MY PERSPECTIVES 3

Teacher's Book

Online edition

NATIONAL GEOGRAPHIC LEARNING

nowa era
Twoje mocne strony

Nagrania audio, filmy i dodatkowe zasoby maturalne dostępne na docwiczenia.pl

Nagrania audio

Student's Book

Kod: P3XJ24

Workbook

Kod: P3VJ3W

Filmy TED TALKS

TED TALK Unit 1

Kod: P3UJ6M

TED TALK Unit 2

Kod: P3HHFK

TED TALK Unit 3

Kod: P3W25F

TED TALK Unit 4

Kod: P36Y4K

TED TALK Unit 5

Kod: P3UB9M

TED TALK Unit 6

Kod: P3YSJ1

TED TALK Unit 7

Kod: P3TTN1

TED TALK Unit 8

Kod: P3EZX7

Zasoby maturalne

Matura Bank

Kod: P3QMU4

CONTENTS

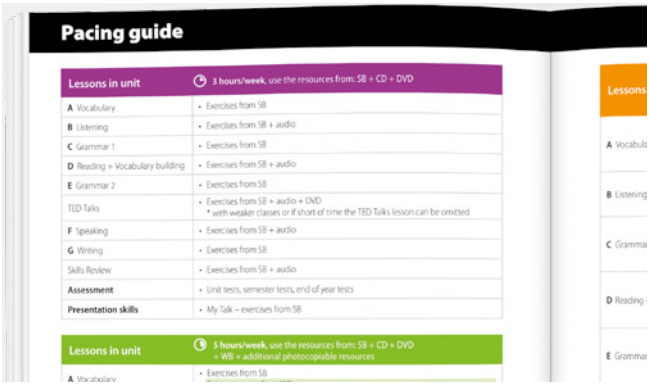
1	**Teacher's Book elements**	4
2	**Pacing guide**	6
3	**Hugh talks**	8
4	**Student's Book**	9
5	**Workbook**	167
6	**Extra photocopiables**	293
7	**Audioscripts: Student's Book**	383
8	**Audioscripts: Workbook**	394
9	**Videoscripts**	406
10	**Przewodnik po serii**	414
11	**Realizacja dwóch podstaw programowych**	415

Teacher's Book elements

Pacing guide

Gives you information on which materials and resources to use, depending on how many hours of English you teach per week. It includes the following schedules:

- 3 hours/week,
- 5 hours/week,
- 7 hours/week.



Hugh talks

A series of talks by Hugh Dellar, which provide practical tips on important issues:

- Dealing with Stress – the teacher's perspective,
- Encouraging Students to Share Views and Opinions,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

Each talk comprises a short presentation that includes useful tips in the following formula:

- presenting a problem,
- giving a solution,
- getting positive results / introducing changes in your life.



Technology guide

This guide indicates resources that use up-to-date technologies:

- extra online materials available on www.dlanauczyciela.pl,
- TED Talks videos on DVD and Multibook,
- Matura-type exercises to TED Talks video sections (LearningApps.org),
- alternative lessons for vocational schools, using vocabulary from selected TED Talks,
- grammar quizes (Quizizz.com),
- Matura Bank – extra materials preparing for Matura exam.



Culture guide

Culture guide gives extra information related to the main content:

- Global context – shows the relationships between and interconnectedness of ideas and societies from local and global perspectives,
- Historical background – shows social and cultural factors, gives historical outline,
- Interesting facts – more data on the topic,
- Profile – a biographical sketch.



Exam guide

Provides information on how the series prepares students for the Matura exam, both the oral and the written component.
It clearly indicates the Matura-type tasks in the Student's Book:

- Listening,
- Reading,
- English in Use,
- Writing,
- Oral Matura.



Life Skills guide

My Perspectives series teaches more than just the language. It provides students with useful and important skills. Life Skills guide shows the skills that can be taught to students. These include:

- Collaboration and Communication – the competence to communicate orally and work together on various tasks,
- Creativity – the ability to produce original and unusual ideas,
- Critical thinking – the ability to evaluate new information, develop one's own independent opinions and share them with others,
- Mediation – the skill of conveying information from one language into another,
- Self-development – the development of not only language skills, but also students' personal skills, global awareness and effective communication,
- Practical skills – how to write a CV, cover letter, work on projects, etc.



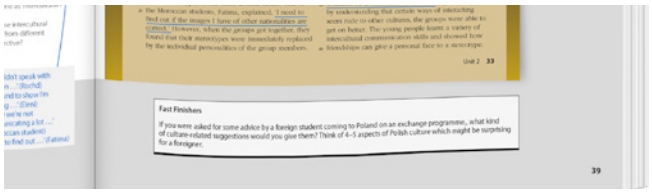
Warm-ups

Short questions to provoke discussion at the beginning of each lesson.



Fast Finishers

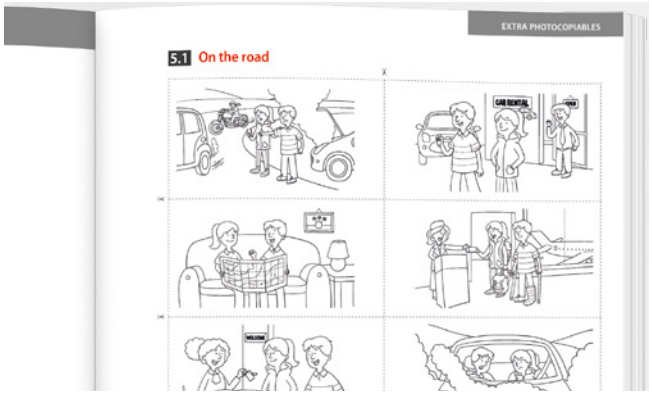
Extra activities for students who finish their work faster.



Extra photocopiables

Extra practice in all lexical and grammar areas comprised in the coursebook.
Additionally, there are Matura-type tasks aimed at providing additional practice before the exam.
These are easy-to-use resources, which have their own teaching notes and photocopiable activities:

- 16 lexical games and activities,
- 16 grammar games and activities,
- 8 sets of Matura activites.



Pacing guide

Lessons in unit	**3 hours/week**, use the resources from: SB + CD + DVD
A Vocabulary	• Exercises from SB
B Listening	• Exercises from SB + audio
C Grammar 1	• Exercises from SB
D Reading + Vocabulary building	• Exercises from SB + audio
E Grammar 2	• Exercises from SB
TED Talks	• Exercises from SB + audio + DVD * with weaker classes or if short of time the TED Talks lesson can be omitted
F Speaking	• Exercises from SB + audio
G Writing	• Exercises from SB
Skills Review	• Exercises from SB + audio
Assessment	• Unit tests, semester tests, end of year tests
Presentation skills	• My Talk – exercises from SB

Lessons in unit	**5 hours/week**, use the resources from: SB + CD + DVD + WB + additional photocopiable resources
A Vocabulary	• Exercises from SB • Extra resources from WB
B Listening	• Exercises from SB + audio • Extra resources from WB
C Grammar 1	• Exercises from SB • Extra resources from WB
D Reading + Vocabulary Building	• Exercises from SB + audio • Extra resources from WB
E Grammar 2	• Exercises from SB • Extra resources from WB
TED Talks	• Exercises from SB + audio + DVD • Extra resources from WB • Optional TED Talks from WB
F Speaking	• Exercises from SB + audio • Extra resources from WB
G Writing	• Exercises from SB • Extra resources from WB
Skills Review	• Exercises from SB + audio • Extra resources from WB
Assessment	• Unit tests, semester tests, end of year tests • Additional Matura Tests
Presentation skills	• My Talk – exercises from SB

Lessons in unit	**7 hours/week**, use the resources from: SB + CD + DVD + WB + additional photocopiable resources (TB) + extra online resources (available on www.dlanauczyciela.pl, www.terazmatura.pl, www.docwiczenia.pl, www.LearningApps.org and www.Quizizz.com)
A Vocabulary	• Exercises from SB • Extra resources from WB • Photocopiable **vocabulary** games and activities • Extra online resources
B Listening	• Exercises from SB + audio • Extra resources from WB • Extra online resources
C Grammar 1	• Exercises from SB • Extra resources from WB • Photocopiable **grammar** games and activities • Extra online resources
D Reading + Vocabulary Building	• Exercises from SB + audio • Extra resources from WB • Photocopiable **vocabulary** games and activities • Extra online resources
E Grammar 2	• Exercises from SB • Extra resources from WB • Photocopiable **grammar** games and activities • Extra online resources
TED Talks	• Exercises from SB + audio • Extra resources from WB • Optional TED Talks from WB • Extra online resources
F Speaking	• Exercises from SB + audio • Extra resources from WB • Extra online resources
G Writing	• Exercises from SB • Extra resources from WB • Extra online resources
Skills Review	• Exercises from SB + audio • Extra resources from WB • Matura photocopiable activities • Extra online resources
Assessment	• Unit tests, semester tests, end of year tests • Additional matura tests
Presentation skills	• My Talk – exercises from SB

Hugh talks

Hugh talks is a series of short presentations which provide practical tips on important issues:

- Keeping Students Motivated,
- Exam Preparation Classes,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

Each talk is constructed in the following formula:

1 presenting a problem,
2 giving a solution,
3 getting positive results / introducing changes in your life.

Extra worksheets for classroom use available on www.dlanauczyciela.pl

Hugh Dellar
has over twenty-five years' experience in the ELT field and is the co-founder of Lexical Lab. He has co-authored two five-level General English series, *Outcomes* and *Innovations*, both published by National Geographic Learning, as well as one level of the high-school series *Perspectives*. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016.
Hugh has given teacher training and development sessions in over twenty countries including Brazil, Mexico, Peru, Argentina, Poland, Spain, Italy, Japan and Thailand. He has spoken on such wide-ranging topics as the nature of English as a Lingua Franca, the uses and abuses of corpora, approaches to teaching grammar and vocabulary, and many others.
He graduated in English Literature from Goldsmith's College, part of the University of London, in 1991, before drifting on to a CELTA course, which was soon followed by a DELTA and an MA TESOL. His first book was published in 2000.
In his somewhat limited free time, he continues to play in a band, *The Beatpack*; he DJs occasionally and writes for a music magazine called *Shindig!*; he reads voraciously, enjoys cooking, and is a life-long Arsenal supporter!



Keeping Students Motivated

As any teacher will tell you, sometimes it can be hard enough just to keep ourselves motivated, let alone having to motivate our students. Can we make our students want to learn? In this video we'll talk about what motivates us. You will learn some tips to help you motivate your students – so as not to limit your actions to the traditional "carrot and stick" approach.

Watch on docwiczenia.pl
Code: P3P29L

Exam Preparation Classes

As exams are an inevitable part of school life, preparing students for taking them is often one of the major concerns of many teachers. How can we best prepare our learners for exams? To what extent can we focus on exam materials so as not to build up too much exam stress at the same time? You'll learn what to do and what NOT to do when preparing your students for Matura as well as other tests they may have to take.

Watch on docwiczenia.pl
Code: P31PXU

Teaching Lexis – Hugh's Method

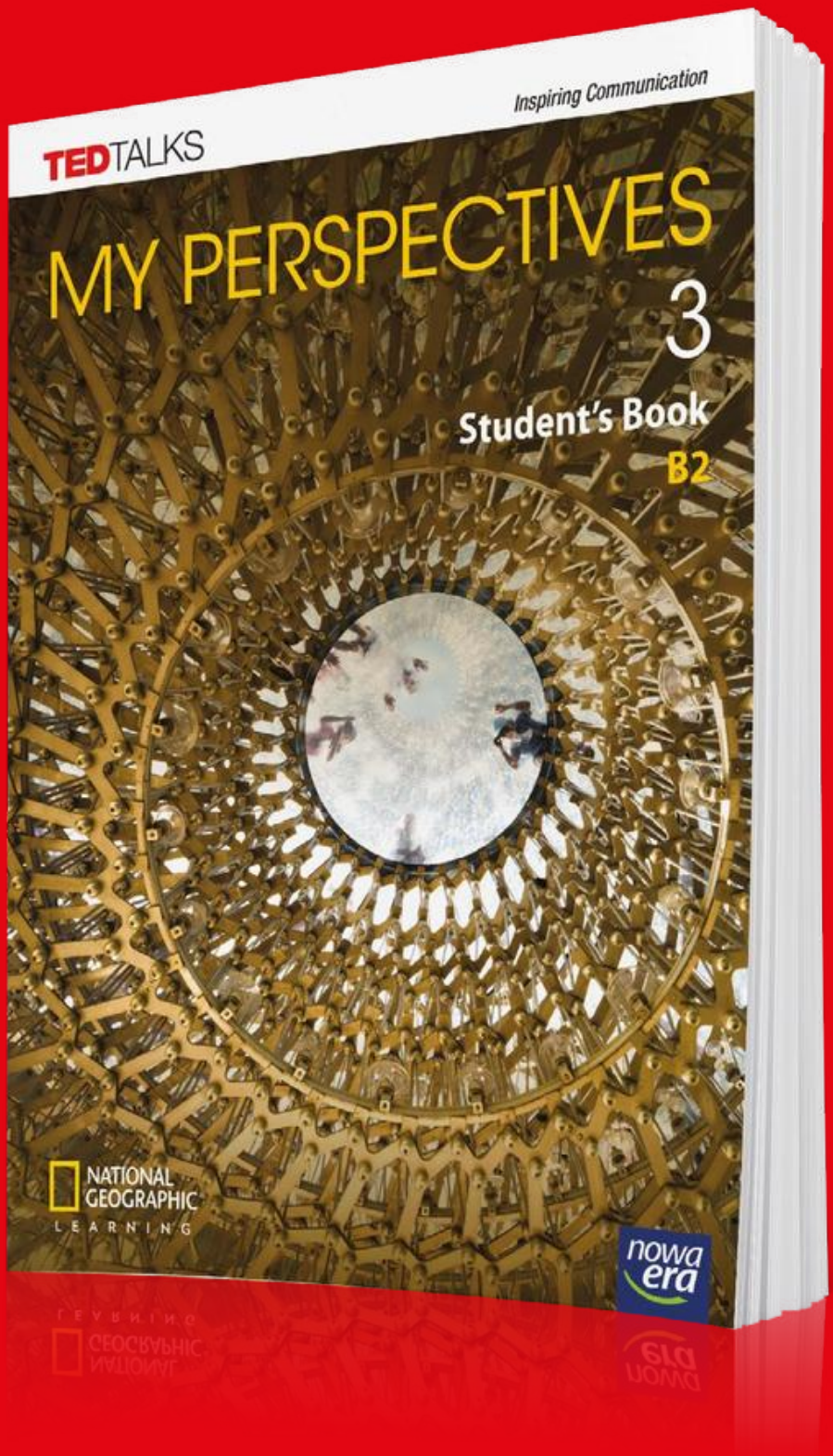
A huge part of mastering a foreign language involves learning and using vocabulary in a proper way. However, teaching vocabulary efficiently is not an easy job. With Hugh's method, it becomes very simple. In this video, we look at the triple XXX rule: explaining, exemplifying and then getting students to help you expand on those examples. We'll look at how this creates many more opportunities for student interaction and engagement with the language – and how it also means better teaching of grammar!

Watch on docwiczenia.pl
Code: P1U2KG

Teaching Grammar – Hugh's Method

Grammar, by many considered the key element of learning English, is often the most hated part of the process. Thus, making grammar accesible, or maybe even enjoyable, for learners is often one of the greatest challenges teachers encounter in their profession. In this video we'll look at how grammar can be made probable instead of being just possible and how teaching grammar can be aided by teaching lexis.

Watch on docwiczenia.pl
Code: P1HRTY



Student's Book

Starter 1

- *feelings and emotions*
- *personal values*
- *films, film reviews*
- *suffixes -ment, -ness, -ion, -ed, -ous, -ly*
- *subject/object questions*
- *present simple*
- *present continuous*
- *present perfect*

Exam guide
4 English in Use
Word formation

Exam guide
5 English in Use
Multiple choice

Exam guide
2 Listening
Matching

Life Skills guide
6 Mediation

1 Complete the sentences with the words in the box.

annoyed confused embarrassed lonely relaxed



1 You feel quite ... when you live in the suburbs and there are no neighbours your age around. lonely
2 The girl felt really ... when she realised she was wearing two different socks. embarrassed
3 Some of the traffic signs were damaged, which made me ... as I had no idea which way to go. confused
4 It's hard to stay ... if you have an important exam the next day and you feel you haven't revised enough for it. relaxed
5 The teacher shouted at us for not completing the project on time. I'd never seen her so ... before! annoyed

2 Listen to four speakers. Match each speaker (1–4) with the emotion they express (a–e). There is one that you do not need. 2 p. 383

1 Speaker 1 is b
2 Speaker 2 is c
3 Speaker 3 is e
4 Speaker 4 is a

a delighted
b surprised
c scared
d bored
e angry

3 For each sentence (1–3), write two questions about the underlined parts.

1 Jamie felt really upset about his exam results.
2 Shy people often hide their emotions.
3 Classical music can cheer you up when you're depressed.

3 1 Who felt really upset about their exam results?
How did Jamie feel about his exam results?
2 Who often hides their emotions?
What do shy people often hide?
3 What kind of music can cheer you up when you're depressed?
When can classical music cheer you up?

4 Complete the sentences with the correct form of the word in capitals.

1 His feelings of ... in the new place finally passed when he made friends with Jackie and Steve. loneliness LONELY
2 The little girl couldn't hide her ... when she saw all the presents under the Christmas tree. EXCITE excitement
3 Each of the two teachers gave us completely different instructions, which caused quite a lot of ... . confusion CONFUSE
4 The man came to us with a ... smile on his face. friendly FRIEND
5 Alice felt really ... . It was the first serious exam in her life. nervous NERVE

5 Choose the correct option to complete each sentence.

1 Look at Ann. Why ... ? What's wrong?
(a) is she crying
b has she cried
c does she cry

2 Peter has a little problem. His hamster ... from the cage and he cannot find it anywhere.
a is escaping
(b) has escaped
c escapes

3 Mary can't hide her feelings. Her face always ... if she's excited, bored or upset.
a is showing
b has shown
(c) shows

4 Our lives ... more stressful since we were small kids.
a are becoming
(b) have become
c become

5 You're absolutely right, Peter. I ... that we should sometimes hide our emotions.
a am agreeing
b have agreed
(c) agree

6 Work in pairs. Think of a film you have seen, a book you have read or a game you have played recently. Tell your partner the most important information about it.

1 Who's the author?
2 What is it about?
3 When was it released/published/created?
4 What makes it worth watching/reading/playing?
5 Are there any aspects you don't enjoy about it?

Starter 2

- *travelling*
- *means of transport*
- *accommodation*
- *sightseeing*
- *trips and excursions*
- *compound nouns*
- *adjectives ending in -ed and -ing*
- *past simple*
- *past continuous*
- *past perfect*
- *used to*

1 Choose the correct option to complete each sentence.

1 The *cruise* / *flight* / *expedition* was fantastic. We sailed along the coast for over a week.
2 My neighbour works in the city centre and he often gives me a *trip* / *route* / *lift* when I need to get there.
3 It took us more than six hours before we reached our *route* / *destination* / *voyage*.
4 My dad finishes work at 3 pm, but it takes him over an hour to *voyage* / *lift* / *commute* home.
5 In the 19th century, the *voyage* / *flight* / *excursion* from Europe to America took over a month.

2 Listen to five people. Match each speaker (1–5) with the correct response (a–g). There are two sentences you do not need. 3 p. 383

a So, you should take a taxi instead.
b Yes! Take three stops from here and get off near the cathedral.
c She left home too late in the morning and missed her bus.
d But she got home before her mother came.
e She's afraid she may get lost there.
f I'm always on time if I catch the 7.40 bus.
g Great idea! It's a good way to get to know the city.

1 Speaker 1: a
2 Speaker 2: c
3 Speaker 3: g
4 Speaker 4: b
5 Speaker 5: e

3 Match the words (A and B) to make compound nouns and complete the sentences (1–5).

A	amusement	railway	sky	urban	view
B	exploration	park	point	scraper	station

1 We got to the ... just two minutes late and we had to wait an hour for the next train.
2 The kids had a fantastic time at the ... . They liked the waterslides most.
3 They're building a ... in my city. This will be the highest building in the south of the country.
4 The platform on the hill made a perfect ... . You could see all the small villages in the valley.
5 These old factory buildings could be a great place for those who like ... .

3 1 railway station
2 amusement park
3 skyscraper
4 viewpoint
5 urban exploration

4 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

1 I ... (*meet*) Jackie yesterday. She ... (*sit*) on bus 35.
2 They ... (*explore*) the old tower when suddenly Michael ... (*find*) some old documents.
3 The 1990s were a happy time for my parents. They ... (*enjoy*) university life at that time and they ... (*have*) lots of crazy ideas.
4 Jamie ... (*try*) to organise the expedition for some time, but he finally ... (*give*) up because he couldn't find any sponsors.
5 It's really annoying that Jane ... (*not / come*) to the meeting point on time again. How long ... (*you / wait*) for her this time?

4 1 met, was sitting
2 were exploring, found
3 were enjoying, had
4 was trying, gave
5 didn't come, were you waiting

5 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 It wasn't typical in my family to go to church when I was a small kid.
USE
My family ... to church when I was a small kid.
2 It was my third visit to the Caribbean.
HAD
I ... twice before.
3 Carla and Danny first met during their studies in Barcelona.
WHILE
Carla and Danny first met ... in Barcelona
4 I called Sandra to tell her the news, but she already knew from someone else.
HAD
Someone ... the news before I called her.
5 There was a time when Linda practised the piano, but now she only plays the guitar.
USED
Linda ... , but now she only plays the guitar.

Exam guide
5 English in Use Transformations

Exam guide
2 Listening Matching

5 1 didn't use to go
2 had been to the Caribbean / had visited the Caribbean
3 while they were studying
4 (else) had told Sandra
5 used to practise/play the piano

6 Work in pairs. Give each other instructions on how to get to different places near your school. Use the phrases in the box.

go straight on until you get to …
turn left/right at the traffic lights
go past a …
the … is on your left/right
take the first/second turn on the left/right

How do I get from school to the cinema?

Go straight on until you get to the grocery shop, then turn …

Life Skills guide
6 Communication, Mediation

Starter 3

- *jobs*
- *skills*
- *place of work*
- *choosing a career*
- *job market*
- *dependent prepositions: for, from, on, to, with*
- *past perfect*
- *reported speech*

1 Match the problems (1–5) with the people (a–e) who can help you.

Who will you turn to if you …

1 need a computer programme made especially for your company? d
2 get a toothache too often? b
3 want to give an interview about your activities to a local magazine? c
4 want to make sure your company's financial reports are correct? e
5 are not sure how to interpret legal regulations? a

a lawyer
b dentist
c journalist
d software developer
e accountant

Exam guide
5 Listening
Gap-filling

2 Complete the text with the correct prepositions.

I'm in Grade 2 of my high school and it is still really hard for me to decide (1) … a job I want to do in the future. I generally agree (2) … my parents, who claim that I should go to university. It's obvious that my career depends (3) … my education. But I still have two options to choose from: engineering or biotechnology. I know I will have to make up my mind before I graduate (4) … high school, but for now, both options seem equally attractive. All I know is that I will surely apply (5) … a place at one of the most prestigious universities in Poland.

2 1 on
2 with
3 on
4 from
5 for

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past perfect.

1 Jeremy … (*show*) me a few gadgets he and his team … (*invent*) in their laboratory.
2 Sandra … (*spend*) a few weeks getting ready before she … (*start*) the project.
3 Mike … (*not / get*) a job as a photographer because he … (*not / work*) for a photo agency before.
4 The explorers … (*discover*) a rare species of monkey that … (*live*) on the island for thousands of years.
5 Where … (*you / train*) martial arts before you … (*come*) to teach karate at our school?

3 1 showed, had invented
2 had spent, started
3 didn't get, hadn't worked
4 discovered, had lived
5 had you trained, came

4 Rewrite the sentences using reported speech.

1 'These sportsmen are really fit,' said John.
John said that those sportsmen were really fit.
2 'I'm trying to find a more challenging job,' said Mark.
Mark said he was trying to find a more challenging job.
3 'My lawyer didn't send the documents on time,' said Jimmy.
Jimmy said his lawyer hadn't sent the documents on time.
4 'I want to become a professional sailing instructor,' said Andrew.
Andrew said he wanted to become a professional sailing instructor.
5 'Our local factory has closed down,' said Gina.
Gina said their local factory had closed down.

5 Listen to Maria talking about her relationship with her dad. Complete the dialogue with the missing words. 4 p. 383

Maria: Dad, I (1) … jeans.
Dad: But your old (2) … OK.
Maria: Yes, but (3) … too long.
Dad: Sorry, Maria. (4) … money.
Maria: Well, in that situation (5) … new jeans!

5 1 need a new pair of
2 jeans still look
3 I have worn them for
4 I won't give you any extra
5 I'm not leaving my room until I have some

6 Think of a job. Make up questions about the job using the clues below.

1 where / work?
2 how much / training / need?
3 skills / have to / learn?
4 be / well-paid
5 you / enjoy / do / this job?

7 Work in pairs. Ask each other and answer the questions you wrote in exercise 6. Change them into indirect questions starting with 'I'd like to know …,' 'Could you tell me …' or 'Do you know …'.

I'd like to know where a teacher usually works.

A teacher usually works at a school or university. Could you tell me …

6 **Suggested answers:**
1 Where does a [teacher] work?
2 How much training does a [teacher] need?
3 What skills does a [teacher] have to learn?
4 Is being a [teacher] a well-paid job?
5 Would you enjoy doing this job?

Starter 4

- *technology*
- *inventions and scientific discoveries*
- *use of information and communication technology*
- *word families*
- *the passive*

1 Complete the text with the words in box. There are two words you do not need.

control	digital	inventions	progress
research		switch	tool

You cannot stop the technological (1) ... of the 21st century. The internet has become so widespread that it is present in almost every aspect of our lives. For many, it is a basic (2) ... at work, without which most projects or tasks would be impossible to complete. Many things have become (3) ... – newspapers and books are available online, CDs gave way to music files and camera film has been replaced with SD cards. These (4) ... have changed the world and new ones will surely appear in the years to come, but one thing is certain: it's not the end of technological development and we rely on machines so much that it is no longer possible to (5) ... them all off and live without technology.

2 Match the sentences (1–6) with the methods of communication they describe (a–c).

1 It has a touchscreen. b
2 It uses addresses like: user AT server DOT com. c
3 There's an operating system installed on it. b
4 You often use abbreviations like W8 4 me (=wait for me) in it. a
5 It's perfect when you need to send really short info to a friend. a
6 It's way faster than a paper letter because it's sent in electronic form. c

a text message
b smartphone
c email

3 Rewrite the sentences in the passive.

1 They sell two million copies of the programme every month.
Two million copies of the programme ... .
2 They presented the new model of the phone in August.
The new model of the phone ... .
3 Someone sent this message to all the institutions in our town.
This message ... .
4 People use smartphones for shopping, education and entertainment.
Smartphones ... .
5 I'm sorry, we cannot repair this device.
I'm sorry, this device ... .

4 Translate the Polish fragments of the sentences into English.

1 Alex (*zaoferowano*) ... a job at a telecommunications company, but he didn't accept it.
2 When (*wysłano tę wiadomość*) ... ? Before or after the meeting yesterday?
3 A strange signal (*otrzymano*) ... in our space laboratory last week.
4 Every year, lots of new phones (*jest projektowanych i reklamowanych*) ... .
5 This model of phone (*jest często wybierany*) ... .

5 Complete the sentences with the correct form of the words in capitals.

1 He works for our company as a ... of new applications. DEVELOP
2 Video games are a popular form of ... among young people. ENTERTAIN
3 I'm often ... with the quality of sound on my mobile phone. DISAPPOINT
4 Some scientists warn that artificial ... might become dangerous for humans one day. INTELLIGENT
5 The laboratory was ... with powerful computers that analyse gigantic amounts of data. EQUIPMENT

6 Listen to the interview about a new application that helps to learn languages. Then write the man's answers using a passive voice and *by*. 5 p. 383

1 The app / develop / IT specialists.
2 The modern look / design / graffiti artist.
3 The app / can / use / students of Spanish or French.
4 It / not / use / beginners.
5 It / sell / educational website.

7 Work in pairs. Discuss the topics below. Use the phrases in the box.

On the one/other hand, …
While I understand that …, I think …
One good/bad thing about … is …
I can see that but …, but …

1 How important are smartphones for young people?
2 Will Artificial Intelligence control the world soon?
3 How dangerous are self-driving cars?

One good thing about smartphones is that you can call for help whenever you are in danger.

I can see that they might be helpful, but most young people are simply addicted to smartphones.

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

Exam guide
5 English in Use Word formation

Life Skills guide
7 Critical thinking

1 1 progress
2 tool
3 digital
4 inventions
5 switch

3 1 are sold every month
2 was presented in August
3 was sent to all the institutions in our town
4 are used for shopping, education and entertainment
5 cannot be repaired

4 1 was offered
2 was this message sent
3 was received
4 are designed and advertised/promoted
5 is often chosen

5 1 developer
2 entertainment
3 disappointed
4 intelligence
5 equipped

6 1 The app was developed by (a team of) IT specialists.
2 The modern look was designed by a (popular) graffiti artist.
3 The app can be used by students of Spanish or French.
4 It shouldn't be used by beginners.
5 It is sold by (many) educational websites.

Starter 5

- *sports*
- *benefits and drawbacks*
- *sport equipment*
- *places and events*
- *phrasal verbs*
- *past simple*
- *present perfect, simple and continuous*

1 Choose the correct option to complete each sentence. There are more sets of words than you need.

1 The goalkeeper waited for the ... 's signal and then ... the ball. a
2 The defender managed to stop the ball and ... it to the player on the other half of the ... . e
3 Hundreds of ... watched the ice-skaters' race on the ... . g
4 The ... gave Mark some instructions on how to ... the ball correctly. c
5 The ... across the ... was set too high; we had to lower it a bit before we started the game. d

a referee, kicked
b throw, track
c coach, bounce
d net, court
e pass, pitch
f opponent, sailing
g spectators, rink

2 Choose the correct option to complete each sentence.

1 My team has (won) / *scored* / *achieved* another match in the league.
2 James *scored* / (trained) / *encouraged* hard before the tournament.
3 He's a champion, Mark. You'll never (beat) / *encourage* / *win* him – accept it.
4 Coach Mike chose five girls to *win* / *go* / (represent) our school at the local gymnastics competition.
5 At first, I didn't want to run in the marathon, but my teachers *represented* / (encouraged) / *did* me to take part.

3 Translate the Polish fragments of the sentences into English.

1 I (*nie grałem w tenisa*) ... since my injury.
2 He (*rozpoczął*) ... his sports career in 2015.
3 Kite surfing (*stał się*) ... very popular recently.
4 (*Czy kiedykolwiek uprawiałeś*) ... any extreme sports?
5 The players began playing better when the coach (*dał*) ... them some instructions.

4 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or present perfect continuous.

1 This athlete ... (*represent*) his country in the world championships for over 12 years.
2 Look! I ... (*buy*) new running shoes. I'm going to do some jogging every morning.
3 How long ... (*you / surf*) as a professional kite-surfer?
4 I ... (*get*) ready for the marathon for the past few months. I really hope to win it.
5 The football association ... (*not / announce*) the hosts of the next World Cup yet.

5 Complete the sentences with the correct prepositions.

1 How often does her husband work out at the gym?
2 When did she decide to take up fitness?
3 Which activities did she decide to take part in ?
4 How long did it take her to warm up ?
5 Why did she give up going to the club?

6 Listen to the woman talking about her experience with fitness classes. Answer the questions in exercise 5.
6 p. 383

7 Work in pairs. Discuss the topics below. Use the phrases in the box.

I totally agree with you.
That's a good point.
Maybe, but …
I'm not sure I agree.
I understand what you mean, but …

1 The sport that should be practised in your school.
2 Some sports are definitely overpaid.
3 Are sports always healthy?

It would be great to have a chance to play rugby at our school.

Maybe, but we don't have a rugby pitch. We could think of discus throw instead.

Exam guide
6 Listening
Open-ended questions

Life Skills guide
7 Critical thinking

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

4 1 has been representing
2 have bought
3 have you been surfing
4 have been getting
5 hasn't announced

3 1 haven't played tennis
2 started/began
3 has become
4 Have you ever done/played
5 gave

6 1 Her husband works out at the gym every week.
2 She decided to get into fitness two months ago.
3 She decided to join advanced training.
4 It took her ten minutes to warm up.
5 She gave up going to the club because she needs something less tiring.

Starter 6

- *food, preparing meals*
- *eating habits, places to eat (restaurants, bars, street food stalls)*
- *alternative food, diets*
- *compound adjectives*
- *future plans, intentions and arrangements: will, may/might, going to, present simple, present continuous*
- *future continuous*
- *future perfect*

1 Complete the text with the words in the box. There are two words you do not need.

balanced	cooked	delicious	disgusting
processed		tasty	vegetarian

I'm very careful about the quality of the food I eat. I try to keep a (**1**) … diet, which means I eat every type of food. I do not eat too much meat, but I'm not a (**2**) … , either. I just make sure my chicken or fish is (**3**) … rather than fried. Generally, I avoid highly-(**4**) … food; the ready-made frozen meals that you only have to warm up in the microwave are definitely not for me.
And I never visit fast food restaurants. What they serve there is simply (**5**) … . Yuck!

2 Choose the correct option to complete each sentence.

1 Check the TV guide, Ron. I've forgotten what time my favourite culinary programme c tonight.
a may start **b** will start **c** starts

2 I hope people c more about healthy food soon.
a are caring **b** may care **c** will care

3 Oh, so we've run out of milk? I a some when I go to the shop in the afternoon.
a will buy **b** am buying **c** buy

4 As soon as you b work, call the restaurant and book a table for Saturday.
a are going to finish **b** finish **c** will finish

5 Sue has just started a cooking course. She a as a chef in the future.
a is going to work **b** may work **c** is working

3 Match the halves of the sentences.

1 Betty took a box of home- e
2 Alina sent me some recipes for oven- a
3 Jerry and Alicia went out for dinner to an old- c
4 These large meat- d
5 Honey is a sweet- b

a baked dishes that were easy to prepare.
b tasting healthy product.
c fashioned restaurant that served traditional Polish dishes.
d filled peppers are a traditional dish in this region.
e made cookies with her on the trip.

4 Listen to five people. Match each speaker (1–5) with the sentence (a–e) that best describes what they say. 7 p. 383

This speaker is talking about …

1 Speaker 1 c
2 Speaker 2 e
3 Speaker 3 d
4 Speaker 4 a
5 Speaker 5 b

a a spicy meal
b ingredients for a dish
c fresh vegetables
d unhealthy food
e food containing wheat

5 Choose the correct option to complete each sentence.

1 You have to come earlier than 1 pm. Lunch *is going to begin* / *will have begun* by then.
2 Don't call me between 8 and 9 tonight. I *may eat* / *will be eating* out with Sam.
3 This dish smells terrible! I *won't have eaten* / *am not going to eat* it!
4 With the world's population growing so fast, scientists *may need* / *will have needed* to find some new sources of food.
5 *Will we all have become* / *Will we all be becoming* vegetarians by 2050?

6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 This restaurant has really beautiful decor!
WHAT
… decor this restaurant has!

2 We were still hungry when we left the restaurant. That's because the portions were really small.
SO
The portions … we were still hungry when we left the restaurant

3 One of my ambitions is to learn to cook some Mexican dishes.
AIMING
… to cook some Mexican dishes.

4 Jessica cannot wait to open her café.
FORWARD
Jessica … her café.

7 Work in pairs. Talk about your plans and hopes for the future. Use the phrases in the box.

I expect I will …	I'm looking forward to *-ing* …
I'm thinking of *-ing* …	I'd really like to …

I expect I will lose a bit of weight when I'm on diet.

I'm thinking of going on a diet, too. I'd really like to lose some weight.

Exam guide
4 Listening
Matching

1 1 balanced
2 vegetarian
3 cooked
4 processed
5 disgusting

Exam guide
6 English in Use
Transformations

6 1 What beautiful
2 were so small that
3 I'm aiming to learn
4 is looking forward to opening

Life Skills guide
7 Mediation

Starter 7

- *buying, selling, shops*
- *payment, services, finance*
- *advertising, sales*
- *adverbs*
- *the passive*
- *have/get something done*

1 Choose the most logical ending for each sentence.

1 This jacket was a real ...
(a) bargain; I only paid fifteen pounds for it.
b sale; there were lots of cheap clothes.

2 The book cost 12 pounds but I needed it so I decided to ...
a pay off part of my debt.
(b) borrow a few pounds from a friend.

3 The Wilsons are quite rich. They can easily ...
a get a refund for things they bought.
(b) give away some money to charity.

