred the money to your account so that you can buy yourself a new computer.

treat yourself to (4.1): Let's treat ourselves to some ice cream.

warn sb against (7.3): I warned you against buying a cheap laptop.

PREPOSITIONS AFTER ADJECTIVES

accompanied by (2.8): Physical changes that happen during adolescence are often accompanied by emotional ones.

accustomed to (2.5): First-borns, who are accustomed to accepting rules, are better behaved at school.

attracted to (2.3): When Tom spoke to Pauline at our wedding, he was attracted to her straight away.

awash with/bombarded with (6.1): The Internet is awash with information that cannot be trusted.

beneficial to (7.4): Lots of bacteria are extremely useful and beneficial to our health.

concerned about (4.2): Some tourist destinations are concerned about more than just money.

connected with (5.3): There will be an increase in jobs connected with alternative energy.

consistent with (6.4): The results are consistent with earlier research.

credited with (7.1): She is credited with inventing the first computer algorithm.

curious about (5.4): A brainy person is curious about the world.

dependent on (7.2): We're all more and more dependent on technology in our lives.

familiar with (8.6): Are you familiar with the health and safety regulations in our factory?

fed up with (5.7): I've decided to give up social media (no, it's not a joke). I'm just completely fed up with it.

important to sb (1.1): Maintaining proper social relationships is very important to them.

incapable of (1.3): Rob was incapable of understanding how his wife felt.

included in (3.8): Is breakfast included in the price of the room?

interested in (5.8): Should students choose a degree based on what they are interested in?

invited to (1.7): You are invited to attend a reception in honour of the exchange group from Switzerland.

involved in (2.6): Our parents got really involved in the end-of-school play and they even made costumes.

obsessed with (2.3): Stop being so obsessed with cleanliness! A bit of dirt won't do any harm.

passionate about (3.4): Sally is passionate about music. She would like to be a conductor one day.

popular with (3.1): Why do you think fur is still popular with fashion designers and wealthy consumers?

relevant for (5.3): My brother has a hobby that has taught him skills that are relevant for his job.

short of (5.8): Young people tend to be short of money.

suited to (5.4): She explains how people like herself are suited to the modern workplace in three essential ways.

surrounded by (8.8): The whole island is surrounded by turquoise waters.

unaware of (8.7): Mike seems unaware of the trouble he's causing.

unprepared for (6.2): The pupils were unprepared for the questions that the teacher asked them.

useful for (1.3): Which method is most useful for memorising shopping lists?

welcome to (7.7): You're welcome to discuss the exhibition.

OTHER

according to (6.7): According to recent figures, most students have part-time jobs.

after a while (2.6): We started talking and after a while I realised that we had met before.

after all (7.7): My mum received a phone call in which her boss told her that he couldn't extend her contract after all.

aged 15 to 29 (6.4): 'Youth' is defined as people aged 15 to 29.

all in all (3.8): All in all, I think experiments on animals should be banned.

around 100 years (8.1): Plastic has only existed for around 100 years, but it's everywhere.

as a result (2.8): As a result, whether it is playing sport or online games, we have time to enjoy ourselves.

as a result of (7.8): Frederic claimed that his eyes changed colour as a result of the traumas he had been through.

be of interest to sb (1.1): This course will be of interest to those working in the field of cultural studies.

be of the opinion (5.8): I'm of the opinion that public figures' private lives should not be reported in the papers.

by the time (3.2): By the time we go, I'll have been playing basketball for my school team for two years.

contrary to (6.4): Contrary to popular belief, a desert can be very cold.

date back to (6.4): The oldest existing selfie dates back to 1839 when photographer Robert Cornelius took a self-portrait photograph of himself.

due to (7.4): All the flights were cancelled due to bad weather.

instead of (1.2): Why don't you use honey instead of sugar?

one by one (1.3): You need to put the items in the basket carefully one by one.

out of the blue (2.6): It was going to be a nice day, but then it started raining out of the blue.

put your heart into sth (5.1): Identify what you're good at and then put your heart into doing those specific things.

regardless of (2.8): We'll go on the trip regardless of the weather.

so on (1.3): She was always disturbing her classmates and her homework was always late and so on.

thanks to (3.4): I managed to complete the project only thanks to your help.

