

PODRECZNIK DLA LICEÓW I TECHNIKÓW

FOCUS 5

SECOND EDITION

B2+/C1

STUDENT'S BOOK



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STUDENT'S BOOK

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VOCABULARY

Personality and relationships • personality adjectives • collocations • common phrases

I can talk about relationships and personality.

SHOW WHAT YOU KNOW

- 1 In pairs, find phrasal verbs you can use to talk about life and relationships and decide which verb does NOT go with the particle(s).
 - 1 look / put / take after
 - 2 put / take / fall up with
 - 3 grow / miss / split up
 - 4 depend / live / look up to
 - 5 get / depend / find on
 - 6 put / go / fall out with
- 2 In your notebook, write two true sentences and one false about yourself. Can your partner guess which one is false?
As I was growing up, my sister often looked after me.
- 3 Read the blog entry below and answer the questions.
Why does Ruth's grandmother make Ruth feel:
1 flattered? 2 proud? 3 touched? 4 thankful?

The ties that bind

Friendship is certainly the finest balm for the pangs of disappointed love.

Jane Austen, Northanger Abbey

What My Grandmother Means to Me



Today is my dear grandmother's eightieth birthday, so I thought it was a perfect day to conjure up memories of my time spent with her, and everything I love and admire about her.

The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve. She may be short, but she's always possessed an iron will. If she doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my obstinate nature from.

I am always flattered when her friends tell me that I remind them of her and I hope I will be as unprejudiced as she is when I reach the ripe old age of eighty. Not many people of her generation would have reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but nodded in approval and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very sharp. I was so proud of her when she learnt to use the Internet so that she could keep in touch with me when I was travelling abroad.

I've always been touched by the fantastic presents she buys me. She's considerate and kind and always finds the ideal gift.

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully irreverent at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as down-to-earth as she is in charge.

ASK YOURSELF, ASK AROUND



How do you usually show your loved ones that you care about them?

FOCUS ON WORDS | Personality adjectives

- 4 1.2 In your notebook, match the adjectives in red from the blog with their synonyms below. Then listen and check.

- | | |
|----------------------------------|------------------|
| 1 tolerant = <u>unprejudiced</u> | 5 thoughtful = ? |
| 2 stubborn = ? | 6 practical = ? |
| 3 quick-witted = ? | 7 loyal = ? |
| 4 disrespectful = ? | |

- 5 In your notebook, write the correct adjective in red for each gap.

- My grandma accepts all people. She is completely unprejudiced.
- My friend is very ? . She always puts other people first.
- Even though he is ninety, my grandfather is still ? enough to do crosswords and sudoku puzzles.
- I think that dogs are more ? pets than cats.
- My brother is very ? – he never compromises.
- She is ? and realistic, whereas I am idealistic and impractical.
- He is ? , especially towards people in authority.



FOCUS ON WORDS | Collocations

- 6 Look at the underlined collocations in the text. In pairs, discuss what they mean.
- 7 1.3 In your notebook, rewrite the sentences replacing the words underlined below with the correct forms of the collocations underlined in the text. Listen and check. Which statements do you agree with? Why?
- To reach the top position of an Olympic athlete, you need to make sacrifices.
To reach the dizzy heights of an Olympic athlete, you need to make sacrifices.
 - No one should have to experience difficulties in this day and age.
 - People with a(n) modest presence can't influence others.
 - Home-made goodies are always better than bought ones.
 - Certain smells can bring back images of childhood holidays.
 - You need strength and determination if you want to lead.
 - A(n) lack of height is an advantage if you're travelling by plane.
 - Few parents would show their acceptance if their teenager had a tattoo done.

FOCUS ON WORDS | EXTRA Collocations

- 8 1.4 In your notebook, match the words from boxes A and B to make more collocations. Listen and check. Then write an example sentence for each collocation.

- | | | | | | |
|---|------------|------------|-----------|--------------|----------|
| A | 1 birthday | 2 blot out | 3 face | 4 forthright | 5 free |
| | 6 imposing | 7 lofty | 8 require | | |
| B | approval | hardships | heights | manner | memories |
| | stature | treat | will | | |

- 1 *Her boyfriend took her to a fancy restaurant as a birthday treat.*

FOCUS ON WORDS | Common phrases

- 9 1.5 In your notebook, match the phrases highlighted in the blog with the definitions below. Then listen and check.

- remain calm/not show any shock = not bat an eyelid
- finds the good things about sb = ?
- a disproportionate amount = ?
- asserts sth strongly = ?
- carried on as normal = ?
- behaved as if sth did not worry her = ?
- a very old age = ?

- 10 In your notebook, complete the sentences with an expression from Exercise 9 in the correct form. Are any true for you? Why?/Why not?

- If I decided to leave school and get a job, my parents would not bat an eyelid.
- I've had ? of bad luck recently.
- Nobody in my family has ever lived to ? of a hundred.
- I can't talk right now – I have to ? my homework.
- Last Saturday, my mum ? and wouldn't let me go out.
- My best friend is a kind person and always ? others.
- If my pet died, I'd find it hard to ? – I'd be too upset.

- 11 **SPEAKING** Describe your oldest relative to a partner. Use as many words from this lesson as possible. Who has the oldest relative in class?

- 30 I love her colourfully cluttered home, which always smells of the latest home-baked treats. When I go round now, I still expect to hear the cheerful sound of her **faithful** little dog scuttling to the door. When he passed away suddenly a few years ago, she must have been heartbroken, but as always, she put on a brave face and got on with it. I love her unassuming manner and the way she always sees the best in people. I'm thankful for the miracle of DNA which means I've inherited some of the traits of my beloved grandmother, a small lady with an enormous heart.



READING

Matching

I can understand specific details in an article.

- 1 **SPEAKING** Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.



MALES are likely:

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.



FEMALES are likely:

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

- 2 **SPEAKING** Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.

READING FOCUS Matching

- 3  Read the article. In your notebook, match questions 1–10 with sections A–F. The sections may be chosen more than once.

Which section of the article mentions ...

- 1 a desire to act to correct an injustice?
- 2 one person's resistance to change?
- 3 a character's trait which positively influences their companions?
- 4 an opinion on the function of a true friend when faced with a friend's bad behaviour?
- 5 friendship within the family?
- 6 a difference in social status between two people who are closely connected?
- 7 a story related by one friend about the other?
- 8 a friendship which endures despite contradictory feelings among the individuals concerned?
- 9 a friendship that develops despite parents' wishes?
- 10 the writer's view on the type of friendships that last longest?

1.6

Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

A Huck and Tom

in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

B Sheila and Margaux

in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut, she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship shifts and evolves as deep friendships do. It sustains itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

C Amir and Hassan

in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.



D Meg, Jo, Beth and Amy
in *Little Women* by Louisa May Alcott

Little Women proves that your blood relations, however different they are from you, can establish an **unbreakable** tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain **devoted** friends and **back** one another **unconditionally** against all the odds.

E Horatio and Hamlet
in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT! But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have **appreciated** his loyal friend's love and unwavering support that proved to be stronger than life.

F Jules, Ethan, Jonah, Cathy, Goodman and Ash
in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong **bond**. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a **complex** one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and **resentment**, equanimity and jealousy are all involved. At the end of the day, being **envious** of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

4 In your notebook, write the correct forms of the words in blue in the article for each gap.

You make a lifelong **1 bond** with a friend. It's a tie that is **2 ?**. Of course, as you get older, the relationship develops and it **3 ?** and **4 ?**. If that doesn't happen, then you can't **5 ?** the friendship and you stop being friends. A **6 ?** friend will always **7 ?** and **8 ?** you no matter what your **9 ?** are. They will accept you **10 ?**. It's true that friendships are **11 ?** and that makes them difficult to describe. I don't believe a good friend ever feels **12 ?** or is **13 ?** of what you have. A true friend will always be happy for you.

FOCUS ON WORDS | Word pairs

5 1.7 In your notebook, match the words from boxes A and B. Listen and check. Then write an example sentence for each pair of words.

A	1 a captivating	4 a compelling	7 a privileged		
	2 an accurate	5 to condone	8 spoiler		
	3 to offer	6 to sing	9 poverty-		
B	alert	background	an idea	insight	narrative
	portrayal	sb's praises	story	stricken	

1 a captivating narrative

6 In your notebook, write the appropriate word from the box for each gap.

associate	bond	count	envious	faced
facet	insight	portrayal	stand	trust

The article helps us to understand how complex friendships can be and gives us some light-hearted **1 insight into** the different ways that they can work. Each section reveals a different **2 ?** of friendship. The article gives a **3 ?** of the relationship and of the **4 ?** between different kinds of people. It shows how people sometimes **5 ?** with people from different backgrounds and how friendship is often a mixture of good and bad feelings: **6 ?** with difficulties, friends can be **7 ?** of each other as well as willing to **8 ?** by and support each other. In the end, though, friends **9 ?** each other with all their secrets because they know a true friend will always be loyal. You just know you can **10 ?** on them to sing your praises!

7 SPEAKING In pairs, discuss one of the topics below using words from Exercises 4, 5 and 6.

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.



GRAMMAR

Perfect and continuous aspect

I can use perfect and continuous aspect.

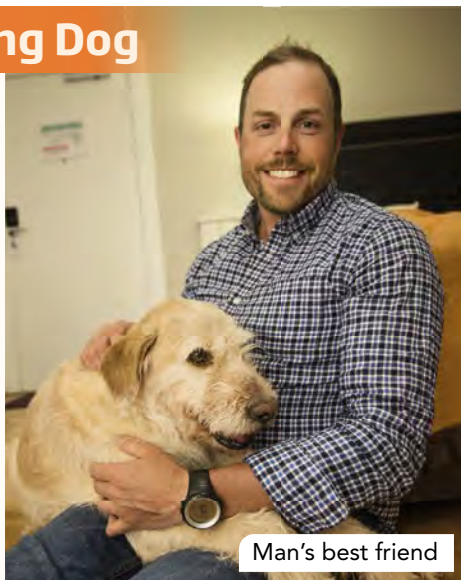
1 **SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.

2 Read the article and discuss the questions in pairs.

- 1 How did the friends meet?
- 2 Why do you think the story was so popular?

Arthur the Racing Dog

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador when they came across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where he **had come** from, but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!



Man's best friend

4 In your notebook, write the verb forms that complete the story correctly.

Noble, an old sheepdog, ¹*had lost / had been losing* his sight for years until he went completely blind. He was confined to the kitchen, but then help came in an unexpected form. Tiger, a young cat, ²*was adopting / had adopted* the farm as his home. He was bullied by other cats, so he decided to befriend the old dog. When the other cats ³*were bullying / had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals ⁴*has grown / was growing*. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat ⁵*was becoming / has become* Noble's guide. Tiger ⁶*has opened / was opening* new doors for him, literally and figuratively. At the end of this month, Tiger ⁷*will have been living / has been living* at the farm for just over a year and the change to both of their lives has been amazing.

5 In your notebook, write the correct forms of the verbs in brackets for each gap in the story.

I ¹*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad ²*?* (discover) him on the street on his way home from work. As of yesterday, our dog ³*?* (live) with us for over twelve years. He ⁴*?* (have) a very happy life, but now he's very old. He ⁵*?* (find) it difficult to walk and he's almost deaf. By this time next week, he ⁶*?* (have) an operation on his hip. If the operation goes well, he ⁷*?* (play) in the garden in a few weeks.

6 **SPEAKING** Think of a story to go with the photo. Discuss with a partner and make notes about what:

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.



7 **SPEAKING** Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

3 Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

GRAMMAR FOCUS

Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time. You then use the **Present Continuous, Past Continuous** and **Future Continuous**.
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions). You then use the **Present Perfect, Past Perfect** and **Future Perfect**.
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time. You then use the **Present Perfect Continuous, Past Perfect Continuous** and **Future Perfect Continuous**.

Grammar pages 116–117

Future in the past

I can use a range of tenses and expressions to talk about plans made in the past.

- 1 **SPEAKING** Look at the post. Discuss why this person is giving away a free airline ticket.



Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan

Air Company			
Name of passenger ELIZABETH GALLAGHER			
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan			
Gate 05	Boarding till 06:40	Seat 15A	

Have a nice flight			
Name of passenger ELIZABETH GALLAGHER			
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan			
Gate 05	Boarding till 06:40	Seat 15A	

- 2 **1.8 SPEAKING** Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.
- Was your guess correct?
 - Would you give a ticket to a complete stranger? Why?/Why not?
 - Would you go on the trip? Why?/Why not?
- 3 **1.8** Listen again. In your notebook, write the words you hear.
- They were *on the verge of taking* / *about to take* a romantic trip.
 - They were *going to* / *planning to* travel around the world.
 - They would *have* / *spend* Christmas Day in Vienna.
 - They were *visiting* / *seeing* eight countries.
 - It was *to* / *going to* be the trip of a lifetime.
 - But shortly before the trip was *supposed to* / *due to* take place, the couple split up.
 - He wasn't *planning on missing out* / *about to miss out* on the trip as well.
 - He also wanted to share the ticket with someone who would not otherwise *go on* / *be able to afford* the trip.
- 4 Read the LANGUAGE FOCUS and find another example in Exercise 3 for each future in the past form.

LANGUAGE FOCUS

Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.

Past Continuous

They **were visiting** eight countries.

was/were **going to**

They **were going to** travel around the world.

would/wouldn't

They **would spend** Christmas Day in Vienna.

- You can also use **phrases with be** to talk about intentions you had in the past.

They **were on the verge of** taking a romantic trip.

Other phrases: **be about to** (go), **be supposed to** (fly), **be on the point of** (starting)

- You can also use **plan + to + infinitive** or **plan on + -ing**:
We **were planning to leave/on leaving** early.

- 5 In your notebook, write one word from the box for each gap in the text.

(about going point was wasn't would)

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was ¹about to leave. I ²? intending to take any exams and I didn't have any clear ideas about what I ³? do once I left. Then, just as I was on the ⁴? of leaving, a new Maths teacher took over our classes. Little did I know that he ⁵? going to be the person who changed everything for me. He was funny and clever and he wasn't ⁶? to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

- 6 **USE OF ENGLISH** In your notebook, rewrite the sentences so that the meaning is the same. Use the words in capitals. Do not change the word given.

- He was about to start a new course that week. **BEGINNING**
- I was seriously considering selling my guitar. **VERGE**
- I was sure the exam results were going to decide my future career. **WOULD**
- I knew exactly what I was going to do for the next six months. **DOING**
- We had to be home at eleven o'clock. **SUPPOSED**

- 7 In pairs, discuss how to match the plans from Exercise 6 with what actually happened.

- But that felt very restricting, so I did something impetuous.
- But I was wrong! I went on to do a completely different job.
- But it was cancelled at the last minute.
- However, my grandmother persuaded me not to.
- But time slipped by and it was three a.m. when we eventually got home!

- 8 **SPEAKING** Think of a time when you had to change your plans. Discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.

Gap fill

I can understand specific details and identify a chronological sequence in an extended description.

- 1 **SPEAKING** Read the sayings. In pairs, discuss what they tell us about first impressions. Which one best reflects your experience? Why?

- 2 **1.9** Listen to Jen talking about an experiment which explores how we form first impressions. Answer the questions in your notebook.

- What did she have to do?
- Did her friend's group have to do the same?
- What did the experiment show?

A *Don't judge a book by its cover.*

B *It takes seven seconds to make a first impression.*

C *You never get a second chance to make a first impression.*

D *First impressions last forever.*

LISTENING FOCUS Gap fill

- 3 **1.9** Listen again. In your notebook, write a word or short phrase for each gap in sentences 1–7.

- Jen ? for the experiment and signed up for it because she was writing an assignment about the same topic.
- During the experiment, Jen learnt that some of the people in the photos often did ? .
- Jen thought that the next part of the experiment would ? .
- Jen's friend had a different ? in the second part.
- Her friend was given a ? amount of time to form an impression.
- It came as a surprise to Jen that the researchers had ? information about each person in the photo.
- Jen thought the fact that our first impressions are based on what people ? was quite worrying.

- 4 In pairs, put the stages of the experiment in order.

- The volunteers were divided into two groups.
- They looked at the faces again and categorised them as trustworthy or untrustworthy.
- The researchers chose some photos of various people and added some info about each person.
- They had volunteers study the faces and the descriptions and try to remember as much as possible.
- The team explained the background to the test.

- 5 **SPEAKING** Discuss the questions.

- Would you like to participate in such a study?
- Were you surprised by the results? Why?/Why not?
- If you were a scientist, would you carry out this experiment in the same way?

FOCUS ON WORDS | Collocations

- 6 **1.10** In your notebook, match the words from boxes A and B to make collocations from the recording. The listen and check.

A { 1 charity 2 criminal 3 gut 4 minor
5 split 6 upstanding }

B { citizen crime reaction record second work }

1 charity work

- 7 In your notebook, write one collocation from Exercise 6 for each gap.

- He often volunteers for various kinds of charity work.
- He got into trouble with the police and ended up with a(n) ? .
- My aunt's life changed in a(n) ? when she met her future husband: it was love at first sight!
- I thought of her as a(n) ? and was shocked when she was arrested.
- She was arrested for the ? of shoplifting.
- I had no reason to distrust him but I just did. It was a(n) ? .

- 8 **SPEAKING** Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.

- 9 **1.11** Look at the words from the recording and add the missing forms in your notebook. Then listen and check.

NOUN	VERB	ADJECTIVE
1 <u>coincidence</u>	<u>coincide</u>	?
2 ?	<u>contradict</u>	?
3 <u>impression</u>	?	? ?
4 ?	?	<u>long</u>
5 <u>volunteer</u>	?	?

- 10 **SPEAKING** Think of the last new person you met and discuss the questions in pairs.

- Where did you meet?
- What was your first impression? Why did you think this?
- Has your opinion of this person changed since you met? Why?/Why not?

1.6

SPEAKING

Speculating about appearance

I can introduce and justify my speculations about a person's appearance.

- 1 Look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content

A



B



- 2 **SPEAKING** Compare your answers in Exercise 1 with a partner. Were they similar? Give reasons for your answers if they were different.
- 3 **1.12** Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?
- 4 **1.12** Read the **SPEAKING FOCUS**. In your notebook, write one word for each gap in the description. Then listen to Jess again and check.

Well, she ¹looks a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light, but I can just make out her facial expression. At first ²?, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer ³?, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. ⁴? by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's ⁵? to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ... But ⁶? again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's ⁷? to say, but, it almost seems a bit staged. I mean she's posing, isn't she? And there's ⁸? about the angle, as if the photographer wanted to get the lighting just right ...

SPEAKING FOCUS

Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

She/He looks quite + *adjective* / a bit of a + *noun*.

It looks to me as if ...

My initial impression was ...

Justifying your speculations

I'm assuming he's/she's ... because ...

It's more than just his/her ...

It's something to do with ...

There's something about the ...

Judging by the way he's/she's ...

Rethinking your ideas

On closer inspection, I'd say ...

Having said that, he/she may be ...

Mind you/Then again, I could be wrong.

Hedging

It's hard to say, but ...

I can't be certain, but ...

I'm only guessing, but ...

Going purely on appearance, I'd say he/she ...

I could be wrong, but my gut feeling is that ...

- 5 **SPEAKING** In pairs, look again at Photo A and choose the options that you think best describe the person. Justify your speculations with details from the photo.

- 1 She is an actress / a student / an artist.
- 2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.
- 3 She enjoys spending time with friends / reading / discussing current affairs.
- 4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

- 6 **SPEAKING** In pairs, answer the questions. Use phrases from the **SPEAKING FOCUS** to help you.

- 1 How do you think the man in Photo B is feeling? What makes you think so?
- 2 When do you find it difficult to hide your emotions?
- 3 Tell me about the last time something made you feel quite anxious.



WRITING

A formal email/letter

I can write a formal email/letter of invitation with appropriate register and conventions.

1 SPEAKING Look at the photos on the poster and discuss the questions.

- 1 What are the people doing in each of the photos?
- 2 How important is it for families to spend free time together? Why?
- 3 What places, events and activities are popular with families wanting to spend time together in Poland?

2 SPEAKING Look at the poster again and read the information. Discuss the questions.

- If you were to organise such an event at your school,
- when and where would you hold it?
 - what kind of entertainment would you opt for? Why?
 - who would you contact to ask for help?

3 Read the email written by Julia, one of the students involved in organising Family Day, and answer the questions in your notebook.

- 1 Why is Julia writing?
- 2 Who is Mrs Lund?
- 3 What does Julia want her to do?
- 4 How might Mrs Lund benefit?

4 SPEAKING Discuss how the sections in purple could be changed to make the email sound more formal.

1 The writer should use full forms rather than contractions.

FAMILY DAY

Join us for Family Day and have fun while supporting the work of organisations that assist disadvantaged families in our region. Profits from the day will be used to help further their efforts. The event has been proudly conceived and organised by our enterprising final year students and their teachers.

Brownswood Secondary School
Saturday 21st May
10 a.m. – 4 p.m.

Entry
£2 per adult.
Kids under 12
free!



To: Mrs Lund

Subject: Family Day

Dear Mrs Lund,

My name is Julia Spritely and ¹I'm a student at Brownswood Secondary School, in Lancaster. I am ²getting in touch on behalf of my classmates and our teachers to inform you that we are ³putting together a charity event at the school and to ask if ⁴you'd like to help us with our plans.

We want to ⁵sort of provide a fun day out for local families and at the same time to tell people more about the troubles of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent.

⁶We've got our fingers crossed that Family Day will attract ⁷loads of visitors and that the money raised will be used to help families in need deal with problems caused by low income, illness and disability.

⁸Anyway, as you are a local MP and the chairperson of the charity Families First, we would be happy if you would think about being our guest of honour on the day. ⁹Do you want to help us? We would appreciate it if you could give a short talk during our opening ceremony. ¹⁰Actually, we would also like you to be there throughout the day and would like to invite you to come with your own family and enjoy the fun.

If you are willing to be involved in the day, ¹¹that would be awesome and we would happily donate all our proceeds to Families First. ¹²It sounds like a good deal, doesn't it?

Yours sincerely,

Julia Spritely

- Family entertainment: waterslide, races and competitions, DJ, face-painting
- Food and drinks stalls
- Summer market
- Concert and special guests
- Educational exhibitions



- 5 Read the **WRITING FOCUS** and compare the rules with your ideas from Exercise 4.

WRITING FOCUS

Formal style

- Use full forms rather than contractions.
I am NOT ~~I'm~~
you would NOT ~~you'd~~
- Choose single verbs rather than phrasal verbs or colloquial phrases.
writing NOT ~~getting in touch~~
organising NOT ~~putting together~~
- Avoid colloquial phrases and question tags.
It is hoped that ... NOT ~~We've got our fingers crossed that ...~~
We would be greatly honoured ... NOT ~~that would be awesome~~
I think both your charity and our community will benefit from your participation. NOT ~~It sounds like a good deal, doesn't it?~~
- Use formal quantifiers and qualifiers.
numerous/a significant number of NOT ~~lots of/loads of~~
partially/in part NOT ~~sort of~~
- Avoid spoken discourse markers.
well/anyway/actually
- Address the reader less directly.
Should you agree to help us ... NOT ~~Do you want to help us?~~

- 6 **USE OF ENGLISH** In your notebook, complete the second sentence so it has a similar meaning to the first sentence but is more formal. Use the **WRITING FOCUS** to help you. Write no more than six words, including the word in capitals.

- There are lots of charitable ventures which have become major annual events. **NUMBER**
There is a significant number of charitable ventures which have become major annual events.
- I'm writing to ask if you'd like to join our 'Clean the Earth' event. **WILLING**
I am writing to ask if you would like to participate in our 'Clean the Earth' event.
- We can't wait to see you on the day. **FORWARD**
We look forward to seeing you on the day.
- We want to raise money for the local orphanage. **AIM**
The aim of the event is to raise money for the local orphanage.
- We'll be so grateful if you agree to help us. **SHOULD**
We would be extremely grateful if you would help us, we would be extremely grateful.

- 7 In your notebook, complete the **LANGUAGE FOCUS** with the less formal underlined words and phrases in Julia's email.

LANGUAGE FOCUS

Formal vocabulary

- fellow students – classmates
- deliver a speech – give a speech
- value your presence – appreciate you
- the aim of the event is to – the purpose of the event is
- contend with – deal with
- raise awareness of – highlight
- attend – be present
- be willing to collaborate with – be prepared to work with
- extremely grateful – very grateful
- plight – situation
- consider – think about
- in this venture – in this project

- 8 In your notebook, rewrite Julia's email to make it more formal. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

SHOW WHAT YOU'VE LEARNT

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

Jesteś wolontariuszem/wolontariuszką w ośrodku, który organizuje zajęcia i wydarzenia dla nastolatków. Poproszono cię o zorganizowanie cyklu spotkań z osobami, które wykonują interesujący lub niezwykły zawód. Napisz **list** do osoby, która twoim zdaniem powinna być pierwszym gościem. W liście:

- przedstaw powody organizacji cyklu spotkań,
- wyjaśnij, dlaczego zapraszasz właśnie tę osobę,
- prześlach szczegóły dotyczące przebiegu wydarzenia.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1.1 Vocabulary 4.1

be realistic /bi riə'lɪstɪk/ być realistą

birthday treat /ˌbɜːθdeɪ 'tri:t/ niespodzianka urodzinowa

blot out memories /ˌblɒt aʊt 'memərɪz/ wymazywać z pamięci wspomnienia

cluttered /'klʌtəd/ zagracony

compromise /'kɒmprəmaɪz/ iść na kompromis

conjure up memories /ˌkɒndʒər ʌp 'memərɪz/ przywołać wspomnienia

considerate /kən'sɪdərət/ uprzejmy, liczący się z innymi

diminutive stature /dɪ,mɪnɪtɪv 'stætʃə/ drobna postura

down-to-earth /ˌdaʊn tu 'zɜːθ/ twardo stąpający po ziemi, praktyczny

faithful /'feɪθfəl/ wierny, lojalny

flatter /'flætə/ pochlebiać; *I'm flattered when ...* – pochlebia mi, gdy...

forthright manner /ˌfɔːθraɪt 'mænə/ prostolinijność

free will /ˌfriː 'wɪl/ wolna wola

home-baked treat /ˌhəʊm beɪkt 'tri:t/ smakołyk domowego wypieku

idealistic /aɪ,dɪə'lɪstɪk/ idealistyczny

imposing stature /ɪm,pəʊzɪŋ 'stætʃə/ okazała postura

impractical /ɪm'præktɪkəl/ pozbawiony zmysłu praktycznego

iron will /aɪrən 'wɪl/ żelazna wola

irreverent /ɪ'revərənt/ prześmiewczy, lekceważący, zuchwały

lofty heights /ˌlɒfti 'haɪts/ imponująca wysokość

modest presence /ˌmɒdəst 'prezəns/ skromny, powściągliwy sposób bycia

more than one's fair share /ˌmɔː ðən wʌnz ˌfeə 'ʃeə/ wyjątkowo dużo czegoś (np. trudności, problemów)

nod in approval /ˌnɒd ɪn ə'pruːvəl/ skinąć głową z aprobatą

not bat an eyelid /nɒt ˌbæt ən 'aɪlɪd/ nawet nie mrugnąć okiem

not have a bad word to say about sb /nɒt ˌhæv ə bæd ˌwɜːd tə 'seɪ ə baʊt ˌsʌmbədi/ nie powiedzieć na kogoś złego słowa

obstinate /'ɒbstənət/ uparty

possess /pə'zes/ posiadać

put on a brave face /ˌpʊt ɒn ə ˌbreɪv 'feɪs/ robić dobrą minę do złej gry

put one's foot down /ˌpʊt wʌnz 'fʊt daʊn/ postawić na swoim

reach the dizzy heights /ˌri:tʃ ðə ˌdɪzi 'haɪts/ wspiąć się na zawrotną wysokość, osiągnąć najwyższy poziom

require approval /rɪˌkwaɪə ə'pruːvəl/ potrzebować aprobaty

ripe old age /ˌraɪp əʊld ˌeɪdʒ/ podeszły wiek

see the best in people /ˌsiː ðə 'best ɪn ˌpiːpəl/ dostrzegać w ludziach dobro

sharp /ʃɑːp/ bystry, błyskotliwy

suffer/face hardships /ˌsʌfəˌfeɪs 'hɑːdʃɪps/ mieć ciężko, doznawać trudności; *she suffered many hardships* – los ją ciężko doświadczał

thankful /'θæŋkfəl/ wdzięczny

touched /tʌtʃt/ wzruszony

unassuming manner /ˌʌnəˌsjumɪŋ 'mænə/ skromny, powściągliwy sposób bycia

unprejudiced /ˌʌn'predʒudɪst/ bezstronny

1.2 Reading 4.2

accurate portrayal /ˌækjərət pɔː'treɪəl/ wierny obraz

appreciate /ə'priːʃiət/ wysoko sobie cenić

ascend the throne /əˌsend ðə 'θrəʊn/ wstąpić na tron

associate with sb /ə'səʊʃiət wɪð ˌsʌmbədi/ zadawać się z kimś, przestawać z kimś

avenge /ə'vendʒ/ pomścić

back each other /'bæk ɪtʃ ˌʌðə/ wspierać się nawzajem

be in dire need of sth /bi ɪn ˌdaɪə 'niːd əv ˌsʌmθɪŋ/ pilnie czegoś potrzebować

be stuck in a rut /bi ˌstʌk ɪn ə 'rʌt/ popaść w rutynę

bond (with/between sb) /'bɒnd wɪð/ biˌtwiːn ˌsʌmbədi/ więź (z/pomiędzy kimś)

captivating narrative /ˌkæptəveɪtɪŋ ˌnærətɪv/ wciągająca opowieść

carefree /'keəˌfriː/ bez troski

caste /kɑːst/ kasta

compelling story /kəmˌpelɪŋ 'stɔːri/ fascynująca historia

complex /'kɒmpleks/ złożony

condone an idea /kənˌdaʊn ən aɪˌdɪə/ zaakceptować pomysł

confide in sb/one's problems to sb /kənˌfaɪd ɪn ˌsʌmbədi/wʌnz 'prɒbləmz tə ˌsʌmbədi/ zwierzać się komuś / powierzać komuś swoje problemy

count on sb /'kaʊnt ɒn ˌsʌmbədi/ liczyć na kogoś

devoted /dɪˌvəʊtəd/ oddany

endure /ɪnˈdʒʊə/ trwać

envious of sb/sth /ˌenviəs əv ˌsʌmbədi/ ˌsʌmθɪŋ/ zazdrosny o kogoś/coś

equanimity /ˌekwəˌnɪməti/ spokój wewnętrzny

evolve /ɪˈvɒlv/ ewoluować

facet /'fæsət/ aspekt

feign /feɪn/ udawać, symulować

grow up /ˌgrəʊ ʌp/ dorastać

influence /ˈɪnfluəns/ wpływać

inseparable /ɪnˌsepərəbəl/ nierozłączny

lifelong bond /ˌlaɪflɒŋ 'bɒnd/ więź na całe życie

nuclear family /ˌnjuːkliə 'fæməli/ rodzina dwupokoleniowa (rodzice i dzieci)

offer insight into sth /ˌɒfər ˈɪnsaɪt ɪntə ˌsʌmθɪŋ/ dawać w coś wgląd

part /pɑːt/ rozstać się

plead with sb to do sth /ˌpliːd wɪð ˌsʌmbədi tə ˈduː ˌsʌmθɪŋ/ błagać kogoś, by coś zrobił

poverty-stricken /'pɒvəti ˌstriːkən/ dotknięty ubóstwem

privileged background /ˌprɪvəlɪdʒd ˌbækgraʊnd/ warstwy dobrze sytuowane

protagonist /prəʊˈtægənɪst/ główny bohater / główna bohaterka

redress /rɪˈdres/ naprawić, zadośćuczynić

resentment /rɪˈzentmənt/ niechęć, uraza

resistance to sth /rɪˈzɪstəns tə ˌsʌmθɪŋ/ opór przed czymś

shift /ʃɪft/ przesuwać się

shortcoming /'ʃɔːtˌkʌmɪŋ/ wada

sing sb's praises /ˌsɪŋ ˌsʌmbədiːz ˈpreɪzɪz/ wychwalać kogoś

spoiler alert /'spɔɪlər əˌlɜːt/ ostrzeżenie, że w dalszej części tekstu znajduje się informacja o szczegółach zakończenia filmu lub książki

stand by sb /ˈstænd baɪ ˌsʌmbədi/ trwać przy kimś

succour /'sʌkə/ pomoc, wsparcie

sustain /səˈsteɪn/ utrzymać

through thick and thin /θruː ˌθɪk ən ˈθɪn/ na dobre i na złe

trait /treɪt/ cecha (np. charakteru)

trust sb with sth /ˈtrʌst ˌsʌmbədi wɪð ˌsʌmθɪŋ/ powierzyć coś komuś

unbreakable /ʌnˈbreɪkəbəl/ niezniszczalny

unconditionally /ˌʌnkənˈdɪʃənəli/ bezwarunkowo

unfold /ʌnˈfəʊld/ rozwijać się (o narracji)

unwavering /ʌnˈweɪvərɪŋ/ niezachwiany

vagabond /ˌvæɡəbɒnd/ włóczęga

1.3 Grammar 4.3

befriend sb /bi'frend ,sambɒdi/
zaprzyjaźnić się z kimś

blind /blaɪnd/ niewidomy

catch sb's imagination /,kætʃ ,sambɒdiz
ɪ,mædʒə'neɪʃən/ pobudzać czyjaś
wyobraźnię

come across sb/sth /,kʌm ə'krɒs
,sambɒdi/,sambɒθɪŋ/ natknąć się
na kogoś/coś

deaf /def/ głuchy

gruelling /'gru:əlɪŋ/ wyczerpujący

look after sb /,lʊk 'ɑ:ftə ,sambɒdi/
opiekować się kimś

lose one's sight /,lu:z wʌnz 'saɪt/ stracić
wzrok

undying friendship /ʌn,dai-ɪŋ 'frendʃɪp/
dozgonna przyjaźń

1.4 Use of English 4.4

**be about to do sth/be on the point of
doing sth** /bi ə,baut tə 'du: ,sambɒθɪŋ/
,bi ɒn ðə ,pɔɪnt əv 'du:ɪŋ ,sambɒθɪŋ/ mieć
właśnie coś zrobić

be on the verge of doing sth /bi ɒn ðə
,vɜ:ɪdʒ əv 'du:ɪŋ ,sambɒθɪŋ/ być bliskim
zrobienia czegoś

be supposed to do sth /bi sə,pəʊzd tə
'du: ,sambɒθɪŋ/ mieć coś zrobić

go through a rebellious phase /,gəʊ θru:
ə ri,beljəs 'feɪz/ przechodzić przez etap
buntu

impetuous /ɪm'petʃuəs/ pochopny,
impulsywny

miss out /,mɪs 'aʊt/ stracić okazję,
przeoczyć coś

slip by /,slɪp 'baɪ/ szybko mijać, upływać
(o czasie)

split up /,splɪt 'ʌp/ zerwać ze sobą,
rozstać się

1.5 Listening 4.5

charity work /'tʃærəti ,wɜ:k/ praca
charytatywna

coincide /,kəʊən'saɪd/ pokrywać się

coincidence /kəʊ'ɪnsədəns/ zbieg
okoliczności

coincidental /kəʊ,ɪnsə'dentl/
przypadkowy

contradict sth /,kɒntrə'dɪkt ,sambɒθɪŋ/
zaprzeczać czemuś, stać w sprzeczności
z czymś

contradiction /,kɒntrə'dɪkʃən/
sprzeczność

contradictory /,kɒntrə'dɪktəri/ sprzeczny

distrust /dɪs'trʌst/ nie ufać

elongate /'i:lɒŋgeɪt/ wydłużać

gut reaction /,ɡʌt ri'ækʃən/ instynktowna
reakcja

have a criminal record /hæv ə ,krɪmɪnəl
'rekɔ:d/ być karanym sądownie

impress sb /ɪm'pres ,sambɒdi/ zrobić
na kimś wrażenie

impressionable /ɪm'preʃənəbəl/ podatny
na wpływy

impressive /ɪm'presɪv/ imponujący

length /leŋθ/ długość

lengthen /'leŋθən/ wydłużyć

minor crime /,maɪnə 'kraɪm/ drobne
przestępstwo

split second /,splɪt 'sekənd/ ułamek
sekundy

trustworthy/untrustworthy /'trʌst,wɜ:ði/
ʌn'trʌst,wɜ:ði/ godny/niegodny
zaufania

upstanding citizen /ʌp,stændɪŋ
'sɪtəzən/ prawy obywatel

voluntary /'vɒləntəri/ dobrowolny

volunteer /,vɒlən'tɪə/ wolontariusz/
wolontariuszka; zgłosić się na ochotnika

1.6 Speaking 4.6

aloof /ə'lu:f/ powściągliwy, zachowujący
dystans

anxious /'æŋkʃəs/ zatroskany,
zaniepokojony

at first glance /ət ,fɜ:st 'glɑ:ns/
na pierwszy rzut oka

chatty /'tʃæti/ gadatliwy

content /kən'tent/ zadowolony

deep in thought /,di:p ɪn 'θɔ:t/ głęboko
zamyślony

distant /'dɪstənt/ nieprzyjazny, chłodny

facial expression /,feɪʃəl ɪk'spreʃən/
wyraz twarzy

free and easy /,fri: ənd 'i:zi/ swobodny

fun-loving /'fʌn ,lʌvɪŋ/ lubiący zabawę

have all the time in the world /hæv ,ɔ:l
ðə ,taɪm ɪn ðə 'wɜ:ld/ mieć mnóstwo
czasu

introspective /,ɪntrə'spektɪv/
introspektywny, rozmyślający nad sobą

melancholic /,melən'kɒlɪk/ melancholijny

on closer inspection /ɒn ,kləʊsər
ɪn'spekʃən/ po bliższym przyjrzeniu się

pensive /'pensɪv/ zamyślony

staged /steɪdʒd/ zainscenizowany

take oneself too seriously /,teɪk
wʌn,self ,tu: 'sɪəriəsli/ traktować siebie
zbyt poważnie

upset /,ʌp'set/ zmartwiony

uptight /'ʌptʌɪt/ spięty, skryty

1.7 Writing 4.7

charitable /'tʃærətəbəl/ charytatywny

conceive /kən'si:v/ wymyślić, stworzyć

disadvantaged /,dɪsəd'vɑ:ntɪdʒd/ w złej
sytuacji, pokrzywdzony przez los

enterprising /'entəpraɪzɪŋ/
przedsiębiorczy

honoured /'ɒnəd/ zaszczycony

proceeds /'prəʊsi:dz/ wpływy, zysk

put sth together /,put ,sambɒθɪŋ tə'geðə/
zorganizować coś

VOCABULARY

- 1 In your notebook, replace the underlined words with synonymous phrases including the words in brackets.

They say I ¹bear a resemblance to (take) my grandfather both in looks and personality. He was a very kind and tolerant person who ²was never critical of (word) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without ³showing any surprise or concern (bating). On the other hand, he ⁴was very firm (foot) if any of his grandchildren were badly behaved.

Looking at old photographs of family gatherings always ⁵reminds me (conjures) of the fun we had together. I do miss him. He lived to the ⁶advanced (ripe) age of ninety and when I think back to my grandfather I'm reminded that old people should be ⁷honoured and respected (looked) because they have gained a lot more experience and wisdom than us.

- 2 In your notebook, write the words that complete the sentences correctly.

- The police have decided to get tougher on minor citizens / crimes / records in the future.
- In this job, you sometimes have to make decisions in a split / fair / dizzy second.
- Having a criminal praise / record / insight can seriously jeopardise your future prospects.
- Be careful dealing with Matt. He's had more than his fair share / shift / second of trouble with the law.
- Paula must be a good role model – Jon's always singing her stature / praises / manner.
- My gut / split / alert reaction was to run. What can I say? I'm a coward.
- Everybody should aspire to be a(n) compelling / captivating / upstanding citizen – the world would be a better place.

- 3 In your notebook, write one word from the box for each gap. You can use the words more than once.

(in into of on with)

- Williams's portrayal offers us a fascinating insight ? the world of a single mother.
- I'll be there on time, I promise. Don't worry, you can count ? me!
- Did you know that twins are often envious ? each other?
- We should encourage children to associate ? people from other backgrounds.
- I know Jake's on my side – he was nodding ? approval the whole time I was speaking.
- Honesty and respect are the two major facets ? a good friendship.
- The poverty-stricken are often faced ? problems that we can't even begin to imagine.

GRAMMAR

- 4 In your notebook, write the verb forms that complete the text correctly.

Sam and I ¹*have known / have been knowing* each other since we were at primary school. We ²*met / were meeting* at a friend's birthday party and immediately ³*had discovered / discovered* we had a lot in common. In fact, we ⁴*were talking / had been talking* for so long that it was difficult to get us home. I remember that for weeks before the party my mother ⁵*had told / had been telling* me to be more sociable, so she got her wish! Anyway, from that time on we ⁶*are spending / have been spending* most of our free time together. By this time next month, we ⁷*will have been going / will be gone* around together for six years. I hope that in six years from now we ⁸*will still be doing / will still have done* that.

- 5 In your notebook, write the correct forms of the verbs from the box for each gap.

(attend finish play see speak
study walk want)

- We ? each other for over a month when she called it off.
- We ? together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we ? actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match ? by the time we get back. I can't stand football.
- I ? to be in the choir for years. So when I finally got accepted, I was over the moon!
- The test is tomorrow morning and I've got so much to revise. At this rate, I ? till midnight.
- When I last saw Sarah, she ? down the High Street arm in arm with Jake.
- This time next Friday, we ? this chess club regularly for exactly two years.

USE OF ENGLISH

Multiple choice cloze; sentence transformation

- 6 In your notebook, write one word for each gap. The first letter of each word is given.

- They said they were g ? to be here early, but it's already 9.30!
- I was s ? to referee the match, but it was cancelled.
- Did you expect that they w ? make up and become friends again?
- He was nervous as the concert was s ? in a few minutes. It was his first ever gig.
- We weren't able to finish our conversation. We had to take our seats as the plane was a ? to take off.
- Sorry, some friends called just as I was on the v ? of leaving. That's why I'm late.

- 7  Choose the correct answer (A–D) and write it in your notebook.

My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged ¹ ? , his manner is gentle and ² ? and he always sees the best in people. He's very open-minded and is one of the most ³ ? people I know when it comes to dealing with others. Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just hanging out and talking. There's definitely a strong ⁴ ? between us and I know I can depend on him. If I'm having a hard time, I usually try to ⁵ ? on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it. Even if we go our separate ways after college, I know we will always ⁶ ? in touch with each other. I really do believe there's a(n) ⁷ ? tie between us.

- | | | | |
|-----------------|-----------------|---------------|---------------|
| 1 A history | B background | C upbringing | D house |
| 2 A unconfident | B unassuming | C insecure | D unworried |
| 3 A acceptable | B irreverent | C thankful | D considerate |
| 4 A link | B chain | C bond | D knot |
| 5 A place | B put | C pose | D set |
| 6 A keep | B continue | C get | D carry on |
| 7 A devoted | B unconditional | C unbreakable | D obstinate |

- 8  In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- 1 The plan was that we should be at the station at four, but we didn't get there in time.

DUE

We ? at the station at four, but we didn't get there in time.

- 2 Next September, it will be four years since my family came to live here.

BEEN

By next September, my family ? four years.

- 3 It was well known that they were rivals and it had been years since they'd agreed about anything.

DISAGREEING

It was well known that they were rivals and that they ? for years.

- 4 My grandmother was going to come over in a taxi, but in the end she walked.

PLANNING

My grandmother had ? in a taxi, but in the end she walked here.

- 5 It's two weeks since Maria and her cousin quarrelled and they're still not speaking.

FELL

Maria and her cousin ? ago and they haven't spoken since then.

LISTENING



Gap fill

- 9  1.13 Listen to a talk about arguing. In your notebook, write a word or short phrase for each gap in sentences 1–8.

- Arguments-as-proof are meant to prove or disprove a ? .
- Arguments-as-presentation need a(n) ? .
- The speaker considers arguing to be a(n) ? outcome of interacting with some of the people we meet.
- People who argue with friends or family are often ? towards other people.
- One of the benefits of arguing is that people have longer ? .
- People who do not express their feelings can be compared to a(n) ? .
- The speaker suggests that an argument is equivalent to ? .
- As long as you avoid ? , a good argument can actually create stronger bonds between people.

WRITING



Formal e-mail/letter

- 10 Do the task in your notebook.

W anglojęzycznym czasopiśmie pojawiło się ogłoszenie, którego autorzy zachęcają czytelników do podzielenia się przemyśleniami na temat przyjaźni. Autorzy chcieliby się dowiedzieć, dlaczego przyjaźń jest ważna w życiu czytelników, jak o nią dbają oraz jak ich przyjaźnie zmieniają się z biegiem czasu. Napisz **list formalny** do redakcji czasopisma, w którym odniesiesz się do tych trzech kwestii.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words



2

Learning for life

I have never let my schooling interfere with my education.

Mark Twain

ASK YOURSELF, ASK AROUND



Is it worth investing your own money into education? Why?/Why not?

Projects page 137

2.1

VOCABULARY

Studying and exams • exaggerated synonyms
• phrasal verbs • phrases to describe being relaxed/stressed

I can talk about studying and exams.

SHOW WHAT YOU KNOW

- 1 In your notebook, write down the verb forms of these nouns and adjectives. What do the verbs have in common?

familiar general memory organisation personal
plagiarism rational recognition revision summary visual

familiarise

- 2 **SPEAKING** Use the verbs you wrote in Exercise 1 to discuss useful skills when studying or taking exams.

- 3 Read about the revision experiences of three students below. Whose experience do you most relate to? Why?

Exams, exams

If you are revising for upcoming exams, you may well be surrounded by tons of paper and sticky notes. What techniques work for you? And how are you feeling about your **looming** exams?

GCSEs – Daniel

- 5 I sit at my desk, faced with piles of revision files, **frazzled** and frustrated by my improvised timetable. A few moments ago, I was **swimming in** Spanish irregular verbs. Later today, I will revise
- 10 Geography, Maths and Chemistry. It's not necessarily the content that I find difficult but the range of knowledge. We **flit** between subjects, and at times, it seems we are being tested on nothing
- 15 but facts. My friends and I have found Google Docs useful for exchanging notes, and mobile trivia game apps are a fun, if not particularly efficient, way of topping up our foreign vocab.

A levels – Jacob

- 20 Revising for end of secondary school exams is a different kind of **minefield** than in primary school. There's more content to learn for each exam and you're expected to **regurgitate** more in less time. That's why an entire wall of my room is **plastered** in scribbled notes. I do my revision in four stages. Firstly, I take notes from the textbook on
- 25 huge A3 sheets, then I condense it on to miniflashcards, then I type it all up. Stage four, which will commence a week before the exams, consists of doing past papers. It's being **hammered** into us that you only deserve a place at a good university if you notch up a certain amount of marks. More than ever
- 30 before, the pressure is on.

4 Read the text again and answer the questions in your notebook.

- How does Daniel feel about his exams?
- What is Daniel so stressed about?
- Why are secondary school exams more challenging compared with primary school ones?
- What do Jacob's teachers keep telling him?
- Why does Layli reread her notes several times?
- What else does Layli do as the exams draw closer?

FOCUS ON WORDS | Exaggerated synonyms

5 **1.14** In pairs, discuss what the words in red in the text mean. In your notebook, write the correct form of one word or phrase for each gap in the email below. Then listen and check.

Dear Kim,

Choosing which university to attend is a ¹minefield (situation full of problems). I'm ² (overwhelmed by) courses descriptions and application information and I could ³ (repeat) the advantages and disadvantages of each university in my sleep. I am constantly ⁴ (moving) between different options and I am having a terrible time trying to narrow them down. My teachers are ⁵ (very busy) with end-of-year exams, so they haven't been able to offer any guidance. I've read ⁶ (a lot of advice), but apart from ⁷ (reminding) in how crucial it is to choose the right one, it hasn't really helped. I'm getting so ⁸ (exhausted) that my face is ⁹ (covered) in spots and the application deadlines are ¹⁰ (upcoming). Help!

Sarah

University finals – Layli

- 35 At university, most tasks are reading- and discussion-based and so a coherent set of written up notes is hard to come by. At school, teachers organise revision sessions leading up to the exam; at university, you have
- 40 to work out your own timetable. I find it difficult to retain the information from everything I read, and to set it out in clear notes. This leads to me reading and rereading in the hope that the knowledge will somehow become
- 45 second nature. Revision time is manic and, as exams draw closer, anxiety starts to kick in. I now need to set my alarm, get to the library, make those notes I never made, read all the books under the
- 50 sun, then organise my thoughts and prepare to argue persuasively on a given topic. At university, you just have to find some method in the madness and get on with it.

FOCUS ON WORDS | Phrasal verbs

6 **1.15** In your notebook, match the phrasal verbs underlined in the text with the definitions below. Then listen and check.

- find sth = come by sth
- having a problem to deal with = ?
- achieve sth = ?
- happening before sth = ?
- take effect = ?
- arrange sth in a clear way = ?
- adding sth to get it to the level you want = ?

7 In pairs, add the correct form of a phrasal verb from Exercise 6 which collocates with two items in each set. Which item doesn't collocate in each set?

- top up your drink / your dinner / your phone
- ? a win / an exam / a score
- ? help / tough decisions / bankruptcy
- ? the war / graduation / the notes
- ? an agenda / my diary / your conditions
- easy to / opposed to / impossible to ?
- contentment / panic / the medication ?

FOCUS ON WORDS | EXTRA Phrasal verbs with up

8 **1.16** Listen to the conversation between Sarah and Ben. In your notebook, write the correct forms of the words from the box for each gap.

(brush cook lap lighten pile summon)

- I've got to catch up on my work – it's starting to pile up.
- I need to ? up on my French.
- You need to ? up a better excuse than that.
- Oh ? up! It's Friday night.
- You love history – you ? it up.
- I've ? up the courage to ask you out.

9 **1.17** In your notebook, match the phrasal verbs from Exercise 8 with the definitions below. Then listen and check.

- try to have enough of sth = summon sth up
- invent sth = ?
- collect or accumulate sth = ?
- enjoy experiencing sth = ?
- become less serious or upset = ?
- practise and improve a skill = ?

FOCUS ON WORDS | Relaxed/stressed

10 **1.18** Listen to Amy, Matt, Rob and Sally and decide who copes best/worst with exams.

11 **1.18** Listen again. In your notebook, complete the table with the missing words.

RELAXED	STRESSED
1 keep things in perspective	7 a bundle of ?
2 ? a grip	8 my ? is pounding
3 a weight has been ?	9 my mind goes ?
4 a ? comes over me	10 butterflies in my ?
5 take exams in my ?	11 a ? wreck
6 sail ? exams	12 ? of my depth

12 **SPEAKING** What do you think about the amount of study in your school? What are your revision techniques? Discuss in pairs.

Gapped text

I can understand the structure of a text using contextual, grammatical and lexical clues.

- 1 **SPEAKING** In groups, think of at least three reasons why somebody would want to study abroad.
- 2 Read quickly the main part of the article and find out why James wants to study abroad. Are his reasons similar to yours?

READING FOCUS Gapped text

- 3  Read the whole article. In your notebook, match gaps 1–6 with paragraphs A–G. There is one extra paragraph.

- A Mairi Wightman, twenty, is a University College London Geography student spending a year abroad in Singapore. She stresses that it should not be underestimated how much a different climate can affect day-to-day life and that as much admin as possible should be taken care of before getting on the plane.
- B However prepared you are, studying abroad is not for everyone and I am yet to discover whether or not it will suit me. I know plenty of people who regret not applying and almost nobody who has the same reservations about their decision to go.
- C In the face of all this familiarity, I have made the slightly impulsive decision to spend a term of my final and most important year studying in Germany, despite speaking absolutely no words of the language.
- D There is however a point to these ramblings, beyond giving you something to laugh at. I've travelled a fair amount, and as a result of this, I thought I was beyond prepared and that I would breeze through any culture shock and instantly acclimatise. As I discovered, this can be a risky attitude to take.
- E From a financial standpoint the ERASMUS programme in particular is a very attractive opportunity, particularly for London students used to high living costs. In addition to the regular student loan, students get a grant, which varies according to the living costs of the country in question.
- F But there are some administrative hurdles to get through first. Logistically speaking, it's very different to previous application processes that any student might have experienced. Universities have study abroad teams, host preparation talks and they tell you what you need to do, but it requires a lot of independent effort.
- G I'm sure that many students weigh up studying abroad as a series of pros and cons, or a question of whether the grass will be greener on the other side. I would argue that students should think less about whether heading abroad is going to be 'better' and simply view it as an unparalleled opportunity to step outside of their comfort zone.



1.19

Study Abroad: Take a Leap into the Unknown

There is no better way to break the monotony of everyday university life than choosing to study overseas; a little bit of impulse can go a long way, says James Connington.

- 5 University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my **exorbitant** rent to my friends in different parts of the
- 10 country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.
- 1 ?
- My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will
- 15 be unable to communicate with around 36 percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students
- 20 heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.
- 2 ?
- 25 However, there are many students each year who let themselves get put off during the application stage. Of course, a lot of people simply don't want to study abroad, but for those who just get cold feet, I think a little bit of impulse can go a long way. Once you're committed to the process, dealing with the
- 30 prospect of living abroad becomes **substantially** easier and you **actively** look for the positives rather than any downsides.



3 ?

Arranging visas, sorting out accommodation both abroad and for your return, registering for modules and meeting all of the deadlines for paperwork is solely up to you. You will
35 get prodded by your university, but you need to take a proactive approach, as study abroad teams tend to be small, whilst the number of students being sent and received is vast.

4 ?

Many of those venturing further afield outside of this
40 programme have already left and can provide some valuable lessons for those still preparing to go. Utilising pre-existing networks of students can provide invaluable information that can make all the difference to daily life abroad.

5 ?

Marcus Baird, twenty, a student from the same university,
45 and currently spending a term in Adelaide, Australia, adds to this with advice on the importance of researching your accommodation thoroughly beforehand. Prices can vary wildly and it can be hard to gauge the best locations from online maps alone. Also important is to come prepared for
50 any mishaps, which means having important documents to hand, as well as key phrases memorised if you don't speak the language.

6 ?

So, all things considered, I would encourage those teetering on the edge to give it serious thought before dismissing the
55 idea altogether.

4 **SPEAKING** In your notebook, replace the words underlined below with stronger adjectives or adverbs in blue in the article. Which sentences are true for you? Why?

- 1 I am very involved in school programmes.
actively
- 2 I usually research a new place well before I travel there.
- 3 Part-time work experience will prove very useful in future.
- 4 My dependable friends always meet me on time.
- 5 I am going to need a much increased allowance!
- 6 I think that entry tickets to the clubs round here are much too high.

5 In your notebook, write one word for each gap. Then look at the underlined phrases in the article to check. Use the phrases to describe an experience of your own.

- 1 Leah thought she would breeze through any culture shock, but in fact she found it difficult to adjust to life abroad.
- 2 Young travellers often get ? ? before a big trip. But in the end, they always step outside of their ? ? and try something new.
- 3 I think you need to take a ? ? in life – you can't wait around for things to happen!
- 4 I'm always venturing ? ? when I travel – I like to go to places that most other people don't manage to get to.
- 5 We were ? ? on the ? ? before we decided to go on the hike. But in the end, we were able to ? ? the energy to get off the sofa and it turned out to be a great day.
- 6 Last year, Helen made the slightly ? ? to study abroad.
- 7 Studying in another country doesn't need to be a ? ? into the unknown. By ? ? pre-existing networks you can make friends and find a place to live.

FOCUS ON WORDS | Collocations

6 **1.20** In your notebook, match the verbs from box A with the words from box B. Refer to the article for help if necessary. Listen and check. Then write an example sentence for each collocation.

A	1 break	2 dismiss	3 have	4 give	5 meet
	6 stand out				
B	reservations	the monotony	from the crowd		
	the deadlines	it serious thought	the idea		

1 break the monotony

7 **SPEAKING** What advice would you give a foreign student thinking of studying in your country? Think about the points and add one more of your own. Explain your advice to a partner using the words and phrases from Exercises 4, 5 and 6.

- choosing a university
- finding accommodation
- learning the language
- understanding the culture
- preparing for the climate

2.3

GRAMMAR

Speculating

I can use a variety of modal verbs to speculate about the past, the present and the future.

- 1 **SPEAKING** Look at the photo and the definition. In pairs, discuss what the people are doing and how this might relate to 'communities of practice'.

Communities of practice are groups of people who learn how to do something, or perfect a skill, by repeatedly doing that thing together. There are no leaders, formal teachers or students, just people enjoying a shared passion.



- 2 **1.21** Listen to a discussion about the activity in Exercise 1. Answer the questions in your notebook.
- 1 What is the activity?
 - 2 Are the speakers part of the community or observers?
 - 3 What might be the pros and cons of learning from a community of practice versus from a teacher?
- 3 **1.21** Listen again. In your notebook, complete each structure in blue with one word.

Extract 1

B: The original group members ¹*may have been doing* it for years while the younger ones ²*have been taught* more recently. Some of these really young ones ³*just have joined* the group. See the guy in the white T-shirt – he ⁴*have been doing* it for a couple of years, I'd say.

Extract 2

A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it ⁵*be* so they could learn from the more experienced members of the group ...

B: Well, yes, they ⁶*well be doing* it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt ⁷*watch* the film later too. If he does, it ⁸*certainly be* to help him improve his technique.

A: And how do you think he learnt that move to start with? I mean, he ⁹*have learnt* it by himself ...

B: Who knows? He ¹⁰*have been* part of another group and moved on to form his own tricking gang or he ¹¹*have learnt* the first tricks online.

- 4 Read the GRAMMAR FOCUS and find examples in Exercise 3 where the speaker is:

- a guessing about an action that's in progress.
- b certain about a reason for doing sth in the present.
- c certain about sth that started in the past and continues in the present.
- d guessing about sth that happened in the past.
- e certain that sth didn't happen in the past.
- f guessing about sth in the future.
- g certain about sth in the future.
- h guessing about sth that happened in the past using the passive.
- i guessing about an action continuing in the present.

GRAMMAR FOCUS

Speculating

- You can use the modal verbs *must/may/might/could/can't* to speculate about the present and past:
modal verb + infinitive (present states)
*They **may not be** aware of the risks.*
modal verb + be + -ing form (events now in progress)
*They **may be filming** their tricks.*
modal verb + have + past participle (finished events in the past)
*Others **could have joined** their community.*
modal verb + have been + past participle (finished events in the passive voice in the past)
*The tyres **could have been brought** by someone's father.*
modal verb + have been + -ing form (events that started in the past and continue in the present)
*They **may have been doing** it for years.*
- You can use the modal verbs *may/might/could* + infinitive or *will/won't* + adverb to speculate about the future:
*He **could win** the competition next year.*
*He **may not join** the club.*
*She **will probably start** next week.*
*He **definitely won't come**.*

- 5 In your notebook, write the verb forms that complete the story correctly.

If you're in Brazil, you might ¹*want / have wanted* to join a samba school. But when you get there, you could ²*be / have been* surprised by what you see. I certainly was! In fact, the surprise must ³*show / have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly ⁴*have been coached / have been coaching* by a qualified instructor, but here there was just a room full of people dancing, and I felt like they all must ⁵*be dancing / have been dancing* samba their whole lives. But then I noticed other people, like me, watching carefully, copying a few steps and moves and I realised they can't ⁶*be learning / have been learning* very long. They must ⁷*notice / have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might ⁸*look / be looking* for a way in.

- 6 **SPEAKING** Discuss the questions in pairs.

- 1 Have you ever taught anyone to do anything?
- 2 How do you think they may have felt about the experience?

2.4

USE OF ENGLISH

Accuracy with articles

I can use abstract nouns with and without a/an.

1 **SPEAKING** When you need advice or help, who do you ask? Do you ever look on online forums? Why?/Why not?

2 Read the three forum exchanges. In pairs, decide what the logical order is in each of them.

- A
- a Thanks – you were **a great help** – it all makes sense now.
 - b I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?
 - c Yeah, call me. I'm doing it too.

- B
- a Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.
 - b Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 😊
 - c Help! All of a sudden, I'm very stressed about my exams and I can't sleep.

- C
- a Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class.
 - b Great idea! I think I'll write about our trip to Paris – that was **an amazing experience** and **an excellent education**. I learnt more French in two days than I had in two years. LOL
 - c I have to write an essay about the importance of **experience** and **education** – I haven't got a clue where to start. Any ideas?

3 Read the LANGUAGE FOCUS. In your notebook, complete the examples with the words and phrases in blue from Exercise 2.

LANGUAGE FOCUS

Abstract nouns with and without a/an

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example. When talking about a **general concept**, *a/an* is not used before the noun. When referring to a **specific situation/example**, *a/an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

General concept

I need **'help**.

² ? is so important.

The importance of

³ ? and ⁴ ? .

Specific situation/example

You were ⁵ ? .