4 You can take 15 pounds with you, but please, don't ...
(a) waste it all on sweets.
b borrow it from other students.

5 There were several books left after the sale. The bookstore ...
a took them back and got the refund.
(b) donated them to a local primary school.

2 Listen to Erica talking about a day when she went shopping. Then decide if the sentences are true (T) or false (F). 8 p. 383

1 Erica earned some money as a cook. F
2 She went shopping for clothes. T
3 Erica is not interested in popular brands. T
4 She bought a pair of high-heeled shoes. F
5 She didn't have enough of her own money to buy trainers. T

3 Write the second sentence so that it means the same as the first. Use adverbs instead of the adjectives in bold and add necessary words.

1 The delivery of the clothes was pretty **quick**.
They delivered ... .

2 My interest in the new products was **similar** to Jack's interest.
Both Jack and I ... in the new products.

3 They closed the online shop, but they said it was only a **temporary** situation.
The online shop ... .

4 The company solved the problem. They did it in a **professional** manner.
The company ... .

5 How **good** are you at dancing?
How ... dance?

4 Read the letter below. Make it more official by changing the sentences in bold into passive.

Dear Mr Johnson,

(1) **The postman delivered your letter on September 24th.** Thank you very much for your information. (2) **We will use it to improve the quality of our service.** I'm really sorry to hear that the laptop you bought from us is broken. However, (3) **you cannot blame our company for this problem.** If I understand correctly, (4) **someone had dropped the laptop onto the ground** before it stopped working. That means that we are not responsible for the damage. (5) **Our technicians repair this kind of damage**, but this is a paid service. If you are interested in this kind of support, let us know.
Yours,
James Brown
MaxiLaptop LTD

5 Complete the questions (1–5) with the active or passive form of the verbs in brackets. Then, match them with the answers (a–e).

1 Where ... gunpowder ... (*invent*)? b
2 Who ... Emma Watson ... (*star*) in the Harry Potter series? c
3 Where will the World Cup 2026 ... (*hold*)? e
4 How many times has man ... (*land*) on the Moon so far? d
5 When can a rainbow ... (*see*) in the sky? a

a after the rain
b in China
c Hermione Granger
d once
e in Canada, Mexico and the US

6 Complete the sentences with the correct form of *have something done*.

1 Something's wrong with the engine of my car. I need to ... (*it / check*) at the garage.
2 It's quite a recent photo of me. I ... (*it / take*) a month ago.
3 Have you ever ... (*your hair / dye*)? What did it look like?
4 Every time we go on holidays, we ... (*the plants / water*) by our neighbour.
5 During the conference tomorrow, we ... (*a meal / serve*) by a catering company.

7 Work with a partner. Student A wants to buy something in a clothing shop. Student B is a shop assistant. Include the following issues while talking:

- the size is wrong
- the colour is wrong
- the choice of patterns or styles

Hello. Have you got these sweaters in blue?

Only in light blue, nothing darker. What size are you?

Exam guide
2 Listening
True/false

Life Skills guide
7 Communication

4 1 Your letter was delivered on September 24th.
2 It will be used to improve the quality of our service.
3 our company cannot be blamed for this problem.
4 the laptop had been dropped onto the ground.
5 This kind of damage is repaired by our technicians,

3 1 the clothes pretty quickly
2 are/were similarly interested
3 was closed temporarily
4 solved the problem professionally
5 well can you

5 1 was ... invented
2 does/did ... star
3 be held
4 landed
5 be seen

6 1 have it checked
2 had it taken
3 had your hair dyed
4 have the plants watered
5 will / are going to have a meal served

Starter 8

- *human body, emergency and first aid*
- *disability, injuries, physical challenges*
- *verbs describing ability*
- *zero and first conditional*
- *second conditional*
- *I wish, If only*

1 Complete the sentence with the words in the box. Make five such sentences.

A(n) ... is a part of a(n) ... .

arm	bone	brain	digestive system	elbow
head	knee	leg	skeleton	stomach

2 Choose the correct option to complete each sentence.

1 There's something wrong with my *heart* / *lungs* / *brain*. It's beating too fast.
2 You can donate up to 350 millilitres of *vessels* / *blood* / *brain* at a time.
3 When you quit smoking, your *lungs* / *bones* / *muscles* need a few years before they can clean out the toxins.
4 There are five *organs* / *vessels* / *senses*: sight, hearing, smell, taste and touch.
5 This nasty cough and your runny nose suggest that you've got *blood vessels* / *blood cells* / *an infection*.

3 Choose the correct option to complete the text.

I used to be an active football player some time ago, but a car accident made it (1) **b** for me to play anymore. My broken legs stopped me (2) **a** walking at all for a few weeks. My family organised a wheelchair for me, which (3) **c** me to move around the house. It took a lot of time before I could finally walk on my own and I still have to use a walking stick, which (4) **a** me keep my balance, but I know now that the injury has (5) **a** me from playing football forever. That's life!

1	**a** unnecessary	**b** impossible	**c** unable
2	**a** from	**b** to	**c** about
3	**a** saved	**b** let	**c** enabled
4	**a** helps	**b** allows	**c** stops
5	**a** prevented	**b** let	**c** saved

4 Match the halves of the sentences.

1 If you tell the doctor d about your symptoms,	**a** if you feel too tired to continue.
2 An illness starts b	**b** when the body cannot fight a virus.
3 You'll go on putting on weight e	**c** your heart rate increases.
4 If you run a long distance, c	**d** he will surely find out what's wrong.
5 Stop working out at the gym a	**e** unless you go on a diet.

5 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 I don't like the fact that I get ill so often.
ONLY
If ... so often!
2 My friend often phones me late at night. It's annoying.
WISH
I ... me late at night.
3 Imagine you see an accident. What would you do?
IF
What would you do ...?
4 I'm quite fit thanks to my fitness instructor.
FOR
If it ... , I wouldn't be so fit.

6 Complete the sentences with the correct form of the verbs in brackets. Use zero, first or second conditional.

1 Will you sign up if our school ... (*look*) for more volunteers this year?
2 This red lamp ... (*light*) up when there is an emergency in the building.
3 If it wasn't for my previous experience, they ... (*not / let*) me attend the lifeguard 4 training course.
4 If only Mick finally ... (*complete*) this course for caretakers! He could go on a trip with us then.
5 I wish my school ... (*organise*) more events like Life Rescue Day!

7 Work in pairs. Describe the picture to your partner. Use the phrases in the box.

This one shows …
In the middle/background/foreground, there's …
They seem/look …
It looks as if …
It's some/a sort of …





Student A
This one shows two people trying to help a child. It's some sort of emergency. The child seems …

Student B
It's a sort of first-aid training. In the middle, there's …

Exam guide
5 English in Use Transformations

Exam guide
3 English in Use Multiple choice

1 1 brain, head
2 elbow, arm
3 stomach, digestive system
4 bone, skeleton
5 knee, leg

5 1 only I didn't get ill
2 wish my friend didn't phone
3 if you saw an accident
4 wasn't for my fitness instructor

6 1 looks
2 lights / will light
3 wouldn't let
4 completed
5 organised

1 Which jobs are considered to be the most respectable in Poland? Why do you think they are so prestigious?

2 Are there any kinds of work that you would never do? What are they?

1 Work

Culture guide

Global context

Urban development is the practice of improving the lives of people who live in cities through the design of public living spaces: streets, shopping centres, squares and buildings. Munich is more than 800 years old and is proud of its ancient architecture, but like all cities it is constantly needing to adapt. Colourful and eye-catching design is one of the most immediate ways that town planners can make city living a happier experience.



IN THIS UNIT YOU LEARN

VOCABULARY
- jobs
- working life
- types of work
- working and employment conditions
- looking for a job

GRAMMAR
- verb patterns: verb + *-ing* or infinitive with *to*
- present and past modal verbs

SKILLS
Listening
- the world of work
- career paths
- multiple choice, matching

Reading
- unusual job
- ways of seeing
- multiple choice, matching

Speaking
- job interviews

Writing
- a formal letter of application

CRITICAL THINKING
- exaggerating

3h/week • Student's Book ex. 1–6 p. 13 • If short of time, skip ex. 5–6.

5h/week • Workbook ex. 1–11 pp. 8–9 • If short of time, skip ex. 9–11.

7h/week • Photocopiable vocabulary games and activities, TB pp. 295, 299 (1.3) • Extra online resources



A painter working on a colourful underpass in Munich, Germany.

1A Vocabulary

Work

Talking about jobs and working life

1 What skills, abilities and personal qualities do people need to work successfully in the 21st century? Is it more than just qualifications?

2 Work in pairs. Think of a job:

1 which is popular, so the job market is **competitive**.
2 in which you need to be **flexible** – able to adapt to changing situations.
3 that's **well-paid** – you get a good salary.
4 **in the** construction **industry**.
5 where employees **work long hours** – 50 hours a week or more.
6 that you would find quite **stressful**.
7 which has good **career prospects**.
8 in which you would be **in charge of** many people – responsible for them.
9 that is physically **demanding**, so you need to be healthy.
10 that needs **creative** people with new ideas and new ways of doing things.

3 Use the words and phrases in bold in exercise 2 to complete the paragraph.

A survey about the reasons people leave their jobs shows some surprising results. You might think that people want more money, so move to jobs that are (1) ... , or prefer an easy life, but in fact this is not always the case. Many employees are happy to (2) ... in (3) ... jobs, where they are (4) ... large teams, working with important clients. In return, they want exciting (5) ... in their chosen (6) ... . Work only becomes (7) ... if employers refuse to listen to their workers' needs or don't trust them with responsibility. For example, employees with a long commute may want more (8) ... working hours. The lesson for business? To keep good employees, you need to trust them and listen to them.

4 Put the lines (a–i) in the correct order. Sentence *a* is the first line, sentence *i* is the last one.

a I've always wanted to **work in** 1
b **charge of** the boys' football teams. It wasn't a very **well-paid** 4
c **for** organising a football tournament. Since that job, I've never been **out** 6
d **work** at the sports centre, where I was **in** 3
e **job** as a coach. I'm currently **working** 8
f **job,** but it was quite satisfying – I was **responsible** 5
g **of work.** Now I've got **a full-time** 7
h **the sports industry.** I qualified as a personal trainer and got **part-time** 2
i **on** a fitness programme for one of my clients who is a professional athlete. 9

5 Work in pairs. Discuss the difference between the terms.

1 *part-time* and *temporary* work?
2 to work *in* something and to work *on* something?
3 to have a *full-time job* and to *work long hours*?

6 Work in pairs. You are discussing possible career paths with a friend. Talk about the jobs you would like to do. Discuss the following aspects:

- working hours
- salary
- responsibilities
- people you would like to work with

Life Skills guide

1 Critical thinking, Mediation, Self-development

3
1 well-paid
2 work long hours
3 demanding
4 in charge of
5 career prospects
6 industry
7 stressful
8 flexible

5
1 If you have a *part-time* job, you might only work a few hours a day or a few days a week. A *temporary* job means you don't keep the job for very long, just a few weeks or months.
2 You work *in* an industry, e.g. *I work in software design. He works in sales.* You work *on* a specific project within your job, e.g. *I'm an engineer. At the moment I'm working on a new bridge for a railway company.*
3 A *full-time job* is normally about eight hours a day, five days a week, so about 40 hours a week. But if you *work long hours*, you do more than this, e.g. ten hours a day.

Life Skills guide

6 Communication, Critical thinking, Mediation, Self-development

1 Can work bring real satisfaction in life? What jobs could be considered more of a hobby than work?

2 In what ways, other than financial, may an employee be rewarded for their work?

1B Listening

Listening to people talking about the world of work

Life Skills guide

1 Collaboration, Critical thinking, Mediation, Self-development

Exam guide

4 Listening Matching

Exam guide

5 Listening Multiple choice

1 Work in pairs. Imagine you are a company manager. Which of these ideas would make your employees most productive? Put them in order – 1 is the best idea.

a Give employees a share of the company.
b Give everyone a day every month to volunteer for a charity.
c Let workers choose what time to start and finish each day.
d Let everyone decide if they want to work from home or in the office.
e Let each person decide when to take holidays.

2 Listen to a podcast about the world of work. Which of the ideas in exercise 1 are mentioned? Which employer uses them, Hamdi Ulukaya or Jenny Biggam? 9 p. 383

3 Listen again. Complete each extract with the missing verbs. 9 p. 383

1 Ulukaya started the business a few years ago and it has … to become a multi-billion-dollar company.
2 Does he just … to be nice, or is this actually good management?
3 He … feeling grateful to his workers for helping him start the business.
4 Do you think he might … giving so much of the company away?
5 Jenny Biggam decided to … treating her workers like children.
6 They are … to make coming to work a happier experience.
7 What kind of boss would you like? Don't … to phone in and tell us!

4 Listen to four people talking about their career paths. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence that you do not need. 10 p. 384

This speaker:

a is not particularly satisfied with their job.
b does a completely different job than they originally wanted to.
c is bored with the tasks they deal with at work.
d helps others decide what to do in the future.
e is not working at the moment.

1 Speaker 1: b
2 Speaker 2: a
3 Speaker 3: d
4 Speaker 4: e

5 Listen to the recording again. Choose the correct option to complete each sentence. 10 p. 384

1 Speaker 1 …
a successfully combines two jobs at the same time.
b wants to become an accountant.
c changed his hobby into a steady job.

2 Speaker 2 …
a likes to deal with murders most.
b feels he does a prestigious job.
c feels safe at work.

3 Speaker 3 …
a gives advice to people who have problems at work.
b works at a school.
c has just started working with teenagers.

4 Speaker 4 …
a was responsible for a group of workers at his last job.
b feels he doesn't have enough skills for his job.
c lost his job because he had made a mistake.

2 Hamdi Ulukaya gave his employees shares in the company (**a**). Jenny Biggam lets people decide when to take holidays and where they want to work (**e** and **d**).

3 **1** gone on **2** mean **3** remembers **4** regret **5** stop **6** trying **7** forget



A worker checks her smartphone sitting on a swing in the offices of PT Tokopedia in Indonesia.

3h/week • Student's Book ex. 1–5 p. 14 • If short of time, skip ex. 1.

5h/week • Workbook ex. 1–5 p. 10

7h/week • Extra online resources

Fast Finishers

You have just set up your first company. Think of four innovations you could introduce to attract the best specialists in the industry to come and work for you.

1C Grammar 1

Verb patterns: verb + *-ing* or infinitive with *to*

Talking about life experiences using -ing *or infinitive with* to

1 Look at the completed sentences in exercise 3 on page 14.

Verb patterns: verb + *-ing* or infinitive with *to*

a *Do you think other companies will* ***go on treating*** *their workers the same?*
b *Making work enjoyable* ***means creating*** *a more productive company.*
c *Some managers* ***remember to show*** *their employees how much they appreciate their work.*
d *I* ***regret to inform*** *you that we can't afford to employ you any more. I'm so sorry.*
e *I* ***stopped to buy*** *a coffee on the way to work.*
f *If it's taking so long to get to the office,* ***try working*** *from home for a few days.*
g *Hamdi Ulukaya will never* ***forget making*** *his first million dollars.*

More explanation in Grammar reference on p. 24.

2 Work in pairs. Look at the verbs in bold in the Grammar box. Compare them with the sentences in exercise 3 on page 14. Discuss how their meanings change.

go on + *infinitive with to means 'to do something after doing something else'*
go on + *-ing means 'to continue'*

More exercises in Grammar practice on p. 25.
Do exercise 1.

3 Complete the paragraph with the correct form of the verbs in brackets.

Sometimes being a good boss means (1) ... (*give up*) important personal things. I remember (2) ... (*hear*) about a company that lost a lot of money. If they wanted the company to go on (3) ... (*do*) business, they had to stop (4) ... (*employ*) some of the workers. But the director didn't want to say: '*I regret* (5) ... (*tell*) *you that we have to let you go.*' He meant (6) ... (*keep*) everyone employed and motivated. So, he tried (7) ... (*talk*) to the workers. Together, they decided to reduce their salaries. He didn't forget (8) ... (*include*) himself in the cuts. In fact, he remembered (9) ... (*lead*) by example and took the biggest salary cut of all. The company went on (10) ... (*survive*) the bad times and is now doing very well.

4 Complete the topics with the correct form of the verbs in brackets. Discuss in pairs.

1 something you meant ... (*do*) this morning to do
2 a mistake you regret ... (*make*) making
3 the job you'll go on ... (*do*) in the future to do
4 an item of clothing you've tried ... (*wear*) wearing
5 a bad habit you've stopped ... (*do*) doing

5 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 I gave up my previous job and now I think it was a mistake.
REGRET
I ... my previous job.

2 Patrick didn't remember to send the documents to his boss.
FORGOT
Patrick ... the documents to his boss.

3 The boss took the report; then he started describing the new project.
WENT
The boss took the report and ... the new project.

4 As a result of being promoted, you usually take on more responsibility.
MEANS
Being promoted usually ... more responsibility.

5 At one moment, the lecturer took a break and asked if everything was clear.
STOPPED
At one moment, the lecturer ... if everything was clear.

6 Work in pairs. Describe the photo, then answer the questions.



1 Are these people working for a small company or a large corporation? Why do you think so?
2 Would you prefer to have a job you do with or without a computer? Why?
3 Tell your partner about a time when someone you know was looking for, or found, a job.

7 **MY PERSPECTIVE – SPEAKING**

Work in pairs. What hopes do you have about the places you will work at in the future?

1 What was the last thing you forgot to do? Did you really forget or did you forget on purpose?
2 Does education always result in having a well-paid job in the future?

Exam guide
5 English in Use Transformations

5
1 regret giving up
2 forgot to send
3 went on to describe
4 means taking on
5 stopped to ask

3
1 giving up
2 hearing
3 doing
4 employing
5 to tell
6 to keep
7 talking
8 to include
9 to lead
10 to survive

Exam guide
6 Oral Matura

Life Skills guide
6 Communication, Critical thinking, Mediation, Self-development

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–7 p. 15, ex. 1 p. 25
5h/week • Workbook ex. 1–6 p. 11
7h/week • Photocopiable grammar activities, TB pp. 294, 297 (1.1) • Extra online resources (see Technology guide)

1D Cele lekcji: Rozumienie artykułu o nietypowej pracy.

1 When was the last time you didn't recognise or didn't notice a friend in the street?
2 How many of your classmates could you identify from a distance of 100 m?



1D Reading

A real-life, crime-fighting superpower!

VOCABULARY BUILDING Ways of seeing

1 Read the sentences (1–7). Find a verb related to seeing. Then match the verbs with their definitions (a–g).

1 The police spotted him leaving the car park in a van. f
2 She stole from three different shops and they caught her on security camera each time. e
3 He only glanced at the woman but he knew who she was immediately. b
4 I waved at her but I don't think she noticed me because she didn't stop to say hello. a
5 The person in the photo has been identified as Adam Blackmore. c
6 Officers observed people leaving and entering the building entrance throughout the night. g
7 I recognised an old friend at the train station, even though we hadn't been in touch for years. d

a became aware of someone or something
b looked quickly at something
c saw someone and was able to say who they were
d knew who the person was because you had seen them before
e saw someone doing something wrong
f saw someone or something because you were looking for them
g watched someone or something carefully in order to learn information

2 Rewrite the sentences replacing all the words in bold with the correct form of the verbs in exercise 1.

1 I didn't **know it was** Christophe at first – he's grown a beard since the last time I saw him.
2 I only need to **look** at a phone number **briefly** and I can remember it.
3 How many of these people can you **put a name to**?
4 I looked for you at the park but I didn't **see** you. Where were you?
5 If my parents **see** me playing games when I should be doing homework, they take my laptop away.
6 He learnt the job by **watching and studying** what the other members of staff did.
7 I **saw** that the window was open when I heard a loud noise outside.

READING

Understanding an article about an unusual job

3 Work in pairs. Discuss the questions.

1 Do you find it easy to recognise people you have only met once?
2 Who do you think super-recognisers are and where do they work?

4 Read the article. Work in pairs. Discuss the questions.

1 Were you right in your answer about super-recognisers in exercise 3?
2 What skills do you need to have to become a super-recognisers?
3 Who do super-recognisers mostly work for?

2 1 recognise
2 glance
3 identify
4 spot
5 catch
6 observing
7 noticed

4 1 Super-recognisers are people with the amazing ability to remember thousands of faces and pick them out on a crowded street.
2 They need to be good at remembering lots of things.
3 Police.

3h/week • Student's Book ex. 1–8 pp. 16–17 • If short of time, skip ex. 3 and 8.

5h/week • Workbook ex. 1–4 p. 12

7h/week • Photocopiable vocabulary games and activities, TB pp. 295, 300 (1.4) • Extra online resources

11 You are being watched.

Next time you're in a busy city centre, look up. Chances are there will be a CCTV * camera somewhere nearby. Many large cities have thousands of security cameras: on buildings, next to roads, even in public buses and trains. (**1**) d . No matter how many cameras are in place to catch people breaking the law, criminals can't always be identified. For one thing, the police can only put a name to a face if they have a file on that person. Also, even if the criminal is known to the police, the CCTV image is often so poor that it is impossible to recognise them.

Impossible for most people, that is, but not if you're a super-recogniser. These are people with the amazing ability to remember thousands of faces and pick them out on a crowded street, even if they only see them for a moment. (**2**) c . At football matches, for example, the police must spot troublemakers immediately, before they start fighting, and this means acting fast. The 152 super-recognisers employed by the London police can do this, and they get results.

The police didn't need to worry, for example, when there was trouble in the streets in 2011. (**3**) b . Instead, officers sat in CCTV control centres, observing the scenes on TV and picking out known criminals for their colleagues on the ground. Just one member of the team, Gary Collins, was able to identify a total of 190 troublemakers! The police later arrested many of them; others weren't allowed to go back on the streets.

You might think that with a memory this good, super-recognisers must be good at remembering lots of things, but Collins admits he can't even remember a shopping list. 'I have to write that down,' he says. Scientists believe that the ability to recognise faces is different from other kinds of memory, and uses a special part of the brain. Damage to that area of the brain can cause 'face blindness,' where people can't recognise faces at all. (**4**) e . We are even able to identify people we know from the backs of their heads and from the way they walk, something computers are unlikely to do in the near future. However, we can't all do it as well as professionals like Gary Collins, who do it better than 99% of the population.

You might also be in the top one percent and not even know it. So, if you're looking for a job where you are allowed to watch TV all day, you should find out whether you're a super-recogniser and join the police! (**5**) a .

CCTV *closed-circuit television – a camera system used for observing and recording activity in some places*

Exam guide
5 Reading
Missing sentences

Exam guide
6 Reading
Multiple choice

Life Skills guide
7 Critical thinking

5 Read the text. Match the sentences (a–e) with the gaps (1–5) in the text. Listen and check your answers.

a If your superpower proves to be effective, you'll certainly make your contribution to the safety of society.
b It would be impossible to spot the most aggressive individuals right when they were rioting.
c And in most cases, time is a key factor in successful identification.
d They are supposed to prevent crime, but there is a problem.
e Having said that, most of us are really good at recognising faces.

6 Read the article again. Choose the correct option for each question.

1 What makes super-recognisers so effective at work?
a They can easily recognise a troublemaker after a short talk.
b They only need a short moment to match a face they see with a person they saw before.
c They know everybody.

2 If you are as good at recognising faces as Gary Collins, what else might be true about you?
a Your memory is good for other things, too.
b You probably suffered damage to a particular area in your brain.
c Only one person in a hundred has similar skills to yours.

3 What is one suggestion that the author makes?
a The reader might consider working for the police if they have some particular skills.
b Computers are getting better and better at recognising people's faces.
c The reader should avoid some places that are generally considered more dangerous than others.

CRITICAL THINKING Exaggerating

Sometimes writers exaggerate (describe things so that they seem a lot better/worse, more important, etc. than they really are) to make their point. It's important to be able to recognise when the author is exaggerating and when they are stating facts. For example, to say that there were lots of people at a party, you might say that there were *hundreds* of people, when in fact, there were not that many.

7 Work in groups. Decide which of the extracts are probably exaggerating facts. Why?

1 You are being watched.
2 Many large cities have thousands of security cameras.
3 Collins was able to identify a total of 190 troublemakers.
4 Collins admits he can't even remember a shopping list.

8 Work in pairs. Discuss the questions.

1 Would you like to be a super-recogniser? Why?/Why not?
2 Think again about the job you would like to do. Write three sentences to exaggerate it. Tell your partner. Whose job sounds most interesting?

7 **1** You are certainly not being watched all the time! This dramatic and exaggerated start is used to get the reader's attention.
2 This is probably true. In a large city, there will be thousands, or even tens of thousands of cameras (in London there may be as many as 500,000).
3 Not exaggerated. An article like this is unlikely to use precise numbers unless they are accurate.
4 He probably could remember a very short shopping list, so this is rather exaggerated.

Life Skills guide
8 Communication, Creativity, Critical thinking, Mediation, Self-development

Fast Finishers

Make a list of five most common locations in Poland where people are observed by CCTV cameras. For each location, write how cameras may improve the situation.

1E Cele lekcji: Stosowanie teraźniejszych i przeszłych czasowników modalnych w rozmowie o zmianach zachodzących na rynku pracy.

1 What are some of the things you aren't allowed to do at school?
2 Name five things you shouldn't and five things you need to take with you on a school trip.



1E Grammar 2

Present and past modal verbs

Talking about job evolution using present and past modal verbs

1 Work in pairs. Discuss the questions.

1 Super-recognisers did not exist a few years ago. What other new jobs can you think of? Make a list.
2 What jobs from the past no longer exist, or are disappearing? Make another list.
3 Look at your lists. What do you think 'job evolution' means?

2 Look at the sentences in the Grammar box. Which sentences (a–h) describe:

1 obligation? a
2 no obligation? g
3 permission? c
4 prohibition? e
5 ability or possibility? b
6 no ability or possibility? f
7 advice? d
8 deduction or speculation? h

Present and past modal verbs

a *At football matches the police **must** spot troublemakers immediately.*
b *Gary Collins **was able to** identify 190 troublemakers.*
c *If you're looking for a job where you **are allowed to** watch TV all day …*
d *… you **should** find out whether you're a super-recogniser.*
e *… others **weren't allowed to** go back on the streets.*
f *'Face blindness' … where people **can't** recognise faces at all.*
g The police **didn't need to** worry when there was trouble in the streets.
h *… super-recognisers **must** be good at remembering …*

More explanation in Grammar reference on pp. 24–25.

3 Look at the Grammar box again. Which sentences refer to the present and which refer to the past?

4 Complete the table with the words in bold in the Grammar box from the sentences that refer to the present.

Meaning	Present
obligation	*have to,* (1) must , *need to*
no obligation	*don't have to, don't need to, needn't*
permission	*can,* (2) is/are allowed to
prohibition	*mustn't, can't, isn't/aren't allowed to*
ability or possibility	*can, is/are able to*
no ability or possibility	(3) can't , *isn't/aren't able to*
advice	(4) should , *ought to*
deduction or speculation	(5) must , *may, might, can't*

5 Translate the Polish fragments of the sentences into English. Use the words and phrases in the box.

manage | may | need | not have to | ought

1 At most jobs nowadays, you (*potrzebujesz znać*) … foreign languages.
2 (*Nie musisz pracować*) … non-stop in our company – breaks are allowed any time you feel you need to relax a bit.

Life Skills guide
1 Collaboration, Critical thinking, Mediation

3 present: a, c, d, f, h
past: b, e, g

Life Skills guide
5 Mediation

5 1 need to know
2 You don't have to work
3 we ought to buy
4 may be
5 (he) managed to complete/finish

Znajomość środków językowych: *tłumaczenie fragmentów zdań*

3h/week • Student's Book ex. 1–10 pp. 18–19, ex. 2–5 p. 25 • If short of time, skip ex. 1 p. 18 and ex. 10 p. 19.

5h/week • Workbook ex. 1–10 pp. 14–15

7h/week • Photocopiable grammar games and activities, TB pp. 294, 298 (1.2) • Extra online resources (see Technology guide)

6
1 can
2 couldn't
3 had to
4 don't have to
5 can't
6 have to
7 shouldn't
8 needed

3 With so much data to process, I believe (*powinniśmy zakupić*) ... more powerful computers than the ones we're using now.
4 I'm afraid this salary (*może być*) ... too low for this specialist to accept our offer.
5 He needed more money than planned, but (*zdołał ukończyć*) ... the project on time.

More exercises in Grammar practice on p. 25.
Do exercises 2–5.

6 Complete the text about jobs that no longer exist with the words in the box.

can	can't	couldn't	don't have to
had to	have to	needed	shouldn't

They say that the world is changing faster now than at any time in history. We (1) ... do things that were unimaginable just a few years ago. Twenty years ago, you (2) ... send photos from your phone, for example, and you (3) ... carry a map before GPS existed. These changes affect everything. Smartphones mean people (4) ... buy cameras any more, so camera companies (5) ... survive and employees (6) ... find new jobs. Technology is changing the way we live, but also the way we work.

Many professions are changing or disappearing entirely due to technology, but you (7) ... think that job evolution is a recent thing. Many old jobs you have probably never heard of (8) ... to make way for new ones because of advances in technology.

7 Work in pairs. Look at the photos. What jobs do you think the people are doing?

8 Read the text about two jobs from the past. Choose the correct option to complete each gap.

Icemen and icewomen (1) a deliver heavy blocks of ice to wealthy families who (2) b afford to buy it to keep their food cold. This was before every home had a fridge. If you (3) c buy the ice, you (4) c find another way to keep your food fresh.

If you (5) a wake up early, you (6) c pay a knocker-up. Their job was to wake people up by tapping on bedroom windows with a long stick. The knocker-up (7) b leave until they were sure their customers were awake. But why is it that the knocker-up (8) b be woken up?

1	**a** had to	**b** weren't allowed to	**c** may
2	**a** are able to	**b** could	**c** shouldn't
3	**a** mustn't	**b** didn't need to	**c** couldn't
4	**a** didn't manage	**b** needn't	**c** had to
5	**a** needed to	**b** were allowed to	**c** must
6	**a** ought to	**b** are able to	**c** could
7	**a** didn't manage	**b** wasn't allowed to	**c** may not
8	**a** couldn't	**b** didn't have to	**c** shouldn't

9 Complete the text with one word in each gap.

Until very recently, there were many jobs you (1) ... do, that we're all (2) ... to do nowadays thanks to computers. Travel agents still exist of course, but there (3) ... be many people who still book their holidays the old-fashioned way. The internet means we (4) ... pay a professional to book our airline tickets or hotels.

Is it possible that some very common jobs may soon disappear? Companies like Google have shown that driverless vehicles (5) ... work, but at the moment the law says that automated cars and buses aren't (6) ... to drive on most public roads. However, if technology can make them safe, they (7) ... be allowed on the roads. In fact, some people think that we (8) ... to replace all drivers, for safety reasons. Perhaps one day we will look back and wonder how we (9) ... to drive safely without robots at the wheel!

10 **CHOOSE**

1 Work in groups. Play a game. Think of a job. Let the other people in the group take turns to ask ten yes/no questions to guess the job.
A: Do you need to travel long distances? B: Yes.
A: Are you a pilot? B: No, but I do have …

2 Work in pairs. Together, choose a job. Then, on your own, write as many sentences as you can in two minutes about things that you have to do in this job. Compare lists. Score one point for each obligation that you both wrote. Score two points for obligations that your partner doesn't have.

3 Find out about another job that has disappeared. Write a paragraph about it.



Exam guide
9 English in Use
Gap-filling

9
1 couldn't
2 able
3 can't
4 needn't
5 can/could
6 allowed
7 should/might/may/could
8 need
9 managed

Life Skills guide
10 Collaboration, Creativity, Critical thinking, Mediation, Self-development

Exam guide
8 English in Use
Multiple choice

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

How much do you know about your teacher? Write five sentences about her/him. Use "must", "may", "might", or "can't" for speculation, depending on your level of certainty.

1 What school achievements or experiences may be worth mentioning by a student at a job interview?

2 If you were to hire a new teacher for your school, what would be the first question you would ask her/him?

1F Speaking

Exam guide

2 Oral Matura

Life Skills guide

2 Critical thinking, Mediation, Self-development

SANTA CRUZ FRUITS – summer workers needed

Would you like to work outdoors as part of our friendly team? Are you hard-working and want to keep fit? Join this family-run fruit farm during our busy summer season. Good rates of pay, and free fruit every day!

Part-time catering staff

Water park looking for enthusiastic staff to serve visitors at our restaurant. No waiter experience needed, but applicants must be polite and smartly dressed. Must speak English. Hours 11.30 am–4.00 pm, Tuesday–Sunday. Vacancies from now until September. Free access to water park for family and friends.

Personal care assistant

50-year-old wheelchair user looking for a reliable care assistant during the summer holidays. The right person will be happy to help with household tasks, such as cleaning and cooking, as well as going to the shops, etc. Must be relaxed and have a sense of humour. About five hours' work each day, with plenty of free time.

Life Skills guide

4 Communication, Mediation, Practical skills, Self-development

Useful language

Talking about skills and personality

I'd say I was quite a …
I'm willing to …
I'm usually quite good at …
I like to think I'm not afraid to …
I've had lots of experience …
I'm working on …

Being positive about the job

I've always wanted to …
I think this job would give me …

Asking about the job

What does the job involve?
I was just wondering if …
Are we allowed to … ?

Talking about jobs and applying for jobs

1 Look at the photo. In some countries students have part-time jobs like this while they are at school, and some work in the holidays. Is this the same in your country?

2 Work in pairs. You're looking for a summer job. Look at the job offers on the left. Choose one that suits you best. Give reasons for your choice, then explain why you reject the other options.

Answer the questions.

1 What are typical part-time job offers for students in Poland?
2 Many people say that job satisfaction is more important than money for your work. Do you agree? Why?/Why not?

3 Listen to three people – Roberta, Sandra and Peter – talking about the jobs on the left. Match each speaker (1–3) with the correct sentence (a–f). 12

p. 384

This speaker …

a already worked in the same place before.
b will live away from home while doing the summer job.
c will work for just one person.
d may use foreign languages at work.
e doesn't want to work on one of the weekdays.
f will have an opportunity to meet many new people at work.

1 Speaker 1: d, f
2 Speaker 2: c, e
3 Speaker 3: a, b

4 Work in pairs. Take turns interviewing each other for one of the jobs advertised on the left. Use the phrases in the Useful language box. Discuss the topics:

- reasons for applying
- experience so far
- required skills
- expected salary



3h/week • Student's Book ex. 1–4 p. 20 • If short of time, skip ex. 1.

5h/week • Workbook ex. 1–5 p. 19

7h/week • Extra online resources

1G Writing

A formal letter of application

Writing a job application letter

1 Read the letter of application. What information (1–6) does Martina include?

- ✓ **1** details of when she is available to work
- ✓ **2** experience she has that is relevant to the job
- **3** her interests
- ✓ **4** personal qualities she thinks are relevant to the job
- **5** her reasons for wanting the job
- ✓ **6** her reason for writing the letter

Dear Sir or Madam,

I am writing to apply for the job of personal care assistant, which I saw advertised on summerwork.com. As I am currently looking for a summer job and I meet the requirements, I believe I am a good candidate for the job.

Although I have not worked as a carer before, what I already have some experience in is helping my father, who uses a wheelchair. I regularly help him get in and out of the car. Also, I have had a basic course in disability care at school, which I believe may prove useful in this situation. What is more, I am not a bad cook and would be happy cleaning the house. Vacuuming and dusting is what I particularly enjoy doing around the house, but I would say I am willing to do any other chores that are necessary.

I like to think that I am a friendly person who gets on well with most people. I would say I am a hard-working and enthusiastic student and I am sure that I would bring these qualities to the job. What I am especially proud of is the fact that I am a fast learner. This is what makes me a suitable candidate for the job.

I complete my school exams on the 22nd of June and would be able to start then. I can continue until the beginning of September.

I look forward to hearing from you soon.

Yours faithfully,

Martina Swindon

2 **WRITING TIPS** Emphasis

When you want to draw the reader's attention to a particular piece of information, you can use emphasis.

I like **working in a team** most.

What I like most is **working in a team**.

a Find sentences in Martina's letter which mean:

1 I already have some experience in helping my father.
2 I particularly enjoy vacuuming and dusting.
3 I'm especially proud of the fact that I'm a fast learner.

b Rewrite the sentences using emphasis.

1 Good relations with workmates help me a lot.
What ... .
2 They offered me a pay rise in return for changing my workplace. It was a pay rise ... .
3 Jamie lacks organisational skills. What ... .