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Przykłady
anti- (=against)	anti-war, antisocial
bi- (=two)	bilingual
co- (=with, together)	co-worker, cooperate
down- (=become worse)	downturn
ex- (=former, before)	ex-partner, ex-boyfriend
hyper- (=extremely)	hyperactive, hypersensitive
inter- (=between)	international
macro- (=large)	macroeconomics
micro- (=extremely small)	micro-organism
mis- (=badly, wrongly)	mismanage, misbehave
mono- (=one)	monolingual
multi- (=many/several)	multicultural
off- (=not the case)	off-colour
on- (=the place where)	on-stage
out- (=better than)	outweigh
over- (=too much)	overpriced, overactive
post- (=after)	postwar
pre- (=before)	pre-owned
pro- (=in favour)	pro-fairness
re- (=again)	reunite, remarry
self- (=done to/by yourself)	self-employed, self-esteem
semi- (=half or partly)	semicircle
sub- (=under, below)	subway, substandard
under- (=not enough, below)	underpaid, underlying
up- (=increase or improve)	upturn

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
de-	deforestation
dis-	disappear, disapprove
il-	illiterate, illogical
im-	impatient, immature
in-	inauthentic, incapable
ir-	irrational, irregular
non-	non-biodegradable
un-	unsupervised, undo

PRZYROSTKI

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	surprisingly

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ise/-ize (Am.E.)	familiarise, recognise
-en	deepen, frighten
-ify	justify, identify
-ate	domesticate, authenticate

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-ion/-tion/-sion	explosion, illustration, conclusion
-ance/-ence	disappearance, violence
-ism	vandalism
-ise	expertise
-ment	recruitment, achievement
-ness	fairness, vastness
-al	approval, withdrawal
-y	honesty, recovery
-cy	accuracy, vacancy
-ty/-ity	stupidity, curiosity
-dom	freedom
-hood	adulthood, neighbourhood
-ing	handwriting, blessing
-ful	handful
-ship	leadership, apprenticeship
-th	strength, depth
-age	orphanage, marriage
-ics	economics
-sis	diagnosis, metamorphosis
-ure	pressure
-er/-or	campaigner, creator
-ian	mathematician
-ist	traditionalist, perfectionist
-ive	representative
-ant/-ent	applicant, adolescent
-ee	interviewee, nominee

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-ic	enthusiastic, iconic
-able/-ible	believable, accessible,
-al	environmental, emotional
-ive	productive, disruptive
-ous	courageous, studious
-ing	challenging
-y	leafy, brainy
-ed	injured, ragged
-ate	passionate
-ful	painful, faithful
-less	pointless, useless
-ent/-ant	persistent, ignorant
-ly	friendly
-like	childlike
-ary	revolutionary
-ish	selfish