A good laugh and ⁶ ? are the best cures.

That was ⁷ ? and ⁸ ? .

Note: Some abstract nouns have a plural form (*love/loves, hope/hopes, pleasure/pleasures*) while others do not (*knowledge*).

Eating at that café is always **a pleasure**.

Eating is one of life's great **pleasures**.

He has **a good knowledge** of many things.

NOT *He has many knowledges*.

4 Read the message exchange. In your notebook, write the correct forms of the words in the box and *a, an* or $\emptyset$ (no article) for each gap.

(charity education experience
help help hope love pleasure)

Hi Jen. Thanks again. You really were such ¹ **a help** last night. I wouldn't have had ² ? of doing it without you.

No problem. It was ³ ? . You know Science is one of my great ⁴ ? . 😊 And I need to ask you a favour actually. I need to interview someone with ⁵ ? doing volunteer work.

Well, I haven't done any in a while. The last time was about a year ago when I worked for ⁶ ? that works with animals. It was ⁷ ? though – it left me with a first-class knowledge of cats. ;)

I'm sure you learnt a lot. 😊 Are you in a hurry? Could I ask you some questions now?

Yes, sure, glad to be of ⁸ ? . Call me now.

5 In your notebook, write the correct forms of the phrases underlined in Exercises 2 and 4 for each gap.

- 1 I really need to get a good night's sleep – otherwise I can't do anything the next day!
- 2 When he [?] , he likes to read computer advice in forums.
- 3 I [?] – I always know how my friends will react.
- 4 I haven't studied French [?] , so I [?] how to do the assignment.
- 5 I wanted to help her with her exam preparation, but I was [?] to get home.
- 6 He has [?] German. He is practically fluent.
- 7 He [?] finishing his exam before the time was up.
- 8 [?] , she felt totally relaxed and knew she would be fine.

6 Follow the instructions below.

- Write a message to your partner asking for advice on something you'd like help with.
- Use at least three nouns from the LANGUAGE FOCUS and two of the phrases underlined in Exercises 2 and 4.
- Exchange your messages. Did you get good advice?

Use of English page 121

2.5

LISTENING

Multiple choice

I can understand specific details in informal conversations.

1 SPEAKING Look at the photos and discuss the questions.

- What is the problem in each case?
- How do you think the problems will be resolved?
- Have you ever faced such a problem? What did you do?

2 1.22 Listen to three dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?

LISTENING FOCUS Multiple choice

3 1.22 Listen again to the dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.

Dialogue 1

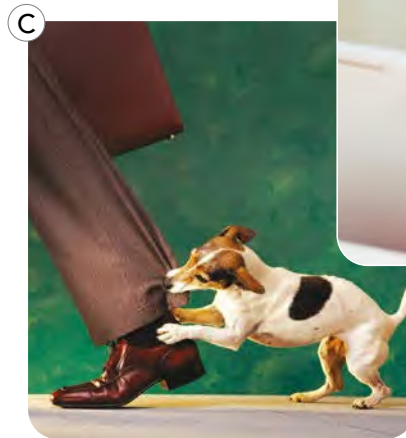
- What was the problem of the instructions that came with the furniture?
A There wasn't enough information.
B They were incomplete.
C They were not clear enough.
- How does the woman respond to the man's problem?
A She agrees it was a bad idea to buy flat-pack furniture in the first place.
B She sympathises with his difficulties.
C She warns him not to follow the instructions so closely.

Dialogue 2

- What does the man say about online video tutorials?
A Information transmitted visually is easy to remember.
B The instructions are given in clear stages.
C They can have too much detail at times.
- How does the girl feel about the people who produce online tutorial videos?
A pleased that their help is available to everyone
B amused that they appear in their tutorials personally
C appreciative of the production quality of their films

Dialogue 3

- What are the woman's experiences with dogs?
A She's had aggressive dogs before.
B She was always able to handle her dogs.
C One of her dogs ran away and attacked someone.
- Why does the man think the group learning sessions are good?
A They allow you to be around people with the same problems.
B The dogs learn faster and more efficiently than in other situations.
C The dogs get used to being around other dogs and their owners.



FOCUS ON WORDS | Phrases

4 1.23 In your notebook, complete the gapped phrases in green with the words from the box. Listen and check. In pairs, discuss the meaning of the complete phrases.

affinity ~~boat~~ composure concerns expertise
head initiative sense

- It's easier to study for exams with my friends. After all, we all seem to **be in the same boat**.
- You can learn a lot from the Internet because so many people are willing to **share their** ? .
- When I have a problem, I go outside to **clear my** ? .
- You often get the best results when you **use your** ? and learn something by yourself.
- If you **keep your** ? , it's easier to do everything!
- If you **feel a(n)** ? **with** someone or have something in common, it helps a lot.
- The best way to solve a problem is to **use common** ? .
- It is good to talk issues through – you will find that others **share the same** ? as you.

5 SPEAKING In pairs, discuss which method (1–3) you would choose for learning the things from the box. Why?

cooking a new recipe dancing salsa
improving your running technique
installing new software Mandarin Chinese
skiing

- following written guidance
- following a video tutorial (e.g. how-to videos)
- learning in a group

2.6

SPEAKING

Giving supporting examples

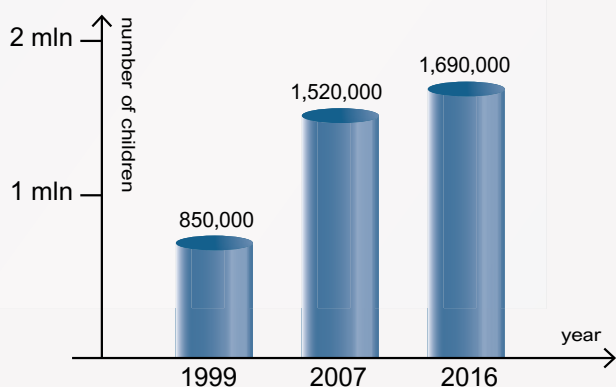
I can develop an argument with supporting examples.

1 SPEAKING Read US TODAY and discuss the questions.

- 1 Why is homeschooling in the USA on the increase?
- 2 Are many children homeschooled in Poland?
- 3 What do you think might be the pros and cons of homeschooling?

US TODAY

Homeschooling - parents or tutors teaching children at home rather than sending them to school



Homeschooling in the USA

2 1.24 Listen to a podcast about homeschooling and answer the questions in your notebook.

- 1 What advantages and disadvantages does it mention?
- 2 Whose arguments do you agree with more, the teacher's or the homeschooler's? Why?

3 1.24 In pairs, discuss how to match arguments 1–4 from the podcast with their supporting examples a–g. Then listen again and check.

- 1 Homeschoolers have more time to socialise.
? ?
 - 2 Homeschooling allows children to explore topics in more detail.
? ? ?
 - 3 Not everyone can afford the luxury of homeschooling.
?
 - 4 Schools offer things that homeschooling can't.
?
- a **Take** a family where both parents are working.
b **A case in point** is the question of socialisation.
c **In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.
d **Look at** my cousin, Rob. He's at school from eight thirty till four.
e **One of the most notable examples** I can think of was when I was twelve. I wanted to build my own computer.
f Just finding out stuff, **for instance**, getting the right parts and the best prices.
g I think **it's a prime example of** the kind of thing you have time to do when you're homeschooled.

4 In your notebook, write one phrase in orange from Exercise 3 for each gap in the SPEAKING FOCUS.

SPEAKING FOCUS

Phrases with example:

A typical/classic/obvious example is ...

The most striking/extreme/graphic example that comes to mind is ...

1 One of the most notable examples is ...

2 ?

Alternative words for example:

A useful illustration is ...

3 ?

4 ?

5 ?

Imperative verbs:

Consider ...

Think about ...

6 ?

7 ?

5 In your notebook, give an example supporting points 1–4 using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples as well.

- 1 Many kids have to get up too early in the morning.

INSTANCE

- 2 A lot of schools don't offer enough time for sport.

CASE

- 3 I spend much of my free time doing homework. **TAKE**

- 4 Some of my friends spend a lot of time at evening classes. **LOOK**

- 5 ? of the advantages of homeschooling that comes to my mind is ? . **STRIKING**

- 6 ? of the advantages of formal schooling is ? . **ILLUSTRATION**

6 SPEAKING Discuss the questions in pairs. Think of an example to support your opinion. Use the SPEAKING FOCUS to help you.

- 1 Do you think homeschooling can work for everyone? Why?/Why not?
- 2 Some people believe that formal education restricts creativity. Do you agree? Why?/Why not?
- 3 In what way does formal education prepare students for modern life?
- 4 If you could change one thing about education in Poland, what would it be? Why?



2.7

WRITING

An article

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

1 SPEAKING Discuss the questions.

- 1 Are you thinking of going to university when you finish school? Why?/Why not?
- 2 What might be the reasons to go to university? Think of at least two.
- 3 What might be the reasons not to go to university? Think of at least two.
- 4 What alternatives to university are there?

2 Read the task. Then quickly read the article and the alternative conclusions. Answer the questions in your notebook.

Is going to university a valuable thing for a person to do? Write an article for a student website giving reasons for and against and stating your view.

- 1 Does the writer mention the same reasons as you did in Exercise 1?
- 2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B?
- 3 Which conclusion do you agree with? Why?

Going to university – is it still worth it?

With the cost of higher education **going through the roof**, many young people are wondering if going to university is still **worth their while**. So it's vital to balance the costs with the potential benefits and make sure it's the right decision for you.

5 Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree. Statistics show that graduates have a lower unemployment rate
10 than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – when you're a graduate, **the world's your oyster!** But is it only the study element of university that can make a difference to your life? No! Graduate Helen Boyd found the life experience as valuable
15 as the education, if not more so. 'University **is massively character building**,' she says.

Still, not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that it gives young people false
20 expectations about their career prospects. Many students leave university **saddled with debt**, and with no guarantee of a decent job. Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK? Another argument is that many employers appear to
25 **value work experience over a degree**. As one employer puts it, 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **stand out from the crowd**.'



Conclusion A

So do the benefits outweigh the costs? On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!



Conclusion B

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet with **the odds** of getting a good graduate job, I would advise you to consider alternative routes to the future.

- 3 Read the **WRITING FOCUS**. For each point, find more examples in the article on page 26.

WRITING FOCUS

Making your article lively

Addressing the reader directly

I will look at the issues. → Let's look at the issues.

University graduates earn more money. → As a university graduate, you will earn more money.

Direct questions

More young people are going to university. → Why are more young people going to university?

University is about experiencing new things. → University is about experiencing new things, isn't it?

Quotations

The Education Minister predicts that new employees will require a degree. → 'New employees will require a degree,' predicts the Education Minister.

Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships. → 'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'

Exclamations

University isn't the only option. Many entrepreneurs didn't even finish secondary school!

- 4 In your notebook, rewrite the text below using:

- one direct address to the reader
- two direct questions
- at least one quotation
- an exclamation

- 5 In pairs, match the more informal phrases in purple in the article with the underlined parts of the sentences. Make any other changes if necessary.

- Higher education is becoming increasingly expensive.
The cost of higher education is going through the roof.
- Volunteering or doing internships can help you to differentiate yourself from other candidates.
- Graduates leave university owing a considerable amount of money.
- With a degree, you can find a job anywhere in the world.
- The likelihood of finding a good job after graduating is uncertain.
- Many employers believe that work experience is more valuable than a degree.
- University contributes enormously to your personal development.
- Many young people wonder if spending a lot on university is a valuable thing to do.

SHOW WHAT YOU'VE LEARNT

- 6  Do the writing task in your notebook. Use the **WRITING FOCUS** to help you.

Coraz częściej młodzi ludzie podejmują decyzję o rocznym wyjeździe w czasie studiów na zagraniczny uniwersytet.

Napisz **artykuł** na studencką stronę internetową, w którym omówisz argumenty za taką decyzją i przeciw niej oraz przedstawisz własną opinię na ten temat.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

STUDENT LOAN CRISIS

The majority of UK students will still be repaying loans taken out while at university when they are in their forties and fifties, a study has found. According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt and will have to have at least some of their loan written off. The situation has been blamed on recent increases in course fees, plus the fact that more students from less advantaged homes are entering higher



education. This is the case for Timothy Spiller, twenty-one, an accountancy student at London Metropolitan University. Timothy comes from a low-income family and will need to borrow the maximum amount available in order

to complete his degree. Despite the prospect of huge debts, Timothy remains confident he will graduate, find well-paid work and pay off his loans in full. It is, he says, a very strong motivator to work hard.

2.1 Vocabulary 4.8

a weight has been lifted /ə 'weɪt hæz bi:n ,lɪftɪd/ (komuś) spadł kamień z serca

all the (books) under the sun /ɔ:l ðə (,bʊks) ,ʌndə ðə 'sʌn/ wszystkie (książki) pod słońcem

argue (on a topic) /,ɑ:gju: (ɒn ə 'tɒpɪk)/ argumentować (na jakiś temat)

bankruptcy /'bæŋkrʌptsi/ bankructwo

be faced with sth /bi 'feɪst wɪð ,sʌmθɪŋ/ stanąć twarzą w twarz z czymś

be out of one's depth /bi ,aʊt əv wʌnz 'depθ/ pogubić się

be swimming in sth /bi 'swɪmɪŋ ɪn ,sʌmθɪŋ/ być zatopionym w czymś

brush up on sth /,brʌʃ 'ʌp ɒn ,sʌmθɪŋ/ podszlifować coś (np. język obcy)

bundle of nerves /,bʌndl əv 'nɜ:vz/ kłębek nerwów

butterflies in one's stomach /,bʌtəflaɪz ɪn wʌnz 'stʌmək/ trema

coherent /kəʊ'hɪərənt/ spójny

commence /kə'mens/ rozpoczynać się

condense /kən'dens/ skracać, streszczać

constantly /'kɒnstəntli/ stale

content /'kɒntent/ treść, zawartość

contentment /kən'tentmənt/ zadowolenie

cook up (an excuse) /,kʊk ʌp (ən ɪk'skju:s)/ sprecparować, wymyślić (wymówkę)

draw closer /,drɔ: 'kləʊsə/ zbliżać się

easy/hard to come by /,i:zi/,hɑ:d tə ,kʌm 'baɪ/ łatwy/trudny do zdobycia

flit between subjects /,flɪt bi:twi:n 'sʌbdʒɪkts/ przeskakiwać z jednego przedmiotu na drugi

frazzled /'fræzəld/ skonany, wyczerpany

get a grip /,get ə 'grɪp/ wziąć się w garść

get on with sth /,get 'ɒn wɪð ,sʌmθɪŋ/ kontynuować coś

hammer sth into sb /'hæmə ,sʌmθɪŋ ɪntə ,sʌmbɒdi/ wbijać coś komuś do głowy

improvised /'ɪmprəvaɪzd/ zaimprovizowany

interfere with sth /,ɪntə'fɪə wɪð ,sʌmθɪŋ/ kolidować z czymś

keep things in perspective /,ki:p θɪŋz ɪn pə'spektɪv/ zachować dystans

kick in /,kɪk 'ɪn/ zacząć działać (np. o leku)

lap sth up /,læp ,sʌmθɪŋ 'ʌp/ pochłaniać coś

lead up to sth /,li:d 'ʌp tə ,sʌmθɪŋ/ prowadzić do czegoś, zmierzać do czegoś

lighten up /,laɪtn 'ʌp/ rozchmurzyć się

looming /'lu:mɪŋ/ zbliżający się wielkimi krokami

madness /'mædnəs/ szaleństwo

manic /'mænik/ szaleńczy, rozgorączkowany

minefield /'maɪnfɪld/ pole minowe; grząski grunt, niepewna sytuacja

my heart is pounding /maɪ ,hɑ:t ɪz 'paʊndɪŋ/ serce mi wali

my mind goes blank /maɪ ,maɪnd gəʊz 'blæŋk/ mam pustkę w głowie

narrow sth down /,nærəʊ ,sʌmθɪŋ 'daʊn/ zawęzić coś

nervous wreck /,nɜ:vəs 'rek/ kłębek nerwów

notch up a win/a score /,nɒtʃ ʌp ə 'wɪn/ ə 'skɔ: zwyciężyć/zdobyć wynik

offer guidance /,ɒfə 'ɡaɪdəns/ udzielić wskazówek

past papers /,pɑ:st 'peɪpəz/ arkusze egzaminacyjne z poprzednich lat

persuasively /pə'sweɪsɪvli/ przekonująco

pile up /,paɪl 'ʌp/ piętrzyć się

plastered in sth /'plɑ:stəd ɪn ,sʌmθɪŋ/ wyklejony czymś

regurgitate /rɪ'ɡɜ:dʒəteɪt/ bezmyślnie powtarzać

reread /,ri:'ri:d/ przeczytać ponownie

retain information /rɪ'teɪn ɪnfə'meɪʃən/ zachować informacje w pamięci

revise /rɪ'vaɪz/ uczyć się, powtarzać materiał

revision /rɪ'vɪʒən/ powtórka przed egzaminem

sail through exams /,seɪl θru: ɪɡ'zæmz/ śpiewająco zdać egzaminy

scribble /'skɪbləl/ bazgrać

set sth out /,set ,sʌmθɪŋ 'aʊt/ przedstawić coś

summon up the courage /,sʌmən ʌp ðə 'kʌrɪdʒ/ zdobyć się na odwagę

top up a phone /tɒp ʌp ə 'fəʊn/ doładować telefon

top up sb's drink /,tɒp ʌp ,sʌmbɒdɪz 'drɪŋk/ dolać komuś napoju do szklanki

type sth up /,taɪp ,sʌmθɪŋ 'ʌp/ przepisać coś na komputerze

upcoming /'ʌp,kʌmɪŋ/ nadchodzący

2.2 Reading 4.9

a fair amount /ə ,feə ə'maʊnt/ sporo

acclimatise /ə'klaɪmətaɪz/ zaaklimatyzować się

actively /'æktɪvli/ aktywnie

adjust to sth /ə'dʒʌst tə ,sʌmθɪŋ/ przystosować się do czegoś

allowance /ə'laʊəns/ kieszonkowe

break the monotony /,breɪk ðə mənə'tɒni/ przełamać monotonię

break up the routine /,breɪk ʌp ðə ru:'ti:n/ przełamać rutynę

breeze through sth /'bri:z θru: ,sʌmθɪŋ/ przejść przez coś gładko

committed to sth /kə'mɪtəd tə ,sʌmθɪŋ/ zaangażowany w coś

culture shock /'kʌltʃə ʃɒk/ szok kulturowy

dismiss an idea /dɪs,mɪs ən aɪ'dɪə/ odrzucić pomysł

ever-reliable /,evə rɪ'laɪəbəl/ niezawodny

exorbitant /ɪɡ'zɔ:bətənt/ wygórowany

gauge /geɪdʒ/ ocenić, oszacować

get cold feet /,get kəʊld 'fi:t/ bać się, panikować

get put off /,get put 'ɒf/ zniechęcić się

give sth serious thought /,ɡɪv ,sʌmθɪŋ ,sɪəriəs 'θɔ:t/ poważnie coś przemyśleć

have reservations /,hæv ,rezə'veɪʃənz/ mieć zastrzeżenia

head /hed/ kierować się, zmierzać

hurdle /'hɜ:dl/ przeszkoda

invaluable /ɪn'veljʊəbəl/ nieoceniony

justification /,dʒʌstɪfə'keɪʃən/ uzasadnienie

leap into the unknown /,li:p ɪntə ðɪ ,ʌn'nəʊn/ skok w nieznanne

make a slightly impulsive decision /meɪk ə ,slaɪtli ɪm,pʌlsɪv dɪ'sɪʒən/ podjąć nieco impulsywną decyzję

meet the deadlines /,mi:t ðə 'dedlaɪnz/ dotrzymywać terminów

memorise /'meməraɪz/ nauczyć się na pamięć

mishap /'mɪʃæp/ wypadek, nieszcześnie zdarzenie

module /'mɒdju:l/ kurs uniwersytecki

muster the energy /,mʌstə ðɪ 'enədʒi/ wykrzesać energię

overseas /,əʊvə'si:z/ za granicą

paperwork /'peɪpəwɜ:k/ papiery, papierkowa robota

prod /prɒd/ mobilizować, popychać do działania

rambling /'ræmblɪŋ/ wędrowka, włóczęga

recipient /rɪ'sɪpiənt/ odbiorca, laureat/ laureatka

register for sth /'redʒəstə fə ,sʌmθɪŋ/ zarejestrować się na coś

solely /'səʊl-li/ wyłącznie

stand out from the crowd /stænd ,aʊt frəm ðə 'kraʊd/ wybić się z tłumu, wyróżniać się

step outside one's comfort zone /,step aʊt,said wʌnz 'kʌmfət zəʊn/ wyjść poza swoją strefę komfortu

substantially /səb'stænfəli/ znacznie

take a proactive approach /,teɪk ə prəʊ'æktɪv ə,prəʊtɪf/ podejść do czegoś aktywnie

teeter on the edge /,ti:tər ɒn ði 'edʒ/ balansować na krawędzi, wahać się

thoroughly /'θʌrəli/ starannie

to hand /tə 'hænd/ pod ręką

underestimate /,ʌndə'restəmeɪt/ zbyt nisko oszacować, nie doceniać

unparalleled /ʌn'pærəleɪd/ niezrównany

utilise pre-existing networks /,ju:tɪlaɪz pri:ɪg,zɪstɪŋ 'netwɜ:kz/ wykorzystać już istniejące sieci

vary /'veəri/ różnić się

venture further afield /,ventʃə ,fɜ:ðə ə'fi:ld/ zapuścić się dalej

weigh sth up /,wei ,sʌmθɪŋ 'ʌp/ rozważać coś, porównywać coś

2.3 Grammar 4.10

coach /kəʊtʃ/ trenować (kogoś)

community of practice /kə,mju:nəti əv 'præktəs/ wspólnota osób wykonujących tę samą pracę lub uprawiających to samo hobby

perfect a skill /pə,fekt ə 'skɪl/ doskonalić umiejętność

repeatedly /rɪ'pi:tədli/ wielokrotnie

2.4 Use of English 4.11

a first-class knowledge of sth /ə ,fɜ:st ,kla:s 'nɒlɪdʒ əv ,sʌmθɪŋ/ pierwszorzędna znajomość czegoś

all of a sudden /ɔ:l əv ə 'sʌdn/ nagle

be a great help /bi ə ,greɪt 'help/ być bardzo pomocnym

be in a hurry /bi ɪn ə 'hʌri/ spieszyć się

get a good night's sleep /get ə ,gʊd naɪts 'sli:p/ dobrze się wyspać

have a good understanding of sth /hæv ə ,gʊd ,ʌndə'stændɪŋ əv ,sʌmθɪŋ/ dobrze coś rozumieć

have a moment to spare /hæv ə 'məʊmənt tə ,speə/ mieć wolną chwilę

in a while /ɪn ə 'waɪl/ przez jakiś czas

not have a clue/a hope /nɒt hæv ə 'klu:/ə 'həʊp/ nie mieć pojęcia/nadziei

2.5 Listening 4.12

be in the same boat /bi ɪn ðə ,seɪm 'bəʊt/ jechać na tym samym wózku

clear one's head /,kliə wʌnz 'hed/ ochłoniąć, zebrać myśli

feel an affinity with sb /,fi:l ən ə'fɪnəti wɪð ,sʌmbədi/ czuć pokrewieństwo z kimś

keep one's composure /,ki:p wʌnz kəm'pəʊzə/ zachować spokój

online video tutorial /,ɒnlaɪn ,vɪdiəʊ tju:'tɔ:riəl/ internetowy film instruktażowy

share one's expertise /,ʃeə wʌnz ,ekspɜ:'ti:z/ dzielić się swoją wiedzą

share the same concerns as sb /,ʃeə ðə ,seɪm kən'sɜ:nz əz ,sʌmbədi/ mieć te same obawy co ktoś inny

use common sense /,ju:z ,kɒmən 'sens/ kierować się zdrowym rozsądkiem

use one's initiative /,ju:z wʌnz ɪ'nɪʃəti:v/ zrobić coś z własnej inicjatywy

2.6 Speaking 4.13

be a case in point /bi ə ,keɪs ɪn 'pɔɪnt/ być dobrym przykładem

homeschooling /'həʊm,sku:lɪŋ/ edukacja domowa

prime/striking/extreme/graphic/notable example /praɪm/,straɪkɪŋ/ ,ɪk'stri:m/,græfɪk/,nəʊtəbəl ɪg'zɑ:mpəl/ najważniejszy / znamieny / skrajny / drastyczny / godny uwagi przykład

restrict /rɪ'strɪkt/ ograniczać

socialisation /,səʊʃəlaɪ'zeɪʃən/ socjalizacja

tutor /'tju:tə/ prywatny nauczyciel

2.7 Writing 4.14

be at a disadvantage /bi ət ə ,dɪsəd'vɑ:ntɪdʒ/ być w niekorzystnej sytuacji

broaden /'brɔ:dn/ poszerzyć

character building /'kærəktə ,bɪldɪŋ/ kształtowanie charakteru

clear a debt /,kliə ə 'det/ spłacić dług

considerable /kən'sɪdərəbəl/ znaczny

contribute to sth /kən'trɪbjʊt tə ,sʌmθɪŋ/ przyczynić się do czegoś

decent /'di:sənt/ przyzwoity

entrepreneur /,ɒntrəprə'nɜ:/ przedsiębiorca

go through the roof /,gəʊ θru: ðə 'ru:f/ gwałtownie rosnąć

internship /'ɪntɜ:nʃɪp/ praktyka, staż

make a point of doing sth /meɪk ə ,pɔɪnt əv 'du:ɪŋ ,sʌmθɪŋ/ starać się coś zrobić, kłaść duży nacisk na zrobienie czegoś

massively /'mæsɪvli/ ogromnie

prospect of sth /'prɒspekt əv ,sʌmθɪŋ/ perspektywa czegoś

repay/pay off a loan /rɪ,peɪ/peɪ ,ɒf ə 'ləʊn/ spłacić kredyt

saddled with debt /,sædəld wɪð 'det/ obarczony długami

tangible /'tændʒəbəl/ namacalny, zauważalny

the odds of sth /ði 'ɒdz əv ,sʌmθɪŋ/ prawdopodobieństwo czegoś

the world is your oyster /ðə ,wɜ:ld ɪz jəʊ 'ɔɪstə/ świat stoi przed tobą otworem

value sth over sth /'vælju: ,sʌmθɪŋ ,əʊvə ,sʌmθɪŋ/ cenić coś bardziej niż coś innego

worth one's while /,wɜ:θ wʌnz 'waɪl/ opłacalny, wart zachodu

write sth off /,raɪt ,sʌmθɪŋ 'ɒf/ umorzyć coś (np. pożyczkę)

VOCABULARY

- 1 In your notebook, write the correct form of a word from the box for each gap. There are two extra words.

(blank brush lap manic muster nerve)
regurgitate through weight wreck

I don't know about you, but sometimes I find it really hard to ¹ ? the energy to revise for exams. And the occasional need to simply ² ? facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting compared with ³ ? up on nineteenth-century political science.

And then comes the day of the exam. Despite the rational approach where you try to keep calm and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes ⁴ ? and you end up staring at the ceiling looking for inspiration. Unfortunately, your eye catches sight of the nervous ⁵ ? sitting to your left with panic written all over his face. The next thing you know you're a bundle of ⁶ ? like he is. Still, you try to focus and do your best and when the results come in and you realise that you've sailed ⁷ ? the exams, life is better again as a big ⁸ ? has been lifted.

- 2 In your notebook, complete the sentences with one word for each gap. The first letter of each word is given.

- I don't think I can s ? up the courage to tell my teacher what happened!
- When you are f ? with so many assignments to complete, it's hard to stay calm.
- Student accommodation is expensive in most cities in my country. It is hard to c ? by a good, cheap flat.
- I need to finish these reports by the end of the month. The work is beginning to p ? up.
- I'm really thinking of quitting. I feel like I'm t ? on the edge of sanity.
- Josh loves s ? out from the crowd. That's the only reason he dresses so outrageously.

- 3 In your notebook, replace the underlined words to make the appropriate phrases in the given contexts.

- Don't take everything so seriously. Why don't you just cook up?
- I've just failed that test too. Looks like we're in the same head.
- When you're a child, it's constantly hit into you to work hard.
- I've been studying around the clock for this exam. I'm absolutely plastered.
- Mark never gets stressed, does he? He takes everything in his step.
- I'm not sure I can make this speech now. I'm afraid I'm getting wet feet.

GRAMMAR

- 4 In your notebook, write the two options for each point which complete the sentences correctly.

Adam: Where's Ellie? She's not usually late.

Karen: Give her a few more minutes. She ¹ may / might / can be on her way.

Adam: It's rush hour. I guess she ² might / will / could be sitting in traffic.

Chris: Oh no! Do you think she ³ will / could / may have had an accident?

Karen: I doubt it. I suppose she just forgot the meeting was today. It ⁴ may / can / could have slipped her mind.

Adam: That's not like her. She's so organised. She ⁵ mustn't / can't / won't have forgotten.

- 5 In your notebook, write the correct forms of the words in brackets. In some gaps, more than one answer is possible. In some sentences, you will need to use the negative form.

- It's late. She ? (may/able) come at such short notice.
- Your wallet? You ? (could/leave) it in the car.
- His latest test result was surprisingly good, wasn't it? He ? (might/study) at the weekends.
- That's impossible! Such a big decision ? (could/make) without consulting me first.
- That can't be true. He ? (must/tell) lies.
- Where's James? Oh, of course. He ? (will/do) his workout at this time.

USE OF ENGLISH

Translation; open cloze; gapped sentences

- 6 In your notebook, write a/an or no article for each gap.

- I believe ? education is a right, not a privilege.
 - Our parents did all they could to give us ? good education.
 - Getting to know another culture while studying abroad can be ? education!
- Six months after graduating, my brother is still looking for ? work.
 - Revising for exams is ? hard work.
 - This painting is ? accomplished work of the artist's late period.
- Many job ads ask for ? previous experience.
 - A job interview can be ? enjoyable experience.
 - All animals have the ability to learn from ? experience.

- 7  In your notebook, translate the parts of the sentences given in brackets into English. Use no more than five words.

- If she's not picking up the phone, she ? (musi brać prysznic).
- He eventually ? (zebrał się na odwagę) to ask for a pay rise.
- To get this job, you have to ? (dobrze rozumieć) of the market.
- I must admit I had butterflies in my stomach before deciding to volunteer abroad, but it was ? (niesamowite doświadczenie).
- John ? (nie mógł napisać) this letter because he doesn't speak French.

8 In your notebook, write one word for each gap.

A Musical Partnership

Tenever is a housing estate in a poor area of the North German city of Bremen. In 2007, the Chamber Orchestra of Bremen moved their rehearsal rooms to a secondary school here and, for the pupils of Bremen East Comprehensive School, life ¹ ? about to change completely. But for this unique partnership, it might never ² ? happened. The school was ³ ? renovated and by coincidence, the orchestra was looking for somewhere new to rehearse. The local authorities suggested using the school as their base. ⁴ ? having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must ⁵ ? the reason why the school's results started to improve dramatically. Now school-leaving exams are ⁶ ? for the pupils who entered the school the same year as the orchestra. But teachers are optimistic that their pupils will pass their finals.

You ⁷ ? well think it sounds like the plot of a feel-good film. In the past, teachers ⁸ ? not have imagined pupils from richer parts of Bremen wanting to join the school, but now they are over-subscribed.

9 In your notebook, complete each set of three sentences with the same word in each gap.

- 1 a I love biographies, but this book doesn't go into any ? about John Lennon's life at all.
b This pool is for children. It's constantly supervised and it has a ? of only one metre.
c I really don't think I can do this. I have to admit I feel a little out of my ? .
- 2 a You're the special guest, darling. You should sit at the ? of the table.
b I've decided to become the ? of the search party and we'll begin by going to the lake.
c I need to get a breath of fresh air to help clear my ? . I'll be back in a few minutes.
- 3 a I love visiting the seaside. I always get an overwhelming ? of calm.
b I don't understand anything he's saying. I can't make any ? of it at all. Is it even English?
c Don't touch that! It's boiling hot. Use your common ? , will you?
- 4 a OK, I understand you didn't do as well as you'd expected, but try to ? things in perspective. It's not the end of the world!
b I must admit I don't ? up with current events.
c The best thing to do in such a stressful situation is to ? your composure, no matter what.

LISTENING

Multiple choice

- 10  1.25 Listen to three dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.

Dialogue 1

- 1 What does the woman NOT think about business travel?
A It's monotonous.
B It's exciting.
C It's life-changing.
- 2 In the woman's view, business travel allows her to
A visit places inaccessible for tourists.
B help people reach their goals.
C escape from the office.

Dialogue 2

- 3 What point does the man make about problems in Europe?
A They are confined to Europe.
B They aren't important enough to learn from them.
C They are reflected in other parts of the world.
- 4 How does the woman respond to this point?
A By insisting that local issues should take precedence.
B By suggesting he should behave like a tourist.
C By advising him to travel more widely.

Dialogue 3

- 5 What is the girl doing during the conversation?
A Wishing her parents had accepted the company's advice.
B Explaining why education in one place is important.
C Supporting her family's way of life.
- 6 The man seems to suggest that
A the current education system needs to be more flexible.
B there shouldn't be any problems with changing schools.
C changing schools helps develop relationships.

SPEAKING

11 Do the tasks in pairs.

Task 1

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do wymienionych aspektów.
Czy jest możliwy efektywny system edukacji bez egzaminów?

- motywacja do nauki
- obiektywna ocena
- wstęp na uniwersytet

Task 2

- 1 Do you think that people get better at taking exams with experience? Justify your opinion.
- 2 Do good grades and great exam results make you more likely to get a good job? Why?/Why not?
- 3 Tell us about a situation from your own experience when you were strongly motivated to study something which was not part of your school curriculum.

3

The new thing

Just because something doesn't do what you planned it to do doesn't mean it's useless.

Thomas Edison

ASK YOURSELF, ASK AROUND



What do you do with old electrical equipment you no longer need? How important is it to give old things a new life?

Projects page 137

3.1

VOCABULARY

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

I can talk about change in the music industry.

SHOW WHAT YOU KNOW

- 1 In your notebook, match the words from boxes A and B to make as many collocations as you can in sixty seconds.

A { 1 attach 2 bookmark 3 download 4 log on to 5 post
6 share 7 stream 8 update }

B { an app an attachment a clip a comment Facebook
a file a homepage a link music a photo your profile
your status a video a website a Wi-Fi network }

1 attach a clip/a file/a photo/a video

- 2 **SPEAKING** In your notebook, write five questions with the collocations you made in Exercise 1. Then ask and answer them in pairs.

What's the last clip you attached to an email?

- 3 In groups, look at the ways of listening to music and try to order them according to when they became available. Read the text on page 33 to check your ideas.

{ cassettes CDs MP3s phonographs streaming
transistor (portable) radios vinyl records }

FOCUS ON WORDS | Compounds

- 4 1.26 In your notebook, match the compounds in red from the article with the definitions below. Then listen and check.

1 idea or notion = brainchild

2 faithful followers = ?

3 built to prevent noise getting in = ?

4 designed and made specially = ?

5 popular or common = ?

6 negative response = ?



Portable gramophone



Transistor radio



Sony Walkman

The History of Recorded Music from phonographs to Spotify®



1877

The phonograph was the **brainchild** of prolific American inventor, Thomas Edison. For the first time, people could listen to recorded music at home.

1890

The New York Phonograph Company (now known as Columbia Records) opened the first **purpose-built** recording studios. They looked very different then – entire orchestras would squeeze into a **soundproof** room and play into a large horn.

1930s and 40s

In the early 1930s, the first vinyl record and an early record player were launched, but they were a **commercial flop**. Columbia Records continued the development of this technology and in 1948 brought out the first LP (long-playing record), which was quickly adopted as the new industry standard.

1950s–70s

The vinyl record prevailed as a preferred listening format, but in the late 1950s, with the growing popularity of rock and roll, the transistor radio also became a **mainstream** way to listen to music for free. Cassette tapes were launched in the 1960s and the first personal device for listening to music, the Sony Walkman, was launched in 1979.

1980s and 90s

Music videos **came into prominence** in the 1980s when MTV was launched. Around the same time, the first compact disc (CD) was pressed. The first CD player retailed at \$1,000! The portability of the Walkman helped the cassette tape outsell the vinyl record for the first time in 1988, but by the end of the 1990s, cassettes had **fallen by the wayside** and the CD was king.

2000s

The turn of the century **heralded the arrival** of the digital revolution! CD sales **started to decline**, giving way to the new digital format, the MP3.

2010s

The MP3 **remains in the ascendancy** for digital music and continues to be **the predominant choice** of legal music providers. But as long as there have been digital music files, there has been digital music piracy, which has hurt music sales over the last few decades. The increase in online music streaming through subscription-based organisations like Spotify has gone some way to raise awareness and address the piracy problem. Yet, as streaming services have continued to grow, there has also been something of a **backlash** against them from artists who blame them for **the downturn** in their royalties. But even as new technology has continued to push out the old, one of the oldest forms has **enjoyed a resurgence**. Vinyl records have developed a loyal **fan base** amongst a younger generation, and in the UK vinyl sales reached £20 million in 2014. Whether their popularity will continue into the future remains to be seen in the 2020s.

5 In your notebook, complete the sentences with the compounds from Exercise 4. Which of them are true?

- 1 The phonograph was the **brainchild** of Thomas Edison.
- 2 The first **?** recording studios were developed in 1980.
- 3 The first studios weren't **?**. A lot of noise leaked in.
- 4 There was a **?** against cassettes in the 1980s and their sales declined.
- 5 Downloads became a **?** way of buying music in the 2000s.
- 6 Vinyl records will continue to have a devoted **?** among younger generations.

FOCUS ON WORDS | Success and failure

6 **1.27** In your notebook, divide the phrases underlined in the text into two groups: Success and Failure. Then listen and check.

7 **SPEAKING** Choose the most appropriate phrase and write it in your notebook. Then discuss the questions in pairs.

- 1 Have any of your favourite bands split up and come into prominence / fallen by the wayside? Which ones?
- 2 Do you think music streaming will remain in the ascendancy / herald the arrival? Why?/Why not?
- 3 Will illegal download sites give way to / enjoy a resurgence of legal ones? How come?
- 4 Which songs, singers or bands have been a commercial flop / a downturn?

FOCUS ON WORDS | Nouns from adjectives

8 **1.28** In your notebook, form nouns from the adjectives in the box using the suffixes. Then listen and check. Find examples of these words in the text.

ascendant aware popular portable predominant
prominent resurgent

-ance/-ence	-cy	-ity	-ness
?	ascendancy	?	?

9 **SPEAKING** In your notebook, complete the sentences with an appropriate noun or adjective from Exercise 8. Do you agree with the statements? Why?/Why not?

- 1 Streaming will no longer be the **predominant** music format within five years.
- 2 Most teenagers show no **?** of the importance of music copyright.
- 3 It's unlikely that there will be a **?** in CD sales.
- 4 These days, musicians don't need record companies to become **?**.
- 5 **?** artists who work with charities are just interested in self-promotion.
- 6 The increased **?** of music means that people don't listen together any more.

FOCUS ON WORDS | EXTRA Nouns from adjectives

10 **1.29** Make more nouns from the adjectives in the box and add them to the table from Exercise 8. Then listen and check. Write an example sentence for each noun.

abundant affluent authentic careless consistent
diligent effective private reluctant simple

Live music venues exist in abundance in London's West End.

Matching

I can understand specific details in an article.

1 **SPEAKING** Look at the photos of two tennis players on page 35. Discuss how sports gear has evolved over the last century.

2 **SPEAKING** Follow the instructions below.

- Look at the photos below and describe the sports gear using the words in the box.

(aerodynamic composite enlarged)
streamlined ultra-light

- Look quickly through the four texts on page 35 to find one more piece of modern sports gear.
- Discuss other examples of technological innovation in sport.



READING FOCUS Matching

3 Read texts A–D. Which statements 1–5 match them correctly? Write the answers in your notebook. One text has two matching statements.

In which text does the writer ...

- mention the extremes which the human body can reach?
- question the value of the sporting results of our times?
- mention the link between sport, technology and danger?
- discuss and unfair non-financial edge that technology can bring?
- present athletes' concerns regarding technology?

4 In your notebook, rewrite the sentences replacing the underlined words and phrases with the words in blue from the texts. Make any other changes if necessary.

- Great progress has been achieved in terms of increasing participant safety so athletes can have longer careers. *Huge strides have been made in terms of increasing participant safety so athletes can have longer careers.*
- The Olympic Games a century ago looked very different from the Games today.
- Most people agree that an athlete's skill in their field cannot be fully explained by the use of advanced equipment.
- There are no limits to people's resourcefulness when it comes to technological innovation in sport.
- Even equipment that is apparently very ordinary, such as shoes, has improved enormously.
- Today, a lot of money depends on how well an athlete performs.
- Another benefit of technological advances is that more people can get involved in sports that used to be exclusive.
- Modern athletes are very happy to take advantage of advances in sporting technology.
- This is because, over the past century, sporting technology has developed equipment that has been improving all the time.

5 In your notebook, write word families consisting of two or three parts of speech using the words underlined in the texts.

NOUN	VERB	ADJECTIVE
accomplishment	<u>accomplish</u>	<u>accomplished</u>

FOCUS ON WORDS | Collocations

6 1.31 In your notebook, complete the collocations highlighted in the texts on page 35. Then listen and check.

- enhance performance
- draw ?
- push ?
- set ?
- fuel ?

7 **SPEAKING** In your notebook, complete the questions with the correct forms of the collocations in Exercise 6. Then ask and answer.

- Is sports technology limited to enhance performance? If not, does it also extend into injury prevention or rehabilitation?
- Are we likely to reach the point where athletes will no longer be able to ? because technology can't improve their performance any further?
- How will nutrition and training change? Will they continue to ? in sport? Why?/Why not?
- When it comes to using technology in sport, where do we ? between what is fair and unfair?
- How much longer can sports science ? to find how far it can go?

THE ROLE OF TECHNOLOGY IN SPORT



Suzanne Lenglen,
French tennis player, 1920s

Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its **modern counterpart**: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing **ever-better gear** made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between **legitimate** improvements and ones that significantly advantage some athletes over others. Every time the Summer Olympics comes around, so does the debate about where to **draw the line**. Nevertheless, we have to accept that the technology companies are part of the **manifestation** of **human ingenuity** in sport and that their importance will increase. Despite the ongoing debate, it is certain that athletes will continue to utilise advances in sports technology to **enhance** and better their **performance**.

Text B

The use of technology in sport isn't new: there has been a steady evolution of even **seemingly mundane** sports equipment for decades. You need only look at the **huge strides made** in shoe technology, with better, lighter materials helping to improve performance. It can be argued that these advances have helped to justify the **expense** of time and money that we invest in sport. Improvements in safety standards have helped to prevent injuries among athletes and enabled them to compete to an older age. Advances in technology can enhance spectator interest and excitement as well as encouraging more people to participate in **formerly** exclusive sporting activities. In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport. We must understand how a particular technology affects performance. There's a fine balance between simply enhancing an athlete's fitness and technique and completely eliminating the human factor in competition.

Text C

Technological innovation is now an integral part of sport at the highest level, and competition isn't just about who is fastest – but whose kit is smartest. Given how much money **rides on** success today, it's little wonder that athletes are keen to **capitalise on** technological advances to help them win. It seems that the old saying 'it's not whether you win or lose' has been replaced by 'winning isn't everything; it's the only thing.' But when people talk about the **pro prowess** of athletes in sports such as tennis, golf, track and field, it's impossible to **ignore** the part played by technology. Current-day **records set** with the benefit of these advances cannot be held in such esteem as those of the past. It's not surprising that poorer countries don't compete in sports involving a lot of technology: the investment required is phenomenal. Surely it's not acceptable that competition at the highest level is now only affordable to the elite due to the high cost of equipment.



Serena Williams,
American tennis
player, 2019

Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added significantly to athletic performance. Professional athletes now have access to far better equipment than ever before and this has undoubtedly played a role in the achievement of these athletes in their respective fields. Yet it doesn't negate or fully explain their **accomplishments**, even though composite tennis racquets, ultra-light running shoes and fibreglass poles have enabled them to perform better than ever before. No competitive professional would think of returning to the wooden tennis racquet or bamboo pole: today, the **alternatives** are just that much better. Sports, like all human enterprises, evolve over time. Technology will no doubt continue to **fuel improvements** that help **push the limits** of athletic ability still further. But records in future will be broken less frequently and incremental gains will be tiny, as technological innovation helps to **optimise** the performance of all and athletes begin to **approach** their physical limits.

3.3

GRAMMAR

Infinitives

I can use various infinitive structures.

- SPEAKING** Read the beginning of an article about the Tamagotchi Effect. Discuss what you think the positive and negative results of the effect are.

THE TAMAGOTCHI EFFECT

Scientists have created the term the Tamagotchi Effect to refer to how people can become emotionally attached to inanimate objects, such as machines, robots or computer software.

- Read the rest of the article and check your ideas.

The phenomenon dates back to 1996, when a Japanese company was **the first to market** a toy in which a newborn creature **is to be looked after** and brought to adulthood by its carer. **To keep their virtual friend alive**, the user constantly needs to feed and play with it.

Researchers have studied the attraction and concluded that users become **determined to raise** their new buddy successfully as this fulfils the basic human **need to nurture** relationships. However, they warn depending so much on these figures can potentially lead to isolation from the real world.

Although the trend for virtual friends **failed to take off** in Europe to the same extent that it did in Japan, software companies, **not to be deterred** by the apparent risks to consumers, have continued to develop and modernise the concept, resulting in sales of over seventy-six million worldwide. **To be emotionally attached to gadgets** is perhaps not as uncommon as it would at first seem.

- Read the GRAMMAR FOCUS and find an example of each infinitive structure in the text in Exercise 2.

GRAMMAR FOCUS

Infinitives

You can use the infinitive for a number of different reasons.

- after some verbs

Note: In some phrases after verbs, e.g. *to be* + *to do sth* the infinitive is used to talk about a rule or arrangements for the future.

- after certain adjectives
- after certain nouns
- after a superlative or an ordinal number
- to indicate purpose

Note: To avoid monotony in writing, you can put the infinitive of purpose before the subject or directly after it.

- as the subject of a sentence

Each of the infinitive structures can be:

- active or passive, e.g. *You need to look after it.*
→ *It needs to be looked after.*
- simple, perfect or progressive, e.g. *to play, to have played, to be playing, to have been playing.*



- In your notebook, complete the sentences with the correct positive or negative infinitive (passive or active) of the verbs in brackets.

- I've never had the opportunity **to play** (play) with a virtual pet.
- Robotics companies, **?** (leave out), are also keen on developing the idea of virtual friends.
- He simply refused **?** (interrupt) while playing with his new friend.
- I was surprised **?** (find out) that I couldn't stop playing.
- A cute baby dinosaur is probably the best creature **?** (look after) by a novice carer.
- ?** (have) a pet of any kind is to deprive a child of early emotional development.

- USE OF ENGLISH** In your notebook, complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use no more than five words including the word in capitals.

- Making the experience of owning virtual pets as realistic as possible is the goal of game designers. **TRIED**
Game designers **have tried to make** the experience of owning virtual pets as realistic as possible.
- To have my own virtual friend would be thrilling. **THRILLED**
I'd **?** my own virtual friend.
- Humans often become attached to things which do not have any emotions. **TEND**
Humans **?** attached to things which do not have any emotions.
- I always get the latest gadgets before everybody else. **QUICKEST**
I'm always **?** the latest gadgets.
- Companies will surely develop more emotionally sophisticated robots in the future. **SURE**
Companies **?** more emotionally sophisticated robots in the future.

- SPEAKING** Look at the sentences in Exercise 5. Discuss to what extent you agree or disagree with each statement.

Grammar pages 122–123

3.4

USE OF ENGLISH

Sentence modifiers

I can use modifiers to signal attitude, soften a statement or add emphasis.

1 SPEAKING Discuss the questions.

- 1 Do you ever use paper maps? If not, why?
- 2 Can you imagine a situation in which a mapping mobile app is not the best solution?

2 Read the article and answer the questions in your notebook.

- 1 Do we read more efficiently on screen or on paper? Why?
- 2 What has the digital age done to the length of reading texts?
- 3 What is the advantage of Google Maps over traditional paper ones?
- 4 How do we read digital texts? Why?

3 SPEAKING Do you agree with the article? Why?/Why not?

4 Look at the modifiers in blue in the article. Do they modify words or whole phrases?

5 Read the LANGUAGE FOCUS. In your notebook, write a modifier in blue from the article for each gap.

LANGUAGE FOCUS

Sentence modifiers

Indicating attitude

- to express surprise: ¹ *strikingly*, *surprisingly*
- to indicate interest: ² *?*, *interestingly*
- to say sth is obvious: *of course*, ³ *?*, ⁴ *?*
- to show a positive attitude: *I'm happy to say*, *happily*
- to show a negative attitude: *sadly*, *regrettably*

Softening a message

probably, *likely*, ⁵ *?*, ⁶ *?*, ⁷ *?*, ⁸ *?*

Note: In conversation, *sort of*, *in a way* and *maybe* are common.

Adding emphasis

surely, *clearly*, ⁹ *?*, ¹⁰ *?*

Note: In conversation, *actually*, *definitely* and *as a matter of fact* are all common.

READING ON SCREEN

Recent studies show that, *strikingly*, we read more slowly and comprehend less on screen than we do when we read on paper. *In fact*, digital reading material may prevent readers from appreciating long texts in a satisfying way. This, *presumably*, is also to do with the fact that so much information these days comes in tiny bite-size pieces.

The study shows that reading a physical book allows the reader to assimilate an extensive amount of information because you can go back and forth between pages easily. This may, *to some extent*, explain why people still print out documents when they could *potentially* just read it all on screen. *Obviously*, the results of the study don't apply to all digital text types. Google Maps, for example, allows you to zoom in and zoom out to get a bigger picture of where you are and is *arguably* easier to use than its paper equivalent.

Curiously, another difference lies in the direction in which we read. With digital texts, we often read in a non-linear fashion because we are led in different directions by links embedded within a text – *plainly*, this makes us more easily distracted. *Indeed*, we may not finish what we intended to read but discover something totally unexpected instead.

6 In pairs, take turns to read out the sentences choosing the most likely modifier based on the context of the sentence.

- 1 *Curiously* / *Sadly*, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
- 2 After initial difficulties, *happily* / *regrettably* Anna was able to recover all her data from the faulty hard drive.
- 3 *Obviously* / *Surprisingly*, the latest model of the phone is twice as powerful but costs little more than the old version.
- 4 While Karen is not totally to blame, *to some extent* / *clearly* the fault is hers as she forgot to log out of the system.
- 5 *Of course* / *Potentially*, no one could have predicted just how damaging this computer virus would go on to be.
- 6 With so much competition in the market, *plainly* / *likely* not every fitness app can be a commercial success.

7 SPEAKING Discuss one of the statements below.

- 1 Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
- 2 Though we can't be 100 percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.

Use of English pages 123–124



3.5

LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

1 **SPEAKING** Look at the photos. Discuss how these devices and services make our lives easier.

2 **1.32** Listen to three dialogues about technology and answer the questions in your notebook.

- Which of the devices or services in the photos are the people talking about?
- What is their general attitude towards them?
- In which conversation do the two people fundamentally disagree?

LISTENING FOCUS Multiple choice

3 **1.32** Listen again. For questions 1–6, choose the best answer (A–C) and write it in your notebook.

Dialogue 1

- How does the woman feel about contactless cards?
 - annoyed about the way people use them
 - concerned about some aspects of their use
 - surprised about how quickly they have been introduced
- What do they both think about the cards?
 - They are only useful in certain situations.
 - They are less safe than other payment methods.
 - They indicate an attitude that is common in modern society.

Dialogue 2

- What does the woman dislike most about social media?
 - It encourages a superficial form of communication.
 - It's hard to erase personal details.
 - It's spoiling people's use of language.
- What is the man doing?
 - describing how he'd like to change people's approach to social media
 - complaining about a problem he encountered on a social network
 - explaining how to use some social media sites

Dialogue 3

- What aspect of e-readers do the two speakers disagree about?
 - how convenient and practical they are
 - how difficult they are to share with others
 - how they affect the amount people read
- What does the woman dislike most about e-readers?
 - They're addictive.
 - They're heavy and impractical.
 - They're not as special as books.



FOCUS ON WORDS | Verbs

4 **1.33** In pairs, match the verbs from the box with the definitions below. Then listen and check.

cheapen compromise enrich flick through
glare nick savour **swipe**

- pass a card through an electronic reader = **swipe**
- accept sth undesirable because it's easy = ?
- make less valuable or meaningful = ?
- read quickly = ?
- enjoy in a relaxed way = ?
- steal = ?
- shine brightly = ?
- improve the quality = ?

5 In your notebook, complete the sentences using the correct forms of the verbs from Exercise 4.

- I think we should have to **swipe** our ID passes to get into school. It's much safer.
- I spend a lot of time with books. I ? every page.
- I don't like reading on screens because they ? with a harsh light.
- I think social media really ? communication – everything is so superficial.
- I don't like shopping online – it ? security for convenience.
- I am always worried that someone might ? my phone.
- I like books because you can ? them before you buy.
- Social media has ? my life. It helps me to easily keep in touch with my friends.

6 **SPEAKING** Discuss whether you agree with the statements in Exercise 5 and why.

3.6

SPEAKING

Agreeing and disagreeing

I can show degrees of agreement and disagreement using a range of language.

1 **SPEAKING** Look at the photos on the radio website and discuss the questions.

- 1 How is technology being used in each image?
- 2 Have you ever seen these uses of technology? If yes, where?

2 **1.34** Listen to a radio programme about the technological solutions in the photos and answer the questions in your notebook.

- 1 Do the speakers think they are a good idea?
- 2 What reasons do they give for their opinions?

3 **1.34** Read the **SPEAKING FOCUS**. Then listen again and, in your notebook, make a list of the phrases from the **SPEAKING FOCUS** you hear.

4 In your notebook, respond to the statements using phrases from the **SPEAKING FOCUS**. Give reasons for your responses.

- 1 I think touch screen menus are just a gimmick! (disagree politely)
- 2 I like the idea of virtual mirrors – I think they'd be fun. (agree enthusiastically)
- 3 Classrooms should have virtual books built into the desks! (agree enthusiastically)
- 4 I think people spend too much time hiding their faces in their screens! (agree in part)
- 5 I couldn't live without my phone. It's my most important possession. (disagree politely)
- 6 A lot of people are losing their jobs due to new technology. (agree in part)

SPEAKING FOCUS

Agreeing enthusiastically

Absolutely! I'm totally with you on that!

I've got to agree with you!

You can say that again!

You're definitely not wrong there!

You've got that right.

Agreeing in part

You're right of course, but ...

I know that's true, but ...

You've got a point, though ...

I agree ..., but ...

I guess you're right, though ...

Disagreeing politely

Sorry, but I just don't think that's right.

I'm sorry, I really don't agree with you here.

I'm afraid I have to disagree with you on that.

Hmm, I'm afraid I'm not so sure.

5 **SPEAKING** Do the exam task in pairs.

UCZEŃ A

Przebywasz w Anglii na kursie języka angielskiego. Jeden z twoich kolegów z grupy obchodzi urodziny. Razem z Uczniem B chcecie kupić mu w prezencie jakiś gadżet elektroniczny. Poniżej podano cztery kwestie, które musisz omówić w rozmowie. Rozmowę rozpoczynasz ty.

- a Upodobania obdarowanej osoby
- b Praktyczność prezentu
- c Koszt upominku
- d Sposób wręczenia prezentu

UCZEŃ B

Przebywasz w Anglii na kursie języka angielskiego. Jeden z twoich kolegów z grupy obchodzi urodziny. Razem z Uczniem A chcecie kupić mu w prezencie jakiś gadżet elektroniczny. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna Uczeń A.

- *I'm sorry, I really don't agree with you here. He's not into (fitness) at all.*
- *I agree it's not a very original present, but don't you think everybody needs it?*
- *Hmm, I'm afraid I'm not so sure. He needs (a power bank) with more (capacity).*
- *You're right of course, but (a digital key tracker) is not expensive at all.*

News

Weather

More



LISTEN LIVE

ON AIR NOW: **TechReport**
12:00–12:10



NEXT: **Top 10 Singles**
12:10–12:55

3.7

WRITING

A review of a product

I can write a review of a product describing its features, benefits and drawbacks.

1 SPEAKING Look at the descriptions of five fitness gadgets and discuss the questions below.

- a pedometer app in your phone tracking the number of steps you take every day
- a fitness band measuring the distance you have walked/run and monitoring your heart rate
- an exercise bike telling you your average speed and how many calories you have lost
- an app enabling you to attend live fitness classes online
- an app helping you plan and track your workouts

- 1 Which of these gadgets do you use/would you be interested in trying out?
- 2 Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

2 Read the task and discuss the questions in pairs.

You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

- 1 What is it about?
- 2 What information do you need to include?

3 Now read the review and answer the questions in pairs.

- 1 Does it contain the information asked for in the task?
- 2 Would this app be right for you?

App Review: Get Running

Want to get fit but finding it hard to get off the couch and hit the streets? With the proliferation of running apps now available, it's never been easier. **Whether** you're training for your first five-kilometre (5k) run or your ninth marathon, there's an app to
5 motivate you through every mile.

Get Running is **one of the best** apps to use the popular training programme *Couch to 5k*. The method is **designed to** start you from scratch as it alternates running and walking in order to build up your fitness. *Get Running* **not only** offers nine weeks of
10 set routines so as to enable beginners to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is **easy to use** and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. **As well**
15 **as** enabling you to listen to music while you run, the app **allows** you to pause a run so that you can get your breath back and start again when you're ready. These are all great features, but it's the **clear and concise** instructions that really **make all the difference**. That said, it would be a real **plus** if the app was available in a wider
20 range of languages.

While it won't do the running for you, this technology can help you move from the couch to the finishing line. If you're a beginner in need of extra encouragement, this is **the perfect choice** for you.



- 4 In your notebook, complete the **WRITING FOCUS** with the words in purple in the review.

WRITING FOCUS

A review of a product

Introduction

- Arouse the reader's interest in the product.

Interested in ...? ¹ *Want to* ...?

² ? you're ... or ...

Main paragraphs

- Say what the product does and what it offers.
It is ³ ? ...
It enables ⁴ ? (you) to ...
It has/offers/boasts excellent features such as/like ...
- Explain any special benefits or features.
An outstanding feature is ...
This option is particularly useful ...
It's the (instructions) that really stand out ⁵ ?
- Use positive adjectives to describe features and benefits.
It's ⁶ ? /user-friendly.
The ⁷ ? (instructions) ...
- Use listing phrases to connect the information.
It ⁸ ? ..., but also ...
⁹ ? (enabling) you to ...
Another advantage is ...
- Include a comparison with other similar products if appropriate.
It's ¹⁰ ? /most popular ... available ...
Some may find ..., but ...
- Mention any drawbacks or areas for improvement.
The only real downside is ...
It would be a real ¹¹ ? if ...

Conclusion

- Summarise the benefits of the product.
This is a great product to ...
¹² ? /might not ...,
This is ¹³ ? for (novices)/the best value ...

- 5 In your notebook, complete the sentences with the words and phrases from the **WRITING FOCUS**. Then put the sentences in a logical order. Which review sections do they belong to?

- The online platform *offers* built-in rewards, ? trophies for reaching certain milestones.
- One of the latest is *Xtra Mile*, a GPS running aid that ? runners to track running in real time.
- It ? users to track time, distance and calories burned using the phone's GPS.
- An ? feature for serious runners is the heat map.
- ? you're out for a casual jog or training for a race, you can take advantage of one of many running apps available.
- The app is ? to motivate serious runners who are looking to improve their performance.
- This map ? tracks the route, but also plots how fast the user is running using a colour scale.
- For serious joggers, *Xtra Mile* is the ? to help train for an upcoming race and provide motivation at the same time.
- Xtra Mile* has many other ? such as motivation through music and an online community.
- A final note to developers: it would be a real ? if the next version of the app allowed users to post to popular social networking sites as well as to the *Xtra Mile* online community.

- 6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the review?

LANGUAGE FOCUS

Clauses of purpose

- to + infinitive + noun phrase**
Want something *to spice up* your run? Use this app to log your activity.
- in order to/so as to + infinitive clause**
Many people need encouragement (*in order*) *to* get off the couch. (*in order* is usually omitted in informal writing)
This app offers built-in rewards *so as to* increase your motivation.
Note: Use *in order not to/so as not to + infinitive clause* to express purpose in the negative.
Keep your pedometer in a waist bag *in order not to/so as not to* lose it.
- so (that) + clause** (usually with a modal verb – can, will or may)
Get Running offers routines to follow *so (that)* you can achieve a 5k run.
- for + noun/-ing**
We went *for a run*.
This app works best *for walking*.