3 Read two job offers. Write a letter of application for one of the jobs or a job of your choice. Use the letter in exercise 1 as a model. Include your qualifications and experience at this kind of job. Also, mention your personal qualities that make you a good candidate. Write between 200 and 250 words.

a We are looking for two teenagers to write articles for an online magazine for young people. Good writing skills will be an asset; we'll also appreciate if you have already done a similar job. Your task will be to write 5–8 articles a month, on various topics, especially fashion or cars. Can work from home, but must come to our office twice a month for consultations.

b Pizza delivery people needed! Our fast-growing restaurant needs two people who can spend afternoons (including weekends) delivering pizza in the neighbourhood. Must have your own bike or motorbike. No special skills required, but you must know the city well. Also, some communication skills might be useful (not every customer is polite, but a pizza delivery person MUST be!). If you have some experience cooking, you can also help in the kitchen in your spare time.

More about writing a letter of application in Writing guide on p. 150.

Writing strategies

Applying for a job

Paragraph 1:

• State clearly what job you're applying for

I'm interested in working as a/an ...

• Say how you learnt about the job

I saw your job advert on ... Your job offer displayed on ... caught my eye.

Paragraphs 2 and 3: Mention your experience and skills

I have worked in a ... before.
This would (not) be my first experience as a/an ...
I am quite skilled at ...
I know how to ..., which may be useful at this job.

Paragraph 4: Mention your expectations

I am looking forward to hearing from you ...
I would like to meet you to discuss ...

1 Do you think it is better to send a job application by email or by traditional mail? Why?
2 What two points regarding the job would you mention in your application letter?

Exam guide

3 Writing
A formal email

Life Skills guide

3 Creativity,
Mediation,
Practical skills,
Self-development

2 **2a**
1 What I already have some experience in is helping my father ...
2 Vacuuming and dusting is what I particularly enjoy doing ...
3 What I am especially proud of is the fact that I am a fast learner.

2b
1 What helps me a lot are good relations with workmates.
2 It was a pay raise that they offered me in return for changing my workplace.
3 What Jamie lacks are organisational skills.

3h/week • Student's Book ex. 1–3 p. 21

5h/week • Workbook ex. 1–5 p. 20

7h/week • Extra online resources

Skills Review 1

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Harry is a real ... . People from our department avoid his company. troublemaker TROUBLE
2 Jerry solved the problem at work ... and got the promotion a week later. immediately MEDIATE
3 Brenda is such a ... person that very few people want to work with her. She always wants to be the best. competitive COMPETE
4 ... Dan and Robert are very much alike, but they have different personalities. Physically PHYSICAL
5 If Lucy were more ... , she could design her own clothing collection. creative CREATE
6 You can get this job, but first you must bring references from your previous employer(s) EMPLOY
7 It was my ... to prepare invitations for the conference. responsibility RESPONSIBLE

Parafrazy zdań

Exam guide
2 English in Use
Transformations

2 Spośród podanych propozycji wybierz tę, która najlepiej zastąpi zaznaczony fragment zdania.

1 As I have no family obligations at the moment, I can take up a job with *flexible* working hours.
a regular
b long
c elastic

Exam guide
4 English in Use
Multiple choice

2 My father is a manager in a large company. *He is in charge of* almost one hundred people.
a He is responsible for
b He employs
c He has to interview

3 The manager asked us a lot of questions, but finally he *gave us permission* to work longer on Monday.
a forbade us
b encouraged us
c allowed us

4 I'd like to find a job that is *demanding*.
a well-paid
b challenging
c regular

5 Andrew *glanced at his watch* and immediately knew he was late for work.
a looked at his watch quickly
b observed his watch carefully
c noticed his watch accidentally

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 I spent two fabulous weeks in the Bahamas. I'll never forget it.
FORGET
I'll never ... two fabulous weeks in the Bahamas.

2 It's fantastic you got this job, but you'll have to get up early to avoid heavy traffic.
TO
Getting this job will mean ... early to avoid heavy traffic.

3 First, the professor showed a few slides. Then he started answering the questions.
ON
After showing a few slides, the professor went ... the questions.

4 I called him lazybones and now I'm sorry for that.
HIM
I regret ... lazybones.

5 The manager didn't let us have a coffee break because we were behind in our work.
TO
We were ... a coffee break because we were behind in our work.

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 If you want to stay on the job, you ... to cooperate with other workers.
a ought
b should
c must

2 When Brenda worked in a local shop, she sometimes dealt ... unpleasant customers.
a from
b with
c for

3 I was not sure if I had switched off the computer in my office, so I had to go ... and check it.
a in
b back
c along

3
1 forget spending
2 (your) having to get up
3 on to answer
4 calling / having called him
5 not allowed to have

3h/week • Student's Book ex. 1–9 pp. 22–23 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 22–23, ex. 1–5 p. 21 • If short of time, assign ex. 8 p. 23 for homework.

7h/week • Matura photocopiable activities, TB pp. 296, 301–304 (1.5–1.8) • Extra online resources (see Technology guide)

5 1 did you remember to post
2 try working
3 went on talking
4 stopped to buy
5 had to observe the man
6 want to take a day

4 It's easy for me to say a lot about people I've never met from the … they dress.
a fashion
b method
c way

5 At the last meeting, my boss gave … some prizes to the best workers.
a away
b in
c up

5 **Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.**

1 Valerie, … (*you / remember / post*) the letters as I asked yesterday?

2 If you want to get a promotion, … (*try / work*) harder. Your boss will notice it.

3 The politician … (*go / on / talk*), although nobody was listening to him.

4 Richard … (*stop / buy*) something to eat as he was very hungry.

5 The security guards … (*have / observe / man*) carefully because he was behaving strangely.

6 Let everybody decide when they … (*want / take / day*) off.

Uzupełnianie luk

6 **Uzupełnij lukę w każdym zdaniu pasującym wyrazem.**

1 My brother has been … of work for six months, but he hopes to find a good job soon.

2 There have been new trends … the construction industry in recent years.

3 Are you still working … improving the system of rewarding the workers in the company?

4 The new boss recognises people's faces in the company, but he cannot put a … to all of them.

5 Linda finished law school last year. That's why I'm surprised she works … a waitress in her brother's restaurant.

6 1 out
2 in
3 on
4 name
5 as

LISTENING

7 **Usłyszysz dwukrotnie rozmowę z Derekiem na temat pracy. Z podanych możliwości wybierz właściwą, zgodną z treścią nagrania.** 13 p. 384

1 Derek decided to take the job of a food taster because
a his professor encouraged him to do so.
b he badly needed extra money.
c the job seemed interesting to him.

2 During training, the panelists had to
a describe the taste of food to each other.
b decide together where to place each food item on the scale.
c rate the food alone to compare the results of their work later.

3 What was the biggest problem for Derek?
a having to swallow the food
b numbering the food accurately
c long working hours

4 Derek did not stay at the job because he
a wasn't offered a pay raise.
b felt ignored by the company he worked for.
c started having health problems.

5 In the interview, Derek
a expresses his opinion on eating frozen foods.
b gives an account of his experience with a rare job.
c recommends the job to those who want to try a new job.

SPEAKING

8 **Rozmawiasz z kolegą/koleżanką na temat nowego szefa, który wkrótce rozpoczyna pracę w waszej firmie. Poniżej podane są cztery kwestie, które musisz omówić:**

- organizacja spotkania z nowym szefem,
- nowy podział obowiązków w firmie,
- szanse wprowadzenia zmian na lepsze,
- zagrożenia dla pracowników.

WRITING

9 **Ubiegasz się o wakacyjną pracę w Wielkiej Brytanii. Napisz list motywacyjny, w którym przedstawisz swoje dotychczasowe doświadczenie oraz uzasadnisz, dlaczego chcesz podjąć pracę w tym miejscu.**

Wypowiedź powinna liczyć od 200 do 250 wyrazów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
7 Listening
Multiple choice

Exam guide
5 English in Use
Sentence formation

Exam guide
6 English in Use
Gap-filling

Exam guide
8 Oral Matura

Life Skills guide
8 Communication

Exam guide
9 Writing
A formal letter

Life Skills guide
9 Creativity,
Mediation,
Practical skills,
Self-development

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 1

GRAMMAR 1 Verb patterns: verb + *-ing* or infinitive with *to*

Dopełnienie czasownika (czasownik z końcówką *-ing* lub bezokolicznik z *to*)

Po niektórych czasownikach możemy użyć zarówno czasownika z końcówką *-ing*, jak i bezokolicznika z *to*. W zależności od użytej formy zmienia się znaczenie zdania:

- *forget* + *-ing* – zapomnieć, co się zrobiło w przeszłości:
  I'll never ***forget receiving*** *my first job offer. I was so excited.*
- *forget* + bezokolicznik z *to* – zapomnieć o zrobieniu czegoś w przyszłości:
  Don't ***forget to send*** *me a text when you arrive.*
- *go on* + *-ing* – kontynuować robienie czegoś:
  They ***went on talking*** *after the meeting had finished.*
- *go on* + bezokolicznik z *to* – zakończyć jedną czynność i przejść do kolejnej:
  After university, she ***went on to become*** *a lawyer.*
- *mean* + *-ing* – oznaczać coś (być konsekwencją czegoś):
  I can't be late again! It would ***mean losing*** *my job this time!*
- *mean* + bezokolicznik z *to* – mieć zamiar coś zrobić:
  Sorry, I ***meant to call*** *you earlier.*
- *regret* + *-ing* – żałować, że się coś zrobiło:
  I ***regret not taking*** *that job.*
- *regret* + bezokolicznik z *to* – z przykrością (informować, zawiadamiać itd.):
  I ***regret to say*** *that you didn't get the job.*
- *remember* + *-ing* – pamiętać, że coś się zrobiło:
  I clearly ***remember leaving*** *the letter on your desk.*
- *remember* + bezokolicznik z *to* – pamiętać, żeby coś zrobić:
  Do you ***remember to buy*** *some stamps?*
- *stop* + *-ing* – przestać coś robić:
  The camera ***stopped working*** *after I dropped it.*
- *stop* + bezokolicznik z *to* – zatrzymać się, żeby coś zrobić:
  They ***stopped to look*** *at the view.*
- *try* + *-ing* – próbować coś zrobić na zasadzie eksperymentu, żeby rozwiązać problem:
  Isn't it working? Have you ***tried restarting*** *it?*
- *try* + bezokolicznik z *to* – starać się coś zrobić:
  She ***tried to fix*** *it, but it was impossible.*

Ćwiczenie 1

GRAMMAR 2 Present and past modal verbs

Nakaz, przymus lub konieczność

Do wyrażania nakazów używamy czasowników *must* lub *have to*:

- konstrukcji „*must* + bezokolicznik (bez *to*)" używamy do wyrażania nakazów wynikających z przymusu wewnętrznego:
  I really ***must clean*** *my desk. I can't find anything!*
- konstrukcji *have to do sth* używamy do wyrażania poleceń wydawanych przez innych lub nakazów wynikających z przymusu zewnętrznego (np. z prawa):
  My boss says ***I have to clean*** *my desk.*

W pytaniach stosujemy *have to* (nie: *must*):

Do *you* ***have to do*** *that now?*

W czasie przeszłym zamiast *must* używamy *had to*:

I ***had to walk*** *to work because the buses weren't running.*

Brak konieczności lub przymusu

Brak konieczności lub przymusu zrobienia czegoś wyrażamy za pomocą *don't have to*, *don't need to* albo *needn't* (nie: *mustn't*!):

I ***don't have to wear*** *a uniform at this job.*

He ***needn't worry*** *about it. Everything will be fine.*

Formy czasu przeszłego to *didn't have to* i *didn't need to*:

I ***didn't have to wear*** *a uniform at my last job.*

Must służy także do wyrażania przypuszczenia graniczącego z pewnością, sformułowanego na postawie istniejących dowodów:

She ***must be*** *the boss. She's wearing a suit.*

Zakaz

Zakazy wyrażamy za pomocą konstrukcji: „*mustn't* + bezokolicznik", „*can't* + bezokolicznik" lub *not allowed to*:

You ***mustn't ask*** *questions. = You're* ***not allowed to ask*** *questions. = You* ***can't ask*** *questions until the end of the presentation.*

W czasie przeszłym używamy *couldn't* oraz *wasn't/weren't allowed to*:

I ***couldn't wear*** *jeans yesterday because I had an interview.*

I ***wasn't allowed to*** *touch my sister's computer.*

Możliwość oraz umiejętność

Do mówienia o możliwościach i umiejętnościach używamy czasownika *can* lub konstrukcji *be able to*:

Robots ***can serve*** *food but they* ***can't eat****.*

Pozwolenie

Do wyrażania pozwolenia używamy czasownika *can* lub konstrukcji *be allowed to*:

*They **can start** and **finish** work when they want.*

***Are** you **allowed to take** three weeks off?*

W czasie przeszłym stosujemy formy: *could*, mówiąc ogólnie o możliwościach oraz *was/were able to* i *manage to do*, mówiąc o konkretnych sytuacjach:

*My computer stopped working, but I **was able to save** my work. I **couldn't finish** the document, though.*

Can't (nie: *can*) służy także do wyrażania przekonania: „nie może być, na pewno nie jest":

*It **can't be** lunchtime already. I've only just had breakfast.*

Rada

Rad udzielamy, stosując *should* i *shouldn't* oraz *ought to*:

***Should** I wear a suit to the interview?*

*You **ought to** see a careers advisor.*

Ćwiczenia 2–5

Grammar practice

1 Complete the sentences with the pairs of verbs in the box. Change the form of the verbs where necessary.

go on + chat	go on + win	regret + do
regret + inform	remember + put	remember + set
stop + do	stop + look	try + open
try + talk		

1 I know she's angry, but you haven't even … to her yet. I'm sure she'd listen.
2 He … the door, but the key got stuck in the lock.
3 I … my mobile phone charger in my bag, but it isn't there now.
4 Can you … your alarm for 7.30 tomorrow morning, please?
5 The team started badly, but they … the match.
6 It was late, but they … into the night.
7 Can you … that? It's really annoying!
8 I … in the window of the new shop in the high street.
9 We … you that you will not be accepted for a place at the college.
10 It was a stupid thing to do, but I don't … it because it was such good fun.

2 Choose the correct option to complete each sentence.

1 Do I *must* / *have to* answer this email?
2 I have a good typing speed now, but I *couldn't* / *shouldn't* type very well when I started.
3 My boss says I *should* / *ought* go to the conference.
4 Receptionists *mustn't often* / *don't often have to* work after the office closes.
5 The old stars of silent films *didn't need to* / *needn't* have good voices.
6 We *can't* / *aren't allowed* to talk to our colleagues. The boss thinks we're wasting time!

3 Complete the sentences with *must* or *can't*.

1 A: It's eight o'clock. Is Paco still at work?
B: Yes. He … love his job! must
2 A: Oh, no! The printer's broken again!
B: It … be. It was working ten minutes ago can't
3 A: Oh, that's your phone.
B: It … be Shona – she said she would call must
4 A: You know Kristina's leaving?
B: Really? That … be true. She told me she likes her job can't

4 Complete the second sentence so that it means the same as the first sentence. Use a form of *can*, *could*, *have to* or *must*.

1 I really think it is important for me to eat less sugar.
I really … less sugar.
2 They weren't allowed to take breaks during work hours.
They … during work hours.
3 Is it obligatory to wear a helmet when you ride a bicycle in your country?
… when you ride a bicycle in your country?
4 It isn't possible to use the printer because there isn't any paper.
You … because there isn't any paper.
5 It wasn't necessary for him to buy a new phone.
He … a new phone.
6 Smoking was permitted in the building until last year.
You … in the building until last year.
7 The manager says that it is necessary to arrive at the shop half an hour before it opens.
We … at the shop half an hour before it opens.

5 Translate the Polish fragments of the sentences into English.

1 When I was younger (*nie wolno mi było*) … to touch my parents' computer.
2 When (*musimy powiedzieć*) … the teacher if we can't go on the school trip?
3 Working with criminals (*nie może być*) … an easy job for police officers.
4 We (*nie musieliśmy kończyć*) … the project yesterday, so we had some free time.
5 Luckily, he (*zdołał przyjechać*) … on time.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

1 1 tried talking
2 tried to open
3 remember putting
4 remember to set
5 went on to win
6 went on chatting
7 stop doing
8 stopped to look
9 regret to inform
10 regret doing

4 1 must eat
2 couldn't take breaks
3 Do you have to wear a helmet
4 can't use the printer
5 didn't have to buy
6 could smoke
7 have to / must arrive

5 1 I wasn't allowed
2 do we have to tell
3 can't be
4 didn't have to finish
5 was able to / managed to arrive

Wordlist Unit 1 14

VOCABULARY p. 13

career path (n) /kə'rɪə ˌpɑːθ/ ścieżka kariery
career prospects (n) /kə'rɪə ˌprɒspekts/ perspektywy zawodowe
commute (n) /kə'mjuːt/ dojazd (do pracy)
competitive (adj) /kəm'petətɪv/ konkurencyjny
demanding (adj) /dɪ'mɑːndɪŋ/ wymagający
employee (n) /ɪm'plɔɪiː/ pracownik/ pracownica
employer (n) /ɪm'plɔɪə/ pracodawca
flexible (adj) /'fleksəbl/ elastyczny
full-time (adj) /ˌfʊl'taɪm/ na cały etat
in charge of (phr) /ɪn 'tʃɑːdʒ əv/ odpowiedzialny za
industry (n) /'ɪndəstri/ przemysł
job market (n) /'dʒɒb ˌmɑːkɪt/ rynek pracy
out of work (phr) /ˌaʊt əv 'wɜːk/ bez pracy
part-time (adj) /ˌpɑːt'taɪm/ na część etatu
qualifications (n) /ˌkwɒlɪfɪ'keɪʃnz/ kwalifikacje
qualify (v) /'kwɒlɪfaɪ/ zakwalifikować (się)
responsibility (n) /rɪˌspɒnsə'bɪləti/ odpowiedzialność, obowiązek
responsible for (adj) /rɪ'spɒnsəbl fə/ odpowiedzialny za
salary (n) /'sæləri/ wynagrodzenie
successfully (adv) /sək'sesfəli/ z powodzeniem, skutecznie
temporary (adj) /'tempərəri/ tymczasowy
underpass (n) /'ʌndəpɑːs/ przejście podziemne
well-paid job (n) /ˌwelpeɪd 'dʒɒb/ dobrze płatna praca
work in the construction industry (phr) /ˌwɜːk ɪn ðə kən'strʌkʃn ˌɪndəstri/ pracować w przemyśle budowlanym
work long hours (phr) /ˌwɜːk ˌlɒŋ 'aʊəz/ pracować przez wiele godzin (dziennie)
working hours (n) /'wɜːkɪŋ ˌaʊəz/ godziny pracy

LISTENING p. 14

accountant (n) /ə'kaʊntənt/ księgowy/ księgowa
appreciate (v) /ə'priːʃieɪt/ doceniać
by accident (adv) /baɪ 'æksɪdnt/ przypadkiem
combine (v) /kəm'baɪn/ łączyć
committed to (adj) /kə'mɪtɪd tə/ oddany czemuś, zaangażowany
company (n) /'kʌmpəni/ firma, przedsiębiorstwo
competences (n) /'kɒmpɪtənsɪz/ kompetencje
crisis (n) /'kraɪsɪs/ kryzys
deal with (phr v) /'diːl wɪð/ zajmować się
department (n) /dɪ'pɑːtmənt/ departament, dział
give away (phr v) /ˌgɪv ə'weɪ/ rozdawać
go on to (phr) /ˌgəʊ 'ɒn tə/ przejść do
grateful (adj) /'greɪtfl/ wdzięczny
job prospects (n) /'dʒɒb ˌprɒspekts/ perspektywy zawodowe
keen on (adj) /'kiːn ɒn/ entuzjastycznie nastawiony do
originally (adv) /ə'rɪdʒənəli/ pierwotnie, na początku
own (v) /əʊn/ posiadać
particularly (adv) /pə'tɪkjʊləli/ szczególnie
prestigious (adj) /pre'stɪdʒəs/ prestiżowy
productive (adj) /prə'dʌktɪv/ wydajny
professional life (n) /prə'feʃnəl ˌlaɪf/ życie zawodowe
quit (v) /kwɪt/ rzucać, rezygnować z
run your own business (phr) /ˌrʌn jɔːr əʊn 'bɪznəs/ prowadzić własną firmę
satisfied with (adj) /'sætɪsfaɪd wɪð/ zadowolony z
share (n) /ʃeə/ udział (w firmie)
skills for the job (phr) /ˌskɪlz fə ðə 'dʒɒb/ umiejętności potrzebne do pracy
start one's own business (phr) /ˌstɑːt wʌnz əʊn 'bɪznəs/ założyć firmę
steady job (n) /ˌstedi 'dʒɒb/ stała praca
strong mentally (adj) /ˌstrɒŋ 'mentəli/ silny psychicznie
volunteer for a charity (phr) /ˌvɒlən'tɪə fər ə 'tʃærəti/ udzielać się w organizacji dobroczynnej
work from home (phr) /ˌwɜːk frəm 'həʊm/ pracować z domu
work in the office (phr) /ˌwɜːk ɪn ðɪ 'ɒfɪs/ pracować w biurze
working conditions (n) /'wɜːkɪŋ kənˌdɪʃnz/ warunki pracy

GRAMMAR 1 p. 15

give up (phr v) /ˌgɪv 'ʌp/ zrezygnować
holiday pay (n) /'hɒlədeɪ ˌpeɪ/ wynagrodzenie za urlop
include (v) /ɪn'kluːd/ włączać (do)
job application (n) /'dʒɒb æplɪˌkeɪʃn/ podanie o pracę
lecturer (n) /'lektʃərə/ wykładowca
let sb go (phr) /ˌlet sʌmbədi 'gəʊ/ zwolnić kogoś
previous (adj) /'priːviəs/ poprzedni
reduce (v) /rɪ'djuːs/ zmniejszać
regret (v) /rɪ'gret/ żałować
reject (v) /rɪ'dʒekt/ odrzucać, rezygnować
salary cut (n) /'sæləri ˌkʌt/ cięcie wynagrodzenia
take a break (phr) /ˌteɪk ə 'breɪk/ zrobić przerwę
take on (phr v) /ˌteɪk 'ɒn/ brać, wziąć (np. odpowiedzialność); przyjąć do pracy

READING pp. 16–17

act (v) /ækt/ działać
admit (v) /əd'mɪt/ przyznać
briefly (adv) /'briːfli/ pobieżnie; krótko
CCTV (n) /ˌsiː siː tiː 'viː/ telewizja przemysłowa
consider (v) /kən'sɪdə/ rozważać
crime (n) /kraɪm/ przestępczość
crime-fight (adj) /'kraɪmˌfaɪt/ zwalczający przestępczość
criminal (n) /'krɪmɪnl/ przestępca
damage (n) /'dæmɪdʒ/ uszkodzenie
exaggerate (v) /ɪg'zædʒəreɪt/ przesadzać, wyolbrzymiać
face blindness (n) /'feɪs ˌblaɪndnəs/ zaburzenie polegające na nierozpoznawaniu twarzy
file (n) /faɪl/ kartoteka; plik; teczka
glance (v) /glɑːns/ zerkać
grow a beard (phr) /ˌgrəʊ ə 'bɪəd/ zapuszczać brodę
identify (v) /aɪ'dentɪfaɪ/ rozpoznać
immediately (adv) /ɪ'miːdiətli/ natychmiast
join (v) /dʒɔɪn/ wstąpić do, przyłączyć się do
key factor (n) /ˌkiː 'fæktə/ istotny czynnik
make contribution to (phr) /ˌmeɪk ˌkɒntrɪ'bjuːʃn tə/ mieć wkład w
mention (v) /'menʃn/ wspominać o
notice (v) /'nəʊtɪs/ zauważać
observe (v) /əb'zɜːv/ obserwować
on the ground (adv) /ɒn ðə 'graʊnd/ na miejscu
pick out (phr v) /ˌpɪk 'aʊt/ wyłapywać
prevent (v) /prɪ'vent/ zapobiegać
put a name to (phr) /ˌpʊt ə 'neɪm tə/ ustalić personalia
recognise (v) /'rekəgnaɪz/ rozpoznawać
regarding (conj) /rɪ'gɑːdɪŋ/ jeśli chodzi o
riot (v) /'raɪət/ wywoływać zamieszki
security camera (n) /sɪ'kjʊərəti ˌkæmrə/ kamera monitoringu
society (n) /sə'saɪəti/ społeczeństwo
spot (v) /spɒt/ zauważyć, zlokalizować
state facts (phr) /ˌsteɪt 'fækts/ stwierdzać fakty
super-recogniser (n) /ˌsuːpə'rekəgnaɪzə/ osoba zajmująca się rozpoznawaniem przestępców na ulicy
troublemaker (n) /'trʌblˌmeɪkə/ awanturnik

GRAMMAR 2 pp. 18–19

accept (v) /ək'sept/ przyjąć, zaakceptować
affect (v) /ə'fekt/ wpływać na
at the wheel (adv) /ət ðə 'wiːl/ za kółkiem
common (adj) /'kɒmən/ powszechny
driverless (adj) /'draɪvələs/ automatyczny, bezzałogowy
iceman, icewoman (n) /'aɪsmæn/ 'aɪswʊmən/ dostawca lodu
knock (v) /nɒk/ pukać (do drzwi)
knocker-up (n) /ˌnɒkər'ʌp/ domokrążca, dawniej: osoba budząca innych na zamówienie
obligation (n) /ˌɒblɪ'geɪʃn/ obowiązek
old-fashioned (adj) /ˌəʊld'fæʃnd/ staromodny
permission (n) /pə'mɪʃn/ zgoda
prohibition (n) /ˌprəʊɪ'bɪʃn/ zakaz
stick (n) /stɪk/ patyk, kij
tap (v) /tæp/ wystukiwać, uderzać palcami
unimaginable (adj) /ˌʌnɪ'mædʒɪnəbl/ niewyobrażalny
vehicle (n) /'viːɪkl/ pojazd

SPEAKING p. 20

access (n) /'ækses/ dostęp
accommodation (n) /əˌkɒmə'deɪʃn/ zakwaterowanie
applicant (n) /'æplɪkənt/ kandydat
apply for a job (phr) /əˌplaɪ fər ə 'dʒɒb/ ubiegać się o pracę
at a camp (phr) /ət ə 'kæmp/ na obozie
carer (n) /'keərə/ opiekun/opiekunka
catering (n) /'keɪtərɪŋ/ katering
challenging (adj) /'tʃælɪndʒɪŋ/ wymagający
duty (n) /'djuːti/ obowiązek

get on with (phr v) /ˌget 'ɒn wɪð/ mieć z kimś dobre relacje
get stuck (phr) /ˌget 'stʌk/ utknąć
household chores (n) /ˌhaʊshəʊld 'tʃɔːz/ obowiązki domowe
in particular (adv) /ɪn pə'tɪkjʊlə/ w szczególności, zwłaszcza
involve (v) /ɪn'vɒlv/ być związanym z
reliable (adj) /rɪ'laɪəbl/ wiarygodny
take turns (phr) /ˌteɪk 'tɜːnz/ robić coś na zmianę
uniform (n) /'juːnɪfɔːm/ strój służbowy
vacancy (n) /'veɪkənsi/ wakat
wage (n) /weɪdʒ/ płaca (tygodniowa, za godzinę)
wheelchair (n) /'wiːltʃeə/ wózek inwalidzki
willing to (adj) /'wɪlɪŋ tə/ chętny do

WRITING p. 21

advert (n) /'ædvɜːt/ ogłoszenie, reklama
asset (n) /'æset/ atut, zaleta
catch one's eye (phr) /ˌkætʃ wʌnz 'aɪ/ przyciągać wzrok
deadline (n) /'dedlaɪn/ ostateczny termin
display (v) /dɪ'spleɪ/ wyświetlać (się)
dust (v) /dʌst/ wycierać kurz
emphasis (n) /'emfəsɪs/ nacisk, akcent
hire (v) /'haɪə/ wynająć, zatrudnić
job interview (n) /'dʒɒb ˌɪntəvjuː/ rozmowa kwalifikacyjna
lack skills (phr) /ˌlæk 'skɪlz/ nie mieć umiejętności
meet the requirements (phr) /ˌmiːt ðə rɪ'kwaɪəmənts/ spełniać wymagania
pay rise (n) /'peɪ ˌraɪz/ podwyżka płacy
prove useful (phr) /ˌpruːv 'juːsfl/ przydać się
relevant (adj) /'reləvənt/ odpowiedni
rely on (phr v) /rɪ'laɪ ɒn/ polegać na
respect (n) /rɪ'spekt/ szacunek
skilled at (adj) /'skɪld ət/ wprawiony w
strict (adj) /strɪkt/ bezwzględny, rygorystyczny
vacuum (v) /'vækjuːm/ odkurzać
work in a team (phr) /ˌwɜːk ɪn ə 'tiːm/ pracować w zespole
workmate (n) /'wɜːkmeɪt/ kolega/koleżanka z pracy
workplace (n) /'wɜːkpleɪs/ miejsce pracy

SKILLS REVIEW pp. 22–23

account (n) /ə'kaʊnt/ relacja
accurately (adv) /'ækjərətli/ dokładnie
assess (v) /ə'ses/ oceniać
be fed up with (phr) / biː ˌfed 'ʌp wɪð/ mieć dość
behave (v) /bɪ'heɪv/ zachowywać się
belong (v) /bɪ'lɒŋ/ pasować, należeć
board (n) /bɔːd/ tablica
distinguish (v) /dɪ'stɪŋgwɪʃ/ rozróżniać
feature (n) /'fiːtʃə/ cecha
freelance (adj) /'friːlɑːns/ pracujący na własny rachunek
go back (phr v) /ˌgəʊ 'bæk/ wracać
increase (n) /'ɪŋkriːs/ wzrost (np. płacy)
lazybones (n) /'leɪzibəʊnz/ leń
panellist (n) /'pænəlɪst/ uczestnik dyskusji
physically (adv) /'fɪzɪkli/ fizycznie
promotion (n) /prə'məʊʃn/ awans
provide (v) /prə'vaɪd/ zapewniać, dostarczać
rare (adj) /reə/ rzadki
renew (v) /rɪ'njuː/ wznowić, przedłużyć
reward (v) /rɪ'wɔːd/ nagradzać
sadly (adv) /'sædli/ niestety
sensory (adj) /'sensəri/ czuciowy
swallow (v) /'swɒləʊ/ połykać
way (n) /weɪ/ sposób

(n) noun – rzeczownik
(v) verb – czasownik
(adj) adjective – przymiotnik
(adv) adverb – przysłówek
(phr) phrase – wyrażenie
(pron) pronoun – zaimek
(phr v) phrasal verb – czasownik złożony/frazowy
(conj) conjuction – spójnik
(prep) preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 My manager suggested a career ... that I have always wanted to follow.
a prospect **b** path **c** underpass

2 They were such ... workers that they should have got a pay rise.
a productive **b** grateful **c** relevant

3 Although he was strong ..., he did not want tell us about his illness.
a successfully **b** briefly **c** mentally

4 Nobody knew how to face the ... we had caused.
a crisis **b** commute **c** competence

5 When you ... your own business, you are responsible for its development.
a combine **b** reject **c** run

2 Complete each sentence with the word that best fits the gap.

1 Who is in charge of this project?
2 You should have solved that problem on the ground.
3 They went to the same job interview by accident.
4 He regretted saying he was fed up with the system.
5 Fortunately, they did not have to take on another engineer.

3 Use the word in capitals to form a word that fits in the gap.

1 What ... does she need to become a lecturer? qualifications QUALIFY
2 Their methods resulted in ... chaos. Nobody had predicted it before. unimaginable IMAGINE
3 All new ... wanted to get on with other workers. employees EMPLOY
4 If you are ... at accounting, you should get a well-paid job. skilled SKILL
5 Ms Gordon met only some of the ... the employer expected. requirements REQUIRE

4 Translate the Polish fragments of the sentences into English.

1 Our department went on to investigate all the (*konkurencyjne rynki pracy*) ... .
2 (*Elastyczne godziny pracy*) ... can be beneficial for parents with young children.
3 Find (*wiarygodnego kolegę z pracy*) ... to prepare this report with.
4 Those who (*nie doceniają ostatniej podwyżki płacy*) ... will need to look for another job.
5 When they stop (*rozróżniać obowiązki od zezwoleń*) ..., they will get into trouble.

Exam guide
1 English in Use
Multiple choice

Exam guide
3 English in Use
Word formation

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

Exam guide
2 English in Use
Gap-filling

4 1 competitive job markets
2 Flexible working hours
3 a reliable workmate/colleague
4 don't appreciate the latest pay rise
5 distinguishing obligations from permissions

1 Is it easy for you to admit that you were wrong?

2 Do you expect your friends to respond to your text chats immediately? How soon do you respond to messages you receive?

2 Effective communication



Culture guide

Interesting facts

The photo is of a group of young men enjoying the atmosphere in the Sarawat Mountains, near the city of Mecca in Saudi Arabia. Mecca is the most important place for Muslims, and many people visit the city each year. The Sarawat Mountains are the highest mountains in the Arabian Peninsula and stretch along the western coast of Saudi Arabia and Yemen, next to the Red Sea.

IN THIS UNIT YOU LEARN

VOCABULARY
- effective intercultural communication
- differences and stereotypes
- sense of identity

GRAMMAR
- reported speech
- verb patterns with reporting verbs

SKILLS

Listening
- how an astronaut communicated
- conversations on the phone
- matching

Reading
- experiment in intercultural communication
- negative prefixes
- multiple choice

Speaking
- showing understanding
- disagreeing politely
- responding sympathetically

Writing
- a formal letter of complaint

TED TALK
- ways to have a better conversation

CRITICAL THINKING
- investigating opinions
- using direct speech

28 Unit 2

3h/week • Student's Book ex. 1–7 p. 29 • If short of time, skip ex. 1 and 5.

5h/week • Workbook ex. 1–13 pp. 24–25 • If short of time, skip ex. 9–13.

7h/week • Photocopiable vocabulary games and activities, TB pp. 306, 310 (2.3) • Extra online resources



A group of young men chatting in the Sarawat Mountains, Saudi Arabia.

2A Vocabulary

Effective communication

Talking about communication

1 Work in pairs. Discuss the questions.

1 Do you use your hands much when you speak?
2 What do you talk about with your friends? And with your parents?

2 Work in pairs. Describe the picture, then answer the questions.

1 Do you think it is a formal or an informal meeting? Why do you think so?
2 Do you find it easier to talk to people face-to-face, text them or talk to them on the phone? Why?
3 Tell your partner about a time when you joined a discussion on social media.

3 Match words in column A with words in column B to make expressions about communication.

	A		B
1	get d	a	connections
2	interpersonal c	b	photos
3	make a	c	skills
4	pay e	d	distracted
5	share b	e	attention
6	connect g	f	my message out
7	get f	g	with
8	post i	h	texts
9	respond j	i	on social media
10	send h	j	to texts

4 Complete the sentences with expressions in exercise 3. Which comments are about communicating using technology?

1 If I want to make a point, I prefer face-to-face conversations. I don't find it easy to … people if I'm not in the same room as them.
2 I know I can't … if I'm looking at my mobile. I get distracted.
3 I think I have good … . My friends say I'm a good listener.
4 I probably … about ten times a day and I respond to my friends' messages straight away. It's rude to make them wait.
5 If I want to share a message or photo, I … .
6 I join in on a lot of online forums. It's a great way to … and get my message out.

5 Work in pairs. Are the comments in exercise 4 true for you? Change them to make them true and tell your partner.

I find phone conversations just as easy as speaking face to face, except with my grandfather – he's terrible on the phone!

6 What's the difference between the words?

an argument | a chat | a conversation | a debate | a discussion

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Who do you find it easy to have a chat with?
2 When was the last time you had a bad argument? Is there anything you could have said to avoid the argument or make it less emotional?
3 Have you ever taken part in a debate? What was the topic?

Life Skills guide
1 Mediation

Exam guide
2 Oral Matura

Life Skills guide
2 Communication, Creativity, Critical thinking, Mediation

Life Skills guide
7 Critical thinking, Mediation

4 1 connect with – this doesn't mention technology, although if a conversation is not face-to-face, it's most likely taking place on the phone.
2 pay attention – the communication is not related to technology, although the presence of technology (the phone) is creating a problem.
3 interpersonal skills – not related to technology.
4 send texts – this relates directly to technology.
5 post on social media – this relates directly to technology.
6 make connections – this relates directly to technology.

6 **an argument** is a disagreement, sometimes involving anger or shouting
a chat is an informal conversation between people who know each other. It is usually friendly and relaxed
a conversation is a neutral word meaning talking about a subject or series of subjects between two or more people
a debate is a formal disagreement between two sides. Sometimes it is organised so that there are rules, each side taking turns to present their arguments and listen to one another
a discussion is a formal conversation about a particular subject. It is not necessarily a disagreement

1 When you are on a school trip and you call your family or friends, what questions do they usually ask you?

2 Do you think it would be possible to communicate only by writing and give up verbal communication? Why / Why not?

2B Listening

Listening to texts about ways people communicate

1 Work in pairs. Discuss the questions.

1 How do you think astronauts on the International Space Station (ISS) communicate with:
   a the mission controllers?
   b their families?
   c the public?
2 How do you communicate with people who live far away?