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle		Infinitive	Past Simple	Past Participle	
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	być	lend [lend]	lent [lent]	lent [lent]	pożyczyć komuś
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]	bić	let [let]	let [let]	let [let]	pozwolić
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	stać się	lie [laɪ]	lay [leɪ]	lain [leɪn]	leżeć
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	zacząć	light [laɪt]	lit [lɪt]	lit [lɪt]	zapalać
bite [baɪt]	bit [bɪt]	bitten ['bɪtən]	ugryźć	lose [lu:z]	lost [lɒst]	lost [lɒst]	zgubić
bleed [bli:d]	bled [bled]	bled [bled]	krwawić	make [meɪk]	made [meɪd]	made [meɪd]	zrobić
blow [bləʊ]	blew [blu:]	blown [bləʊn]	dmuchać	mean [mi:n]	meant [ment]	meant [ment]	znaczyć
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	złamać	meet [mi:t]	met [met]	met [met]	spotkać
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	przynieść	overtake	overtook	overtaken	wyprzedzać
broadcast	broadcast	broadcast	nadawać	[,əʊvə'teɪk]	[,əʊvə'tʊk]	[,əʊvə'teɪkən]	
build [bɪld]	built [bɪlt]	built [bɪlt]	budować	pay [peɪ]	paid [peɪd]	paid [peɪd]	płacić
burn [bɜ:n]	burned [bɜ:nd]/ burnt [bɜ:nt]	burned [bɜ:nd]/ burnt [bɜ:nt]	spalić	put [pʊt]	put [pʊt]	put [pʊt]	położyć
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	rozerwać	read [ri:d]	read [red]	read [red]	czytać
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	kupować	ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	jeździć na
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]	móc	ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	dzwonić
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	złapać	rise [raɪz]	rose [rəʊz]	risen [rɪzən]	wznosić się, wschodzić
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	wybrać	run [rʌn]	ran [ræn]	run [rʌn]	biegać
come [kʌm]	came [keɪm]	come [kʌm]	przyjść	say [seɪ]	said [sed]	said [sed]	powiedzieć
cost [kɒst]	cost [kɒst]	cost [kɒst]	kosztować	see [si:]	saw [sɔ:]	seen [si:n]	zobaczyć
cut [kʌt]	cut [kʌt]	cut [kʌt]	ciąć	seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	poszukiwać
deal [di:l]	dealt [delt]	dealt [delt]	mieć do czynienia	sell [sel]	sold [səʊld]	sold [səʊld]	sprzedać
dig [dɪg]	dug [dʌg]	dug [dʌg]	kopać	send [send]	sent [sent]	sent [sent]	wysłać
do [du:]	did [dɪd]	done [dʌn]	zrobić	set [set]	set [set]	set [set]	ustawić
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	rysować	shake [ʃeɪk]	shook [ʃʊk]	shaken [ʃeɪkən]	potrząsać
dream [dri:m]	dreamed [dri:md]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]	marzyć	shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	świecić
drink [drɪnk]	drank [dræŋk]	drunk [drʌŋk]	pić	show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	pokazać
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	prowadzić samochód	shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	zamknąć
eat [i:t]	ate [et]	eaten ['i:tən]	jeść	sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	śpiewać
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	upaść	sit [sɪt]	sat [sæt]	sat [sæt]	siedzieć
feed [fi:d]	fed [fed]	fed [fed]	karmić	sleep [sli:p]	slept [slept]	slept [slept]	spać
feel [fi:l]	felt [felt]	felt [felt]	czuć	slide [slɑɪd]	slid [slɪd]	slid [slɪd]	ślizgać się
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	walczyć	smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]	pachnieć, wąchać
find [faɪnd]	found [faʊnd]	found [faʊnd]	znaleźć	speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	mówić
fit [fɪt]	fit [fɪt]	fit [fɪt]	pasować	spend [spend]	spent [spent]	spent [spent]	spędzać
fly [flaɪ]	flew [flu:]	flown [fləʊn]	lecieć	spill [spɪl]	spilled [spɪld]/ spilt [spɪlt]	spilled [spɪld]/ spilt [spɪlt]	rozlać
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	zapomnieć	split [splɪt]	split [splɪt]	split [splɪt]	rozdzielić (się)
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvən]	wybaczyc	spread [spred]	spread [spred]	spread [spred]	rozprzestrzeniać się, rozpowszechniać
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzən]	zamrozić	stand [stænd]	stood [stʊd]	stood [stʊd]	stać
get [get]	got [gɒt]	got [gɒt]	dostać	steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]	ukraść
give [gɪv]	gave [geɪv]	given ['gɪvən]	dać	stick [stɪk]	stuck [stʌk]	stuck [stʌk]	wychylić
go [gəʊ]	went [went]	gone/been [gɒn/bi:n]	iść, jechać	sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	użądlić
grow [grəʊ]	grew [gru:]	grown [grəʊn]	rosnąć	strike [straɪk]	struck [strʌk]	struck [strʌk]	uderzyć
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	wiszieć	swell [swel]	swelled [sweld]	swollen ['swəʊlən]	spuchnąć
have [hæv]	had [hæd]	had [hæd]	mieć	swim [swɪm]	swam [swæm]	swum [swʌm]	płynąć
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	słyszeć	take [teɪk]	took [tʊk]	taken ['teɪkən]	wziąć
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	chować	teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	uczyć
hit [hɪt]	hit [hɪt]	hit [hɪt]	uderzyć	tear [teə]	tore [tɔ:]	torn [tɔ:n]	podrzec
hold [həʊld]	held [held]	held [held]	trzymać	tell [tel]	told [təʊld]	told [təʊld]	powiedzieć
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	zranić	think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	myśleć
keep [ki:p]	kept [kept]	kept [kept]	trzymać	throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	rzucić
know [nəʊ]	knew [nju:]	known [nəʊn]	wiedzieć	understand	understood	understood	rozumieć
lead [li:d]	led [led]	led [led]	prowadzić	[,ʌndə'stænd]	[,ʌndə'stʊd]	[,ʌndə'stʊd]	
learn [lɜ:n]	learned [lɜ:nd]/ learnt [lɜ:nt]	learned [lɜ:nd]/ learnt [lɜ:nt]	uczyć się	upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]	zasmucić
leave [li:v]	left [left]	left [left]	opuścić	wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	obudzić się
				wear [weə]	wore [wɔ:]	worn [wɔ:n]	nosić
				win [wɪn]	won [wʌn]	won [wʌn]	wygrać
				write [raɪt]	wrote [rəʊt]	written ['rɪtn]	pisać