- 7 In your notebook, complete the text with the words and phrases from the box.

for in order not to so so as to
so as not to so that to

The *Miles in Your Shoes* pedometer offers users a variety of walking and running challenges set at various levels of difficulty. You can scroll through a user-friendly menu ¹ *to* select a challenge that is suited to you. Some take all day while others require only moments ² ? you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks ³ ? lose motivation. Trophies and Awards appear frequently ⁴ ? give you a sense of accomplishment. *Miles in Your Shoes* works best ⁵ ? slow walking and won't register activities like biking. It can be kept in your pocket ⁶ ? get in the way while running. It also connects with other fitness apps ⁷ ? you can log other data like food consumption.

SHOW WHAT YOU'VE LEARNT

- 8  In your notebook, complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Internetowe czasopismo ogłosiło plebiscyt na najlepszą aplikację mobilną dla studentów. Napisz **artykuł**, w którym zrecenzujesz swoją ulubioną aplikację, odnosząc się do:

- jej funkcjonalności,
- korzyści płynących z jej używania,
- powodów, dla których powinna zwyciężyć w plebiscycie.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

3.1 Vocabulary 4.15

abundance /ə'bʌndəns/ obfitość, duża ilość
abundant /ə'bʌndənt/ obfity, liczny
affluence /'æfluəns/ obfitość, dobrobyt
affluent /'æfluənt/ zamożny, dostatni
amongst /ə'mʌŋst/ wśród
ascendancy /ə'sendənsi/ przewaga;
remain in the ascendancy – zachować pozycję dominującą
ascendant /ə'sendənt/ dominujący
authentic /ɔ:'θentɪk/ autentyczny
authenticity /ɔ:'θen'tɪsəti/ autentyczność
aware /ə'weə/ świadomy
awareness /ə'weənəs/ świadomość
backlash against sth /'bækklæʃ ə'genst ,sʌmθɪŋ/ ostry sprzeciw wobec czegoś
bring out /,brɪŋ 'aʊt/ wydać, wprowadzić na rynek
careless /'keəls/ nieuważny, niedbały
carelessness /'keəlsnəs/ niedbalstwo, beztroska
cassette /kə'set/ kaseta
come into prominence /,kʌm ,ɪntə 'prɒmənəns/ nabrać znaczenia
commercial flop /kə,mɜ:ʃəl 'flɒp/ finansowa klapa
consistency /kən'sɪstənsi/ spójność, konsekwencja
consistent /kən'sɪstənt/ spójny, konsekwentny
copyright /'kɒpraɪt/ prawo autorskie
diligence /'dɪlɪdʒəns/ pracowitość, pilność
diligent /'dɪlɪdʒənt/ pracowity, pilny
download /'daʊnləʊd/ plik muzyczny do pobrania
downturn in sth /'daʊntɜ:n ɪn ,sʌmθɪŋ/ spadek czegoś
effectiveness /ə'fektɪvnəs/ skuteczność
enjoy a resurgence /ɪn,dʒɔɪ ə rɪ'sɜ:dʒəns/ odrodzić się, wrócić do łask
fall by the wayside /,fɔ:l baɪ ðə 'weɪsaɪd/ skapitulować, wypaść z rynku
fan base /'fæn beɪs/ grono fanów
give way to sth /gɪv 'weɪ tə ,sʌmθɪŋ/ ustąpić miejsca czemuś
herald the arrival of sth /,herəld ðɪ ə'raɪvəl əv ,sʌmθɪŋ/ zapowiadać nadejście czegoś
horn /hɔ:n/ róg
industry standard /,ɪndəstri 'stændəd/ branżowy standard
leak in /,li:k 'ɪn/ dostać się do środka

mainstream /'meɪnstri:m/ dominujący, głównego nurtu
music piracy /,mju:zɪk 'paɪərəsi/ piractwo muzyczne
outsell sth /aʊt'sel ,sʌmθɪŋ/ sprzedawać się lepiej od czegoś
phonograph /'fəʊnəgrɑ:f/ fonograf, gramofon
popularity /,pɒpjə'lærəti/ popularność
portability /,pɔ:tə'bɪləti/ przenośność
portable /'pɔ:təbəl/ przenośny
predominance /prɪ'dɒmənəns/ przewaga
predominant /prɪ'dɒmənənt/ dominujący
press /pres/ tłoczyć
prevail /prɪ'veɪl/ przeważać
privacy /'prɪvəsi/ prywatność
prolific /prə'lifɪk/ płodny (np. pisarz, wynalazca)
prominent /'prɒmənənt/ wybitny, znaczący
provider /prə'vaɪdə/ dostawca
purpose-built /,pɜ:pəs 'bɪlt/ specjalnie skonstruowany
push sth out /,pʊʃ ,sʌmθɪŋ 'aʊt/ wypierać coś
release /rɪ'li:s/ wydać, wprowadzić na rynek
reluctance /rɪ'lʌktəns/ niechęć
reluctant /rɪ'lʌktənt/ niechętny
resurgent /rɪ'sɜ:dʒənt/ odradzający się
retail at (\$1,000) /'ri:teɪl ət (wʌn 'θaʊzənd)/ kosztować w detalu (1000 dolarów)
royalties /'rɔɪəltɪz/ tantiemy
sb's brainchild /,sʌmbɒdɪz 'breɪntʃaɪld/ czyjś pomysł, wynalazek
simplicity /sɪm'plɪsəti/ prostota
start to decline /,stɑ:t tə dɪ'klaɪn/ zacząć spadać, zmniejszać się
stream music/a video /stri:m 'mju:zɪk/ ə 'vɪdiəʊ/ udostępnić w Internecie muzykę/film do wysłuchania/obejrzenia na życzenie
transistor radio /træn,zɪstə 'reɪdiəʊ/ radio tranzystorowe
venue /venju:/ miejsce, w którym coś się odbywa
vinyl record /,vaɪnəl 'rekɔ:d/ płyta winylowa

3.2 Reading 4.16

accomplish /ə'kʌmplɪʃ/ osiągnąć
accomplished /ə'kʌmplɪʃt/ znakomity
accomplishment /ə'kʌmplɪʃmənt/ osiągnięcie

add to sth /'æd tə ,sʌmθɪŋ/ zwiększyć coś
advance /əd'vɑ:ns/ postęp
advantage sb /əd'vɑ:ntɪdʒ ,sʌmbɒdi/ sprzyjać komuś
aerodynamic /,eəəʊdaɪ'næmɪk/ aerodynamiczny
alter /'ɔ:l tə/ zmienić, zmodyfikować
alternative /ɔ:l'tɜ:nətɪv/ inna możliwość, zamiennik; alternatywny
approach sth /ə'prəʊtʃ ,sʌmθɪŋ/ zbliżać się do czegoś
better /'betə/ poprawić
capitalise on sth /'kæpətaɪz ɒn ,sʌmθɪŋ/ czerpać korzyści z czegoś
composite /'kɒmpəzət/ kompozytowy
current-day /,kʌrənt 'deɪ/ obecny, dzisiejszy
draw the line /,drɔ: ðə 'laɪn/ wyznaczyć granicę
enhance performance/interest /ɪn,hɑ:ns pə'fɔ:məns/ɪntrəst/ zwiększyć wydajność/zainteresowanie
enlarged /ɪn'lɑ:dʒd/ powiększony
enterprise /'entəpraɪz/ przedsięwzięcie
ever-better /,evə 'betə/ coraz lepszy
expend /ɪk'spend/ wydać, poświęcić
expense /ɪk'spens/ koszt, nakład
factor /'fæktə/ czynnik
fibreglass /'faɪbəglɑ:s/ z włókna szklanego
formerly exclusive /,fɔ:məli ɪk'sklu:sɪv/ niegdyś ekskluzywny
fuel improvements /,fju:əl ɪm'pru:vmənts/ napędzać wprowadzanie ulepszeń
hold sb/sth in esteem /,həʊld ,sʌmbɒdi/ ,sʌmθɪŋ ɪn ɪ'sti:m/ cenić kogoś/coś
ignorance /'ɪgnərəns/ ignorancja, niewiedza
ignorant /'ɪgnərənt/ nieświadomy, niedouczoney
ignore /ɪg'nɔ:/ zignorować
impact /'ɪmpækt/ wpływ, oddziaływanie
incremental gain /,ɪŋkrə'mentl 'geɪn/ stopniowy przyrost
ingenuity /,ɪndʒə'nju:əti/ pomysłowość
legitimacy /lɪ'dʒɪtəməsi/ zasadność
legitimate /lə'dʒɪtəmət/ uzasadniony
legitimise /lɪ'dʒɪtəmaɪz/ uzasadnić, usankcjonować
make strides /,meɪk 'straɪdz/ robić postępy
manifest /'mænəfest/ okazywać; jawny, wyraźny
manifestation /,mænəfe'steɪʃən/ przejaw, objaw

modern counterpart /ˌmɒdn 'kauntəpɑːt/
współczesny odpowiednik

nutrition /ˌnjuː'triʃən/ odżywianie

optimal /'ɒptəmə/ optymalny

optimise /'ɒptəmaɪz/ optymalizować

optimum /'ɒptəmə/ optimum,
najkorzystniejsze rozwiązanie

pole /pəʊl/ kij

prowess /'prəʊəs/ sprawność

psychology /saɪ'kɒlədʒi/ psychologia

push the limits /ˌpʊʃ ðə 'lɪmits/
przesuwać granice

ride on sth /'raɪd ɒn ,sʌmθɪŋ/ zależeć od
czegoś

seemingly mundane /ˌsiːmɪŋgli mʌn'deɪn/
pozornie prozaiczny

set a record /ˌset ə 'rekɔːd/ ustanowić
rekord

significantly /ˌsɪɡnɪfɪkəntli/ znacznie

soundproof /'saʊndpruːf/
dźwiękoszczelny

sports gear /'spɔːts ɡɪə/ sprzęt sportowy

streamlined /'striːmlaɪnd/
aerodynamiczny

superior /suː'piəriə/ lepszy

track and field /ˌtræk ənd 'fiːld/
lekkoatletyka

ultra-light /'ʌltrəlaɪt/ ultralekki

utilise /'juːtɪlaɪz/ eksploatować,
wykorzystywać

3.3 Grammar 4.17

apparent /ə'pærənt/ widoczny, oczywisty

deter /dɪ'tɜː/ zniechęcić, odstraszyć

inanimate object /ɪn.ænəmət 'ɒbdʒɪkt/
przedmiot nieożywiony

novice /'nɒvəs/ początkujący

nurture /'nɜːtʃə/ pielęgnować

potentially /pə'tenʃəli/ potencjalnie

3.4 Use of English 4.18

arguably /'ɑːɡjuəbli/ prawdopodobnie

as a matter of fact /əz ə ,mætər əv 'fækt/
właściwie

assimilate /ə'sɪməleɪt/ przyswoić

curiously /'kjʊəriəsli/ co ciekawe

extensive /ɪk'stensɪv/ znaczny, duży

in a way /ɪn ə 'weɪ/ w pewnym sensie

indeed /ɪn'diːd/ w rzeczy samej

interestingly /'ɪntrəstɪŋli/ co ciekawe

plainly /'pleɪnli/ w sposób oczywisty

presumably /prɪ'zjuːməbli/
prawdopodobnie

regrettably /rɪ'ɡretəbli/ niestety

strikingly /'straɪkɪŋli/ co niezwykle

to some extent /tə ,səm ɪk'stent/
do pewnego stopnia

3.5 Listening 4.19

approach (n) /ə'prəʊtʃ/ podejście,
metoda; zbliżanie się

cheapen /'tʃiːpən/ obniżyć wartość,
deprecjonować

compromise sth for convenience
/ˌkɒmprəmaɪz ,sʌmθɪŋ fə kən'viːniəns/
narazić coś na szwank dla wygody

contactless debit card /ˌkɒntæktləs
'debit kɑːd/ zbliżeniowa karta debetowa

enrich /ɪn'ritʃ/ wzbogacić

erase /ɪ'reɪz/ usunąć

flick through sth /ˌflɪk 'θruː ,sʌmθɪŋ/
przekartkować coś

glare /gleə/ świecić jasnym blaskiem

nick /nɪk/ (pot.) ukraść, zwinąć

savour /'seɪvə/ rozkoszować się

superficial /ˌsuːpə'fɪʃəl/ powierzchowny

swipe a card /ˌswaɪp ə 'kɑːd/
przeciągnąć kartę przez terminal

wireless router /ˌwaɪələs 'ruːtə/ router
bezprowadowy

3.6 Speaking 4.20

gimmick /'ɡɪmɪk/ tani chwyt, trik

3.7 Writing 4.21

alternate /'ɔːltəneɪt/ wymieniać, ustawiać
naprzemiennie

concise /kən'saɪs/ zwięzły

cue /kjuː/ znak, sygnał

exercise bike /'eksəsaɪz baɪk/ rower
treningowy

from scratch /frəm 'skrætʃ/ od zera

manageable /'mænɪdʒəbəl/ wykonalny

pace /peɪs/ tempo

pedometer /pe'dɒmɪtə/ krokomierz

plot /plɒt/ przedstawić na wykresie

proliferation /prəˌlɪfə'reɪʃən/
rozpowszechnianie się, szybki wzrost
liczby czegoś

squeeze into sth /'skwiːz ,ɪntə ,sʌmθɪŋ/
wciskać się do czegoś

talk sb through sth /ˌtɔːk ,sʌmbədi 'θruː
,sʌmθɪŋ/ wytłumaczyć coś komuś krok
po kroku

track /træk/ śledzić

VOCABULARY

- 1 In your notebook, write the correct forms of the words from the box for each gap.

compromise counterpart downturn
herald optimise savour

- This new racquet is specially designed to the strength of your shots.
- Because of Internet technology, there's been a huge in newspaper sales.
- The agreement between the sports tech companies a new era in sport technology development.
- We wouldn't want to do anything to the results of the experiment.
- I like to go slowly and what I read. I can't stand all this instant communication.
- In software development, I find it useful to talk regularly to my in other parts of the world.

- 2 For sentences 1–6, choose the correct option (A–C) and write it in your notebook.

- The problem with Grant is that he never knows where to the line.
A nick B stream C draw
- I don't read too much nowadays, but I do like to through video games magazines now and again.
A flick B swipe C glare
- Approximately 5 percent of athletes use illegal stimulants to their performance.
A accomplish B enhance C legitimise
- Modern science has really made great in almost every aspect of technology.
A standards B records C strides
- If you don't keep up-to-date nowadays, you'll very quickly by the wayside.
A remain B fall C push
- I know there's a lot of money on the success of drones, but I'm dead against them!
A capitalising B optimising C riding

- 3 In your notebook, complete the sentences with words from the unit. The first letter of each word is given.

- I have an **a** of ideas – and no money to do anything with them. (large amount of sth)
- Although there are clear signs of poverty, the **a** in this city is equally visible. (lots of money; wealth)
- He destroyed his laptop through his own **c** . (not giving enough attention to sth)
- My old smartphone was easier to use because of the **s** of the operating system. (not being complicated)
- The service guy wouldn't repair my computer because he doubted the **a** of the software I use. (the state of being real or legal)
- Samantha's **d** is admirable – she does great work and never misses a deadline. (working hard and carefully)

GRAMMAR

- 4 In your notebook, write the sentences using the correct form of the infinitive.

- You should / not / choose / buy / the cheapest tablet.
- She / refuse / let / me work on my laptop during take-off.
- We / have / make / the decision / not / enter / the website design competition.
- It / extremely / important / protect / your log-in details.
- You / the second / person / tell / me it's broken this morning.
- Turn your computer off when not in use / ensure / it / not / overheat.

- 5 In your notebook, write the correct infinitive form of a verb from the box for each gap. You may need to use the passive forms.

buy complain convince find out ignore
log out refund shop speak

Last week I forgot ¹ from my favourite online shopping site and I was shocked ² later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen ³ on that site precisely because of their security record. I mean, for anybody wanting ⁴ anything online nowadays you need ⁵ that it's safe, right? Well, I contacted the company, and I was determined not ⁶ . Of course, ⁷ to anyone I had to go through a number of automated phone messages. Eventually, I got through to find out I wasn't the first ⁸ as there'd been an issue with the company's banking services. All the missing money, they promised, was ⁹ within the hour.

USE OF ENGLISH

Word building; sentence transformation

- 6 In your notebook, write the sentence modifiers that complete the text correctly.

E-reading and the Developing World



One of the prime factors in ensuring a country's growth and cultural development is education. ¹*Sadly / In fact*, the cost of buying and transporting books in parts of Africa is hindering learning and slowing development. Given the limited supply of physical books, e-reading could ²*interestingly / potentially* open up new pathways to reading for kids who might otherwise lack basic textbooks.

³*Interestingly / Likely*, latest trends show that younger readers in developing countries are increasingly switching from using dedicated e-readers to reading on their mobile phones.

Mobile technology is ⁴*sadly / undoubtedly* one of the most effective and efficient ways of giving marginalised groups all the benefits of access to books.

I have to say that ⁵*personally / probably*, I couldn't live without my e-reader. ⁶*In fact / Arguably*, it's so essential that it goes with me everywhere.

- 7  In your notebook, write the appropriate forms of the words in capitals to complete the text.

How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the ¹ ? (ARRIVE) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music ² ? (LEGAL) and effectively brought the global music industry to its knees in the mid-2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to ³ ? (RICH) the sound. Ultimately then, it was their ⁴ ? (INGENIOUS) which facilitated the ⁵ ? (PIRATE) revolution by releasing for free on the web the first ever MP3-encoding software. As Stephen Witt explains in his book *How Music Got Free*, it was not so much the ordinary people who were able to ⁶ ? (CAPITAL) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the ⁷ ? (ASCEND) for digital music and the ⁸ ? (POPULAR) of listening to digital music looks set to continue.



- 8  In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- Driverless cars will eventually replace traditional cars.
WAY
Traditional cars will eventually ? driverless cars.
- MP3 will probably remain the most popular audio format for years to come.
INDUSTRY
MP3 will probably continue ? for years to come.
- Despite the money being invested in smart watches, many believe they will not be commercially successful.
FLOP
Many believe smart watches ? despite the investment being made in them.
- They have tested the new drug in trials, I presume.
PRESUMABLY
The new drug ? tested in trials.
- If you constantly ride your motorbike so hard, you'll damage the engine.
PUSH
You'll damage your motorbike if you constantly ? its engine.

LISTENING

Multiple choice

- 9  1.35 Listen to three dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.

Dialogue 1

- What do the speakers agree on in relation to checking in for a flight online?
A It is very time-consuming.
B It is unnecessarily complicated.
C It is a stressful experience.
- What is the man's opinion of the other services advertised on the site?
A They are better than services provided by other companies.
B They are very useful for customers.
C They are offered mainly to ensure customer safety.

Dialogue 2

- What does the man like most about the website?
A The amount of information available about bands.
B The fact that it is very quick to download music.
C The recommendations of new music available on the website.
- What is the woman's opinion of buying music online?
A Making a careful choice is easier on a website.
B The pleasure of buying music is missing.
C The websites are mostly operating illegally.

Dialogue 3

- What is the man doing during the conversation?
A Admitting his own lack of skills.
B Complaining about the lack of support.
C Recommending his friend not to do the course.
- How does the woman respond?
A She doesn't think he should ask for help.
B She suggests asking for a refund.
C She advises him to give it more time.

SPEAKING

- 10 Do the tasks in pairs.

Task 1

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do wymienionych aspektów.
Czy powinniśmy obawiać się aplikacji, które coraz częściej instalujemy na naszych telefonach?

- kontakty z ludźmi tylko przez telefon lub Internet
- kradzież danych, które są gromadzone
- śledzenie ludzi przez władze lub firmy

Task 2

- What types of information do people consider sensitive and don't want to reveal on the Internet?
- Do you think that governments should have the right to remove certain information from the Internet? Why?/Why not?
- More and more countries are introducing obligatory coding classes at school. Is it a good idea? Why?/Why not?

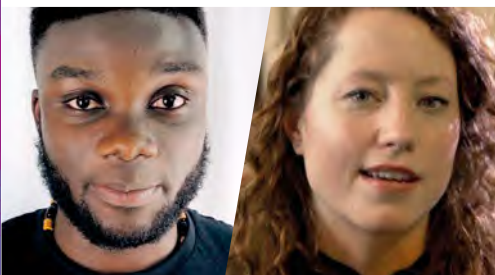
4

All in a day's work

Though I crave for work ...
I do not ask for more than my proper share.

Jerome K. Jerome, *Three Men in a Boat*

ASK YOURSELF, ASK AROUND



Do you think most young people dream big about their future careers? Why?/Why not?

Projects page 137

4.1

VOCABULARY

Employment and career • phrasal verbs – work • colloquial phrases • collocations to describe work and money

I can talk about work, careers and internships.

SHOW WHAT YOU KNOW

- 1 In your notebook, complete the table with the noun forms of the verbs in the box.

apply compete employ interview
manage promote recruit train

VERB	NOUN (thing/concept)	NOUN (person)
apply	application	applicant

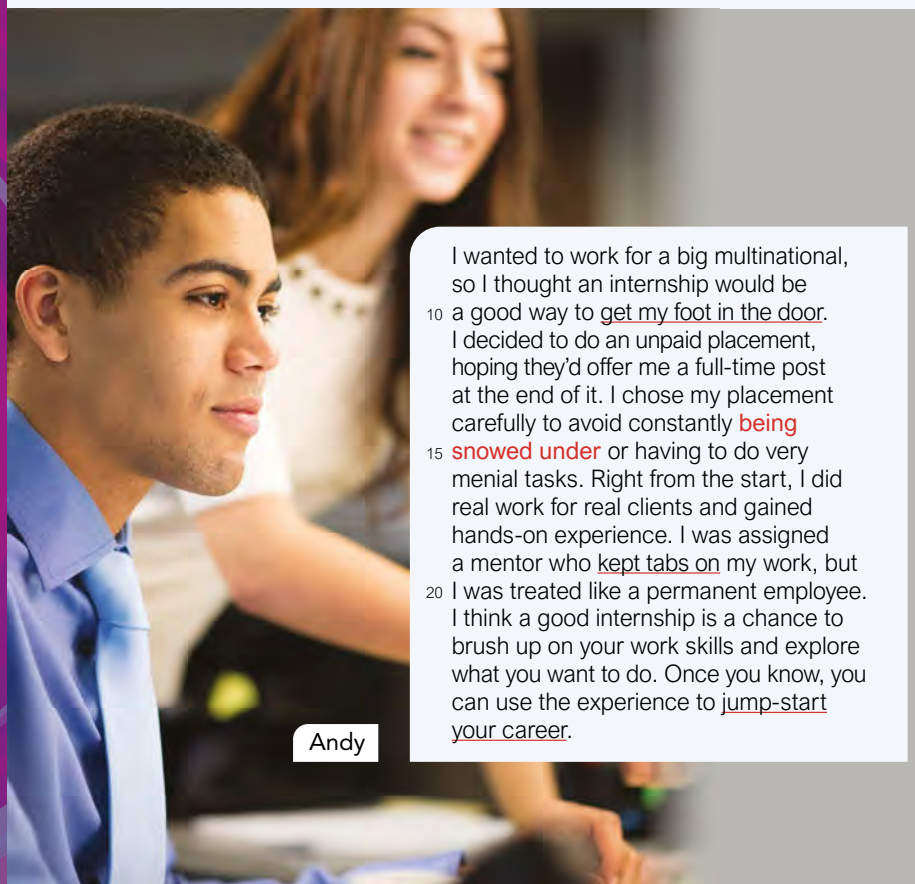
- 2 Think of an example sentence with one of the words from each group in Exercise 1. Compare with a partner.

- 3 Read the article and answer the questions in your notebook.

- Who was **taken on** by a start-up?
- Who persevered despite having to do really boring things?
- Who **slaved away** putting in extra hours?
- Who felt disappointed as the company didn't keep their promise?
- Whose really positive experience **made up for** the lack of pay?

Working for Nothing

With so much unemployment, it's increasingly difficult for young people to **break into** the job market. One way to get on the first rung of the ladder is to do an internship: most big companies offer these short-term placements as a way to gain work experience with the chance of getting a full-time job at the end of it. Some places pay the minimum wage and some only cover expenses. Here, three graduates describe their internship experiences.



I wanted to work for a big multinational, so I thought an internship would be a good way to get my foot in the door. I decided to do an unpaid placement, hoping they'd offer me a full-time post at the end of it. I chose my placement carefully to avoid constantly **being snowed under** or having to do very menial tasks. Right from the start, I did real work for real clients and gained hands-on experience. I was assigned a mentor who kept tabs on my work, but I was treated like a permanent employee. I think a good internship is a chance to brush up on your work skills and explore what you want to do. Once you know, you can use the experience to jump-start your career.

Andy

FOCUS ON WORDS | Phrasal verbs – work

- 4 2.1 In your notebook, match the phrasal verbs in red from Exercise 3 and the article with the definitions below. Then listen and check.

- 1 compensated for sth = made up for
- 2 persevered = ?
- 3 defend sb/sth = ?
- 4 employed = ?
- 5 worked very hard = ?
- 6 successfully become involved in = ?
- 7 having too much work = ?
- 8 telling sb what to do = ?

- 5 In your notebook, replace the underlined words with the correct forms of the phrasal verbs from Exercise 4 and complete the sentences so that they are true for you. Then tell your partner.

- 1 A company where I'd like to be employed is ...
A company where I'd like to be taken on is a charitable organisation.
- 2 I'd never dare tell my ... what to do.
- 3 The last school project I really worked hard on was ...
- 4 A belief I'd always defend is that ...
- 5 When I have too much work, I feel ...
- 6 A mistake I'd like to compensate for is ...

- 25 During the summer of my first year at university, I interned for a magazine. It was unpaid, but I was promised a bonus if I got more than ten Twitter followers a week. I increased Twitter followers from 700 to 7,000, but the incentives never materialised. I was constantly asked to do menial tasks like photocopying and fetching coffees. I put on a brave face, but a low point was when the boss asked me to help his daughter with her schoolwork. I ended up with the boss's daughter ordering me around. I didn't have the guts to stand up for myself because I didn't want to scupper my chances.



Jan

- I was taken on as an intern for a start-up. They used unpaid internships as entry-level jobs with the promise of a permanent contract at the end of it. I figured that it was a good thing to have on my CV and would show dedication to the industry that I wanted to work in. That was what interested me – showing that I could hit the ground running and make myself indispensable. It quickly became clear that I was expected to work overtime, but I didn't want to damage my chances of landing a permanent job, so I pressed on. After three months, I was told that they had decided to freeze hiring that year and I would be let go.



Karen

FOCUS ON WORDS | Colloquial phrases

- 6 2.2 In your notebook, match the phrases underlined in the article with the definitions below. Then listen and check.

- 1 start at the bottom (of a company) = get on the first rung of the ladder
- 2 ruin an opportunity I have = ?
- 3 pretend you are happy = ?
- 4 make a fast and eager start in your career = ?
- 5 be brave enough to do sth = ?
- 6 monitor sb/sth = ?
- 7 get my first opportunity to work somewhere = ?
- 8 start doing sth successfully and without delay = ?

- 7 In pairs, find the incorrect word in each sentence and correct it. Discuss which sentences are true for you.

- 1 My parents like to hold tabs on me. *keep*
- 2 I'm very slow in the mornings. I never strike the ground running.
- 3 I've got a good voice, but I don't own the guts to sing in public.
- 4 I would like to do an internship so I can jump on the first rung of the ladder.
- 5 I think appearance is very important in a job interview – the wrong one can scupper your luck.

FOCUS ON WORDS | Collocations – work

- 8 2.3 In your notebook, complete the sentences with the correct words from the article to make collocations about work. Listen and check.

- 1 It's impossible to make yourself indispensable. Everybody is replaceable.
- 2 Nobody should have to w ? too much o ?.
- 3 If you don't have a p ? c ?, you can't feel secure.
- 4 Good qualifications are better than h ? -o ? experience when you're young.
- 5 You should expect to do m ? t ? when you're new to a job.
- 6 Hardly anybody manages to l ? a p ? job just after graduation these days.
- 7 All young people should do an unpaid i ? as an e ? -level job. It helps g ? useful experience.
- 8 Good employers always c ? the employees' e ? when they travel on business.
- 9 If you do a short-term p ?, it's common to be paid the m ? w ?.

- 9 **SPEAKING** Do you agree with the statements in Exercise 8? Why?/Why not?

FOCUS ON WORDS | **EXTRA** Collocations – money

- 10 2.4 In your notebook, write the appropriate verb from the box to make the collocations about money. Then listen and check. Write example sentences for six collocations.

(get make work)

- 1 ? a profit / a loss / a mint / your target / ends meet
- 2 ? a rise / a pension / perks / a financial incentive
- 3 ? for a pittance / for peanuts / on commission / for nothing

- 11 **SPEAKING** Would you consider doing an internship? Why?/Why not?



READING

Matching

I can understand specific details in an article.

1 **SPEAKING** Read UK TODAY and discuss the questions.

UK TODAY

In order to recognise entrepreneurship and nurture talent among young people in the UK, many universities and institutions offer awards for innovation in business to graduates and undergraduates. **The Enterprise Awards** are one such scheme set up in association with a well-known bank and a newspaper. They celebrate the achievements of young business people across the UK and winners enjoy not only recognition for their products and services, but also benefits such as help with funding and free legal and business advice.

- 1 Who are the Enterprise Awards aimed at?
- 2 What are the benefits for winners?
- 3 What do you think the judges take into consideration when choosing a winner?
- 4 Do you think such award schemes are a good idea? Why?/Why not?

2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.

- Beginnings of business
- Challenges & milestones
- Advice to potential entrepreneurs

READING FOCUS Matching

3  Read the article again. In your notebook, match questions 1–8 with sections A–C. The sections may be chosen more than once.

In which text does the young entrepreneur mention ...

- 1 that having another source of income is highly desirable?
- 2 an area where their age proved a disadvantage?
- 3 a view that regular income is not guaranteed?
- 4 an opinion that it is worthwhile to wait for the results of your work?
- 5 their efforts to remain optimistic against the odds?
- 6 an outcome that was unexpectedly successful?
- 7 a criticism of trying to work alone?
- 8 an opinion about what is most important in an employee?

FOCUS ON WORDS | Collocations

4  2.6 In your notebook, complete the collocations with one verb from the box for each gap. Refer to the article for help if necessary. Then listen and check.

(build follow found gain recruit sustain)

- 1 build a brand / a business / a customer base
- 2 ? a business / a charity / a company
- 3 ? your dream / your gut instinct / your heart
- 4 ? a business plan / economic growth / financial losses
- 5 ? a new manager / students / talent
- 6 ? feedback / insight / recognition

5 In your notebook, write five questions you would like to ask one of the Enterprise Award winners using the collocations from Exercise 4.

When it comes to building a business, do you think it is better to follow your gut instinct or to take advice from others?

6 **SPEAKING** Discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.

7 In your notebook, write the correct forms of the collocations in blue in the article for each gap.

- 1 Before launching our product globally we used social media to gauged consumer opinion here in the UK.
- 2 I didn't follow of Twitter as a marketing tool until I read an article in a business magazine.
- 3 Most investors expect to gain on their money within a couple of years of buying shares.
- 4 Although there are seasonal losses generated by the hotel, the business remains profitable.
- 5 Simon still has a lot to learn as a salesman, but he certainly recruits customers.
- 6 Joanne is not a very experienced businesswoman. She found college.
- 7 The course was extremely practical and what I learnt on it gave me insight to my career.

8 In your notebook, write word families using the underlined words in the article.

ADJECTIVE

restless

NOUN

restlessness

9 **SPEAKING** In your notebook, list the qualities you possess from Exercise 8. In pairs, say how the qualities on your list prove useful at school, or in your social life.

You could say that I'm tenacious: I've got a lot of determination and even when things are difficult at school, I just keep trying.

Meet some of the winners of the Enterprise Awards, a scheme developed to recognise the entrepreneurial talent emerging from universities across the UK.

A

Ross Kemp: Asap Water Crafts

The hardest bit was starting, honestly. My product was something that began as
 5 a project at university. Once I started, each step led to the next, with difficult decisions to make at each one. My biggest mistakes always came when I tried to do everything myself. I soon realised that I couldn't do everything without sustaining financial losses – and very often other people can do bits better than me!
 A challenge is knowing who to trust and where to gain feedback. I talk through
 10 decisions with lots of different people to **gauge their opinions**, but in the end, big choices (like whether to give away fifty percent of my business) come down to following my heart and gut instinct.
 I've got a poster above my desk which says 'work hard and be nice to people' – I try to live by this. My success has been simply through taking opportunities
 15 when they came my way, being **tenacious** and saying 'yes'. I try to look for positives in everything, even when things are really tough.
 However, I would urge entrepreneurs to hold on to their day jobs as long as possible while building a new business. If you can continue your day job until the business you have founded generates enough cash to pay your wage, this
 20 is the best scenario!



B

Rowena Simmons: Black & White Boutique

I studied Art Textiles at secondary school. After I finished, I had an assortment of embroidery threads, charms and other arts and crafts supplies left over. I enjoyed playing around with them and was curious
 25 to know if they could be made into something saleable. I decided to try my luck and posted images of my handcrafted bracelets on Facebook. Much to my surprise, my schoolmates enthused about them immediately and started asking where they could
 30 buy them.
 Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was it to become as **prosperous** as we have. In fact, it
 35 was simply a passion I had for creating things, which ended up giving me **a flying start** to a career as an entrepreneur.
 Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our
 40 website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to access
 45 international markets through the Internet.
 I reckon patience is definitely the key. It is, however, worth noting that while there are many positives to owning and managing your own business, it isn't child's play and it doesn't come without its **restless**
 50 nights and pressured days. You must be eager to develop your products and prepared for **fluctuations in the revenue** you receive. With a lot of effort and **perseverance** and a dose of good luck, you will eventually **see a return**, though.

C

Ry Morgan: Pleasecycle Exercise App

I guess recruitment has been one of our biggest challenges. I **was fresh**
 55 **out of** university and still had a babyface and had only had experience as an intern when we started. I think trying to recruit exceptional talent in what is already a **hyper-competitive** space, in terms of the tech industry, has proven interesting and probably one of the bigger difficulties.
 60 Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task. It's one that's got better over time, but having never run a business before, it's been hard doing the interview process, and actually sitting down and quizzing people to recruit really good talent.
 65 And it's about getting not just the right professional match but the right personal match, so linking them in with your culture is sometimes more important than their **competence**. If there's a guy that's a little bit better in terms of his CV versus the girl that you **have a great rapport with** and who matches the company culture, I'd say go for the girl over the guy because, in
 70 the long term, rapport and fitting in with the culture are more important.



4.3

GRAMMAR

-ing forms

I can use various structures with -ing forms.

- 1 **SPEAKING** Look at the jobs in the box. Discuss which of them you would like to apply for and why.

(barista landscaper pet groomer
shelf stacker usher)

- 2 **SPEAKING** Discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

Is working part-time BAD for your grades?

Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows **working while studying** may be detrimental to high school grades.

Tales of teens **succeeding in saving** hard-earned cash and studying at the same time are not uncommon. But, **with more and more young people not doing well** at school, the results of the research are possibly a cause for concern. **On seeing** the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

Having worked throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also **appreciated my getting** a good education for life. **Being motivated** equally by a desire to learn and to earn, I was able to have the best of both worlds.

- 3 Read the GRAMMAR FOCUS and find an example of each structure in the text in Exercise 2.

GRAMMAR FOCUS

-ing forms

You use -ing forms for a number of different reasons:

- as the subject of a sentence
- after certain verbs
- after all prepositions, e.g. after *on* at the beginning of a sentence to mean *as soon as*
- in complex sentences where the subject is the same in both clauses, to express cause and effect or to express the sequence of events
- in complex sentences after *with* + subject when the subject is not the same in both clauses.

Note: You use possessive adjectives (*my, his, etc.*) or object pronouns (*me, him, etc.*) if the subject of the -ing forms is different from the subject of the sentence, e.g. **They** are worried about **him/his** flunking his exams.



- 4 In your notebook, complete the sentences with the correct forms of the words in brackets adding any other words if necessary.
- I can't help **being considered** (consider) irreplaceable. Even if I'm not.
 - Elizabeth supported **?** (I/sack) – which really upset me.
 - ?** (not/receive) good results, I stand little chance of getting into uni.
 - ?** (give) the job, I now regret applying.
 - He was in the middle of **?** (tell off) when I walked into the room.
 - ?** (not/have) a reliable source of income can be a strain on any family.
- 5 **USE OF ENGLISH** In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.
- You develop a better sense of responsibility when you earn your own money. **DEVELOPS**
Earning your own money develops a better sense of responsibility.
 - I really don't like to be told what to do. **DESPISE**
I **?** what to do.
 - The concern my parents have is that I work too hard. **CONCERNED**
My parents **?** working too hard.
 - To be successful in life, you are required to work hard. **BEING**
? you to work hard.
 - I tell my parents as soon as I receive any exam results. **ON**
? exam results, I immediately tell my parents.
 - The job market has got increasingly competitive, so it's essential to have good qualifications. **WITH**
? increasingly competitive, good qualifications are essential.
- 6 **SPEAKING** Choose three of the sentences in Exercise 5 that you agree with and discuss.
- 7 In your notebook, make a quick list of part-time jobs you would refuse to do. Compare your lists in pairs.

Grammar pages 125–126

4.4

USE OF ENGLISH

Prepositional phrases

I can use various prepositional phrases with by, at, to and in.

- SPEAKING** Read the cartoon captions. Discuss which of them you find more amusing and why.
- Read the **LANGUAGE FOCUS** and look up the meaning of the prepositional phrases.

LANGUAGE FOCUS

Prepositional phrases

BY	accident all means chance means of virtue of	AT	a loss fault sea sb's disposal the end of the day
TO	a certain degree date my mind no avail some extent	IN	advance any case the long run the wrong vain

- Look at the phrases in the box and find their synonyms in the **LANGUAGE FOCUS**. In your notebook, write example sentences with three of the phrases and ask your partner to transform them using the synonymous phrase.

by accident in vain in the wrong
by means of at a loss to some extent

by accident = by chance

- In pairs, take turns to read out the dialogues choosing the appropriate prepositional phrases.

- A:** You've been trying ¹in vain / in the long run / by all means to find a better job for ages.

B: Yes, I know. And it's all ²at sea / to no avail / in any case. I guess I'm here for life.
- A:** Oh no. I've broken the printer again. It was ³by accident / at fault / by all means – I promise.

B: I'm ⁴in any case / in the wrong / at a loss to explain how you do it. That's the third time this month.
- A:** I've managed to save some money ⁵by means of / by accident / to some extent working overtime.

B: Well, ⁶in the long run / to some extent / to date I'm jealous. I don't want the extra work, but I could save some money!
- A:** I love my new job. ⁷In the long run / At the end of the day / To date I hope to be the boss one day.

B: I'd hate to be a boss. You have to be ⁸at fault / by virtue of / at everybody's disposal the whole time.
- A:** I appreciate the money's not very good, but ⁹to my mind / by means of / to no avail gaining experience is the most important thing.

B: I agree ¹⁰in advance / to my mind / to a certain degree – but money's good to have!



I'm all at sea when it comes to working the new washing machine.



To my mind, you should change your hairstyle.

- In your notebook, write an appropriate prepositional phrase from the **LANGUAGE FOCUS** for each gap. Sometimes more than one answer is possible.

Well, I agree with my boss ¹?, but I can't say she's one hundred percent right. I mean, ²?. It's her decision and I have to do what she tells me to do – and I'm in no position to tell her that she's ³?. I will admit, however, that she's been very helpful ⁴? and she's always been ⁵? whenever I've needed some help. For example, when I was trying ⁶? to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was ⁷? for inspiration and gave me a few ideas to work with. ⁸?, that's more important than agreeing with everything she says – after all, I am here to learn ⁹? gaining experience.

- SPEAKING** Discuss the questions.

- When was the last time you tried something in vain? What was it? How did it end?
- Do you have trouble admitting when you are in the wrong? Why?
- Can you name a few things you prefer to do in advance?
- When were you last at a loss for words?
- At the end of the day, what are your language learning objectives?



LISTENING

Multiple choice

I can understand specific details in a radio programme.

- 1 **SPEAKING** Look at the photo of two people waiting for a job interview. Discuss how they feel and what is going through their minds.
- 2 **SPEAKING** Discuss the questions.
 - 1 Have you ever been interviewed? For what?
 - 2 Was it a relaxing or a stressful experience? Why?
 - 3 What advice would you give someone attending a job interview?
 - 4 What common mistakes do people make in interviews?
- 3 **2.7** Listen to a radio programme about interview techniques and answer the questions in pairs.
 - 1 Do you agree with the advice given?
 - 2 Would you change any of your suggestions in Exercise 2? Why?/Why not?



LISTENING FOCUS Multiple choice

- 4 **2.7** Listen again. For questions 1–6, choose the best answer (A–D) and write it in your notebook.
 - 1 What does Jonathan recommend as effective preparation for a job interview?
 - A documenting your complete range of skills
 - B developing the right mental attitude
 - C researching the company and their target market
 - D predicting the questions the interviewer might ask
 - 2 What does Carole say is most important when she meets a prospective employee?
 - A a positive outlook
 - B a polite and civilised manner
 - C the candidate's body language
 - D a candidate's general appearance
 - 3 Jonathan and Carole both say that
 - A candidates should avoid errors if possible.
 - B having the ability to learn from your mistakes is crucial.
 - C an unwillingness to admit errors is undesirable in a candidate.
 - D the occasional mistake won't negatively affect your chances.
 - 4 What does Jonathan say about being mentally prepared for an interview?
 - A Treat each interview as seriously as possible.
 - B Strive to be completely calm on the day.
 - C Don't exaggerate the importance of the interview.
 - D Be realistic about your chances.
 - 5 How does Carole feel about the interview she did?
 - A It is an amusing story that reveals a serious point.
 - B It demonstrates that all interview strategies are to be avoided.
 - C It shows why it is beneficial to take a risk and try something new.
 - D It highlights how embarrassing a candidate's performance can be.
 - 6 What do Jonathan and Carole both think is essential for success in an interview?
 - A weighing your words
 - B persevering when things are going badly
 - C being prepared but not overly prepared
 - D trusting your instincts and being honest

FOCUS ON WORDS | Word building

- 5 **2.8** In your notebook, transform the adjectives into the nouns used in the recording. Then listen and check.

1 willing > <u>willingness</u>	6 persistent > ?
2 adaptable > ?	7 authentic > ?
3 keen > ?	8 sincere > ?
4 resourceful > ?	9 humble > ?
5 self-assured > ?	

- 6 In your notebook, write a noun from Exercise 5 for each gap.

- 1 He didn't give up when he failed and expressed a willingness to take the test again.
- 2 He showed great ? and found out almost everything about the job without any help.
- 3 Everyone appreciated her ? . She never came across as fake or phony.
- 4 Her boss liked her ? – how she could work in many different fields.
- 5 She showed real ? and after seemingly endless interviews, finally got the job she wanted.
- 6 Having ? and believing that you can succeed is important in work.
- 7 She is incapable of admitting she is wrong – she has a complete lack of ? .
- 8 It's always better to say what you really feel – ? is the greatest of virtues.
- 9 My teacher told me he liked the enthusiasm and ? to learn.

- 7 **SPEAKING** Discuss the questions.

- 1 Which qualities from Exercise 5 do you think would help you most in an interview?
- 2 How about in a career you would like to have? Why?

4.6

SPEAKING

Buying time

I can use stock phrases to gain and keep the turn when responding to questions.

1 SPEAKING Look at the photo of a student in an interview with a job counsellor, then discuss the questions.

- 1 What is the difference between this kind of interview and a job interview?
- 2 What kinds of questions do you think the counsellor is asking the student?
- 3 How could the interviewer put the student at ease during such an interview?

2 **2.9** Listen to an interview between the counsellor and the student. Answer the questions in your notebook.

- 1 Which of the counsellor's words put the student at ease?
- 2 What jobs are mentioned?
- 3 What two kinds of jobs are referred to? What is the difference between them?
- 4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
- 5 In what other situations might you need to give yourself time to think?

3 **2.9** In your notebook, write one word from the box for each gap in the SPEAKING FOCUS. Then listen again and check.

(depends interesting know
see thought tough truth)

SPEAKING FOCUS

When you respond to questions, you can use phrases which give you time to think about your answers.

Buying time

(Hmm,) let me ¹see/think about it ...

(In actual fact,) I've never really ² about it/
considered it/been asked that before ...

(Wow,) that requires a moment's thought ...

My mind has gone blank. Can you give me
a second?

(I mean,) to be honest with you .../to be frank .../
to tell you the ³ ...

(Actually,) it's kind of a ⁴ /tricky one ...

(Well,) all I can say/all I ⁵ is that ...

(Come to think of it,) that's an ⁶ /a difficult
question ...

(I suppose) it ⁷ on what you mean/you're
referring to.



Counsellor

Monica

4 Cover the SPEAKING FOCUS. In pairs, read out the dialogue between Dylan and his teacher with appropriate words from the box.

(blank honest requires tough truth)

T: Dylan, did you finish reading Chapter 3 for homework?

D: Chapter 3? Oh er ... yes, sir.

T: Good. And tell me, what did you think about the unexpected death of the main character?

D: Death? Oh that's a ¹ tough one. Let me see. Tragic. I thought it was really tragic and so unexpected, sir.

T: I see. And how do you think the story will unfold now the main character is dead?

D: Wow. That ² a moment's thought.

T: Take your time.

D: Actually, sir, my mind has gone ³ . Can you give me a second?

T: Of course.

D: Well, to be ⁴ with you, I'm not really sure.

T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?

D: Er, to tell you the ⁵ , sir, I meant to, but then it was suddenly really late and I must've fallen asleep.

T: And what song are you going to sing for the class, Dylan?

D: Song, sir?

T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...

5 SPEAKING In pairs, choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.

1 You have done something wrong at school and have to explain your actions to the head teacher.

2 You meet your new friend's parents for the first time.

3 You are interviewed in a shopping centre by a team from the local TV news.

6 Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?

4.7

WRITING

An essay

I can write a structured essay supporting my arguments with reasons and examples and using a range of cohesive devices.

1 SPEAKING Discuss the questions.

- 1 Do you know what you want to do when you leave school or university?
- 2 If not, how will you decide?
- 3 If you do know, what helped you make a decision?

2 Read UK TODAY and answer the questions in pairs.

UK TODAY

Portfolio working is when an individual has multiple strands to their career rather than just one. This trend has been growing for some time in the UK, where, fuelled by desire and also economic necessity, younger people are actively seeking more variety in their employment than older generations did. Portfolio working acknowledges that people are not one-dimensional but have different skills and interests and can successfully fulfil more than one professional role.

- 1 What advantages and disadvantages to portfolio working can you think of?
- 2 Do you think portfolio working would suit you personally? Why?/Why not?
- 3 Given the choice, which two or three careers would you like to combine?

3 Read the task and answer the questions in your notebook.

Portfolio working is a modern alternative to the traditional 'job for life'. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- developing a variety of skills and knowledge,
- potential risks,
- career building.

- 1 What could be the advantages of developing a variety of skills and knowledge through portfolio working?
- 2 Describe your idea of an average working week for someone engaged in portfolio working.
- 3 Which career path appeals to you more: one offered by a single employer or one working independently for a variety of employers?
- 4 What are the potential risks of working in two or three different fields at the same time?
- 5 What is your overall opinion on portfolio working?

4 Read the essay. How does the author answer the questions in Exercise 3?

Portfolio Working



It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or in other words, holding a variety of jobs at the same time. If this is true, **what is most important to consider** when deciding if portfolio working

is suitable for you?

To begin with, few of us have just one ability and in fact, most of us possess a range of skills and are able to fulfil a variety of different professional roles. This is where portfolio working comes in since it provides the opportunity for individuals to work in many different fields. **What this means is** that someone with computer skills, **for instance**, could be employed two days a week by a software company. In addition to this job, if he or she also has good writing skills they might find employment as a journalist for a further two days, then spend another day volunteering. Working in this way allows the use of different talents rather than only one. However, **this is not to say that** there are no drawbacks. It is, for example, not easy to manage a variety of working environments and this can cause considerable anxiety for those engaged in portfolio working.

Perhaps a more important aspect to consider, however, is choice. Portfolio working allows people to choose how they will develop their own careers, rather than following a set career path laid out by a company. **There is also** the potential advantage of being able to fit work around home life and interests, thus maintaining a more favourable work/life balance. **It can be argued**, though, **that** the financial uncertainty which goes hand in hand with this freedom makes portfolio working too risky for some people.

On balance, it would seem that what is most important to bear in mind about portfolio working is the variety it offers by taking advantage of different skills and interests. **Nevertheless, we should remember that** it may not be suitable for everyone, particularly those uncomfortable with risk or uncertainty.

- 5 Read the **WRITING FOCUS**. Match the phrases in purple from the essay with the points below.

WRITING FOCUS

An essay

Introduction

- Give a general introduction to the topic.
This is a controversial topic ...
It is generally maintained that ...
- Lead into the discussion.
However, there are different views ...
What can be done?

Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.
In the first place, ...
The main thing to remember is that ...
- Follow this with examples to support and/or clarify your point.
For example,/A case in point is ...
This is illustrated/shown by ... (supporting)
In other words ...,/That is to say ... (clarifying)
- Introduce an opposing point to show you take a balanced view.
Despite this, ...
A possible criticism is that ...

Conclusion

- Indicate the end of the essay with a summary statement.
In conclusion, ...
On the whole, ...
Taking everything into account, ...
- Give your point of view.
In my view ...
It is clear that ...
There is no doubt that ...

- 6 In your notebook, complete the sentences to make a structured text. Use appropriate phrases from the **WRITING FOCUS** that include the word in capitals.

- 1 an internship offers students valuable experience. **MAINTAINED**
- 2 it provides a chance to interact with experienced professionals. **REMEMBER**
- 3 , it enables students to learn how to work in a professional environment. **OTHER**
- 4 , it is argued that internships frequently exploit free labour. **DESPITE**
- 5 , internships are beneficial as they expose students to the working world. **ACCOUNT**

- 7 Read the **LANGUAGE FOCUS**. Then find examples for the points below in the essay on page 54.

LANGUAGE FOCUS

Writing cohesive texts

You can connect the ideas in the text by:

- **synonyms** or words from the same family.
*Finding a **job** is not easy, and while the **work** available may not appeal to you, being **employed** is better than being **unemployed**.*
- **substitution**: one/ones instead of a word already mentioned.
*Finding a **job** is not always easy and while the **ones** you first see may not appeal to you, the **one** you want may be just round the corner!*
- **reference**: this/that/it/they instead of a phrase or section of text.
*Careers advice centres are useful places. **They** offer a valuable service and **this** is foolish to ignore.*
- **linkers**: conjunctions and adverbs.
***While** the first job you take may not appeal to you, it is always beneficial to have a source of income. **Consequently**, you should consider every offer.*

- 8 In your notebook, write one word from the box for each gap.

amount	back	backer	enterprise
however	investment	one	this

Starting your own business is not easy. What is required most of all is money. And that is where finding someone to ¹back you comes in. Whoever it is, perhaps a family member or friend, a ² will supply you with the necessary cash to begin. Remember, ³ , that any serious investor will want a return on his/her ⁴ . ⁵ may be a share of your ⁶ or interest on the original ⁷ given to you. Think carefully about which ⁸ will suit you before you agree to terms.

- 9 Find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.

SHOW WHAT YOU'VE LEARNT

- 10  In your notebook, complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Czy prowadzenie własnej firmy jest dla młodych ludzi ciekawą alternatywą do stałej pracy na etacie? Napisz **rozprawkę**, w której przedstawisz własną opinię na ten temat, odnosząc się do następujących trzech kwestii:

- napotykanne trudności,
- równowaga między życiem zawodowym a prywatnym,
- cechy charakteru danej osoby.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

4.1 Vocabulary 4.22

be snowed under /biːˈsnəʊd ˈʌndə/ być zavalonym (np. pracą)

break into the job market /ˌbreɪk ˌɪntə ðə ˈdʒɒb ˌmɑːkət/ dostać się na rynek pracy

brush up on one's skills /brʌʃ ˌʌp ɒn wʌnz ˈskɪlz/ odświeżyć swoje umiejętności

counter-productive /ˌkaʊntə prəˈdʌktɪv/ przynoszący efekt odwrotny do zamierzonego

cover the expenses /ˌkʌvə ði ɪkˈspensɪz/ pokryć wydatki

dedication /ˌdedəˈkeɪʃən/ poświęcenie, oddanie

do a short-term placement /ˌduː ə ˌʃɔːt tɜːm ˈpleɪsmənt/ odbyć krótkoterminową praktykę

do an unpaid internship /ˌduː ən ˌʌnˈpeɪd ˈɪntɜːnʃɪp/ odbyć nieodpłatny staż

employ /ɪmˈplɔɪ/ zatrudnić

employer /ɪmˈplɔɪə/ pracodawca

employment /ɪmˈplɔɪmənt/ zatrudnienie

entry-level job /ˌentri ˌlevəl ˈdʒɒb/ pierwsza praca

figure /ˈfɪɡə/ pomyśleć sobie

gain (hands-on) experience /ˌgeɪn (ˌhændz ɒn) ɪkˈspɪəriəns/ zyskać (praktyczne) doświadczenie

get a financial incentive /ˌget ə fəˌnænʃəl ɪnˈsentɪv/ uzyskać zachętę finansową

get a pension /ˌget ə ˈpenʃən/ otrzymać emeryturę

get a rise /ˌget ə ˈraɪz/ dostać podwyżkę

get on the first rung of the ladder /ˌget ɒn ðə ˌfɜːst ˌrʌŋ əv ðə ˈlædə/ wejść na pierwszy szczebel drabiny kariery zawodowej

get one's foot in the door /ˌget wʌnz ˌfʊt ɪn ðə ˈdɔː/ ustawić się, dobrze zacząć (w nowej pracy)

get perks /ˌget ˈpɜːks/ uzyskać dodatkowe korzyści

have the guts to do sth /ˌhæv ðə ˌɡʌts tə ˈduː ˌsʌmθɪŋ/ mieć odwagę, by coś zrobić

hit the ground running /ˌhɪt ðə ˌɡraʊnd ˈrʌnɪŋ/ z miejsca zacząć odnosić sukcesy

intern /ˈɪntɜːn/ stażysta/stażystka

intern /ɪnˈtɜːn/ odbywać staż

interview /ˈɪntəvjuː/ rozmowa kwalifikacyjna

irreplaceable /ˌɪrɪˈpleɪsəbəl/ niezastąpiony

jump-start one's career /ˌdʒʌmp stɑːt wʌnz kəˈrɪə/ z impetem rozpocząć karierę zawodową

keep tabs on sb/sth /ˌkiːp ˈtæbz ɒn ˌsʌmbədi/ˌsʌmθɪŋ/ mieć oko na kogoś/coś

land a (permanent) job /ˌlænd ə (ˌpɜːmənənt) ˈdʒɒb/ dostać (stałą) pracę

low point /ˈləʊ pɔɪnt/ najgorszy moment, kryzys, dno

make a mint /ˌmeɪk ə ˈmɪnt/ zarobić fortunę

make a loss /ˌmeɪk ə ˈlɒs/ ponieść stratę

make a profit /ˌmeɪk ə ˈprɒfɪt/ osiągnąć zysk

make ends meet /ˌmeɪk endz ˈmiːt/ związać koniec z końcem

make one's target /ˌmeɪk wʌnz ˈtɑːɡət/ osiągnąć swój cel

make oneself indispensable /ˌmeɪk wʌnzˌself ˌɪndɪˈspensəbəl/ sprawić, że jest się niezastąpionym

make up for sth /ˌmeɪk ˈʌp fə ˌsʌmθɪŋ/ zrekompensować coś

materialise /məˈtɪəriəlaɪz/ zmaterializować się

menial task /ˌmiːniəl ˈtɑːsk/ ostatnie zadanie, zadanie niewymagające kwalifikacji

minimum wage /ˌmɪnɪməm ˈweɪdʒ/ płaca minimalna

multinational /ˌmʌltɪˈnæʃənəl/ firma międzynarodowa

offer sb a full-time post /ˌɒfə ˌsʌmbədi ə ˌfʊl taɪm ˈpəʊst/ zaproponować komuś pełen etat

order sb around /ˌɔːdə ˌsʌmbədi əˈraʊnd/ rozkazywać komuś

permanent contract /ˌpɜːmənənt ˈkɒntrækt/ umowa na czas nieokreślony

persevere in sth /ˌpɜːsɪəˈvɪə ɪn ˌsʌmθɪŋ/ wytrwać w czymś

press on /ˌpres ˈɒn/ nie ustawać w wysiłkach

put on a brave face /ˌpʊt ɒn ə ˌbreɪv ˈfeɪs/ robić dobrą minę do złej gry

replaceable /ˌriˈpleɪsəbəl/ możliwy do zastąpienia

scupper/damage one's chances /ˌskʌpə/ˌdæmɪdʒ wʌnz ˈtʃɑːnsɪz/ zniweczyć swoje szanse

slave away /ˌsleɪv əˈweɪ/ harować

stand up for oneself/sb /ˌstænd ˈʌp fə wʌnzˌself/ˌsʌmbədi/ bronić się / stanąć w czyjejs obronie

start-up /ˈstɑːt ʌp/ młoda firma

take sb on /ˌteɪk ˌsʌmbədi ˈɒn/ zatrudnić kogoś

work for a pittance/for peanuts /ˌwɜːk fə ə ˈpɪtəns/fə ˈpiːnʌts/ pracować za marne grosze

work for nothing /ˌwɜːk fə ˈnʌθɪŋ/ pracować za darmo

work on commission /ˌwɜːk ɒn kəˈmɪʃən/ pracować na zlecenie

work overtime /ˌwɜːk ˈəʊvətaɪm/ pracować w nadgodzinach

4.2 Reading 4.23

a flying start to sth /ə ˌflaɪɪŋ ˈstɑːt tə ˌsʌmθɪŋ/ udany początek czegoś

amount to (£200) /ə ˌmaʊnt tə (tuː ˈhʌndrɪd paʊndz)/ wynosić (200 funtów)

assortment /əˈsɔːtmənt/ asortyment, duży wybór

bring sb in /ˌbrɪŋ ˌsʌmbədi ˈɪn/ sprowadzić i zatrudnić kogoś

build a brand/a business/a customer base /ˌbɪld ə ˈbrænd/ə ˈbɪznəs/ə ˌkʌstəmə ˈbeɪs/ zbudować markę / firmę / bazę klientów

competence /ˈkɒmpətəns/ kwalifikacje, kompetencje

competent /ˈkɒmpɪtənt/ kompetentny

competition /ˌkɒmpəˈtɪʃən/ rywalizacja, konkurencja

curiosity /ˌkjʊəriˈɒsəti/ ciekawość

curious (to know) /ˌkjʊəriəs (tə ˈnəʊ)/ zaciekawiony

eager to do sth /ˌiːɡə tə ˈduː ˌsʌmθɪŋ/ chętny do zrobienia czegoś

emerge /ɪˈmɜːdʒ/ wyłaniać się

enterprise /ˈentəpraɪz/ przedsiębiorstwo

enthuse about sth /ɪnˈθjuːz ə ˌbaʊt ˌsʌmθɪŋ/ zachwycać się czymś

entrepreneur /ˌɒntreɪprəˈnɜː/ przedsiębiorca

entrepreneurial /ˌɒntreɪprəˈnɜːriəl/ świadczący o przedsiębiorczości

entrepreneurship /ˌɒntreɪprəˈnɜːʃɪp/ przedsiębiorczość

fit in with sth /ˌfɪt ɪn wɪð ˌsʌmθɪŋ/ dopasować się do czegoś

fluctuations in revenue /ˌflʌktʃuˌeɪʃənz ɪn ˈrevənjuː/ wahania w przychodach

follow one's gut instinct/one's heart/one's dream /ˌfɒləʊ wʌnz ˌɡʌt ˈɪnstɪŋkt/ wʌnz ˈhɑːt/wʌnz ˈdriːm/ kierować się intuicją / głosem serca / swoimi marzeniami

found a charity/a business/a company /ˌfaʊnd ə ˈtʃærəti/ə ˈbɪznəs/ə ˈkʌmpəni/ założyć organizację charytatywną / firmę / przedsiębiorstwo

fresh out of (university) /ˌfreʃ aʊt əv (ˌjuːnəˈvɜːsəti)/ świeżo po (studiach)

funding /ˈfʌndɪŋ/ finansowanie

gain feedback/recognition/insight into sth /ˌgeɪn ˈfiːdbæk/ˌrekəɡˈnɪʃən/ ˈɪnsaɪt ɪntə ˌsʌmθɪŋ/ uzyskać informację zwrotną / uznanie / wgląd w coś

gauge people's opinions /ˌɡeɪdʒ ˌpiːpəlz əˈpɪnjənz/ zebrać opinie

have a great rapport with sb /hæv ə greɪt ræ'pɔː wɪð ˌsambɒdi/ doskonale się z kimś rozumieć

hyper-competitive /ˌhaɪpəkəm'petətɪv/ hiperkonkurencyjny

hyper-competitiveness /ˌhaɪpəkəm'petətɪvnəs/ hiperkonkurencyjność

legal advice /ˌliːgəl əd'vaɪs/ porady prawne

manager /'mænɪdʒə/ menedżer

milestone /'maɪlstəʊn/ kamień milowy

nurture talent /ˌnɜːtʃə 'tælənt/ pielęgnować talenty

perseverance /ˌpɜːsə'veɪərəns/ wytrwałość, niezłomność

perseverant/persevering /ˌpɜːsə'veɪərənt/ ˌpɜːsə'veɪəriŋ/ wytrwały, niezłomny

positives to sth /'pɒzətɪvz tə ˌsʌmθɪŋ/ dobre strony czegoś

pressured /'preʃəd/ napięty

promotion /prə'məʊʃən/ promocja; awans

prosperity /prɒ'sperəti/ dobrobyt

prosperous /'prɒspərəs/ dobrze prosperujący

quiz /kwɪz/ egzaminować, przepytować

realise the potential of sth /ˌrɪəlaɪz ðə pə'tenʃəl əv ˌsʌmθɪŋ/ zdać sobie sprawę z potencjału czegoś

reckon /'rekən/ sądzić, przypuszczać

recruit talent/a new manager/students /ˌrɪkruːt 'tælənt/ə ˌnjuː 'mænɪdʒə/ 'stjuːdənts/ rekrutować osoby utalentowane / nowego menedżera / nową menedżerkę / studentów

recruitment /ˌrɪkruːtmənt/ rekrutacja

regular income /ˌregjələ 'ɪŋkʌm/ regularne dochody

restless /'restləs/ niespokojny

restlessness /'restləsnəs/ niepokój

run a business /ˌrʌn ə 'bɪznəs/ prowadzić firmę

saleable /'seɪləbəl/ nadający się do sprzedaży

see a return /ˌsiː ə rɪ'tɜːn/ doczekać się zysku

set up/develop a scheme /ˌset ʌp/ dɪ'veləp ə 'skiːm/ opracować program

share /ʃeə/ akcja, udział

sustain economic growth/a business plan /sə'steɪn ˌekə'nɒmɪk 'grəʊθ/ ə 'bɪznəs plæn/ utrzymać wzrost gospodarczy / podtrzymać biznesplan

sustain financial losses /sə'steɪn fə'nænfəl 'lɒsɪz/ ponieść straty finansowe

tenacious /tə'neɪfəs/ nieustępliwy, zawzięty

tenacity /tə'næsəti/ nieustępliwość, zawziętość

tricky /'trɪki/ trudny

try one's luck /ˌtraɪ wʌnz 'lʌk/ spróbować szczęścia

undergraduate /ˌʌndə'grædʒuət/ student/studentka studiów licencjackich

4.3 Grammar 4.24

barista /bə'rɪstə/ barista

competitive /kəm'petətɪv/ konkurencyjny

detrimental to sth /ˌdetrə'mentl tə ˌsʌmθɪŋ/ ze szkodą dla czegoś

jeopardise /ˌdʒepədaɪz/ narażać na szwank

landscaper /'lændskeɪpə/ architekt krajobrazu; tu: pomocnik ogrodnika

pet groomer /'pet ɡruːmə/ fryzjer zwierząt domowych

reliable source of income /ˌrɪˌlaɪəbəl ˌsɔːs əv 'ɪŋkʌm/ stałe źródło dochodów

sack /sæk/ zwolnić z pracy

shelf stacker /'ʃelf ˌstækə/ osoba wykładająca towar w supermarkecie

stand little chance of doing sth /ˌstænd ˌlɪtl ˌtʃaːns əv 'duːɪŋ ˌsʌmθɪŋ/ mieć małą szansę na zrobienie czegoś

usher /'ʌʃə/ bileter/bileterka

4.4 Use of English 4.25

at a loss/at sea /ət ə 'lɒs/ət 'siː/ w rozterce

by accident/by chance /baɪ 'æksədənt/ baɪ 'tʃaːns/ przez przypadek

by means of /baɪ 'miːnz əv/ za pomocą

by virtue of /baɪ 'vɜːtʃuː əv/ ze względu na

in the wrong/at fault /ɪn ðə 'rɒŋ/ət 'fɔːlt/ w błędzie

in vain/to no avail /ɪn 'veɪn/tə ˌnəʊ ə'veɪl/ na próżno

to some extent/a certain degree /tə ˌsəm ɪk'stənt/ə ˌsɜːtɪn dɪ'ɡriː/ w pewnym stopniu

4.5 Listening 4.26

adaptability /əˌdæptə'bɪləti/ zdolność adaptacji

adaptable /əˌdæptəbəl/ umiemy się przystosować

authentic /ɔː'tentɪk/ autentyczny

authenticity /ɔː'ten'tɪsəti/ autentyczność

humble /'hʌmbəl/ pokorny, skromny

humility /hjuː'mɪləti/ pokora, skromność

interview sb /'ɪntəvjuː ˌsʌmbədi/ przeprowadzić z kimś rozmowę kwalifikacyjną

interviewer /'ɪntəvjuːə/ osoba przeprowadzająca rozmowę kwalifikacyjną

keenness /'kiːnnəs/ zapal

overly /'əʊvəli/ nadmiernie

persistence /pə'sɪstəns/ upór, nieustępliwość

persistent /pə'sɪstənt/ uparty, nieustępliwy

phony /'fəʊni/ udawany, sztuczny

prospective employee /prə'spektɪv ɪm'plɔɪi/ potencjalny pracownik

resourceful /ˌrɪˌzɔːsfəl/ pomysłowy, przedsiębiorczy

resourcefulness /ˌrɪˌzɔːsfəlnəs/ pomysłowość, przedsiębiorczość

self-assurance /ˌself ə'ʃɔːrənts/ pewność siebie

self-assured /ˌself ə'ʃɔːd/ pewny siebie

sincere /sɪn'sɪə/ szczerzy

sincerity /sɪn'serəti/ szczerłość

strive /straɪv/ starać się

weigh one's words /ˌweɪ wʌnz 'wɜːdz/ ważyć słowa

willing /'wɪlɪŋ/ skłonny, chętny

willingness /'wɪlɪŋnəs/ chęć, gotowość

unwillingness /ʌn'wɪlɪŋnəs/ niechęć

4.6 Speaking 4.27

depend on sth /dɪ'pend ɒn ˌsʌmθɪŋ/ zależeć od czegoś

put sb at ease /ˌpʊt ˌsʌmbədi ət 'iːz/ uspokoić kogoś

4.7 Writing 4.28

acknowledge /ək'nɒlɪdʒ/ potwierdzać

back /bæk/ zainwestować, wesprzeć finansowo

backer /'bækə/ sponsor

favourable /'feɪvərəbəl/ korzystny

interest on sth /'ɪntrəst ɒn ˌsʌmθɪŋ/ odsetki od czegoś

investment /ɪn'vestmənt/ inwestycja

investor /ɪn'vestə/ inwestor

manage /'mænɪdʒ/ kierować

one-dimensional /ˌwʌn daɪ'mentʃənəl/ jednowymiarowy

strand /strænd/ wątek, aspekt

thus /ðʌs/ a zatem

uncertainty /ʌn'sɜːntɪ/ niepewność

VOCABULARY

- 1 In your notebook, write one word from the box for each gap.

foot hit incentives jump-start
slaving tabs take

- Many larger companies offer ? to attract and retain staff.
- In order to get a ? in the door, it can be a good idea to take a lower position than you really want.
- Multinational organisations regularly ? on new employees because of high staff turnover.
- There is nothing worse than having a boss who keeps ? on everything you do.
- Experience will help you ? the ground running if you set up your own business.
- Getting some basic training can be a good way to ? a new career.
- In smaller companies, you can find yourself ? away for a pittance and struggling to save.