Exam guide
4 Listening Matching

2 Listen to a conversation between two friends about how Chris Hadfield communicated with people on Earth while he was on the ISS. Match the ways of communicating (1–4) with the ways he used them (a–f). 15 p. 385

1 YouTube c, d
2 video conferencing e
3 Twitter a, b
4 online chat forums f

a to post photos of Earth
b to send messages to his followers
c to share music videos
d to show experiments in space
e to talk to schools
f to take part in question-and-answer sessions with the public

3 Listen again. Complete the notes with one or two words or a number. 15 p. 385

1 David Saint-Jacques and Chris Hadfield are astronauts from ... .
2 Hadfield's ... managed his social media accounts for him.
3 He did experiments to show what happens to ... in zero gravity.
4 He has ... million followers on Twitter.
5 People loved talking to him while he was ... .

3 1 Canada
2 son
3 water
4 2/two
5 in space

Life Skills guide
6 Mediation

4 Listen to four people talking on the phone. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence that you do not need. 16 p. 385

This speaker is . . .

a advertising something.
b persuading someone.
c complaining about something.
d warning somebody.
e speculating about something.

1 Speaker 1: d
2 Speaker 2: a
3 Speaker 3: e
4 Speaker 4: b

5 Which of these responses could the callers hear? Match the responses (a–h) with conversations (1–4). Then listen to check your answers. 17 p. 385

a No, I don't want to see you crying again, with a broken nose or twisted ankle. 4
b But he's actually got a girlfriend already. 3
c But I just feel I should tell him; we're good mates after all. 1
d This is not going to happen. Timmy told me the news and I trust him like no one else. It must be true 1
e Is there a website where I could buy them with free delivery? 2
f There must be some source of energy inside, I guess 2
g I bought you new headphones last month and now you want money again. 4
h Why don't you just go and talk to him about it? He'll tell you the truth and maybe you will learn some more details about their relationship. 3

6 MY PERSPECTIVE – SPEAKING

Discuss the questions.

1 Is it easy or hard to tell an unpleasant truth to your friend? How often does it happen to you?
2 What are the three main questions you might ask at a store before you buy some electronics?
3 What are the things your parents usually refuse to buy for you when you ask them?

Astronaut Chris Hadfield plays his guitar on the International Space Station.



3h/week • Student's Book ex. 1–6 p. 30 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–4 p. 26

7h/week • Extra online resources

Fast Finishers

If you were to promote your school on the internet, how would you try to get your message across? Think of at least four things you could do/write/post/share to encourage students to come to your school.

2C Grammar 1

Reported speech (1)

Using reported speech for statements and questions

1 Read some questions (1–7) Chris Hadfield was asked. Match them with his responses (a–g).

1 'You'll be away from Earth for five months. Will you get lonely?' e
2 'What does it feel like to look down at Earth during a spacewalk?' a
3 'Did you take a guitar to space?' b
4 'I want to be an astronaut. I'm seven years old. What do I need to do?' g
5 'What is it like to sleep without gravity?' f
6 'I'm wondering – how often do you hit your head each day?' d
7 'Which part of the world looks the coolest from space?' c

a 'It is beautiful. The colours and textures, the global view, the chance to have Everest and the Himalayas under your feet.'
b 'There was already one waiting for me! It's been up here since 2001.'
c 'The most beautiful to me are the Bahamas – you can see every shade of blue there. But honestly, it's difficult to have one favourite place.'
d 'About once a day!'
e 'No! On the ISS there are people on the radio, family are just a phone call away, and I have the other team members to chat with.'
f 'It is wonderful – you can relax every part of your body.'
g 'You must be healthy (eat your vegetables and do some exercise) and smart (do your homework).'

Reported statements and questions

'What is it like to sleep without gravity?' → Someone asked Chris what it was like to sleep without gravity.
'Will you get lonely?' → Someone asked him if he would get lonely.
'Did you take your guitar to space?' → One person asked whether he had taken his guitar to space.
'A guitar has been up here since 2001.' → Chris said that a guitar had been up there since 2001.

More explanation in Grammar reference on p. 42.

2 Read the Grammar box and answer the questions.

1 When we report statements and questions, verbs usually *stay the same* / *change to a past tense.*
2 Pronouns and time expressions (*you, my, now, this*) *often* / *never* change.
3 When we report *questions with a question word* / *yes/no questions*, we use *if* or *whether.*
4 At the end of reported questions, there is a *question mark* / *full stop.*
5 In reported questions the subject is *before* / *after* the auxiliary verb.
6 In reported questions the auxiliary verb *do, does, did* is *necessary* / *not necessary.*

More exercises in Grammar practice on p. 43.
Do exercises 1–4.

3 Complete the reported speech with the words.

could felt had had was was

1 'What does it feel like to look down at Earth during a spacewalk?' 'It is beautiful.'
One person **asked** what it ... like to look down at Earth. Chris **replied** that it was beautiful. felt
2 'I have hit my head about once a day!'
Chris **admitted** he ... hit his head about once a day. had
3 'Honestly, it's difficult to have one favourite place.'
He **complained** that it ... difficult to have a favourite place. was
4 'Sleeping without gravity is wonderful – you can totally relax.'
He **claimed** that sleeping without gravity ... wonderful. He **added** that you ... totally relax. was, could
5 'To be an astronaut you must be healthy and smart.'
He **explained** that you ... to be healthy and smart. had

4 Look at the verbs in bold in exercise 3. Match six of the verbs with the definitions.

1 say something in answer to someone else reply
2 say something more add
3 say something so the listener understands it clearly explain
4 say that something is true, especially when you are unhappy or sorry about it admit
5 say that you are not happy about something complain
6 say that something is true, even when it is not certain claim

5 Use the prompts to report more statements and questions about the ISS mission.

1 'Do you do experiments every day?' Tim asked Chris.
Tim asked Chris ... every day.
DID
2 'I do, but I don't do many experiments on Saturdays or Sundays,' replied Chris.
DIDN'T
Chris replied that he ... on Saturdays and Sundays.
3 Chris explained: 'I can help to educate the public about space exploration through social media.'
HE
Chris explained ... about space exploration through social media.
4 'I'm still learning!' admitted Chris.
HE
Chris ... .

1 What was the strangest question your family asked you last week?
2 How often do you complain about something when you are on holiday? What do you complain about?

Exam guide
5 English in Use Transformations

5 1 if he did experiments
2 didn't do many experiments
3 he could help to educate the public
4 admitted he was still learning

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–5 p. 31, ex. 1–4 p. 43
5h/week • Workbook ex. 1–4 p. 27
7h/week • Photocopiable grammar games and activities, TB pp. 305, 308 (2.1) • Extra online resources (see Technology guide)

2D Cele lekcji: Rozumienie tekstu pisanego o eksperymencie w dziedzinie komunikacji międzykulturowej.

1 Is it possible to communicate if two people don't speak the same language?
2 Do you think Polish teenagers are open-minded and ready to discover new cultures?

2D Reading

Understanding a text about an experiment in intercultural communication

Exam guide
1 Oral Matura

Life Skills guide
1 Creativity, Mediation,

Exam guide
2 Reading Matching headings

Exam guide
3 Reading Multiple choice

Life Skills guide
5 Critical thinking

Life Skills guide
9 Creativity, Critical thinking, Self-development

1 Work in pairs. There is a group of students from Asia coming to your school and you will spend a few days with them. Discuss the following aspects:

- attractions to show them
- questions to ask about their culture
- the main information about your school
- languages to use

2 Read the article. Match the headings (a–f) with the paragraphs (1–5). There is one heading you do not need.

a Let's get together
b A two-way thing
c Body language
d Communication styles
e Communicating without words
f Accurate opinions?

3 Read the article again. Choose the correct option.

1 What was the aim of the experiment?
a to compare Moroccan and Chinese communication skills.
b to prove that some nations are unable to understand each other.
c to understand interactions between people of different cultures speaking different languages.

2 What was Fatima's general opinion about Americans before she met them?
a She couldn't imagine what they might be like at all.
b She had some stereotypical ideas about Americans, which didn't prove correct.
c She knew what kind of people she was going to meet, so nothing surprised her.

3 Why was Hyan Yu annoyed?
a Because Eleni wasn't listening to him.
b Because the way she spoke was hard for him to understand.
c Because he misunderstood some of her non-verbal signals.

4 Which group was the most direct in their interactions?
a the Americans
b the Chinese
c the Moroccans

5 What does the author suggest as a result of the experiment?
a The students learnt that you can communicate with anyone you wish if you only want to.
b The students learnt that it is easier to communicate if you understand intercultural differences and body language.
c The students understood that the most valuable communication is only possible within one culture.

4 Match the words from the article (1–6) with the definitions (a–f).

1 urgent (line 11) d
2 background (line 16) a
3 stereotype (line 24) b
4 fluent (line 30) f
5 direct (line 49) e
6 passionately (line 52) c

a the culture and family someone comes from
b set ideas about people or nationalities, often not true
c with emotion
d important, high-priority
e clear and honest
f able to speak a foreign language well

CRITICAL THINKING Using direct speech

5 The author uses direct speech in the article. Find four quotes. Why is direct speech used?

6 Match the quotes in the article with the points (1–4). It is important to:

1 be aware of your own culture and be able to explain it.
2 understand why miscommunication happens.
3 recognise how all types of communication can help understanding.
4 be curious about other cultures.

VOCABULARY BUILDING Negative prefixes

We can make adjectives negative by adding the prefixes *un-, im-, in-* or *ir-*.

comfortable → *uncomfortable* *polite* → *impolite*
correct → *incorrect* *responsible* → *irresponsible*

7 Add the correct prefixes to make the adjectives negative.

1 im patient
2 un aware
3 in direct
4 in formal
5 im personal
6 ir regular
7 im possible
8 ir relevant
9 un true

8 Choose the correct option to complete each sentence.

1 This intercultural experiment was quite *usual* / (*unusual*).
2 The Americans were surprised at how (*personal*) / *impersonal* and friendly the Moroccans were.
3 The Moroccans realised their ideas about stereotypes were *true* / (*untrue*).
4 Eleni was (*aware*) / (*unaware*) she was annoying Hyan Yu. (afterwards) or (at the time)

9 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

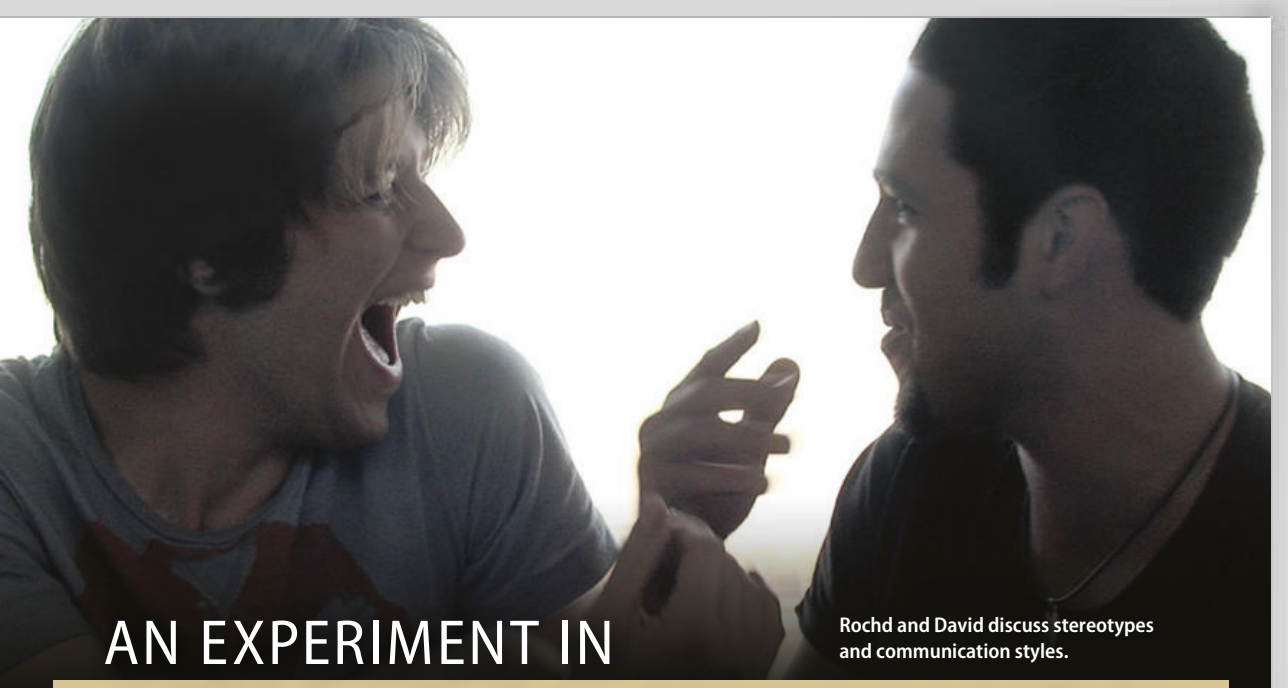
1 Does 'international' mean the same as 'intercultural'? What are the differences?
2 What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?

6 1 'If we didn't speak with emotion …' (Rochd)
2 'My sound to show I'm listening …' (Eleni)
3 'Maybe we're not communicating a lot …' (a Moroccan student)
4 'I need to find out …' (Fatima)

3h/week • Student's Book ex. 1–9 p. 32 • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–5 p. 28

7h/week • Photocopiable vocabulary games and activities, TB pp. 306, 311 (2.4) • Extra online resources



Rochd and David discuss stereotypes and communication styles.

AN EXPERIMENT IN INTERCULTURAL COMMUNICATION

18

(1) b

We think about communication as someone sending a message and another person receiving it. However, this view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in more emotional nonverbal forms such as facial expressions, tone of voice and body language. In an increasingly interconnected world, the need to understand other cultures is more urgent than ever. So what happens when people from different cultures, who speak different languages, meet?

(2) a

This is what documentary makers Crossing Borders Films wanted to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face? Two of their films examine interactions between American, Moroccan and Chinese students. So what did they learn about each other, and themselves?

(3) f

Before the Moroccans and Americans met, both sides were feeling uncomfortable. What would they think of each other? Both nationalities already had some ideas about stereotypes of the other in their heads. One of the Moroccan students, Fatima, explained, 'I need to find out if the images I have of other nationalities are correct.' However, when the groups got together, they found that their stereotypes were immediately replaced by the individual personalities of the group members.

(4) e

Not everyone was fluent in English, and sometimes in discussions people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who went to China, Eleni, noticed that Hyan Yu always seemed annoyed when he spoke to her. Eleni explained, 'My sound to show I'm listening is *'Hm'*. And for Hyan Yu, *'Hm'* is a sign of disrespect.' On the other hand, some of the differences in nonverbal communication helped the students to get on better with each other. Rochd, one of the Moroccan students, demonstrated friendship in a Moroccan way by putting his arm around one of the visitors – Americans don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learnt to accept them. One of the Moroccan students said, 'Maybe we're not communicating a lot of information, but we're connecting.'

(5) d

One of the Chinese group was surprised by how direct the Americans were. Compared to the Moroccans, however, the Americans seemed less direct. The Moroccans were able to argue passionately one minute and laugh together the next. Rochd puts it clearly: 'If we didn't speak with emotion, that wouldn't be a Moroccan discussion.' Again, simply by understanding that certain ways of interacting seem rude to other cultures, the groups were able to get on better. The young people learnt a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.

Fast Finishers

If you were asked for some advice by a foreign student coming to Poland on an exchange programme, what kind of culture-related suggestions would you give them? Think of 4–5 aspects of Polish culture which might be surprising for a foreigner.

2E Cele lekcji: Stosowanie składni czasowników z czasownikami używanymi w mowie zależnej.

1 What would you recommend to a friend who wants to have a healthy lifestyle?
2 What were the last two things you promised to do? Did you keep your promises or did you break them?

Life Skills guide

1 Creativity, Mediation, Self-development



2E Grammar 2

Reported speech (2)

Using verb patterns with reporting verbs

1 Work in pairs. Discuss the questions.

1 What apps do you know that can help people learn languages? What do they do?
2 How will computers help us learn languages in the future?
3 How could computer technology help if you didn't know how to explain what you wanted in English?

2 Listen to an interview with Nick, who has developed a language learning app. Put the questions the interviewer asks in the order you hear them. 19 p. 386

a Did the users know the app's secret? 5
b How does the app work? 4
c What do users need to do if they want to use the app? 3
d Where does the idea come from? 2
e What does your company do? 1
f Will the app be available for English learners soon? 6

3 Work in pairs. Listen again, then discuss the answers to the questions in exercise 2. 19 p. 386

4 Work in pairs. Who says these things? Match each speaker (1–5) with the comment (a–j). Then listen again to check. 19 p. 386

1 the interviewer b
2 Nick a, d, g, h, j
3 the app website e, f
4 anyone with an iPhone c
5 Javier i

a 'Yes, of course I can tell you about it!'
b 'Can you tell me a bit about the app?'
c 'Siri, find a good restaurant near here!'
d 'We should use texting as the way people communicate with the app.'
e 'Text me and I'll help!'
f 'If you want to use the app, add this number to your phone contacts.'
g 'Let's look at an example.'
h 'It isn't actually a chat bot, it's me.'
i 'I really think you should try this app. It's great.'
j 'Remember to come back in five years' time, because computers will keep on learning.'

Verb patterns with reporting verbs

a *The interviewer **asked** Nick to explain where the idea came from.*
b *He **told** Siri to find a good restaurant near there.*
c *Nick **agreed** to talk about his new project.*
d *Nick **suggested** using texting as the way to communicate with the app.*

More explanation in Grammar reference on p. 42.

5 Reporting verbs are sometimes followed by other verbs. Match the verbs in bold in the Grammar box with the structures.

1 Some reporting verbs are followed by *to* + infinitive, e.g. agree
2 Some reporting verbs are followed by *someone* + *to* + infinitive, e.g. ask, tell
3 Some reporting verbs are followed by the *-ing* form, e.g. suggest

More exercises in Grammar practice on p. 43. Do exercises 5–6.

3h/week • Student's Book ex. 1–12 pp. 34–35, ex. 5–6 p. 43 • If short of time, skip ex. 1 p. 34 and 11–12 p. 35.

5h/week • Workbook ex. 1–10 pp. 30–31

7h/week • Photocopiable grammar games and activities, TB pp. 305, 309 (2.2) • Extra online resources (see Technology guide)

6 Match the two parts of the sentences.

1 The app **promises** b
2 The website **invited** people c
3 Nick **offered** d
4 Nick **admitted** a
5 The first user **recommended** f
6 Nick **reminds** us e

a being the app.
b to help.
c to add the app's number to their contacts.
d to show how the app works with an example.
e to come back in five years' time.
f using Nick's app to others on Facebook.

7 Choose the correct options to complete the review.

A friend (1) *told* / *suggested* me to download a new app to help me learn vocabulary. He (2) *explained* / *admitted* not using it himself, but he (3) *offered* / *suggested* trying it for a few days. It (4) *promises* / *reminds* to teach you ten new words every day. The premium version is $5, but if you (5) *invite* / *suggest* a friend to sign up for it, you get $3 off. (You can also (6) *promise* / *ask* your parents to pay for it – tell them it's for study!) It's quite good fun because it turns learning English into a game. Sometimes I (7) *invite* / *agree* to let my little sister play it. I (8) *offered* / *told* to show my English teacher how it works. She thought that some of the vocabulary it teaches isn't very useful. She (9) *reminded* / *promised* me to do my homework as well, and not to only study with the app. I think she's right – I'd (10) *ask* / *recommend* spending ten minutes a day on the app, but no more.

8 Work in pairs. Read about the Turing test. Then read items 1–7 and decide which are the best ones to find out if you are speaking to a human or a bot.

The Turing test is a competition for computer 'bots' – programs that try to speak in the way humans do. The person taking the test 'chats' via text message and interacts with either the bot or with a human. The bot wins if the tester believes they are interacting with a human. But what can you do in a Turing test to find out whether you are talking to a human or a computer? Here are some ideas.

1 Could you give me your definition of love, please?
2 Would you like to ask me anything?
3 Why don't we play chess?
4 Are there any problems in your life you would like to talk about? I'd be happy to listen.
5 Do this sum: 34,789 + 74,203.
6 Actually, I'm also a computer. How does that make you feel?
7 I think you should use more emoticons. It will make you seem more human.

9 Translate the Polish fragments of the sentences into English.

1 The famous Youtuber (*zaprosił swoich fanów, żeby obejrzeli*) … his new video clip.
2 Many teachers (*nie zalecają oglądania*) … voiceover films to language learners. They say subtitles are more useful.
3 After exchanging a few remarks, the man (*przyznał, że nie mówi po angielsku*) … too fluently.
4 Our teachers often (*przypominają nam, żebyśmy używali*) … polite phrases like 'Thank you' or 'I'm sorry.'
5 (*Zaoferowałem, że przetłumaczę*) … the boy's words into Polish for her, but she said she understood Polish a little.

10 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 I didn't understand her language so I said we should speak English.
SUGGESTED
I didn't understand her language so I … .

2 Peter offered to pass my message to Sarah.
CAN
'… message to Sarah if you want,' said Peter.

3 The task wasn't easy but Jimmy said he would help me.
PROMISED
The task wasn't easy but … .

4 'No way, I won't talk to Mrs Townsend about your exams,' said Frank.
AGREE
Frank … to Mrs Townsend about my exams.

5 Peter never tells the teachers that he doesn't have his homework.
ADMITS
Peter never … homework.

11 Work in pairs. Write questions you would ask to find out if you are chatting to a human or a computer. Work with a different partner. Ask and answer your questions.

12 CHOOSE

1 Report the best questions and answers in exercise 11 to your group.

2 Write a summary of the best questions and answers in exercise 11. Use reported speech.

My partner asked me to tell her a joke. I said I didn't know any jokes in English.

3 Search online for a chat bot and have a conversation with it. Tell a partner about your conversation. Decide which chat bot was the best and why.

Exam guide
9 English in Use Translations

Life Skills guide
9 Mediation

9 **1** invited his fans to watch **2** don't recommend watching **3** admitted not speaking English **4** remind us to use **5** I offered to translate

Exam guide
10 English in Use Transformations

10 **1** suggested speaking English **2** I can pass your **3** Jimmy promised to help me **4** didn't agree to talk **5** admits to not having his

Life Skills guide
8 Critical thinking

Life Skills guide
11 Collaboration

Life Skills guide
12 Creativity, Critical thinking, Mediation, Practical skills, Self-development

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Think about some of the people you have talked to today. Write five sentences about them:
[name 1] invited me …
[name 2] suggested …
[name 3] promised …
[name 4] reminded me …
[name 5] recommended …

Cele lekcji: Rozumienie wypowiedzi rodzimych użytkowników języka angielskiego oraz rożnych akcentów.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talks video

TEDTALKS 10 ways to have a better conversation

> "Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed."
>
> **CELESTE HEADLEE**

Exam guide
5 Listening True/false

1 All right, I want to see a show of hands: how many of you have unfriended someone on Facebook because they said something offensive about politics or religion, childcare, food?

AUTHENTIC LISTENING SKILLS

Understanding authentic speakers and different accents

Understanding fast speech

Some people speak very fast. Some groups of words can sound like one long word. To deal with this, you can:

- listen for words you *do* understand.
- try to get the main idea.

1 Read the Authentic listening skills box. Listen to the first sentence of the TED talk. Write down the words you hear. What does Celeste want the audience to do? 20

BEFORE YOU LISTEN

Life Skills guide
2 Collaboration, Mediation

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

stick to	polarised	divided	overlooked skill	
in advance	walk somebody through	pontificate		
pundit	assume	set aside	claim	equate

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. 2.0

host	competence	a compromise	brief	offensive

Life Skills guide
4 Critical thinking, Mediation

4 Work in pairs. Discuss the questions.

1 When you talk to people you don't know very well, what are 'safe' topics to talk about?
2 Which topics should you definitely avoid?

WHILE YOU LISTEN

5 Listen to part 1 of the talk. According to Celeste, are the sentences true (T) or false (F)? TED 2.1 p. 406

1 Even the weather and your health aren't safe topics of conversation any more. T
2 Smartphones are helping kids improve their interpersonal skills. F
3 Celeste agrees with the advice everyone has heard about how to show that you are paying attention. F

6 Listen to part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use ten of the words. TED 2.2 p. 407

brief	details	experience	flow	know	learn
listen	multitask	open-ended	quiet	repeat	talk

1 Don't ... . multitask
2 Enter every conversation assuming that you have something to ... . learn
3 Use ... questions. Start questions with *who, what, when, where, why* or *how*. open-ended
4 Go with the ... . Thoughts will come into your mind and you need to let them go out of your mind. flow
5 If you don't ... , say that you don't know. know
6 Don't equate your ... with theirs. experience
7 Try not to ... yourself. repeat
8 Leave out the ... . details
9 ... . It's the number one most important skill that you can develop. Listen
10 Be ... . brief

3h/week • Student's Book ex. 1–12 pp. 36–37 + DVD • If short of time, skip ex. 12.

5h/week • Workbook ex. 1–4 p. 32

7h/week • Extra online resources (see Technology guide)



7 Choose the correct option to complete each sentence. Then listen to part 2 of the talk again to check. TED 2.2 p. 288

1 Be *present* / *available*. Be in that moment.
2 If you want to state your opinion, write *an email* / *a blog*.
3 Because then they might have to stop for a moment and think about it, and you're going to get a much more *complete* / *interesting* response.
4 Don't stop listening when *information* / *stories* and ideas come to you. Let them come and let them go.
5 Be careful about what you claim to be *an expert* / *a listener* in and know for sure.
6 It's not about who is *right* / *you*.
7 We have a point to make, so we just keep *rephrasing* / *repeating* it over and over. Don't do that.
8 People care about you, not the names and *addresses* / *dates*.
9 If your mouth is open, you're not *learning* / *listening*.
10 In short: be interested in *everything* / *other people*.

8 Listen to part 3 of the talk. Celeste says that 'everyone has some hidden, amazing thing about them'. What is your hidden, amazing thing? Tell a partner. TED 2.3 p. 407

9 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 2.4

avoid	due to	make one's living	nod
have a point to make		don't care about	

10 Work in pairs. Discuss the questions.

1 If you want to *avoid* someone, what can you do?
2 What conversations do you enjoy most? Is this *due to* the people you're speaking to, the topic you're talking about, or something else? What?
3 In which professions is good speaking and listening important to *make a living*? How will you make a living?
4 What do you *care about* most in your life?

AFTER YOU LISTEN

CRITICAL THINKING Investigating opinions

11 Work in pairs. Read the comments (1–2). Discuss how Celeste would respond to them.*

1 'Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face to face.'
2 'Celeste says we shouldn't compare other people's experiences with our own, but I've always thought that this shows good listening skills – it shows that you really understand how the other person is feeling.'

*The comments were created for this activity.

12 **MY PERSPECTIVE – SPEAKING**

Work in groups. Discuss the questions.

1 Which of Celeste's suggestions are going to be most difficult for you to do? Why?
2 She says that just making one change is a good start. Which tip will you work on? Why?
3 How are you going to put your good intentions into practice?

Life Skills guide
10 Critical thinking, Mediation, Self-development

Life Skills guide
11 Critical thinking, Self-development

Life Skills guide
12 Critical thinking, Self-development

2F Cele lekcji: Wyrażanie zrozumienia, niezgody, oraz współczucia.

1 Who do you usually turn to when you have some bad news to share?
2 Are you good at cheering people up when they have a problem? Do you simply listen to them or do you try to give them some advice?



2F Speaking

Showing understanding, disagreeing politely, responding sympathetically

Life Skills guide
4 Collaboration, Communication, Creativity, Critical thinking, Mediation

Exam guide
1 Listening Matching

Exam guide
2 English in Use Multiple choice

Exam guide
5 Oral Matura

Life Skills guide
5 Critical thinking, Mediation, Self-development

1 Listen to conversations in which speakers want changes in their situations. Match the conversation (1–3) with the speaker who wants: 21 p. 386

a a second chance to do something 3 .
b to get some money back 2 .
c to replace something that isn't right 1 .

2 Choose the correct option to complete each dialogue.

1 A: Let's meet again tomorrow. We'll finish the project then.
B: … my uncle is coming tomorrow so I won't have a chance to come to you.
A: Oh, I see. Thursday then?

a That's a shame, but …
b Unfortunately, …
c I'm sorry to hear that. You see, …

2 A: Peter left school earlier yesterday. Didn't he let you know earlier?
B: No, I had no idea about it! I wasted so much time waiting for him!
A: … he didn't act very politely.

a I understand, but …
b Yes, that is frustrating, …
c I see …

3 A: Diana's parents are getting divorced.
B: … this will be a hard time for Diane.
A: Yes, I guess we'll need to support her as much as possible.

a That's a pity, …
b I understand, but …
c I hear what you are saying, but …

Exam guide
3 Oral Matura

Life Skills guide
3 Communication, Creativity, Mediation

3 Work in pairs. One of you is a guest at a hotel who complains about one of the services. The other is a receptionist. Discuss the following aspects. Use the phrases form the Useful language box in your discussion.

- details of the complaint
- reasons why the problem occurred
- consequences of the problem
- possible ways to fix the problem

4 Work in pairs. Choose two of the situations (1–4). Roleplay them with your partner, using expressions from the Useful language box. Take turns to be the sympathetic listener.

1 A friend lost a 1,000-word essay. He turned the computer off before he saved it.
2 A teammate can't play in the basketball final because they aren't good enough. You are the team captain.
3 A teacher failed a classmate in an exam because they saw them using their mobile phone. They say they were only turning the sound off, but you are the teacher and you know they were texting someone.
4 You forgot to lock the garage door last night. Your sister's motorbike was stolen.

5 Work in pairs. Decide which of the situations presented in exercise 4 would be the most serious problem for you. Give reasons for your choice. Also, explain why the other three are less serious. Then, answer the questions.

1 Is it easy to be a sympathetic listener?
2 What are typical situations in which young people face unexpected problems and have to turn for help to others?

Useful language

Showing understanding
I'm sorry to hear that.
Yes, that is frustrating.
That's (such) a shame/pity.
What a pity.
I see.

Disagreeing politely
I hear/see what you're saying, but …
I understand, but …

Preparing the listener for bad news
You see, the thing is …
It's just that …
Unfortunately, …
I'm afraid that …
I'm sorry to say …

3h/week • Student's Book ex. 1–5 p. 38
5h/week • Workbook ex. 1–4 p. 33
7h/week • Extra online resources

2G Cele lekcji: Tworzenie wypowiedzi pisemnej: list z reklamacją.



1 Have you ever made an official complaint about something? What was it?
2 What are some typical problems people might encounter while travelling on public transport?

2G Writing

A formal letter of complaint

Writing a letter of complaint

1 Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, online services, etc.

2 Read the email and answer the questions.

1 What did Diane Truman want to buy?
2 What problem did she have paying for it?
3 Was her phone call to the company successful? Why?/Why not?
4 What three things does she want the company to do?

Email Message

Dear Sir/Madam,

I am writing to complain about the poor customer service I received from Strand Records recently. On April 23rd, I bought an album online (order number YH6398X). I tried to use a ten-pound voucher I had been given for my birthday. Unfortunately, your website did not accept it. Consequently, I had to pay for the album by credit card. When I listened to the album, I discovered that the wrong file had been downloaded. Although the artist was correct, it was an old album, which I already have. I phoned your helpline, but despite your company's good reputation for customer service, the man I spoke to was not very helpful. He suggested entering the voucher code again, but when I explained that I had already done this, he said it was company policy not to give new codes. What is more, he suggested I was trying to get a free album, which was very rude.

I'm really dissatisfied with my experience with Strand Records. Nevertheless, I am sure that you can make the situation right. I would like a refund for the money I spent on the old album as well as a new voucher code so that I can spend my birthday gift. Also, I expect an apology from your helpline for the trouble you have caused. I am attaching a copy of the voucher with the code that didn't work.

I look forward to hearing from you soon.

Yours faithfully,

Diana Truman

2 1 She wanted to buy an album (music).
2 She couldn't use the voucher to pay for the album; the album was not the one she wanted.
3 No, it wasn't. The man she spoke to was unhelpful and rude.
4 She wants them to give her a refund as well as a new coupon code; she also expects an apology.

Useful language

Expressing contrast
in spite of, even though, while, however, even so

Expressing result
as a result, because of this, therefore

Expressing addition
in addition, as well as this, moreover, furthermore

3 WRITING TIPS Using formal linkers

a Look at the Useful language box. Find the words and phrases in Diane's email. Which heading in the Useful language box could you put them under?

although consequently despite nevertheless what is more

b Complete the sentences in a way that makes sense.

1 I had to wait to be served for twenty minutes. As a result, …
2 In my experience, customer service in your shop is usually good. However, …
3 The phone was not the right colour. As well as this, …
4 Even though the menu didn't look very exciting, …
5 It took us more than an hour to buy tickets for the concert. In spite of this, …

4 Put the features of an email or letter of complaint in the order that they appear in Diane's email.

a a clear demand for a solution 4
b a description of what happened 3
c a formal closing 6
d a formal opening 1
e details of any attachments 5
f the reason for writing 2

5 Choose one item/service and write a letter of complaint in which you describe the details of your purchase and the problems that occurred, as well as your suggestions regarding how the problem should be solved.

Write between 200 and 250 words. Use linkers to help you organise your writing.

More about a letter of complaint in Writing guide on p. 151.

6 Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.

Life Skills guide
1 Mediation

Exam guide
2 Reading
Open-ended questions

3a Expressing contrast: although, despite, nevertheless
Expressing result: consequently
Expressing addition: what is more

Exam guide
5 Writing
A formal letter

Life Skills guide
5 Creativity, Mediation, Practical skills

Life Skills guide
6 Collaboration, Creativity, Critical thinking, Practical skills, Self-development

3h/week • Student's Book ex. 1–6 p. 39
5h/week • Workbook ex. 1–3 p. 34
7h/week • Extra online resources

Skills Review 2

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Sentence formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 When I'm talking with Sue, she always tells me ... things that have nothing to do with us. RELEVANT irrelevant
2 Finally, he admitted that he was lying and that the whole story was ... . TRUE untrue
3 The shop assistant mustn't be ... to customers even if she's tired after working for the whole day. POLITE impolite
4 We have to continue this ... in private. I don't want anybody to hear what we're talking about. DISCUSS discussion
5 There's an interesting ... on dead languages on channel 5 tonight. DOCUMENT documentary

Uzupełnianie luk

Exam guide
5 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 We should talk face-...-face because nobody can know about our secret.
2 Our new headteacher's end-of-the-school-year speech could be compared ... our previous head's talk.
3 I looked at my brother's face and got the ... that I shouldn't say a word about our family's problem.
4 The reason ... writing a letter of complaint to the travel agency was the low standard of service that we received on holiday.
5 Please, ... attention to the other speakers!

3 1 she would show me
2 he had argued
3 if I had ever shared
4 his facial expression usually showed
5 if they could prepare

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

1 'I will show you how to download the new application,' she said.
She said (that) ... how to download the new application.
2 'I argued with my best friend,' he said.
He said (that) ... with his best friend.
3 'Have you ever shared photos on the internet?' my classmate asked.
My classmate asked me ... photos on the internet.
4 'My facial expression usually shows my emotions,' said a famous actor.
A famous actor said (that) ... his emotions.
5 'Could you prepare a speech about interpersonal skills?' the teacher asked the students.
The teacher asked the students ... a speech about interpersonal skills.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

6 1 invited people to talk
2 He explained to me
3 complained that it is/was difficult to understand
4 replied/answered (that) he was aware of
5 added (that) she was

2 1 to
2 to
3 message/impression/feeling
4 for
5 pay

4 1 suggested increasing
2 admitted (to) sharing / (that) he had shared / (to) having shared
3 recommends spending
4 promised to show me
5 reminded us not to text

Uzupełnianie zdań

4 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 At the last conference, the Prime Minister ... (*suggest / increase*) intercultural understanding between nations.
2 Yesterday, the journalist ... (*admit / share*) the actress's private video on social media.
3 The producer ... (*recommend / spend*) less than two hours on the app daily.
4 Yesterday, the IT teacher ... (*promise / show / I*) how to search for a chatbot.
5 Before the professor started his lecture, he ... (*remind / we / not / text*) as it was disturbing him.