Pearson Central Europe Sp. z o.o.

ul. Szamocka 8
01-748 Warszawa

www.pearson.pl

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Focus 4 Second Edition Student's Book **Podręcznik do nauki języka angielskiego**

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The publisher would like to thank Dominika Chandler and Małgorzata Wieruszewska for their contribution to the Polish edition of this title.

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First published in 2020

Student's Book ISBN: 978-83-7882-716-0

Set in Avenir LT Pro

Printed in Poland by Zapolex

Acknowledgements

Sue Kay and Vaughan Jones's acknowledgements

We would like to thank all the students and teachers we have met and observed during the development of Focus Second Edition. We are also especially grateful to our wonderful editorial team for their expertise, encouragement and dedication. Finally a big thank you to our families without whose support and understanding none of this would have been possible.

The publishers would like to thank the following people for their feedback and comments during the development of the material: Kinga Auguścińska, Katarzyna Babiarz, Anna Brewińska, Joanna Buczkowska, Kamila Chojnacka-Kwatek, Maciej Doksa, Jolanta Dziewulska, Dorota Gajda, Agnieszka Gajewska, Kamila Gałek, Ewa Goldnik-Ciok, Dominika Gostyńska, Renata Gramowska, Anna Maria Grochowska, Beata Gruszczyńska, Maria Górna, Katarzyna Guess, Barbara Henke, Dariusz Jankowski, Krystyna Jasińska, Monika Jaworska, Agnieszka Karolak, Urszula Kębrowska, Aleksandra Kolasińska-Bin, Małgorzata Kowal, Anna Kraśko, Sylwia Kurdek, Magdalena Loska, Katarzyna Maciejewska, Barbara Madej, Monika Mierczyńska, Joanna Mirońska, Justyna Mirowska, Anna Mirowska-Przybył, Anna Moczydłowska, Marcin Morawski, Katarzyna Mrozowska-Linda, Marzena Nalewajek, Andrzej Nejman, Romana Otto-Kubot, Mariola Palcewicz, Anna Pawelczyk, Anna Piotrowska, Marta Piróg-Riley, Roksana Rajkowska, Anita Rogozińska-Parmee, Beata Roth, Joanna Różańska, Maria Ruczyńska, Anna Rux-Szewczuk, Alicja Sadowska, Ewa Schubert, Tomasz Siuta, Anna Sochacka, Patrycja Studzińska-Korpowska, Agnieszka Szlachciak, Beata Szot, Elżbieta Śliwa, Katarzyna Ślusarczyk, Renata Tomaka-Pasternak, Beata Trapnell, Magdalena Wachowska, Anna Waluch, Grażyna Wilczyńska, Dorota Wojsznarowicz, Magdalena Wróblewska, Ewa Wrzesińska, Aleksandra Zakrzewska, Magdalena Wachowska, Anna Waluch, Grażyna Wilczyńska, Dorota Wojsznarowicz, Magdalena Wróblewska, Ewa Wrzesińska, Aleksandra Zakrzewska, Beata Zygałiewicz-Kocuf.

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We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

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