- 2 In your notebook, write the prepositions that complete the text correctly.

It can be hard at first to stand ¹up / down / out for yourself when you're the newest member of staff – and if you are fresh ²through / out of / in to university with no experience, it can be even harder to assert yourself. If you find yourself working for a boss who likes to order people ³out / off / around, you really have little choice other than to put ⁴by / out / on a brave face and do what you're told. This may mean taking on too much – in which case you will quickly find yourself snowed ⁵in / under / out with work. Once again, you just need to press ⁶on / out / through and do the best that you can. But don't worry. Work's not all bad. Just think of the money! That, if nothing else, will make ⁷out of / off with / up for it.

- 3 In your notebook, write the appropriate forms of the words in capitals to complete the sentences.

- This ? seems perfect for the job. She impressed me during the interview. **APPLY**
- Did you hear that Ali's leaving? He's got a job with our main ?. **COMPETE**
- The government are tackling ? by offering retraining to thousands of jobless people. **EMPLOY**
- The company has been losing money for years. You can only put it down to bad ?. **MANAGE**
- I've decided I need some ?. I'm off to speak to the head of HR. **TRAIN**
- AKP Chemicals are in the process of a big ?. programme. Why don't you apply? **RECRUIT**
- We've got only one more ? to speak to and then we need to make our decision. **INTERVIEW**

GRAMMAR

- 4 In your notebook, write the sentences using the correct forms of the words. Add any necessary words.

- I / clear / remember / him / mention / salary increase.
- the author / article / about / interns / object / their / not be / pay.
- at first, / my parents / not approve / my / choose / journalism / as a career.
- be / an entrepreneur / mean / be / ready / to take risks.
- not let / this bad experience / discourage / you / follow / your / chosen career.
- when / you / start / your own / business, / you / should / focus / get / results.

- 5 In your notebook, write the correct gerund forms of the verbs in the box for each gap. When necessary, add the words in brackets in the correct form.

accept have learn retire
sack see take tell

- I was anticipating ? . So you can imagine my relief when I was given a promotion instead.
- ? photos during the show is strictly prohibited.
- (He) ? me the bad results of the interview nearly broke my heart.
- On ? about Gerald's resignation, I immediately applied for his job.
- Janet was angry about ? to work another evening shift last night.
- ?, James finally moved to the country.
- (They) ? on the training course is great news! Lucky them!
- I can't bear ? her so unhappy. Can't she find another job?

USE OF ENGLISH

Open cloze; gapped sentences

- 6 In your notebook, write at, in, by or to for each gap.

- I know she's right ? some extent, but I still think her decision to sack him was harsh.
- Just ask if you need any help. I'm completely ? your disposal.
- Older workers are, ? virtue of their life situation, considerably more reliable.
- I'm ? a loss to explain where the money is.
- Barbara's been trying to contact him all day – and ? absolutely no avail.
- Personally, I'd say she's one of the best managers we've had here ? date.
- ? all means, take the rest of the day off.
- He's a good worker, but ? the end of the day it has to be last in, first out.
- I hear Rob's been trying ? vain for years to get a management post.

7 In your notebook, write one word for each gap.

Business is a laughing matter



Fledgling businesspeople may be better off practising stand-up comedy rather than signing up for academic courses. Can ¹ ? a stand-up comedian really make a good alternative to studying at university? Why not? One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for ² ? the dream of running your own company than studying for three years. ³ ? gone into stand-up comedy instead of university, he discovered that the resulting self-confidence helped him ⁴ ? far greater insight into risk-taking than any amount of theoretical knowledge. In stand-up comedy, you either fail completely or you carry it off. Similarly, in the world of business there is always a danger that a start-up may fail, sustain huge financial ⁵ ? and result in bankruptcy. So, despite the need to make ⁶ ? meet, for the time being put off the idea of starting your own company and get practising your comedy routine!

8 In your notebook, write one word for the three gaps in each set.

- 1 a Water levels were rising and beginning to ? the fields.
b I was really surprised by parts of the exam. I'm sure we didn't ? some of the topics.
c I'm being sent to Prague for the week and the company is going to ? all my expenses.
- 2 a Most new businesses don't see a decent ? for a couple of years.
b I can't wait for Matthew's ? . I haven't seen him since 2015.
c Train travel is much cheaper if you buy a day ? .
- 3 a I know it might rain, but let's take a ? on it. It's been ages since we've had a picnic.
b You stand little ? of gaining employment with no experience.
c I met her completely by ? . I never even knew she was back in the country.
- 4 a I'm completely at a ? . I can't explain it.
b After the ? of his father, he became head of the company.
c Many new ventures make a ? in the first year.

LISTENING



Multiple choice

- 9  2.10 Listen to two colleagues discussing their results of a personality test. For questions 1–6, choose the best answer (A–D) and write it in your notebook.
- 1 Which of these qualities is NOT listed in the test as a feature of being a thinker?
A Being introverted.
B Listening rather than contributing.
C Preferring to reflect rather than take action.
D Tending not to compete for attention.
 - 2 According to the next part of the test, what qualities do Marcia and Rob share?
A They are able to think creatively.
B They are resourceful.
C They look for realistic solutions.
D They like to see the whole picture.
 - 3 Why does Rob bring up the Higgins case?
A To justify a decision he made.
B To provide evidence of one of Marcia's skills.
C To disprove the results of the test.
D To support the results of the test.
 - 4 What do the two speakers agree on in regard to Rodgers?
A He wasted a lot of the company's money.
B He was rightly released by the company.
C He made no contribution to the company.
D He showed no interest in developing himself.
 - 5 Which of the following does NOT describe Marcia?
A She tends to be very detail oriented.
B She thinks you can never be too well-prepared.
C She is reliable and always on time.
D She needs deadlines to help her perform.
 - 6 Which statement is true?
A Both speakers find tests like these generally very accurate.
B Managers rarely find such tests a valuable corporate tool.
C Rob is unconvinced by the usefulness of such tests.
D Marcia is sceptical about the validity of such tests.

WRITING



Essay

10 Do the task in your notebook.

W polskich szkołach coraz częściej pojawiają się doradcy zawodowi, którzy pomagają młodym ludziom w podejmowaniu decyzji dotyczących ich przyszłości. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat ich obecności w szkołach. W swojej pracy przedstaw argumenty odnoszące się do:

- znajomości mocnych stron uczniów,
- realiów lokalnego rynku pracy,
- nowo powstających zawodów.

Write a composition following the conventions of the **enre indicated in the topic**. Use between 300 and 350 words.

5

Journeys

To travel hopefully is better than to have arrived.

Robert Louis Stevenson

ASK YOURSELF, ASK AROUND



How important is it for you to interact with local people when you're on holiday? What's the best way to do it?

Projects page 137

5.1

VOCABULARY

Travel and sightseeing • phrasal verbs
• suffixes – forming adjectives • colloquial phrases

I can talk about various ways and aspects of travelling.

SHOW WHAT YOU KNOW

- 1 In your notebook, match the nouns in the box with the forms of transport they are usually associated with.

aisle boot buffet car bypass cruise embarkation
express gate gear stick jet lag overhead locker
pier platform quayside roundabout sleeper

1 boat/ship ?

3 plane aisle

2 car ?

4 train/underground ?

- 2 **SPEAKING** Take turns to tell each other about the last long journey you or someone you know went on. Use as many words from Exercise 1 as possible.

- 3 Imagine your friend is about to take their first trip abroad. What advice would you give him/her? Say **Do** or **Don't**.

1 ? take earplugs.

2 ? spend too much time online.

3 ? relax and **fit in with** the local environment.

4 ? plan lots of activities.

5 ? **check on** the climate conditions.

6 ? **bank on** being able to buy daily necessities.



Travelling for the first time

by Eleanor Aldridge

Travelling for the first time can be daunting. Do you go alone? What do you pack? Will you meet people along the way? And, most importantly, where should you go?

Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.

Ian Blenkinsop, Editor

Take earplugs anywhere you go! Tents, cabins, hostel dorms, people's sofas, plane/bus seats, even nice hotels ... There are noises in all of them to ruin a good night's sleep! Snoring dorm companions, flappy tents, honking trucks and wildlife: it's a jungle out there!



ECUADOR

Monica Woods, Managing Editor

Don't be nervous and don't plan too much – just see what happens! And more specifically, learning at least how to count to ten in the local language stands you in good stead for haggling.



THAILAND AND LAOS

Are you about to **head off** travelling for the first time? Or do you have any

- 4 Read the text. Check your ideas in Exercise 3 and find at least four more pieces of advice.

FOCUS ON WORDS | Phrasal verbs

- 5 **2.11** In your notebook, match the phrasal verbs in red from Exercise 3 and the text with the definitions below. Then listen and check.

- 1 rely on sth/sb = bank on sth/sb
- 2 destroyed by fire = ?
- 3 investigate sth/sb = ?
- 4 is accepted, often wrongly, as sth/sb = ?
- 5 adapt to sth/sb = ?
- 6 leave = ?
- 7 communicate = ?
- 8 charged too much money = ?



Lucy Kane, Editor

Enjoy the places for what they are, rather than as a tick-box exercise. I became obsessed with seeing everything recommended in my guidebook, rather than going with the flow and soaking up the local atmosphere. Now I use my guidebook as just that: a guide.

ITALY & FRANCE



Andy Turner, Senior Editor

Be mindful of mosquito coils (almost burned down my Thai beach hut). Spend the least amount of time online – checking Premiership scores in a sweaty Internet café is not 'travel'. Remember that time is relative. Yes, the bus probably should have left three hours ago, but do you see anyone else complaining?

AROUND THE WORLD



Ed Aves, Senior Editor

Don't go to the north of India in May/June as it can be ferociously hot. I basically spent five weeks in a sauna. Chill out more, worry less about being ripped off and engage more with local culture. Looking back through the pictures, what passes for backpacking fashion is far from respectable, even when across the other side of the world.

ASIA



Olivia Rawes, Editorial Assistant

Pack only what you can comfortably carry; you really can buy everything you need when you are out there. That said, it's always handy to keep a spare set of clothes in your day bag – it makes losing your luggage a bit more bearable!

SOUTH AMERICA

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

- 1 Can you be banked on to help your fellow travellers?
- 2 Do you prefer to ? other people's plans or do your own thing?
- 3 If you could ? one piece of advice to your younger self, what would it be?
- 4 Have you ever been ? when shopping?
- 5 If you could ? and never come back, where would you go?
- 6 Are you the kind of person who likes to ? all the details before you go somewhere?

FOCUS ON WORDS | Suffixes – forming adjectives

- 7 **2.12** In your notebook, form adjectives from the words in the box using the suffixes. Then listen and check.

(bear daunt flap hand mind relate respect sweat)

-able	-ful	-ing	-ive	-y
<u>bearable</u>	?	?	?	?

- 8 In your notebook, write the correct adjectives from Exercise 7 for each gap. Has climate ever spoiled your holiday? What did you do? Discuss in pairs.

The thought of travelling alone was a ¹ daunting prospect, so I signed up for an organised tour of the Amazon rainforest. I was apprehensive about the wildlife, but I assumed that the climate would be ² ?. What I wasn't prepared for, however, was the ³ ? humidity. The entire time I was there it was well over eighty percent and I was constantly uncomfortable and ⁴ ?. It would have been ⁵ ? to check on the humidity beforehand.

FOCUS ON WORDS | EXTRA Suffixes – forming adjectives

- 9 **2.13** In your notebook, form adjectives from the words in the box using the suffixes. Then listen and check.

(compete decide delight divide dwindle force grass neighbour offend stone vary)

-able/-ible	-ful	-ing	-ive	-y
?	?	?	<u>competitive</u>	?

FOCUS ON WORDS | Colloquial phrases

- 10 **2.14** In your notebook, complete the sentences with the correct forms of the phrases underlined in the text. Then listen and check. Do you agree with the statements? Why?/Why not?

- 1 It's best to have no plans when travelling and just go with the flow. (accept a situation and not try to change it)
- 2 'It is better to travel well than to arrive' are ? everyone should agree with. (good advice)
- 3 Be prepared for the unexpected – ?! (it's loud and busy there)
- 4 Travelling when you're young will ? for later life. (be useful)
- 5 Travelling shouldn't just be a ?. (sth you do just to say you have done it)
- 6 It's more important to experience the local culture and simply ? than see all the sights. (enjoy a place by watching it)



READING

5.2

Gapped text

I can understand the structure of an article using contextual, grammatical and lexical clues.

'If you're twenty-two, physically fit, hungry to learn and be better, I urge you to travel as far and as widely as possible. Sleep on floors if you have to, find out how other people live and eat and cook. Learn from them wherever you go.'

Anthony Bourdain

1 SPEAKING Read the quotation about travel and discuss the questions.

- 1 What might people learn about themselves and others while travelling?
- 2 Do you agree with the suggestion that travel can make you a 'better' person? Why?/Why not?
- 3 Would you be willing to sleep on floors if it made travel affordable?

2 Read the main article about Gavin Bell's journey. In pairs, put the events in order.

- a Gavin admires a view.
- b German soldiers build a railway across the desert.
- c Gavin gets a good night's sleep.
- d San hunter-gatherers travel through the desert.
- e The train approaches Swakopmund.
- f Animals are visible from the train.
- g Gavin catches the overnight express.

Namibia's Desert Express

Gavin Bell crosses Namibia on the Desert Express 2.15

Waking up on my second day on the overnight Desert Express train from Windhoek, I see what at first I think is a mirage. A lone figure, shimmering in the heat, loping through the emptiness of the Namib Desert. In the distance, it is a dark spectre, diminishing as it jogs towards a towering sand dune. I rub my eyes. Is it an illusion, a trick of heat and dust or the spirit of a long-dead San Bushman returned to his hunting grounds?



Neither: it's Cedric, a steward on the train and a keen footballer, who is running up the dune to make sure it is safe for passengers to trek up after him and view the Atlantic Ocean from its summit. ¹ Like most sightseeing trains, it is not actually an express service. On weekends, it trundles between the Namibian capital of Windhoek and its final destination, the old German colonial seaside resort of Swakopmund on the Atlantic Ocean, passing through the Namib, and stopping along the way for game drives, dune excursions and lion-feeding. On the face of it, the Namib is not the most inviting place to build a railway. The San hunter-gatherers who once roamed its bone-dry gravel plains and shifting sands called it 'the land God made in anger'. Then along came German soldiers and settlers, who decided in 1897 it would be a good idea to lay a railway across it. In fact, they had little choice. At the time, there were no roads worthy of the name and the only way of travelling through it was by ox wagon.

The railway station in Windhoek, where we start our journey, is in fact a survivor from these past days. There is a bell that clangs to announce our departure, and soon, we are out of Windhoek and chugging through low green hills. As if glad to be free of the city, the train slackens speed and proceeds at a pace an arthritic giraffe could match. A yellow butterfly flutters by, faster than us. An hour into the journey, we spot a troop of baboons preening each other on a hillock. ² The highlight is a giraffe, barely twenty yards from the train, regarding us with polite interest. But we're hoping to get a closer look at the animals soon. And sure enough, later on that first day the train halts in the middle of nowhere. Beside the tracks there are two safari trucks waiting. We all pile in and bounce along dirt roads for a couple of hours. This is a disappointment. Supposedly, there are white rhino and giraffe in the bush, but all we see are a few buck, two ostrich and a family of donkeys. The latter serve as guards against leopards – apparently their braying scares the daylights out

of the big cats and keeps them from preying on game on the reserve. Back on the train after our road trip, we tuck into freshly prepared game of the kind we have been admiring and then, full of food, stagger off to our beds. Sleeping on a moving train can be tricky, but in a quiet siding outside a desert town it isn't. When I wake, we appear to have passed through a space-time continuum and landed on Mars. The hills, the savannah, the camel thorns are gone. In their place is an endless flat nothingness of sand and rock, and in the grey half-light of dawn, it has a reddish tinge. ³ It stretches for more than 800 kilometres from north to south, and 120 kilometres from the Skeleton Coast to the grasslands of the Kalahari. There is no shade because there are no trees, and no rivers because there is no rain to speak of. Giant dunes driven by wind march across the desert, swallowing settlements that become ghost towns choked to death by sand. It is a strangely disturbing landscape to wake up to. Still half awake, I look out at the dunes.

3 Read the first part of the article (lines 1–29). Answer the questions in your notebook.

- 1 Where is the author?
- 2 What time of day might it be?
- 3 Who is Cedric?
- 4 What is Cedric doing?
- 5 Where did the train journey start?
- 6 What does the train make stops for?

READING FOCUS Gapped text

4 Read the whole article. In your notebook, match gaps 1–5 with fragments A–F. There is one extra fragment.

- A This is nature in all its primeval magnificence, where troubles of the modern world become utterly insignificant. It is also a place of fun.
- B Okahandja, a country town of dusty roads and weather-beaten stores, appears suddenly and is quickly left behind. The hills recede into the distance and now we are in vast grasslands dotted with termite mounds, skyscraper sandcastles of the insect world.
- C Then we see a flock of vultures, wheeling in the sky like scraps of burned paper above a carcass in the bush. Next there are springbok and kudu, then wildebeest and zebra, grazing in a private game reserve.
- D Journeys on the Desert Express tend to be a bit out of the ordinary and this one is no exception, starting with the train's wildly inaccurate name.
- E But this is where we stop for breakfast and the dune sprinter appears, ready to guide us to the top. This strange place is now a tourist playground. Led by the train staff, we climb a massive dune.
- F The sense of an extraterrestrial experience is heightened by a line of yellow lights twinkling on the horizon, like a lone settlement on a hostile planet. This is the land the Nama people call Namib, meaning 'plain without end'.

Beside the train, the monotony is broken by two lines of wooden telegraph poles, marching into infinity, that deepen a sense of loneliness. ⁴ ? From the crest, there is a view to the ocean, three miles distant, shrouded in fog created by the convergence of desert heat and the icy Benguela Current. In days gone by, this was a place of death for mariners, their ships impaled on reefs. Now close to shore, a vessel hovers in the gloom like a ghost ship suspended in midair. Behind us lies a panorama of haunting beauty as we look back from the top of the dune over the Namib Desert. The desert is two billion years old and its stillness exerts an almost spiritual influence on travellers who take the time to stand and stare. ⁵ ? Running down a dune is easier than trekking up it, especially when you bound in great leaps and fly through the air. The excitement of running down a vast mountain of sand over, we approach the end of our journey and discover that the yellow lights we saw in the distance at dawn were the outskirts of Swakopmund. The ghosts of Schutztruppe cavalry who trotted through its streets are long gone, but happily the railway they left behind survives in the land God made in anger.

5 In your notebook, replace the words underlined below with the correct forms of the verbs in blue in the article. How many of these verbs could describe how you move? When?

- 1 The moths flew quickly and lightly around the lights. fluttered
- 2 The wheels turned and the old train moved slowly and heavily out of the station. (x2)
- 3 I watched the birds flying round and round in the sky.
- 4 I had eaten too much and I walked unsteadily out of the restaurant.
- 5 The horses moved with quick, short steps through the streets.
- 6 Nomads have wandered through the desert for centuries.
- 7 I took a running jump from the top of the dune and landed in the sand.

6 In your notebook, write the correct forms of the words and phrases underlined in the article for each gap.

Beautiful Mexico

Mexico's aptly named landscapes (the Copper Canyon really has a copper ¹ tinge) are incredibly diverse, from the ² ? of the coastline of Baja California with its picturesque ³ ? and the bone-dry and ⁴ ? desert towns of the north, to the ancient Mayan ⁵ ? and gorgeous, cosmopolitan tourist playgrounds of the south. You can walk through ⁶ ? rainforests, climb volcanoes, watch whales in a ⁷ ? ocean, scuba dive on ⁸ ? teeming with marine life or visit nature reserves to view protected animal species.

FOCUS ON WORDS | Descriptive verbs/adjectives

7 2.16 Look at the words highlighted in the article and match them with their synonyms below. Listen and check. Then find a noun that each word refers to and write an example sentence with each collocation.

- | | |
|-------------------------------|---------------|
| 1 very tall = <u>towering</u> | 4 shining = ? |
| 2 disappear = ? | 5 reduces = ? |
| 3 covered = ? | 6 rings = ? |

8 **SPEAKING** Discuss what your country has to offer to the following types of visitors.

- Those on a tight budget.
- Those looking for a bit of luxury.
- Those hungry for adventure.

5.3

GRAMMAR

Advanced comparative structures

I can use various structures to make complex comparisons.

- 1 **SPEAKING** Look at the two photos and discuss the questions.
- Where do you think the places are?
 - Why might somebody choose to go there?



Djoser pyramid



Moray terraces

- 2 **2.17** Listen to an extract from a radio programme and check if your ideas are mentioned.
- 3 **2.17** Listen again. In your notebook, match the extracts from the recording with the things they refer to.
- not as uncomfortable a journey as I thought
 - less and less awe-inspiring the closer I got
 - more disappointed than impressed
 - such a magnificent sight
 - awe-struck rather than merely impressed
 - the more remote the place, the greater the impression
 - more agricultural than residential
 - such a dark night
 - not so much excited as impatient
- the function of Moray
 - the evening of their arrival
 - Djoser pyramid
 - general feelings about less touristy places
 - Giza pyramid
 - the journey by taxi from Cairo to Djoser
 - Patrick's feelings on approaching Giza
 - Patrick's feelings on seeing Djoser
 - Patrick's feelings about having to wait

- 4 Read the GRAMMAR FOCUS and find an example of each comparative structure in Exercise 3.

GRAMMAR FOCUS

Advanced comparative structures

Combined comparison with the:

- the + comparative adjective ..., the + comparative adjective ...

Progressive comparison:

- comparative adjective + and + comparative adjective

as and such:

- as + adjective + a/an + noun + as ...
- such a/an + adjective + noun + as/that clause

Contrasting two connected qualities:

- more + adjective + than + adjective
- not so much + adjective + as + adjective
- adjective + rather than + adjective

- 5 **USE OF ENGLISH** In your notebook, complete the sentences with the words in brackets in the correct forms. Do not change the order of the words, but add extra words where necessary. Use between three and six words in each gap.

- I wasn't so much disappointed in Paris as (disappointed/Paris) underwhelmed.
- Personally, I'd say Rome is ? (bohemian/rather/conservative).
- Truly unspoilt land is ? (become/less/less) common.
- It was ? (such/noisy/hostel) I couldn't get any sleep.
- Prague wasn't as ? (romantic/place) I was expecting.
- Poland is still ? (more/agricultural) urban.
- The more you travel, ? (more/cultured) become.
- Berlin wasn't ? (such/expensive/city) I thought it would be.

- 6 **USE OF ENGLISH** In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.

- Vienna is the most delightful city I've ever visited. **AS**
I've never visited as delightful a city as Vienna.
- It's getting increasingly hard to find a cheap B and B. **AND**
It's getting ? to find a cheap B and B.
- People suffer greater homesickness the further away they travel from home. **MORE**
The further away you travel from home, ? you get.
- She described the landscape as being more surreal than picturesque. **RATHER**
She described the landscape as being ? picturesque.
- We decided not to stay in the hotel because it was so expensive. **SUCH**
It was ? we decided not to stay there.
- The itinerary was less daunting than it looked at first. **NOT**
It ? itinerary as it looked at first.
- The water was so cold it was unbearable. **THAT**
It was ? it was unbearable.
- If you ask me, I'd say the sea is green not blue.
In my opinion, the sea ? **THAN**

- 7 **SPEAKING** Discuss the following. Which do you prefer? Why?

- going on organised trips and backpacking
- self-catering and all-inclusive

Grammar pages 126–127

5.4

USE OF ENGLISH

Words and phrases with ever

I can use compound adverbials and phrases with ever.

- 1 **SPEAKING** Read the quote and discuss what it means to you.

'When you leave a beautiful place, you carry it with you wherever you go.'

Alexandra Stoddard, Author

- 2 **2.18** Listen and, in your notebook, write one word from the box for each gap in the extracts.

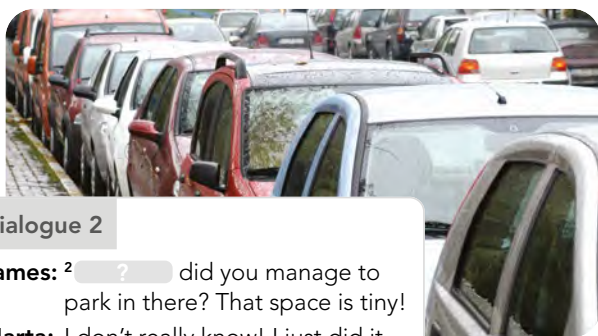
however whatever (x2) whichever



Dialogue 1

Janet: Which seat do you want – the window or the aisle?

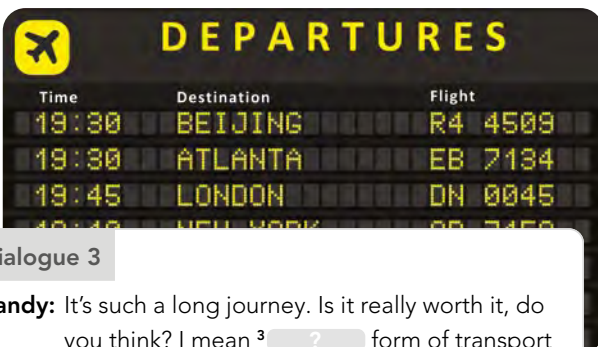
Ben: ¹ _____, I don't mind. You choose.



Dialogue 2

James: ² _____ did you manage to park in there? That space is tiny!

Marta: I don't really know! I just did it.



Dialogue 3

Sandy: It's such a long journey. Is it really worth it, do you think? I mean ³ _____ form of transport we choose, it's gonna take us at least ten hours. And it's so expensive!

Paula: No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

Sandy: OK, ⁴ _____ – book the flights then!

- 3 Read LANGUAGE FOCUS I. Match the uses of -ever with items 1–4 in Exercise 2.

LANGUAGE FOCUS I

Words with -ever

You can form words by adding **-ever** to *who*, *what*, *which*, *how*, *where* and *when*. These can be used in a number of different ways:

- in questions to give emphasis,
- to emphasise that the specific time, person, etc. doesn't matter,
- in short answers,
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*).

- 4 In your notebook, replace the underlined words with a word with -ever. Then match them with the uses in LANGUAGE FOCUS I.

- 1 A: What film would you like to see?
B: I don't care which, I am good with anything. *Whichever*
- 2 In what kind of shop did you find that bike?!
- 3 A: You're not going out tonight.
B: I don't care!
- 4 The person who did this is going to have to pay for the damage.

- 5 Read the sentences and think of contexts where each could be used.

- 1 Whenever are you going to find the time to do all that?!
- 2 Whoever did this, I'm going to find them and make them pay for it!
- 3 Whatever! It won't change a thing!
- 4 Don't worry. We'll replace it, whatever the cost.
- 5 However did you get up there? Can you get back down?

- 6 Read LANGUAGE FOCUS II and statements 1–7. The word **ever** has been removed from each of them. In pairs, decide where to put it.

- 1 There are increasing opportunities to travel. And this is set to continue in the future.
- 2 The world is getting smaller. This has many positives and negatives.
- 3 Speaking even a little of the local language is so useful.
- 4 Travelling is the best experience.
- 5 There are more opportunities than to learn from other cultures.
- 6 As, travelling to some parts of the world will always be restricted.
- 7 Exploring your own country is such an educational experience.

LANGUAGE FOCUS II

Phrases with ever

- **ever** meaning *all the time* in compound expressions: *ever-increasing*, *ever-present*, *ever-larger*, etc.
- **ever so**, **ever such** meaning *very* in informal English: *She's ever so nice. She's ever such a nice girl.*
- **as ever** meaning *as always* happens: *As ever, Jack was late.*
- **ever** used for emphasis in comparisons: *the best ever*, *wider than ever*, etc.

- 7 **SPEAKING** In groups, discuss the statements in Exercise 6.

Use of English pages 127–128

5.5

LISTENING

Matching

I can recognise speakers' feelings, points of view and opinions in monologues.

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 What kind of holiday is illustrated by each photo?
- 2 What kind of problems or challenges could each holiday entail?
- 3 Which of the holidays would suit you most/least? Why?



A Patagonia



B Iceland



C Australia

2 **2.19** Listen to five people talking about holidays. In your opinion, which speaker enjoyed their holiday the least?

LISTENING FOCUS Matching

3 **2.19** Listen again. In your notebook, match statements A-E with speakers 1-5. There is one extra statement.

The speaker ...

- A was taken aback by an unforeseen obstacle.
- B found the trip too disorganised and unpredictable.
- C appreciated the trip's varied itinerary.
- D planned the trip to accommodate different preferences.
- E was convinced that the trip was worth the effort involved.
- F chose the trip because of the way it was financed.

4 Has your opinion changed about which holiday would suit you most/least? Why?/Why not?

FOCUS ON WORDS | Phrases

5 **2.20** In pairs, match the phrases from the recording with their definitions. Then listen and check.

- 1 play it by ear = b
 - 2 take a dip = ?
 - 3 get away from it all = ?
 - 4 get off the beaten track = ?
 - 5 travel on a shoestring = ?
 - 6 pinch yourself = ?
 - 7 roll up = ?
 - 8 use your time wisely = ?
- a arrive
 - b improvise
 - c go where few people go
 - d not spend much money on a trip
 - e convince yourself sth is real
 - f not waste time
 - g have a swim
 - h escape your normal routine

6 In your notebook, complete the sentences with the correct forms of the phrases from Exercise 5. Which ones are true for you? Compare with a partner.

- 1 I don't like to play it by ear. I like to have a plan.
- 2 The most important thing on holiday is to ? and forget about life at home.
- 3 When I'm on holiday, I love ? first thing in the morning.
- 4 I saw some wonderful things on my trip. I had to ? to make sure they were true.
- 5 I don't like visiting tourist attractions. I like to ? and discover new things.
- 6 I am very bad at ?. I never leave the hotel before noon.
- 7 I never have a real summer vacation – I just ? at my friends' houses.
- 8 I don't have a lot of money, so I always have to ?.

7 **2.21** In your notebook, replace the underlined phrases with the correct forms of the phrases from the box. Then listen and check.

bottom line give it a go hard going
keep an eye on swing it for

- 1 Bungee jumping is perfectly safe. Would you like to try it? give it a go
- 2 Have you ever looked after anyone's pet while they were away on holiday?
- 3 Last time you were shopping and had to choose between two brands, what was it that persuaded you?
- 4 If you were choosing holiday accommodation for your family, what would be the priority for you?
- 5 Would you find trekking difficult?

8 **SPEAKING** Discuss the questions in Exercise 7.

5.6

SPEAKING

Comparing photos

I can compare photos highlighting similarities and differences.

- 1 **SPEAKING** Describe the holidays shown in photos A–C. Use the words in the box to help you.

budget freedom pace physical preparation specialised spontaneous tranquillity varied wilderness

- 2 **2.22** Listen to two people comparing the photos. What do they say about these holidays with regard to:
- cost? • pace? • spontaneity? • freedom?
- 3 **2.22** Read the **SPEAKING FOCUS** and, in your notebook, write one word for each gap. Then listen again and check.

- I can see a number of similarities in photos B and C. They're holidays you can do quite cheaply.
- These two photos are also because these are holidays that young people with limited funds might like.
- On the other , photo A from the others in some key ways.
- The mountaineering holiday is also in that it probably requires a great deal of preparation and a predetermined schedule.
- On the sightseeing holiday, you'd be surrounded by people, on the camping holiday ...
- Another difference is that this is a holiday about being at one with nature.

SPEAKING FOCUS

Highlighting similarities

These photos have various things in common, like/such as ...

I can see a number of similarities between photos A and B.

They're both .../They each have ...

The photos are also alike because ...

These photos resemble each other in that ...

The images are related/are not dissimilar in that ...

Not unlike photo A, this photo ...

Highlighting differences

On the other hand, photo A differs from the other photos in ...

There are other notable differences too/as well ...

Another crucial difference is that ...

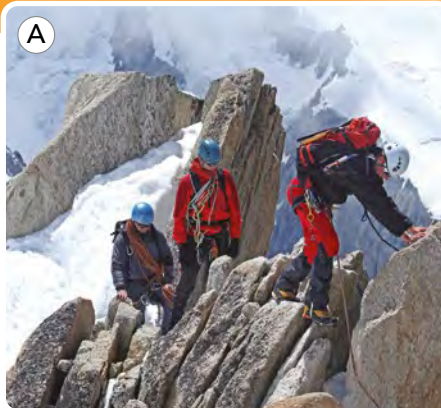
It's also dissimilar in that ...

In contrast, in this photo ...

In this photo ..., whereas in this photo ...

This photo ..., as compared to this photo ...

Unlike the first image, the second image ...



- 4 In pairs, make statements comparing holidays and photos using the words in capitals and phrases from the **SPEAKING FOCUS**.

- staying in hostels / camping / cheap to do **RESEMBLE**
- the resort photo / adventure one / most people are just sitting / on beach **DIFFER**
- photo of cruise / photo of resort / show people relaxing **BOTH**
- biking and trekking holidays / get exercise and be outside **COMMON**
- people / who hate camping / I find / really comfortable **UNLIKE**

- 5 **SPEAKING** Follow the instructions below. Use the **SPEAKING FOCUS** to help you.

Task 1

Student A: Compare photos D and E and say why the people might be travelling in this way and how enjoyable their experience might be.

Student B: Respond to A's comments. Who looks like they are enjoying themselves the most? Why?

Task 2

Student B: What kind of holiday are the people having in photos D and E? Where do you think they are going? Why?

Student A: Respond to B's comments. Offer a different interpretation if possible. Remember to justify your answers.



I can write a linguistically complex and logically structured report and recommend action.

1 SPEAKING Look at the photos and discuss the questions.

- 1 What would attract you about each of the places? Why?
- 2 What would deter you from visiting them? Why?

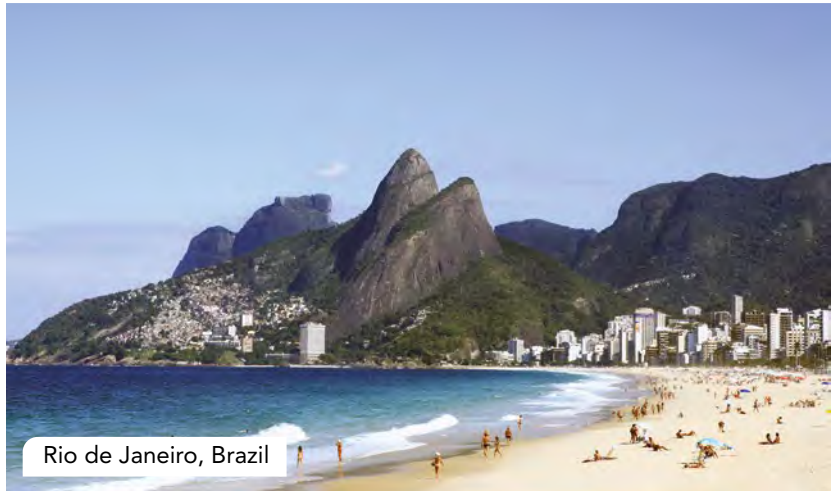
2 Read the task. In pairs, find the information it asks you to include.

A student website is compiling a series of reports on countries for students to visit during their gap year between school and university. You decide to send in a report on a country you have visited. In your report, you should give an overview of your visit showing why this country is a suitable destination and describing any potential problems other students should be aware of. You should also include some recommendations.

3 SPEAKING Read the report. Does it contain the information asked for in the task? Discuss with a partner.



Shanghai, China



Rio de Janeiro, Brazil



Taebaek Mountains, South Korea

Visiting South Korea: A Student's View

Introduction

The aim of this report is to provide an overview of the visit I paid to South Korea with a student group during our gap year, and to identify factors which may make it a suitable student destination, as well as to point out potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

Visit overview

We spent three months in South Korea, visiting the main cities and some rural areas. We did not travel to the more remote places.

Suitability as a student destination

All of us visited the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. **The majority of us** also ventured further afield into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature that made the trip worthwhile.

Potential problems

Since our visit took place during the winter, the cold weather conditions presented problems we had not fully prepared for. Furthermore, having no knowledge of the language made communication difficult outside the major cities.

Recommendations

It is clear that visitors need to be aware of the climatic conditions they may encounter and be appropriately equipped. **I would also recommend** taking some basic language classes before leaving in order to more fully appreciate the country's culture and people.

Conclusion

Given these preconditions, I would have no hesitation in suggesting that students visit this fascinating country.

- 4 Read the **WRITING FOCUS**. In your notebook, make a list of phrases in purple in the report for the points below.

WRITING FOCUS

A report

Introduction

- Summarise the aim of the report in your own words.
This report sets out to/presents ...

First heading

- Give any information needed to set the context.
I was assigned ...
During this project, I took part in ...

Second heading

- Introduce the first information you wish to present. (Add supporting details if necessary.)
All of those interviewed ...
Only some of those taking part ...

Third heading

- State and support your second point. (You might present some negative aspects here.)
As few people were able to ...
However, according to ...

Recommendations

- Give one or two recommendations (based on the evidence you have presented).
I would suggest that ...
I would definitely advocate ... because ...

Conclusion

- Use an appropriate concluding sentence.
In the light of ..., I ...
In short, I ...

- 5 In pairs, put these notes from a report on Shanghai in a logical order. Then expand them into full sentences in your notebook. Use the **WRITING FOCUS** to help you.

- I was assigned to / canvass opinions / students who / visit / the city
 - However, according to / some / those interviewed / number of people / can make / difficult / to get around
 - This report sets out to / give information / Shanghai / as part / Cities of the World Project
 - I would suggest / prospective visitors / research / best time of year / to visit / avoid crowds
 - The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme
 - All those interviewed agreed / vibrant / exciting / place / to visit
 - Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade
 - Some cited / combination / old and new / major draws
- 1 c *This report sets out to give information about Shanghai as part of the Cities of the World Project.*

- 6 Read the **LANGUAGE FOCUS**. Then find more examples of sentences with some of the nouns, verbs and adjectives in the report on page 68.

LANGUAGE FOCUS

Vocabulary used in reports

Nouns

- aim/purpose – *The aim/purpose of the report ...*
- division – *There was a division between ...*
- factor – *One of the factors ...*
- the former ... the latter – *The former were in favour of ..., while the latter were not.*
- overview – *An overview of ...*

Verbs

- address – *One issue that should be addressed ...*
- assign – *I was assigned to ...*
- cite ... as – *One person cited the cost as an issue ...*
- conduct – *The survey was conducted ...*
- deter – *This deters people from ...*
- identify – *Two problems were identified ...*
- outline – *The report will outline ...*

Adjectives

- clear/obvious – *It was clear/obvious that ...*
- current – *The current situation ...*
- major – *A major issue was ...*
- positive – *A positive step would be ...*
- principal – *The principal purpose of ...*

- 7 In your notebook, rewrite the sentences replacing the underlined words with words from the **LANGUAGE FOCUS** and making any other changes if necessary.

- The main aim of this report is to describe the event.
- It will also give a summary of people's reactions to it.
- We held the interviews in the school hall.
- Unfortunately, the heavy traffic stopped some people from attending.
- This was an important issue for many people.
- However, only two people said the venue itself was a problem.
- The first issue was therefore considered the main problem while the second was not relevant.
- As a result, we recognised poor scheduling as the biggest issue for most people.

SHOW WHAT YOU'VE LEARNT

- 8 In your notebook, complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You have seen this advertisement on a student website: *We're collecting information about student-friendly cities around the world for our student travel website. Send us a report on your city or any other city that you know.* Your class has decided to send in a report. Your **report** should include an overview of the city and your connection to it and alert students to anything they need to consider before visiting. You should suggest what makes this an interesting place for students to visit and give recommendations for their time there.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

5.1 Vocabulary 🔊 4.29

apprehensive about sth /,æprɪ'hensɪv əˌbaʊt ,sʌmθɪŋ/ pełen obaw o coś

bank on sb /'bæŋk ɒn ,sʌmbɒdi/ liczyć na kogoś

bear /beə/ znosić, wytrzymywać

bearable /'beərəbəl/ znośny

burn sth down /,bɜːn ,sʌmθɪŋ 'daʊn/ spalić coś

cabin /'kæbən/ chata, domek kempingowy

check on sb/sth /'tʃek ɒn ,sʌmbɒdi/ ,sʌmθɪŋ/ sprawdzić kogoś/coś

daunt /dɔːnt/ zniechęcać

daunting /'dɔːntɪŋ/ zniechęcający

decisive /dɪ'saɪsɪv/ decydujący

delight /dɪ'laɪt/ zachwyt

delightful /dɪ'laɪtful/ zachwycający

divisible/divisive /də'vɪzəbəl/də'vaɪsɪv/ podzielný

dwindle /'dwɪndəl/ kurczyć się, zanikać

dwindling /'dwɪndəlɪŋ/ kurczący się, zanikający

earplug /'iəplʌɡ/ zatyczka do uszu

embark /ɪm'baːk/ zaokrętować, wprowadzić pasażerów na pokład statku

embark on a trip /ɪm'baːk ɒn ə 'trɪp/ wyruszyć na wycieczkę

ferociously /fə'rəʊʃəsli/ wściekle

fit in with sb/sth /,fɪt 'ɪn wɪð ,sʌmbɒdi/ ,sʌmθɪŋ/ dopasować się do kogoś/ czegoś

flap /flæp/ kłapa, poła; trzepot

flappy /'flæpi/ trzepoczący

force /fɔːs/ siła

forceful /'fɔːsfəl/ potężny

go with the flow /,gəʊ wɪð ðə 'fləʊ/ płynąć z nurtem, robić to co inni

grassy /'grɑːsi/ trawiasty

haggle /'hæɡəl/ targować się

handy /'hændi/ użyteczny

head off /,hed 'ɒf/ wyjeżdżać

honk /hɒŋk/ trąbić

hostel dorm /,hɒstl 'dɔːm/ pokój wieloosobowy w schronisku

humidity /hjuː'mɪdɪti/ wilgotność

it's a jungle out there /ɪts ə 'dʒʌŋɡəl aʊt ,ðeə/ jest tam hałas i zgiełk, panuje tam prawo dżungli

mindful of sth /'maɪndfəl əv ,sʌmθɪŋ/ świadomy czegoś

mosquito coil /mə'skiːtəʊ kɔɪl/ spirala na komary

neighbouring /'neɪbərɪŋ/ sąsiedni

offend /ə'fend/ obrazić

offensive /ə'fensɪv/ obraźliwy

pass for sth /'pɑːs fɔ ,sʌmθɪŋ/ uchodzić za coś

pass sth on /,pɑːs ,sʌmθɪŋ 'ɒn/ przekazać coś

relative /'relatɪv/ względny

respectable/respectful /rɪ'spektəbəl/ rɪ'spektfəl/ porządný, przyzwoity

rip sb off /,rɪp ,sʌmbɒdi 'ɒf/ zedrzeć z kogoś (pieniądze)

snore /snɔː/ chrapać

soak up the local atmosphere /,səʊk ʌp ðə ,ləʊkəl 'ætməsfɪə/ chłonać lokalną atmosferę

spare /speə/ zapasowy

stand sb in good stead /,stænd ,sʌmbɒdi ɪn ,ɡʊd 'sted/ przydać się komuś

stony /'stəʊni/ kamienisty

sweaty /'sweti/ gorący, duszny

tick-box exercise /,tɪk bɒks 'eksəsaɪz/ odhaczanie kolejnych pozycji z listy

tinge /tɪndʒ/ odcień

variable/varying /'veəriəbəl/'veəriŋ/ zmienny

vary /'veəri/ różnić się

words of wisdom /,wɜːdz əv 'wɪzdəm/ mądre rady

5.2 Reading 🔊 4.30

bone-dry /,bəʊn 'draɪ/ suchy jak pieprz

bound /baʊnd/ szybko biec dużymi susami

braying /'breɪɪŋ/ ryczenie osła

carcass /'kɑːkəs/ padlina

cavalry /'kævəlri/ kawaleria

choke /tʃəʊk/ dławić się, dusić się

chug /tʃʌɡ/ poruszać się powoli, głośno sapiąc (np. o pociągu)

clang /klæŋ/ dzwonić

convergence /kən'vɜːdʒəns/ konwergencja, zbieżność

diminish /dɪ'mɪnɪʃ/ zmniejszać się

dotted with sth /'dɒtɪd wɪð ,sʌmθɪŋ/ usiany czymś

exert influence /ɪɡˌzɜːt 'ɪnfluəns/ wywierać wpływ

express service /ɪk'spres ,sɜːvɪs/ pociąg ekspresowy, ekspres

extraterrestrial /,ekstrətə'restriəl/ pozaziemski

flock of vultures /,flɒk əv 'vʌltʃəz/ stado sępów

flutter /'flʌtə/ trzepotać, poruszać się z trzepotem

game drive /'geɪm draɪv/ safari

game reserve /'geɪm rɪˌzɜːv/ rezerwat dzikich zwierząt

ghost town /'ɡəʊst taʊn/ wymarłe miasto

gloom /ɡluːm/ mrok

grasslands /'grɑːslændz/ trawiasty obszar

gravel /'grævəl/ żwir

graze /greɪz/ paść się

halt /hɔːlt/ zatrzymać się

haunting beauty /,haʊntɪŋ 'bjuːti/ zniewalające piękno

high-spirited /,haɪ 'spɪrɪtɪd/ pełen werwy

hillock /'hɪlək/ pagórek

hover /'hɒvə/ wisieć w powietrzu

hunter-gatherers /,hʌntə 'ɡæðərəz/ ludy zbieracko-łowieckie

impale /ɪm'peɪl/ nadziać się

infinity /ɪn'fɪnəti/ nieskończoność

inviting /ɪn'vaɪtɪŋ/ gościnny

leap /liːp/ skok

lope /ləʊp/ poruszać się susami

mirage /mɪ'raɪʒ/ iluzja

nothingness /'nʌθɪŋnəs/ nicość

on the face of it /ɒn ðə 'feɪs əv ɪt/ na pierwszy rzut oka

ostrich /'ɒstrɪtʃ/ struś

pile in /,paɪl 'ɪn/ wpakować się do środka

preen each other /'priːn ɪtʃ ,ləðə/ czyścić sobie nawzajem futerko (o zwierzętach)

prey on sth /'preɪ ɒn ,sʌmθɪŋ/ polować na coś

primeval /praɪ'miːvəl/ pierwotny

proceed /prə'siːd/ jechać dalej

recede /rɪ'siːd/ zanikać w oddali

reef /riːf/ rafa

roam /rəʊm/ przemierzać

sand dune /'sænd djuːn/ wydma

scare the daylights out of sb /,skeə ðə 'deɪlaɪts aʊt əv ,sʌmbɒdi/ wystraszyć kogoś na śmierć

seaside resort /,siːsaɪd 'rɪzɔːt/ kurort nadmorski

settlement /'setlmənt/ osada

settler /'setlə/ osadnik

shifting sands /,ʃɪftɪŋ 'sændz/ ruchome piaski

shimmer /'ʃɪmə/ migotać

shrouded in sth /'fraʊdɪd ɪn ,sʌmθɪŋ/ spowity czymś

slacken speed /,slækən 'spiːd/ zwolnić

spectre /'spektə/ widmo, zjawia

spirit /'spɪrɪt/ duch, dusza

stagger /'stæɡə/ zataczać się

stretch /stretʃ/ rozciągać się

swallow /'swɒləʊ/ połykać

teeming with sth/sb /'ti:miŋ wið
,sʌmθɪŋ/,sʌmbɒdi/ obfitujący w coś
(np. bujną roślinność), pełen kogoś
(np. turystów)

termite mound /'tɜ:maɪt maʊnd/
gniazdo termitów

tight budget /,taɪt 'bʌdʒət/ napięty
budżet

towering /'taʊərɪŋ/ wysoki, wyniosły

troop of baboons /,tru:p əv bæ'bu:nz/
stado pawianów

trot through sth /'trɒt ,θru: ,sʌmθɪŋ/
jechać kłusem przez coś

trundle /'trʌndl/ toczyć się

tuck into sth /,tʌk 'ɪntə ,sʌmθɪŋ/
pałaszować coś

twinkle /'twɪŋkl/ migotać

weather-beaten /'weðə ,bi:tən/
podniszczony przez warunki
atmosferyczne

wheel /wi:l/ krążyć (po niebie)

wildebeest /'wɪldəbi:st/ antylopa gnu

5.3 Grammar 4.31

awe-inspiring /'ɔ: ɪn,spraɪərɪŋ/
wzbudzający respekt, podziw

bohemian /bəʊ'hi:miən/ artystyczny;
zrelaksowany

homesick /'həʊm,sɪk/ stęskniony
za domem

homesickness /'həʊm,sɪknəs/ tęsknota
za domem

itinerary /aɪ'tɪnərəri/ plan podróży

underwhelmed /,ʌndə'welmd/ nieco
zawiedziony

5.4 Use of English 4.32

aisle /aɪl/ przejście (w pociągu,
samolocie, teatrze)

5.5 Listening 4.33

bottom line /,bɒtəm 'laɪn/ zasadnicza
kwestia

exhilarating experience /ɪg,zɪləreɪtɪŋ
ɪk'spiəriəns/ radosne przeżycie

get away from it all /,get ə'wei frəm ɪt
,ɔ:l/ uciec od tego wszystkiego

get off the beaten track /get ,ɒf ðə
,bi:tən 'træk/ zjechać/zejść z utartego
szlaku

give it a go /,gɪv ɪt ə 'gəʊ/ spróbować
czegoś

hard going /,hɑ:d 'gəʊɪŋ/ trudne zadanie

keep an eye on sth /,ki:p ən 'aɪ ɒn
,sʌmθɪŋ/ opiekować się czymś

play it by ear /,pleɪ ɪt baɪ 'ɪə/
improwizować

relieve stress /rɪ,lɪv 'stres/ złagodzić
stres

swing it for sb /'swɪŋ ɪt fə ,sʌmbɒdi/
wpłynąć na zmianę czyjejś decyzji

take a dip /,teɪk ə 'dɪp/ popływać

travel on a shoestring /,trævəl ɒn
ə 'ʃu:striŋ/ tanio podróżować

unforeseen /,ʌnfɔ:'si:n/ nieoczekiwany,
nieprzewidziany

5.6 Speaking 4.34

cruise /kru:z/ rejs

dissimilar /dɪ'sɪmələ/ niepodobny

mountaineering holiday /,maʊntə'nɪərɪŋ
,hɒlədeɪ/ wakacje ze wspinaczką górską

spontaneity /,spɒnt'neiəti/
spontaniczność

tranquillity /træŋ'kwɪləti/ cisza i spokój

5.7 Writing 4.35

aim /eɪm/ cel

assign /ə'saɪn/ przydzielić

canvass opinions /,kænvəs ə'pɪnjənz/
sondować opinie

cite /saɪt/ przytoczyć

compile /kəm'paɪl/ kompilować,
opracowywać

division /dɪ'vɪʒən/ podział

identify /aɪ'dentəfaɪ/ zidentyfikować

outline /'aʊtlaɪn/ przedstawić w zarysie

overview /'əʊvəʊju:/ przegląd, zarys

pay a visit /,peɪ ə 'vɪzət/ złożyć wizytę

purpose /'pɜ:pəs/ cel

precondition /,pri:kən'dɪʃən/ konieczny
warunek wstępny

principal /'prɪnsəpəl/ główny

the former /ðə 'fɔ:mə/ ten pierwszy

the latter /ðə 'lætə/ ten ostatni

venture /'ventʃə/ zaryzykować

VOCABULARY

1 In your notebook, write the words or phrases that complete the sentences correctly.

- 1 Don't spoil your trip by wondering whether you're being *ripped off* / *headed off* every time you buy something.
- 2 I like to get *off the beaten track* / *away from it all* and see the things no one else wants to see.
- 3 As we sailed into the harbour, we could see flags *fluttering* / *trotting* from the castle walls.
- 4 There's nothing I like more than *soaking up the atmosphere* / *playing it by ear* whilst strolling through the city streets and markets.
- 5 Have you ever seen an antelope *bounding* / *staggering* gracefully?
- 6 Choosing the best holiday from the vast array presented in the media is a *daunting* / *dwindling* task.
- 7 It was the offer of self-catering that really *stood me in good stead* / *swung it for me*. I hate the idea of having to cook when I'm on holiday.
- 8 The best thing is not to plan too much – just go *with the flow* / *travel on a shoestring* to wherever your fancy takes you at the time.

2 In your notebook, write the appropriate forms of the words in capitals to complete the sentences.

- 1 A good tourist is always of the local culture and customs. **MIND**
- 2 There's nothing more than a good guidebook when you're on a city trip. **HAND**
- 3 I never travel with a backpack. I hate getting all on the back. **SWEAT**
- 4 This heat is . Can't we please find a café or something with some air conditioning? **BEAR**
- 5 The next group ready for the tour is not by five. So I'll take a bigger group. **DIVIDE**
- 6 As eco-tourism becomes more popular, prices are getting more . **COMPETE**

3 In your notebook, write the appropriate preposition for each gap.

- 1 I just need to check something at work before we set off, OK?
- 2 You'd better take some more colourful clothes if you want to fit with the locals.
- 3 That's a real shame! I was banking her coming to help with the language.
- 4 Keep an eye my things for me while I take a quick dip in the sea.
- 5 The history of the castle is shrouded mystery.
- 6 Oksana's timing is perfect again! Just as we're about to leave she rolls and insists on joining us.