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 The customer ... in my local shop is excellent. The salespeople communicate very well with their customers.
a duty **b** service **c** work
2 Cindy didn't understand most of the lecture due ... the fact that she couldn't focus on what the professor was saying.
a to **b** for **c** in
3 There were too many people at the meeting talking at the same time. As a result, I ... distracted.
a got **b** went **c** turned
4 Let's get ... this evening. We have to talk about our winter holidays.
a along **b** forward **c** together
5 It didn't take long for me to ... connections between the pieces of information I got from the two different groups of students.
a join **b** make **c** link

Tłumaczenie fragmentów zdań

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 The website (*zaprosiła ludzi, żeby porozmawiali*) ... about friendship.
2 (*Wyjaśnił mi*) ... how to use the new version of my favourite computer game.
3 Ann (*narzekała, że trudno zrozumieć*) ... the body language of some people.
4 He (*odpowiedział, że jest świadomy*) ... his own culture.
5 Jane called her mum to say she would be home late and (*dodała, że jest*) ... tired.

3h/week • Student's Book ex. 1–9 pp. 40–41 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 36–37, ex. 1–5 p. 35 • If short of time, assign ex. 8 p. 37 for homework.

7h/week • Matura photocopiable activities, TB pp. 307, 312–315 (2.5–2.8) • Extra online resources (see Technology guide)

READING

7 Przeczytaj tekst. Dobierz właściwy nagłówek (a–f) do każdej części tekstu (1–4).
Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

a EMPLOY NONVERBAL COMMUNICATION
b A QUESTION OF MAINTAINING BALANCE
c USE THE APPROPRIATE REGISTER
d POTENTIAL BREAKDOWNS IN COMMUNICATION
e DIFFERENT WAYS OF COMMUNICATION CAN'T BE SEPARATED
f A GRADUALLY ACQUIRED ABILITY

The Peculiarities of Communication

1 f

Did you know that Winston Churchill spent one hour practising for every minute that he spoke? He always claimed that practice made perfect. He knew that being a good speaker didn't mean that you had to be born with this ability. In fact, effective communication is a skill that can be learnt, despite what many people may think.

2 b

Experts on communication say that you need to be a good talker but also a good listener to make a connection with someone else. This requires listening actively, which means making sure that whoever you are communicating with understands what you are saying. That may involve asking questions, letting them ask questions, or repeating the important points of your message.

3 a

Whether it is a face-to-face talk or a speech in front of an audience, it is important to make a connection with the listener. It's not only about what you say, but how you say it and how you move your body. Psychologists say that this is even more important than the words we use. Body language is so powerful that we can tell exactly what people are feeling just by how they move.

4 e

Being an effective communicator means using your body and words to interact with other people. Any time we are giving a speech or even just having a conversation, we should be mindful of making sure our spoken language and body language match each other. People with good interpersonal skills have mastered this. With some practice, you can also become fluent in this art!

SPEAKING

8 Opisz ilustrację i odpowiedz na pytania.



1 Do you think the people in the photo can communicate well?
2 Which do you prefer: verbal or written communication? Explain why.
3 Tell me about a situation when you had to communicate with someone who didn't speak your language.

WRITING

9 Napisz list do dyrektora firmy, w której pracowałeś/pracowałaś podczas wakacji. Opisz w nim, w jaki sposób zła komunikacja między pracownikami wpływała na pracę firmy, oraz zasugeruj, jak można poprawić tę sytuację.

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

Exam guide
7 Reading
Matching headings

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

Exam guide
9 Writing
A formal letter

Life Skills guide
9 Creativity, Mediation, Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 2

GRAMMAR 1 Reported Speech

Mowa zależna to przytoczenie czyichś (lub własnych) słów. Daną wypowiedź możemy przytoczyć:

- dosłownie, w cudzysłowie:

  'I've been here before.' → ***She said**, 'I've been here before.'*

- niedosłownie, za pomocą zdania podrzędnego dopełnieniowego (tzw. *that clause*). W takich zdaniach możemy zazwyczaj opuścić słowo that:

  'I've been here before.' → ***She said (that)** she had been there before.*

Say, tell, ask

Say, *tell* i *ask* to najczęściej spotykane czasowniki wprowadzające w mowie zależnej, przy czym *ask* używamy do pytań oraz próśb, natomiast *say* i *tell* wprowadzają zdania twierdzące i przeczące. Czasowniki *tell* i *ask* (w przeciwieństwie do czasownika *say*) wymagają dopełnienia bliższego:

'The weather has been good.'

→ *He **said** that the weather had been good.*

→ *He **told us** that the weather had been good.*

'Where do you live?'

→ *He **asked the man** where he lived.*

Zasada następstwa czasów

Kiedy przytaczamy czyjąś/własną wypowiedź za pomocą zdania podrzędnego dopełnieniowego, konieczne jest zastosowanie tzw. zasady następstwa czasów.

- *Present simple* zamieniamy na *past simple*:

  *'I **speak** French.'* → *She said she **spoke** French.*

- *Past simple* zamieniamy na *past perfect*:

  *'We **didn't do** it.'* → *They said they **hadn't done** it.*

- *Present perfect* zamieniamy na *past perfect*:

  *'**Have** you eaten?'* → *He asked me if I **had eaten**.*

- *Present continuous* zamieniamy na *past continuous*:

  *'I'**m seeing** the mechanic tomorrow.'* → *She said that she **was seeing** the mechanic the next day.*

- *Past perfect* nie zmienia się:

  *'They **had** already **read** that book.'* → *I told him that they **had** already **read** that book.*

- *Will* i *shall* zamieniamy na *would*:

  *'I **won't** call you until tomorrow.'* → *He said that he **wouldn't** call me until the next day.*

- *Must* zamieniamy na *had to*:

  *'I **must** phone my sister!'* → *She said that she **had to** phone her sister.*

- *Can* zamieniamy na *could*:

  *'**Can** I drive?'* → *He asked me if he **could** drive.*

Zasada następstwa czasów

Kiedy przytaczamy czyjeś/własne pytanie, stosujemy szyk zdania twierdzącego, nie pytającego. Na końcu takich zdań nie stawiamy znaku zapytania:

*'Where **have you** been?'* → *She asked me where **I had** been. ~~where had I been?~~*

Kiedy przytaczamy pytanie typu tak/nie, stosujemy spójnik *if* lub *whether* jako odpowiednik polskiego słowa „czy":

'Do you own a phone?' → *He asked **if** I owned a phone.*

'Is this your first time in Seoul?' → *They asked me **whether** it was my first time in Seoul.*

Inne zmiany

Często zmianie ulegają zaimki oraz określenia czasu (*you*, *my*, *now*, *this*, *tomorrow* itd.)

*'**We** love **you**.'* → ***They** said **they** loved **her**.*

*'**We**'re going shopping later **today**.'* → ***They** told **her** they were going shopping later **that day**.*

*'We lived **here** many years ago, in **this** house.'* → *She said that they had lived **there** many years ago, in **that** house.*

Ćwiczenia 1–4

Czasowniki wprowadzające

Oprócz *tell*, *say* oraz *ask* istnieje szereg innych czasowników, których możemy użyć, przytaczając daną wypowiedź, w zależności od jej charakteru (np.: *explain*, *suggest*, *apologise* itd. – wyjaśnienie, sugestia, przeprosiny itd.):

'What did you see?' → *The policeman **asked** Jenny to tell him what she had seen.*

'You need to clean your bedroom before you can go out.' → *My father told me to clean my bedroom.*

'Yes, sure, I'll come with you.' → *I **agreed** to go with them.*

'Why don't you get a cleaner?' → *She **suggested** getting a cleaner.*

Czasowniki wprowadzające można podzielić na grupy ze względu na sposób ich użycia w zdaniu:

- Czasownik + ***that clause***:

  add, admit, complain, claim, explain, reply

  *They **complained** that they didn't have time.*

- Czasownik + bezokolicznik z *to*:

  agree, claim, offer, promise

  *She **promised** to give the book back.*

- Czasownik + osoba + bezokolicznik z *to*:

  ask, invite, remind, tell

  *They **invited** me to join them on the walk.*

- Czasownik + *-ing*:

  admit, recommend, suggest

  *I had to **admit** being a little frightened.*

Ćwiczenia 5–6

Grammar practice

1 Complete the reported speech with the correct form of *say*, *tell* or *ask*.

1 Did you … that you wanted a cheese sandwich? say
2 I … you the hotel didn't have a swimming pool. told
3 They … that they didn't want to see the film because it started too late. said
4 He … me what the time was because he didn't have a watch. asked
5 Can I … you where you bought that dress? It's very beautiful. ask
6 It wasn't easy to … the audience that the show had been cancelled. tell

2 Complete the reported speech sentences.

1 'I go there every Saturday.' → She said that she … there every Saturday. went
2 'I didn't enjoy that meal at all.' → He told me that he … the meal at all. hadn't enjoyed
3 'They're starting at the new school in two weeks.' → He said they … at the new school in two weeks. were starting
4 'We'll find out the winner next week.' → He said that they … the winner the following week. would find out
5 'I can't see the whiteboard.' → He told the teacher that he … the whiteboard. couldn't see
6 'I visited the museum after I'd studied Egyptian history.' → He told me he … the museum after he … Egyptian history. had visited, had studied
7 'It's alright, everyone. I've found my phone.' → She said that she … her phone. had found
8 'While you're here, you must visit the castle.' → I told them that while they … there, they … the castle. were, had to visit

3 Complete the second sentence so that it means the same as the first.

1 'I've been in Antarctica with my team for six months.'
She told the reporter that … .
2 'I'm studying small fish that live here.'
She explained … .
3 'I arrived last November, at the beginning of summer.'
She said … .
4 'The temperature is -25° today.'
She told him that the temperature … .
5 'I don't want to leave this magical place.'
She said that … .
6 'But I can't stay. I must catch the plane to New Zealand tomorrow.'
But she explained that … .

4 Report the questions. Use *He asked her …*

1 'What kind of camera do you use for your videos?'
2 'How many videos have you posted on YouTube?'
3 'Are you happy with the number of people who watch your videos?'
4 'Do you post videos every day?'
5 'Have you ever made a video that people didn't like?'
6 'Will you ever stop posting on YouTube?'

5 Complete the reported speech using these verbs in the correct form and three more words. Contractions count as one word.

add	admit	ask	claim
complain	explain	reply	tell

1 Jerry: 'Oh, no! This is terrible. We've run out of chocolate.'
Jerry … run out of chocolate.
2 Jerry: 'Paulo, did you eat it?'
He … had eaten it.
3 Paulo: 'No, it wasn't me.'
Paulo … been him.
4 Paulo: 'And anyway, I'm not eating chocolate at the moment.'
He … eating chocolate at that time.
5 Paulo: 'You see, I'm on a diet.'
He … on a diet.
6 Jerry: 'But I saw you eating chocolate this morning!'
Jerry … seen him eating chocolate that morning.
7 Paulo: 'OK, it was me. I ate it.'
Finally, Paulo … eaten it.
8 Jerry: 'Well, you must buy some more next time you're at the shops.'
Jerry … some more.

6 Match the two parts of the sentences.

1 The doctor recommends e
2 He suggested d
3 He's invited c
4 I told h
5 One student admitted g
6 She asked me f
7 She offered to a
8 Thanks for reminding b

a give me a lift.
b me to buy Michaela a present.
c me to have dinner at his house.
d playing a game while we waited.
e staying in bed for a few days.
f to buy some bread when I went shopping.
g cheating in an exam.
h you to stay in the classroom while I was gone.

3 1 she'd been in Antarctica with her team for six months
2 that she was studying small fish that live(d) there
3 she had arrived last November (the previous November), at the beginning of summer
4 was -25° that day
5 she didn't want to leave that magical place
6 she couldn't stay. She had to catch the plane to New Zealand the next/following day

4 1 He asked her what kind of camera she used for her videos.
2 He asked her how many videos she had posted on YouTube.
3 He asked her if she was happy with the number of people who watch(ed) her videos.
4 He asked her if she posted videos every day.
5 He asked her if she had ever made a video that people didn't like.
6 He asked her if she would ever stop posting on YouTube.

5 1 complained that they had
2 asked Paulo if/whether he
3 replied that it hadn't
4 added that he wasn't
5 explained that he was
6 claimed that he had
7 admitted that he had
8 told him/Paulo to buy

Wordlist Unit 2 22

VOCABULARY p. 29

argument (n) /'ɑ:gjəmənt/ sprzeczka
chat (n) /tʃæt/ pogawędka
connect with (phr) /kə'nekt wɪð/ łączyć się z
conversation (n) /ˌkɒnvə'seɪʃn/ rozmowa
debate (n) /dɪ'beɪt/ debata
discussion (n) /dɪ'skʌʃn/ dyskusja
face to face (adj, adv) /ˌfeɪs tə 'feɪs/ bezpośredni/o, twarzą w twarz
find sth easy (phr) /ˌfaɪnd sʌmθɪŋ 'i:zi/ uznać coś za łatwe
get a message out (phr) /ˌget ə'mesɪdʒ ˌaʊt / opowiedzieć o czymś całemu światu
get distracted (phr) /ˌget dɪ'stræktɪd/ zdekoncentrować się
interpersonal skills (n) /ɪntə'pɜ:snəl ˌskɪls/ umiejętności interpersonalne
join in on a forum (phr) /ˌdʒɔɪn 'ɪn ɒn ə 'fɔ:rəm/ dołączyć do forum
make a point (phr) /ˌmeɪk ə 'pɔɪnt/ wyrazić swoją opinię
make connections (phr) /ˌmeɪk kə'nekʃnz/ nawiązywać relacje
pay attention to (phr) /ˌpeɪ ə'tenʃn tə/ zwracać uwagę na
post on social media (phr) /'pəʊst ɒn ˌsəʊʃl 'mi:diə/ publikować w mediach społecznościowych
respond to texts (phr) /rɪˌspɒnd tə 'teksts/ odpowiadać na SMS-y
send texts (phr) /ˌsend 'teksts/ wysyłać SMS-y
share photos (phr) /ˌʃeə 'fəʊtəʊz/ udostępniać zdjęcia
topic (n) /'tɒpɪk/ temat

LISTENING p. 30

advertise (v) /'ædvətaɪz/ reklamować
blame for (v) /'bleɪm fə/ obwiniać za
charge (n, v) /tʃɑ:dʒ/ ładowanie (np. baterii); ładować
complain about (v) /kəm'pleɪn əˌbaʊt/ narzekać na
doubt (n) /daʊt/ wątpliwość
fault (n) /fɔ:lt/ wina, usterka
follower (n) /'fɒləʊə/ zwolennik/ zwolenniczka
ground control (n) /'graʊnd kənˌtrəʊl/ kontrola naziemna
hits (n) /hɪts/ wyświetlenia (na YouTubie)
International Space Station (n) /ɪntəˌnæʃnəl 'speɪs steɪʃn/ Międzynarodowa Stacja Kosmiczna
manage one's social media account (phr) /'mænɪdʒ wʌnz ˌsəʊʃl 'mi:diər əˌkaʊnt/ prowadzić konto w mediach społecznościowych
mission controller (n) /'mɪʃn kənˌtrəʊlə/ kontroler misji
not on speaking terms (phr) /ˌnɒt ɒn 'spi:kɪŋ ˌtɜ:mz / nie rozmawiać ze sobą
on board (adv) /ɒn 'bɔ:d/ na pokładzie
persuade (v) /pə'sweɪd/ przekonywać
public (n) /'pʌblɪk/ opinia publiczna
source of energy (n) /ˌsɔ:s əv 'enədʒi/ źródło energii
update (n) /'ʌpdeɪt/ kolejny wpis, aktualizacja
zero gravity (n) /ˌzɪərəʊ 'grævəti/ nieważkość

GRAMMAR 1 p. 31

add (v) /æd/ dodawać, dorzucać
capsule (n) /'kæpsju:l/ kapsuła
claim (v) /kleɪm/ twierdzić
discourage (v) /dɪs'kʌrɪdʒ/ zniechęcać
explain (v) /ɪk'spleɪn/ wyjaśniać
launch (v) /lɔ:ntʃ/ wystrzelić
reply (v) /rɪ'plaɪ/ odpowiadać
spacewalk (n) /'speɪswɔ:k/ spacer w kosmosie

READING pp. 32–33

accurate (adj) /'ækjərət/ dokładny, poprawny
appear (v) /ə'pɪə/ wydawać się
background (n) /'bækgraʊnd/ pochodzenie
body language (n) /'bɒdi ˌlæŋgwɪdʒ/ mowa ciała
clearly (adv) /'klɪəli/ jasno, wyraźnie
compared to (phr) /kəm'peəd tə/ w porównaniu z
cross borders (phr) /ˌkrɒs 'bɔ:dəz/ przekraczać granice
curious (adj) /'kjʊəriəs/ ciekawy, ciekawski
direct (adj) /daɪ'rekt/ bezpośredni
disrespect (n) /ˌdɪsrɪ'spekt/ brak szacunku
documentary maker (n) /ˌdɒkjə'mentəri ˌmeɪkə/ twórca filmu dokumentalnego
examine (v) /ɪg'zæmɪn/ badać, sprawdzać
except (conj) /ɪk'sept/ z wyjątkiem
express oneself (phr) /ɪk'spres wʌnself/ wyrażać swoje poglądy
facial expression (n) /ˌfeɪʃl ɪk'spreʃn/ wyraz twarzy, mimika
feel uncomfortable (phr) /ˌfi:l ʌn'kʌmftəbl/ czuć się niezręcznie
fluent in (adj) /'flu:ənt ɪn/ biegły w
get together (phr v) /ˌget tə'geðə/ spotykać się
image (n) /'ɪmɪdʒ/ wyobrażenie
impatient (adj) /ɪm'peɪʃnt/ niecierpliwy
impersonal (adj) /ɪm'pɜ:snəl/ nieosobisty, bezosobowy
impolite (adj) /ˌɪmpə'laɪt/ niegrzeczny, nieuprzejmy
impossible (adj) /ɪm'pɒsəbl/ niemożliwy
increasingly (adv) /ɪn'kri:sɪŋli/ coraz bardziej, coraz mocniej
indirect (adj) /ɪndaɪ'rekt/ pośredni
informal (adj) /ɪn'fɔ:ml/ nieformalny
interaction (n) /ˌɪntər'ækʃn/ wzajemne oddziaływanie
interconnected (adj) /ˌɪntəkə'nektɪd/ powiązany (wzajemnie powiązane)
intercultural (adj) /ˌɪntə'kʌltʃrəl/ międzykulturowy
international (adj) /ˌɪntə'næʃnəl/ międzynarodowy
irregular (adj) /ɪ'regjʊlə/ nieregularny
irrelevant (adj) /ɪ'reləvənt/ nieistotny
miscommunication (n) /ˌmɪskəˌmjuːnɪ'keɪʃn/ błędy w komunikacji
misunderstand (v) /ˌmɪsʌndə'stænd/ źle zrozumieć
misunderstanding (n) /ˌmɪsʌndə'stændɪŋ/ nieporozumienie
nonverbal (adj) /ˌnɒn'vɜ:bl/ niewerbalny, bez słów
one-way (adj) /ˌwʌn'weɪ/ jednokierunkowy
pass (v) /pɑ:s/ podawać, przekazywać
passionately (adv) /'pæʃənətli/ z pasją
receive (v) /rɪ'si:v/ otrzymywać
stereotype (n) /'steriətaɪp/ stereotyp
tone of voice (n) /ˌtəʊn əv 'vɔɪs/ ton głosu
two-way (adj) /ˌtu:'weɪ/ dwustronny/ dwukierunkowy
unaware (adj) /ʌnə'weə/ nieświadomy
understanding (n) /ˌʌndə'stændɪŋ/ zrozumienie
untrue (adj) /ʌn'tru:/ nieprawdziwy
unusual (adj) /ʌn'ju:ʒʊəl/ niezwykły
urgent (adj) /'ɜ:dʒnt/ pilny
variety (n) /və'raɪəti/ różnorodność

GRAMMAR 2 pp. 34–35

chatbot (n) /'tʃætbɒt/ wirtualny asystent
computer bot (n) /kəm'pju:tə ˌbɒt/ bot komputerowy (rodzaj programu komputerowego)
invite (v) /ɪn'vaɪt/ zapraszać
promise (v) /'prɒmɪs/ obiecywać
recommend (v) /ˌrekə'mend/ polecać
remark (n) /rɪ'mɑ:k/ uwaga
remind (v) /rɪ'maɪnd/ przypominać
sign up for (phr v) /ˌsaɪn 'ʌp fə/ zapisać się na
subtitles (n) /'sʌbˌtaɪtlz/ napisy dialogowe w filmie
suggest (v) /sə'dʒest/ sugerować
text (v) /tekst/ pisać SMS
turn sth into (phr) /'tɜ:n sʌmθɪŋ ˌɪntə/ zamieniać coś w
voiceover film (n) /'vɔɪsəʊvə ˌfɪlm/ film z lektorem

TED TALK pp. 36–37

bolster (v) /'bəʊlstə/ podnieść (np. morale)
brief (adj) /bri:f/ zwięzły
childcare (n) /'tʃaɪldkeə/ opieka nad dzieckiem
come up with sth (phr v) /ˌkʌm 'ʌp wɪð ˌsʌmθɪŋ/ wpaść na coś
condescending (adj) /ˌkɒndɪ'sendɪŋ/ protekcjonalny
conversationalist (n) /ˌkɒnvə'seɪʃnəlɪst/ rozmówca/rozmówczyni
devolve into (phr) /dɪ'vɒlv ɪntə/ przejść w
follow (v) /'fɒləʊ/ posłuchać (np. rady)
due to (prep) /'dju: tə/ z powodu
equate (v) /ɪ'kweɪt/ stawiać znak równości
frankly (adv) /'fræŋkli/ szczerze
go with the flow (phr) /ˌgəʊ wɪð ðə 'fləʊ/ dosłownie: iść z nurtem; robić to, co inni
have in common (phr) /ˌhæv ɪn 'kɒmən/ mieć coś wspólnego
hone (v) /həʊn/ doskonalić
issue (n) /'ɪʃu:/ zagadnienie
make a living (phr) /ˌmeɪk ə'lɪvɪŋ/ zarabiać na życie
multitask (v) /'mʌltitɑ:sk/ wykonywać wiele zadań jednocześnie
not care about (phr) /ˌnɒt 'keər əˌbaʊt/ nie dbać o
offensive (adj) /ə'fensɪv/ obraźliwy
open-ended question (n) /'əʊpənˌendɪd 'kwestʃən/ pytanie otwarte
overlooked (adj) /ˌəʊvə'lʊkt/ przeoczony
polarised (adj) /'pəʊləraɪzd/ podzielony, o przeciwstawnych opiniach

pontificate (v) /pɒn'tɪfɪkeɪt/ wypowiadać się autorytatywnie
pundit (n) /'pʌndɪt/ ekspert
pushback (n) /'pʊʃbæk/ negatywna reakcja
rephrase (v) /ˌriːˈfreɪz/ przeformułować
set aside (phr v) /ˌset əˈsaɪd/ odłożyć (na bok)
set down (phr v) /ˌset 'daʊn/ odłożyć
state one's opinion (phr) /ˌsteɪt wʌnz əˈpɪnjən/ wyrazić swoją opinię
stay out of the weeds (phr) /ˌsteɪ 'aʊt əv ðə 'wiːdz/ skupiać się na tym, co ważne
struggle (v) /'strʌgl/ zmagać się
take a cue from sb (phr) /ˌteɪk ə 'kjuː frəm ˌsʌmbədi/ postępować według czyichś wskazówek
tip (n) /tɪp/ wskazówka
trivial (adj) /'trɪviəl/ nieistotny; trywialny
unfriend (v) /ˌʌn'frend/ wykluczyć z grupy przyjaciół (w mediach społecznościowych)
walk sb through (phr) /'wɔːk ˌsʌmbədi 'θruː/ przeprowadzać kogoś przez

SPEAKING p. 38

fix a problem (phr) /ˌfɪks əˈprɒbləm/ rozwiązać problem
I see. (phr) /aɪ 'siː/ Rozumiem.
such a shame/pity (phr) /ˌsʌtʃ ə 'ʃeɪm/ 'pɪti/ taka szkoda
sympathetic (adj) /ˌsɪmpəˈθetɪk/ współczujący; życzliwy
turn for help to (phr) /ˌtɜːn fə 'help tə/ zwracać się o pomoc do

WRITING p. 39

apology (n) /əˈpɒlədʒi/ przeprosiny
attach (v) /əˈtætʃ/ dołączać (plik)
attachment (n) /əˈtætʃmənt/ załącznik
bunch of flowers (n) /ˌbʌntʃ əv 'flaʊəz/ bukiet kwiatów
company policy (n) /ˌkʌmpəni 'pɒləsi/ polityka firmy
complaint (n) /kəm'pleɪnt/ skarga, zażalenie, reklamacja
demand (n) /dɪ'mɑːnd/ żądanie
enter a code (phr) /ˌentər ə 'kəʊd/ wpisać/ wprowadzić kod
purchase (n) /'pɜːtʃəs/ zakup
reason for (n) /'riːzn fə/ przyczyna czegoś
refund for the money (n) /ˌriːfʌnd fə ðə 'mʌni/ zwrot pieniędzy
swap (v) /swɒp/ wymieniać się
ten-pound voucher (n) /'ten ˌpaʊnd 'vaʊtʃə/ 10-funtowy kupon

SKILLS REVIEW pp. 40–41

appropriate (adj) /əˈprəʊpriət/ właściwy, odpowiedni
breakdown (n) /'breɪkdaʊn/ załamanie
customer service (n) /'kʌstəmə ˌsɜːvɪs/ obsługa klienta
gradually acquired (adj) /ˌgrædʒuəli əˈkwaɪəd/ stopniowo nabywany
in private (adv) /ɪn 'praɪvət/ na osobności
maintain balance (phr) /meɪnˌteɪn 'bæləns/ utrzymywać równowagę
master (v) /'mɑːstə/ doskonalić
mindful (adj) /'maɪndfl/ świadomy
practice makes perfect (phr) /ˌpræktɪs meɪks 'pɜːfɪkt/ praktyka czyni mistrza
verbally (adv) /'vɜːbəli/ werbalnie, słownie

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 She regretted that she (*nie przekonała swoich zwolenników*) ... to support that idea.
2 He answered that (*nieregularne ładowanie baterii*) ... hadn't caused that defect.
3 My boss promised that (*dołączy swoje przeprosiny*) ... to his next email.
4 I knew that the customer (*nie wprowadziła kodu*) ... of her gift voucher correctly.
5 They wanted to know (*kto prowadzi moje konto w mediach społecznościowych*) ... .

2 Choose the correct option to complete each sentence.

1 When you write to a friend, it is usually an ... letter or email.
a impersonal **b** informal **c** indirect
2 What is the reason ... such a company policy?
a in **b** of **c** for
3 Their client expected a ... for the money he had paid.
a demand **b** refund **c** register
4 He did not want to ... that he was wrong.
a admit **b** appear **c** act
5 They had to hurry up, so they made a/an ... decision.
a accurate **b** direct **c** urgent

3 Complete each sentence with the word that best fits the gap.

1 Pilots and astronauts are often fluent ... foreign languages. in
2 If she needs to get her message out, she should join in ... a forum. on
3 The tone ... her voice and body language showed how annoyed she was. of
4 Sam prefers voiceover films, ... musicals, where he chooses subtitles. except
5 If you have a problem, turn for help ... a sympathetic and energetic person. to

4 Use the word in capitals to form a word that fits in the gap.

1 Experts claim that frequent ... can affect relationships. arguments ARGUE
2 They tried to help carry her bag but she ... their intentions. misunderstood UNDERSTAND
3 He said that those ... were rude and showed disrespect. complaints COMPLAIN
4 The debate members were getting ... impatient when one man didn't let them speak. INCREASE increasingly
5 When you get among people from different cultures, you can feel a bit ... . COMFORT uncomfortable

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

Exam guide
2 English in Use Multiple choice

Exam guide
4 English in Use Word formation

1
1 hadn't persuaded her followers
2 irregular battery charging
3 he would attach his apology
4 hadn't entered the code
5 who managed my social media account

1 Which kind of actor's job is more demanding – working in the theatre or on a film set? Why do you think so?

2 What kind of graffitti can be considered art and what kind can't?

3 Unexpected entertainment



Culture guide

Interesting facts

The photo is of cast members (actors in a production) from the Chinese WeAct Theatre Group, who performed Titus Andronicus, Shakespeare's first and bloodiest tragedy, as part of the 2015 Edinburgh Festival Fringe, which takes place every summer in the Scottish capital. Here they are on Calton Hill, where there is a view of the city.

IN THIS UNIT YOU LEARN

VOCABULARY
- art, music, cinema, theatre
- artists
- works of art, exhibitions, performances, concerts

GRAMMAR
- defining and non-defining relative clauses

SKILLS

Listening
- types of entertainment
- music festival
- matching, multiple choice

Reading
- two artists who are making a splash
- expressions with *make*
- matching, multiple choice

Speaking
- asking for and making recommendations

Writing
- an article describing a place and its culture

3h/week • Student's Book ex. 1–7 p. 47 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–10 pp. 38–39 • If short of time, skip ex. 8–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 321 (3.3) • Extra online resources



Actors from a theatre group taking part in the Edinburgh Festival Fringe, Scotland.

3A Vocabulary

Creative arts

Talking about arts

1 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Look at the photo and read the caption. Is this something you would enjoy watching? Have you seen similar performances?
2 What forms of entertainment do you particularly enjoy? Are there any that don't interest you at all?

2 Work in groups. Discuss the questions.

1 Where can you see art and live entertainment in your area?
2 What are the advantages of watching live performances (theatre, music, sports, etc.) over watching at home? What disadvantages are there?
3 Which school events involve special costumes, masks or make-up?

Life Skills guide

2 Critical thinking, Mediation

3 Which is the odd one out in each group? Why? Use a dictionary if necessary.

1 broadcast / edit / produce / TV programme
2 audience / characters / listeners / viewers
3 a theatre / a musical / a performance / a play / a production
4 a drawing / a mural / a portrait / a sculpture
5 stadium / exhibition / gallery / studio / venue
6 concert / lyrics / tune / verse

3
1 The others are all verbs. TV programme is a noun
2 The others are consumers of media.
3 The others describe an event. A theatre is a place.
4 The others are drawn or painted on a 2D surface. A sculpture is a 3D representation of an object, often a person.
5 The others describe places. An exhibition is an event.
6 The others are parts of a song.

4 Put the words in exercise 3 into the categories. Add more words in each category. Then add one new category of entertainment of your choice.

Art	Music	Theatre	TV/Radio

5 Which option is more likely? Why?

1 I love the *lyrics* / *verses* of this song because they say what I'm feeling.
2 She's planning a large *mural* / *sculpture* to decorate the side of the new children's hospital.
3 The president made a ten-minute *broadcast* / *production* to explain the economic situation.
4 More than five million *listeners* / *viewers* watched last night's programme.
5 She works in a small *gallery* / *studio* in her garden.

6 Complete the sentences with the pairs of words.

broadcast + viewers	mural + portrait	play + theatre
stadium + concerts	tune + lyrics	venues + audience

1 **For me, a good song** is something you can dance to, with a catchy … and memorable … .
2 **If I had some art in my bedroom**, I'd prefer a bright … to a … of someone.
3 **There's a** … **on at** our local … **at the moment** about a murder on a train.
4 **I prefer going to shows** in small … like clubs and halls, where the … is close to the stage. That's a magic feeling.
5 **There's a** football … **near where I live where they sometimes put on** classical music … .
6 *Ranczo* **is a popular** TV show **in my country**. It is … to millions of … around the country.

6
1 tune, lyrics
2 mural, portrait
3 play, theatre
4 venues, audience
5 stadium, concerts
6 broadcast, viewers

7 Use five of the expressions in bold in exercise 6 to make sentences that are true for you.

4

Art	Music	Theatre	TV/Radio
a drawing a mural a portrait a sculpture an exhibition a gallery a studio	produce audience listeners a performance a stadium a studio a venue concert the lyrics a tune a verse	produce audience characters a theatre a musical a performance a play a production a venue	broadcast edit produce TV programme characters listeners viewers a production a studio

3B Cele lekcji: Rozumienie nagrania o różnych formach rozrywki.

1 Do you know the lyrics of any song by heart? How did you learn them?
2 Are circus performers artists or just entertainers?

3B Listening

Listening to texts about various types of entertainment

1 Listen to four conversations. What form of entertainment is each one about? 23 p. 387

	1	2	3	4
Form of entertainment	...	...	...	...

2 Listen again. Which of the things that are described: 23 p. 387

a are in a venue? 2, 4
b can be enjoyed at home? 1, 3, 4
c are recommended by one of the speakers? 1, 2, 3
d are known by both speakers already? 4
e are about things that are true? 2, 3

3 Listen again. Make notes about two more pieces of information for each of the forms of entertainment. 23 p. 387

1 – The artist is Italian.

4 Work in pairs. Which of the forms of entertainment described in the conversations would you most enjoy? Why?

5 Listen about the Przystanek Woodstock Festival, then choose the correct answer to each question. 24 p. 387

1 Which event was included in *Rolling Stone* magazine's list of most important moments in the history of rock and roll?
(a) The original event: Woodstock Festival in 1969
b The anniversary event: Woodstock Festival in 1994
c The Polish edition of Woodstock Festival in 1995

2 How did Jurek Owsiak invent the name for the festival?
a He copied the name of the original festival.
b He copied the name of another Polish charity event.
(c) He combined two different names: one of a music event, the other of a TV series.

3 What did we learn about the first Przystanek Woodstock?
(a) It took two days and it was free for all.
b It was organised 25 years after the Woodstock Festival in the USA.
c The performers mainly played reggae and punk music.

4 What was the reason the festival changed its name in 2018?
a Because the festival is organised in a completely different form now.
b Because it is organised by someone else now.
(c) To keep the festival free for participants.

5 Which information is NOT included in the recording?
a Why the festival is organised.
(b) What the costs of organising the event are.
c What Przystanek Woodstock and The Great Orchestra of Christmas Charity have in common.

6 Are the sentences true (T) or false (F)? Listen again to check your answers. 24 p. 387

1 The festival is always organised in the same place. F
2 The name Pol'and'Rock was first used in 2014. F
3 The first Przystanek Woodstock gathered 30,000 people. T
4 The tickets are cheaper for volunteers of Owsiak's charity. F
5 Someone else, rather than Jurek Owsiak, has the right to use the name Woodstock Festival. T

7 MY PERSPECTIVE – SPEAKING

Work in groups and discuss.

1 Have you ever been to an open-air music festival? If you have, what was it like? If not, would you like to go to one?
2 Why do you think festivals like Pol'and'Rock are so popular?
3 Are Polish singers and bands as good as foreign ones? Justify your opinion.

3 Suggested answers:
1 He paints people to look like animals; he paints their whole bodies; often, more than one person is involved.
2 It's showing in Toronto; it's about a small town that opened its doors to strangers; it's a small, inexpensive production; it's a musical; the acting was good, especially Kendra Kassebaum; tickets are on sale.
3 It's called 99% Invisible; it's on every week; it's free to listen to old episodes; it's about design; the editing is creative so it's easy to follow and understand.
4 They're called The Aces; they were the first band the speaker saw live; the speaker thinks it's better to see them perform (not just listen to them).

1
1 a photo exhibition (the photos are of body paintings, so art/sculpture is also acceptable)
2 a musical / theatre production
3 a podcast
4 a music group / band / pop concert

Exam guide
5 Listening
Multiple choice

Exam guide
6 Listening
True/false

Life Skills guide
7 Critical thinking, Mediation



Angelfish by Johannes Stötter.

3h/week • Student's Book ex. 1–7 p. 54 • If short of time, skip ex. 7.

5h/week • Workbook 1–5 p. 40

7h/week • Extra online resources

Fast Finishers

Make a mini-poster advertising an interesting cultural event (exhibition, play, concert, etc.). Include the most important details (time, venue, schedule, performers, other attractions, price, etc.).

3C Grammar 1

Defining relative clauses

Using defining relative clauses to give more information

1 Match the two parts of the sentences.

1 He's an Italian artist d
2 *Come From Away* is the new show b
3 There are some well-written songs c
4 If you could recommend just one podcast e
5 They were the first band a

a I saw live.
b which opened last night on Toronto's Broadway.
c the audience really enjoyed.
d who paints people to look like animals.
e that I should listen to, which would it be?

2 Look at the sentences in the Grammar box. Which word in bold:

1 could be replaced by *who*? Which one could be replaced by *which*?
2 is the subject of the verb in the relative clause? Which is the object?
3 could be omitted?

Defining relative clauses

a *It's a show* ***that*** *is on every week.*
b *He's a singer* ***that*** *I can listen to all day long.*

More explanation in Grammar reference on p. 58.

3 Combine the sentences into one. Use the relative clause and omit relative pronouns if possible.

1 The play wasn't very good. I saw it last week.
The play … very good.
2 The Shakespeare production sold only 100 tickets. It closed after only two weeks.
The Shakespeare production, … 100 tickets.
3 The book has become a bestseller. He wrote it in 2018 and published it in French.
The book … a bestseller.
4 The actress has been given a pay raise. She demanded the same salary as her male colleagues.
The actress … a pay raise.
5 The character was played by Mara Wilson. She spoiled the story for me.
The character … the story for me.
6 You're talking about that documentary on New York, aren't you? We saw it together last night.
You're talking about … last night, aren't you?

More exercises in Grammar practice on p. 59.
Do exercises 1–3.

2 1 In b, *that* could be replaced by *who*, because it replaces a person, the *singer*. In a, that could be replaced by *which*, because it replaces a thing, the *show*.
2 In a, *that* is the subject of the clause. In b, *that* is the object.
3 b (*He's a singer I can listen to all day long.*)

4 Complete the paragraph about body painters with the information in sentences (1–8). Use relative clauses.

1 Johannes Stötter uses human models to make art.
2 You cannot see the people because they are covered in paint.
3 The images have made him famous.
4 The painting became popular in 2013.
5 He made the video to show how the image was created.
6 Art cleverly tricks the eye in this way.
7 These artists use the human body as their canvas*.
8 The best international artists compete in the bodypainting championships each year.

Johannes Stötter is an Italian artist (1) … . He creates images of animals and plants with people (2) … . The images (3) … are sculptures and they can take up to eight hours to complete. He painted a tropical frog (4) … , then a video (5) … went viral. We seem to love any art (6) … . Johannes Stötter is one of a number of artists (7) … , but he is perhaps the best known. In fact, a few years ago, he won the bodypainting championships (8) … .

canvas *cloth used by painters to paint on*

5 Put the lines of the blog entry in the correct order.

Hi guys,

a they were moving to was so lively and dynamic that many of the viewers 4
b that I recorded is available on my Facebook profile. Write in the comments about the shows 7
c who stopped to watch the show started dancing along with the artist! This was the best show 5
d I want to tell you about a fascinating performance 1
e I saw a few days ago in my city. There was a group of street dancers 2
f who presented several Latino dances for the audience. The music that 3
g I had seen for years! A short video of the show 6
h that you found amazing! 8

6 Work in groups. Complete the sentences to make a quiz. Read your sentences to other students to guess the answers.

1 He's an actor … starred in … .
2 The book … tells the story of … .
3 The singer … gave a concert … .
4 The song … has the line '… ' in the chorus.
5 The director … won an Academy Award for … .
6 An artist … uses … in his work.

1 What was the last work of art which you went to see with your class or school?
2 Name some bands and singers who always have large audiences at their concerts.

4 1 who uses human models to make art
2 (who) you cannot see because they are covered in paint
3 which have made him famous
4 which became popular in 2013
5 (which) he made to show how the image was created
6 which cleverly tricks the eye in this way
7 who use the human body as their canvas
8 which the best international artists compete in each year

3 1 I saw last week wasn't
2 which closed after only two weeks, sold only
3 he wrote in 2018 and published in French has become
4 who demanded the same salary as her male colleagues has been given
5 who was played by Mara Wilson spoiled
6 that/the documentary on New York we saw together last night

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–6 p. 49, ex. 1–3 p. 59

5h/week • Workbook ex. 1–5 p. 41

7h/week • Photocopiable grammar games and activities, TB pp. 316, 319 (3.1) • Extra online resources (see Technology guide)

3D Cele lekcji: Rozumienie tekstu pisanego o artystach, którzy odnoszą duże sukcesy.

1 What sort of things do you find it hard to make up your mind about?
2 Can artists change the way we see the world and interact with each other?



3D Reading

Reading Makes You Grow mural in Argentina by Artez.

MAKING A SPLASH

1 *Make my bed* means to pull the sheets and blankets up and tidy the bed, ready for the next night.
Make a decision is another way of saying *decide*, or *arrive at a decision*.
Makes in this context means equals or totals (30 x 17 = 510).
Make friends means to become, or start being friends.

VOCABULARY BUILDING

Expressions with *make*

1 Look at the box and read the example sentences. What do the phrases in bold mean?

Some verbs in English don't mean very much on their own. They mean different things depending on the expressions they are used in.
I never ***make my bed*** *after I get up.*
If you don't ***make a decision*** *soon, I'm leaving.*
So ***30 times 17 makes****, er, … I* ***make*** *that 510. Right?*
You're worried that you won't ***make friends*** *with…*

2 Match the expressions with *make* (1–8) with the meaning (a–h).

1 Nobody goes into art to **make a good living**. f
2 We wanted to **make the most of** our trip to Moscow by visiting as many museums as possible. h
3 Older artists should **make way** for the younger generation. b
4 A lot of his work **doesn't make much sense** to me. e
5 Her exhibition is going to **make quite a splash**. d
6 I can't **make up my mind** whether I like this painting. c
7 Can art **make a difference** in people's lives? g
8 Her paintings **make a big impression** on me every time I see them. a

a be memorable and affect someone
b give an opportunity to
c decide
d be noticed by a lot of people and be popular
e be difficult to understand
f earn enough money to live comfortably
g change things in an important way
h take advantage of something while it lasts

3 Work in pairs. Tell your partner about three or four of the following:

- a time in your life when you found it hard to *make up your mind* about something
- someone who has *made a big impression* on you
- someone you admire who *makes a good living*
- an opportunity you have had that you didn't *make the most of*
- an artist whose work doesn't *make sense* to you
- a possession that has *made a big difference* to you

READING

Understanding a text about artists who are making a splash

4 Read about two young artists, Artez and Sophie-chan. Choose the correct answer to each question.

1 What can be said about the style Artez presents?
a It's a combination of two different kinds of art.
b It concentrates mainly on drawing tags.
c It mostly appeals to people under thirty.
d Many manga artists are influenced by this style.

Life Skills guide
3 Communication, Critical thinking, Mediation, Self-development

Exam guide
4 Reading
Multiple choice

3h/week • Student's Book ex. 1–7 pp. 50–51 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–4 p. 42

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 322 (3.4) • Extra online resources

25 The art world is an exciting place for young artists these days. Old ways of making it professionally as an artist, such as art college and gallery exhibitions, are making way for new paths to success. Art is changing fast, with new ways to create, find success and promote your work. Here are two young artists who are making a splash, each in their own way.

Artez is a Serbian street artist living in Belgrade, (**1**) a When he was a child he practised making his own tags, or names written in graffiti, in his notebooks at school. Since then his graffiti has developed into public art on a large scale. Artez's style, which he describes as mixing photorealism* with illustration, is influenced by other artists such as the Maclaim crew, (**2**) f . Now, even though he is only in his early thirties, Artez is gaining popularity abroad. Among other places, he has worked in India, Brazil and Greece.

Sophie-chan has made a name as one of YouTube's leading manga* artists. Born in Iraq in 1990, in the middle of a war, Sophie had to change schools several times as her family moved around. It was difficult for her to make friends but she enjoyed drawing, (**3**) c . Influenced by Japanese anime* cartoons on TV, she taught herself to draw her first manga drawings when she was thirteen. After seeing Marc Crilley, (**4**) e , Sophie was inspired to upload her first painting video in 2008. Since then, she has produced many more, showing her art as well as offering tutorials and advice on how to draw.

Both artists make the most of social media to promote their work. Sophie's popularity on YouTube means that she makes money from it. Her channel is monetised, (**5**) d . However, she doesn't earn a lot of money that way. After graduating, she worked as an engineer to save the money she needed to self-publish *The Ocean of Secrets*, her first book, (**6**) b . Her online popularity means that she already has lots of followers who may buy the book.

Artez has active Facebook, Instagram and Pinterest profiles, of course, but he is also part of a group of artists who support each other. He says that 'healthy competition and an exchange of ideas can really motivate people to produce more, better and faster. I was lucky to start my painting career on the streets of Belgrade and to become a part of such a lively community of artists!'

photorealism *a style of painting – the paintings look like photographs*
manga *Japanese style of comic book;* **anime** *refers to animated cartoons*

2 Where did Sophie-chan gain her popularity?
a On Japanese TV
b In Iraq during the war
c On the internet, especially on YouTube
d At one of the schools she went to

3 Which of the following statements could be said about both of the artists?
a They both grew up during wartime.
b They both specialise in the same techniques.
c They both published a book.
d They both use social media a lot.

4 What is the best summary of the article?
a Not everything you do can be called art.
b Young people are successful in new forms of artistic expression.
c Women gain more popularity as artists than men.
d New forms of art are a great way of making a fortune.

5 Complete the gaps in the text with the relative clauses (a–f).

a where some of his murals can be seen
b which came out in 2015
c which kept her busy
d which means that she is paid a very small amount each time a viewer clicks on an advert shown on her videos
e who is one of the original YouTube manga artists
f who were some of the first people to create murals which almost look like photos

6 Work in pairs. Which of the ways of becoming a professional artist are the most and least effective, in your opinion?

- start practising at a young age
- study other artists' work
- work with other artists
- show videos of you doing your work
- upload examples of your work to social media
- study art at college
- choose a popular style of art that is easy to understand
- prepare for a different job in case you don't succeed as an artist

Life Skills guide
6 Critical thinking

7 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

1 Have you seen any good graffiti art or manga? Where?
2 Do you think graffiti and manga are really art forms? Why?/Why not?
3 What other things that you enjoy watching/listening to, etc. do you consider art, e.g. comedy, flash mobs, animations, rap, …?

Life Skills guide
7 Critical thinking, Mediation

Fast Finishers

Look at the mural on pages 50–51. Write two things which you like most in it, one thing which is not quite perfect for you and two elements which you would add to the mural if you were its author.

3E Cele lekcji: Stosowanie zdań względnych w celu udzielenia dodatkowych informacji.

1 Do you agree with the statement that young people are too focused on their smartphones and other digital devices?
2 Which social media are mostly used nowadays to spread art? What kind of art is it?



The Great Pyramid of Giza, Egypt, is one of the seven wonders of the Ancient World.

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

3E Grammar 2

Defining and non-defining relative clauses

Using relative clauses to give more information

1 Work in pairs. Describe the photo, then answer the questions.

1 Why do you think the woman is more interested in her phone than the pyramid?
2 Is it justified to ban using mobile phones in some places? Why?/Why not?
3 Tell your partner about a time when you used your phone to quickly find information you needed.

2 Choose three aspects of culture from the list below that you enjoy most and three that you enjoy least. Tell your partner why and discuss how much time you spend doing these things.

art, e.g. art websites, exhibitions | classical music | films at the cinema | funny videos | live music | plays at the theatre | poems and short stories | pop music and videos | short films or animations | talks, e.g. TED Talks | other people's social media sites | TV or radio shows and podcasts

3 Look at the sentences in the Grammar box. Try reading them without the relative clauses in bold. Which relative clause contains information which completes the meaning of the sentence (defining relative clause)?

Defining and non-defining relative clauses

a *Artez's style,* ***which he describes as mixing photorealism with illustration****, is influenced by other artists.*
b *The Maclaim crew were some of the first people to create murals* ***which almost look like photos****.*
c *After seeing Marc Crilley,* ***who is one of the original YouTube manga artists****, Sophie was inspired to upload her first painting video in 2008.*
d *She was able to self-publish The Ocean of Secrets, her first book,* ***which came out in 2015****.*

More explanation in Grammar reference on p. 58.

4 Look at the sentences in the Grammar box again. Answer the questions.

1 Which relative pronoun can be replaced by *that*?
2 Can any of the relative pronouns be omitted?
3 What do you notice about the punctuation in these sentences?

More exercises in Grammar practice on p. 59. Do exercises 4–7.

5 Listen to a radio show about FOMO. What is it? Do you ever get it? 26 p. 387

6 Complete the sentence beginnings (1–5) with the relative clauses (a–e). Add *which* or *who* if the clause is non-defining, and *that* if it is defining. Use commas where necessary. Then listen again to check. 26 p. 387

1 Perhaps you stay up late just to play the video game a
2 It's the last night they're showing *The Last Jedi* e
3 It's the final episode of the show b
4 You know that tomorrow you're going to find out what happens from your friends d
5 And this creates a worry c

a everyone is talking about.
b everyone's watching.
c won't go away.
d will be watching it right now.
e you've been meaning to see for ages.

4 1 *Which* in sentence b.
2 No.
3 Non-defining relative clauses are separated from the rest of the sentence by a comma. Sentence b, which has a defining relative clause, does not have a comma.

5 FOMO, or Fear Of Missing Out, is the fear that you are missing (don't know) something important.

6 1 Perhaps you stay up late just to play the video game that everyone is talking about.
2 It's the last night they're showing *The Last Jedi*, which you've been meaning to see for ages.
3 It's the final episode of the show that everyone's watching.
4 You know that tomorrow you're going to find out what happens from your friends, who will be watching it right now.
5 And this creates a worry that won't go away.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

3h/week • Student's Book ex. 1–12 pp. 52–53, ex. 4–7 p. 59 • If short of time, skip ex. 11–12 p. 53.

5h/week • Workbook ex. 1–9 pp. 44–45

7h/week • Photocopiable grammar games and activities, TB pp. 316, 320 (3.2) • Extra online resources (see Technology guide)

7 Combine the sentences to make one sentence containing a non-defining relative clause.

1 FOMO is the secret disease that we all suffer from. It can affect anyone with easy access to the internet.
FOMO, which can . . .
2 The people it affects run to their phone when they hear it 'ping'. They are worried that they might be missing something important.
3 Most notifications are really not worth looking at. They might be about funny cat videos.
4 Some young people spend up to eighteen hours a day reading or watching things. They check Facebook while answering texts and watching TV.
5 Studies have shown that we sleep less because of our devices. These include smartphones and tablets.

8 Work in pairs. Add at least three relative clauses to this paragraph to make it more informative.

There are many ways of fighting FOMO in your life. Sophie Kleeman, *who is a journalist,* has some advice for us about spending less time on our devices. First of all, phone settings can be changed to stop them interrupting you. Phones can be a problem at night. Don't keep your phone in your bedroom even if it is on vibrate. Buy an alarm clock instead. Consider your social media and decide honestly whether you need 24-hour access to it. Could you just have it on your laptop? Another idea is to play Shame with friends. The first person to use their phone has to buy the coffees!

9 Read the text about another approach to online activities: JOMO. Use the extra information (a– f) to complete the gaps (1–6) with the missing relative clauses.

a I met twelve people there.
b New notifications appear on the screen every few seconds.
c It's particularly impolite to use a mobile during family parties.
d Some people decide to minimise the use of their phones.
e My friend had just turned eighteen.
f JOMO stands for 'Joy of Missing Out.'

Last Saturday evening, I was invited to a party by my best friend, (1) . . . . And you wouldn't believe it, but none of the twelve people (2) . . . had their mobile phones with them! We're all trying to promote the idea of JOMO, (3) . . . . Generally, the idea behind JOMO is to enjoy the real life in the real world, without constantly looking at the screen of your phone, (4) . . . . People (5) . . . soon discover dozens of other ways to spend time enjoyably. You should try the JOMO approach, for example during family parties, (6) . . . . Believe me, the world will not collapse if you ignore the news from your friends for a few hours!

10 Work in pairs. You're talking about a friend who seems to be suffering from FOMO recently. You'd like to help him/her. Discuss the following aspects of the situation:

- how FOMO shows in your friend
- possible dangers of FOMO for him/her
- how to help him/her
- how serious the problem is among your friends

11 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Talk to your partner about a time when you have experienced FOMO. What advice can you offer each other?

12 Write about a young artist from your country and include information about the type of work they do and how they use social media. Use relative clauses.

Some studies show that the woman without the phone will probably have a better memory of the film premiere.



7
1 FOMO, which can affect anyone with easy access to the internet, is the secret disease we all suffer from.
2 The people it affects, who are worried that they might be missing something important, run to their phones when they hear it 'ping'.
3 Most notifications, which might be about music videos, film trailers, funny cat videos or profile photo updates, are really not worth looking at.
4 Some young people, who check Facebook while answering texts and watching TV, spend up to eighteen hours a day reading or watching things.
5 Studies have shown that we sleep less because of our devices, which include smartphones and tablets.

Exam guide
10 Oral Matura

Life Skills guide
10 Communication

Life Skills guide
11 Communication, Critical thinking, Mediation, Self-development

9
1 (e) who had just turned eighteen.
2 (a) who/that I met there
3 (f) which stands for 'Joy of Missing Out'
4 (b) where new notifications appear every few seconds
5 (d) who decide to minimise the use of their phones
6 (c) where it's particularly impolite to use a mobile phone

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Describe the following: 2 art-related jobs, 2 well-known pieces of art and 2 art-related events, using defining or non-defining clauses. Write sentences like "The Sopot Film Festival, which has been held since 2001, is considered to be a very prestigious festival among European directors."

3F Cele lekcji: Pytanie o rekomendacje oraz udzielanie ich.

1 Who will you turn to if you need a recommendation for a good book? Why this person?
2 Have you ever been disappointed with the quality of the art that you've seen? What was it?

3F Speaking

Useful language

Asking for recommendations
Is it worth watching/seeing/visiting/reading? B
What did you think (about …)? B
Is it any good? F

Making recommendations
You must go! F
I'll send you the link. F
You won't want to miss this. TV
It's worth watching. B
I highly recommend it. TV
… is well worth seeing. B
… is a must-see. TV

Showing reservation
It was OK/alright, I suppose. F
I wouldn't bother if I were you. F
I didn't think it was great. F
You might like it if you've got nothing else to do. B
If you enjoyed …, you'll love … B
It'll appeal to anyone who enjoys … TV
I don't normally like …, but … B
I would recommend it to people who … B

Asking for and making recommendations

1 Work in pairs. Whose recommendations do you trust most for things like books, restaurants and tourist attractions? Put the following in order (1–5) where 1 is the most trustworthy. Do you use recommendations from anyone else?

- reviews in newspapers and magazines
- online comments by members of the public
- friends and family
- the tourist information office
- famous people

2 Listen to people talking about the same tourist attraction. What do they agree about? What do they disagree about? 27 p. 388

2 They agree that the Anthropology Museum is a great place to visit; and that you should not miss the Stone of the Sun. They disagree about the benefit of paying for a tour guide.

3 Look at the Useful language box. Are the expressions more likely to be said by a friend (F), a TV presenter (TV) or both (B)?

4 Listen again. Which expressions in the Useful language box do you hear? 27 p. 388

5 For each category below, write the names of one example that you would recommend and one that you wouldn't recommend.

an art work	a book	a film
an online video clip	a theatre production	a TV show

6 Work in pairs. Look at your partner's list. Ask and answer questions about your recommendations and reservations.

7 You are at a tourist information office and you need some information about the city. Discuss the topics. Use phrases in the Useful language box.

- best way to move around
- historic places to visit
- entertainment
- possible dangers

Exam guide
7 Oral Matura

Life Skills guide
7 Communication



Pyramid of the Feathered Serpent, from Teotihuacan, in the National Museum of Anthropology, Mexico City.

3h/week • Student's Book ex. 1–7 p. 54
5h/week • Workbook ex. 1–6 p. 49
7h/week • Extra online resources

3G Writing

An article describing a place and its culture

Writing an article describing a place

1 Work in pairs. What are some of the cultural attractions in your area, town or city? Which would you recommend to a visitor? Why?

2 Read an internet article written by Macarena, who lives in Valparaíso in Chile. What things does she recommend to her readers about her city?

3 Relative clauses are a good way of adding extra information. Read the article again. Where could these relative clauses go in the article?

a , which is why I think artists love the place so much
b , where you will find the cheapest fish, fruit and vegetables,
c , who was a famous Chilean poet
d , which I'm not,
e , which is our fishing harbour,

4 **WRITING TIPS** Paragraphing

The article contains four paragraphs. Read the Writing strategies box. What is the topic of each paragraph?

5 Plan an internet article describing where you live. Include information about typical tourist attractions as well as some less popular, alternative ways of spending time and enjoying the place. Use your ideas from exercise 1 to make notes and plan the paragraphs. Then write your article.

Write between 200 and 250 words.

More about writing an article in Writing guide on p. 152.

6 Read your classmates' articles. Are they well-organised? Do you agree with their recommendations about the best attractions where you live?

2 She recommends:
– the views of the city from the Pablo Neruda museum (but not the museum itself);
– exploring the city, especially taking the ascensores and looking for the street art;
– the beach at La Caleta Portales.

Valparaíso – how about a visit to my home town?

Thanks for all your messages in response to my last article – it was a pleasure to read about your home towns; they are definitely inspiring cities to live in! I promised to tell you about Valparaíso in return, so here we go!

The thing my city is most famous for is the museum dedicated to Pablo Neruda (1) c . The museum is OK, but unless you are a poetry fan (2) d I would not bother paying to go in. The views over the city are fantastic, though (and free!). What the city can also be proud of is its setting. It is so mountainous, and next to the sea. I love taking the *ascensores*, which are like very small trains on the steep hills. Also, have a look at the paintings that decorate the streets and buildings. There is colour everywhere (3) a !

If you are not into typical sightseeing, consider spending a day at the beach. La Caleta Portales (4) e is a wonderful place to relax and watch the fishermen and market traders. The food market itself (5) b is an unforgettable spot to visit – it might be too loud, too crowded and too chaotic, yet still you will consider it a cheerful and inspiring experience!

I hope some of you will have the chance to visit my home town one day. If you do, make sure to let me know – it would be awesome to meet some of my readers offline!

Writing strategy

Paragraphing

- Paragraphs are groups of sentences which share a common topic. They help the reader follow the text. Start a new paragraph when you change topic.
- Before you start writing anything, make notes, then organise your notes into paragraphs.
- Finally, decide on the best order for the paragraphs.



1 Would you be a good guide if you were to show tourists around your city? Why do you think so?

2 Can a place be 'too touristy'? Are there any places in Poland which, in your opinion, do not deserve so many visitors?

Life Skills guide
1 Critical thinking, Mediation

4 **Paragraph 1:** introduction
Paragraph 2: the main, most famous attractions
Paragraph 3: other places worth visiting
Paragraph 4: an invitation to visit the city

Exam guide
5 Writing
An article

Life Skills guide
5 Creativity, Mediation, Practical skills

Life Skills guide
6 Critical thinking, Practical skills, Self-development

3h/week • Student's Book ex. 1–6 p. 55

5h/week • Workbook ex. 1–4 p. 50

7h/week • Extra online resources

Skills Review 3

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 The 212 bronze and granite ... in Vigeland Park in Oslo are amazing. sculptures SCULPT
2 The ... by Leonardo da Vinci, 'Vitruvian Man' shows a man in two positions, with his arms and legs apart inscribed in a circle and square. drawing DRAW
3 Some artists enjoy great ..., but does it mean they are good artists? popularity POPULAR
4 What are, in your opinion, the ten most popular cultural ... in the world? attractions ATTRACT
5 After the show, the magician engaged in a ... talk with the audience. lively LIVE
6 At school, I had to read ... and then discuss it, which was rather difficult for me. poetry POET

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 ... me, a meeting with a writer is a chance to talk about literature. For/Believe/Trust
2 Learning the ... of English songs is an effective way of remembering new words. lyrics
3 The stage-manager chose a city park as a place for the opera ... . performance/gig
4 A live TV ... from the Oscar Award Ceremony gathered millions of people in front of TV screens. broadcast
5 The ... gave a standing ovation to the actors when the play ended. audience

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Multiple choice

Parafrazy zdań

3 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego.

1 Amateur actors prepared an avant-garde performance. It was broadcast live.
Amateur actors prepared an avant-garde ... live.
2 I often talk with one of my neighbours. He is an actor in the local theatre.
I often talk with one of my ... in the local theatre.
3 Instagram is a social networking service. It was created 10 years ago.
Instagram, ... 10 years ago, is a social networking service.
4 My younger sister is only 5 years old. She already knows how to upload a video.
My younger sister, ... years old, already knows how to upload a video.
5 Johnny Depp is a famous actor and musician. He was born in the USA.
Johnny Depp, ... the USA, is a famous actor and musician.

Exam guide
3 English in Use
Transformations

3 1 performance which/that was broadcast
2 neighbours who is an actor
3 which was created
4 who is only 5
5 who was born in

Tłumaczenie fragmentów zdań

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Emily woli czytać*) ... detective stories to romances.
2 It (*nie ma sensu*) ... to study at art college if you aren't going to become an artist.
3 A visit to the National Gallery in London (*zrobiła duże wrażenie*) ... on me.
4 (*Nie zawracałbym sobie głowy*) ... if I knew you could solve this problem yourself.
5 Does it (*robi jakąś różnicę*) ... for you in which art gallery your paintings will be shown?

4 1 Emily prefers reading
2 doesn't make any sense / makes no sense
3 made a big impression
4 I wouldn't bother
5 make any difference

Uzupełnianie zdań

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 To make ... of talent, a future artist must practise a lot.
a most
b much
c the most

2 I had a painter make portraits of my family members. However, my brother doesn't ... himself.
a look like
b strike as
c act like

3 The leader of the popular band made quite a ... by saying he was leaving the group.
a splash
b catch
c hit

4 By advising young students on how to draw and paint, my friend ... a good living.
a has
b makes
c gets

5 One of the elderly actors in the theatre decided to retire to make ... for a younger one.
a road
b path
c way

3h/week • Student's Book ex. 1–9 pp. 56–57 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 52–53, ex. 1–5 p. 51 • If short of time, assign ex. 8 p. 53 for homework.

7h/week • Matura photocopiable activities, TB pp. 318, 323–326 (3.5–3.8) • Extra online resources (see Technology guide)

6 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

animate	entertain	illustrate	lead
perform	view	watch	

1 My dream is to visit a(n) ... films studio. animated
2 The film about the life and work of Leonardo da Vinci is really worth ... . watching
3 I'm going to read a book on the lives of Hollywood's ... actors. leading
4 Theatre used to be a much more popular form of ... than it is now. entertainment
5 A TV programme with a popular manga artist attracts lots of ... on the day of its show. viewers

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj odpowiadające jej zdanie (a–e).
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 28 p. 388

Which speaker …

a makes people laugh?
b pretends to be a fictitious character?
c wishes more people would share his hobby?
d expresses their admiration for certain abilities?
e boasts about wearing special clothes?

1	2	3	4
e	d	a	b

SPEAKING

8 Popatrz na zdjęcia.
Rozważasz zaproszenie na lekcję języka angielskiego osoby zajmującej się sztuką. Masz do wyboru trzy propozycje.

- Wybierz propozycję, która jest, twoim zdaniem, najlepsza i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







1 What is the purpose of art?
2 Do you think there should be greater or less censorship of the Arts?
3 Why are some art forms so controversial?
4 What makes an artist famous?

WRITING

9 Podczas zagranicznej podróży wakacyjnej odwiedziłeś/odwiedziłaś ciekawe miejsce. Napisz artykuł do gazetki szkolnej, w którym je opiszesz i wyjaśnisz, jak poznanie kultury lokalnych mieszkańców wpłynęło na twoje postrzeganie świata.

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

Exam guide
6 English in Use
Word formation

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking

Exam guide
7 Listening
Matching

Exam guide
9 Writing
An article

Life Skills guide
9 Creativity,
Mediation,
Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 3

GRAMMAR 1 Defining relative clauses

Zdania względne (podrzędne) dostarczają dodatkowych informacji na temat podmiotu lub dopełnienia w zdaniu głównym.
Pełnią podobną funkcję co przymiotnik lub wyrażenie przyimkowe:

*the **late** programme (an adjective)*
*the programme **at ten o'clock** (a prepositional phrase)*
*the programme **that's after this one** (a relative clause)*

Defining relative clauses (zdania względne definiujące)

Zdania względne definiujące opisują podmiot lub dopełnienie, czyli zawierają informację niezbędną do zrozumienia, o kim lub o czym jest mowa. Nie oddzielamy ich przecinkami od zdania głównego:

A: *That's the show.*

B: *Which one?*

A: *The show **I was telling you about**.* (Zawarta w zdaniu względnym informacja jest kluczowa – dzięki niej wiemy, które przedstawienie ma na myśli rozmówca).

Relative pronouns (zaimki względne)

W zdaniach względnych występują najczęściej następujące zaimki względne:

- *who* – odnoszące się do ludzi:

  *It wasn't Mike Leigh **who** directed the film. It was Ken Loach.*

- *which* – odnoszące się do rzeczy:

  *The film **which** I enjoyed most last year was* Rogue One.

- *that*, które w zdaniach względnych definiujących może zastąpić *who* i *which:*

  *It wasn't Mike Leigh **that** directed the film. It was Ken Loach.*

  *The film **that** I enjoyed most last year was* Rogue One.

W zdaniach względnych można też używać *when* do mówienia o czasie oraz *where* do mówienia o miejscu:

*The day **when** we first performed live was absolutely special.*

*The club **where** the band gave their last concert has closed down.*

Zaimek *which* może również dotyczyć całego zdania – wówczas zawsze stawiamy przed nim przecinek. W tego typu zdaniach tłumaczymy go zazwyczaj jako „co", nie jako „który":

*They have just released a new album, **which** means they will on a big tour soon.* (Właśnie wydali nowy album, co oznacza, że pojadą w dużą trasę koncertową).

W zdaniach względnych definiujących:

- można opuścić zaimek względny *who, which, that*, jeśli odnosi się on do dopełnienia:

  *That's the show ~~**which/that**~~ I was telling you about.*

- nie można opuścić zaimka względnego, jeśli opisuje on podmiot:

  *This is the channel **which** only shows reality TV programmes.*

Ćwiczenia 1–3

GRAMMAR 2 Defining and non-defining relative clauses

Informacje zawarte w zdaniach względnych definiujących są kluczowe, bez nich wypowiedź nie jest zrozumiała:

*The film **which/that I'm going to see** is called* The Batchelors.

Bez informacji *which/that I'm going to see* nie wiedzielibyśmy, o który film chodzi:

A: *The film is called* The Batchelors.

B: *Which one?*

A: *The one **I'm going to see**.*

Non-defining relative clauses (zdania względne niedefiniujące)

Zdań względnych niedefiniujących używamy, kiedy chcemy uzupełnić wypowiedź o dodatkowe szczegóły, które nie są konieczne do zrozumienia, o kim lub o czym jest mowa. Bez tych informacji wypowiedź jest nadal komunikatywna. Zdania względne niedefiniujące oddzielamy przecinkami od zdania głównego:

Gravity, ***which won seven Oscars**, was directed by Alfonso Cuarón.* (Bez informacji *which won several Oscars* nadal wiemy, o który film chodzi).

Gravity *was directed by Alfonso Cuarón.*

W zdaniach względnych niedefiniujących:

- nie można opuścić zaimków:

  *The main character, **who** I thought was brilliant, is played by Olivia Coleman.*

- zaimków *who* i *which* nie można zastąpić zaimkiem *that*:

  *The painting, ~~**that**~~ **which** is worth over $10 million, has been removed for cleaning.*

Ćwiczenia 4–7

Grammar practice

1 Complete the sentences with relative pronouns *who* or *which* where necessary.

1 It was my dad ... bought the tickets.
2 Isn't that the same actor ... you saw last week in that play about the war?
3 Is it right that Hollywood produces the movies ... make the most money around the world?
4 There aren't many movie sequels ... I enjoy, to be honest.
5 The last portrait ... she painted was in 1932.
6 *Supersize Me* was the first documentary ... talked about the dangers of fast food.
7 The first thing ... we have to do is advertise.

2 Join the two sentences using a relative clause.

1 My sister is the one. She told me about the exhibition.
2 This is the book. I read it when I was on holiday.
3 This is the song. It won the award for best R&B track.
4 That's the architect. He went on to design the new library.
5 She's the dancer. I spoke to her after the performance.

3 Use the prompts to write one sentence. Use a defining relative clause.

1 All the galleries / they're taking part in this year's art festival / they can be found on the website.
2 Every picture is made of old glass / the artists found it in rubbish bins and recycling centres.
3 Older programmes / they were made before 2005 / they won't be available online until 2019.
4 Please show tickets / they were bought online / show them at the main theatre box office.
5 Viewers / they want to vote for the best singer / they need to call this number.

4 Join these sentences using a non-defining relative clause.

1 I was born in 2001. That was the year the animated movie *Shrek* came out.
2 My favourite author is Marguerite Abouet. She wrote the *AYA* graphic novels.
3 The only musical I've ever seen is *Les Misérables*. It's been playing in the capital for years.
4 *She's Just A Shadow* stars Tao Okamoto. She is one of several new successful Japanese actors.
5 Have a look at his Facebook page. It has a photo of his new baby nephew.

5 Add commas to these sentences where necessary.

1 A silent disco is an event where the music comes from headphones instead of loud speakers.
2 To anyone who is not wearing headphones, it looks as if a crowd of people is dancing in silence.
3 The music which is played by a DJ is broadcast by radio to the dancers' headphones.
4 Often two or three DJs work at the same time, which means that dancers can choose the type of music they want to dance to.
5 Silent discos are sometimes organised by nightclub owners who are not allowed to play loud music late at night.

6 Delete *who* or *which* where possible. Replace *who* or *which* with *that* where possible.

1 Her poetry, which is suitable for radio, is meant to be read out loud.
2 Her self-portraits, which were all she painted, were always colourful.
3 Beyoncé is a singer ~~who~~ I really want to see live before she retires.
4 People who want to listen to the podcast can subscribe to the newsletter. that
5 The ballet which will be performed next is the annual production of *The Nutcracker*. that
6 The director, who spent ten years as a mountaineer, also wrote the script.
7 The member of the band who I thought really made the show special was the drummer. that
8 This play is set in a city ~~which is~~ based on the writer's home town.

7 Use the prompts to write sentences with relative clauses.

1 Her fourth novel / published last year / earned her many fans / around the world.
2 The sketch / I'm drawing / part of my art project.
3 The tickets / I bought / outside the venue / were really expensive.
4 The woman / is speaking / at the moment / the writer Han Kang.
5 She's / the opera singer / is singing / at the Opera House / tonight.
6 The exhibition / is part of the summer festival / goes on until 15th September.
7 The week / we visited Paris / was fantastic.
8 The theatre / the concert will take place / has really good acoustics.

1
1 who
2 – (no relative pronoun necessary)
3 which
4 –
5 –
6 which
7 –

5
1 – no comma necessary
2 – no comma necessary
5 – no comma necessary

2
1 My sister is the one who told me about the exhibition.
2 This is the book (which/that) I read when I was on holiday.
3 This is the song which/that won the award for best R&B track.
4 That's the architect who went on to design the new library.
5 She's the dancer (who/that) I spoke to after the performance.

3
1 All the galleries that/which are taking part in this year's art festival can be found on the website.
2 Every picture is made of old glass (which/that) the artists found in rubbish bins and recycling centres.
3 Older programmes which/that were made before 2005 won't be available online until 2019.
4 Please show tickets which/that were bought online at the main theatre box office.
5 Viewers who/that want to vote for the best singer need to call this number.

4
1 I was born in 2001, which was the year the animated movie Shrek came out.
2 My favourite author is Marguerite Abouet, who wrote the AYA graphic novels.
3 The only musical I've ever seen is Les Misérables, which has been playing in the capital for years.
4 She's Just A Shadow stars Tao Okamoto, who is one of several new successful Japanese actors.
5 Have a look at his Facebook page, which has a photo of his new baby nephew.

7
1 Her fourth novel, which was published last year, earned her many fans around the world.
2 The sketch which/that I'm drawing is part of my art project.
3 The tickets which/that I bought outside the venue were really expensive.
4 The woman who/that is speaking at the moment is the writer Han Kang.
5 She is the opera singer who/that is singing at the Opera House tonight.
6 The exhibition, which is part of the summer festival, goes on until 15th September.
7 The week that/when we visited Paris was fantastic.
8 The theatre that/where the concert will take place has really good acoustics.