GRAMMAR

4 Identify a grammar error in each sentence. Rewrite correct sentences in your notebook.

- 1 The longer the journey, the most satisfying your arrival.
- 2 The trip was as wonderful an experience I could have imagined.
- 3 The train ride was more tiring that dull.
- 4 It was so an exciting adventure that I couldn't calm down for days.
- 5 I'd say the water was fresh rather as cold.
- 6 The hotel was not so much posh than extravagant.

5 In your notebook, write the correct forms of the adjectives in brackets for each gap. Add any other necessary words.

BELGRADE:

WHY HAVEN'T YOU BEEN YET?

Although Belgrade hasn't always been a tourist destination, it is just ¹ (fascinating) city as any of the other more popular European capitals, and it's much cheaper too. There is ² (positive) energy in the city that it's no wonder more and more people are visiting. In fact, it's not so ³ (surprising) as astonishing that more people haven't discovered this remarkable destination.

For the budget-minded, there is plenty of accommodation which can be described as adequate rather ⁴ (comfortable), but with so much to see and do you won't be spending much time in your room anyhow. There are so many restaurants, live music clubs, art exhibits and shopping venues to visit, my advice is: ⁵ (early) you start out each day, the more you'll be able to experience. So if you want to visit a city which, at least for the moment, is ⁶ (fresh) rather than clichéd, do yourself a favour and go to Belgrade before everyone else finds out what they're missing!

USE OF ENGLISH

Multiple choice cloze; sentence transformation; translation

6 In your notebook, rewrite the underlined words replacing them with words with -ever. Make any changes necessary.

Why I love Sri Lanka

Sri Lanka has become my favourite holiday destination and I go there ¹ every time I can. The country offers great value for money ² even if your budget is limited and you can count on good weather ³ any time of year – summer or winter. ⁴ Any place you go in Sri Lanka the people are friendly and welcoming. ⁵ It doesn't matter what your interests are, you will find there is something for everyone; and ⁶ it doesn't matter who thinks Sri Lanka lacks cultural depth – they are wrong: it actually has as many as eight World Heritage Sites. There's more to do here than in Thailand or Cambodia or ⁷ any other place. Once you get there, you will ask yourself why on earth you didn't go before.

- 7  For each gap, choose the correct answer (A–D) and write it in your notebook.

THE SILK ROAD

The term Silk Road evokes an era with caravans of heavily-laden camels, ¹ ? through weather-beaten lands transporting everything from jade and gunpowder to rhubarb and, of course, silk between China and the Levant. There was never actually a single 'silk road', however, but a vast network of routes ² ? the edge of Europe with the eastern fringes of Asia and the Pacific Ocean. Despite being incredibly ³ ? going, the route operated for at least fifteen centuries, only ⁴ ? in use due to geopolitical changes, the rise of shipping and the Black Death. To the east, lie Mongolia and China's less-explored desert fringes and to the west, Azerbaijan and the Caucasus. ⁵ ? of the curious recent history of the Silk Road countries, the juxtapositions will startle most visitors. You will see not only Lada cars ⁶ ? along the road and surviving Soviet monuments but also bling and all-out consumerism. The bottom ⁷ ? is that this is a vast, largely underdeveloped region which is in many ways as ⁸ ? as it is impressive. Should you choose to visit the area, aim for either a lot of travel and window-gazing or a more focused trip to a couple of key cities. ⁹ ? you choose, you will meet a rich mix of people along the way. And if you do decide to come, a hat, light clothes and sunblock will ¹⁰ ? you in very good stead.

- | | | | |
|----------------|----------------|--------------|--------------|
| 1 A trundling | B bounding | C grazing | D shimmering |
| 2 A relating | B neighbouring | C connecting | D bypassing |
| 3 A difficult | B risky | C trick | D hard |
| 4 A slackening | B dwindling | C receding | D dipping |
| 5 A Because | B Despite | C In spite | D Instead |
| 6 A chugging | B flapping | C wheeling | D trotting |
| 7 A point | B line | C end | D fact |
| 8 A daunting | B delighting | C dividing | D varying |
| 9 A Wherever | B Whenever | C However | D Whichever |
| 10 A stay | B put | C stand | D get |

- 8  In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- The facilities are better in a more expensive hotel.
BETTER
The more ? the facilities.
- In some countries, certain behaviour is mistaken for bad manners.
PASS
Certain behaviour may mistakenly ? in some countries.
- Nowadays I'm always travelling to new places and I like to buy souvenirs there.
WHENEVER
I buy souvenirs ? places – which is quite often nowadays.
- Although we often felt exhausted at the end of the day, we always had a cooked family meal.
HOWEVER
We always had a cooked family meal ? at the end of the day.
- Only a few children decided not to take the boat trip.
OF
The ? decided to take the boat trip.

- 9  In your notebook, translate the parts of the sentences given in brackets into English. Use no more than six words.

- I am ? (nie tyle zła na nią) as disappointed.
- The car ? (miał taki mały bagażnik) that we couldn't fit all our luggage in it.
- You can choose the bed on the right or on the left – ? (którekolwiek wolisz).
- ? (Im większe wyzwanie, tym silniejsza) your determination becomes.
- Olivia found his new book ? (coraz mniej inspirującą) with each page.

Focus Review 5 EXTRA page 139

LISTENING

Matching

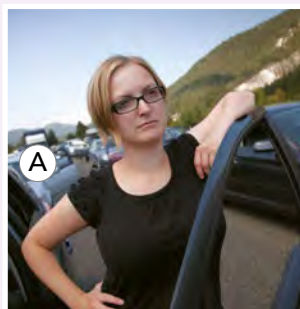
- 10  2.23 You will hear five people talking about a journey. Match each speaker (1–5) with the corresponding sentence (A–F). There is one extra sentence provided.

The speaker ...

- | | |
|-----------|---|
| Speaker 1 | A experienced issues with jet lag. |
| Speaker 2 | B missed a connection. |
| Speaker 3 | C had a booking for a training course |
| Speaker 4 | D chose the cheaper means of transport. |
| Speaker 5 | E went on a business trip. |
| | F travelled to attend an arts event. |

SPEAKING

- 11 Do the task in pairs.



- Student A, look at Photo A and tell us how likely it is that such a situation will be a part of your daily life in the future.
- Student B, look at Photo B and tell us why the man may have decided to spend the night at the airport.
- Students A and B, look at both photos and discuss the questions below.
 - What do these pictures have in common?
 - How do they differ as far as the comfort of travelling is concerned?

6

Express yourself

I shut my eyes in order to see.

Paul Gauguin

ASK YOURSELF, ASK AROUND



What piece of art has had a great impact on you lately? In what way?

Projects page 137

VOCABULARY

6.1

Theatre and musicals • exaggerated synonyms
• theatre words • compound adjectives

I can talk about theatre, dance and public performance.

SHOW WHAT YOU KNOW

- 1 In pairs, divide the job titles in the box into the four categories in the table. Add two more to each list.

biographer casting agent cinematographer conductor
curator gallery owner novelist playwright sculptor
soloist sound engineer translator

Art	Literature	Film/theatre	Music
?	biographer	?	?

- 2 **SPEAKING** Choose three of the jobs in Exercise 1 and describe what they involve. See if your partner can guess which one you are describing.
- 3 Read the review below. What does it say about the differences between:
- 1 *The Lion King* show and the *Harry Potter* films?
 - 2 *The Lion King* and *The Phantom of the Opera* shows?
 - 3 *The Lion King* show and *The Lion King* film?
- 4 **SPEAKING** Discuss whether you would like to see the show after reading the review. Why?/Why not?

How THE LION KING Came to Reign

by David Gritten, October 2014

The long-running *The Lion King* celebrates its fifteenth anniversary at London's Lyceum Theatre with a **flurry of** remarkable statistics **swirling around** it. This is the highest-grossing stage show in history, having already made some £3.8 billion globally – more than the previous record-holder *The Phantom of the Opera*. Or, to place it in a broader context, more than the combined global revenues of the six most popular *Harry Potter* films. At the weekend, I took my seat, just like the other twelve million people so far since its opening in 1999.

I was keeping my expectations in check. Musicals do not always date well. I looked in on *The Phantom of the Opera* a second time for professional reasons in 2004, when the ill-judged film version was released. It was eighteen years after its original London opening, and a dispiriting evening; it felt clapped-out and past its sell-by date. I also wondered if anything could **replicate** the **sheer sense** of slack-jawed awe at seeing the astonishing opening of *The Lion King* for the first time. Set to **percussive** African rhythms, it features gigantic elephants tramping down the **aisles**, joining other animals on **stage**. These inventively designed creatures are propelled by the cast using unusual **props** like



FOCUS ON WORDS | Exaggerated synonyms

- 5 **2.24** In your notebook, match the words below with the exaggerated synonyms in red from the review. Then listen and check.

- | | |
|--|--|
| 1 pure feeling = <u>sheer sense</u> | 6 filling sth = ? |
| 2 surrounding sth = ? | 7 extreme = ? |
| 3 watching with open mouths = ? | 8 reproduce sth = ? |
| 4 many things happening at the same time = ? | 9 stopping themselves from breathing = ? |
| 5 strongly emotional = ? | 10 updated version = ? |

- 6 In your notebook, write the correct forms of the exaggerated items from Exercise 5 for each gap below.

Stomping On

It's not difficult to see why *Stomp* has lasted so long. It's a show that's still ¹packing out theatres thirty years after it burst onto the scene in Brighton and *Stomp* has lost none of its ² ? power and raw energy. I first saw *Stomp* at the age of ten and I remember ³ ? at the attractive young performers with big dustbin lids transforming brooms, oil cans and vacuum cleaner tubes into musical instruments. In all these years, *Stomp* has never undergone any ⁴ ? changes – there is no need for a major ⁵ ? when the original format works so well. Other theatre troupes have tried to ⁶ ? the *Stomp* formula, but none have stolen the crown from the original.



stilts to play giraffes. When the huge shimmering saffron sun rises over an unmistakably African plain, you feel the remarkable **visceral** power of the scene. All around you, everyone else is **gaping** and **holding their breath**, too.

Well, fifteen years on, it still works brilliantly. Credit for this goes to the prime mover of this stage version, director Julie Taymor, who came from avant-garde and experimental theatre. There's a tough-mindedness about her method of storytelling, so it's surprising that Disney approved such a **radical reboot** of the film. But it works superbly.

Second only to Taymor's vision is the music of South African composer Lebo M, which makes the crucial difference between *The Lion King's* film and stage versions. If this musical has a predominant sound, it is his – rhythmic, melodic and thuddingly percussive, as underlined by the presence of two energetic drummers, visibly up high on either side of the stage. Yet his choral arrangements, some sung in Zulu, are simply **heart-stopping**. We suspend disbelief when confronted with this version of Africa, and the **far-reaching** eternal truths in the story make the specific period in which it is set irrelevant. It will not date easily; indeed, one can imagine it still **packing out** the Lyceum fifteen years from now.

FOCUS ON WORDS | Theatre words

- 7 **2.25** In pairs, divide the words underlined in the review into two categories. Then listen and check.

Adjectives to describe music	Places/Objects
?	?

- 8 In your notebook, write the correct forms of the words from Exercise 7 for each gap. Are the statements true for you?

- I really enjoy percussive music. The more rhythm the better.
- I hate it when the stage is crammed with ? .
- I feel uneasy when an actor suddenly walks down the ? and starts interacting with the audience.
- As a child, I was frightened of clowns on ? . They looked gigantic to me!
- I'm enthralled by the ? singing of big groups of vocalists performing in unison.

FOCUS ON WORDS | Compound adjectives

- 9 **2.26** In your notebook, match the words highlighted in the review with the definitions below. Then listen and check.

- misguided = ill-judged
- very exciting or frightening = ?
- having continued for a long time = ?
- having a great influence or effect = ?
- having your mouth open because you are amazed = ?
- earning the largest amount of money = ?

- 10 **SPEAKING** Think of examples for each of the following. Justify your choices.

- A recent film you believe could turn out to be one of the highest-grossing in history.
- A long-running disagreement you had.
- An ill-judged comment you made.
- A decision with far-reaching consequences.
- A surprise that left you slack-jawed.
- A heart-stopping moment in your life.

FOCUS ON WORDS | EXTRA Compound adjectives

- 11 **2.27** In your notebook, write more compound adjectives with the participles from the box. Listen and check. Then write an example sentence for each adjective.

(blowing fetched fisted meaning packed witted)

a noun/adjective/adverb + present participle

- having good intentions = well-meaning
- very exciting, shocking or strange = mind- ?

b noun/adjective/adverb + past participle

- unlikely or difficult to believe = far- ?
- full of exciting events = action- ?

c adjective + noun + -ed

- clever = quick- ?
- not liking to spend money = tight- ?

- 12 Look back at the compound adjectives in Exercise 9. Which group in Exercise 11 do they belong to?

1 **SPEAKING** Discuss the questions.

- 1 Do you like poetry? Why?/Why not?
- 2 Do you listen to rap? If so, who are your favourite artists?
- 3 Do you think rap lyrics are a kind of poetry? Why?/Why not?

2 **2.28** Listen to an extract from a radio programme about the history of performance poetry. In your notebook, make notes under the headings below.

- Poetry in ancient times
- Open mic nights and poetry slams
- The advent of printing
- The origins of hip-hop and rap
- The Beat movement
- Spoken/Performance poetry

3 Read quickly through the article about a contemporary performance poet. Find three aspects of their work that were mentioned in the radio show.

READING FOCUS Multiple choice

4 Read the article again. For questions 1–6, choose the best answer (A–D) and write it in your notebook.

- 1 In Paragraph 1, the writer's aim is to contrast
 - A Kate's age and that of most award-winning poets.
 - B Kate's accent and an upper class accent.
 - C the range of experiences and interests Kate has had.
 - D Kate and other urban rappers.
- 2 In Paragraph 2, we learn about about Kate's attitude to spoken-word performance and that she feels
 - A its importance has now been proved.
 - B it should be about contemporary human relations.
 - C it isn't as acceptable as traditional, print-based poetry.
 - D angry that it isn't taken seriously enough.
- 3 Which is NOT implied by the writer in paragraph 3?
 - A Kate's achievements in poetry surpass those as a playwright.
 - B Kate is difficult to categorise as an artist.
 - C Kate has found the way to bridge the divide between poetry and theatre.
 - D Kate appreciates being able to exploit her many talents.
- 4 In the writer's opinion, Kate uses Greek myths as a basis for her poetry
 - A because they deal with difficult issues.
 - B because she read them when she was a child.
 - C as a way of reflecting modern themes and concerns.
 - D as a way of showing that modern life is no less dramatic.
- 5 Which of the following best describes the writer's impression of Tempest on stage?
 - A She is easily hurt.
 - B She holds the audience's attention completely.
 - C She is childish.
 - D She has a strong sense of self-belief.
- 6 What can be concluded about Kate's future from paragraph 6?
 - A There are several different options that she can pursue.
 - B Her future depends on getting new commissions.
 - C She will have a lot of competition to beat.
 - D She will continue to write even more experimental poetry.

5 Read UK TODAY to find out more about two awards mentioned in the article. Are there any equivalents in Poland?

UK TODAY

The annual **Ted Hughes Award** acknowledges emerging poets producing original, innovative works. It commemorates one of the greatest 20th-century British poets.

The **Mercury Prize** is awarded for the best album from the UK and Ireland. It is open to all types of music, including pop, rock, folk, urban/rap, dance, electronica, jazz, blues and classical.

6 In your notebook, write word families consisting of two or three parts of speech using the words in blue in the article.

NOUN	VERB	ADJECTIVE
<u>captivation</u>	<u>captivate</u>	captivated

7 In your notebook, write one word from your table in Exercise 6 for each gap.

Who would have ¹ ? that the 2012 Ted Hughes Award would be presented to Kate Tempest for *Brand New Ancients*? Not only was she the youngest poet to have ² ? the award, but she also uses forms, such as rap, of which the literary ³ ? has long been ⁴ ? . Her captivating and mesmerising delivery combined with her ability to use street poetry, rap and ⁵ ? to address themes of marginalisation and ⁶ ? has inspired a whole, new generation.

FOCUS ON WORDS | Collocations

8 **2.30** In your notebook, complete the collocations with one adjective from the box for each gap. Refer to the article for help if necessary. Then listen and check.

epic full-length immortal
raw ~~time-worn~~ warring

- 1 time-worn prejudices / steps / **tales**
- 2 ? soul / **truths** / words
- 3 ? dress / play / **poetry collection**
- 4 ? factions / **families** / tribes
- 5 ? **emotions** / materials / passion
- 6 ? journey / proportions / **story**

9 In your notebook, write example sentences using one adjective–noun collocation from each set in Exercise 8.

10 **SPEAKING** Discuss which artist from your country you would nominate for one of the awards described in UK TODAY. Give reasons for your choice. Then have a class vote for the best poet or album.



Kate Tempest in concert,
8 March 2020

2.29

THE IRRESISTIBLE RISE OF KATE TEMPEST

1 Kate Tempest is a poet from Brockley, south London, and the youngest ever **recipient** of the prestigious Ted Hughes Award for New Work in Poetry, recognising excellence and **innovation** for her 2012 piece *Brand New Ancients*. But there's more to Kate than meets the eye. On the one hand, she's the soul of modernity: she began her career as a rapper and is still vastly popular on the rap circuit. She had a 'wayward youth', living in squats and getting tattoos, and her voice is hardly upper class: her London drawl is full of street slang and glottal stops. By the standards of the poetry world, she seems practically science fiction. Then there is the other hand. After leaving school with no A levels, she ended up gaining a degree from Goldsmiths*. In her straight poetry, Tempest's focus is firmly classical. She bases her subjects on the lives of the gods and monsters of Greek **mythology** – not, perhaps, what you would expect from an urban rapper who cites Roots Manuva and the Wu-Tang Clan among her other key influences.

2 Born Kate Calvert in 1985, Tempest is one of the rising stars of a young performance community that might be viewed with **suspicion** by some old-fashioned members of the poetry **establishment**. *Brand New Ancients* is an hour-long spoken word performance set over a live orchestral score. Through a combination of storytelling, lyricism and music, Tempest tells the epic story of two south London families as their respective generations grow and intertwine. On hearing her shortlisting for the award announced, Kate tweeted: '*Brand New Ancients* been shortlisted for the Ted Hughes Award for poetry!! And people love to say "performance" poets aren't proper. Yes, mate.' She spent the

afternoon before the awards performing her work for inmates in Holloway prison.

3 Tempest is a lyricist first and foremost. She 'fell into poetry' after attending a poetry slam. In 2014, her debut album *Everybody Down* was nominated for the annual Mercury music prize along with Damon Albarn and FKA twigs among others. In the very same week, she found herself named as one of 2014's Next Generation Poets by the Poetry Society for *Brand New Ancients*, joining a once-a-decade list of the brightest talents in the UK and Ireland. Then there is her novel, which more fully explores the plotline of *Everybody Down*, the three plays she staged over the years, and her phenomenal reputation as a spoken word poet. 'I feel extremely lucky to be in a situation where I can **indulge** all the different parts of my creative personality,' she says.



Kate Tempest attends the Mercury Prize nomination launch on 10 Sept. 2014 in London

4 When it comes to poetry, Tempest is fascinated by the distant past. Stories from the classical world were part of her childhood. 'These are the sort of stories that really infiltrate – about families, and archetypal human tendencies and raw, dark emotions. They never seemed dead stories to me, they always lived and were real.' But Tempest's poems aren't simply routine retellings of time-worn tales; rather, she picks up the fabulous, familiar characters, dusts them down and hauls them into the present. In *Brand New Ancients*, the gods are recast as two warring families whose lives highlight the immortal and very real truths of love and loss. Her full-length poetry collection, *Hold Your Own*, is based on the mythological figure of Tiresias, the blind Greek prophet who spent seven years transformed into a woman. In both works, Kate holds up a mirror to contemporary life in a direct and **provocative** way.

5 *Brand New Ancients* has been performed to packed concert halls on both sides of the Atlantic. On stage, Tempest has a genuinely mesmerising presence and is acutely responsive to her audience. Her physical presence is charming, **disarming**: both child-like and mature, with a confidence in how her body uses space but also maintaining the innocent wide-openness of a very young girl. Audiences are **captivated** by her spell, calling out encouragement. In her work, Tempest handles empathy for the **marginalised**, the powerless and the **dispossessed** as well as gender. Her voice raw, her posture vulnerable, she pleads with the audience to be empathetic towards our fellow human beings.

6 Tempest has helped to popularise spoken word poetry, reaching a whole new audience. According to Poetry Society director Judith Palmer, it's thriving among younger people. 'There's a lot of poets trying it, but it relies on festivals having the nerve to commission new work.' Festival Republic, which organises festivals around the UK, first booked Tempest to perform in 2008, and she has appeared at their Latitude Festival several times since. 'She was a strong voice and is quite unique. There are page poets and there are live poets and she's very much a live performance poet. Once you've seen her perform, you're quite mesmerised,' the organisers say. However, some would argue that *Hold Your Own* turned her from a performance poet to a page poet. 'Her ability to **defy** categorisation is a strength,' Palmer adds. 'A good writer can do different things,' she says. Whither now for Kate Tempest? I can't wait to find out.

In 2020, Kate Tempest changed their name to Kae Tempest and started using the pronouns *they* and *their* instead of *she* and *her*. Kae's new name should be pronounced like the letter k.

* Goldsmiths is a college within the University of London.

- 1 **SPEAKING** Look at the three ways of raising money. Discuss the pros and cons of each method and decide which would be most effective if you needed funds to travel.

1 crowdfunding



2 sponsorship

If you're not happy with the sponsorship deal, young lady, you can always pay for your own clothes.



3 car boot sale



- 2 **2.31** Listen to Sarah Mills and find out which method she tried. Was it successful?

- 3 **2.31** In your notebook, try to match the sentence halves. Then listen again to check.

- 1 Nobody'll read it **whether** d
 - 2 **Had I agreed** to wear a sponsor's shirt,
 - 3 We'll give you some money **on condition**
 - 4 We'll give you some money
 - 5 **But for** their support,
 - 6 **Should you wish** to follow the adventures of Sarah,
- a **as long as** you take a picture.
 - b they could have helped me out.
 - c she's going back on the road in a few weeks.
 - d I recommend sites **or not**.
 - e **that** you visit this or that site.
 - f I wouldn't have been able to keep going.

- 4 Read the GRAMMAR FOCUS and find an example sentence in Exercise 3 for each point below.

GRAMMAR FOCUS

Advanced conditionals

- You can use other words besides *if*, e.g. *on condition that*, *as long as*, *providing/provided that*, *unless*, etc.
- If you use inversion in past conditionals and those with *should* and *were to*, you can omit *if*.
If you should wish to start a crowdfunding scheme/Should you wish to start a crowdfunding scheme, you need to do your homework first.
- You can sometimes replace past conditionals with *but for*.
If they had not supported me/But for their support, I would never have succeeded.
- You use *whether ... or not/whether or not ...* (NOT *if*) to express alternative conditions.

- 5 **USE OF ENGLISH** In your notebook, complete the second sentence so that it means the same as the first sentence or pair of sentences combined. Use no more than five words including the word in capitals.

- 1 He never responds. He might lose his sponsorship. **IF**
If he doesn't respond, he might lose his sponsorship.
- 2 Even if you tell them to donate more, they'll give very little. **NOT**
They'll give very little *whether you tell them* ? .
- 3 She didn't advise me beforehand. That's why I lost my investment. **HAD**
? me beforehand, I wouldn't have lost my investment.
- 4 I'll lend you some cash. But you have to pay it back with interest. **CONDITION**
I'll lend you some cash ? it back with interest.
- 5 I never would have met the target without your contribution. **BUT**
? , I would never have met the target.
- 6 Just ask if you need to speak to the web designer. **SHOULD**
? to the web designer, just ask.
- 7 I'll come to the fundraiser. But you'll have to introduce me to the organiser. **LONG**
? me to the organiser, I'll come to the fundraiser.
- 8 It doesn't matter if it's for a good cause. You shouldn't give more than you can afford. **WHETHER**
You shouldn't give more than you can afford – ? for a good cause.
- 9 If you hadn't recommended my website, it wouldn't be as successful as it is now. **FOR**
? , my website wouldn't be as successful as it is now.

- 6 In your notebook, complete the sentences so that they are true for you. Compare your ideas in pairs.

- 1 As long as I ? , I'll ? .
- 2 Should I want to ? , I'll ? .
- 3 I'll ? whether I/she/they etc. ? or not.
- 4 But for ? , I would never have ? .

- 7 **SPEAKING** Discuss the questions.

- 1 What do you think are the best ways to raise money?
- 2 Have you ever tried to raise money? What type of things did you do?
- 3 Have you ever donated money? To what causes?

1 SPEAKING Read the definition of 'photobombing' and look at the photos. Then discuss the questions.

- 1 Which occurred by accident and which was staged? What makes you think this?
- 2 Why do you think photobombing has become so common?

2 Read the text about a 'professional' photobomber. What, according to the author, makes somebody want to photobomb?

An anonymous man in London has so far managed to photobomb eighteen separate live TV news events. Appearing in shot behind journalists, the mystery man pops up each time **as if** he **were** there by accident.

There is, however, little **if any** purpose for such pranks other than perhaps a kind of narcissism. After all, it's not **as though** he **has** anything to gain from his exploits. And, **even if** there is some slim chance of him becoming a full-on Z-list celebrity*, he rarely, **if ever**, does anything more than stand still or walk into frame reading a newspaper. **If in doubt** as to his range of talents, casting agents are hardly likely to be falling over themselves in a rush to sign him up based on such performances.

If anything, his appearances serve only as an annoyance for film crews, who, **if necessary**, have to re-shoot after abandoning the first take.

Re-shooting is clearly not an option for live broadcasts, however, which means we may have to put up with our unwanted guest for some time yet.

*sb who thinks they are a celebrity when they aren't

3 Read the LANGUAGE FOCUS and find an example of each structure in the text.

LANGUAGE FOCUS

Phrases with *if*

- You use **as if/as though** with the present tense to talk about situations which we think can be true and with the past tense to talk about situations which we know are not true.
- You use **even if** in unexpected conditions.
- You sometimes leave out subject + be after *if* in fixed expressions: **if necessary, if any, if anything, if ever, if in doubt.**

THE MEME DICTIONARY



Photobombing: the act of appearing in a photo you shouldn't be in, accidentally or on purpose.

4 In pairs, take turns to read out the sentences choosing the appropriate phrases.

- 1 I wouldn't do anything to encourage him. *If anything / If any, I'd try to stop him.*
- 2 She won't change *even if / as though* she becomes famous.
- 3 *If in doubt / If ever* – don't do it!
- 4 He seldom, *if necessary / if ever*, is well-meaning.
- 5 He's not tight-fisted. In fact, *if ever / if anything* he's rather generous.
- 6 There's little, *if any / if anything* possibility of her becoming a conductor.
- 7 I'll ask for help *if ever / if necessary*.
- 8 He orders people around *as though / even if* he's the director.
- 9 I'm determined not to appear on live TV – *even if / as though* I've been invited personally.

5 In your notebook, rewrite the sentences with the words in brackets in the correct place.

- 1 He told me he was disappointed, but he seemed angry. (if anything)
He told me he was disappointed, but if anything, he seemed angry.
- 2 She behaves she owned the place. (as though)
- 3 I think the play will be a flop, it does get promoted on national TV. (even if)
- 4 I was told, about our plans, not to talk to a journalist. (if in any doubt)
- 5 I have to pass the test. I'll take it a hundred times. (if necessary)
- 6 Cameron seldom asks for more than one rehearsal. (if ever)
- 7 The cameraman looks he's about to fall. (as if)
- 8 There are very few people that don't love practical jokes. (if any)

6 SPEAKING For each statement below rate from 1–10 how true or untrue it is for you (1 = very true, 10 = not true at all). Then compare with a partner.

- 1 There's very little possibility, if any, of my becoming a teacher.
- 2 I sometimes act as though I know something – even when I don't.
- 3 I never give advice if in doubt as to best thing to do.
- 4 I rarely, if ever, tell lies – even white lies.
- 5 I never fail exams. If anything, I always pass with flying colours.
- 6 Even if I were lost, I wouldn't ask for directions.
- 7 I'll stay up all night working if necessary.
- 8 I never behave as if I were better than anyone else.

Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

- 1 SPEAKING** Look at the poster showing a skatepark and a proposal for its redevelopment. Then discuss the questions.
 - 1 What changes are being proposed?
 - 2 Is the poster for or against the development? Why do you think so?
- 2 SPEAKING** Discuss the questions.
 - 1 Is there a place like this near you?
 - 2 Can a city benefit from such places?
 - 3 Do you think it would be better to redevelop them into something else, e.g. businesses or residential buildings? Why?/Why not?
- 3** **2.32** Listen to three dialogues about the skatepark. Answer the questions in your notebook.
 - 1 What are the redevelopment plans described in the dialogues? How are they different to your guesses in Exercise 1?
 - 2 Who are the speakers in each dialogue and what is their connection with the plans?
 - 3 What is the outcome described in Dialogue 3?

LISTENING FOCUS Multiple choice

- 4** **2.32** Listen again to the dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.

Dialogue 1

- 1 How does the man feel about the plans for the skateboard park?
 - A unhappy about the way they were presented
 - B undecided about the best way to oppose them
 - C unsure about whether they are detailed enough
- 2 What do they both agree about the skateboard park?
 - A It has a place in local history.
 - B It is expensive to maintain.
 - C It requires updating.

Dialogue 2

- 3 What is the man doing?
 - A criticising people who oppose the plans
 - B explaining why he is sympathetic to the plans
 - C expressing a concern about the legality of the plan
- 4 What do they both feel is the main benefit of the plans?
 - A the opportunities provided for new business
 - B the proposed increase in cultural possibilities
 - C the improved appearance of the area

Dialogue 3

- 5 How does the woman feel about the decision?
 - A She wishes the decision had taken longer.
 - B She regrets the loss of potential benefits to the community.
 - C She feels sorry that more people didn't take part in the discussion.
- 6 What do they both think about the process involved in reaching the decision?
 - A The property developers used the wrong strategy.
 - B The skateboarders did not run a fair campaign.
 - C Nobody bothered to listen to the real arguments in the case.

OUR SKATEPARK



FOCUS ON WORDS | Collocations

- 5** **2.33** In your notebook, write the appropriate collocations from the box for each gap. Then listen and check.

creative hub cultural institutions legal battles
 local regeneration pop-up shops
 property developers public consultation
 done deal redevelopment plans

- 1 Local regeneration is beneficial because it brings money into poorer neighbourhoods.
 - 2 ? often occur when people can't agree about the best way for the city to grow.
 - 3 Building ? like concert halls is good for both the arts and business.
 - 4 ? usually make a lot of money when the economy is doing well.
 - 5 It would be good to have a ? near where I live so that artists could meet.
 - 6 There are all these ? in my town – every month the businesses change.
 - 7 Sometimes even at ? the opinions of local residents aren't taken into account.
 - 8 I don't feel that major ? are always the best way forward. Sometimes it is good to preserve the past.
 - 9 There is no point in protesting once governments or big businesses have made decisions and something is a ?.
- 6 SPEAKING** Discuss which statements from Exercise 5 you agree with and why.

6.6

SPEAKING

Discussing advantages and disadvantages

I can compare and discuss the advantages and disadvantages of possible approaches and solutions to an issue or a problem.

art studio

cinema

climbing wall

updated computer lab

auditorium



- SPEAKING** Look at the list of facilities above and discuss which would be the most/least useful for your school.
- 3.1** Listen to students discussing what facilities their college should invest in. Answer the questions in your notebook.
 - What arguments were used for each of the facilities?
 - What were the disadvantages of each option?
 - Did the students reach a unanimous decision?
- 3.1** Read the **SPEAKING FOCUS**. Then listen again and, in your notebook, make a list of the phrases from the **SPEAKING FOCUS** you hear.

SPEAKING FOCUS

Presenting advantages

One of the main pluses/benefits/advantages of ...

That could be an argument in favour/support of ...

There are points in favour of ...

... is a real plus.

... is a strong selling point.

Presenting disadvantages

I see (that) as a drawback of ...

A major downside of ...

One difficulty I see with that idea ...

There's a strong argument against that idea, namely ...

... a bit of a negative aspect ...

Reaching a decision

Taking everybody's needs into account, ...

Bearing everything in mind, ...

Weighing up the pros and cons, ...

On balance, ...

If you consider all the negative and positive aspects, ...

All things considered, ...

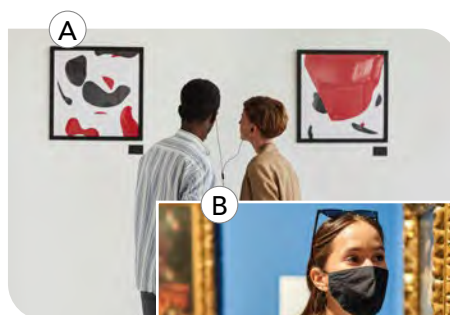
- In your notebook, rewrite the sentences replacing the underlined words with phrases from the **SPEAKING FOCUS**.

- One of the reasons for living in the city is that you can experience as much culture as you like.
One of the benefits of living in the city is that you can experience as much culture as you like.
- If you think about the good points and bad points, I think that the town should invest in a new arts complex.
- Something I reckon is a disadvantage is that the cultural centre is so far away.
- A real problem of living in the country is that there are often not many cultural activities.
- Something positive about the new concert hall is that live music is popular right now.
- Taken as a whole, I think the new art gallery is the best way forward.

- SPEAKING** Do the exam task.

Popatrz na zdjęcia A, B i C. Nauczyciel poprosił cię o wskazanie sposobu odkrywania sztuki, który jest najatrakcyjniejszy dla nastolatków. Rozważasz trzy opcje.

- Wybierz tę opcję, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- SPEAKING** In pairs, answer the questions.

- What are the advantages of learning to paint at an early age?
- What can schools do to make sure their students experience different kinds of art?
- Some people think that arts subjects are less important in the school curriculum than science subjects. Do you agree?
- Should governments subsidise the arts?

A review of a book/film

I can write a structured review of a film or book with examples and recommendations.

- 1 SPEAKING** When choosing a new book or film, which of the following do you take most/least seriously: recommendations from friends, advertisements and trailers, or critics' reviews? Why?
- 2 SPEAKING** Look at the list of book-to-film adaptations. Discuss which ones you have seen and what star-rating you would give them.

Which are your favourite book-to-film adaptations?

The Hobbit films

Harry Potter series

The Girl with the Dragon Tattoo

The Twilight Saga

The Perks of Being a Wallflower

The Hunger Games series

Beautiful Creatures

The Fault in our Stars

You didn't mention my favourite book-turned-movie:

?

- 3** Would you match any of the statements with the films in Exercise 2? If not, how would you describe them?

- It's admirably true to the book(s).
- The special effects are eye-poppingly spectacular.
- The acting is Oscar-worthy.
- Though sentimental at times, I found it genuinely moving.
- It's awesomely entertaining action movie fun.
- I was absolutely gripped by the drama.

- 4 SPEAKING** Read the task and the review. Discuss the question that applies to you.

- 1 You've seen/read *The Hunger Games* films/books. Do you agree or disagree with the reviewer? Identify two points you agree or disagree with and say why.
- 2 You haven't seen the films or read the books. Would you want to either see or read them after reading this review? Why?/Why not?

Reviews Wanted!

Best and Worst Book-to-Film Adaptations!

Send us a review comparing a book and its film adaptation. What is the story about? How effective is the adaptation in your opinion? Would you recommend the film, the book, both or neither?



Why **THE HUNGER GAMES** Works

Good quality books can lead to highly enjoyable film adaptations. Equally though, on-screen versions of successful novels sometimes leave fans bitterly disappointed (case in point *The Twilight Saga*). While they have their weaknesses, *The Hunger Games* films brilliantly capture the political and social undertones of Suzanne Collins' novels.

The Hunger Games depicts a nation governed through fear. As punishment for a past uprising, the Government forces each of its twelve districts to send a teenage boy and girl to compete in the Hunger Games, a nationally televised event in which the participants fight until only one survivor remains. The plot focuses on Katniss, one of the district representatives, played by Jennifer Lawrence. There are great performances from the entire cast, but Lawrence gives a powerhouse portrayal of the heroine.

Each film in the series offers a swiftly paced adaptation of one of the novels. Naturally, the books contain more vivid description to fuel readers' imaginations, but the films still manage to capture much of her darkly dystopian universe. True, there are some major changes, the biggest of which is probably the move away from the first person perspective. Moreover, the controversially graphic violence that shocked and enthralled Collins' teenage readers has been watered down, presumably to keep the PG13* rating. Still, this is tough, dramatic stuff that will keep the majority of viewers on the edge of their seats.

Quite simply *The Hunger Games* films are well-cast, well-paced and well-scripted and I could confidently recommend them to anyone with an interest in action or sci-fi.

*PG13 – may be inappropriate for pre-teenagers (Motion Picture Association of America's film rating system)

- 5 Read the **WRITING FOCUS**. Find examples for the points below in the review on page 82.

WRITING FOCUS

A review of a book/film

Introduction

- Catch the reader's attention in the opening sentences.
- Indicate the aim and structure of your review (this could include the title or type of book/film).
- Start the comparison you will continue throughout the review (if you are reviewing two things, e.g. a book and its film adaptation).
Whereas ... is, ... is ...
Compare this to ... which is ...

Main paragraphs

- Describe the plot briefly (the main aim is evaluation).
Set in ... , the film/book tells the story of/focuses on ...
The opening chapter sets the scene.
- Give a detailed evaluation. (It may be positive or negative, or it may balance both positive and negative points.)
A possible criticism is that ...
Although ...
However, ...
Admittedly, ...
Even so, ...

Conclusion

- State your overall impression.
All in all, ...
In short, ...
- Express a recommendation (for or against) with your reasons.
If you like ... , you have to ...
I can't recommend ... highly enough ...

- 6 In pairs, put the following paragraphs from a book review in a logical order. Use the **WRITING FOCUS** to help you.

- The first book in Veronica Roth's bestselling trilogy, the novel is set in a post-apocalyptic world where society is divided into five factions each based on one core value. Teenager Beatrice (Tris) does not fit into any group and so is labelled as 'Divergent'. Tris learns what it means to live a life of solitude.
- In short, this was a heart-pounding and dramatic debut. *Divergent* is a haunting young-adult novel that will leave you craving more. I couldn't stop reading. You shouldn't stop either!
- For someone who reads as many dystopian future novels as I do, this novel had a lot to live up to. However, I was absolutely hooked from the start. *Divergent* has everything a dystopian novel needs: a feisty heroine, love interests and survival in a harsh world.
- Roth maintains a gripping pace throughout the book, with plot twists around every corner. Tris is a genuinely convincing heroine. However, be warned as there is a lot of bloodshed, which is rather shocking. The book has been labelled 'the next *Hunger Games*' and while there are similarities, the overall storyline is different and completely original.

- 7 Read the **LANGUAGE FOCUS** and answer the questions in your notebook.

LANGUAGE FOCUS

Intensifying adverbs

You can make your review more interesting by using adverbs to intensify adjectives. However, not all adverbs and adjectives collocate.

- **very** cannot usually collocate with strong adjectives to make them stronger:
absolutely/truly spectacular NOT ~~*very spectacular*~~
- **really/extremely** can collocate with both strong and weak adjectives:
really good/fantastic, extremely bad/wicked
- **deeply/profoundly** usually collocate with adjectives describing emotions:
profoundly moving, deeply disturbing
- **hugely/vastly** intensify the extent or amount of something:
hugely successful, vastly overrated
- **quite** means a *bit/a little* when used with a weak adjective:
The film was quite interesting.
but it means *extremely* when used with a strong adjective:
The film was quite compelling.
- **rather/pretty** mean to a *certain or significant degree*:
The film was rather good. He's a pretty good actor.
- negative adverbs collocate with negative adjectives:
painfully slow, tediously repetitive

- 1 Which of the adverbs can be replaced by *very*?

absolutely amazing highly entertaining
really terrifying refreshingly different
totally dull utterly spine-chilling

- 2 What does *quite* mean in each of the pairs?

- quite frightening/quite terrifying
- quite surprising/quite shocking

- 8 Look through the reviews in Exercises 4 and 6. Find more adverb–adjective combinations.

- 9 In pairs, choose the appropriate adverbs. Use the **LANGUAGE FOCUS** and the reviews to help you.

- While it doesn't compare with the original version, the latest *Karate Kid* is *surprisingly* / *highly* good.
- True, the plot is *pretty* / *deeply* far-fetched and predictable, but *Interstellar* is a *very* / *totally* riveting balance of visual spectacle and thought-provoking ideas.
- Weightless* is a *rather* / *truly* amazing read. It's best suited to older readers as it tackles some *refreshingly* / *deeply* distressing content.
- The best thing about *The Dream Thieves* is the character development: the characters are all *boringly* / *convincingly* real and *vastly* / *deeply* different from each other.

SHOW WHAT YOU'VE LEARNT

- 10  In your notebook, complete the writing task in Exercise 4. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you. Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

6.1 Vocabulary 4.36

action-packed /'ækʃən pækt/ o wartkiej akcji

avant-garde/experimental theatre /,ævɒŋ,ɡɑ:d/ɪk,sperə,mentl 'θiətə/ teatr awangardowy/eksperymentalny

burst onto the scene /,bɜ:st ,ɒntə ðə 'si:n/ wedrzeć się szturmem na scenę (np. muzyczną)

cast /kɑ:st/ obsada; obsadzić

choral /'kɔ:ɪəl/ chóralny, na chór

clapped-out /,klæpt 'aʊt/ przestarzały, skończony

crammed /kræmd/ zapchany

date /deɪt/ starzeć się, wychodzić z mody

dispiriting /dɪ'spɪrɪtɪŋ/ przygnębiający

enthral /ɪn'tʃrɔ:l/ oczarować

eternal /ɪ'tɜ:nəl/ wieczny

far-reaching /,fɑ: 'ri:tʃɪŋ/ daleko idący

flurry of sth /'flʌrɪ əv ,sʌmθɪŋ/ lawina czegoś

gape /geɪp/ gapić się z otwartymi ustami

gross /grəʊs/ przynieść dochód brutto

heart-stopping /'hɑ:t ,stɒpɪŋ/ pełen napięcia

highest-grossing /,haɪst 'grəʊsɪŋ/ najbardziej kasowy

hold one's breath /,həʊld wʌnz 'breθ/ wstrzymać oddech

ill-judged /,ɪl 'dʒʌdʒd/ nieprzemyślany

in unison /ɪn 'ju:nəsən/ jednocześnie, równocześnie

interact with sb /,ɪntər'ækt wɪð ,sʌmbɒdi/ nawiązać z kimś kontakt

inventively designed /ɪn,ventɪvli di'zaɪnd/ pomysłowo zaprojektowany

keep sth in check /,ki:p ,sʌmθɪŋ ɪn 'tʃek/ trzymać coś w ryzach

long-running /,lɒŋ 'rʌnɪŋ/ długoterminowy

melodic /mə'lɒdɪk/ melodyjny

mind-blowing /'maɪnd ,bləʊɪŋ/ zadziwiający, szokujący

on stage /ɒn 'steɪdʒ/ na scenie

pack sth out /,pæk ,sʌmθɪŋ 'aʊt/ wypełnić coś (np. teatr) do ostatniego miejsca

percussive /pə'kʌsɪv/ perkusyjny

prime mover /,praɪm 'mu:və/ inicjator

propel /prə'pel/ wprowadzać w ruch

props /prɒps/ rekwizyty

quick-witted /,kwɪk 'wɪtɪd/ bystry

radical reboot /,rædɪkəl ,ri:'bu:t/ radykalna przeróbka

replicate /'repləkeɪt/ powtórzyć, powielić

rhythmic /'rɪðmɪk/ rytmiczny

second only to sth /,sekənd 'əʊnli tə ,sʌmθɪŋ/ plasujący się na drugim miejscu po czymś

sheer sense of sth /,ʃiə 'sens əv ,sʌmθɪŋ/ czyste poczucie czegoś

slack-jawed /,slæk 'dʒɔ:d/ zszokowany, zdumiony

stage version /'steɪdʒ ,vɜ:ʃən/ wersja sceniczna

stilts /stɪltz/ szczydła

storytelling /'stɔ:ri ,telɪŋ/ prowadzenie narracji, sposób opowiadania historii

superbly /su'pɜ:blɪ/ znakomicie

suspend disbelief /sə,spend ,dɪsbɪ'li:f/ wczuć się w fabułę, nie kwestionować fikcji literackiej

swirl around /,swɜ:l ə'raʊnd/ krążyć wokół

theatre troupe /'θiətə tru:p/ trupa teatralna

tough-mindedness /,tʌf 'maɪndɪdnəs/ bezkompromisowość

visceral /'vɪsərəl/ ekspresywny

well-meaning /,wel 'mi:nɪŋ/ o jak najlepszych intencjach

6.2 Reading 4.37

captivate /'kæptəveɪt/ urzec

captivating /'kæptəveɪtɪŋ/ urzekający

captivation /,kæptɪ'veɪʃən/ urzeczenie

circuit /'sɜ:kət/ krąg

commemorate /kə'meməreɪt/ upamiętnić

commission /kə'mɪʃən/ zlecenie; zamówić (coś), zlecić wykonanie (czegoś)

defiance /dɪ'faɪəns/ bunt, opór

defiant /dɪ'faɪənt/ wyzywający, arogancki

defy /dɪ'faɪ/ przeciwstawiać się, wymykać się; *defy categorisation* – nie poddawać się kategoryzacji

disarm /dɪs'ɑ:m/ rozbroić

disarmament /dɪs'ɑ:məmənt/ rozbrojenie

disarming /dɪs'ɑ:mɪŋ/ rozbrajający

dispossess /,dɪspə'zes/ wywłaszczyć

dispossessed /,dɪspə'zest/ wywłaszczony

dispossession /,dɪspə'zeɪʃən/ wywłaszczenie

emerging /ɪ'mɜ:dʒɪŋ/ początkujący, nowo objawiony

empathetic towards sb /,empə'tetɪk tə ,wɔ:dz ,sʌmbɒdi/ pełen zrozumienia dla kogoś

empathy /'empəθi/ empatia

epic story/journey/proportions /,epɪk 'stɔ:ri/'dʒɜ:ni/prə'pɔ:ʃənz/ epicka opowieść / trudna, pełna przygód

podróż / imponujące rozmiary

establish /ɪ'stæblɪʃ/ zdobyć reputację, założyć, utworzyć

established /ɪ'stæblɪʃt/ uznany, znany od dawna

establishment /ɪ'stæblɪʃmənt/ establishment, wpływowość kręgi (np. świata artystycznego)

excellence /'eksələns/ doskonałość

full-length play/dress /,fʊl ,leŋkθ 'pleɪ/ 'dres/ długa sztuka/suknia

full-length poetry collection /,fʊl ,leŋθ 'pəʊətri kə,lɛkʃən/ obszerny zbiór poezji

handle /'hændl/ zajmować się

haul /hɔ:l/ przeciągać

have the nerve to do sth /,hæv ðə ,nɜ:v tə 'du: ,sʌmθɪŋ/ mieć czelność coś zrobić

immortal soul /ɪ,mɔ:təl 'səʊl/ nieśmiertelna dusza

immortal truths/words /ɪ,mɔ:tl 'tru:ðz/ 'wɜ:dz/ wiekopomne prawdy/słowa

indulge /ɪn'dʌldʒ/ dawać upust, zaspokajać

indulgence /ɪn'dʌldʒəns/ pobłażanie, zaspokojenie

indulgent /ɪn'dʌldʒənt/ pobłażliwy, wyrozumiały

infiltrate /ɪn'fɪltreɪt/ przeniknąć w głąb

innovate /ɪnə'veɪt/ wprowadzać innowacje

innovation /ɪnə'veɪʃən/ innowacja

innovative /ɪnə'veɪtɪv/ innowacyjny

intertwine /ɪntə'twɛɪn/ przeplatać się

marginalisation /,mɑ:dʒənəlaɪ'zeɪʃən/ marginalizacja

marginalise /'mɑ:dʒənəlaɪz/ marginalizować

marginalised /'mɑ:dʒənəlaɪzd/ marginalizowany

mesmerise /'mezməraɪz/ zauroczyć

mesmerised /'mezməraɪzd/ zauroczony

mesmerising /'mezməraɪzɪŋ/ hipnotyzujący, zachwycający

mythological /,mɪθə'lɒdʒɪkəl/ mitologiczny

mythology /mɪ'θɒlədʒi/ mitologia

open mic night /,əʊpən 'maɪk naɪt/ rodzaj przedstawienia, w którym może wziąć udział każdy z widzów

page poet /'peɪdʒ ,pəʊət/ poeta, który tworzy swoje wiersze na piśmie

phenomenal /fɪ'nɒmənl/ wyjątkowy

plead with sb /'pli:d wɪð ,sʌmbɒdi/ błagać kogoś

plotline /'plɒtlaɪn/ fabuła

poetry slam /'pəʊətri slæm/ slam poetycki

popularise /'pɒpjələraɪz/ popularyzować

prestigious /pre'stɪdʒəs/ prestiżowy

prophet /'prɒfət/ prorok

provocation /,prɒvə'keɪʃən/ prowokacja

provocative /prə'vɒkətɪv/ prowokacyjny

provoke /prə'vəʊk/ sprowokować

raw emotions/passions /,rɔː i'məʊʃənz/ 'pæʃənz/ pierwotne, nieskrywane emocje/namiętności

raw materials /,rɔː mə'tɪəriəlz/ surowce

recast /,ri:'kɑːst/ ponownie obsadzić, obsadzić w innej roli

respective /rɪ'spektɪv/ poszczególny, odpowiedni

retelling /,ri:'telɪŋ/ nowa wersja

self-belief /,self bə'liːf/ wiara w siebie

spoken word/performance poetry /,spəʊkən ,wɜːd/pə'fɔːməns 'pəʊətri/ poezja recytowana lub improwizowana przed publicznością

stage /steɪdʒ/ wystawić na scenie

suspect /sə'spekt/ podejrzewać

suspicion /sə'spɪʃən/ podejrzliwość

suspicious /sə'spɪʃəs/ podejrzliwy

thrive /θraɪv/ mieć się doskonale, dobrze się rozwijać

time-worn steps /,taɪm wɔːn 'steps/ wysłużone schody

vastly /'vɑːstli/ ogromnie, mocno

vulnerable /'vʌlnərəbəl/ delikatny

warring families/factions/tribes /,wɔːrɪŋ 'fæmlɪz/'fækʃənz/traɪbz/ wojujące rodziny/frakcje/plemiona

wayward /'weɪwəd/ krnąbrny

whither /'wɪðə/ dokąd

wide-openness /,waɪd 'əʊpənəs/ otwartość

6.3 Grammar 4.38

car boot sale /'kɑː buːt seɪl/ giełda rzeczy używanych sprzedawanych prosto z bagażnika samochodu

crowdfunding /'kraʊd ,fʌndɪŋ/ finansowanie społecznościowe (finansowanie różnego typu projektów przez dużą liczbę osób wpłacających niewielkie kwoty)

sponsorship deal /'spɒnsəʃɪp diːl/ patronat

6.4 Use of English 4.39

casting agent /'kɑːstɪŋ ,eɪdʒənt/ osoba odpowiedzialna za casting

conductor /kən'dʌktə/ dyrygent/dyrygentka

exploit /'eksplɔɪt/ wyczyn

flop /flɒp/ klapa

full-on /fʊl 'ɒn/ na całego, maksymalny

if anything /ɪf 'eniθɪŋ/ jeśli już

if in doubt /ɪf ɪn 'daʊt/ w razie wątpliwości

prank /præŋk/ wybryk, psikus, kawał

put up with sb/sth /,pʊt 'ʌp wɪð ,sʌmbədi/,sʌmθɪŋ/ wytrzymać z kimś/ czymś

sign sb up /,saɪn ,sʌmbədi 'ʌp/ podpisać z kimś kontrakt

tight-fisted /,taɪt 'fɪstəd/ skąpy

6.5 Listening 4.40

creative hub /kri'eɪtɪv 'hʌb/ centrum kreatywności

cultural institution /,kʌltʃərəl ,ɪnstə'tjuːʃən/ instytucja kulturalna

done deal /,dʌn 'diːl/ zakończona sprawa

legal battle /,liːgəl 'bætl/ batalia prawna

local regeneration /,ləʊkəl rɪ,dʒənə'reɪʃən/ rewitalizacja na skalę lokalną

pop-up shop /'pɒp ʌp ʃɒp/ tymczasowy sklep

property developer /'prɒpəti dɪ'veləpə/ deweloper

public consultation /,pʌblɪk ,kɒnsəl'teɪʃən/ konsultacje publiczne

redevelopment plans /,riːdɪ'veləpmənt plænz/ plany przebudowy

6.6 Speaking 4.41

weigh up the pros and cons /weɪ ,ʌp ðə ,prəʊz ənd 'kɒnz/ rozważyć argumenty za i przeciw

6.7 Writing 4.42

bestselling /,best'selɪŋ/ bestsellerowy

bloodshed /'blʌdʃed/ rozlew krwi

compelling /kəm'pelɪŋ/ zajmujący, przekonujący

convincingly (real) /kən,vɪnsɪŋli ('rɪəl)/ przekonująco (prawdziwy)

core values /,kɔː 'væljuːz/ podstawowe wartości

crave /kreɪv/ pragnąć

depict /dɪ'pɪkt/ przedstawiać

distressing /dɪ'stresɪŋ/ przygnębiający, smutny

disturbing /dɪ'stɜːbɪŋ/ niepokojący

far-fetched /,fɑː 'fetʃt/ naciągany

feisty /'faɪsti/ zadziorny

fuel readers' imagination /,fjuːəl ,riːdɜːz ,ɪ,mædʒə'neɪʃən/ pobudzać wyobraźnię czytelników

graphic /'græfɪk/ drastyczny

gripping /'grɪpɪŋ/ wciągający, porywający

harsh /hɑːʃ/ brutalny

haunting /'hɔːntɪŋ/ zapadający w pamięć, niedający spokoju

heart-pounding /'hɑːt ,paʊndɪŋ/ przyprawiający o szybsze bicie serca

hooked /hʊkt/ wciągnięty, uzależniony

hugely successful /,hjuːdʒli sək'sesfəl/ odnoszący ogromne sukcesy

keep the viewers on the edge of their seats /,kiːp ðə ,vjuːəz ɒn ði ,edʒ əv ðeə 'siːts/ utrzymywać widzów w napięciu

live up to sth /,lɪv 'ʌp tə ,sʌmθɪŋ/ pozostać wiernym czemuś, spełnić coś (np. obietnicę, oczekiwania)

overrated /,əʊvə'reɪtəd/ przereklamowany

PG (13) rating /,piː dʒɪː (θɜː'tiːn) ,reɪtɪŋ/ klasyfikacja „dozwolony od (13) lat”

plot twist /'plɒt twɪst/ zwrot akcji

profoundly/deeply (moving) / prə'faʊndli/,diːpli ('muːvɪŋ)/ głęboko (poruszający)

refreshingly (different) /rɪ,freʃɪŋli ('dɪfərənt)/ odświeżająco (odmienny)

riveting /'rɪvətɪŋ/ pasjonujący

spine-chilling /'spaɪn ,tʃɪlɪŋ/ mrozący krew w żyłach

swiftly paced /,swɪftli 'peɪst/ o szybkim tempie

televise /'teləvaɪz/ transmitować w telewizji

thought-provoking /'θɔːt prə,vəʊkɪŋ/ skłaniający do refleksji

undertone /'ʌndətəʊn/ podtekst, wydźwięk

universe /'juːnɪvɜːs/ wszechświat

utterly /'ʌtəli/ całkowicie, zupełnie

water sth down /,wɔːtə ,sʌmθɪŋ 'daʊn/ złagodzić coś, stonować coś

well-cast /,wel 'kɑːst/ dobrze obsadzony

well-paced /,wel 'peɪst/ z dobrym tempem

well-scripted /,wel 'skɪptəd/ z dobrym scenariuszem

VOCABULARY

- 1 In your notebook, write one word from the box for each gap to complete the text.

(battle consultation deal developers
hub institution plans shops)

THE METRO

I was in a state of shock when I saw the recently published development ¹ ? for my part of town. I can't believe they're thinking of tearing down the old Metro cinema – and without public ² ? I might add – and build yet another shopping mall full of pop-up ³ ? . I don't think the establishment appreciate just how much of a cultural ⁴ ? the Metro is. I mean, not only do they show classic films that you can't see anywhere else, but it's also a creative ⁵ ? for many young artists in other fields. The press seem to think it's a done ⁶ ? , but I'm going to present a petition to the authorities and launch a legal ⁷ ? to try and get it stopped. Let the property ⁸ ? go and earn their millions elsewhere, I say!

- 2 In your notebook, write one compound adjective for each gap using the words in capitals.

- This innovative film will have ? effects on filmmaking techniques. **FAR**
- Jack would never spend that amount on tickets to a concert. He's much too ? ! **TIGHT**
- We were on the edge of our seats all through the film. It was ? ! **HEART**
- Having the music festival on a mountain in the middle of winter was a bit ? ! **ILL**
- The actors' performances were good, but the plot was so ? that it spoiled the film for me. **FAR**
- The reviewer was ? , but I think he didn't give enough encouragement. **WELL**
- A stand-up comedian needs to be ? enough to respond quickly to the audience's remarks. **QUICK**

- 3 In your notebook, change the forms of the words in bold to correct the lexical errors in the sentences.

- The book's about these warring **facts** who are on the verge of wiping each other out.
- Many of the greatest artists and musicians were **margin** by critics before they became popular.
- Modern reboots often try on purpose not to **replica** the original film or concept.
- The budget is going to reach epic **portions** if they fly the whole crew out to Myanmar.
- The director told me to look the audience in the eye and deliver my line like it was a(n) **mortal** truth.
- There is **suspect** amongst scholars that Shakespeare didn't write all his own plays.
- Arthur Miller wrote many famous dramas and was a very well-respected **player**.

GRAMMAR

- 4 In your notebook, write the words and phrases that complete the sentences correctly.

- The rehearsal won't finish any time soon *as long as / unless* you follow my directions.
- I'll take the part *unless / whether* you strongly advise against it.
- But for / Providing* your encouragement, I wouldn't have persevered with the acting class.
- We can buy tickets at the door *unless / as long as* they don't sell out in advance.
- Should / Would* you wish to be famous, be prepared for working some very long hours.
- I think I'll go *when / whether* you decide to go or not.
- I'll go to the concert *unless / on condition that* you don't expect me to dance.
- If you *were to be / would be* ill, don't worry – I'd stand in for you.
- Had / But for* I known my favourite singer was going to be there, I would have brought my autograph book.

- 5 In your notebook, write the correct forms of the verbs (and pronouns) in brackets for each gap.

- Provided we still ? (live) in the city, we ? (have) access to more cultural events than we do in the country.
- ? (we/not move) to the country, it ? (be) much easier to go to the theatre more regularly.
- Unless Lisa's next novel ? (promote), there's almost no chance it ? (enjoy) much success.
- As long as the film ? (go) international, there's a good chance we ? (make) a small profit.
- Should ? (you/invite) to take part in the quiz next month, ? (you/accept)?
- Whether or not reality shows ? (exist), people ? (find) other ways to get their five minutes of fame.

USE OF ENGLISH

Word building; sentence transformation

- 6 In your notebook, rewrite the sentences with the phrases from the box.

(as if if any if anything if ever
if in doubt if necessary)

- When you're not sure about your lines, just improvise.
- She behaved like she was already famous.
- I don't think she's got a big ego, in fact, I'd say she's quite shy.
- There's little chance, possibly none, of my record being broken.
- You can go on stage with a broken leg when there's no other choice.
- James seldom, or never, criticises his actors.

- 7  In your notebook, write the appropriate forms of the words in capitals to complete the text.

This film is going to be a ¹ ? (PHENOMENON) success! In my view, it deserves to be the ² ? (RECEIVE) of many major awards. Not because it ticks any of the usual boxes for popular film making – it doesn't. Cataloguing the adventures of the charmingly child-like Theo as he makes his way around the world, it presents us with a series of characters ranging from the influential at the top of the ³ ? (ESTABLISH) to the ⁴ ? (POWER) at the bottom. Some are wealthy landowners and others rank among the poor and ⁵ ? (POSSESS). The film interweaves their stories as they are first related in one voice and then ⁶ ? (TELL) in different contexts and other voices. It's undoubtedly ⁷ ? (PROVOKE) and may raise your hackles, but it is strangely ⁸ ? (DISARM) at the same time. Go and see it!