Wordlist Unit 3 29

VOCABULARY p. 47

a TV production (n) /ˌtiː ˈviː prəˌdʌkʃn/ produkcja telewizyjna
art (n) /ɑːt/ sztuka
audience (n) /ˈɔːdiəns/ publiczność
be on (phr v) /ˌbiː ˈɒn/ być granym (w kinie, teatrze)
broadcast (n, v) /ˈbrɔːdkɑːst/ audycja, transmisja; transmitować
catchy (adj) /ˈkætʃi/ chwytliwy
character (n) /ˈkærəktə/ bohater/bohaterka, postać
drawing (n) /ˈdrɔːɪŋ/ rysunek, szkic
edit (v) /ˈedɪt/ wydawać; edytować
entertain sb (v) /ˌentəˈteɪn ˌsʌmbədi/ dostarczać komuś rozrywki, zabawiać
entertainment (n) /ˌentəˈteɪnmənt/ rozrywka
exhibition (n) /ˌeksɪˈbɪʃn/ wystawa
gallery (n) /ˈgæləri/ galeria sztuki
live (adj, adv) /laɪv/ na żywo
lyrics (n) /ˈlɪrɪks/ tekst piosenki
memorable (adj) /ˈmemərəbl/ zapadający w pamięć
mural (n) /ˈmjʊərəl/ malowidło ścienne
performance (n) /pəˈfɔːməns/ przedstawienie; wykonanie
play (n) /pleɪ/ sztuka, przedstawienie
portrait (n) /ˈpɔːtrɪt/ portret
prefer (v) /prɪˈfɜː/ woleć, preferować
produce (v) /prəˈdjuːs/ produkować
put on (phr v) /ˌpʊt ˈɒn/ wystawiać (np. sztukę)
sculpture (n) /ˈskʌlptʃə/ rzeźba
show (n) /ʃəʊ/ spektakl, pokaz, seans; serial
stage (n) /steɪdʒ/ scena
studio (n) /ˈstjuːdiəʊ/ pracownia (artysty)
tune (n) /tjuːn/ melodia, ton
venue (n) /ˈvenjuː/ local, miejsce (koncertu)
verse (n) /vɜːs/ wers
viewer (n) /ˈvjuːə/ widz

LISTENING p. 48

angelfish (n) /ˈeɪndʒlfɪʃ/ skalar (ryba)
anniversary (adj) /ˌænɪˈvɜːsəri/ rocznicowy
attract (v) /əˈtrækt/ przyciągać (uwagę)
band (n) /bænd/ zespół, kapela
charity event (n) /ˈtʃærəti ɪˌvent/ impreza dobroczynna
come alive (phr) /ˌkʌm əˈlaɪv/ ożyć
commemorate (v) /kəˈmeməreɪt/ upamiętniać
community spirit (n) /kəˌmjuːnəti ˈspɪrɪt/ poczucie wspólnoty
evolve (v) /ɪˈvɒlv/ rozwijać się, ewoluować
form of entertainment (n) /ˌfɔːm əv entəˈteɪnmənt/ forma rozrywki
gather (v) /ˈgæðə/ gromadzić
host (n) /həʊst/ gospodarz/gospodyni
impact (n) /ˈɪmpækt/ wpływ
invisible (adj) /ɪnˈvɪzəbl/ niewidzialny
last (v) /lɑːst/ trwać
moving (adj) /ˈmuːvɪŋ/ poruszający
on sale (phr) /ɒn ˈseɪl/ w sprzedaży
perform (v) /pəˈfɔːm/ występować
performer (n) /pəˈfɔːmə/ artysta/artystka
photo exhibit (n) /ˈfəʊtəʊ ɪgˌzɪbɪt/ wystawa fotografii
piece of information (n) /ˌpiːs əv ˌɪnfəˈmeɪʃn/ pojedyncza informacja
podcast (n) /ˈpɒdkɑːst/ audycja w internecie
reflect (v) /rɪˈflekt/ odzwierciedlać
volunteer (n) /ˌvɒlənˈtɪə/ ochotnik/ochotniczka

GRAMMAR 1 p. 49

canvas (n) /ˈkænvəs/ płótno, kanwa
chorus (n) /ˈkɔːrəs/ refren
colleague (n) /ˈkɒliːg/ kolega/koleżanka z pracy
compete (v) /kəmˈpiːt/ konkurować, współzawodniczyć
director (n) /dəˈrektə/ reżyser
go viral (phr) /ˌgəʊ ˈvaɪrəl/ rozprzestrzeniać się w sieci
look like (phr) /ˈlʊk laɪk/ wyglądać jak
publish (v) /ˈpʌblɪʃ/ wydać, opublikować
spoil (v) /spɔɪl/ zepsuć, zmarnować
star (v) /stɑː/ grać główną rolę
take up (phr v) /ˌteɪk ˈʌp/ zabierać, zajmować czas
trick (v) /trɪk/ oszukiwać, nabierać
win an Academy Award (phr) /ˌwɪn ən əˈkædəmi əˌwɔːd/ zdobyć Nagrodę Akademii Filmowej

READING pp. 50–51

30 times 17 makes (phr) /ˌθɜːti taɪmz sevənˈtiːn meɪks/ 30 razy 17 równa się
animated (adj) /ˈænɪmeɪtɪd/ animowany
appeal to (v) /əˈpiːl tə/ przemawiać do; podobać się
be noticed (phr) /biː ˈnəʊtɪst/ zostać zauważonym
come out (phr v) /ˌkʌm ˈaʊt/ wyjść, ukazać się
comic strip (n) /ˈkɒmɪk ˌstrɪp/ historyjka obrazkowa (komiks)
decorative (adj) /ˈdekərətɪv/ dekoracyjny, ozdobny
flash mob (n) /ˈflæʃ mɒb/ grupa osób, która spontanicznie się zebrała w jakimś celu za pośrednictwem mediów społecznościowych
gain (v) /geɪn/ uzyskać, zdobyć
give an opportunity to (phr) /ˌgɪv ən ˌɒpəˈtjuːnəti tə/ dać szansę, stworzyć okazję
go into (phr v) /ˌgəʊ ˈɪntə/ brać się do
grow up (phr v) /ˌgrəʊ ˈʌp/ dorastać
in case (conj) /ɪn ˈkeɪs/ na wypadek gdyby
influenced by (adj) /ˈɪnfluənst baɪ/ pod wpływem, zainspirowany przez
leading (adj) /ˈliːdɪŋ/ czołowy, wybitny
lively (adj) /ˈlaɪvli/ żwawy, pełen energii
make a big impression on (phr) /ˌmeɪk ə bɪg ɪmˈpreʃn ɒn/ robić duże wrażenie na
make a decision (phr) /ˌmeɪk ə dɪˈsɪʒn/ podjąć decyzję
make a difference (phr) /ˌmeɪk ə ˈdɪfrəns/ robić różnicę; być istotnym
make a fortune (phr) /ˌmeɪk ə ˈfɔːtʃən/ zbić majątek
make a good living (phr) /ˌmeɪk ə gʊd ˈlɪvɪŋ/ zarabiać na dostatnie życie
make a name as (phr) /ˌmeɪk ə ˈneɪm əz/ zyskać sławę
make a splash (phr) /ˌmeɪk ə ˈsplæʃ/ odnieść sukces
make friends (phr) /meɪk ˈfrendz/ zaprzyjaźniać się
make one's bed (phr) /ˌmeɪk wʌnz ˈbed/ ścielić łóżko
make the most of (phr) /ˌmeɪk ðə ˈməʊst əv/ wykorzystać okazję
make up one's mind (phr) /ˌmeɪk ˈʌp wʌnz ˈmaɪnd/ zdecydować się
make way for (phr) /ˌmeɪk ˈweɪ fə/ ustępować miejsca, oddawać pole
manga (n) /ˈmæŋgə/ japoński styl komiksowy
monetised (adj) /ˈmʌnɪtaɪzd/ spieniężony
move around (phr v) /ˌmuːv əˈraʊnd/ przenosić się
not make much sense to sb (phr) /ˈnɒt meɪk mʌtʃ ˈsens tə ˌsʌmbədi/ coś nie ma dla kogoś sensu
on a large scale (phr) /ɒn ə ˌlɑːdʒ ˈskeɪl/ na wielką skalę
photorealism (n) /ˌfəʊtəʊˈrɪəlɪzəm/ fotorealizm
popularity (n) /ˌpɒpjəˈlærəti/ popularność
self-publish a book (phr) /ˌselfˈpʌblɪʃ ə ˌbʊk/ samodzielnie wydać książkę
tag (n) /tæg/ tag (podpis graficiarza)
take advantage (phr) /ˌteɪk ədˈvɑːntɪdʒ/ czerpać korzyści, skorzystać
tutorial (n) /tjuːˈtɔːriəl/ indywidualna konsultacja, korepetycje

GRAMMAR 2 pp. 52–53

a film premiere (n) /ə ˌfɪlm ˈpremieə/ premiera filmu
Ancient World (n) /ˌeɪnʃnt ˈwɜːld/ starożytność
approach to (n) /əˈprəʊtʃ tə/ podejście, stosunek do
ban (v) /bæn/ zakazywać
collapse (v) /kəˈlæps/ zawalić się
enjoyably (adv) /ɪnˈdʒɔɪəbli/ miło
FOMO (Fear Of Missing Out) (n) /fəʊməʊ (ˌfɪər əv ˌmɪsɪŋ ˈaʊt)/ obawa, że się przeoczy coś ważnego
go away (phr v) /ˌgəʊ əˈweɪ/ opuszczać, znikać
JOMO (Joy of Missing Out) (n) /dʒəʊməʊ (ˌdʒɔɪ əv ˌmɪsɪŋ ˈaʊt)/ radość z omijania niektórych rzeczy
justified (adj) /ˈdʒʌstɪfaɪd/ uzasadniony
memory (n) /ˈmeməri/ wspomnienie
minimise (v) /ˈmɪnɪmaɪz/ minimalizować
modern disease (n) /ˌmɒdn dɪˈziːz/ współczesna choroba
on vibrate (adv) /ɒn ˈvaɪbreɪt/ w trybie wibracji
reminder (n) /rɪˈmaɪndə/ przypomnienie
stand for (phr v) /ˈstænd fɔː/ znaczyć coś
stay up late (phr) /ˌsteɪ ˈʌp ˌleɪt/ być do późna na nogach
turn eighteen (v) /ˌtɜːn eɪˈtiːn/ skończyć osiemnaście lat
wonder (n) /ˈwʌndə/ cud

SPEAKING p. 54

bother (v) /ˈbɒðə/ kłopotać (się); zawracać (sobie) głowę
charge (v) /tʃɑːdʒ/ wycenić, policzyć
keep one's fingers crossed for (phr) /ˌkiːp wʌnz ˈfɪŋgəz ˌkrɒst fə/ trzymać kciuki za
must-see (n) /ˌmʌst ˈsiː/ coś, co trzeba zobaczyć

outdoor space (n) /ˌaʊtdɔː 'speɪs/ miejsce na zewnątrz
tour guide (n) /'tʊə ˌgaɪd/ pilot, przewodnik
trustworthy (adj) /'trʌstˌwɜːðɪ/ godny zaufania
video clip (n) /'vɪdiəʊ ˌklɪp/ teledysk
well worth seeing (adj) /wel wɜːθ 'siːɪŋ/ warty zobaczenia.

WRITING p. 55

be into (phr v) /ˌbiː 'ɪntə/ być zainteresowanym
crowded (adj) /'kraʊdɪd/ zatłoczony
dedicated to (adj) /'dedɪkeɪtɪd tə/ poświęcony (komuś/czemuś)
fishing harbour (n) /'fɪʃɪŋ ˌhɑːbə/ port rybacki
hill (n) /hɪl/ wzgórze
home town (n) /ˌhəʊm 'taʊn/ miasto rodzinne
market trader (n) /'mɑːkɪt ˌtreɪdə/ sprzedawca na targu
mountainous (adj) /'maʊntɪnəs/ górzysty
setting (n) /'setɪŋ/ usytuowanie; otoczenie
sightseeing (n) /'saɪtˌsiːɪŋ/ zwiedzanie
spot (n) /spɒt/ miejsce
tourist attraction (n) /ˌtʊərɪst ə'trækʃn/ atrakcja turystyczna
unforgettable (adj) /ˌʌnfə'getəbl/ niezapomniany

SKILLS REVIEW pp. 56–67

admiration (n) /ˌædmə'reɪʃn/ podziw
amateur actor (n) /ˌæmətər 'æktə/ aktor amator / aktorka amatorka
boast about (phr v) /'bəʊst ə, baʊt/ chełpić się
carve (v) /kɑːv/ rzeźbić
censorship (n) /'sensəʃɪp/ cenzura
creature (n) /'kriːtʃə/ stworzenie, istota
fancy (adj) /'fænsi/ elegancki (np. strój)
fictitious (adj) /fɪk'tɪʃəs/ fikcyjny
give a standing ovation (phr) /ˌgɪv ə ˌstændɪŋ əʊ'veɪʃn/ nagrodzić owacją na stojąco
inscribed (adj) /ɪn'skraɪbd/ wpisany
make up for (phr v) /ˌmeɪk 'ʌp fə/ rekompensować
mime (n) /maɪm/ mim
outfit (n) /'aʊtfɪt/ strój, kreacja
parallel (adj) /'pærəlel/ równoległy
retire (v) /rɪ'taɪə/ przejść na emeryturę

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 Some viewers would like (*zobaczyć to przedstawienie na żywo*) ... , not on TV.
2 Your colleague (*musi podjąć decyzję*) ... as soon as possible.
3 A new animated film (*jest grany w tym lokalu*) ... this week.
4 We need (*tylko jednej informacji na temat*) ... that well-known director.
5 I can't remember the name of (*tego artysty, który napisał tekst tej piosenki*) ... .

2 Complete each sentence with the word that best fits the gap.

1 She feels terribly lonely but she cannot ... friends easily. make/find
2 The band was great that night and people gave them a ... ovation. standing
3 He likes coming back to his home ... , and visiting his old schoolmates. town
4 You'd better keep your ... crossed for the play's premiere! fingers
5 His monotonous voice came ... when he heard the audience's reaction. alive

3 Choose the correct option to complete the sentences.

1 Actors must stay ... late when they play in a theatre.
a in **b** up **c** on

2 Her latest novel was ... to her tutors who affected her writing.
a dedicated **b** justified **c** influenced

3 Its tune was so ... that everyone recognised the piece.
a informative **b** decorative **c** catchy

4 The whole team ... advantage of the production that they created.
a did **b** made **c** took

5 This open-air festival can ... the attention of numerous media.
a last **b** gather **c** attract

4 Complete each sentence with the word that best fits the gap.

1 Nobody will like it if you boast ... your success. about
2 People who are ... art visit exhibitions from time to time. into
3 His video clips were shot ... a large scale and became memorable. on
4 Both murals and graffiti appeal ... me if they are placed well. to
5 Her book of poetry may come ... with a little delay. out

5 Use the word in capitals to form a word that fits in the gap.

1 What was the most ... film you've ever seen? MOVE
2 Aren't reindeer the nicest ... that accompany Christmas? creatures CREATE moving
3 Fans demonstrate their ... when they send their idols gifts and letters. admiration ADMIRE
4 Meeting the main characters of my favourite show left ... memories. unforgettable FORGET
5 Cinema lovers attend different film marathons ... even if they last eight hours. enjoyably ENJOY

Exam guide
1 English in Use
Translations

Life Skills guide
1 Mediation

Exam guide
4 English in Use
Gap-filling

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Multiple choice

1
1 to see/watch this performance/play live
2 has to/must make a decision/make up his/her mind
3 is on / is being shown in this venue
4 just/only one piece of information on
5 the/this artist who/that wrote this song's lyrics

1 What sort of activities make you feel that time flies? What sort of activities seem to slow time down?

2 What would be the optimum proportions of sleep, work and free time in your life?

4 Time



Culture guide

Global context

The photo is of crowds of travellers at the Churchgate Railway Station in Mumbai. India has one of the largest railway systems in the world. Mumbai is the largest city in India, and the local railway there, the Mumbai Suburban Railway system, carries seven million commuters every day. It has the highest passenger density of any urban railway system in the world. Trains are often very overcrowded.

IN THIS UNIT YOU LEARN

VOCABULARY
- forms of spending time
- personal system of values
- time management
- phrasal verbs about time

GRAMMAR
- third conditional
- modal verbs: past speculation, deduction and regret

SKILLS

Listening
- older people offer advice
- episodes in one's life
- matching, multiple choice

Reading
- a clockmaker
- expressions with time
- matching, multiple choice

Speaking
- explaining causes and reasons

Writing
- a for and against essay

TED TALK
- procrastinators

CRITICAL THINKING
- drawing conclusions

62 Unit 4

3h/week • Student's Book ex. 1–5 p. 63 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–11 pp 54–55 • If short of time, skip ex. 8–11.

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 332 (4.3) • Extra online resources


Churchgate Railway Station, Mumbai, India.

4A Vocabulary

Phrasal verbs about time

Talking about time

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Mediation

1 Work in pairs. Describe the photo, then answer the questions.

1 How are the people sitting on the bench feeling? Why do you think that?
2 Do you like to do things under pressure? Why?/Why not?
3 Tell your partner about a time when you had too little time and had to rush around.

2 Read these common problems. Choose 0–3 for each one (0 if you never experience the problem, and 3 if you often experience it). Work in pairs and compare your answers.

1 My parents want me to **get down to** my homework as soon as I'm back from school, but I prefer doing it later in the evening.
2 There are lots of things I'd like to do for fun in my spare time, but I can't **fit** them **in** with all this school work.
3 I **hang out** with my friends most weekends but we never do anything interesting together.
4 I was once ill for a few days and I **fell behind** at school. It took ages to **catch up** with the class.
5 I usually **put off** revising until the night before an exam, and sometimes I **run out of** time.
6 We haven't had a holiday for ages because my dad can't **take** time **off** work.
7 I'm really **looking forward to** being on holiday – I'm desperate! I just need to **hold on** for a few more weeks.
8 I'm not an expert in modern technology so it's hard for me to **keep up with** all the modern trends in smartphones.
10 I sometimes get the feeling that time is **slipping away** too fast, especially when an important test is **coming up**.

3 Complete the sentences with the correct form of the phrasal verbs in bold in exercise 2.

1 If they can't come to the party in May, let's … it … until April. put … off
2 Haven't you done the washing-up yet? When are you going to … doing it? get down to
3 We didn't lose the game – we … time. ran out of
4 The last episode isn't until Friday. I can't … that long! hold on
5 The expedition cannot start until the team leader manages to … the whole month … work. take … off
6 There's nothing on at the cinema, so we could just … at the café. hang out
7 Monday afternoon seems the best time for our IT club. Most students can … it … with their schedule then. fit … in
8 Oh, another test … ! I won't have enough time to revise for it. is coming up

4 Put the words in the correct order to make questions. Then listen and check your answers. 30

1 do / like / hanging / out / Who / with / you / ?
2 holiday / is / coming / is / up / that / What / the nearest / ?
3 are / doing / forward / next holiday / looking / to / What / you / ?
4 always / do / for as long as possible / off / put / What / you / ?
5 do / even when you are busy / fit / in / to / try / What / you / ?
6 What / to / do / your / time / get / down / you / homework / ?

5 Work in pairs. Ask and answer the questions in exercise 4.

4 1 Who do you like hanging out with?
2 What is the nearest holiday that is coming up?
3 What are you looking forward to doing the next holiday?
4 What do you always put off for as long as possible?
5 What do you try to fit in even when you are busy?
6 What time do you get down to your homework?

1 Who would you most likely turn to for advice if you had to make a very important decision in your life? Why this person?

2 What are some of the things you and your family have completely different views on?

4B Listening

Listening to people talking about their lives

1 Work in groups. Make a list of things your older relatives might say about the things if they were asked the question 'What advice would you give to young people?'

attitude to life | dreams and ambitions | health | money and possessions | relationships | work and free time

2 Listen to the advice of eight older people. How many of your ideas in exercise 1 did you hear? 31 p. 388

3 Work in pairs. Can you remember the advice? Complete each sentence with no more than six words. Then listen again and check your answers. 31 p. 388

Speaker 1 There's no point worrying about ... yet.
Speaker 2 Don't accept anything without first ... it.
Speaker 3 You're going to say: 'I wish I had ... myself'.
Speaker 4 Don't wake up and realise you haven't ... doing.
Speaker 5 Don't hold on to material ..., hold on to ... instead.
Speaker 6 If only someone had told me earlier not to prioritise ... friends.
Speaker 7 Brush ... .
Speaker 8 Basically, my advice is: ... .

4 Work in pairs. Which is the best piece of advice? Why?

5 Listen to a man talking about various episodes in his life. Choose the correct answer to each question. 32 p. 388

1 Why did the man study medicine?
a He wasn't accepted as a soldier.
b He decided on medicine at the end of high school.
c He had thought about it for a few years.

2 How did his attitude to physical exercise change after he had gone to work?
a He started training more than before.
b He didn't train as much as he had trained before.
c He gave up one sport but took up another one.

3 How did he meet his future wife?
a They had a workshop together.
b When he was on holiday with his family.
c When he went out for a walk after a workshop.

4 What does he regret doing in the past?
a moving to another city
b accusing his friend of things he hadn't done
c not telling the truth about his friend

5 Which is true about the man?
a He used to be a quiet person as a young man.
b He used to do some risky sports.
c He gave up doing risky sports after an accident that had happened to him.

6 Listen again. Match the situations in the man's life (1–5) with the effect it had (a–e). 32 p. 388

1 He worked hard in high school. a
2 He didn't take care of his physical condition. d
3 He went for a walk in Prague. e
4 He didn't have the courage to say what he knew. c
5 He didn't do bungee-jumping or other dangerous sports. b

a He managed to do well in his medical studies.
b He doesn't know the feeling of an adrenaline rush.
c His friend lost his job and moved away.
d He had problems with weight and blood pressure.
e He met a girl, who later became his wife.

7 MY PERSPECTIVE – SPEAKING

Work in groups and discuss.

1 Make a list of six situations when young people do or say things they later regret. Think about situations related to school, family or friends.
2 Why do people usually regret saying or doing the things? What are the consequences?
3 Think about two important decisions that you had to make in your life. Why were they so important? What were their effects?

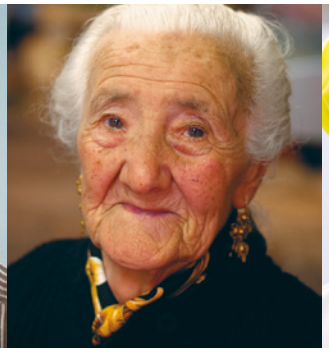
Life Skills guide
1 Collaboration, Creativity, Critical thinking, Mediation, Self-development

3 1 things that haven't happened
2 thinking about it and questioning
3 taken better care of
4 done the things you dreamed of
5 objects, time and experiences
6 work over family and
7 your teeth regularly
8 take your own advice

Life Skills guide
4 Critical thinking, Self-development

Exam guide
5 Listening
Multiple choice

Life Skills guide
7 Collaboration, Creativity, Critical thinking, Mediation, Self-development



3h/week • Student's Book ex. 1–7 p. 64 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–7 p. 56

7h/week • Extra online resources

Fast Finishers

Make a list of five things people do as teenagers and then regret once they've become adults. For each situation, decide if (or how) a person can make up for such youthful mistakes.

4C Grammar 1

Third conditional

Using third conditional to talk about an imaginary past

1 Look at the sentences in the Grammar box. Answer the questions (1–6).

Third conditional

a *If I had looked after my teeth, I would have saved a lot of money.*
b *If someone had told me earlier not to prioritise work, I wouldn't have wasted so much time.*
c *I wish I had taken better care of myself in my youth.*
d *If only I hadn't worked so much.*

1 (Sentence a) Did she look after her teeth? Did she save a lot of money?
2 (Sentences a and b) Can the speakers change these situations?
3 What form of the verb is used in the if-clause? What form of the verb is used in the result clause?
4 (Sentences c and d) You learnt about *I wish* and *If only*. What time are they expressing in these sentences? What emotion is being expressed?
5 What structure is used with *I wish* and *If only* here?
6 (All sentences) Are the sentences describing real events or imaginary ones?

More explanation in Grammar reference on p. 76.

2 Complete the secrets to a long life with the correct form of the verbs.

Most hundred-year-olds have few regrets. If they didn't have such a positive view of life, they probably wouldn't have survived so long. Here are some of their secrets:

1 Jiroemon Kimura (Japan) lived all the way to 116. He said he ... (*not / live*) so long if he ... (*eat*) big meals. He always had small portions.
2 Jeanne Louise Calment (France) is the only person to have lived to 122. She thought that if she ... (*worry*) about her health, she ... (*die*) much earlier.
3 Fred Hale (United States) believes he ... (*not / surf*) for the first time at 95 years old if he ... (*not / eat*) honey all his life.
4 Emma Morano (Italy) was the last person alive to be born in the 1800s. If she ... (*not / live*) as a single woman for most of her life, she ... (*be*) a lot less healthy, she thought.
5 In a survey, a third of the hundred-year-olds questioned said they wished they ... (*spend*) more time with loved ones.
6 A quarter of them said: 'If only I ... (*save*) more money when I was younger.'

More exercises in Grammar practice on p. 77.
Do exercises 1–3.



Mexican painter Frida Kahlo (1910–1954).

3 Work in pairs. Read the story, then make sentences in the third conditional using the given clues.

Sometimes sad events can lead to rewarding lives. Frida Kahlo was an artist who was famous for painting self-portraits. When she was six, she got polio. Her father also had a disability, and he paid her lots of attention and taught her about art.

She wanted to be a doctor, but she nearly died in an accident when she was eighteen. She spent months in bed painting. Her family placed a mirror above her so she was able to paint herself. Frida never fully recovered from her injuries, but she became famous because of her self-portraits.

1 sad events / not / happen, Frida / not / have / rewarding life
2 her father / not / have / disability, he / not / teach her about art
3 she / not / have / accident, maybe / she / become / doctor
4 her family / not / place / mirror / above, she / not / able / paint herself
5 she / fully / recover / injuries, she / not / become famous

4 Imagine you could give some advice to yourself at the age of seven. Write three things about your life that you have been happy about and three things that you wish had been different. Then write a letter to your younger self. Use the third conditional, including *If only* and *I wish*.

Dear Me!

It's great to talk to you from the future ☺. Please don't worry – you have great life ahead of you. There are just a few things that I wish had been different. First, …

2 1 wouldn't have lived, had eaten
2 had worried, would have died
3 wouldn't have surfed, hadn't eaten
4 hadn't lived, would have been
5 had spent
6 had saved

1 1 No, she didn't look after them. She didn't save a lot of money.
2 No, they cannot (because they are in the past).
3 if-clause: past perfect result clause: wouldn't + have + past participle
4 Here they are expressing the past. The emotion being expressed is one of regret.
5 past perfect
6 They are describing imaginary past.

3 1 If sad events hadn't happened to her, Frida wouldn't have had a rewarding life.
2 If her father hadn't had a disability, he wouldn't have taught her about art.
3 If she hadn't had an accident, maybe she would have become a doctor.
4 If her family hadn't placed a mirror above her, she wouldn't have been able to paint herself.
5 If she had fully recovered from her injuries, she wouldn't have become famous.

Life Skills guide

4 Creativity, Critical thinking, Mediation, Self-development

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

1 Is it possible to live the whole life and never regret decisions that you have made? What decisions do people usually regret?
2 If you had chosen a different school than your present one, how would your life be different?

3h/week • Student's Book ex. 1–4 p. 65, ex. 1–3 p. 77

5h/week • Workbook ex. 1–4 p. 57

7h/week • Photocopiable grammar games and activities, TB pp. 327, 330 (4.1) • Extra online resources (see Technology guide)

4D Cele lekcji: Rozumienie teksu pisanego o znanym zegarmistrzu.

1 What do you usually do to pass the time when you're waiting in a long queue?
2 How often do you check the time during the day? When is it most important to be on time?

4D Reading

VOCABULARY BUILDING
Expressions with time

1 Read about frequent words in English. Which of the expressions with *time* do you already use?

The most frequent words in English

English has thousands of words but you don't need to know all of them! Some words are much more frequent than others. In fact, the 700 most frequent words make up about 70% of all the English you hear and read, and you already know many more than that. Here are some expressions with the word *time*, the 55th most common word:

3/4/5 ***times***	*a full-****time*** *job*	*a great* ***time***
a long ***time***	*all the* ***time***	*in my spare* ***time***
on ***time***	*once upon a* ***time***	*find the* ***time***

Exam guide
5 Reading
Matching headings

2 Work in pairs and explain the meaning of phrases in the box. Then use the expressions to complete the sentences.

ahead of their time | at one time | from time to time
in time | in two days' time | it's time
on time | pass the time

1 His designs were years … . Even now, some of them seem advanced.
2 I get strange messages from my brother … . Does he send them to you sometimes, too?
3 I hope the plane takes off … . I don't want to have to wait at the airport for hours.
4 I want to get there … for the start of the show.
5 In the past, life at sea was extremely dangerous. … , sailors would be lucky to survive past the age of forty.
6 While we waited for the train, we decided to … playing cards.
7 It's my birthday … !
8 … to find out the results! Let's see who this year's winner is.

2
1 ahead of their time
2 from time to time
3 on time
4 in time
5 At one time
6 pass the time
7 in two day's time
8 It's time

Life Skills guide
7 Critical thinking

3 Work in pairs. Use expressions in exercise 2 to write five sentences that you think are true about your partner. Read your sentences to your partner. Were your sentences true?

7 Suggested answers:
1 Possibly false – at that time there was no technology to help sailors avoid crashes.
2 Possibly true – he wanted to win the Prize, applied for the Prize three times, turned to the King for help.
3 Possibly true – they were way ahead of their time then; Harrison is still considered to be a great inventor.

READING
Understanding a text about a famous clockmaker

Life Skills guide
8 Critical thinking

4 Look at the photo and read the encyclopaedia entry and the biography quickly. What is the 'Longitude Problem' and how did John Harrison solve it?

Life Skills guide
9 Collaboration, Creativity, Critical thinking, Mediation

5 Read the text. Match each paragraph (1–5) with the most appropriate heading (a–f). There is one heading that you do not need.

a The real reasons for sea tragedies
b Great solution appreciated at last
c Long years of improving the clock
d Fame and recognition for centuries
e Encouraging people to find a solution
f What the Longitude Problem is about

6 Find words and phrases in the article which mean the same as the expressions.

1 many times (box)
2 at the same time (para 2)
3 before (para 2)
4 in no time (para 2)
5 stay accurate (para 2)
6 at the time (para 4)

6
1 time and again
2 meanwhile
3 by the time
4 it wasn't long before
5 keep (the correct) time
6 in their day

CRITICAL THINKING Drawing conclusions

7 Work in pairs. Read the Critical thinking box. Then look at the statements below. Discuss whether you think they are true or false. Why do you think so?

We can use the information we read in texts to draw conclusions of our own. For example, from this sentence, what conclusions do you draw about the boy?

The boy kicked the dog.

You might conclude that the boy is cruel or violent, even though the text says nothing about his personality. Do you change your mind if you read *The boy kicked the dog by accident* or *The boy kicked the dog to protect his brother?*

1 In 1707, four ships were lost and 1,500 sailors died because sailors lacked basic skills.
2 The Board's Prize was Harrison's main motivation to develop his clocks.
3 Harrison's clocks would be considered accurate today.

8 Discuss the questions about the Board of Longitude.

1 What conclusions can you draw from the article about the Board of Longitude?
2 What information do you have that helped you draw these conclusions?
3 What information would you need to confirm your conclusions?

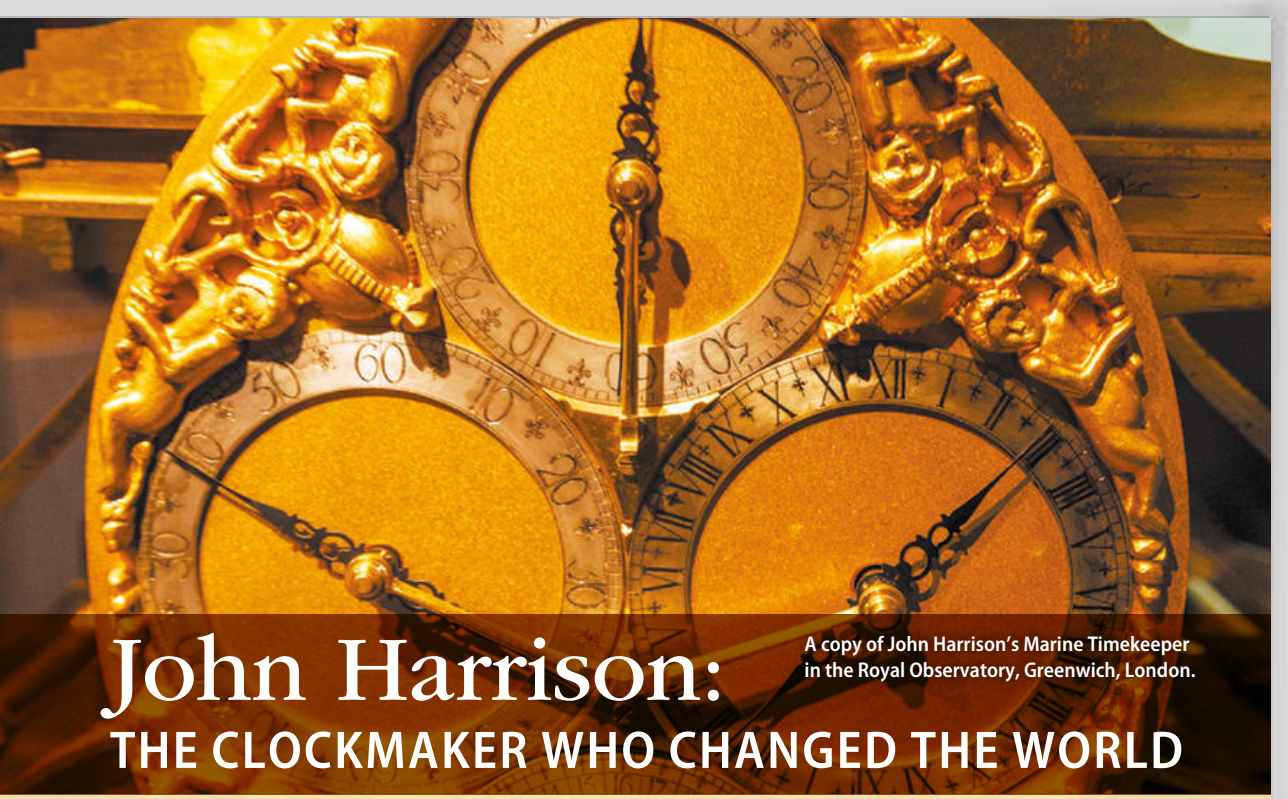
9 Work in groups. Make a list of History's Three Greatest Inventors. Find out more about each one and present them to the class. Explain why the people were the greatest. Take a class vote on the greatest of them all.

4 The problem was that sailors needed to know exactly where they were in the world but they couldn't do that without knowing the exact time. Harrison invented a clock that kept accurate time on board a ship at sea.

3h/week • Student's Book ex. 1–9 p. 66 • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–6 p. 58

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 333 (4.4) • Extra online resources



John Harrison:
THE CLOCKMAKER WHO CHANGED THE WORLD

A copy of John Harrison's Marine Timekeeper in the Royal Observatory, Greenwich, London.

33 (1) f

GPS technology allows you to know exactly where you are on Earth, to within a few metres. It is available to anyone with a smartphone or GPS watch. But at one time it wasn't this easy. Before the eighteenth century, sailors could calculate how far north or south they were (their latitude) by measuring the height of the sun in the sky, but they couldn't know their position east or west (their longitude) accurately. Because the Earth rotates once every 24 hours, you had to know the exact time in order to navigate well. Good timekeeping on land was difficult, and almost impossible at sea. Time and again, ships got lost or crashed against the rocks, and thousands of sailors died each year.

(2) e In 1707, four ships were lost and 1,500 sailors died when ships from the British navy ran against rocks after getting lost in fog. Although this was a terrible tragedy, it was a common story in the eighteenth century because there was no way for ships to navigate accurately. In 1714 a prize of £20,000 (about £2.8 million today) was promised to anyone who could solve the 'Longitude Problem'. A group of experts, the Board of Longitude, was set up to judge proposals, which had to be accurate to within about 50 kilometres. It included important politicians and scientists, who all believed the answer would be found in the stars.

(3) c Meanwhile, in the north of England, miles from the centre of politics and science, the son of a carpenter was learning how to build clocks. By the time he was twenty, John Harrison had built his first pendulum* clock, and it wasn't long before he was building some of the most accurate clocks in the world. But Harrison knew that pendulums didn't work on a moving ship, and he wanted to win the Longitude Prize. Over the next 30 years, he invented mechanisms* that allowed clocks to keep the correct time, no matter how the sea was moving or how the temperature changed.

(4) b He presented a series of clocks and watches to the Board between 1735 and 1765. On three sea voyages they proved successful, but each time the Board ruled that the results could just have been good luck and refused to give him the prize. Harrison, now an old man, decided to speak to the king about the matter. Finally, in 1773, he was given a reward that he should have received a long time before. It wasn't the full prize, but it did mean he was rich for the last three years of his life.

(5) d In their day, Harrison's sea watches were way ahead of their time in terms of engineering and accuracy; it must have been like seeing a driverless car today. They were incredibly expensive to begin with, but very quickly it would have been unthinkable to go to sea without one. Explorers were able to map the world more accurately, and thousands of lives were saved. These days, Harrison is remembered as one of history's greatest inventors.

pendulum *a bar with a weight at one end that moves from side to side to keep a clock working*
mechanisms *parts of a machine*

Fast Finishers

Imagine living without a clock for a week. Describe the main difficulties which you would face and how you would have to change your daily routine.

4E Cele lekcji: Stosowanie czasowników modalnych w rozmowie o wydarzeniach z przeszłości.

1 Is it easy or difficult for you to make deductions based on the signs you see around you?
2 How often do your parents or teachers criticise you for what you've done? What things do they typically say you should or shouldn't have done?