- 8  In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- I was greatly entertained by the film last night.
VASTLY
I thought the film ? .
- The look on her face was like she was completely surprised by the jury's decision.
THOUGH
She ? the jury's decision was a complete surprise.
- When the news about the reboot broke, people were greatly excited.
FLURRY
There was a ? when news of the reboot broke.
- It was such a nice change to see a film with an unhappy ending.
REFRESHINGLY
To see a film with an unhappy ending ? .
- The person who won the award was speechless on hearing the news.
RECIPIENT
When he heard the news, ? was speechless.
- The West End play *The Mousetrap*, which opened in 1952, still plays to completely full theatres.
PACKING
The Mousetrap ? in the West End since it opened back in 1952.
- Jim Morrison was famous for captivating his audience with his hypnotic performances.
CAPTIVATED
Audiences ? Jim Morrison's famously hypnotic performances.

LISTENING



Multiple choice

- 9  3.2 Listen to three dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.

Dialogue 1

- Which aspect of the painting do they DISAGREE on?
A It required a lot of imagination to create.
B It took a lot of time to create.
C It is a perfect example of its type.
- What is the man's opinion of modern art in general?
A It is no longer appreciated by art critics.
B It is only experts that buy modern art.
C It is difficult to put a realistic price on.

Dialogue 2

- What does the man dislike most about the book?
A The unconvincing characters.
B The unoriginal dialogue.
C The organisation of the book.
- What is the woman's opinion of the writing style?
A It is pretentious.
B It is too basic.
C It is overly complicated.

Dialogue 3

- What is the woman's overall opinion of the play?
A It deserves to be seen by everybody.
B It should be banned.
C It raises some very interesting issues.
- How does the man respond?
A He is keen to see the play.
B He is against staging such types of play.
C He is sceptical about the play.

WRITING



Article

- 10 In your notebook, complete the writing task.

Anglojęzyczne czasopismo muzyczne zachęciło czytelników do podzielenia się opiniami na temat wydarzeń muzycznych, w których uczestniczyli. Napisz na stronie internetowej tego czasopisma **artykuł** o swoim ulubionym festiwalu muzycznym lub koncercie. W artykule opisz festiwal lub koncert, wyraż opinię na jego temat i wyjaśnij znaczenie tego typu wydarzeń w życiu młodych ludzi.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

7

Text me!

The mind is like an iceberg, it floats with one-seventh of its bulk above water.

Sigmund Freud

ASK YOURSELF, ASK AROUND



What seems to be the greatest threat that the Internet presents to us?

Projects page 137

7.1

VOCABULARY

Information and the mind • prefixes
• verb–noun collocations • phrases with mind

I can talk about coping with information overload.

SHOW WHAT YOU KNOW

- 1 In your notebook, match each of the nouns from box A with three words from box B to make collocations. The nouns from box A don't always come first.

A (information attention)

B (withhold factual undivided processing pay span)

- 2 **SPEAKING** Discuss where you look for information about the following.

(current affairs directions entertainment news
facts for school sports results transport schedules)

- 3 Read the questions from an interview with the author of *The Organized Mind*. What do you think the book is about?

- 1 How can afternoon naps help our brains to work more efficiently?
- 2 How can we educate our children to deal with information overload?
- 3 What are 'brain extenders' and how can they increase our ability to concentrate?
- 4 What is the solution to information overload and the attention problems it causes?
- 5 How do you quantify 'information overload'?

- 4 Read the interview below. In pairs, choose the appropriate question from Exercise 3 for each gap.

Why the Modern World Is Bad for Your Brain

In an era of email, text messages and Facebook, we're all required to do several things at once. But this constant multitasking is **taking its toll**. Daniel J. Levitin, the author of *The Organized Mind*, explains how naps, calendars and periods away from the Internet can all help focus our mind.

A ?

We really are living in an age of information overload. We've created more information in the past few years than in all of human history before us. On average, we take in five times as much information as we did in 1986.

B ?

We need to **blinker ourselves** to better monitor our attentional focus. Self-imposed periods of no email or Internet to allow us to sustain concentration have been shown to be

tremendously helpful. And breaks – even a fifteen-minute break every two or three hours – make us more productive in the long run. Also, you can't underestimate how important **prioritising tasks** is.



FOCUS ON WORDS | Prefixes

- 5 **3.1** In pairs, find an example of a word with each of the prefixes below in the interview. Listen and check.

- 1 over- (= too much) = overload
- 2 multi- (= many) = ?
- 3 under- (= not enough) = ?
- 4 pseudo- (= pretend) = ?
- 5 mis- (= bad(ly)) = ?
- 6 self- (= by itself) = ?

- 6 **SPEAKING** In your notebook, complete the sentences with the words from the box and a correct prefix. Which sentences are true for you? Discuss in pairs.

composed disciplinary estimate
operative statement trust

- 1 Most students in this class are helpful and cooperative.
- 2 I never get nervous in exams. I am very ?.
- 3 I ? things I read on the Internet unless I know it's a reputable source.
- 4 I want to do a ? degree. I don't want to specialise in one area.
- 5 I tend to ? the memory capacity of my smartphone. In fact, it's a lot less than I'd like it to be.
- 6 To say I don't like technology is an ? . I absolutely loathe it!

FOCUS ON WORDS | Verb-noun collocations

- 7 **3.2** In your notebook, match the collocations in red from the interview with the definitions below. Then listen and check.

- 1 take notice of sth = devote attention to sth
- 2 having a bad effect over time = ?
- 3 intentionally not see sth = ?
- 4 confusing or complicating your thinking = ?
- 5 doing activities in order of importance = ?
- 6 notice prejudice or preference = ?

C ?

The brain has an attentional mode called the 'mind wandering mode' that was only recently identified. This is when thoughts move seamlessly from one to another without you controlling where they go. This brain state acts as a neural reset button, allowing us to come back to our work with a refreshed perspective. Different people find they enter this mode in different ways: reading, a walk in nature, looking at art, meditating and napping.

D ?

Brain extenders help get information out of our heads and into the physical world: calendars, key hooks by the front door, notepads, 'to do' lists. If you hear that it's going to rain, rather than reminding yourself to bring your umbrella, set the umbrella by the front door – now the environment is reminding you to bring the umbrella. The point is that all these dates, events and items we want to remember compete for neural resources in your brain, **cluttering your thoughts**, making it more difficult to **devote attention to** what is at hand.

E ?

Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudo-facts, unsupported and fringe opinions and the like. Children should be taught at an early age what constitutes evidence, how to **detect bias** or distortions in newspaper accounts and that there exist hierarchies of information sources. In the medical field, for example, a controlled experiment published in a peer-reviewed journal is a better source than a blog by an unknown association promoting the health benefits of their own product.

- 8 **SPEAKING** In your notebook, complete the questions with the correct forms of the collocations in Exercise 7. Then, in pairs, discuss the questions.

Do you think most students:

- 1 devote enough attention to their work before they submit it?
- 2 are mature enough to ? in news stories they read?
- 3 tend to ? with silly images from the Internet?
- 4 are good at ? and doing the most important things first?
- 5 ? to problems they don't want to deal with?
- 6 realise that too much screen time will ? on their health?

FOCUS ON WORDS | Phrases with mind

- 9 **3.3** In your notebook, complete the phrases with the correct forms of the words in the box. Then listen and check.

(absent blow business cross in manners out tough)

a verb + pronoun + mind

- 1 If sth blows your mind, it really impresses you.
- 2 If sth ? your mind, you think about it.
- b verb + preposition + phrase with **mind**
- 3 If you are ? **two minds**, you are uncertain.
- 4 If you are ? **of your mind**, you are mad or very foolish.

c mind as a verb

- 5 If you say **mind your own** ? , you are telling sb not to ask about sth private.
- 6 If you say **mind your** ? , you are telling sb to behave correctly.

d -minded as a suffix

- 7 Sb who is ? -minded forgets things.
- 8 Sb who is ? -minded is determined and unsentimental.

- 10 Choose the most appropriate responses.

- 1 Did you remember to post that letter?
 - a Sorry, it never crossed my mind.
 - b Sorry, it blew my mind.
- 2 How did you do in the exam?
 - a Mind your own business!
 - b Mind your manners!
- 3 He's not buying that expensive phone, is he?
 - a Yes, he must be in two minds.
 - b Yes, he must be out of his mind.
- 4 She's much more forgetful than she used to be.
 - a Yes, she's very absent-minded.
 - b Yes, she's very tough-minded.

FOCUS ON WORDS | EXTRA Phrases with mind

- 11 Read the sentences and work out the meaning of the phrases in bold. Which sentences are true for you?

- 1 Once I **put my mind to it**, I'll succeed in whatever I do.
- 2 I'm **broad-minded** and so I can understand any kind of behaviour.
- 3 The upcoming school-leaving exams are beginning to **weigh on my mind**. I'm rather worried.
- 4 Whenever I worry too much, I try to step back and **clear my mind**.

- 12 In your notebook, write an example sentence with each phrase from Exercises 9 and 11.



READING

7.2

Multiple choice

I can understand specific details in an article and its structure.

- 1 Do the survey and compare your results with a partner. Who is a keener walker?

Walking is probably the easiest form of exercise out there. How keen a walker are you? The more yeses, the keener you are.

- Do you walk to school or work?
- Do you often carry a backpack when walking?
- Do you walk a dog regularly?
- Do you walk at a fast pace?
- Do you consciously choose the stairs rather than a lift?
- Do you own a pair of hiking boots?
- Have you ever been trekking?
- Have you ever used a pedometer or fitness app to keep track of your daily step-count?

- 2 Read the article quickly. Which section of a news website would it be least likely to appear in?

(Education Health Lifestyle Sport Technology)

READING FOCUS Multiple choice

- 3  Read the article again. For questions 1–4, choose the correct answer (A–D) and write it in your notebook.

- 1 According to the author in the first paragraph, The Walk is aimed at users
 - A who do not have the requisite time to go to the gym.
 - B who have some difficulty in walking.
 - C who are interested only in relatively gentle exercise.
 - D who are at high risk of heart disease or diabetes.
- 2 As described in the second paragraph, the central character in the plot of The Walk application
 - A must track some terrorists on foot.
 - B has been carefully selected to deliver an important package.
 - C has to complete a series of tasks operating under strict time limits.
 - D has unintentionally become caught up in the narrative.
- 3 In the third paragraph, the main reason the author draws a comparison with the app Zombies, Run! is to
 - A illustrate the diversity of fitness apps available on the market.
 - B explain the developer's intention to appeal to a wider consumer group with The Walk.
 - C show how fitness apps have become more sophisticated over time.
 - D explain how the two apps work using the same technical functions.
- 4 According to the final paragraph, government investment in fitness apps
 - A might reduce the funds available for traditional healthcare.
 - B is hoped to have wider benefits than public health.
 - C may help cure obesity-related illnesses.
 - D is now possible due to recent economic growth.

Walk yourself well with the help of a government-backed app





3.4

1 Keeping fit doesn't come easy to all of us and if you're one of those people struggling to be more physically active and **accomplish** the ten thousand steps a day now recommended by health professionals, it helps to have some **incentive** to walk just 5 that little bit further. If this rings true for you, then The Walk, a pedometer app with a difference, could be just the thing to encourage you to get up off the sofa and put one foot in front of the other. Created by developers Six to Start, in collaboration with the UK National Health Service, The Walk is a fitness app 10 for imaginative people who want a less intense workout than hitting the gym, but who still want to get active. Though not as **strenuous** as some other forms of exercise, regular walking has been shown to reduce the risk of heart disease and diabetes, as well as aiding weight-loss and, somewhat paradoxically, increasing 15 energy levels by boosting circulation and increasing oxygen supply to every cell in the body.

2 The **premise** behind The Walk is that, through a case of mistaken identity, you are given a vital package to deliver to a distant destination in the UK, but as you are about to board a train 20 to take you there, terrorists blow it up and set off an electromagnetic pulse rendering cars and trains unusable. Walking is your only option, and now the terrorists are on your trail because they want the device you're carrying.

3 The underlying concept is to encourage players to perambulate 25 in the real world as part of the aforementioned apocalyptic game narrative. Players' phones' accelerometers track the distance they cover on foot, unlocking levels and hours of storytelling narrated by talented voice actors. The further you walk, the further the plot progresses. **Straightforward**, engaging and effective, The Walk uses similar 30 mechanics to its predecessor Six to Start's *Zombies, Run!*, a popular fantasy/running app which encourages users to escape **pursuing** zombies whenever they go for a jog. By lowering the requirement to walking, and focusing on increasing general daily movement rather than dedicated, prescribed and sometimes prohibitive 35 training routines, it is hoped that almost everyone can reap the benefits this time.

4 There's no question that the wider theory is an interesting one: apps and games that encourage activity have the potential to cut down on healthcare requirements through prevention, 40 **negating** the need to cure illnesses resulting from sedentary lifestyles. If broadly adopted, such products could take a bite out of the billions of pounds that obesity-related diseases cost the taxpayer each year. Even more intriguing is that the Department of Health is funding external mobile start-ups and indie developers 45 at all. When asked to explain, the department **disclosed** that such investment is not only about encouraging lifestyle change, but also **nurturing** innovative ideas. So while the initial motivation might be the potential savings gained through a healthier public, there appears also to be the **subsidiary** goal of encouraging jobs and 50 economic growth. With government support, apps like The Walk, which otherwise might not have the resources that state backing can allow, stand a better chance of gaining traction with the public and ultimately making a significant contribution to both the health of the nation and the economy.

- 4 **SPEAKING** Discuss whether you would be interested in trying one of the fitness apps mentioned in the article.

FOCUS ON WORDS | Phrases

- 5 **3.5** In your notebook, complete the phrases in **bold** with the correct form of the verbs in the box. Refer to the article for help if necessary. Then listen and check.

(come gain put reap ring take)

- 1 If sb **puts** one foot in front of the other, they walk deliberately or carefully.
- 2 If an idea or a product, etc. **?** **traction**, it begins to become more popular, widespread or better-known.
- 3 If sth **?** **easy** (or easily) to someone, they are good at it with little effort or have a natural talent for it.
- 4 If a bite is **?** **out of** sth (e.g. an amount of money), it is reduced by a significant amount.
- 5 If sb **?** the **benefit(s)**, they get sth good as a result of their efforts.
- 6 If sth **?** **true**, it seems likely or accurate.

- 6 **SPEAKING** In your notebook, replace the words underlined below with the correct form of their synonyms in blue in the text. Then ask and answer in pairs.

- 1 Which basic plot do you think is better; the one for The Walk or the one for *Zombies, Run!*? **premise**
- 2 To what extent do you think mobile phone apps and games can really help people achieve their fitness goals?
- 3 Do you prefer light exercise or something more physically demanding?
- 4 What is the best motivator for you personally to do more exercise?
- 5 How far does a healthy diet cancel out the need to exercise?
- 6 Would you describe keeping fit as an uncomplicated process?
- 7 How important do you think it is to chase your dreams and ambitions in life? What if they seem unrealistic?
- 8 Have you ever revealed a secret to someone then regretted it?
- 9 If the main benefit of going to university is a qualification, what secondary benefits are there?
- 10 Do you think universities should focus on producing broadly educated citizens or developing the unique talents of individuals?

- 7 **SPEAKING** Discuss the questions.

- 1 Which of the following types of video games and apps do/would you play or use?
 - role-playing/strategy
 - sports
 - shooter
 - other (explain)
 - action/adventure
- 2 Which particular games or apps do you find the most useful or fun?
- 3 Have you been disappointed by any games or apps you've tried?

4 In pairs, choose the correct answers. More than one is possible.

- 1 She proposed *that I apologise / apologising / me to apologise* for the confusion.
- 2 Paul complained *about my being late / about me being late / my being late*.
- 3 She convinced me *calling / that I had to call / to call* the agency.
- 4 Leila admitted *being / having been / that she had been* in the wrong.
- 5 They demanded *they be allowed / to allow / being allowed* to speak with you.
- 6 I wondered *how they had got / where they had got / how did they get* the information.
- 7 She insisted *that she be permitted / on being permitted / to be permitted* to write an email.
- 8 I explained *that I had misunderstood / why I had misunderstood / that to misunderstand* her instructions.
- 9 He reminded me *not to forget / to not forget / about to forget* to post his letter.
- 10 I persuaded her *that she could manage / to manage / not managing* the situation alone.

5 In your notebook, report the sentences using the verbs in the box. Begin with the pronouns given. Sometimes there is more than one possible answer.

(ask advise congratulate deny regret threaten urge)

- 1 I wish you had told me.
He *regretted not having been told*.
- 2 Did you receive my email?
He *asked*.
- 3 It's imperative you keep us up to date on any news.
They *urged*.
- 4 If you don't tell her, I certainly will!
He *threatened*.
- 5 I swear it wasn't me that misled her!
She *admitted*.
- 6 You really ought to send him a text.
She *advised*.
- 7 Well done! You've all been accepted on the programme.
They *congratulated*.

6 SPEAKING Discuss the questions in groups.

- 1 What things do you most often complain about?
- 2 When was the last time you persuaded somebody to do (or not to do) something?
- 3 Who last congratulated you on something? What was it for?
- 4 Who did you last apologise to? What was it for?

Grammar pages 132–133

Michael **suggested** that they grab a coffee.

1 Look at the cartoon. People saw Michael and Janet together. Read the reported statements and try to guess what happened.

- 1 Paul **wondered** whether Michael had bought flowers for a date.
- 2 Robert **claims** that he saw Michael and Janet arm in arm.
- 3 The waitress **reported** seeing Michael and Janet holding hands.
- 4 Janet **informed** Michael that she and Jack had been together for two years.
- 5 Janet **accused** Michael **of** being a liar.
- 6 Michael **begged** Janet not to tell anyone.

2 **3.6** Listen to the actual events as they happened. Were your predictions correct?

3 Read the GRAMMAR FOCUS. In pairs, decide which category the reporting verbs from Exercise 1 and the cartoon belong to.

GRAMMAR FOCUS

Reporting verb patterns

verb + (that) + reported sentence

→ admit, ¹*claim*, demand, deny, explain, insist, regret, report, threaten

verb + object + (that) + reported sentence

→ advise, convince, ²*?*, persuade, remind

verb + if/wh-word + reported sentence

→ ask, explain, report, ³*?*

verb + (that) + personal pronoun + (should) + infinitive without to

→ beg, demand, insist, propose, ⁴*?*

verb + infinitive

→ ask, claim, demand, threaten

verb + object + infinitive

→ advise, ask, ⁵*?*, convince, persuade, remind, urge

verb + -ing form

→ admit, deny, propose, regret, ⁶*?*, suggest

verb + (object) + preposition + -ing form

→ ⁷*?*, apologise for, complain about, congratulate on, insist on**Note:** Some of the verbs can be followed by more than one pattern.

7.4

USE OF ENGLISH

Passive reporting structures

I can use various passive reporting structures.

1 SPEAKING Look at the photos and discuss the questions.

- 1 Do you watch any of these types of video blogs? Why?/Why not? What is discussed or presented in them?
- 2 Do you know of any other types of video blogs? What do they talk about or present?



2 3.7 Listen to a news programme about video blogging and answer the questions in your notebook.

- 1 What did people once think was impossible?
- 2 What type of videos attract the most viewers?
- 3 What other vlog types are mentioned in the programme?
- 4 What are the three ways of making money by vlogging?
- 5 Why do established companies post video blogs?
- 6 What two factors are the key to success as a video blogger?

3 3.7 Listen again. In your notebook, write which sentence in each pair you hear in the recording.

- 1 a It is considered that music videos **are generating** the biggest audiences.
b Music videos are considered **to be generating** the biggest audiences.
- 2 a They report that the number of vloggers **has been growing** rapidly.
b The number of vloggers is reported **to have been growing** rapidly.
- 3 a Some vloggers are widely known **to have made** millions of dollars.
b It is widely known that some vloggers **have made** millions of dollars.
- 4 a Some people reckon that vlogging **is** the new form of mass advertising.
b Vlogging is reckoned **to be** the new form of mass advertising.

4 Look at the pairs of sentences in Exercise 3 and match them to the points below.

- an action in progress
- a single action or state
- an action completed at an unstated time
- an action in progress up to the present

5 Read the LANGUAGE FOCUS. Match the types of infinitives with four of the sentences in Exercise 3.

LANGUAGE FOCUS

Passive reporting structures

You form the passive with reporting verbs such as *assume, believe, consider, feel, know, report, say, think* and *understand* in two ways:

Active: People **believe** he is a new superstar.

Passive 1: It + passive + that-clause

It is believed that he is a new superstar.

Passive 2: subject + passive + to + infinitive

He is believed to be a new superstar.

Depending on when an action occurred you report it using different **infinitives**:

- **simple** (to + infinitive) – a single action or state.
- **continuous** (to be + -ing) – an action in progress.
- **perfect** (to have + past participle) – an action completed at an unstated time.
- **perfect continuous** (to have + been + -ing) – an action in progress up to the present.

6 In your notebook, write the appropriate infinitive of the verb in brackets for each gap.

- 1 Spending too much time watching a screen is generally thought to be (be) bad for your health.
- 2 Facebook is believed ? (pass) its peak and teens are turning to other social media.
- 3 More and more YouTube stars are said ? (make) millions with their channels.
- 4 Several vloggers are estimated ? (earn) millions from sponsorship and product deals.
- 5 YouTube is reported ? (have) more than two billion users.
- 6 The number of people watching her channel was reported ? (rise) for years.

7 In your notebook, write sentences from the prompts using passive reporting structures.

- 1 last year / number of viewers / say / decrease / by ten percent
Last year, the number of viewers is said to have decreased by ten percent.
- 2 the website / report / expand / exponentially / two years ago
- 3 it / be / understand / the station / grow / quickly / since its launch
- 4 they / presume / taken / three million dollars / in 2019
- 5 the show / widely / acknowledge / be / funniest / YouTube comedy

8 SPEAKING Look again at sentences 1 and 2 in Exercise 6. Do you agree with them? Why?/Why not?

Use of English pages 133–134

Multiple choice

I can understand specific details and speakers' attitudes in an extended discussion.

1 SPEAKING Look at the photos and discuss the questions.

- Who do you think these photos were taken by: a professional photographer or an amateur? How do you know?
- When might news media use amateur reporters or photographers?

2 **3.8** Listen to an interview with a newspaper journalist and a university lecturer about citizen journalists. Choose the best summary.

- A discussion about how citizen and professional journalism are becoming more similar.
- A debate about the pros and cons of citizen journalism.
- An argument between somebody in favour of and somebody against citizen journalism.



LISTENING FOCUS Multiple choice

3 **3.8** Listen again to the interview. For questions 1–6, choose the best answer (A–D) and write it in your notebook.

- What does Mark say is the most pressing responsibility of professional journalists?
 - doing enough background research
 - keeping within legal limitations
 - producing well-written articles
 - reporting stories as accurately as possible
- According to Paula, citizen journalists like to
 - offer a personal perspective on public issues.
 - identify controversial angles to news stories.
 - cover stories that are of general interest.
 - get information to as wide a readership as possible.
- What is Mark's opinion of news written by citizen journalists in blogs?
 - It may be biased because they only write on topics they believe in.
 - It's often exaggerated because it is unregulated and unedited.
 - It's accessible because opinions expressed aren't hidden.
 - It can provide a useful service that newspapers don't.
- What aspect of the current situation in citizen journalism do they disagree about?
 - There is unfair exploitation of citizen journalists.
 - It can be a way of improving journalistic standards.
 - It worries many people in the media industry.
 - There has been little change in recent years.
- What does Paula think made the website on Ebola effective?
 - It featured the viewpoints of doctors and community members.
 - It expressed commonly held beliefs.
 - It covered a wide range of different stories.
 - It successfully combined fact and fiction.
- What do they both think about the future of citizen journalism?
 - It will change the way people regard the media in general.
 - The reputation of citizen journalists will be damaged.
 - It will provide useful support for print journalism.
 - Any articles published online will be paid.

FOCUS ON WORDS | Collocations

4 **3.9** In your notebook, rewrite the sentences replacing the underlined phrases with the collocations from the box. Make any other changes if necessary. Then listen and check.

amateur footage citizen report
common misconception fresh angle
ideological viewpoint increased trust
mainstream media potential impact
~~well-balanced account~~

- It's not easy to find a fair and impartial report on the current political situation.
It's not easy to find a well-balanced account of the current political situation.
- Conventional news sources didn't report on the story.
- Some passers-by took a video of the crime on their smartphones.
- Politicians usually have a particular point of view based on a series of beliefs.
- A new slant on a topic is what a lot of people are looking for.
- If people can participate more in journalism, they will have more faith in it.
- The story didn't come from a professional source.
- It is a mistaken idea that only the mainstream media can report the news.
- The possible effect this article could have on Internet privacy is huge.

5 SPEAKING Does the idea of becoming a citizen journalist appeal to you? Why?/Why not?

Adding emphasis

I can emphasise a point in a conversation using various structures and expressions.

- 1 **SPEAKING** Discuss the reliability of the different sources of information below. Use the words in the box to help you.

accurate biased dull enjoyable
inaccurate out-of-date quick reliable
trivial trustworthy unreliable useful

- tabloid newspapers
 - broadsheet newspapers
 - Wikipedia®
 - TV news
 - social media
 - books
- 2 **3.10** Listen to four interviews about how we access information in the digital age. In your notebook, match the speakers with the arguments.
- Frank
 - Laura
 - John
 - Maria
- feels crowdsourced information can be useful if used carefully.
 - points out that while social media can be misleading or frivolous, traditional media were also often incorrect or biased.
 - is concerned about how algorithms select what information and products we see.
 - worries about the objectivity and reliability of Wikipedia.
- 3 **SPEAKING** Discuss which of the arguments you agree with and why.

- 4 **3.10** In your notebook, write one word from the box for each gap in the SPEAKING FOCUS. Then listen again and check.

adamant aware bothers convinced
crucial crux ~~doubt~~ key overlook

SPEAKING FOCUS

Adding emphasis

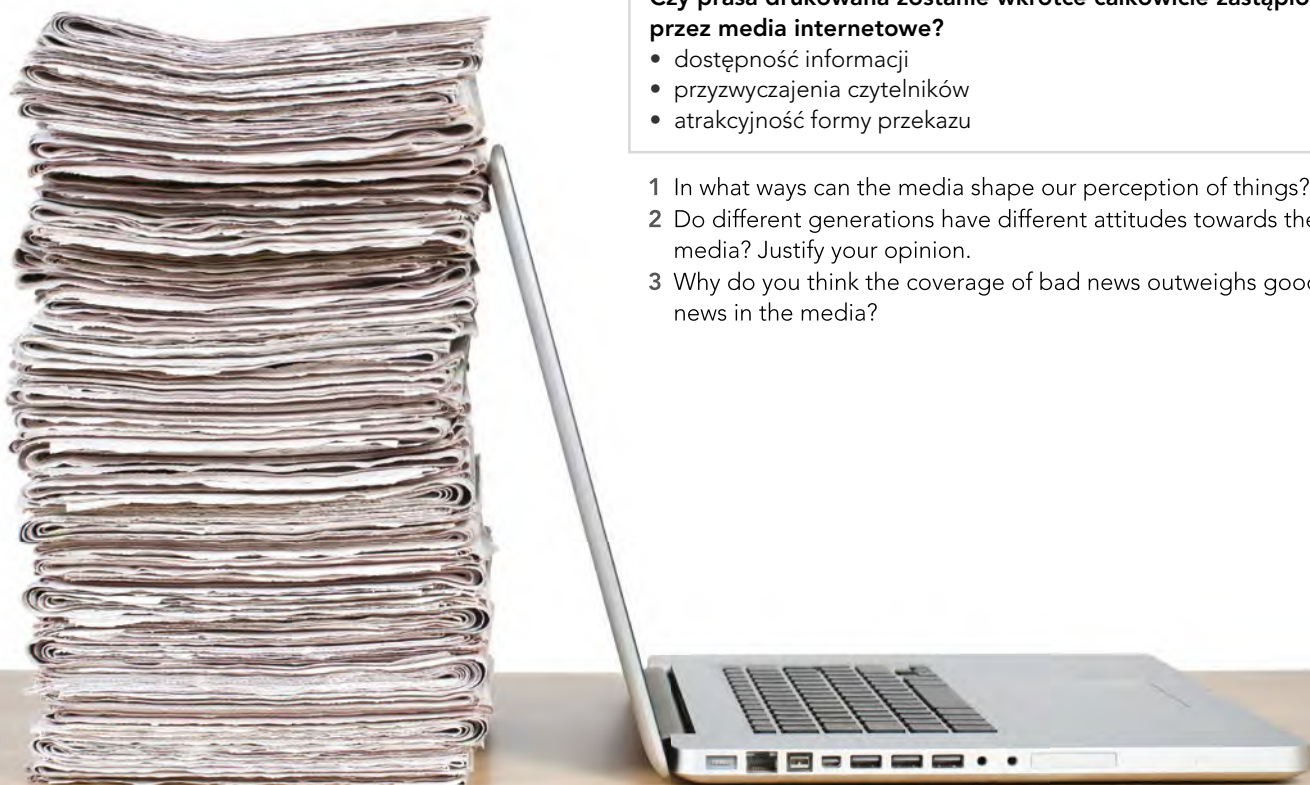
There's no question/¹ doubt that ...
The one thing that really disturbs/² ? me is ...
The ³ ? thing/issue is ...
What's critical/⁴ ? is ...
The ⁵ ? of the issue is .../The main point is ...
I'm absolutely certain/⁶ ? in my view that ...
I'm not sure/⁷ ? (that) ...
We need to be ⁸ ? /cognizant of the fact that ...
And don't forget/⁹ ? the fact that ...

- 5 In your notebook, complete the second sentence so that it means the same as the first. Begin with the words given.
- I really love catching up with everybody's news on Facebook.
The one thing ? .
 - Citizen journalists can't always be trusted – that's critical.
What's ? .
 - It's true that almost everybody has an Instagram or Twitter account these days.
And don't ? .
 - We undoubtedly receive more news than ever before.
There's no ? .
 - I don't think so much information is good for us.
I'm not ? .
- 6 **SPEAKING** Discuss whether you agree or disagree with each sentence in Exercise 5 and why.
- 7 **3.10** **SPEAKING** Take turns to do the exam task. Then answer the questions in pairs.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych kwestii.
Czy prasa drukowana zostanie wkrótce całkowicie zastąpiona przez media internetowe?

- dostępność informacji
- przyzwyczajenia czytelników
- atrakcyjność formy przekazu

- In what ways can the media shape our perception of things?
- Do different generations have different attitudes towards the media? Justify your opinion.
- Why do you think the coverage of bad news outweighs good news in the media?





WRITING

A formal email/letter

I can write a formal email/letter in response to a particular situation.

- 1 **SPEAKING** Look at the titles of newspaper articles about the Internet. Discuss what main points each writer might make.

① **MOBILE DEVICES AND YOU – TAKE THEM OR LEAVE THEM? NOT ANY MORE SAYS CAREY JONES**



② **10 TRIED AND TESTED WAYS TO DEAL WITH CYBERBULLYING**



③ **How much harm does hacking really do? James Knight investigates and looks at recent events**



- 2 Read the task and the email. Are any of the points you discussed in Exercise 1 mentioned in the email?

You have read an article about our use of the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- We all use the Internet far too much nowadays.
- What about the hours young people spend staring at friends on screen instead of actually meeting them?
- And how safe is our personal information anyway?

Dear Editor,

I am writing in response to Lucy McKay's article *Online/Offline*. While the article made many **pertinent** points regarding the Internet, overall I found it too pessimistic. In particular,
5 I would like to **take issue with** her **assertion** that we are too dependent on the Internet.

It is certainly true that we use the Internet in many **aspects** of our daily lives. It is used **extensively** in schools to access **untold** amounts of information, thus allowing students
10 to go far beyond their own knowledge. Working people would be lost without the ease of communication that the Internet provides. Furthermore, since **increasing numbers** of transactions can be carried out online, people no longer need to queue at banks and post offices, thus saving hours
15 of time. No one could argue that these developments do not represent progress.

Another view that was put forward in the article was that online communication has replaced face-to-face communication. Once again I would disagree. There is no
20 doubt that many young people spend a lot of time chatting online and on social media. Is this necessarily a bad thing? Nowadays, few people spend their whole lives in their home town and **thus** they form friendships in many places. No matter how far away they are, now people can maintain
25 relationships with contact **on a daily basis, at little or no cost**.

To sum up, it is true that there are problems with the Internet. Hacking is a risk and data protection is a headache. But these are not insoluble problems and we all have a **vested**
30 **interest** in finding the answers. It comes down to deciding whether to bury your head in the sand and refuse to participate, or to **embrace** what the Internet has to offer. My head is staying out of the sand!

Yours faithfully,
35 Matt Oakley
Forest Gate Sixth Form College

- 3 Read Part 1 of the WRITING FOCUS. For each point, find examples in the email.
- 4 Read Part 2 of the WRITING FOCUS. Find five sentences/questions in the email where the writer tries to persuade the reader to agree with his point of view.

WRITING FOCUS

A formal letter

Organisation

- Use an appropriate salutation. (Dear Sir/Madam/Mrs Smith)
- Inform the reader what the letter is responding to.
- Briefly state your general reasons for writing.
- Introduce your first point and support it with examples.
- Introduce your second point and support it with examples.
- Conclude and reiterate your point of view.
- Sign off appropriately. (Yours sincerely/faithfully)

Being persuasive

- To persuade people, present your view and then encourage them to agree with you.

It goes without saying that ...

Of course, it is true that ...

It would be difficult to argue that ...

It is a given that ...

Above all, there should be ...

Is it not the case that ...?

Having said that, ...

Should we not ...?

Despite this, such issues are not ...

However far from this we are, ...

Were ..., would ...?

For more information, see the WRITING FOCUS on page 13.

- 6 In your notebook, complete the LANGUAGE FOCUS with the more formal words in purple from the email on page 96.

LANGUAGE FOCUS

Formal vocabulary

- | | |
|--|----------------------|
| 1 too many/much to count = <u>untold</u> | 7 a lot = ? |
| 2 in this way = ? | 8 every day = ? |
| 3 suggestion = ? | 9 parts = ? |
| 4 accept enthusiastically = ? | 10 more and more = ? |
| 5 relevant = ? | 11 disagree with = ? |
| 6 personal reason = ? | 12 cheaply = ? |

- 7 In your notebook, write a word or phrase from the box for each gap in the text below.

assertion basis certainly embrace increasing issue
little matter no one pertinent untold were

USING SOCIAL MEDIA SITES: a good thing or a social disaster?



It is ¹certainly true that most people make use of social media sites to keep up friendships. But that is your writer's only ²? remark. I take ³? with his ⁴? that ⁵? numbers of young people live in a virtual world and cannot maintain real relationships. ⁶? could argue that there is only one way of creating a relationship. There are ⁷? ways. Social media sites provide one way of contacting friends at ⁸? or no cost, on a daily ⁹?, but that does not mean that we do not meet when we can. ¹⁰? it not for the Internet, we would have far less contact with friends. No ¹¹? how much your writer dislikes it, social media is here to stay. Refusal to join in and ¹²? it simply means being out of touch.

- 5 In your notebook, rewrite the sentences replacing the underlined words with phrases from the WRITING FOCUS. Use the words in capitals.

- 1 It is unnecessary for me to tell you that we have to do this. **GOES**
It goes without saying that we have to do this.
- 2 I think we'd all agree that these attitudes need to change. **CASE**
- 3 It would be hard to say that this issue doesn't need to be addressed. **ARGUE**
- 4 What is most important is that there should be a consensus of opinion. **ABOVE**
- 5 Given that we have accepted this situation, would it not be better to end the matter? **HAVING/SHOULD**
- 6 No matter how far apart our views are, it is time to compromise. **HOWEVER**
- 7 Yes, it is true that there are problems with the plan. **COURSE**
- 8 If the cost were lower, would usage not be higher? **WERE**

SHOW WHAT YOU'VE LEARNT

- 8 In your notebook, complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

W brytyjskiej gazecie ukazał się artykuł poświęcony wolności wypowiedzi w Internecie. Zostały w nim wyrażone następujące opinie:

- Limiting exposure to extreme viewpoints is more important than preserving freedom of speech.
- As most people don't have enough self-control to censor their language on the Internet, Internet providers should do it for them.
- People under the age of eighteen are especially vulnerable and their access to the Internet should be severely limited through a reliable proof-of-age scheme.

Napisz **list** do redakcji tej gazety, w którym przedstawisz swoją opinię na temat wolności wypowiedzi w Internecie, odnosząc się do trzech kwestii poruszonych w artykule.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

7.1 Vocabulary 🔊 4.43

absent-minded /ˌæbsənt 'maɪndɪd/ roztrągniony

be in two minds /bi ɪn ˌtuː 'maɪndz/ bić się z myślami

be out of one's mind /bi ˌaʊt əv wʌnz 'maɪnd/ oszaleć

blinker oneself /'blɪŋkə wʌn, self/ odciąć się (np. od informacji)

blow one's mind /bləʊ wʌnz 'maɪnd/ wyrzucić na kogoś ogromne wrażenie

broad-minded /ˌbrɔːd 'maɪndəd/ tolerancyjny, o szerokich horyzontach

clear one's mind /ˌkliə wʌnz 'maɪnd/ wyciszyć się

clutter one's thoughts /ˌklʌtə wʌnz 'θɔːts/ zaśmiecać myśli

constitute sth /ˌkɒnstɪtʃtʃuːt ˌsʌmθɪŋ/ tworzyć coś, składać się na coś

cooperative /kəʊˈɒpərətɪv/ skłonny do współpracy

cross one's mind /ˌkrɒs wʌnz 'maɪnd/ przyjść komuś na myśl

detect bias /dɪˌtekt 'baɪəs/ dostrzegać tendencyjność

devote attention to sth /dɪˌvəʊt ə'tenʃən tə ˌsʌmθɪŋ/ poświęcić czemuś uwagę

distortion /dɪ'stɔːʃən/ przeinaczenie

fringe opinions /ˌfrɪndʒ ə'pɪnɪjənz/ skrajne opinie

hierarchy /ˈhaɪərɑːki/ hierarchia

in the long run /ɪn ðə 'lɒŋ rʌn/ na dłuższą metę

information overload /ˌɪnfəˌmeɪʃən 'əʊvəˌləʊd/ nadmiar informacji

mind your manners! /maɪnd jər 'mænəz/ gdzie twoje maniery?

mind your own business! /maɪnd jər ˌəʊn 'bɪznəs/ pilnuj swoich spraw!

misinformation /ˌmɪsɪnfəˌmeɪʃən/ dezinformacja

mistrust /mɪs'trʌst/ nie ufać

mode /məʊd/ tryb

multidisciplinary /ˌmʌltɪdɪsə'plɪnəri/ wielokierunkowy

multitask /ˌmʌlti'tɑːsk/ wykonywać wiele zadań naraz

nap /næp/ drzemka; drzemać

overestimate /ˌəʊvər'estəmeɪt/ przeceniać

peer-reviewed journal /ˌpiə rɪˌvjuːd 'dʒɜːnl/ czasopismo recenzowane przez środowisko naukowe

prejudice /ˈpreɪdʒədəs/ uprzedzenia

prioritise tasks /praɪˌɒrətaɪz 'tɑːks/ szeregować zadania według hierarchii ważności

pseudo-fact /ˈsjuːdəʊ fækt/ zmyślona informacja

put one's mind to sth /put ˌwʌnz 'maɪnd tə ˌsʌmθɪŋ/ starać się, być zdeterminowanym

reset button /ˈriːset ˌbʌtn/ przycisk ponownego uruchomienia

seamlessly /ˈsiːmləsli/ płynnie

self-imposed /ˌself ɪm'pəʊzd/ dobrowolny, narzucony samemu sobie

take its toll (on sb/sth) /ˌteɪk ɪts 'təʊl (ɒn ˌsʌmbədɪ/ˌsʌmθɪŋ)/ dać się (komuś/ czemuś) we znaki, odcisnąć piętno (na kimś/czymś)

tough-minded /ˌtʌf 'maɪndɪd/ twardy, bezkompromisowy

tremendously /trə'mendəsli/ ogromnie

underestimate /ˌʌndər'estəmeɪt/ lekceważyć, nie doceniać

understatement /ˌʌndər'steɪtmənt/ niedomówienie; *it's an understatement* – to mało powiedziane

weigh on sb's mind /ˌweɪ ɒn ˌsʌmbədɪz 'maɪnd/ leżeć komuś na sercu, trapić kogoś

7.2 Reading 🔊 4.44

accomplish /ə'kʌmplɪʃ/ osiągnąć, zrealizować

boost /buːst/ pobudzić

come easy/easily to sb /ˌkʌm 'iːzi/'iːzəli tə ˌsʌmbədɪ/ łatwo komuś przychodzić

disclose /dɪs'kləʊz/ ujawnić

diversity /daɪ'vɜːsəti/ różnorodność

draw a comparison /ˌdrɔː ə kəm'pærəsən/ przeprowadzić porównanie

encourage economic growth /ɪnˌkʌrɪdʒ ˌekəˌnɒmɪk 'grəʊθ/ stymulować wzrost gospodarczy

engaging /ɪn'geɪdʒɪŋ/ zajmujący

gain traction with the public /ˌgeɪn ˌtrækʃən wɪð ðə 'pʌblɪk/ zyskiwać popularność

in collaboration with sb /ɪn kəˌlæbə'reɪʃən wɪð ˌsʌmbədɪ/ we współpracy z kimś

incentive /ɪn'sentɪv/ zachęta

intriguing /ɪn'trɪɡɪŋ/ intrygujący

lower the requirements /ˌləʊə ðə rɪ'kwaɪəmənts/ obniżyć wymagania

negate /nɪ'geɪt/ negować, przeczyć

nurture sth /ˈnɜːtʃə ˌsʌmθɪŋ/ dbać o coś, czuwać nad czymś

perambulate /pə'ræmbjʊəleɪt/ wędrować

predecessor /ˈpriːdəsesə/ poprzednik

prevention /prɪ'venʃən/ zapobieganie

prohibitive /prə'hɪbətɪv/ wyśrubowany

pursue /pə'sjuː/ ścigać

put one foot in front of the other /put ˌwʌn ˌfʊt ɪn ˌfrʌnt əv ðə 'ʌðə/ stąpać, powoli stawiać kroki

reap the benefits /ˌriːp ðə 'benɪfɪts/ czerpać korzyści

render sth unusable /ˌrendə ˌsʌmθɪŋ ʌn'juːzəbəl/ uczynić coś bezużytecznym

ring true /ˌrɪŋ 'truː/ brzmieć prawdopodobnie

sedentary lifestyle /ˌsedəntəri 'laɪfstaɪl/ siedzący tryb życia

straightforward /ˌstreɪt'fɔːwəd/ jasny, przystępny

strenuous /ˈstrenjuəs/ wyczerpujący

subsidiary /səb'sɪdiəri/ drugorzędny, dodatkowy

take a bite out of sth /ˌteɪk ə 'baɪt aʊt əv ˌsʌmθɪŋ/ poważnie coś uszczuplić

taxpayer /ˈtæksˌpeɪə/ podatnik

7.4 Use of English 🔊 4.45

be past one's peak /bi ˌpɑːst wʌnz 'piːk/ mieć za sobą swój najlepszy okres

exponentially /ˌekspə'nentʃəli/ raptownie

generate /ˈdʒenəreɪt/ generować

7.5 Listening 🔊 4.46

amateur footage /ˌamətə 'fʊtɪdʒ/ amatorska relacja filmowa

biased /ˈbaɪəst/ stronniczy

citizen report /ˌsɪtəzən rɪ'pɔːt/ relacja świadka

common misconception /ˌkɒmən ˌmɪskən'seɪpʃən/ częsty błąd, błędny, ale powszechny pogląd

commonly held belief /ˌkɒmənli ˌheld bə'liːf/ powszechne przekonanie

exploitation /ˌeksplɔɪ'teɪʃən/ wyzysk, eksploatacja

fresh angle/slant /ˌfreʃ ˌæŋɡəl/'slɑːnt/ nowe spojrzenie

ideological viewpoint /ˌaɪdɪəˌlɒdʒɪkəl 'vjuːpɔɪnt/ ideologiczny punkt widzenia

impartial /ɪm'pɑːʃəl/ bezstronny

increased trust /ɪnˌkriːst 'trʌst/ zwiększone zaufanie

mainstream media /ˌmeɪnstriːm 'miːdiə/ media głównego nurtu

potential impact /pəˌtɛnʃəl ˌɪmpækt/ potencjalny wpływ

readership /ˈriːdʃɪp/ krąg czytelników

unedited /ʌn'edɪtɪd/ nieopracowany, niezredagowany

well-balanced account /ˌwel ˌbælənst ə'kaʊnt/ wyważona relacja

7.6 Speaking 4.47

accurate /'ækjərət/ precyzyjny
algorithm /'ælgərɪðəm/ algorytm
broadsheet newspaper /,brɔːdʃiːt
 'njuːz,peɪpə/ poważna gazeta
critical /'krɪtɪkəl/ istotny, decydujący
crowdsourced information /,kraʊd ,sɔːst
 ,ɪnfə'meɪʃən/ informacje pozyskiwane
 od zwykłych ludzi
frivolous /'frɪvələs/ niepoważny
inaccurate /ɪn'ækjərət/ nieprecyzyjny
misleading /mɪs'liːdɪŋ/ mylący
objectivity /,ɒbdʒek'tɪvəti/ obiektywizm
out-of-date /,aʊt əv 'deɪt/ przestarzały
reliability /rɪ,lɪə'bɪləti/ solidność,
 rzetelność
reliable /rɪ'lɪəbəl/ wiarygodny
tabloid newspaper /,tæblɔɪd
 'njuːz,peɪpə/ tabloid, brukowiec
unreliable /,ʌnrɪ'lɪəbəl/ niewiarygodny

7.7 Writing 4.48

assertion /ə'sɜːʃən/ twierdzenie
at little or no cost /ət ,lɪtl ə ,nəʊ 'kɒst/
 niewielkim lub zerowym kosztem
bury one's head in the sand /,beri wʌnz
 ,hed ɪn ðə 'sænd/ chować głowę
 w piasek
censor /'sensə/ cenzurować
censorship /'sensəʃɪp/ cenzura
come down to sth /,kʌm 'daʊn tə
 ,sʌmθɪŋ/ sprowadzać się do czegoś
data protection /,deɪtə prə'tekʃən/
 ochrona danych
embrace /ɪm'breɪs/ przyjąć, korzystać
 (z czegoś)
exposure to sth /ɪk'spəʊʒə tə ,sʌmθɪŋ/
 ekspozycja na coś, styczność z czymś
extensively /ɪk'stensɪvli/ szeroko,
 powszechnie
go far beyond sth /gəʊ ,fɑː brɪ'jɒnd
 ,sʌmθɪŋ/ wykraczać daleko poza coś
have a vested interest in sth /,hæv
 ə ,vestəd 'ɪntrəst ɪn ,sʌmθɪŋ/ mieć
 w coś żywotny interes
headache /'hedɪk/ utrapienie
insoluble /ɪn'sɒljəbəl/ nierozwiązywalny
it goes without saying /ɪt ,gəʊz wɪð'aʊt
 'seɪ-ɪŋ/ to jest oczywiste
on a daily basis /ɒn ə ,deɪli 'beɪsəs/
 codziennie
pertinent /'pɜːtɪnənt/ trafny
refusal to do sth /rɪ,fjuːzəl tə 'duː
 ,sʌmθɪŋ/ odmowa zrobienia czegoś
take issue with sb /,teɪk 'ɪʃuː wɪð
 ,sʌmbɒdi/ nie zgadzać się z kimś

untold amounts /ʌn,təʊld ə'maʊnts/
 niezliczone ilości

VOCABULARY

- 1 In your notebook, write one word for each gap, combining the prefix from the box with the word in capitals. There are some extra prefixes. Some prefixes can be used more than once.

(co- mis- multi- over- re-
self- un- under-)

- Google's search engine facility has given us all rapid access to ? amounts of information. **TOLD**
 - I'm dreadful at all strategy games because I'm just not good at ? . I always end up getting in a right old mess. **TASKING**
 - I wouldn't say that I completely ? social networking sites – I just don't want to publish all my personal information on the net. **TRUST**
 - I've put a(n) ? limit on the amount of time I spend surfing the web. Otherwise I have no time for anything else. **IMPOSED**
 - Saying that smartphones are important is a gross ? – I couldn't live without mine. **STATEMENT**
 - It is very easy for unscrupulous individuals to replace facts with ? on the Internet. **INFORMATION**
 - The impact that the Internet has had on accessing information should not be ? . **LOOKED**
- 2 In your notebook, write one word for each gap to complete the phrases with *mind*.
- You must be ? of your mind. There's no way I'd lend you my games console for a week!
 - I'm positive you'll get to the next level if you just ? your mind to it.
 - You look very worried. What's weighing ? your mind?
 - I'm going to take a break for a few minutes to ? my mind.
 - I told him to mind his own ? and not interfere with mine.
 - It's very important to mind your ? and be polite. You don't want to make a bad impression.
 - Check out the specs on this new phone. It'll ? your mind!
- 3 In your notebook, write the words that complete the sentences correctly.
- From an ideological *account* / *crux* / *viewpoint*, artificial intelligence is a dangerous concept.
 - Games manufacturers are constantly looking for a fresh *impact* / *angle* / *task* to attract consumers.
 - The new documentary gives a very *strenuous* / *tough-minded* / *well-balanced* account of the whole affair.
 - One thing I really take *incentive* / *priority* / *issue* with is the amount of advertising on free mobile apps.
 - We shouldn't *blinker* / *devote* / *disclose* ourselves to the fact that gaming is highly addictive.
 - Everybody has a(n) *overloaded* / *vested* / *understated* interest in using green technologies.

GRAMMAR

- 4 Identify a grammar error in each sentence. Rewrite correct sentences in your notebook.
- We chose Ann representing us at the meeting.
 - The lecturer advised us reading as much as possible before the test.
 - I never persuade anyone to doing something they don't want to do.
 - She admitted to see the documentary before.
 - The whole class insisted to watch the experiment live.
- 5 Choose the correct answer (A–C) and write it in your notebook. Sometimes more than one answer is correct.
- The teacher demanded ? who had broken the projector.
A to know B knowing C that she be told
 - Paul threatened ? the tutor I had skipped class.
A to tell B telling C that he would tell
 - She claimed ? who had taken the book.
A to know B knowing C she knew
 - The school directors proposed ? this year's annual school trip.
A cancelling B to cancel C that we cancel
 - All the students denied ? the city centre after lights-out.
A visiting B that they had visited C having visited

USE OF ENGLISH

Cloze; sentence transformation

- 6 In your notebook, complete the second sentence so that it means the same as the first using the infinitive of the verb in bold.
- Reports show that Facebook **is losing** popularity among teens.
Facebook is reported ? popularity among teens.
 - Investors fear that usage among teens **has declined** significantly.
Usage among teens is feared ? significantly.
 - Researchers think that teens **have been switching** to newer, more visual experiences.
Teens are thought ? to newer, more visual experiences.
 - They believe that Facebook's aging user base **is** one of the reasons for the switch.
Facebook's aging user base is believed ? one of the reasons for the switch.
 - Some people claim that Instagram, the photo-sharing platform, **has become** the new Facebook.
Instagram, the photo-sharing platform, is claimed ? the new Facebook.
 - Analysts estimate that Instagram's user base **has been growing** more rapidly than Twitter's.
Instagram's user base is estimated ? more rapidly than Twitter's.

- 7 Read the text. Complete each gap by changing the form of one of the words in the box so the text is grammatically and logically correct. There is one extra word you do not need to use.

confront demand distract divide leave
statement

To say that my best friend was very keen on technology would be the ¹ ? of the year. She seemed totally addicted to it. She would while away the hours surfing the net on her mobile or entertaining herself with mindless and self-indulgent apps. Her eyes were forever glued to one kind of screen or another and I could never catch her ² ? attention. It got to the point that it was virtually impossible to get through to her – she was constantly ³ ? and even more absent-minded than before. When I approached the subject with her, she brushed it off and insisted on ⁴ ? alone. 'Not a very promising start', I thought, but I decided to stick to my guns. I literally forced her to time herself for one whole day while on social media or playing games. She was completely taken aback on discovering that she had spent almost seven hours online that day. This was enough for her to decide to wean herself off it starting there and then. I was convinced she would come round in the end, but didn't have a clue it would happen so instantly. Now I regret not ⁵ ? her with the issue earlier.



- 8 In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- I'm not sure whether I should buy a new laptop or a tablet. **MINDS**
I'm ? as to whether I should buy a new laptop or a tablet.
- I make sure that I check my email every day. **BASIS**
I make sure that I check my email ? .
- The report stated that a great many people have lost confidence in Internet privacy. **REPORTED**
A great many people are ? confidence in Internet privacy.
- They say that increasing numbers of politicians are using blogs to gather support. **TO**
Increasing numbers of politicians ? blogs to gather support.
- My health is starting to suffer as a result of spending hours in front of a computer. **TOLL**
Spending hours in front of the computer ? on my health.
- The markets report that music streaming sites are doubling in value. **BE**
Music streaming sites ? in value.

LISTENING



Multiple choice

- 9 3.11 Listen to an interview about teenagers and social media. For questions 1–4, choose the best answer (A–D) and write it in your notebook.
- Which aspect of parents' concerns do Jenny and Charles agree is an issue?
 - That teenagers might meet in the streets.
 - That teenagers might stay in their rooms.
 - That teenagers might not spend time with their friends in the real world.
 - That teenagers might not want to get physical exercise.
 - In Charles' view, what is the most important thing to remember?
 - Our behaviour changes according to the situation.
 - Most parents suffer from some form of anxiety over their children.
 - Children find it difficult to accept their parents' behaviour.
 - Children can teach parents about Internet use.
 - According to Jenny, what is the one of the main reasons for teenagers using social media?
 - They don't want to spend time meeting in real life.
 - They can't socialise in any other way.
 - They don't want to go to parks.
 - Their parents think playing is a waste of time.
 - What do they both think about the ways in which social media will be used in future?
 - Children will spend more time in the real rather than the virtual world.
 - Adults will follow their children's lead.
 - Social media will offer more employment opportunities for adults.
 - Children's use of social media will alter significantly.

SPEAKING



10 Do the tasks in pairs.

Task 1

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do wymienionych aspektów.
Czy uważasz, że młodzi ludzie nie potrafiliby żyć bez stałego dostępu do internetu?

- dostęp do informacji
- serwisy społecznościowe
- rozrywka

Task 2

- How important is it to spend time with friends face to face rather than on social media?
- How big a problem are online harassment and bullying?
- Tell us about a situation from your own experience when not having access to the Internet was beneficial.

8

Future generations

You cannot get through a single day without having an impact on the world around you.

Jane Goodall DBE
Founder of the Jane Goodall Institute

ASK YOURSELF, ASK AROUND



Are you concerned about wasting water?
Which things you use every day take huge amounts of water to be produced?

Projects page 137

8.1

VOCABULARY

Global warming • synonyms • environmental problems • animal idioms

I can talk about environmental issues and use animal idioms.

SHOW WHAT YOU KNOW

1 SPEAKING Discuss the questions.

1 What animals do these words refer to?

(beef mutton poultry veal venison)

2 Which words describe substances that make the soil richer and which describe substances for killing unwanted animals or plants?

(fertilizer herbicide insecticide manure pesticide)

2 SPEAKING Discuss whether you think the statements below are true or false. Then read the text and check.

- 1 Farming is a bigger contributor to global warming than transport.
- 2 Poultry production is responsible for the highest level of farming-related greenhouse gas emissions.
- 3 We produce four times as much meat as we did fifty years ago.
- 4 You need nine times more water to produce a kilo of beef than of wheat.
- 5 Cutting global meat consumption by 15 percent would be equivalent to taking twenty-four million cars off the road.

3 SPEAKING Read the readers' comments. Discuss who you agree with and why.

The facts about meat consumption and its effect on the environment



IS IT TIME TO TAKE THE BULL BY THE HORNS?

- > The global livestock industry produces more greenhouse gas emissions than all cars, planes, trains and ships combined, but a worldwide survey finds that twice as many people think transport is the bigger contributor to global warming. The survey author Bob Bailey said, 'Preventing catastrophic warming is dependent on tackling meat and dairy consumption, but the world is doing very little. A lot is being done on deforestation and transport, but there is a substantial gap on the livestock sector.'
- > Emissions from livestock, largely from burping cows and sheep and their manure, currently constitute almost 15 percent of global emissions. Beef and dairy alone make up 65 percent of all livestock emissions.
- > Over the past fifty years, global meat production has almost quadrupled. On average, every person on Earth consumes 42.9 kilograms of meat per year. In the UK and US, the average person consumes from 60 to 90 kilograms of meat annually.

FOCUS ON WORDS | Synonyms

- 4 3.14 In your notebook, match the words in red from the text with the synonyms below. Then listen and check.

- | | |
|--------------------------------------|------------------------|
| 1 essential = <u>critical</u> | 6 dealing with sth = ? |
| 2 the most important = ? | 7 make up sth = ? |
| 3 extreme = ? | 8 very harmful = ? |
| 4 increase sth = ? | 9 considerable = ? |
| 5 never ending or getting better = ? | |

FOCUS ON WORDS | Environmental problems

- 5 3.15 In your notebook, match the words underlined in the text with the definitions below. Then listen and check.

- the use of a resource = consumption
- the variety of kinds of life in an ecosystem = ?
- gases sent into the air = ?
- the use of machinery to make farming more productive = ?
- the permanent destruction of forests = ?
- the industry of farming = ?
- the part of the farming industry devoted to raising animals = ?
- being able to be maintained = ?

- Meat consumption is on track to rise 75 percent by 2050. To meet demand, the world's agribusiness firms will attempt to **boost** their annual meat output from 3,000 million tons today to 4,800 million tons by 2050.
- Factory-style livestock production is a **critical** driver of agricultural industrialisation. Its **remorseless** expansion is contributing to **radical** climate change, deforestation, **biodiversity** loss and human-rights violations.
- One major problem with factory-style livestock production is that it leads to considerable greenhouse-gas emissions – and not just because the digestive processes of ruminant animals produce methane.
- The waste from the animals, together with the fertilizers and pesticides used to produce feed, generate large quantities of nitrogen oxide.
- Nearly half of all water used in the US goes to raising animals for food. It takes more than 15,000 litres of water to produce one kilogram of beef. To produce one kilogram of wheat takes 220 litres.
- If the world ate 15 percent less meat, it would be like taking 240 million cars off the road each year.

Comments (2) Sign in to join the discussion.



Veggie:

3 min. ago

Very informative. Personally, I believe humans consume too much meat. If this continues, not only will we contribute to the unpardonable destruction of the environment, we will also fail to sustain future generations. Reducing meat consumption is **paramount**.



Carnivore:

1 day ago

I disagree entirely. The world has always found ways to sustain itself and there's no hard evidence that meat consumption will disable this process. If anything, it's the government that should promote **sustainable** agriculture.

- 6 **SPEAKING** Discuss what the following parties could do to help fight global warming. Use vocabulary from Exercise 5.

- | | |
|------------------------|-------------------|
| 1 you as an individual | 3 your school |
| 2 your family | 4 your government |

FOCUS ON WORDS | Animal idioms

- 7 3.16 In your notebook, complete the idioms with the animals in the box. Listen and check. Then translate the idioms.

(bird **bull** dog duck goose horse)

- take the bull by the horns = face up to a challenge
- let sleeping ? s lie = leave sth alone if it might cause trouble
- be like water off a ?'s back = used to say that sb is unconcerned by criticism
- a wild ? chase = a search for sth that is unattainable or non-existent
- kill two ? s with one stone = achieve two things with one action
- straight from the ?'s mouth = directly from the source

- 8 In your notebook, complete the sentences with appropriate idioms from Exercise 7. Which of the sentences are true for you?

- When I'm busy, I always take the bull by the horns and do the most difficult thing first.
- I can't stand gossip or rumour. I like to hear things ? .
- If a friend doesn't want to talk about a problem, that's fine. I'd rather ? .
- I am not sensitive. To me, insults ? .
- I'm always combining tasks. Nothing gives me more satisfaction than when I ? .
- I think the search for a perfect partner is ? . After all, nobody is perfect, are they?

FOCUS ON WORDS | EXTRA Animals idioms

- 9 3.17 In your notebook, match the idioms with the definitions. Then listen and check. Translate the idioms and write an example sentence with each of them.

- let the cat out of the bag c
 - donkey's years ?
 - a wolf in sheep's clothing ?
 - hold your horses ?
 - pigs might fly ?
- a it's highly unlikely that sth will happen
b be patient, wait before doing sth
c tell sth that is supposed to be a secret
d an extremely long time
e sb who seems kind, but is hostile

- 10 **SPEAKING** Complete the questions with four of the idioms in Exercise 9. Then ask and answer.

- Do you remember a time when something took ? so that you thought it might never end? What was it?
- Have you ever met somebody who turned out to be ? ? Who was that?
- Can you recall a moment when you were impatient to do something, but had to ? ? What did you want to do then?
- Have you ever ? even though you were supposed to keep quiet? What was it about?

8.2

READING

Gapped text and gap fill

I can understand the structure of an article using contextual, grammatical and lexical clues.

1 SPEAKING Look at the photos and discuss the questions.

- 1 What are these celebrities famous for?
- 2 Judging by the photos, what do they do for humanitarian causes?

2 Read the article and answer the questions in your notebook.

- 1 In what way are celebrities useful to organisations like the United Nations?
- 2 What concern is raised about the strategy of enlisting celebrity support?
- 3 How does the UN deal with that concern?

3.18

UN Thanks Its Lucky Stars

In 1945, fifty-one countries formed the United Nations with the aim of maintaining international peace and security and promoting social progress. Today, nearly every nation in the world belongs to the intergovernmental organisation. Most of us have heard about UN peacekeeping missions and humanitarian assistance. But the many other ways the UN affects all our lives are not always so well known.

The organisation is central to global efforts to solve the many problems that challenge humanity. Day in, day out, the UN and its affiliated agencies work to promote respect for human rights, protect the environment, fight disease and reduce poverty. ¹ ? Danny Kaye, an actor and comedian popular in the 1950s, showed how to raise the organisation's status by accepting the honorary title of Goodwill Ambassador awarded to him by the Children's Emergency Fund (UNICEF) in 1954. What qualifies a singer, an actor or an athlete to represent a UN agency? And what good can celebrities really do? Fame has some clear benefits in certain roles. Celebrities attract attention, so they are in a position to focus the world's eyes on the agency's work both in their own countries and abroad. They can use their influence and fame to help spread awareness and raise funds for its campaigns. ² ? That is why the UN's priority has been to find superstars who have a track record of involvement in charitable causes and can represent the organisation in a way that wouldn't cheapen the brand.

One private consultant who finds 'high-level supporters' for the UN and other charities admits that the public and the media have the right to be cynical about celebrities getting involved in good causes – after all, the relationship may seem calculated and publicity-hungry. ³ ? And in each case, a celebrity's association with the organisation comes about because they have already demonstrated their dedication. Without them, it would be a much harder job to gain public attention. Few global celebrities have done more to help raise the profile of a UN agency than Angelina Jolie. Her interest in humanitarian affairs began back in 2000 when she went to Cambodia to film the adventure movie *Tomb Raider*. Named a Goodwill Ambassador in 2001, Jolie has travelled to some of the remotest regions of the world to highlight the plight of refugees and inspire others to help. She still creates their greatest source of web hits. ⁴ ? With her help, the UN Environment Programme hopes to make environmental action 'a lifestyle choice'.



Shakira, a UNICEF Goodwill Ambassador



Leonardo DiCaprio

However, it was only once actor Leonardo DiCaprio, ponytailed and dressed in a smart suit, had appeared at the UN climate summit in 2014 to call for action that the programme achieved spectacular success. The star of *Titanic* and *The Wolf of Wall Street* has long been active on the climate front through his philanthropic foundation, and officials say they were impressed by his knowledge of the issues. The video of his speech has been watched by more than 1.5 million viewers – an all-time record for a UN video – while his tweets and retweets from the summit reached his 11.3 million followers. ⁵ ? So what is the verdict? Should celebrities lend their names to humanitarian causes? Do they have a unique ability to reach millions of people, many of whom may not normally be engaged? Or does celebrity endorsement trivialise the causes they support even if they are doing it for the best of reasons?

READING FOCUS Gapped text

3  Read the article again. In your notebook, match gaps 1–6 with paragraphs A–F. There is one extra paragraph.

- A The task is to maintain the equilibrium between a given star's genuine interest in the problem and their potential personal gain. The UN's current roster of celebrities have a wide range of talents and achievements, but they do indeed all share a willingness to devote time and energy to the cause they represent.
- B That's considerably more than the UN can claim. According to the head of the public information department, some issues would never have been **put on the map** if they hadn't been supported by a celebrity. Thanks to a famous actor or singer the message is amplified and spread across the star's fan base.
- C Up to now, attention has focused primarily on the scientific aspects of climate change, with the aim of mitigating the impact of human activity. Yet climate change is already posing humanitarian problems and challenges.
- D A more recent high-profile recruit is Brazil-born supermodel Gisele Bündchen. A committed environmentalist, Gisele donates a percentage of profits from her line of fashion sandals to protect Amazon rainforest water sources and supports a variety of environmental causes.
- E But getting the world to notice its activities requires more than unwavering commitment. Today, an army of royalty, actors, artists, authors, models, musicians, photographers and sports stars are lending a hand to **shine a spotlight on** the UN operations.
- F Opponents of projects backed by celebrities claim that they are merely **acting to their own advantage**, hiding the emptiness of stardom behind the altruistic personas they present to the public.

READING FOCUS Gap fill

4  In your notebook, complete the summary so that it is logical and consistent with the meaning of the text. Write between one and three words in each gap.

The United Nations was set up in 1945 to maintain world peace and advance social progress. In addition, there are less-known ways the UN ¹ ? on us. These include advancing human rights, ecological and climate issues, healthcare and seeking a reduction in poverty. Today many celebrities help in bringing attention to the UN's activities. Although celebrities can use their star power to call attention to and make ² ? appeals for various UN campaigns, the opposite view is that they participate mainly for selfish reasons and distract from the importance of the message they put across. For the UN, finding a balance between a celebrity's sincerity when devoting

FOCUS ON WORDS Collocations

5  3.19 In your notebook, complete the collocations with one word from the text for the first gap and one word from the box for the second gap. Then listen and check.

(aid damage force individual relations)

- 1 humanitarian cause / aid
- 2 philanthropic f ? / ?
- 3 environmental a ? / ?
- 4 peacekeeping m ? / ?
- 5 intergovernmental o ? / ?

6 In your notebook, replace the phrases underlined below with the phrases in blue in the article. Make any other changes if necessary.

- 1 Celebrity endorsements can boost recognition of charity campaigns. **raise the profile**
- 2 Celebrities help to direct public attention to the work of aid organisations.
- 3 The public may not know about a cause unless a celebrity raises awareness of it.
- 4 Some people think that celebrities who endorse charities are doing it for their own benefit.
- 5 Some critics accuse celebrities of damaging the reputation and image of organisations like the UN.
- 6 Many celebrities have a reputation for being actively involved in the causes they support for a long time.

7 In your notebook, match the words with prefixes in box A with the meanings of the prefixes in box B. Then add one more example with each prefix.

- A (1 **anti**-capitalist 2 **pro**-democracy 3 **prenatal**
4 **post**-industrial 5 **inter**governmental
6 **cross**-cultural 7 **out**do 8 **sub**committee)

+

- B (across after before between in favour of
less important do better than ~~opposed to~~)

1 anti = **opposed to**

8 **SPEAKING** Think of celebrities in Poland who have become involved in endorsing charity projects. Discuss the questions.

- 1 What did the celebrities actually do to contribute?
- 2 Did their endorsement help or hinder the cause, in your opinion?

time and energy towards a UN campaign and the possibility of the star acting purely for reasons of self-promotion is a conundrum. As a result, the UN looks for celebrities who have previously ³ ? commitment to the cause they represent. Outstanding examples of this are actress Angelina Jolie and supermodel Gisele Bündchen. With the latter, the UN hopes to make care for the environment a lifestyle choice. As a result of the involvement of the rich and famous, ⁴ ? is both highlighted and extended. The question remains whether celebrities have a distinctive capacity to focus the masses' attention ⁵ ? or if their participation underplays the importance of these issues.

- SPEAKING** Look at the photo and discuss the questions.
 - What does it show?
 - What do you think might be the short- and long-term consequences of this situation?
- Read the report about the short- and long-term effects of flash flooding. Compare them with your answers in Exercise 1.
- Compare sentences 1–3 below with 1–3 in the report. What differences do you notice? What information is being emphasised in each sentence in the report?
 - Flood waters do not only cause structural damage to roads and buildings, they also affect power lines and water supplies.
 - The real damage can only be evaluated once the water has receded.
 - They can't imagine the conditions they'll find when they return to their houses.
- Read the GRAMMAR FOCUS to check your answers in Exercise 3.

GRAMMAR FOCUS

Inversion after adverbials

You can place an adverbial at the beginning of a sentence to emphasise some information. Then, the auxiliary verb comes before the **subject**.

We *couldn't* return to our home until August.

Not until August *could* **we** return to our home.

Present Simple: **Floods** damage roads and buildings.

Not only *do* **floods** damage ...

Past Simple: **Floods** damaged roads and buildings.

Not only *did* **floods** damage ...

Examples of **negative adverbials**:

- little with a negative use
- expressions with **not**: *not until August, not for a moment, not a word, etc.*
- expressions with **no**: *at no time, in no way, under no circumstances, etc.*

Examples of **limiting/emphatic adverbials**:

- expressions with **only**: *not only ... but ..., only after, only once, only then, only by chance, only in this way*
- hardly/scarcely ... when ...*
- no sooner ... than ...*

- In your notebook, write one word for each gap in the sentences.

- Not only does it rain heavily, it is also very windy, making rescues even more challenging.
- Only by climbing onto our roof ? we able to get away.
- Little ? they know that this would be the biggest storm they'd ever seen.
- Not until next spring ? the farmers be able to calculate the full extent of the damage.
- Only after you've experienced a flood for yourself ? you fully empathise with the victims.
- Under no circumstances ? you to attempt to enter a flooded building.
- Hardly ? we escaped through the back door when the ceiling came down.
- No sooner ? we call the emergency services than it began to rain heavily again.



The Devastating Effects of Flash Floods

Flash floods come with no warning. There's no time to prepare and once the waters hit, there's nothing you can do to stop them: roads are closed, livestock killed, crops destroyed and families forced from their homes. (1) **Not only do the flood waters cause** structural damage to roads and buildings **but** they also affect power lines and water supplies. (2) **But only once** the water has receded **can the real damage be** evaluated. Flood water carries with it mud and pollutants and often toxic waste from sewerage and industrial plants. Families who may have fled their homes in the middle of the night return home to a terrible shock. (3) **Little do they imagine** the conditions they'll find when they return to their houses.

- USE OF ENGLISH** In your notebook, rewrite the sentences so that the meaning is the same. Use the words and phrases in capitals.

- They didn't know it would rain for three consecutive days. **LITTLE**
Little did they know it would rain for three consecutive days.
- They couldn't estimate the costs of repairs until the floods had died down. **NOT UNTIL**
- Floods don't just damage real estate, but many other kinds of property are destroyed as well. **NOT ONLY**
- It was only in this way that he managed to save his house from the cyclone. **DID**
- It was pure luck that they were able to escape the hurricane. **ONLY BY CHANCE**
- As soon as I plugged the gap, it started leaking again. **NO SOONER**
- I managed to rescue the cat moments before the wall collapsed. **SCARCELY**
- The local police have shown no signs of panic at all. **AT NO TIME**

- SPEAKING** What are some recent examples of extreme weather which have been in the news? What were the details?

Extra *it**I can use it as a preparatory object.*

1 **SPEAKING** Look at the photo and describe it.
Is it like this where you live?

2 Read the text about urban living. Summarise how the writer feels about the problem of overpopulation.

The Big Squeeze

If, like me, you **hate it** that people tend to jostle their way down a crowded street or squeeze their way into packed trams in the height of summer, I've got bad news – it's only going to get worse!

Experts consider it inevitable that the Earth's population will continue to grow – with figures predicting an increase from 7.3 billion to 8.4 billion by the year 2030. With more and more people set to live in cities

5 and so-called megacities, we surely **owe it** to society as a whole to maintain urban living standards.

Although it is the emerging economies like China, India and Africa that will face the major population booms, the continued decrease in rural business here in the West **leaves it** to us city dwellers to make room for the flocks of people continuing to migrate to the city.

10 So, if you happen to spot me looking all grumpy on the Tube one day, you'll **find it** in your best interest to give me a **very** wide berth*. What I'm basically saying is: I **love it** when I don't have to share my personal space with anyone and I'd really **appreciate it** if you all just kept out of my way.

*to give sb/sth a wide berth – to avoid sb/sth

3 Read the **LANGUAGE FOCUS**. In your notebook, write example sentences with the verbs which were not used in the text in Exercise 2 and the extra *it*.

LANGUAGE FOCUS

Extra *it*

You use *it* as a preparatory object before a real object (an infinitive or clause) after certain verbs:

- *hate/like/love + it + when/that clause*
- *would appreciate + it + if clause*
- *leave/owe + it + to sb + to + infinitive*
- *consider/find/think + it + adjective/noun/prepositional phrase + that clause/to + infinitive*

4 In your notebook, match the sentence halves. Use the **LANGUAGE FOCUS** to help you. Sometimes more than one answer is possible.

- | | |
|-------------------------------|-------------------------------|
| 1 I find | 5 I don't like |
| 2 My parents would appreciate | 6 Most non-city dwellers find |
| 3 We owe | 7 I absolutely love |
| 4 I consider | 8 We should leave |

+ *it* +

- a funny that drivers complain about traffic jams.
- b to our parents to ensure we live by society's rules.
- c when I can just sit in a park and have some quiet time to myself.
- d important that we continue to think about the problems of overpopulation.
- e to the experts to decide how we live.
- f if we told them more about the thoughts of the younger generation.
- g that you often have to stand on public transport.
- h an inconvenience to commute to work or school.

1 a: I find it funny that drivers complain about traffic jams.

5 **SPEAKING** Which of the sentences in Exercise 4 do you agree with? Give reasons for your answers.

6 **USE OF ENGLISH** In your notebook, complete the second sentence so that it means the same as the first. Use the word in capitals, but do not change it.

- I really don't like people staring at me. **HATE**
I hate it when people stare at me.
- Could you give me a bit more room? I'd be very grateful. **APPRECIATE**
I appreciate it if you give me more room.
- It's her responsibility now. She can develop the new housing scheme. **LEAVE**
I'll leave it to her to develop the scheme.
- We think you should plan for more public parks. It's important. **CONSIDER**
We consider it important that you plan for more public parks.
- People say hello in the streets here. It's nice. **LIKE**
I like it when people say hello in the streets.
- You need to get out of the city for a few days. You deserve it. **OWE**
You owe it to yourself to get out of the city for a few days.
- In my opinion, swearing in public is rude. **THINK**
I think it is rude to swear in public.

7 **SPEAKING** In your notebook, complete the sentences so that they are true for you. Then compare your ideas.

- | | |
|--|---|
| 1 I hate it that <u>it's so hot in summer</u> . | 4 I owe it to <u>myself</u> . |
| 2 I love it when <u>I'm with my friends</u> . | 5 I think it awful that <u>people are so rude</u> . |
| 3 I would appreciate it if <u>I had more free time</u> . | 6 I find it <u>funny that people are so busy</u> . |

8.5

LISTENING

Gap fill

I can understand specific details and the speaker's point of view in a spoken report.

- 1 **SPEAKING** Look at the words in the box and discuss the questions.

beaver dam elk gorge cub
otter predator prey wetlands

- Which are environmental features and which refer to animals?
 - Are any of the animal species common in your country?
- 2 **SPEAKING** Look at the photo of a national park in the USA and discuss the questions.
- Is there anywhere similar in your country? Where?
 - Have you ever been there? When?
 - What measures are being taken to protect the natural environment there?
- 3 **3.20** Listen to Kathy talking about a project monitoring wolves in a national park. Answer the questions in your notebook.
- Why were the wolves originally eliminated from the park?
 - When were the wolves returned to the park?
 - What does the speaker think about her involvement with the project?

LISTENING FOCUS Gap fill

- 4 **3.20** Listen again to Kathy. In your notebook, write a word or short phrase for each gap in sentences 1–8.

- The aim of the project Kathy took part in was to keep track of how many wolves were there in a US national park and to their behaviour.
- People involved in the project described it as useful and some were even by it.
- Kathy regrets that no one realised that removing wolves would change the of the park.
- What Kathy found astonishing was the role that beaver dams played in maintaining .
- Kathy was surprised by the number of different there were in the park.
- Kathy learned that was the best time to study wolves in the park.
- Kathy hadn't expected the that volunteers had to put up with.
- Apart from a detailed report, top sponsors are given .

- 5 **SPEAKING** What is your reaction to the talk? Would you like to sponsor the project? Why? Why not?



FOCUS ON WORDS | Verbs

- 6 **3.21** In your notebook, replace the verbs in bold with the correct forms of the words from the box. Then listen and check.

astonish bring back ~~disturb~~ get rid of
grow successfully observe take into account

- I wish scientists had understood then how this would **upset** the natural balance of the area.
 - Some people feel climate monitoring should be **factored in** too.
 - A decision was made to **eradicate** the wolves.
 - Wolves were **reintroduced** into the park.
 - I was **staggered** to discover that these actually irrigated the wetlands.
 - As a result, the elk left the valleys and the trees **flourished** again.
 - It's clear why the wolves need to be **monitored**.
- 7 **3.20** Complete the sentences with the correct form of the verbs in bold in Exercise 6. If necessary, listen again to Kathy to check.
- I wish scientists had understood then how this would **upset** the natural balance of the area.
 - Wolves living in the park were simply seen as predators and a decision was made to **eradicate** them.
 - Some people feel climate monitoring should be **factored in** too.
 - But lessons were learned, and in the mid-1990s, wolves were **reintroduced** into the park.
 - They also use the trees to build dams in the water and I was **staggered** to discover that these actually irrigated the wetlands.
 - So it's clear why the wolves need to be **monitored**, and that's where we volunteers come in.
 - As a result, the elk left the valleys and the trees **flourished** again.
- 8 **SPEAKING** In your notebook, complete the questions with the correct forms of verbs in bold in Exercise 6. Then discuss them.
- Do you know of any similar ongoing projects to **reintroduce** animals to the wild? If so, what animals and where?
 - Do you know of any animals that have been **eradicated** from the wild in your country? How did they disappear?
 - What kind of wild animals tend to **flourish** in your country?
 - Do you know if their well-being is being **monitored** by scientists or environmentalists?

8.6

SPEAKING

Speculating about photos

I can compare, contrast and speculate about situations in the photos.

1 SPEAKING Look at photos A and B and discuss the questions.

- 1 What might the relationship between the people and the landscape be?
- 2 How might the presence of the people affect the environment?

2 3.22 Listen to two candidates in an oral exam talking about photos A and B. Do they mention any of the points you made?

3 3.22 Read the SPEAKING FOCUS and, in your notebook, write one word from the box for each gap in the text. Then listen again and check.

(assume certainly doubt imagine
may must presumably rule)

Well, they show very different activities and relationships. The first shows people skiing, so involved in a leisure activity, and therefore I ¹ assume that their relationship with the landscape is one of enjoyment and appreciation. I mean they ² ? be having fun skiing and snowboarding, but they are also almost ³ ? enjoying the fresh air and the beauty of the spot too. We can't ⁴ ? out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can ⁵ ? that a lot of them are on holiday. ⁶ ?, most of these people have travelled out here to spend a few days in the snow. I mean, I very much ⁷ ? that it's near where they usually live, and so they ⁸ ? have come out here by car or bus.

SPEAKING FOCUS

Modal verbs

must/might/may (well)/could/would

Introductory verb phrases

I assume/suppose that ...

I presume that ...

I don't know whether/if ...

I shouldn't/wouldn't think that ...

We can't rule out the possibility that ...

I can imagine/envisage ...

It would appear/seem that ...

It's bound to be ...

I very much doubt that ...

Adverbs

(almost) certainly/definitely/admittedly

presumably/probably/potentially/tentatively/likely/unlikely



A



B

4 Look again at Photo A. In your notebook, rewrite the statements to make them more speculative using language from the SPEAKING FOCUS.

- 1 It's a very busy skiing resort.
- 2 Lots of people go here to ski in winter.
- 3 The air is very polluted at the weekend because of all the cars.
- 4 Some people prefer cross-country skiing because it is much quieter without the ski lifts.

5 Look at Photo B in Exercise 1 and write five speculative sentences in your notebook.

6 **SPEAKING** Look at photos C and D and follow the instructions in pairs.

Task 1

Student A: Describe photo C.

Student B: Answer the questions below.

- 1 Why do you think the person in the picture has chosen this kind of work?
- 2 Do you think your future job will have some impact on the environment? Why?/Why not?
- 3 Tell me about a time when you or your friends did something to help the environment.

Task 2

Student B: Describe photo D.

Student A: Answer the questions below.

- 1 Why do you think the person in the picture has chosen this kind of holiday?
- 2 How important for you is spending time in nature? Why?
- 3 Tell me about the most exciting outdoor activity in which you or your friends have recently taken part.



C



D

8.7

WRITING

Essay introductions

I can write a well-organised and cohesive essay introduction using a range of linking words and phrases.



Australia



Alaska, USA



California, USA

1 **SPEAKING** Look at the photos. Discuss what links them.

2 **SPEAKING** Read the task and discuss the questions.

It has been widely accepted that governments need to take action to tackle global warming. Write an essay in which you present your opinion on the topic. Discuss the following aspects:

- information campaigns,
- alternative sources of energy,
- transport sector.

- 1 Why is global warming posing a threat to our planet?
- 2 Is there a consensus over the optimal solutions to the problem?
- 3 Who should information campaigns be aimed at and why?
- 4 What is the advantage of alternative energy sources over fossil fuels?
- 5 What strategies of dealing with the transport sector as a source of greenhouse gases can you propose?
- 6 What is your own viewpoint on global warming?

3 **Read the essay to see if the author answers the questions from Exercise 2. Were your ideas similar?**

It is now widely accepted that our planet faces potential catastrophe as a result of rising temperatures caused by greenhouse gas emissions. What exactly should be done to avoid this fate is the subject of fierce debate. Some people feel that governments should focus on educating the public and raising awareness, whereas others claim the most urgent course of action is to reduce our consumption of fossil fuels, however difficult that may be.

There is a strong argument in favour of public information campaigns. Amazing though this may seem, many people fail to recognise the link between global warming and the increasing occurrence of extreme weather events such as drought and flooding. Governments fear discussing climate change in case they upset the business community and damage the economy. Regardless, it seems to me that campaigns of the kind used to tackle health issues like smoking are needed to shock the public out of their naivety and blindness.

At the same time, it must be said that reducing our dependence on fossil fuels has a major role to play in limiting future greenhouse gas emissions. One way this can be done is by promoting clean energy technologies such as renewables and nuclear power. While some environmentalists argue that nuclear energy is unacceptably dangerous, in my view it is clear that renewables alone cannot replace fossil fuels. Another strategy is to tackle the transport sector. Governments should slash cheap flights, raise petrol taxes and promote green cars. Better public transport could also make a significant contribution.

In conclusion, while it is important to educate people, I would argue that the most effective way to tackle global warming is to keep fossil fuels in the ground. Climate change can be stopped in its tracks provided that governments implement policies to force businesses and individuals to take action. Even if this means we might not be as prosperous as we are now, it is no excuse for failing to save the planet for future generations.

- 4 Read the **WRITING FOCUS**. In pairs, match the phrases from the box with approaches 1–5.

I am inclined to believe that ... In recent years, ...
It is a well-known fact that ...
Supporters (of ...) argue that ..., whereas critics believe ...
There is considerable debate as to whether ...
There is seemingly no simple answer to the question of ...

WRITING FOCUS

Essay introductions

Use two or three of the following points to write an essay introduction.

- 1 Summarise the current or recent situation.
Nowadays ...
These days ...
- 2 Make a general point that most people would agree with.
It is widely acknowledged that ...
Most people feel/believe that ...
- 3 State that the issue is complicated, controversial or causes disagreement.
The issue (of ...) is a complex one.
Clearly, this is a complicated issue.
Not everyone agrees that ...
There is a great deal of controversy surrounding the issue of ...
- 4 Summarise opposing views on the issue.
While some people are in no doubt that ... others claim ...
- 5 Summarise your own opinion at the end (opinion essay).
My own opinion/stance/view (on the matter/issue) is that ...
It is my own conviction/inclination that ...

- 5 Read the introduction to the essay in Exercise 3 and the alternative introduction below. Which approaches from the **WRITING FOCUS** have been used in each? Discuss in pairs.

In recent years, public awareness of the devastating consequences of global warming has increased dramatically. As such, there is now a great deal of pressure on governments to take concrete action. Of course, not everyone agrees exactly what form that action should take. It is my own inclination that the best approach would be a rapid movement away from the burning of fossil fuels and towards cleaner renewable sources of energy.

- 6 Read the **LANGUAGE FOCUS**. In your notebook, match the underlined linkers in the essay in Exercise 3 with categories 1–5.

LANGUAGE FOCUS

Linkers: review

- 1 **Listing/adding ideas:** *additionally, further, as well as*
- 2 **Giving examples:** *to illustrate this, a case in point is, by way of example*
- 3 **Expressing contrast and concession:** *even so, no matter (what, who, where etc.)*
- 4 **Expressing condition:** *unless*
- 5 **Expressing reason, cause and effect:** *this means, due to*

- 7 In your notebook, write the appropriate linker for each gap. Use the **LANGUAGE FOCUS** and the underlined linkers in the essay to help you.

- 1 The planet is warming as a result of the rapid rise in greenhouse gases.
- 2 The heat is not only melting glaciers and sea ice but ? changing rainfall patterns.
- 3 As the planet warms up, the climate can change in unexpected ways; ? sea levels rising, weather can become more extreme.
- 4 ? there will be more intense storms, more rain and longer droughts.
- 5 ? major concern is the impact on plants and wildlife.
- 6 It is still possible to reduce greenhouse gas emissions ? politicians urgently introduce and enforce appropriate measures.
- 7 Shifting from fossil fuels to renewable sources requires policies ? cutting subsidies for fossil fuels and introducing them for renewables.
- 8 ? we curb emissions, the effects on the global climate will become irreversible.

SHOW WHAT YOU'VE LEARNT

- 8  In your notebook, complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

W środkach masowego przekazu toczy się dyskusja na temat sposobów, dzięki którym młodzi ludzie mieliby większy wpływ na ochronę środowiska naturalnego. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do kwestii:

- wspierania inicjatyw lokalnych,
- korzystania z praw obywateli do protestów,
- wyboru produktów przyjaznych dla środowiska.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.



8.1 Vocabulary 🔊 4.49

agribusiness /'ægrɪ,bɪznəs/ przemysł rolny

agricultural industrialisation /,ægrɪ,kʌltʃərəl ɪn,dʌstriəl'aɪzɪʃən/ uprzemysłowienie rolnictwa

annual output /,ænjuəl 'aʊtput/ roczna produkcja

be like water off a duck's back /bi laɪk 'wɔ:tər ɒf ə 'dʌks 'bæk/ spływać jak woda po kaczce

be on track to do sth /bi ɒn ,træk tə 'duː ,sʌmθɪŋ/ być na dobrej drodze do zrobienia czegoś

biodiversity /,baɪəʊdaɪ'vɜ:səti/ bioróżnorodność

boost /buːst/ zwiększyć

burp /bɜ:p/ bekać

catastrophic /,kætə'strɒfɪk/ katastrofalny

constitute /'kɒnstətjuːt/ stanowić

consume /kən'sju:m/ konsumować

consumption /kən'sʌmpʃən/ konsumpcja

contribute to sth /kən'trɪbjʊt tə ,sʌmθɪŋ/ przyczynić się do czegoś

contributor to sth /kən'trɪbjʊtə tə ,sʌmθɪŋ/ jedna z przyczyn czegoś

critical /'krɪtɪkəl/ decydujący, zasadniczy

deforestation /diː,fɒrə'steɪʃən/ wylesienie

devote /dɪ'vəʊt/ poświęcać

donkey's years /'dɒŋkɪz jɪəz/ bardzo długo

driver /'draɪvə/ czynnik pobudzający

expansion /ɪk'spænjən/ ekspansja

farming /'fɑ:mɪŋ/ rolnictwo

fertiliser /'fɜ:tɪləɪzə/ nawóz

hold your horses! /,həʊld jə 'hɔ:sɪz/ chwileczkę!

kill two birds with one stone /,kɪl tuː 'bɜ:dz wɪð wʌn 'stəʊn/ upiec dwie pieczenie na jednym ogniu

let sleeping dogs lie /let ,sli:pɪŋ dɒgz 'laɪ/ nie wywołuj wilka z lasu, nie rozdrapuj starych ran

let the cat out of the bag /let ðə ,kæt aʊt əv ðə 'bæg/ wygadać się

livestock industry/sector /'laɪvstɒk ,ɪndəstri/,sektə/ przemysł/sektor hodowlany

machinery /mə'ʃi:nəri/ maszyny

manure /mə'njuə/ nawóz

methane /'mi:θeɪn/ metan

nitrogen oxide /,naɪtrədʒən 'ɒksaɪd/ tlenek azotu

paramount /'pærəmaʊnt/ nadrzędny

pesticides /'pestəsəɪdz/ pestycydy (środki stosowane do ochrony roślin, ludzi i zwierząt)

pigs might fly /,pɪgz maɪt 'flaɪ/ nie wierzę w cuda

poultry /'pəʊltri/ drób

quadruple /kwa:'dru:pəl/ zwiększyć się czterokrotnie

radical /'rædɪkəl/ radykalny

remorseless /rɪ'mɔ:sləs/ bezlitosny

ruminant /'ru:mənənt/ przeżuwacz (o zwierzęciu)

straight from the horse's mouth /,streɪt frəm ðə ,hɔ:sɪz 'maʊθ/ z pierwszej ręki

substantial /səb'stænʃəl/ pokaźny

sustain /sə'steɪn/ utrzymywać

sustainable /sə'steɪnəbəl/ nienaruszający równowagi ekologicznej

take the bull by the horns /,teɪk ðə ,bʊl baɪ ðə 'hɔ:nz/ chwycić byka za rogi

unpardonable /ʌn'pɑ:dnəbəl/ niewybaczalny

wheat /wi:t/ pszenica

wild goose chase /,waɪld 'gu:s ,tʃeɪs/ szukanie wiatru w polu

wolf in sheep's clothing /wʊlf ɪn ,ʃi:pz 'kləʊðɪŋ/ wilk w owczej skórze

8.2 Reading 🔊 4.50

act to sb's own advantage /,ækt tə ,sʌmbədɪz əʊn əd'vɑ:ntɪdʒ/ działać na swoją korzyść

amplify the message /,æmpləfaɪ ðə 'mesɪdʒ/ wzmacnić przekaz

anti-capitalist /,ænti 'kæpɪtəlɪst/ antykapitalistyczny

be active on the climate front /bi ,æktɪv ɒn ðə 'klaɪmət frʌnt/ być aktywnym w kwestiach związanych z klimatem

cheapen the brand /,tʃi:pən ðə 'brænd/ obniżyć wartość marki

climate summit /,klaɪmət 'sʌmɪt/ szczyt klimatyczny

come about /,kʌm ə'baʊt/ mieć miejsce

cross-cultural /,krɒs 'kʌltʃərəl/ międzykulturowy

cynical /'sɪnɪkəl/ cyniczny

day in, day out /,deɪ 'ɪn ,deɪ 'aʊt/ dzień w dzień

endorse /ɪn'dɔ:s/ udzielać poparcia, reklamować (o znanej osobie)

endorsement /ɪn'dɔ:smənt/ poparcie

environmental action /ɪn,vəɪrən,mentəl 'ækʃən/ działania na rzecz środowiska

environmental damage /ɪn,vəɪrən,mentəl 'dæmɪdʒ/ niszczenie środowiska

follower /'fɒləʊə/ obserwujący

Goodwill Ambassador /gʊd,wɪl æm'bæsədə/ Ambasador Dobrej Woli

have a track record of involvement /hæv ə ,træk ,rekɔ:d əv ɪn'vɒlvmənt/ mieć na swoim koncie zaangażowanie

high-profile /,haɪ 'prəʊfaɪl/ powszechnie znany

hinder /'hɪndə/ utrudniać

humanitarian assistance/aid /hju:,mænə,teərɪən ə'sɪstəns/'eɪd/ pomoc humanitarna

humanitarian cause /hju:,mænə,teərɪən 'kɔ:z/ akcja humanitarna

intergovernmental relations /,ɪntəɡʌvə,mentl rɪ'leɪʃənz/ stosunki międzyrządowe

intergovernmental organisations /,ɪntəɡʌvə,mentl ɔ:ɡənəɪ'zeɪʃənz/ organizacje międzyrządowe

lend sb's name to sth /,lend ,sʌmbədɪz 'neɪm tə ,sʌmθɪŋ/ udzielić czemuś poparcia, użyć czegoś swojego nazwiska

mitigate /'mɪtəɡeɪt/ złagodzić

outdo /aʊt'duː/ prześcignąć

peacekeeping forces /'pi:s,ki:pɪŋ ,fɔ:sɪz/ siły pokojowe

peacekeeping mission /'pi:s,ki:pɪŋ ,mɪʃən/ misja pokojowa

philanthropic foundation /,fɪlən,θrɒpɪk faʊn'deɪʃən/ fundacja charytatywna

philanthropic aid /,fɪlən,θrɒpɪk 'eɪd/ pomoc charytatywna

plight /plaɪt/ niedola

pose problems /,pəʊz 'prɒbləmz/ stwarzać problemy

post-industrial /,pəʊst ɪn'dʌstriəl/ postindustrialny, przemysłowy

prenatal /,pri:'neɪtl/ prenatalny

pro-democracy /,prəʊ drɪ'mɒkrəsi/ na rzecz demokracji

put sth on the map /put ,sʌmθɪŋ ɒn ðə 'mæp/ wypromować coś

raise the profile of sth /,reɪz ðə 'prəʊfaɪl əv ,sʌmθɪŋ/ nadać czemuś rozgłos

roster /'rɒstə/ lista

royalty /'rɔɪəlti/ rodzina królewska

shine a spotlight on sth /,ʃaɪn ə 'spɒtlaɪt ɒn ,sʌmθɪŋ/ skierować na coś uwagę

spread/raise awareness /,spred/,reɪz ə'weənəs/ szerzyć wiedzę na jakiś temat

stardom /'stɑ:dəm/ gwiazdorstwo, sława

subcommittee /'sʌbkə,miti/ podkomitet

trivialise /'trɪvɪəlaɪz/ trywializować

UN-affiliated agency /juː ,en ə'fɪliətəd 'eɪdʒənsi/ agencja afiliowana przy ONZ

verdict /'vɜːdɪkt/ werdykt

with the aim of (maintaining peace)
/wɪð ði ˌeɪm əv (meɪnˌteɪnɪŋ 'piːs)/
w celu (utrzymania pokoju)

8.3 Grammar 4.51

collapse /kə'leɪps/ zawalić się

consecutive /kən'sekjətɪv/ kolejne,
pod rząd

crops /krɒps/ plony

devastating /'devəsteɪtɪŋ/ niszczycielski

empathise with sb /'empəθaɪz wɪð
ˌsʌmbədi/ wczuć się w czyjąś sytuację

evaluate /'væljuet/ ocenić, oszacować

flash flood /'flæʃ flʌd/ gwałtowna
powódź

flee one's home /fliː wʌnz 'həʊm/
uciekać z własnego domu

industrial plant /ɪn'dʌstriəl plɑːnt/
zakład przemysłowy

leak /liːk/ wyciekać

plug a gap /ˌplʌg ə 'gæp/ zatkać dziurę

power line /'paʊə laɪn/ linia wysokiego
napięcia

real estate /'riəl ɪˌsteɪt/ nieruchomości

sewerage /'sjʊərədʒ/ kanalizacja

toxic waste /ˌtɒksɪk 'weɪst/ toksyczne
odpady

water supplies /'wɔːtə səˌplaɪz/ źródła
wody pitnej

8.4 Use of English 4.52

city dweller /'sɪti ˌdwelə/ mieszkani
miasta

emerging economies /ɪˌmɜːdʒɪŋ
ɪˌkɒnəmɪz/ wschodzące gospodarki

flocks of people /ˌflɒks əv 'piːpəl/
gromady ludzi

give sb/sth a wide berth /ˌɡɪv ˌsʌmbədi/
ˌsʌmθɪŋ ə ˌwaɪd 'bɜːθ/ trzymać się
z daleka od kogoś/czegoś

grumpy /'ɡrʌmpi/ zrzędlivy

in the height of summer /ɪn ðə ˌhaɪt
əv 'sʌmə/ w środku lata

inevitable /ɪˌnevətəbəl/ nieunikniony

jostle /'dʒɒsəl/ rozpychać się

live by society's rules /ˌlɪv baɪ səˌsaɪətɪz
'ruːlz/ żyć zgodnie z zasadami
społecznymi

make room for sb/sth /ˌmeɪk 'ruːm
fə ˌsʌmbədiˌsʌmθɪŋ/ zrobić miejsce
dla kogoś/czegoś

migrate /maɪˈɡreɪt/ migrować

overpopulation /ˌəʊvəpɒpjəˌleɪʃən/
przeludnienie

population boom /ˌpɒpjəˌleɪʃən buːm/
wzrost demograficzny

rural /'rʊərəl/ wiejski

swear /sweə/ przeklinać

8.5 Listening 4.53

beaver /'biːvə/ bóbr

cub /kʌb/ młode (np. lwiątko)

dam /dæm/ zapora

elk /elk/ łos

eradicate /ɪˈrædəkeɪt/ wytępić

factor sth in /ˌfæktə ˌsʌmθɪŋ 'ɪn/ brać
coś pod uwagę

flourish /'flaʊrɪʃ/ rozkwitać, kwitnąć,
dobrze rosnać

gorge /ɡɔːdʒ/ wąwóz

irrigate /'ɪrəgeɪt/ nawadniać

monitor /'mɒnɪtə/ monitorować

ongoing project /ˌɒŋɡəʊɪŋ 'prɒdʒekt/
trwający projekt

otter /'ɒtə/ wydra

predator /'predətə/ drapieżnik

prey /preɪ/ zdobycz

reintroduce /ˌriːɪntrəˌdjuːs/ przywrócić

staggered /'stæɡəd/ osłupiały

upset the natural balance /ʌpˌset ðə
ˌnætʃərəl 'bæləns/ zaburzyć naturalną
równowagę

well-being /ˌwelˈbiːɪŋ/ dobre
samopoczucie

wetlands /'wetləndz/ mokradła

8.6 Speaking 4.54

appreciation /əˌpriːʃiˌeɪʃən/ uznanie,
wdzięczność

cross-country skiing /ˌkrɒs ˌkʌntri 'skiːɪŋ/
biegi narciarskie

produce /'prɒdjuːs/ produkty rolne

8.7 Writing 4.55

be inclined to believe that ...
/bi ɪnˌklaɪnd tə bəˈliːv ðæt/ być skłonny
uwierzyć, że...

fossil fuels /'fɒsəl ˌfjuːəlz/ paliwa
kopalne

greenhouse gas emissions /ˌɡriːnhaʊs
ɡæs ɪˈmɪʃənz/ emisja gazów
cieplarnianych

implement /'ɪmpləment/ wdrożyć

**introduce/enforce appropriate
measures** /ˌɪntrəˌdjuːs/ɪnˌfɔːs
əˌprəʊpriət 'meʒəz/ wprowadzić/
narzucić odpowiednie środki

occurrence /əˈkʌrəns/ występowanie

regardless /rɪˈɡɑːdləs/ mimo wszystko

slash /slæʃ/ ograniczyć

stop sth in its tracks /ˌstɒp ˌsʌmθɪŋ ɪn
ɪts 'træks/ zatrzymać coś gwałtownie

tackle /'tækəl/ uporać się z (czymś)

VOCABULARY

- 1 In your notebook, write one word from the box for each gap.

(critical emissions factor raise
remorseless spotlight sustain tackled)

One of the most ¹ ? issues facing environmentalists is the ² ? growth in the world population. How can the problems arising from more and more people living on the planet be ³ ? ?

Projected increases in population levels could easily eradicate any progress made in reducing carbon dioxide ⁴ ? thanks to an increased use of fossil fuels: a bigger population will use the Earth's resources more rapidly and threaten our ability to ⁵ ? our already fragile ecosystems.

The threat of this happening, however, may also ⁶ ? the profile of environmental issues. In shining a ⁷ ? on the problem, there is the hope that it will force us all to ⁸ ? in the necessity for caring for our environment into all our actions.

- 2 In your notebook, write one animal word for each gap to complete the idioms.

- It's been ? years since we've had a really harsh winter.
- I wouldn't bring up that recycling argument again. Let sleeping ? lie, I always say.
- Marianne has decided to kill two ? with one stone by going to the paper bank next to the supermarket.
- One day we'll all live in a 100 percent self-sustainable country! Yeah! And ? might fly!
- Everyone's been telling Marco to turn off the lights when he's not at his desk, but it's like water off a ? back.
- I'm sure it's true! They're building a multi-storey bike park in the city centre. I heard it straight from the ? mouth.

- 3 In your notebook, write the appropriate forms of the words in capitals to complete the sentences.

- The ? of the livestock sector has resulted in increased methane levels. **INDUSTRY**
- I have nothing but admiration for people who have a(n) ? commitment to saving the planet. **WAVER**
- Exhaust fumes from cars have had one of the most ? effects on the quality of the air we breathe. **CATASTROPHE**
- I wouldn't call myself a(n) ? . I just believe that the rich should accept greater responsibility for protecting the environment. **CAPITAL**
- As big manufacturers try to ? the competition they can become less and less concerned about the damage they do. **DO**
- My brother's being sent to South Sudan on a ? mission to protect civilians and monitor human rights. **PEACE**

GRAMMAR

- 4 In your notebook, write the sentences using the correct forms of the words in brackets and the appropriate word from the box.

(little not only)

- ? (we/realise) to what extent we would be affected by the floods.
- ? until we had heard the victims speak ? (we/really/understand) the plight of those in need.
- ? for a moment ? (they/believe) that such a disaster would strike, despite warnings having been given to them.
- ? only ? (wildfires/cause) serious loss of life and property, but they also increase soil erosion.
- ? (he/think) his theories on climate change would be so widely accepted! It came as a great surprise.
- We need to raise awareness of the issues. ? then (people/start) to understand how urgent it is to take action.
- ? by chance ? (I/pick up) the report on marine pollution when I was in the bookshop.
- We need to protect our oceans. ? in this way ? (we/can/sustain) marine life.

- 5 In your notebook, write the words that complete the sentences correctly.

- In no way *is it acceptable* / *it is acceptable* to ignore the plight of refugees.
- Rarely* / *Not only* have we seen such a devastating impact of a natural disaster.
- No sooner had we arrived *when* / *than* disaster struck.
- Hardly *had we unpacked* / *did we unpack* when the storm warnings started.
- The whole house shook. Only then *had we realised* / *did we realise* the danger we were in.
- Little* / *Only* could we predict how bad the weather would be.
- Sadly, *hadn't we* / *we hadn't* been warned about the conditions at all.
- Under no circumstances *will I venture* / *I venture* into unknown territory.

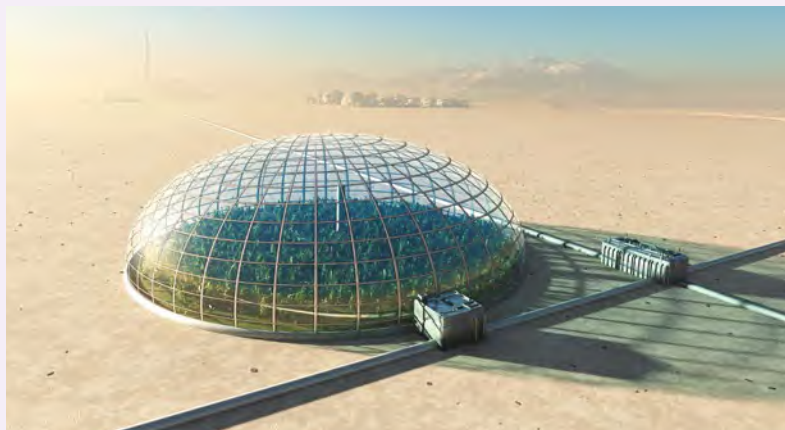
USE OF ENGLISH

Open cloze; sentence transformation

- 6 In your notebook, rewrite the sentences adding it in two places in each of them.

- I love when rains.
- I'd really appreciate if you could help me put in the attic.
- I can't stand when is so cold.
- Is fine. Leave to me!
- I think imperative that is done as early as possible.
- We owe to them to be on time. Is rude otherwise.
- Don't you hate when doesn't work?
- Personally, I find impossible that he doesn't understand.

7 In your notebook, write one word for each gap in the text.



A company established in the South Australian desert is now firmly ¹ the map. It has created a series of experimental greenhouses ² the aim of growing food in the desert. This, it ³ appear, is a step on the road to solving the world's food problems.

It is clear that, especially in a period of sustained drought, this is a pretty counterintuitive idea, but they appear to have pulled it off. ⁴ only do they use the sun to desalinate seawater for irrigation and to heat and cool greenhouses as required, but at the ⁵ time they grow high-quality, pesticide-free vegetables cheaply, year-round. And when the same technology may even produce protein foods such as fish and chicken, it's ⁶ wonder that the spotlight is now on them.

⁷ can be said against a project as inspiring as this. When agriculture uses 60–80 percent of the planet's scarce fresh water, it is perhaps more important than anything else going on in the world. The farmers may be acting in their own self-interest as ⁸ as the planet's, and they are certainly making money, but why not?

8 In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- 1 Global warming is accelerating and causing more frequent heat waves.

RESULT

We are experiencing more frequent heat waves of accelerating global warming.

- 2 As soon as the floods had receded, people started to return to their homes.

HAD

No sooner than people started to return to their homes.

- 3 I believe that whatever we do, it's too late to reverse the damage we've done.

MATTER

I believe that, , it's too late to reverse the damage we've done.

- 4 It is time for governments to act decisively and end factory farming.

BULL

Not until governments will factory farming be ended.

- 5 It's our responsibility to care more for the world we live in – for the sake of future generations.

OWE

We to care more for the world we live in.

LISTENING



Gap fill

- 9  **3.23** Listen to a talk about renewable energy. In your notebook, write a word or a short phrase for each gap in sentences 1–7.
- Costa Rica began using petrol-free cars in .
 - Power output from hydroelectricity can be controlled via the .
 - Companies and the general public in some countries are given which are intended as an incentive to invest in solar panels.
 - A country's energy security can be strengthened by using a resource that can't be exhausted and doesn't .
 - Fossil fuels can provide 50,000 times than is produced by the heat from the Earth's core.
 - Geothermal energy currently accounts for 30 percent of all energy produced in .
 - According to the speaker, another advantage of wind energy is that it via the development of infrastructure networks.

SPEAKING



10 Do the task in pairs.



- Student A, look at Photo A and tell us if this type of a natural disaster is likely to occur in the place where you live?
- Student B, look at Photo B and tell us what might happen if fresh water became a scarce resource in this place.
- Students A and B, look at both photos and discuss the questions below.
 - What do these pictures have in common?
 - How do they differ as far as the impact of the natural world on us is concerned?

Tense and aspect

Tense refers to the time when an action or event takes place: present, past and future.

Aspect refers to how we regard the duration of the action or event being described – whether it is in progress or complete. We have two aspects: the continuous (also known as 'progressive') and the perfect (also known as 'perfective'). There is no simple aspect. Each tense (or time) can be expressed in the continuous and the perfect aspect. The tense forms in each different aspect share common characteristics.

Continuous aspect

Present Continuous, Past Continuous and Future Continuous

The continuous aspect shows that actions or events are in progress during a particular period of time. The actions are temporary and/or of limited duration and occur in present time, past time or future time. The actions are not necessarily completed.

Perfect aspect

Present Perfect, Past Perfect and Future Perfect

The perfect aspect creates a link between two time periods. It shows:

- the connection between an action happening in one time and an action happening in another time.
- the connection between an action happening in one time and another point in time.

The continuous and perfect aspects combine to show that an action has been, was or will be in progress before a point in time (Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous).

Simple tense forms

Present Simple and Past Simple

These tenses perform similar functions when referring to present time (Present Simple) and past time (Past Simple). Both these tenses are used to talk about:

- routines and habits:
Present Simple: *They walk to college every day.*
Past Simple: *They walked to college every day.*
- states and permanent situations:
Present Simple: *He feels angry.*
Past Simple: *He felt angry.*
Present Simple: *They live in the USA.*
Past Simple: *They lived in the USA.*

Note:

The Present Simple is always used when we refer to general truths.
The Earth travels round the Sun.

Future forms

The future is not expressed by a single tense. Depending on what exactly we want to express about the future we can use:

- the Present Continuous (for agreed arrangements):
I'm seeing Jo and Tony at the café later.

- *be going to* + verb (for intentions and predictions for which there is present evidence):

He says he's going to travel for a year before going to university.

Look at their expressions! It's obvious they're not going to be friends!

- *will* + verb (for future facts, sudden decisions and general predictions):

He'll be eighteen next year.

OK. I'll tell him!

I'm sure they'll get on with each other in the end. Just give them time!

- the Present Simple (for timetabled events; after certain time adverbials when describing a future event):

The party starts at eight.

I'll call you as soon as they arrive.

Continuous tense forms

Present Continuous, Past Continuous and Future Continuous

The continuous forms are used to talk about:

- Actions in progress at the time of speaking in the present (NOT repeated actions):
Present Continuous: *I'm watching the film right now.*
- Actions in progress at a particular time in the past:
Past Continuous: *I was watching the film then.*
- Actions in progress in the future:
Future Continuous: *This time tomorrow I'll be flying to Paris!*
- Temporary actions or situations:
Present Continuous: *He's working for his dad for the time being.*
Past Continuous: *He was working for his dad when I met him.*
Future Continuous: *He'll be working for his dad for a while.*

Note:

The Present and Past Continuous tenses can be used with repeated actions and an adverb of frequency to show annoyance at the repeated action:

He is/was always forgetting to lock the door!

Stative and dynamic verbs

Verbs expressing emotions (e.g. *hate, like, love*), states of mind (e.g. *believe, know, need, prefer, remember, seem, think, understand, want*) or senses (e.g. *feel, hear, see*) are called **stative** or **state** verbs and are not usually used in any continuous tense (unlike **dynamic** or **action** verbs).

Some verbs can be both stative and dynamic, for example:

- *think*
I think you're wrong. (= believe, have an opinion – stative verb)
I'm thinking about the situation. (= consider, be involved in the process of thought – dynamic verb)
- *have*
She has three dogs. (= own, possess – stative verb)
She's having lunch now. (= eat – dynamic verb)

- see
*I **see** what you mean.* (= understand – stative verb)
*I'm **seeing** the director tomorrow.* (= meet – dynamic verb)
- be
*Tom **is** a very critical person.* (= permanent quality – stative verb)
*Tom **is being** very critical of everything today.* (= temporary behaviour – dynamic verb)

We sometimes use stative verbs in continuous forms while talking about things/events which last for a short period of time:

- I like my job a lot.* (= permanent state – simple form)
- How are you liking your new job?* (= short time – continuous form)
- I love rock concerts.* (= permanent state – simple form)
- I'm loving this concert.* (= short time – continuous form)

Some stative verbs can be used in continuous forms only in certain tenses. For example, *need*, *want* and *mean* can have future or present perfect progressive uses:

- Will you be needing your laptop tomorrow?*
- He's been wanting a new phone for a while now.*
- I've been meaning to tell you about it since Monday.*

Perfect tense forms

The perfect forms are used to link one time to another time:

Past → Present

Past ← Past

Present → Future

Present Perfect, Past Perfect and Future Perfect

The Present Perfect is used to link an action in the past to the present time, or to refer to the present result of that past action:

- We haven't finished the book yet.* (We started it in the past and we're still reading it.)
- I've lost my keys* (past action), *so I can't get into the house.* (present result)

The Past Perfect is used to link an action in the past to a previous action in the past:

- They had left by the time we arrived.* (We arrived. Previous to our arrival, they left.)

The Future Perfect is used to link a present situation to an action that will be completed in the future:

- Let's start now and we'll have finished by next Tuesday.*

Perfect simple forms also indicate:

- that an action is complete:
Present Perfect: *They have already said that.*
Past Perfect: *They had already told them.*
Future Perfect: *They will have done that before we arrive.*
- that an action is repeated:
Present Perfect: *I have told you not to do that at least five times!*
Past Perfect: *It was only after we had phoned several times that someone answered.*
Future Perfect: *My granddad will have told Mum and Dad the story at least five times by the time we get there.*

- that a situation may be regarded as permanent:
Present Perfect: *Fran and Doug have lived in a small town since they married.*
Past Perfect: *People had become so dependent on computer friendships that they found it difficult to relate to each other on a face-to-face basis.*
Future Perfect: *By the end of next year, we will have lived here for ten years.*

Perfect continuous forms

Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous

Perfect continuous forms link one time to another in the same way as the simple forms.

We choose to use a perfect continuous form if we want to emphasise that a situation/action is temporary/in progress at a particular period of time.

Present Perfect Continuous: *They've been playing video games all day today! Tell them to stop.*

Past Perfect Continuous: *I had been waiting for two hours before he finally arrived!*

Future Perfect Continuous: *They'll have been sitting there and chatting all morning by the time I get there.*

Note:

Since the emphasis is on the duration of the activity we do not specify how many times an action happened:

I've been trying to write my blog all day.

NOT *I've been trying to write my blog three times.*

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

- As children (grow up), they tend to lose their dependence on their parents.
- Jack (always/fall out) with us over petty things. It's so annoying!
- Supporting friends while they (have) a run of bad luck is part of what friendship is.
- Before we got our pet dog, we (not realise) what a strong bond you can form with an animal.
- While we (help) Rose pack, her grandmother was collecting some food for her to take with her.
- At that time, people (live) in small communities and everyone knew each other.
- Don't worry, by the time you get back, we (solve) the problem.
- Mick's irreverent attitude meant he (laugh) at people in authority for years.
- I grew up with the kids in the neighbourhood; by the time I leave for university next year, I (hang out) with them for nearly sixteen years!
- I'm so excited! The plane lands at 5 p.m. and all my friends (wait) at the airport to welcome me back home!
- When I reached the ship's rails, the dolphins (already/disappear). I was so disappointed!

Future in the past

The future in the past (or 'the future seen from the past') can be expressed by putting any of the forms used to talk about the future into the equivalent past form. The exception is the Present Simple for future.

Future form	Function	Future in the past
Present Continuous <i>am/is/are going to</i>	arrangements intentions/plans/ predictions based on observed fact	Past Continuous <i>was/were going to</i>
<i>will (+ infinitive/ have + past participle/be + -ing)</i>	predictions/ promises	<i>would (+ infinitive/ have + past participle/be + -ing)</i>

Past Continuous

- To talk about arrangements in the future, we use the Present Continuous:
*We **are meeting** our friends for lunch tomorrow.*
- To talk about an arrangement made in the past for what was then the future, we use the Past Continuous:
*We **were meeting** our friends for lunch the following day.*
- If the verb *be* is emphasised in the Past Continuous, this can imply that the arrangement was made, but did not happen:
*We **were meeting** our friends for lunch. (Something came up and they couldn't make it.)*

Was/were going to

- To talk about plans/intentions in the future, we use *am/is/are going to*:
*We're **going to** spend a year travelling around the world. I'm **going to** tell you your marks in the next lesson.*
- To talk about plans/intentions/decisions made in the past for what was then the future, we use *was/were going to*. This use usually indicates that the event did not happen:
*We **were going to** spend a year travelling around the world, but we changed our minds.
I **was going to** tell you your marks this lesson, but I'm not ready yet.*
However, it is possible to use *was/were going to* when the intention was actually fulfilled:
*'Thanks for mailing the package.' 'That's fine. I **was going to** mail my letters anyway.'*

Would

- To make predictions or promises in the future, we usually use *will*:
*It **will be** a wonderful opportunity to meet the artist in person.
We know they **will be working** when we arrive.
By next week, they **will have bought** all the books they need.*

- To talk about predictions or promises made in the past for what was then the future, we use *would*:
*It **would be** a wonderful opportunity to meet the artist in person.
We knew they **would be working** when we arrived.
By the following week, they **would have bought** all the books they needed.*

Other ways of expressing the future in the past

- Verbs used to express plans
These verbs are often used to express plans made for the future at a point in the past. We don't necessarily know whether or not the action happened:
plan + to + infinitive/plan on + -ing
*We **planned/were planning to leave/on leaving** the following day.*
intend to
*Rosie **intended/was intending to meet** us in Italy.*
- was/were to*
This structure is often used to talk about official arrangements or things destined to happen:
*The meeting **was to take** place in two days' time. (We don't know if it happened or not.)*
BUT
*The meeting **was to have taken** place. (But it didn't.)*
- was/were due to*
This structure is often used to talk about plans that were part of a timetable, or things that were expected to happen at a certain time:
*Our friends **were due to arrive** at ten that night. (We don't know if it happened or not.)*
BUT
*Our friends **were due to have arrived** at ten that night. (But they didn't.)*
- was/were supposed to*
This structure is often used to talk about things that were arranged, but didn't happen:
*You **were supposed to give** that to me.*
- was/were about to + infinitive and on the point/verge of + -ing*
These structures are often used to talk about things that were to happen very soon:
*Oh, what a coincidence! I **was just about to call** you.
I **was on the point/verge of leaving** when he phoned me.*

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

- We (plan/go) on a trip round the harbour, but the weather was too bad to go out.
- I (going/finish) my project tonight, but Fran called and we started talking!
- They told me I (not be/tell) him about the surprise party when I saw him.
- Just as I (point/phone) her, Gran called me!
- The students (supposed/meet) outside the town hall yesterday.
- A year later, the situation (will/be) quite different, so it came as no surprise when they accepted the offer.
- I (do) my Spanish oral exam later that afternoon, so I couldn't go to the beach.
- We (not going/wake) you, but the dog started barking and you got up.
- They (due/have) the exam interview at 10:30, but they didn't get there in time.
- Susie (intend/apply) for a university abroad, but in the end she applied locally.
- We didn't have time to waste because the coach (about/leave) any minute.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

- Was he flying to Madrid that week? **INTEND**
Did he to Madrid that week?
- The doctor was going to see the patient last night, but got stuck in surgery. **HAVE**
The doctor the patient last night, but got stuck in surgery.
- They were buying their air tickets tonight. **GOING**
They their air tickets tonight.
- Did you know beforehand the party was going to be a huge success? **WOULD**
Did you know beforehand the party a huge success?
- It was her intention to study medicine. **ON**
She medicine.
- I was expecting your call. **SUPPOSED**
You me.
- He was about to make an important decision that day. **VERGE**
He an important decision that day.
- They were planning on opening the new restaurant last month. **DUE**
They the new restaurant last month.

Speculating

We use modal verbs to show if we believe something is almost certain/highly likely, probable or possible (or not) in the present, past or future.

Speculating about the present

- We use **must** + infinitive to show we are sure something is true and we have present evidence for our belief:
*You've had a long journey. You **must be** tired.*
- We use **must** + **be** + **-ing** to show we are sure something is now in progress:
*He's got a very good job. He **must be earning** a lot of money.*
- We use **will** + infinitive to say that we think something is highly probable or true in the present:
*Oh, there's the doorbell. That **'ll be** John – he said he was coming at eight.*
*The thieves **will be** out of the country by now.*
- We use **may/might/could** + infinitive or **may/might/could** + **be** + **-ing** to show something is possible in the present, but not certain. **Might** and **could** indicate a lesser degree of likelihood than **may**:
*What you say **may be** true.*
*He **may win** the tournament.*
*Mary **might be working** at home today. (Perhaps she is working at home, I'm not sure.)*
*You **could be** right, I'm not sure. (It's possible.)*
- We use **may/might well** + infinitive to strengthen the possibility expressed:
*What you say **may well be** true.*
- We use **may/might not** + infinitive (NOT **could not**) in negative sentences:
*The situation **may/might not be** as bad as it looks.*
- We use **can** + infinitive to make general statements about things that are theoretically possible and sometimes happen:
*Temperatures in winter **can reach** –40 degrees. (Sometimes temperatures reach –40 degrees in winter, but not always.)*
- We use **can't** + infinitive (NOT **mustn't**) to show something is impossible:
*That **can't be** John – he's too tall!*

Speculating about the past

- We use **must** + **have** + past participle to make logical deductions about the past and **must** + **have been** + **-ing** to make logical deductions about an activity in progress in the past:
*He passed the exam with flying colours. He **must have had** a good teacher. He **must have been revising** for weeks.*
- We use **will** + **have** + past participle to express presumptions about the past:
*As you **will have noticed**, the report contains some factual mistakes. (You have probably noticed./I'm sure you have noticed.)*

- We use *may, could, might + have + past participle* and *may, could, might + have been + -ing* to speculate about possibility in the past:

The butler **may/could have done** it – he had the opportunity. (Perhaps he did it.)

'Why do you think they're late?' 'They **may/could have lost** their way.'

Your friend **might have been waiting** for us in the wrong place, so we missed him.

- We use *could + infinitive* to make general statements about possibility in the past:

My father was a kind man, but he **could be** very demanding. (He was sometimes very demanding.)

- We use *can't/couldn't + have + past participle* and *can't/couldn't + have been + -ing* to show something was impossible in the past:

She **couldn't have forgotten** – she's so organised.

Tim **can't have been driving** the car; he doesn't drive.

- We use *should + have + past participle* to talk about an unfulfilled expectation in the past:

They said they'd be here by six. It's eleven. They **should have arrived** hours ago.

They **shouldn't have arrived** before opening hours. They had to wait outside for forty-five minutes.

- We use a modal verb + *have been + past participle* to speculate about a finished event in the passive voice in the past:

The luggage **might have been lost** in transit.

She **can't have been invited** to the wedding reception.

Speculating about the future

- We use *may, might, could + infinitive* or *+ be + -ing* to show something is possible in the future, but not certain. *Might* and *could* indicate a lesser degree of likelihood than *may*:

He **may show up** for the afternoon lecture.

They **might be moving** house tomorrow. (Perhaps they are moving house tomorrow, I'm not sure.)

Anna **could be staying** with us, I'm not sure. (It's possible that Anna will be staying with us.)

- We use *may/might well + infinitive* to strengthen the possibility expressed:

It **may well rain** tomorrow.

- We use *may/might not + infinitive* (NOT *could not*) in negative sentences:

It **may/might not rain** tomorrow – the forecast says there's a 30 percent chance of rain.

- We use *should + infinitive* and *should + be + -ing* to express our expectation that something is true or will be true in the future:

Ask the teacher. She **should know**.

It **shouldn't take** long to get to the station.

It's nearly six o'clock. He **should be** here soon./He **should be arriving** soon.

- We also use *will/won't + adverb + infinitive* to speculate about the future. The degree of likelihood is determined by the adverb used:

We **will probably manage** to catch up with them. (It's possible.)

Her parents **definitely won't let** her go. (Certainly they will not let her go.)

- Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 No one could (be) more helpful than my careers adviser when I was deciding what course to choose.

2 I heard you passed your exams with flying colours! You must (feel) on top of the world.

3 I might (know) you would be late for your appointment – you have no concept of time.

4 You can't (listen) very carefully at the time if you don't remember what I said!

5 You could (wait) for me before you went home – I was only ten minutes late!

6 Their plane is due at 10 p.m. They should (land) any minute now.

- Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

1 I'm sure this isn't how you solve this equation. **BE**
This way to solve this equation.

2 It's certain we got on the wrong bus – I don't recognise this neighbourhood! **HAVE**
We on the wrong bus – I don't recognise this neighbourhood!

3 Beth believes her year abroad was the most formative experience of her life. **WELL**
Beth's year abroad the most formative experience of her life.

4 I'm sure you've realised by now that I am not very good with modern technology! **WILL**
You by now that I am not very good with modern technology!

5 Pete is probably in the library filling in his university application form. **MIGHT**
Pete his university application form in the library.

6 I'm sure they didn't inform her about the date of the resit exam. **BEEN**
She about the date of the resit exam.

Accuracy with articles

Countable nouns

Most nouns are countable and have singular and plural forms. We can use *a/an* with countable nouns in the singular, but not in the plural:

a book, two books

an animal, two animals

Uncountable/mass nouns with no plural form

Uncountable nouns have no plural form and are used with a singular verb. They are often referred to as mass nouns because they refer to things we think of as a 'mass' rather than individual items.

Uncountable nouns often refer to substances: *bread, salt, water, metal*, etc. Many uncountable nouns also refer to abstract ideas/concepts, mental states or emotions: *advice, education, happiness, information, knowledge, learning, progress, reluctance, tolerance*, etc.

Use of articles with abstract nouns

When we refer to an abstract concept in general, we don't use an article:

Knowledge is power.

Money can't buy **happiness**.

Time is money.

Some abstract nouns can be preceded by an indefinite article (*a/an*) when referring to a specific situation/example. In these cases, the noun is usually qualified by an adjective, a determiner (*a lot of/a little*) or a defining relative clause:

Knowledge is power. (abstract concept in general)

A (good) knowledge of Maths is important in this job. (specific example)

He was a man of **great learning**. (abstract concept in general)

A little learning is a dangerous thing. (specific example)

We want our children to have the best chance of **happiness**. (abstract concept in general)

I felt **a happiness** that I had never known before. (specific situation)

He agreed to help us, but only with **reluctance**. (abstract concept in general)

I felt **a certain reluctance** to tell my friends what had happened. (specific situation)

However, these nouns are not countable nouns. It is not possible to say, e.g.:

~~each knowledge/two educations/some reluctances~~

We can also use a preceding definite article (*the*) when the meaning of the noun is qualified to refer to a specific type or instance. We do this by means of a defining relative clause or preposition of + noun phrase:

The knowledge that I gained on my field trip was invaluable.

The happiness of millions of people is at stake.

Abstract nouns with plural forms

Many abstract nouns don't have a plural form (e.g. *information, violence, peace, knowledge, justice, progress, anger, courage, chaos*), and some of them can be used in the plural with a slightly different meaning (e.g. *life, hope, trouble, worry, experience, work, evil*):

Is there **life** on the Moon?

We lead busy **lives**.

This treatment offers **hope** to thousands.

They had high **hopes** of success.

I've been having (some) **trouble** (= difficulty) checking my email.

There were a lot of teething **troubles** (= problems) with the system at first.

I was frantic with **worry** (= feeling anxious) about my exams.

Many students have financial **worries** (= problems).

This position requires a lot of **experience** (= knowledge, skills).

It was one of the most enjoyable **experiences** (= specific moments in life) of our holiday.

A lot of people can't find **work** (= a job) these days.

Have you read all the **works** (= pieces of writing) of Shakespeare?

Money is the root of all **evil** (= wickedness, immorality).

Procrastination is one of my **evils** (= sins, bad actions).

1 Complete the text with *the, a/an* or $\emptyset$ (no article).

¹ ? Universal Declaration of Human Rights states that ² ? education is ³ ? fundamental human right and is essential for ⁴ ? exercise of all other human rights. Yet millions of children and adults still lack educational opportunities. In fact, millions of children around the world, primarily in Africa and Asia, are deprived of ⁵ ? access to schools, mainly in consequence of ⁶ ? poverty.

The best way schools can prepare students for the 21st century is to make sure they have ⁷ ? knowledge, skills and ability to achieve their full potential. Students should grow up independent, self-reliant and self-confident to be able to face the challenges of ⁸ ? ever-changing life conditions. ⁹ ? good education should also prepare students to understand and cope with differences of opinion in ¹⁰ ? diverse society. It is also about learning how to be ¹¹ ? good citizen. ¹² ? education system often seems to neglect ¹³ ? development of those qualities and this is partly because of ¹⁴ ? obsession with exam results. Schooling for exams is very different from developing ¹⁵ ? appetite for learning. End-of-course exams on a single day test ¹⁶ ? recall and memory, rather than the range of skills young people need today.

Infinitives

The infinitive is the basic form of all verbs:

What seems **to worry** a lot of people nowadays is the speed of technological change. (infinitive with to)

Do you think I could **use** your laptop for a minute? (infinitive without to)

Types of infinitives

There are several types of infinitives:

- simple infinitives:
If you are unable **to access** a particular website, there might **be** a problem with your Internet connection.
- progressive infinitives – (to) be + -ing form:
He seems **to be playing** video games all the time.
Before we know it, robots will **be teaching** our children in schools.
- perfect infinitives – (to) have + past participle:
I meant **to have sent** you a text, but I forgot.
You should **have told** me you wanted an e-reader for your birthday.
- passive infinitives – (to) be + past participle:
It remains **to be seen** whether and how these technological innovations will **be used** in the future.
- combinations (perfect progressive, perfect passive):
He was proven **to have been seeing** the victim before the murder. (perfect progressive infinitive)
We should **have been taught** how to spell without a spell checker. (perfect passive infinitive)

Functions of infinitives

Infinitives after verbs

Some other verbs that are followed by infinitives, e.g. *afford, agree, appear, ask, choose, claim, decide, expect, fail, happen, hope, intend, learn, manage, mean, offer, prepare, promise, refuse, seem, tend, want, wish*:

Tom **appears to be** very knowledgeable about solar installations.
Their child has quickly **learnt to use** social media.

Most modal verbs and verbal phrases are followed by the infinitive without to:

I'm not sure, but Peter **might have fixed** it for you.

Modal verbs that are followed by the infinitive without to: *can, could, may, might, must, needn't, shall, should, will, would*.

Would rather/had better are verbal phrases that are followed by the infinitive without to:

I'd **rather explain** the matter to him when I see him than discuss it over the phone.

You'd **better read** the instructions before you try to install the latest updates.

Some verbs are followed by an object + infinitive:

He **encouraged me to consider** getting the latest plasma TV.
The usher gently **reminded us to switch off** our mobile phones.

Some other common verbs that are followed by an object + infinitive: *advise, allow, ask, beg, cause, enable, expect, persuade, tell, urge, warn*.

Make and let are followed by an object + infinitive without to:

The joke about robot teachers was really funny – it **made everybody laugh**.

My older brother never **lets me use** his devices.

Infinitives in phrases

- after verbs, e.g. to be + infinitive when we talk about future arrangements or rules

The grand opening of the new research centre **is to take** place tomorrow.

You **are not to use** the television set or Smart Board without permission from staff.

- after some adjectives

These adjectives often describe people's feelings and reactions (e.g.: *anxious, curious, determined, eager, excited, glad, happy, pleased, shocked, surprised, thrilled*):
I was **anxious to start** using my new camera right away.
You'll be **shocked to see** how technology has changed our sport.

Other common adjectives that can be followed by infinitives: *careful, certain, difficult, fortunate, likely, lucky, right, stupid, sure, unlikely, wrong*.

- after some nouns

There is no **need to update** this software every time a new product is released.

It was a **nuisance to have** to restart the computer in order to reopen the browser.

Some other nouns that can be followed by infinitives: *advice, attempt, chance, decision, opportunity, permission, pleasure, reason, refusal, request, way, wish*.

- after a superlative or an ordinal number

The meaning is similar to a relative clause with *who, which* or *that*:

Overall, it is the easiest and **the best machine to be found**. (= which can be found)

What's the name of **the oldest device to measure** time? (= which measured)

Ray Tomlinson was **the first to send** an email message. (= who sent)

- to express purpose

We can use the infinitive to show why someone does something. The infinitive can be placed before or after the subject:

I read the manual **to find out** all the settings.

To turn off, you should press and hold the power button.

To indicate purpose in more formal language, we can also use *in order to* or *so as to*:

We all need adequate training **in order to make** the best of the IT equipment.

We request all books be returned early **so as to make sure** none get taken home accidentally.

We also tend to use *in order to* and *so as to* before a negative infinitive:

He kept a diary **in order not to forget** anything that happened during the trip.

My grandmother wants a tablet **so as not to get** behind the times.

- as the subject of a sentence

The infinitive can be used as the subject of a sentence, but this happens mainly in formal language or dictionary definitions and quotes:

To learn how to use this application is easy.

To explore the Web is time-consuming.

To err is human.

In everyday informal English, we often use *it* as a 'preparatory subject' at the beginning of the sentence and move the infinitive clause to the end of the sentence:

It is easy to learn how to use this application.

It is time-consuming to explore the Web.

It is human to err.

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- I wish (give/opportunity) to learn the basics of computer programming before I finish school.
- You need to learn the entire multiplication table by heart (as/move) on to more challenging tasks.
- There is no (reason/buy/he) the latest, state-of-the-art high-powered race motorcycle.
- (apply/they/new) acquired knowledge to practical problems was not an easy thing to do.
- Considering the damage to the vehicles, we were fortunate (no/suffer) more serious injuries.
- Everybody (seem/have) problems with computers these days.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- I think Robert's answer was the right answer to the last equation. **APPEARS**
Robert's answer the right answer to the last equation.
- They approached the task of developing new software with a lot of eagerness. **EAGER**
They new software.
- I asked our new classmate to become my friend on Facebook, but she refused, which made me very upset. **REFUSAL**
Our new classmate's on Facebook upset me a lot.
- My younger brother always buys an updated version of the FIFA football game before his friends do. **FIRST**
My younger brother is always an updated version of the FIFA football game.
- Since they want to attract tech-savvy customers, fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing. **ORDER**
Fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing tech-savvy customers.
- You haven't seen my mobile anywhere, have you? **HAPPEN**
You don't my mobile anywhere, do you?

Sentence modifiers

Commenting with sentence adverbs and adverbial expressions

Comment adverbs and adverbial expressions modify entire clauses rather than single verbs, adjectives or adverbs. We use them to reflect the speaker's/writer's attitude towards the information in a statement by adding a comment on the content.

We can use comment adverbs and adverbials at the beginning, middle or end of the sentence. In conversation, they often come at the beginning or end. In writing, they are often separated off by a comma, especially in initial or end position. The adverbs *definitely*, *possibly* and *probably* tend to come in the middle.

Comment adverbs and adverbial expressions can have different functions:

Function	Comment adverbs/ adverbial expressions	Examples
to indicate your attitude/reaction to an action or event	annoyingly, curiously, (un)fortunately, happily, hopefully, interestingly, regrettably, sadly, strikingly, surprisingly, thankfully, understandably, wrongly	Interestingly , the first ever portable MP3 player was developed with funding from the German government. Fortunately , we've all passed our IT Fundamentals exam.
to soften the message or make it less definite, to reduce the effect of a statement	admittedly, apparently, arguably, in a way (spoken), likely, maybe (spoken), possibly, potentially, presumably, probably, sort of (spoken), to some extent	<i>If the result looks too good to be true, it probably is.</i> Apparently , robins are very aggressive, contrary to popular opinion. In a way , I'm sorry I didn't take the job, it might have been interesting.
to emphasise what you want to say or to say something is obvious	certainly, clearly, crucially, definitely, doubtless, evidently, indeed, obviously, of course, plainly, surely, undoubtedly, without doubt	Surely , we can't just stand back and let this happen? There must surely be some explanation. I was, of course , not very surprised when it turned out my grandmother had no clue how to use her new notebook.
to correct a falsehood or misunderstanding	actually, as a matter of fact, in actual fact, in fact, in reality, in truth	Are you disappointed? No, I'm rather glad, actually . In fact , I am not a computer geek at all!

to indicate how you are speaking (I am speaking frankly/truthfully, from a personal standpoint, etc.)	frankly, honestly, personally, seriously, to be honest	Frankly , I don't agree with your argument. Quite honestly , I can't imagine reading a book on an e-reader. I think they're a terrible invention, personally .
to introduce a new subject you have just thought of, or add more information	actually, by the way (spoken), incidentally, indeed (formal)	I've known Jane for years. Since we were at primary school, actually . I went to see Jessie J's concert last week. Incidentally/By the way , what do you think of her latest album?
to change the subject or end the conversation (spoken)	anyway	Anyway , let's leave that for the moment and talk about it tomorrow. Anyway , I must be going now.

Commenting with infinitive and participle clauses

We can use infinitive and participle clauses to indicate the speaker's/writer's attitude or add a comment on its truth, e.g.:

- **to be honest/to tell the truth:**

To tell the truth, I never believed we would win a gold medal. I thought we would lose, **to be honest**.

- **all things considered/considering the circumstances/generally speaking:**

All things considered, the team did very well.

The more expensive the equipment, **generally speaking**, the better it is.

Commenting with finite comment clauses

We can also use finite comment clauses in speech, such as: *as you know, I'm afraid, I'm happy/sad/sorry to say, you know, you see:*

I'm afraid I don't understand modern technology.

I grew up before computers were invented, **you see**.

My granddaughter is teaching me how to use one, **I'm happy to say**.

1 Choose the correct option.

- The international system of copyright protection is *obviously / probably* wholly inadequate and needs to be reformed.
- New technology has *without doubt / anyway* had a disruptive effect on the music industry.
- Those who share music files without paying often claim they are hitting back against fat-cat music executives. *Indeed / In fact*, all they are doing is hurting musicians.
- Online streaming services could *potentially / wrongly* be the saviour of the music industry.
- Frankly / Interestingly*, around four times as many people are now paying for the services as a few years ago.
- Unfortunately / Undoubtedly*, one in four Internet users still pirate music, according to figures from the music industry.

2 Choose the correct adverbs or adverbial expressions (A–D).

Quite ¹ , social media has come in for a lot of criticism from the older generation who are unfamiliar with it. Parents often think the use of social media is distracting and harmful for students, whereas ² it offers many opportunities for collaborative learning. ³ , social media is already being introduced into the classroom itself for educational purposes.

⁴ , some schools have organised technology evenings to help parents learn how to use different social networking resources. The results have been very positive, ⁵ . Many parents have ⁶ become enthusiastic supporters of the use of social media tools in the classroom.

⁷ , there are some downsides to using social media in the classroom. Ensuring students are using social media properly in class can ⁸ pose difficulties.

⁹ , some students could experience cyberbullying from other students.

However, as the benefits of social media become clearer, it will ¹⁰ come to be seen as an effective way to increase student learning.

- | | |
|-------------------|-------------------------|
| 1 A possibly | B understandably |
| C personally | D plainly |
| 2 A in fact | B seriously |
| C anyway | D of course |
| 3 A Without doubt | B To tell the truth |
| C Indeed | D All things considered |
| 4 A Hopefully | B Frankly |
| C Interestingly | D Definitely |
| 5 A to be honest | B of course |
| C in a way | D generally speaking |
| 6 A doubtless | B actually |
| C presumably | D likely |
| 7 A Admittedly | B Thankfully |
| C Wrongly | D Crucially |
| 8 A interestingly | B incidentally |
| C clearly | D honestly |
| 9 A Likely | B Unfortunately |
| C Actually | D Probably |
| 10 A strikingly | B regrettably |
| C happily | D hopefully |

-ing forms

Types of gerunds

There are several types of -ing forms:

- simple -ing forms:
***Doing** freelance work has many advantages.*
- perfect -ing forms – having + past participle:
***Having spent** many years working in the hotel industry, two years ago she decided to return to full-time study.*
- passive -ing forms – being + past participle:
*I absolutely despised **being given** menial tasks with limited responsibility just because I was an intern.*
- negative -ing forms – not + -ing:
*Jack turned down the internship in Amsterdam, **not realising** what an interesting experience he was missing.*
- combinations (negative perfect, negative perfect passive):
***Not having had** previous experience in sales, I found my first day at work very challenging.*
*Many employees complained about **not having been informed** earlier about the changes to the company's structure.*

Functions of -ing forms

The -ing forms has many different functions. We can use it:

- as the subject of a sentence:
***Working** from home is very convenient and helps you save a lot of money.*
***Smoking** is not allowed in any enclosed workplace.*
***Not having** regular hours in an office has some pros and cons.*
- after some verbs:
*I really **enjoy being** in charge of a large group of people.*
*My mother **postponed handing in** her notice until the following week.*

Some other verbs that are followed by the -ing forms:
admit, appreciate, avoid, consider, continue, delay, deny, despise, detest, dislike, endure, escape, fancy, go (for activities), imagine, involve, mention, miss, practise, prevent, resent, resist, risk, quit, save, suggest.
- after the verbs feel, hear, overhear, listen to, see, notice and watch with an object to indicate an incomplete action:
*I **saw Bethany giving** her speech. (I saw part of it.)*
*I **saw Bethany give** her speech. (I saw all of it.)*
*I **heard them discussing** the new project. (I heard part of the discussion.)*
*I **heard them discuss** the new project. (I heard the whole discussion.)*
- after all prepositions.
Prepositions which come after certain adjectives and verbs are followed by the -ing forms:
*She was **keen on setting** up her own business in the next few years.*
*After a few weeks of my internship in the office, I grew **tired of making** coffee and **photocopying** documents for everyone else.*

*He's finally **succeeded in getting** hold of his line manager.*
*The majority of interns **complained about not receiving** any additional training.*

- after on at the beginning of a sentence in the meaning of as soon as:
***On entering** the room with the panel of three interviewers, she started to tremble with anxiety. (= As soon as she entered the room with the panel of three interviewers, she started to tremble with anxiety.)*
***On being told** the news about the company's closure, my father collapsed on the sofa. (As soon as he was told the news about the company's closure, my father collapsed on the sofa.)*
- in complex sentences where the subject is the same in both clauses, to show the sequence of events:
***Turning** left into Ashley Road, we saw our new office premises in central Bournemouth. (After we turned left into Ashley Road, we saw our new office premises in central Bournemouth.)*

We can also use the perfect -ing form when we want to emphasise that one activity finished before the other:

***Having finished** the report, Sarah switched off her computer and left the office. (= After finishing the report, Sarah switched off her computer and left the office.)*

This structure is also used to indicate cause and effect:

***Being** a new intern, I was a little unsure of what to do. (= I was a little unsure of what to do because I was a new intern.)*

***Not knowing** where to go, I asked the receptionist where the interview was supposed to take place. (= I asked the receptionist where the interview was supposed to take place because I didn't know where to go.)*

We can also use the perfect -ing form when the cause happened in the past:

***Having resigned** from his job, Ian couldn't afford to go on holiday abroad. (Ian couldn't afford to go on holiday abroad because he had resigned from his job.)*

- in complex sentences after with + subject when the subject is not the same in both clauses:
***With the economy continuing** to struggle, the unemployment figures are still very high. (two different subjects: the economy and unemployment)*
- after certain expressions.
Some expressions are followed by a verb ending in -ing, e.g. a waste of money/time, can't help, can't stand, have difficulty (in), it's (not) worth, it's no good, it's no use, spend/waste/lose time or money, there's no point (in):
***It's no good applying** for jobs you haven't got the relevant experience for.*
*For the first month, the new employee **had difficulty in fulfilling** his duties.*
*Robert **spent hours trying** to revise his CV.*

Note:

When the verb and the *-ing* forms refer to different subjects, we use possessive adjectives (*my, his, their*, etc.) or object pronouns (*me, him, them*, etc.):

Are you sure your parents **don't mind your/you working long hours?** (= Are you sure that it's OK with your parents that you work long hours?)

Are you sure your parents **don't mind working long hours?** (= Are you sure that it's OK with your parents that they work long hours?)

He **insisted on my/me staying** at work longer for the whole week. (= He demanded that I stay at work longer for the whole week.)

He **insisted on staying** at work longer for the whole week. (= He kept staying at work longer for the whole week.)

5.3 GRAMMAR

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- Have you ever (consider/take) a year off work?
- In our company, (be/salesperson) involves travelling around the country.
- Tom's mother can't (imagine/he/work) in the medical field.
- On (offer/internship) , you are expected to contact the company as soon as possible and confirm your acceptance or rejection of the offer.
- When Olivia started working here, she had (difficulty/get) to grips with our database.
- I apologised (not/finish) the project before the deadline.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- Our new intern is very young, but she doesn't like it when people treat her like a child. **RESENTS**
Our new intern is very young, but like a child.
- It doesn't make sense to send off your CV to this company because you don't have the right qualifications. **POINT**
There's your CV to this company because you don't have the right qualifications.
- Their complaint was that they were not offered any training options. **ABOUT**
They complained any training options.
- You make a better impression at a job interview when you wear smart clothes. **MAKES**
 a better impression at a job interview.
- Most skilled jobs depend on technical knowledge, so it's vital to acquire it at school. **WITH**
 on technical knowledge, it's vital to acquire it at school.
- I didn't even think of looking for another job because I didn't know that our company was on the verge of going bust. **NOT**
 our company was on the verge of going bust, I didn't even think of looking for another job.

Advanced comparative structures

Combined comparison with *the*

We use *the* + comparative adjective ..., *the* + comparative adjective ... to say that one thing depends on another thing or to show that two things change together. We can form this structure in three different ways:

- the* + comparative adjective + subject + verb, *the* + comparative adjective + subject + verb:
The earlier we leave, **the sooner** we'll arrive at the airport.
The more dangerous our holiday is, **the more** we like it.
- the* + comparative adjective + noun, *the* + comparative adjective + noun:
The closer to the beach, **the more expensive** the hotel.
The more luxurious the hotel, **the higher** the price.
- the* + comparative adjective + *the better* – a short form of the structure:
The sooner the better.

Progressive comparison

- comparative adjective + *and* + comparative adjective.
We use this structure to indicate that something is changing all the time:
*Pet-friendly cottages in Cornwall are becoming **easier and easier** to find.*
*Off-the-beaten-track holidays are **more and more popular** among young people.*
*As my parents grow older, they become **less and less adventurous** when it comes to travelling.*

as and such

- as + adjective + a/an + noun + as:
*It turned out that North Tanzania wasn't **as exotic a place as** we had imagined.*
*I wish I could be **as prolific a travel writer as** my grandfather was in his early thirties.*
- such a/an + adjective + noun + as/that clause:
*To be honest, it wasn't **such a bad journey as** we had dreaded.*
*Going to live in India for a year wasn't **such a life-changing decision as** I had wanted it to be.*
*The whole trip was **such an off-putting experience that** we decided against visiting this place again.*
*It was **such a dark night that** we got lost on our way back to the campsite.*

Contrasting two connected qualities

- more* + adjective + *than* + adjective.
In this structure, we always use *more* + adjective, even with short adjectives that normally form a comparative with *-er*:
*I was **more confused than angry** when the travel agent explained the complaints procedure to us.*
*The comedy we watched on our flight was **more dark than funny**.*

- not so much + adjective + as + adjective:

They weren't **so much dissatisfied** with their city break **as frustrated**.

I was **not so much impressed** with the design of the house we stayed in **as moved** by the hospitality of our hosts.

- adjective + rather than + adjective:

The atmosphere in my favourite restaurant in Istanbul was **cosmopolitan rather than Turkish**.

The goods sold on the market in the town centre looked **tacky and touristy rather than authentic**.

- Complete the review of a youth hostel with one word in each gap.



Fantastic place to stay!

We spent five days at this wonderful youth hostel on a school residential trip and loved every minute. I came with a group of twenty students from Kings High School. On arrival, we received a warm welcome that seemed quite genuine rather ¹ ? just professional.

We had clean and comfortable shared rooms with very comfy beds. As expected with a youth hostel, the food was ² ? basic than exquisite, but the puddings were unanimously voted 'delicious'. In fact, they got better ³ ? better each day. Our favourite – sticky toffee pudding!

The best aspect of the hostel was its games room, a kind of cave under the hostel. The sort of space little boys dream of, like Batman's lair. The only drawback for our teacher was that the more time we spent in there, ⁴ ? more difficult it was to drag us out!

The staff were really friendly and were all prepared to go the extra mile to make our stay comfortable.

All in all, it was such a great experience ⁵ ? we are looking forward to paying a return visit next year!

- Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- We made the unanimous decision to call off our trip at the last minute because it was so dangerous. **SUCH**
It was ? we made the unanimous decision to call it off at the last minute.
- If you wait longer, it will be harder to find a reasonably priced ticket to Thailand. **THE**
The longer you wait, ? to find a reasonably priced ticket to Thailand.
- I suppose you can say that the weather we had for the first fortnight was more damp than wet. **RATHER**
I suppose you can say that the weather we had for the first fortnight was ? .
- Our disappointment with the services provided by the tour operator was increasing all the time. **DISAPPOINTED**
We were getting ? with the services provided by the tour operator.

Words and phrases with ever

Words with -ever

We can add -ever to *who, what, which, how, where* and *when*. We use these words in the following ways:

- to emphasise that it doesn't matter how long/difficult something is, etc. or it isn't important what happens, what you do etc., as it doesn't change the situation:

There will be a lot of traffic **whatever** route we take.

(= it doesn't matter what route we take)

Whatever people say, I still believe you.

(= it doesn't matter what people say)

We have to finish, **however** long it takes.

(= it doesn't matter how long it takes)

However hard I try, I can't understand what he is saying!

(= even though I try very hard)

However much it costs to get there, we have to visit Sri Lanka.

(= even if it costs a lot)

Whoever thinks climate change isn't happening need only visit the shrinking glaciers. (= any person who thinks this, it doesn't matter who exactly)

Whichever day you come, we'll show you around the town. (= it doesn't matter which day you come)

The difference between *whichever* and *whatever* is similar to that between *which* and *what*. *Whichever* is used when referring to a choice from among a restricted set of options, whereas *whatever* refers to a choice from a lot of things or an infinite number of things.

- to emphasise a lack of restriction:

We can leave **whenever** you are ready. (= at any time)

Whenever I hear that tune, I think of you. (= every time)

We use recycled materials **whenever** possible. (= on every possible occasion)

Today people can watch **whatever** (= anything that) they want **whenever** (= any time) they want.

Do **whatever** you think best. (= anything)

Whatever equipment you need will be supplied. (= any)

We are willing to pay **whatever** price you ask. (= any price)

Sit **wherever** you like. (= anywhere)

You can travel by plane, train or boat, **whichever** method you prefer. (= any/either method)

- in questions to emphasise that you are surprised, confused or slightly angry about something:

Whoever would have thought he'd win top prize?

Whatever is the matter with you?

Wherever did I put my bag?

Whenever are we going to arrive?

However did you get here so soon?

- as short answers (in informal speech):

'I'll call you tomorrow or the day after.'

'OK, **whenever**.' (= whenever you like)

'Do you fancy going to the cinema or to the theatre?'

'**Whichever**.' (= I don't mind)

- in informal style:

Or *whatever* is used after a suggestion/example/list, etc. to mean 'or anything similar':

Use *dill, basil* **or whatever other herbs you have/or whatever**.

Or *whenever*/or *whoever* are used to mean 'it doesn't matter':
When you've read the book, just give it to Susan or Tom **or whoever**.

Or *wherever* is used to mean 'any place/not a specific place':
Londoners dress more individually than people in Paris **or wherever**.

- as a reply indicating a reluctance to discuss something, often implying indifference or disrespect (only *whatever*):

'It's about time to start planning our next holiday.'

'Yeah, **whatever**.'

Phrases with ever

We can form phrases with *ever* in the following ways:

- in compound expressions with adjectives (e.g. *ever-present*, *ever-younger*) and the present participle (e.g. *ever-hoping*, *ever-loving*, *ever-increasing*) to mean *always*, *all the time*:

The **ever-increasing** traffic volume leads to increases in travel times, fuel consumption and environmental pollution.
My older sister loves camping and often gives in to her **ever-present** travel bug.

- in the expressions *ever so* and *ever such* in very informal English to mean *very*:

We use *ever so* before an adjective or an adverb.

My travel companion is **ever so knowledgeable** about places of interest in Rome.

I got more and more annoyed as the traffic moved **ever so slowly**.

We use *ever such* before a noun (with or without an adjective):

He's **ever such a good travel guide**.

The couple we met while travelling on our gap year were **ever such nice people**.

She's still **ever such a little baby**.

- in the expression *as ever* to mean 'as always happens', 'the same as usual':

As ever, Robert went his own way and did his own thing.
(= he always does it)

My brother, **as ever**, left the packing till the very last minute. (= as always)

As ever, our trip proved a highly enjoyable and unforgettable experience. (= the same as usual)

- with comparatives and superlatives to give emphasis:

The restored medieval fortress looks **more spectacular than ever**.

Many songs on their new record are weird and **quirkier than ever**.

Iconic scenery, exotic food and a bit of adventure have made for my **best ever** holiday.

Last year's annual survey into holiday habits was **the largest ever** carried out in Britain.

- 1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- 1 Some people think mass tourism is a good thing, but they are deluding themselves. **WHOEVER**

_____ has been entirely beneficial is deluding themselves.

- 2 It doesn't matter what tour operators claim, tourism rarely benefits the local community. **WHATEVER**

_____, tourism rarely benefits the local community.

- 3 Some people consider it good news that package holidays are becoming cheaper all the time. **EVER**
Some people consider it good news that package holidays _____.

- 4 No matter where tourists go, they cause land, food, water, housing and infrastructure prices to increase.

WHEREVER

_____, they cause land, food, water, housing and infrastructure prices to increase.

- 5 No matter which form of transport tourists use to travel abroad, their collective carbon footprint is huge.

WHICHEVER

_____ tourists use to travel abroad, their collective carbon footprint is huge.

- 6 Although we all love holidays in nature, we should remember that tourism can easily destroy it. **MUCH**

_____ holidays in nature, we should remember that tourism can easily destroy it.

- 7 As always, many careless tourists left rubbish behind and damaged local flora. **EVER**

Many _____, left rubbish behind and damaged local flora.

- 8 Even though it is a very difficult issue to tackle, we must think of alternatives to mass tourism. **EVER**

Even though it is _____ to tackle, we must think of alternatives to mass tourism.

- 9 No matter how many dollars it generates in revenue, the current system of international tourism is unsustainable.

HOWEVER

_____ in revenue, the current system of international tourism is unsustainable.

- 10 While it may take a long time, a way must be found to manage tourism before it destroys the environment.

HOWEVER

_____, a way must be found to manage tourism before it destroys the environment.

- 11 The attitudes towards tourism and nature conservation are changing very slowly. **EVER**

The attitudes towards tourism and nature conservation _____.

- 12 Tourism has an impact on local communities in Europe, Asia or in any place. **WHEREVER**

Tourism has an impact on local communities in _____.

Advanced conditionals

First Conditional: the probable future result of an action

If + Present Simple/Present Continuous,	will/could/might + infinitive.
If we stay here longer,	we ll raise twice as much money for cancer research.

Second Conditional: unlikely (future) or unreal/imaginary (present) situations

If + Past Simple/Past Continuous,	would/could/might + infinitive.
If I met the Queen on the street (unlikely),	I would ask for her autograph.
If I was/were Prime Minister for the day (but I'm not),	I would make everyone pay their fair share of tax.

We can use *should* or *were to* + infinitive to emphasise that the condition is unlikely to happen:

If I **should win** the lottery/If I **were to win** the lottery, I **would give** the money to charity.

Third conditional: unreal/impossible past situations

If + Past Perfect,	would/could/might + have + past participle
If we had known you were coming,	we could have met you at the station. (but we didn't know)
If it hadn't been for the bad weather,	the festival would have been very enjoyable. (but the weather was bad)

Mixed conditionals

We can mix the verb forms from two different conditional patterns, creating mixed conditionals. These are the most common combinations:

- Mixed Conditional Type I: unlikely future/unreal present condition + unreal/imaginary past result.

If + Past Simple/Past Continuous,	would/could/might/should + past participle.
If I was going to win the lottery,	I should have won it by now. (but it's unlikely and I haven't won it)
If I could speak several languages,	I would have got a job as an interpreter. (but I don't speak several languages, so I didn't)

- Mixed Conditional Type II: unreal/imaginary past condition + unreal/imaginary present result.

If + Past Perfect,	would/could/might/should + infinitive.
If extra funding hadn't been found ,	the theatre would no longer exist . (but extra funding was found and the theatre still exists)

Alternatives to if

Apart from *if*, the following conjunctions can be used to introduce conditional clauses:

- as/so long as*, *on condition that*, *provided/providing that*:
We'll make it to the cinema on time **as/so long as** we leave now.
She promised to go to the concert with him **on condition that** he paid for the tickets.
It will be a really good portrait **provided/providing (that)** you put the finishing touches to it.
- in case of/in the event of* + noun:

In case of/In the event of fire, do not use the lift. (= if there is a fire, ...)

COMPARE:

Bring a waterproof jacket *in case it rains*. (= because of the possibility it might rain)

- unless* (= if ... not/only if):
I **wouldn't** travel by plane **unless** I absolutely had to. (= I would only travel by plane if I had to)
- but for* (= if ... not) in the meaning of 'if it were not for' or 'if it had not been for':

The team **would not have won** **but for** the constant encouragement of their trainer. (= ... if it hadn't been for ...)

But for my parents' financial support, I don't know how I'd have managed to graduate from the Art Academy.

- otherwise* (= if ... not):
He **wasn't in it for the money**. **Otherwise**, he would have chosen a different career. (= If he had been in it for the money, he would have ...)
- whether ... or not/whether or not ...* to express alternative conditions:

I **would have chosen** to study abroad **whether** I had got a scholarship **or not**.

I **would have chosen** to study abroad **whether or not** I had got a scholarship.

- suppose/supposing (that)*, *imagine*, *say*:
Imagine/Suppose/Supposing you were invited to take part in a reality show, would you accept? (= If someone invited you ...)
Suppose (that)/Supposing we miss the last train. How will we get home?
Imagine/Say/Suppose/Supposing mobile phones had never been invented, life would be very different.
Say we don't get the money. What will happen?

- What if ...*

We can use *What if* in questions in the same way:

What if the talks fail?

What if your best friend was moving abroad, how would you feel?

What if your parents had never met? You **wouldn't be** here now.

Omission of *if*: inversion

In formal language, usually in writing, you can omit *if* and move the auxiliary verb – *should*, *were* and *had* – in front of the subject.

- *Should* and *were* suggest the condition is unlikely:

Should *the order fail to arrive, the company will replace the goods free of charge.* (= If the order fails ...)

Were *it not for the support of her family, the singer would have been unable to pursue her career.* (= If her family had not supported her ...)

- *had*:

Had *the production failed at the box office, the future of its director would have been uncertain.* (= If the production had failed ...)

When using inversion, we do not use contractions with negatives in the dependent clauses:

*If I **hadn't** won the tickets for The Hunger Games in a raffle, we **wouldn't** have seen it yesterday.*

Had I not won the tickets for The Hunger Games in a raffle, we **wouldn't** have seen it yesterday. (no contraction in an inverted sentence)

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

- 1 If I (can/go) back in time, I (visit) Ancient Greece.
- 2 If the government (be/cut) funding for the arts, it (have) serious implications for the creative industries.
- 3 According to actress Julie Walters, if she (start out) today, she (never/be able) to afford to go to drama school.
- 4 If Disney (not/approve) the stage version of *The Lion King*, audiences (not/enjoy) it today.
- 5 If the director (not/already/have) experience in experimental theatre, her stage version of *The Lion King* (might/not/turn out) to be so stunningly effective.
- 6 If it (not/be) for the support she received from her family, Amy (never/manage) to achieve the success she has.

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words if necessary.

- 1 I'm going to get a job as an extra whether my mother (approve/it) not.
- 2 (should/have) any questions regarding enrolment, transferring to another drama school or transcript requests, please do not hesitate to contact us.
- 3 She will definitely improve her writing style (long/she/keep) writing short stories and poems.
- 4 (I/not/spend) ten years in Spain as a child, I wouldn't have got a part in a Spanish film.
- 5 I'll buy you that sculpture (condition/you/not/keep) it in our front garden.
- 6 (suppose/you/win) the audition, would you take one year off school to act in a film?

3 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

- 1 You will only become successful if you have discipline and commitment. **UNLESS**
You you have discipline and commitment.
- 2 If it weren't for the Internet, self-publishing would not now be a booming industry. **BUT**
 , self-publishing would not now be a booming industry.
- 3 You'd better start practising now because if you don't, you won't be ready in time for the concert. **OTHERWISE**
You'd better start practising now, ready for the concert.
- 4 If your vehicle breaks down on the motorway, leave your sidelights on and turn on the hazard warning lights. **CASE**
 on the motorway, leave your sidelights on and turn on the hazard warning lights.
- 5 If we had known that a famous celebrity was attending the party, we would have gone. **HAD**
 that a famous celebrity was attending the party, we would have gone.
- 6 If you changed your mind, you would be very welcome to come with us. **WERE**
 , you would be very welcome to come with us.
- 7 Don't be nervous or you won't do well in the audition. **AS**
You'll do well in the audition nervous.
- 8 You'll have to take over if the director resigns. **SHOULD**
 , you'll have to take over.
- 9 I would have gone to the cinema even if he hadn't come with me. **WHETHER**
I would have gone to the cinema with me.

Phrases with *if*

As if/as though

We use a past tense after *as if/as though* to refer to situations/events which we know are not true:

He speaks **as if/though** he **had** a plum in his mouth (= in an upper class accent). (We know this is not true.)

You look/looked **as if/though** you **had seen** a ghost! (We know you didn't see a ghost.)

They are/were acting **as if/though** nothing **had happened**. (We know something happened.)

We use a present tense after *as if/as though* including Present Perfect to talk about what the situation/event seems like:

You talk about Lady Gaga **as if/though** you **know** her. (Perhaps you know her.)

You look **as if/though** you **have had** a fright. (Perhaps you have had a fright.)

We can use *as if* to show we doubt something or wish it was true:

Did you get a pay rise? **As if!** (colloquial/slang)

Even if

If can combine with the word *even* to refer to an imaginary or unreal condition. It is used to emphasise that although something (unexpected or imagined) might happen, the situation will not change:

Even if she wins the Oscar, it won't change her as a person. (= There is not much chance of her winning the Oscar, but if it happened, it wouldn't change her as a person.)

He wouldn't give us an autograph **even if** we saw him in person after the show. (= Seeing him in person after the show would be quite unexpected, but it wouldn't change anything – we still wouldn't get an autograph from him.)

If necessary/if any/if anything/if ever/if in doubt

In some of these fixed expressions the subject and *be* are left out after *if*:

If necessary, the artist will be contacted to submit other images that meet the specified criteria. (= if it is necessary)
After the premiere there is little **if any** hope that his new film will be another box-office success. (= if there is any hope at all)

If in doubt, parents should watch the film first to see whether it is appropriate for their children. (= if they/parents are in doubt)

Sarah seldom, **if ever**, posts concert reviews and shares pictures on her blog. (= if she ever does)

We can use *if anything* to suggest that something may be the case although it is often different or opposite to what has been implied before:

I can't say my experience as an extra has been all that inspiring. **If anything**, it's made me doubt the whole idea of going into acting.

If so/if not

In complex sentences and in continuous text, we may want to refer back to certain parts of the utterance/text without repeating all the words. In such case, we can avoid repetition by using substitution.

We can substitute *if* clauses with *if so* (positive) and *if not* (negative). They can stand for a whole clause that has come before:

Do you think **X is a good writer**? **If so**, can you recommend one of her books? **If not**, can you give me another suggestion?

I've heard that **Mumford & Sons are giving a concert in December**. **If so**, I'll be going.

1 Rewrite the second sentence so that it has a similar meaning to the first. Use the words in capitals.

1 He isn't a famous playwright, but he acts like someone who is. **AS IF**

_____ ?

2 We have a very small chance of getting tickets for Adele's concert. If we got them, we wouldn't be able to go anyway. **EVEN**

_____ ?

3 If you are not sure, ask somebody who has already seen the play if it's worth seeing. **DOUBT**

_____ ?

4 Do you consider him a talented singer? And if you don't think he is a talented singer, why do you want to see him live in concert? **NOT**

_____ ?

5 I didn't find the plot of his new film very convincing. If it made any impression on me at all, it made me appreciate his previous works more. **ANYTHING**

_____ ?

6 We'll rehearse the songs from morning till night if need be. **NECESSARY**

_____ ?

7 You look pale. Have you had a shock? **AS THOUGH**

_____ ?

8 Do you think that he is a good music journalist? And if you think he is a good music journalist, can you explain why? **SO**

_____ ?

9 British audiences rarely, if at all, give shows a standing ovation. **EVER**

_____ ?

10 There is little or no possibility at all that the series will run for a few more seasons. **ANY**

_____ ?

Reporting verb patterns

When we report what someone has said, we can use say, tell, ask or other verbs. Each reporting verb follows a specific pattern:

Pattern	Verbs	Example sentences
verb + (that) + reported sentence	admit, advise, agree, claim, complain, demand, deny, explain, insist, promise, recommend, regret, threaten	Users complained that Facebook was not responding to their reports of racist abuse and threats. He promised he would send me an email with details of the homework.
verb + object + (that) + reported sentence	advise, assure, convince, inform, persuade, promise, remind, tell, warn	They've convinced us that social media marketing is very effective. The article reminded me that nursing requires an individualistic approach.
verb + if/wh-word + reported sentence	ask, explain, report, wonder	I wonder if LinkedIn will actually help me find my dream job. He tried to explain why tabloids sell much more than broadsheets.
verb + (that) + personal pronoun + (should) + infinitive without to	beg, demand, insist, propose, recommend, suggest	The student body proposed that they (should) be allowed to use tablets in class. He insisted that we (should) leave our phones behind for the evening.
verb + infinitive	agree, ask, claim, decide, demand, offer, promise, refuse, threaten	The editors of Wikipedia® refused to remove the article. His new film claims to be based on a true story.
verb + object + infinitive	advise, allow, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, urge, warn	It's vital to encourage children to be very careful when disclosing personal information online. My parents urged me to take part in some form of physical activity.
verb + -ing form	admit, advise, deny, propose, recommend, regret, report, suggest	Have you ever regretted sending a text message the second you hit send? Both politicians denied being involved in a corruption scandal.

verb + preposition + -ing form	apologise for, boast about/of, complain about, insist on, object to	A young celebrity boasted of having contacts with some major newspapers. The head teacher insisted on taking action against cyberbullying.
verb + object + preposition + -ing form	accuse of, blame for, charge with, congratulate on, praise for, suspect of	Caroline accused her new virtual friend of lying . She congratulated the reporter on asking her such a bold question.

Some verbs can be followed by more than one pattern, for example:

- advise:
I'd **advise being** more vigilant while downloading and installing free software.
My professor **advised me to stay** in touch with the school.
Experts **are advising that children should not spend** too much time online.
- demand:
The ticket inspector **demanded to see** our ID along with the tickets.
The librarian **demanded that we (should) switch off** our mobiles.

1 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words in each gap.

- Sarah, you have broken into my Facebook account!
Sarah's brother accused _____ into his Facebook account.
- Using electronic translators in class is not allowed.
Our English teacher forbade _____ electronic translators in class.
- What is the daily circulation of this tabloid?
I wondered _____ of this tabloid was.
- I have over 400 friends on Facebook alone.
She boasted _____ on Facebook alone.
- I was not aware that the school's network had been hacked.
The administrator denied _____ the school's network had been hacked.
- I don't want you to call me a computer geek, I am not one!
Alex objected _____ as he is not one.

2 Complete both sentences in each pair with the correct form of the same verb in the box.

(admit boast claim demand offer
promise propose report)

1

Her parents ? to buy her a new smartphone if she passed all her exams.

It ? to be a really exciting match, but in the end it turned out dead boring and finished with a 0–0 score.

2

I ? that we wait until we have received all the information before making a final decision.

I'd like to ? a toast to all our good friends gathered here today.

3

This area is supposed to ? some of the best mountain scenery in the Rockies.

Did the forum administrator ? to change your login when you reported the issue?

4

After their last argument, Liz ? that he stop contacting her via Skype or any social media.

Our new IT project was very difficult – it ? a lot of effort, teamwork and attention to detail.

5

Some people still ? that there is no firm evidence to link lack of exercise to ill health.

If a purchased item is faulty or damaged, you can ? your money back or get a replacement.

6

Several local residents have ? seeing a strange bright light in the sky.

The first group of conscripts ? for duty at basic training camps yesterday.

7

Each pass ? two people to the eagerly-awaited tech exhibition, open daily 10 a.m. – 7 p.m. Book now!

He ? copying the code from another software engineer and sincerely regrets his actions.

8

The company ? of selling more computer equipment than any other.

The village is situated high on a hill and ? amazing views over the coast.

7.4 USE OF ENGLISH

Passive reporting structures

Impersonal reporting structures are often used in written English. By omitting the agent or 'doer', they focus on the new information in the last part of the sentence. They can be used after verbs of mental states/processes, including: *accept, agree, allege, announce, argue, assume, believe, claim, consider, declare, expect, fear, feel, hint, hope, know, presume, reckon, report, say, suggest, suppose, think, understand.*

Subject + verb + that clause

People reckon (that) Instagram is the new Facebook.

Statements which follow this pattern in the active can be reported in one of two ways:

- subject + passive + to + infinitive:
 - a with simple infinitive – to + infinitive:

People reckon (that) Instagram, the photo-sharing platform, is the new Facebook. (active)

→ Instagram, the photo-sharing platform, **is reckoned to be** the new Facebook. (passive)
 - b with progressive infinitive – to be + -ing:

People think (that) young video bloggers are generating bigger audiences than YouTube. (active)

→ Young video bloggers **are thought to be generating** bigger audiences than YouTube. (passive)
 - c with perfect infinitive – to have + been + past participle:

People believe (that) the vlogger's videos have been watched more than eight billion times. (active)

→ The vlogger's videos **are believed to have been watched** more than eight billion times. (passive)
 - d with perfect progressive infinitive – to have + been + -ing:

The survey reports that his annual income has been growing rapidly over the last few years. (active)

→ His annual income **is reported to have been growing** rapidly over the last few years. (passive)
- It + passive + that clause:

People reckon (that) Instagram, the photo-sharing platform, is the new Facebook. (active)

→ **It is reckoned that** Instagram, the photo-sharing platform, is the new Facebook. (passive)

People think (that) young video bloggers are generating bigger audiences than YouTube. (active)

→ **It is thought that** young video bloggers are generating bigger audiences than YouTube. (passive)

People believe (that) the vlogger's videos have been watched more than eight billion times. (active)

→ **It is believed that** the vlogger's videos have been watched more than eight billion times. (passive)

The survey has reported that his annual income has been growing rapidly over the last few years. (active)

→ **It has been reported that** his annual income has been growing rapidly over the last few years. (passive)

Statements which follow patterns such as the following can only use the second impersonal report structure:

Some people have argued that it is important to ban mobile phones from schools.

→ **It has been argued that** *it is important to ban mobile phones from schools.*

Educationalists claim that mobile phones should be banned from schools.

→ **It is claimed that** *mobile phones should be banned from schools.*

GRAMMAR

8.3

1 Report the statements using impersonal report structures and starting with the words given. In some cases, only one structure is possible.

1 Some parents think that young people are spending too much time staring at a screen.

Young people _____ ?

It _____ ?

2 People generally consider that the Internet has improved our lives in many important ways.

The Internet _____ ?

It _____ ?

3 Surveys have reported that 85 percent of teenagers watch at least one music video every day.

85 percent _____ ?

It _____ ?

4 We know that technology has been changing the way students approach their schoolwork at home.

Technology _____ ?

It _____ ?

5 Educationalists believe that overuse of the Internet is reducing students' attention span.

Overuse _____ ?

It _____ ?

6 Some teachers have argued that less emphasis should be placed on digital tools in education.

It _____ ?

7 They fear that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.

Misinformation _____ ?

It _____ ?

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

1 _____ ? (it/often/claim) that the world has become too dependent on the Internet.

2 Three hackers _____ ? (presume/breach) a sophisticated computer security system for months.

3 Teenagers _____ ? (assume/be) the most proficient users of the Internet within the family.

4 _____ ? (it/hope/technology) can improve rather than hinder the growth of literacy.

5 More and more elderly people nowadays _____ ? (say/get) to grips with social media.

Inversion after adverbials

When we want to emphasise a word, phrase or clause in English, we can do this by bringing it to the front of a sentence. This is frequently done with negative or limiting adverbials in order to make a sentence seem more dramatic or emphatic.

When negative or limiting adverbials are placed at the start of a sentence, the usual word order of subject + verb is inverted and we follow the same word order as that used for most questions.

Adverbial + auxiliary do/does/did + subject + verb (base form)

The devastation after the earthquake was terrible. We rarely see such complete destruction after earthquakes!

→ **Rarely do we see** such complete destruction after earthquakes!

Adverbial + auxiliary have/has/had + subject + verb (past participle)

In our judgement, the aid agencies collaborated extremely well. We have never witnessed cooperation as successful as this before.

→ **Never before have we witnessed** cooperation as successful as this.

Adverbial + modal auxiliary + subject + verb

The mudslide covered the village. We could never go there again.

→ **Never could we go** there again.

Adverbial + is/was + subject

I'm worried. Where is he? He is never so late!

→ **Never is he** so late!

Little with negative use, neither

Little is usually used with verbs to do with thinking and knowing, such as: believe, expect, imagine, know, realise, think, understand:

We didn't realise what effect the announcement would have.

→ **Little did we realise** what effect the announcement would have.

Neither is usually used with nor.

*We wanted **neither** the book **nor** the CD.*

→ **Neither the book nor the CD did we want.**

Note:

When *little* and *neither* are used to qualify the subject of the verb, there is no inversion:

***Little information** was available on the subject.*

***Neither he nor I** understood what was said.*

Negative adverbs showing frequency – never, rarely, seldom

These adverbs are straightforward in their use. They are simply moved to the front position in the sentence when we want to be more emphatic, and followed by an inverted subject and verb:

We rarely attend the meetings.

→ **Rarely do we attend the meetings.**

I have never experienced such extreme temperatures.

→ **Never have I experienced such extreme temperatures.**

He could seldom bring up the topic of recycling at our weekly meetings.

→ **Seldom** could he bring up the topic of recycling at our weekly meetings.

Seldom and rarely can be modified by very.

→ **Very rarely** do we attend the meetings.

→ **Very seldom** could he bring up the topic of recycling at our weekly meetings.

Adverbial phrases containing not

not until, not for a/one moment, not since, not a word:

I didn't realise how much damage it had caused in our area until the flooding subsided.

→ **Not until** the flooding subsided did I realise how much damage it had caused in our area.

We didn't think, not even for a moment, of giving up hope after the deadly earthquake.

→ **Not for a moment** did we think of giving up hope after the deadly earthquake.

There hasn't been such a disaster in this area since I was a little child.

→ **Not since** I was a little child has there been such a disaster in this area.

Adverbial phrases containing no

at no time, in no way, under/in no circumstances, on no account/condition/occasion, etc.:

No one else must be told.

→ **On no account** must anyone else be told.

You aren't allowed to come close to the disaster area for any reason.

→ **Under no circumstances** are you allowed to come close to the disaster area.

We weren't made aware at any time that an earthquake could strike soon.

→ **At no time** were we made aware that an earthquake could strike soon.

Adverbial phrases with only

not only ... but ..., only when, only after, only later, only once, only then, only in this way, only by + -ing, only by chance:

We were late and we had forgotten our tickets!

→ **Not only** were we late, **but** we had also forgotten our tickets!

Note:

When **not only** qualifies a noun subject, we do not invert the subject and the verb:

Not only the sun, but also water and wind can produce power.

Inversion usually occurs directly after the time phrase. If the time phrase is a clause containing a verb, then the inversion occurs in the second part of the sentence:

Only then did they contribute to the Save the Wolves fund.

Only after they had watched the documentary, **did** they contribute to the Save the Wolves fund.

Hardly/barely/scarcely + when

These adverbs are frequently used for dramatic effect in past narratives. In this case, we usually use the Past Perfect:

As soon as the storm ended, the flood waters subsided.

→ **Hardly/Barely/Scarcely** had the storm ended **when** the flood waters subsided.

No sooner + than

It is also used with Past Perfect for dramatic effect:

As soon as the storm ended, the flood waters subsided.

→ **No sooner** had the storm ended **than** the flood waters subsided.

1 Rewrite the second sentence so that it has a similar meaning to the first. Begin with the words given.

1 We could never have imagined that so many people would support building flood barriers.

Little ?

2 There was no other way we could guard against flooding.

Only ?

3 The downpour started outside as soon as the decision to build was reached.

No sooner ?

4 We reached home just before the water started to rise.

Scarcely ?

5 It wasn't until we looked out of the windows that we realised how high the water was.

Only when ?

6 It had not only flooded the road outside, but was starting to come into the garden.

Not ?

7 We were definitely not able to stay in the house.

Under ?

8 Just as we made the decision to leave, the police arrived in a boat.

Hardly ?

9 It's not often that I've felt so worried!

Seldom ?

10 But we were lucky when we returned. The house hadn't been flooded, nor had the garage.

But we were lucky when we returned. Neither ?

Extra it

We can use **it** as a preparatory object after certain verbs and where the actual object of the verb is a clause or an infinitive:

- **hate/like/love + it + when/that clause:**
*I **hate it when** my sister runs the washing machine with half a load of laundry – it's such a waste of water and energy!*
*Robert **doesn't like it that** cycle lanes in our city are not continuous and are often interrupted by bus stops.*
*I absolutely **love it that** since 2010 a large part of the town centre has been closed to motorised vehicles.*
- **would appreciate + it + if clause:**
*We **would appreciate it if** you started sorting your rubbish into recyclable materials and general waste.*
*A lot of people in our city **would appreciate it if** the local authorities made more effort to reduce traffic congestion in the city centre.*
- **leave/owe + it + to sb + to + infinitive:**
*We can't **leave it to politicians to solve** the world's environmental problems.*
*We **owe it to future generations to ensure** we spend enough tax money on green energy alternatives.*
- **consider/find/think + it + adjective/noun/prepositional phrase + that clause/to + infinitive:**
*I **consider it a necessity that** children learn about the environment by interacting with it from an early age. (noun + that clause)*
*I **find it hard to accept** that neither politicians nor environmentalists can be relied upon to fight climate change. (adjective + to + infinitive)*
*We **thought it strange that** a leaflet promoting recycling was not printed on recycled paper. (adjective + that clause)*
- **take + it + that clause with the meaning of assume that:**
*I **take it that** they won't demolish the building until they gain planning permission from the city council.*
*We **take it that** the next step is to ensure that all the changes to the manufacturing process are environmentally friendly.*

1 Correct the mistake in each sentence.

- We owe it to ourselves and the next generations protecting the environment against further degradation.
 _____?
 _____?
- We would appreciate it when the local community took more interest and participated in environmental projects.
 _____?
 _____?
- Some large corporations and small companies don't really find it easy follow recycling laws and regulations.
 _____?
 _____?
- The meeting's participants agreed to leave to the environmental commission to decide how to bring water pollution under stricter control.
 _____?
 _____?

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

- Could you display a 'Vote Green Party' poster in your window? We'd be very grateful. **APPRECIATE**
 We _____ a 'Vote Green Party' poster in your window.
- I am of the opinion that banning traffic in city centres is unnecessary. **THINK**
 I _____ traffic in city centres.
- The council should be responsible for keeping the beaches in our area clean. **LEAVE**
 We should _____ keep the beaches in our area clean.
- Accepting that our recycling scheme has failed to gain the support of the local authorities is difficult for us. **FIND**
 We _____ our recycling scheme has failed to gain the support of the local authorities.
- I can't stand people throwing rubbish in the street or out of car windows. **HATE**
 I _____ rubbish in the street or out of car windows.
- We assume that the environmental committee will address the use of energy, raw materials and water waste. **TAKE**
 We _____ the environmental committee will address the use of energy, raw materials and water waste.
- In my opinion, expanding a business during an economic recession is risky. **CONSIDER**
 I _____ a business during an economic recession.

UNIT 1

Work in groups.

Do some research online into gift-giving customs in different cultures. For example, find out about typical gifts for special occasions (such as weddings, graduation ceremonies, coming-of-age parties), gift-giving taboos or the etiquette of presenting and receiving gifts.

Prepare a digital presentation and present it to your class.

UNIT 2

Work in groups.

Write a short survey (five questions) about one form of paid education, e.g., private tutorials, language courses, swimming/tennis lessons or exam preparation courses.

Ask about, e.g., the effectiveness of this form of education, ease of access, the price range or student satisfaction. Then conduct your survey among the other groups.

Present the results and your conclusions to the whole class.

UNIT 3

Work in groups.

Do some research online into the idea of upcycling. Find some examples of interesting things that have been transformed and used for new purposes.

Prepare a digital presentation and present it to your class.

Vote for the most imaginative upcycling idea.

UNIT 4

Work in pairs or small groups.

Conduct a short interview with someone who is self-employed, works freelance or runs their own business and employs a few people. Ask them about the pros and cons of their jobs.

Prepare a digital presentation about the interviewee and their job and present it to your class.

UNIT 5

Work in groups.

Prepare a party game (e.g., a trivia quiz, charades, a simple board game) in English to help foreign tourists learn interesting things about Poland and Polish people.

Swap the games with the other groups and play one round of each game.

Vote for the best game.

UNIT 6

Work in groups.

Choose a living artist (e.g., a musician, a painter, a writer or a film-maker) that you admire who is heavily involved in social issues. Do some research online into how they use their own art to support worthy causes.

Prepare a digital presentation and present it to your class.

UNIT 7

Work in groups.

Do some research online into social campaigns from around the world aimed at raising awareness about Internet problems, e.g., cyberbullying, fake news or cybercrime.

Choose one campaign and evaluate it in terms of its originality, wit or effectiveness.

Prepare a digital presentation about the campaign and present it to your class.

Vote for the best campaign.

UNIT 8

Work in big groups.

Find out about the water usage in your households, e.g., how much water is used monthly, what it is used for or how your family tries to save it. Compare and discuss the findings with other group members. Look for any patterns and trends. Put forward some water-saving suggestions.

Present your conclusions to your class in a digital presentation.

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Focus 5 Second Edition Student's Book Podręcznik do nauki języka angielskiego

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FOCUS 5

SECOND EDITION

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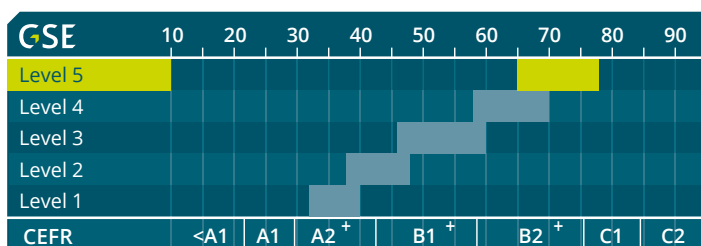
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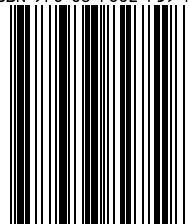
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