4E Grammar 2

Modal verbs: past speculation, deduction and regret

Using modal verbs to talk about the consequences of imaginary past events

1 Read the text. Discuss the questions.

1 What examples of people taking exams seriously are mentioned?
2 How serious are end-of-school exams in your country and your school?
3 Do you have a serious attitude to exam preparation? What sort of things do you do?

It's that time of year when young people around the world are preparing for exams. If you think people where you live take it extremely seriously, consider South Korea, where university entrance is so important that aeroplanes aren't allowed to take off during the country's main language listening test. Or Brazil, where as many as 8.6 million students take the Enem exam each year, competing for a place at university. Or China, where questions from the Gaokao university entrance exams are discussed in great detail on popular radio shows. Sure, it's a stressful time, but there's a lot you can do to make the experience as stress-free as possible. Let's hear from the best people to offer advice – recent graduates who've been through it all before.

2 Listen to eight people giving advice about exams. Which speakers (1–8) give advice about: 34 p. 389

a the time before an exam? 1, 3, 5, 8 **c** the time after the exam? 4, 6
b the day of the exam? 2, 7

3 Listen again. Note the three best pieces of advice. 34 p. 389

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Which advice is the most useful? What advice would you add?

5 Look at the Grammar box. Which group of sentences (1 or 2) describes:

a real past situations that were possibly true? Group 2
b imaginary past situations that didn't happen? Group 1

Modal verbs: past speculation, deduction and regret

Group 1 – speculation and regret
*If I had passed, who knows? I **may not have chosen** this path.*
*If I'd studied at the library, I **could have avoided** that.*
*I **should have given** myself more time to revise.*

Group 2 – deduction
*My friends **must have been** very stressed.*
*My hair started to fall out, which **might have been** the stress.*
*She **can't have prioritised** the questions correctly.*

More explanation in Grammar reference on p. 76.

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

1 I don't think I did the right thing when I lied about my friend.
SHOULDN'T
I ... about my friend.

2 There is a chance they didn't know about the delay.
MIGHT
They ... about the delay.

Life Skills guide

4 Creativity, Critical thinking, Mediation, Self-development

Exam guide

6 English in Use Transformations

6 1 shouldn't have lied
2 might not have known
3 could have spent
4 must have taken
5 can't have made

3h/week • Student's Book ex. 1–10 pp. 68–69 , ex. 4–5 p. 77 • If short of time, skip ex. 9–10 p. 69.

5h/week • Workbook ex. 1–8 pp. 60–61

7h/week • Photocopiable grammar games and activities, TB pp. 327, 331 (4.2) • Extra online resources (see Technology guide)

3 I'm glad you found the keys. You risked spending all night outside.
COULD
I'm glad you found the keys. You … all night outside.

4 The presentation is excellent! I'm sure it took her at least a week to make it.
MUST
The presentation is excellent! It … her at least a week to make it.

5 This drawing is too good to have been made by Jane.
CAN'T
Jane … this drawing. It's too good.

More exercises in Grammar practice on p. 77.
Do exercises 4–5.

7 **Choose the correct options to complete the conversation. Then listen and check your answers.** 35

A: They (1) *can't* / *might* / *shouldn't* have put the results on the website by now. They said they would be announced by the end of the day.
B: It's only three o'clock. I'd be surprised if they were ready yet. Anyway, I don't want to know.
A: Why not? You're clever. You (2) *can't* / *must* / *would* have done badly. If you did badly, then I (3) *can* / *must* / *should* have done even worse!
B: I'm not so sure. You're good at Geography. Oh look, here they are. I got a B.
A: Oh, no! I'm sorry.
B: No, it's fine. I knew I (4) *may* / *must* / *should* have revised more. Anyway, a B is fine. Look, you got an A. Well done!
A: Wow! On a different day I (5) *might* / *should* / *wouldn't* have failed, because everything I revised the night before came up in the exam. I was just lucky.
B: Luck has nothing to do with it. You (6) *could* / *must* / *would* have decided not to study at all, but you didn't.

8 1 I shouldn't have wasted
2 may/might have been late
3 You could have burnt
4 must have come back / must have returned
5 We should have asked

8 **Translate the Polish fragments of the sentences into English.**

1 My last exam was a failure. (*Nie powinienem był zmarnować*) … so much time playing video games.
2 Don't worry. Your brother (*być może spóźnił się*) … for the 8.20 bus. I'm sure he'll arrive on the next bus.
3 Why did you touch the oven? (*Mogłeś poparzyć*) … your fingers!
4 Sheila (*na pewno wróciła*) … from the trip by now. I'm sure she's already at home.
5 (*Powinniśmy byli zapytać*) … the receptionist before we invited all those people to our room.

9 **Work in pairs. Look at the situations. Discuss possible explanations for them.**

1 Your mobile phone bill is much higher than usual.
2 When you arrive home, there are things all over the floor.
3 Your teacher wants to talk to your parents.
4 You texted a friend last night but she didn't reply.
5 You waited for a bus for more than half an hour. Buses normally arrive every five minutes.

10 **CHOOSE**

1 Write a situation similar to those in exercise 9. Your classmates must come up with possible explanations.
2 Work in groups. Choose a photo from anywhere in this book. Make as many sentences as you can about it using modal verbs.
3 Write about a time when you either passed or failed an exam. Write about the reasons for your success or failure, the consequences, and what you learnt from the experience.



Students posing for photos with the expression 'release your stress, let your dream fly' before college entrance exams in Hebei province, China.

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

Life Skills guide
9 Creativity, Critical thinking

Life Skills guide
10 Collaboration, Creativity, Critical thinking, Mediation, Self-development

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

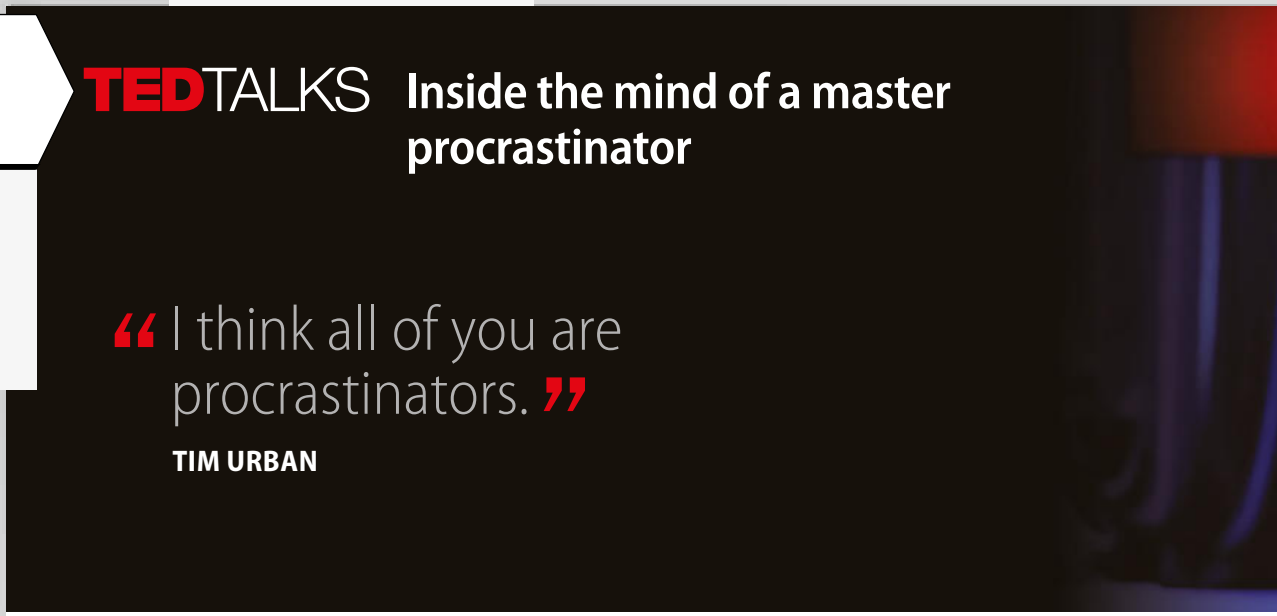
Think of six things a student might bring back from a school trip which will give their parents an idea of what they had done during the trip. Write sentences like this: "If he brought a cinema ticket, he must have watched a film". Use *may, might* or *must* in your suggestions.

Cele lekcji: Rozumienie nowych słów.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talks video

TEDTALKS Inside the mind of a master procrastinator



"I think all of you are procrastinators."

TIM URBAN

1 **A major** is a student who studies a particular subject (American English).
Papers are essays, long written assignments that you have to do at university (American English).
Spread out means to divide something into smaller parts, in this case, to divide lots of work and do it over a longer period of time.

Exam guide
5 Listening Gap-filling

Life Skills guide
2 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Understanding new words

Guessing the meaning of new words

When we're listening, we often hear words and expressions that we aren't familiar with. However, we can often guess their meaning from the other words around them (their context) or what we already know about them. For example, you may not know the adjective *rewarding*, but if you recognise the verb *reward*, it may help you work out its meaning.

1 Look at the Authentic listening skills box. Read and listen to the first sentences of Tim's talk. Try to work out the meaning of the words in bold. 36

So in college, I was a government **major**, which means I had to write a lot of **papers**. Now, when a normal student writes a paper, they might **spread** the work **out** a little like this.

BEFORE YOU LISTEN

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

workflow	start off light	bump it up
kick it up into high gear	revised	all-nighter
procrastination	guardian angel	dormant
mayhem	entrepreneurial	sneaky

WHILE YOU LISTEN

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 4.0

self-starter	thesis	deadline	rational	instant gratification

4 For each statement, decide which answer is most true for you.

1 I often end up doing things days after I had meant to do them.
a Like me **b** Sometimes like me **c** Not like me

2 If I don't do something straight away, I forget to do it.
a Like me **b** Sometimes like me **c** Not like me

3 I usually have to hurry to finish tasks on time.
a Like me **b** Sometimes like me **c** Not like me

4 I get distracted and do fun things instead of work.
a Like me **b** Sometimes like me **c** Not like me

5 I often say to myself: 'I'll do it tomorrow'.
a Like me **b** Sometimes like me **c** Not like me

5 Listen to part 1 of the talk. Complete the text with one word in each gap. TED 4.1 p. 408

I thought that was the end of (1) ... . But a week later I get a call, and it's the (2) ... . And they say, 'Is this Tim Urban?' And I say, 'Yeah.' And they say, 'We need to talk about your (3) ... .' And I say, 'OK.' And they say, 'It's the (4) ... one we've ever seen.'

That did (5) ... happen. It was a very, very (6) ... thesis. I just wanted to enjoy that one moment when all of you thought, 'This guy is (7) ... !' No, no, it was very, very (8) ... .

6 Listen to part 2 of the talk. What three things does Tim say he does when he gets distracted? TED 4.2 p. 408

1 He draws pictures on a piece of paper.
2 He keeps checking his emails.
3 He looks in the fridge.
4 He plays video games.

5
1 everything
2 school
3 thesis
4 best
5 not
6 bad
7 amazing
8 bad

3h/week • Student's Book ex. 1–11 pp. 70–71 + DVD • If short of time, skip ex. 11.

5h/week • Workbook ex. 1–4 p. 62

7h/week • Extra online resources (see Technology guide)



5 He reads interesting Wikipedia pages.
6 He watches videos on *YouTube*.

7 Listen to part 3 of the talk. Match the events (a–c) with periods of time (1–2). Use one of the periods twice.
TED 4.3 p. 408

a The TED organisers invite Tim to do a talk. 2
b Tim starts working on his TED talk. 1
c Tim's photo is put on the TED website. 1

1 one month
2 six months

8 Listen to part 4 of the talk. Which statement is not true according to Tim? TED 4.4 p. 409

1 Self-starters are people who stop themselves procrastinating.
2 It is difficult to stop procrastinating when there are no deadlines.
3 Procrastinating stops many people from achieving their dreams.

9 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 4.5

big deal	on one's mind	stare	lose one's mind
long-term	aware		

10 Think of examples of the following things. Then work in pairs and compare your examples.

1 Things that people make a *big deal* about but which aren't that important in your opinion.
2 Things you've had *on your mind* recently.
3 Reasons why people sometimes *stare*.
4 Any *long-term* plans or goals you have.
5 Things you might not be *aware* of if you are wearing headphones and listening to music in the street.

Life Skills guide
10 Creativity, Critical thinking, Mediation

AFTER YOU LISTEN

11 MY PERSPECTIVE – SPEAKING

Work in groups. Look at the different things that people do to stop procrastinating and getting distracted. Which tips would help you? Discuss.

1 Break jobs into small steps. Give yourself mini-deadlines for each step. Tick the deadlines that you meet on time. Reward yourself with ten minutes to do fun things.
2 Download an app on your computer that stops you visiting your favourite websites.
3 Plan your next week by writing a list of things to do each day.

Life Skills guide
11 Critical thinking, Self-development

CHALLENGE

Work in pairs. Tim believes that 'everyone is procrastinating on something in life'. Tell your partner what you are procrastinating about and why.

4F Cele lekcji: Wyjaśnianie przyczyn sytuacji i zachowań.

1 Can you always explain the reason for your actions or do you sometimes do things and not know why you actually did them?
2 What is the most annoying rule in your school that you would like to change? Why?

4F Speaking

Explaining causes and reasons

1 Work in pairs. Discuss how old you have to be to do the things in Poland. What other legal age restrictions do you know about?

- vote
- leave school
- drive

2 Listen to Alper from Turkey and Jimena from Colombia. How old do you have to be in the countries to do the things in exercise 1? 37 p. 389

3 Listen again. Make notes about the reasons the speakers give for the opinions (1–3). 37 p. 389

1 Why does Alper think the driving age should be higher?
2 Why does Jimena think a lower driving age is OK?
3 Why do they both believe the voting age should be lower?

4 Match the sentence halves. Add one word to each item. Use the Useful language box to help you.

1 I sent him a text so (**f**)
2 Many birds in the northern hemisphere fly south in the winter in (**e**)
3 The city has a lot of roads for cyclists. That's why (**h**)
4 The only reason you should beep your car horn is to (**d**)
5 The number of seats in the theatre has been reduced. Consequently/Therefore (**b**)
6 The whole point of providing free university courses is (**g**)
7 Air pollution and traffic jams are caused by (**c**)
8 I went to school by car because of (**a**)

a the heavy rain.
b it's now harder to get tickets.
c the increase in privately owned cars.
d warn other road users that you are there.
e order to find food.
f that he would understand why I'm angry.
g to give people from poorer families access to education.
h there are so few road accidents.

5 Work in pairs. Have a conversation between a manager of a local charity and a volunteer who wants to join in. Include the following aspects:

- reasons for joining
- requirements to be met by volunteers
- planned activities
- goal of charity actions

6 Work in groups, A and B. Imagine that the government in your country wants to change the legal age for one of the things in exercise 1. Group A, make a list of reasons in favour of this proposal. Group B, make a list of reasons why it might not be a good idea.

7 Work in pairs, one from group A and one from group B. Explain your side of the argument in exercise 6. Try to persuade your partner to agree with you. Use the phrases from the Useful language box.

Exam guide
5 Oral Matura

Life Skills guide
5 Communication, Mediation, Practical skills, Self-development

3 1 He says teenagers have more accidents because they tend to make dangerous decisions and take risks.
2 She believes that the earlier you learn, the better you learn.
3 They think that it's partly because of the voting restrictions that young people aren't interested in politics.

Life Skills guide
6 Collaboration, Creativity, Critical thinking, Mediation, Self-development

Life Skills guide
7 Communication, Critical thinking, Mediation, Self-development

Useful language

Explaining causes and reasons
That's why …
That's the reason …
The purpose of -ing is to …
The point of -ing something is to …
One of the main reasons is that/to …
Consequently, …
Therefore, …
… in order to …
… because of …
… so that …
… is caused by …



3h/week • Student's Book ex. 1–7 p. 72
5h/week • Workbook ex. 1–4 p. 63
7h/week • Extra online resources

4G Writing

A for and against essay

Writing a for and against essay

1 Read the instruction below. How old do you think you will be when you leave home? Why?

In your English class you have been discussing the pros and cons of different ages to leave home. One of the opinions says that young people should leave home as soon as they finish school. For homework, your teacher has asked you to write an essay in which you present the advantages and disadvantages of this approach. Write your essay.

2 Work in pairs. Write three pros (reasons for) for leaving home when you finish school and three cons (reasons against).

3 Read the for and against essay below. Which of the pros and cons you wrote about in exercise 2 are mentioned? Where does the writer give their own opinion? Is the writer for or against leaving home soon?

Sooner or later, everybody leaves their home and starts living on their own. It is often said that young people should move out as soon as they finish school, but others claim that it is better to stay at home with your family as long as possible. Let us look at the pros and cons of leaving home at an early age.

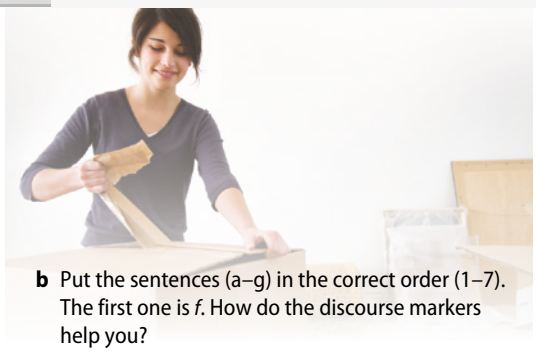
There are a number of reasons why leaving home when you finish school might be a good idea. Firstly, it is a chance to learn important life skills, such as how to earn and manage your own money. Young adults can also learn how to be responsible for themselves as soon as possible. The more responsibility you have, the more freedom you get. Sometimes, people just have to move in order to go to university in a different city.

However, living away from your family means paying for your own accommodation and food, which could be expensive. What is more, there are many boring things that you have to start doing, like cooking and cleaning. Not only that, but you will have less contact with your family. Consequently, your relations with your family may suffer and you may often feel lonely.

In summary, leaving home soon has some advantages, but there are a few issues that may make you decide to stay with your family longer. Personally, I believe leaving home straight after school is too expensive. That is why I would rather not move out too soon.

4 WRITING TIPS Using discourse markers

a Read the essay again. Find the words that help the reader follow the argument. Use the Useful language box to help you.



b Put the sentences (a–g) in the correct order (1–7). The first one is *f*. How do the discourse markers help you?

a Also, if your friends are going to university, you may want to share similar experiences with them. 3
b Finally, if you start university sooner, you finish sooner, so you can start earning money. 4
c Firstly, you don't want to forget the things you learnt at school. 2
d On the other hand, the time before university is perfect for doing things that it might be harder to do later in life, such as travelling. 5
e Overall, I think that you should only take time off before university if you have a clear idea of what you want to do in that time. 7
f There are several reasons why it is a good idea to go straight from school to university without taking time off in between. 1
g What's more, some courses prefer their students to have had some life experience before they start. 6

5 Write a for and against essay. Choose one of these statements to write about. Use expressions from the Useful language box to make your arguments clear. Write between 200 and 250 words.

- A university education doesn't help prepare people for most jobs. Work experience is much more valuable.
- The legal age for driving is too low and should be raised.
- Young people do better by staying in their home town rather than moving to a new city.
- It is better to work to deadlines that other people set than to set them yourself.

More about a for and against essay in Writing guide on p. 153.

6 Work in pairs with someone who has written the same essay as you. Did you draw the same conclusions?

Useful language

Discourse markers

Sequencing arguments
Firstly, Secondly, …
First of all, …
Finally, …/Lastly, …
Summing up,

Adding arguments for
Furthermore, …
What's more, …
Not only that, but …,

Introducing arguments against
On the other hand, …
However, …
Even so, …

Concluding
In conclusion, …
Overall, …
Personally, I believe that …

1 Is 19 the right age to take your high school leaving exams or should it be changed?
2 When was the last time you changed your opinion because another person's argument was more convincing?

Life Skills guide
2 Collaboration, Creativity, Critical thinking

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity, Mediation, Practical skills

Life Skills guide
6 Collaboration, Critical thinking

4a **Sequencing:** *There are a number of …, Firstly, …*
Adding arguments: *What's more, …, Not only that, but …*
Introducing arguments against: *But …, However, …,*
Concluding: *Personally, I believe …*

Other discourse markers students may have noticed include:
Markers introducing examples: *such as, like*
Markers introducing results: *Consequently, …*

3h/week • Student's Book ex. 1–6 p. 73
5h/week • Workbook ex. 1–4 p. 64
7h/week • Extra online resources

Skills Review 4

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Have you ever wondered what the good sides of being a ... are. politician — POLITICS
2 Most of my schoolmates are planning to take ... at college. engineering — ENGINEER
3 The watch I got for my birthday is not only ..., but it's also got many functions. accurate — ACCURACY
4 It took Robert a long time to learn to live with his .... disability — DISABLE
5 Julia has a ... nature, but there's no bitter rivalry between us. competitive — COMPETE

Uzupełnianie luk

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Jack tends to ... off doing things until it's too late to do them. put
2 Laura fell ... at work because she was on a sick leave for a few days. behind
3 If you take action ... of time, you'll avoid serious problems later on. ahead
4 We're really looking ... to getting the results of the test. forward
5 Fortunately, the bus came ... time, so we got to school earlier than usual. on/in

Parafrazy zdań

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Mr Jackson didn't die because the ambulance took him to hospital immediately
HAD
If the ... Mr Jackson to hospital immediately, he would have died.

2 It's a shame my brother wasted so much time before his exams.
WASTED
If only ... so much time before his exams.

3 I'm sure he didn't check what time the next bus arrived.
HAVE
He ... what time the next bus arrived.

4 It was a mistake not to set the alarm clock to wake you up in the morning.
SHOULD
You ... the alarm clock to wake you up in the morning.

5 We're sure childhood was the most important time in Jim's life.
MUST
Childhood ... the most important time in Jim's life.

Uzupełnianie zdań

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 If only you ... (*send / I / invitation*) to your wedding earlier! It's too late for me to change my arrangements now.
2 It ... (*may / be*) Joan I saw the other day.
3 I wish I ... (*take / gap year*) after college, as did some of my friends.
4 Sandra ... (*should / not / waste*) so much time trying to catch up with the class.
5 If Jerry had told you there was heavy traffic on Park Road, you ... (*might / arrive*) at your office much earlier.

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

be | full | have | pass | personal | vote | young

1 The results of a survey show that most people are against lowering the ... age. voting
2 I wish I ... enough time to learn another foreign language. had
3 ..., I find the idea of making a sun clock on the main street of the city great. Personally
4 If I ... you, I'd buy a more accurate clock. were
5 I wish I had started learning another foreign language in my .... youth

4 1 had sent me the/an invitation
2 may have been
3 had taken a gap year
4 shouldn't have wasted
5 might have arrived

3 1 ambulance had not taken
2 my brother hadn't wasted
3 can't/couldn't have checked
4 should have set
5 must have been

3h/week • Student's Book ex. 1–9 pp. 74–75 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp 66–67, ex. 1–5 p. 65 • If short of time, assign ex. 8 p. 67 for homework.

7h/week • Matura photocopiable activities, TB pp. 329, 334–337 (4.5–4.8) • Extra online resources (see Technology guide)

6 **1** A full-time job
2 to find the time
3 I don't feel like waiting
4 He must have forgotten
5 in two days

Tłumaczenie fragmentów zdań

6 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski.**

1 (*Praca na pełny etat*) ... is too much for her at the moment since she's busy taking care of her three children.

2 How many times do I have to tell you (*abyś znalazł czas*) ... to have an annual medical exam?

3 (*Nie mam ochoty czekać*) ... for him to come late as usual.

4 (*Musiał chyba zapomnieć*) ... to inform us about his change of plans.

5 My cousins from the USA are coming (*za dwa dni*) ... .

READING

7 **Przeczytaj trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

Text 1

Time became something that people began to think about 12 to 15 thousand years ago. It was then that hunters and gatherers noticed they could take grains and plant them and later harvest them. They needed to predict the exact moment that certain tasks had to be carried out to be able to successfully grow these crops. Knowing the time, therefore, became important knowledge and the concept became a part of ancient cultures. Before farming, there was no concept of mealtime or bedtime. Hunters and gatherers simply slept when it was dark. They often didn't eat for long periods of time and certainly didn't worry about when they'd have lunch!

1 Which of the sentences is true in relation to the distant past?
a People used to stick to having regular meal times.
b People adapted their daily activities to the time of day.
c People began cultivating the land using their knowledge about the seasons.

Text 2

If I had a time machine, yesterday would have looked a lot different. This is what I would have done if I could have done things differently: If I hadn't turned off my phone when the alarm went off, I wouldn't have been late for school. If I hadn't been late for school, I would have been on time for my engineering test. If I had been on time for my engineering test, I would have calculated the last question. If I had done that, I would have passed my exam. But since I don't have a time machine, I failed and will have to take the class again. What a bummer!

2 The author of this text intends to
a explain how one action causes a series of other unplanned actions.
b prove that a failure to do one thing during the day doesn't cause a chain reaction.
c advise how to break a sequence of unwanted events that seem to be unstoppable.

Text 3

If we could see everything going on in our bodies, we would realise that our bodies know almost exactly what time it is at any given moment. This is because of our circadian rhythm, or 24-hour cycle. One of the most important signals our bodies use to keep track of time is light. We produce all sorts of hormones based on what kind of sunlight we take in. Light also affects our brain waves, body temperature and the condition of our cells. If you deprived someone of sunlight, they would eventually develop all sorts of health problems.

3 The text is about
a disorders in absorbing light by a human body.
b processes in humans caused by time zone changes.
c the impact of time and light on a human body.

SPEAKING

8 **Rozmawiasz z kolegą ze Szwecji na temat egzaminu końcowego z języka angielskiego w szkole językowej, do której uczęszczacie. Poniżej podane są cztery kwestie, które musicie omówić:**

- plan powtórzeń,
- indywidualna nauka,
- wspólna nauka,
- konsultacje z nauczycielem.

WRITING

9 **Wielu ekonomistów dowodzi, że należy wprowadzić krótszy tydzień pracy. Napisz rozprawkę, w której przedstawisz dobre i złe strony takiego rozwiązania.**

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

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading
Multiple choice

Exam guide
8 Oral Matura

Life Skills guide
8 Communication

Exam guide
9 Writing
An essay

Life Skills guide
9 Creativity,
Mediation,
Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 4

GRAMMAR 1 Third Conditional

Trzeci tryb warunkowy

Trzeciego trybu warunkowego używamy do opisywania przeszłości, kiedy:

- mówimy o sytuacjach, które mogły się zdarzyć, ale się nie zdarzyły:

  If humans had lived at the same time as dinosaurs, the dinosaurs would have died out more quickly. (Humans didn't live at the same time as dinosaurs. The dinosaurs didn't die out more quickly).

- chcemy wyrazić żal z powodu (nie)zaistnienia jakiejś sytuacji:

  If I had understood the importance of education, I wouldn't have left school when I was fifteen.

Trzeci tryb warunkowy tworzymy w następujący sposób:

zdanie podrzędne – warunek	zdanie nadrzędne – skutek
If + had/hadn't + past participle	*would/wouldn't have + past participle*

If you ***hadn't arrived*** *so late, we* ***would have caught*** *the train.*

Człon z *if* może występować na początku zdania lub w jego drugiej części.

Jeśli rozpoczynamy zdanie od *if*, obie części zdania oddzielamy od siebie przecinkiem:

If *she hadn't driven fast****,*** *she would have missed the meeting.*

Jeśli człon z *if* jest drugi, nie oddzielamy go przecinkiem od pierwszej części zdania:

She would have missed the meeting ***if*** *she hadn't driven fast.*

If only, I wish

Konstrukcje *If only* oraz *I wish* użyte do opisywania przeszłości są zbliżone pod względem formy i znaczenia do trzeciego trybu warunkowego: używamy ich po to, żeby wyrazić nasze pragnienie, by dana sytuacja z przeszłości miała inny przebieg. Różnią się one od trzeciego trybu warunkowego tym, że za ich pomocą wyrażamy sam warunek. Skutek pozostaje w domyśle.

If only *I had remembered to take my camera. (If I had remembered my camera, I could have taken a picture of this wonderful view now.)*

I wish *you had been there with me. (If you had been there, I wouldn't have felt scared.)*

If only *the journey hadn't been so long … (We would have had more time there.)*

Ćwiczenia 1–3

GRAMMAR 2 Past speculation, deduction and regret

Czasowniki modalne: spekulacje, dedukcje, żal (w odniesieniu do przeszłości)

Konstrukcji „czasownik modalny *could*, *may*, *might*, *would* + *have done*" możemy użyć, kiedy:

- spekulujemy na temat możliwych konsekwencji sytuacji, które wystąpiły w przeszłości:

  You didn't wear your helmet? You ***might have had*** *an accident!*
  (Mogłeś mieć wypadek).

  If the alarm had worked, I ***may have woken*** *up on time.*
  (Być może obudziłbym się na czas).

- chcemy wyrazić żal, że dane wydarzenia nie potoczyły się inaczej:

  You can't come? I've already bought the tickets! I ***could have saved*** *$50!*
  (Mogłem zaoszczędzić 50 dolarów, ale tego nie zrobiłem, bo kupiłem bilety).

  If only someone had warned us about the weather. We ***might not have got*** *so wet.*
  (Być może nie zmoklibyśmy tak, jak zmokliśmy).

  I knew it was his birthday and I forgot to tell you. I ***should have let*** *you know. I'm sorry.*
  (Powinienem (był) ci powiedzieć, ale tego nie zrobiłem).

Aby wyrazić nasze przypuszczenia/przekonania dotyczące sytuacji z przeszłości, stosujemy:

- konstrukcję *„must + have done"* (kiedy mamy pewność, że dana sytuacja miała miejsce):

  Jerry isn't here. He ***must have gone*** *out. (= I'm sure he's gone out.)*

- *might/may/could* (kiedy chcemy wyrazić przypuszczenie, że dana sytuacja miała miejsce):

  He ***may have decided*** *to go upstairs to sleep.*

  He ***could have gone*** *to visit Michael. I know he was planning to go over to his house.*

  He ***might have gone*** *shopping. The fridge is empty. (= It's possible he went upstairs, but I'm not sure.)*

- *can't have done* (kiedy mamy pewność, że dana sytuacja nie miała miejsca):

  No, he ***can't have done*** *that. Look, his wallet is here. (= I'm sure he hasn't done that.)*

Ćwiczenia 4–5

Grammar practice

1 Choose the correct option to complete the sentences.

1 If *I'd gone* / *I went* to university, I wouldn't have started a successful business when I was twenty.
2 I wouldn't *learn* / *have learnt* so much when I was young if I hadn't listened to older people.
3 I wish I *had taken* / *took* good care of myself when I was younger.
4 *If* / *If only* I had travelled more when I was young.
5 I *would* / *wouldn't* have been able to buy such a big house if I *didn't work* / *hadn't worked* hard as a young man.
6 I wish *I'd spent* / *I spent* more time with my friends last summer.
7 If *I'd* / *I would have* known the test was going to be so easy, I *would* / *wouldn't* have spent all weekend studying!

2 Read the paragraphs. Then complete the sentences (1–6) with the correct form of the verbs in brackets.

Before the 19th century, every town in the USA kept its own time. This was not a problem until the railways were built because people travelled slowly and couldn't communicate quickly. In a large country like the USA, there were more than 300 local times for train companies to choose from, which was confusing for passengers. The American railroads reduced the number of time zones to four in 1883, even though other countries' railways had been using standard time for more than 30 years.

During the two World Wars, a system of 'daylight saving' was introduced to save energy in winter. However, there was no national law, so individual states and cities could choose whether or not to put their clocks back an hour. In some areas, it was not unusual to have to change your watch several times during a short trip. Bus drivers working on a route in West Virginia and Ohio had to change their watches seven times over just 35 miles! Finally, in 1966, the Uniform Time Act solved the problem.

1 If towns ... (*be able*) to communicate quickly, they ... (*keep*) the same time.
2 Time differences ... (*be*) a problem if people ... (*travel*) faster.
3 If there ... (*be*) fewer time zones, passengers ... (*get*) confused.
4 The USA ... (*solve*) the problem much earlier if they ... (*follow*) other countries.
5 Bus drivers in West Virginia and Ohio probably wished there ... (*be*) a national law!
6 If the government ... (*pass*) the Uniform Time Act in 1966, it's possible they ... (*continue*) to live with this situation for many years.

2 1 had been able, would have kept
2 would have been, had travelled
3 had been, wouldn't have got
4 would have solved, had followed
5 had been
6 hadn't passed, would have continued

3 Use the word in bold to complete the second sentence so it means the same as the first sentence.

1 Do you ever regret not going to university?
WISH
Do ... to university?
2 I feel sick now because I ate that burger.
ONLY
If ... . I feel sick!
3 I bought an expensive jacket so I didn't have enough money for a pair of jeans.
HADN'T
If ... for a pair of jeans.
4 He needed to go back to the shop because he left his wallet there.
REMEMBERED
He ... to pick up his wallet.
5 The journey was so slow! I should have taken the train.
QUICKER
The journey ... the train.

4 Complete the sentences using *must*, *might*, *should*, *shouldn't* or *can't*.

1 There was a knock at the door. It ... have been Ana and I didn't want to speak to her. might
2 If I had studied Chinese when I was at school, I ... have understood what he was saying. might
3 Jack said he would definitely be here by 3.00. It's 3.30, so he ... have been delayed. must
4 She didn't say hello. She ... have seen me. can't
5 Weren't you cold at the match? I was freezing! I ... have brought a jumper. should
6 The mountaineers ... have survived, but sadly, the rock fell when they were under it. might/should
7 You ... have left your purse in the car because it's not there now. I've looked. can't
8 I ... have told him my password because now he keeps changing my profile picture. shouldn't

5 Translate the Polish fragments of the sentences into English.

1 A: That's your brother over there.
B: No, that (*nie może być*) ... him. He's at home because he's got a cold.
2 A: Are you happy with third place in the race?
B: Not really. I (*mógłbym wypaść*) ... much better if I had had more sleep last night.
3 A: Are you going for a run today?
B: No, I haven't got time. I (*powinienem pójść*) ... yesterday when I had more time.
4 A: You (*mogłeś powiedzieć*) ... me you'd gone to the shopping centre. I'd have come too.
B: I did tell you. Didn't you get my text?
5 A: She was really angry with me. I didn't do anything wrong.
B: Well, you (*musiałeś zrobić*) ... something to upset her.

Exam guide
3 English in Use Transformations

3 1 you ever wish you had gone
2 only I hadn't eaten that burger
3 I hadn't bought an expensive jacket, I would have had enough money
4 wouldn't have needed to go back to the shop if he had remembered
5 would have been (much) quicker if I had taken

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

5 1 can't be
2 could have done
3 should have gone
4 could have told
5 must have done

Wordlist Unit 4 38

VOCABULARY p. 63

bench (n) /bentʃ/ ławka
catch up with (phr v) /ˌkætʃ 'ʌp wɪð/ doganiać kogoś/coś; nadrabiać
come up (phr v) /ˌkʌm 'ʌp/ nadchodzić, nadciągać
fall behind (phr v) /ˌfɔːl bɪ'haɪnd/ zostawać w tyle
fit sth in with (phr v) /ˌfɪt sʌmθɪŋ 'ɪn wɪð/ dopasować coś do, pogodzić coś z
get down to (phr v) /ˌget 'daʊn tə/ zabrać się do
hang out with (phr v) /ˌhæŋ 'aʊt wɪð/ spotykać się z
hold on (phr v) /ˌhəʊld 'ɒn/ zaczekać
keep up with (phr v) /ˌkiːp 'ʌp wɪð/ być na bieżąco
look forward to (phr v) /ˌlʊk 'fɔːwəd tə/ oczekiwać z niecierpliwością
put off (phr v) /ˌpʊt 'ɒf/ odkładać (na później)
run out of (phr v) /ˌrʌn 'aʊt əv/ wyczerpać
rush around (phr v) /ˌrʌʃ ə'raʊnd/ być zabieganym
schedule (n) /'ʃedjuːl/ terminarz, harmonogram
slip away (phr v) /ˌslɪp ə'weɪ/ uciekać, wymykać się
take time off (phr v) /ˌteɪk taɪm 'ɒf/ wziąć wolne
under pressure (adv) /ˌʌndə 'preʃə/ pod presją
wisely (adv) /'waɪzli/ mądrze

LISTENING p. 64

accusation (n) /ˌækjʊ'zeɪʃn/ oskarżenie
accuse (v) /ə'kjuːz/ oskarżać
adrenaline rush (n) /ə'drenəlɪn ˌrʌʃ/ zastrzyk adrenaliny
attitude to (n) /'ætɪtjuːd tə/ stosunek do
blood pressure (n) /'blʌd ˌpreʃə/ ciśnienie krwi
deserve (v) /dɪ'zɜːv/ zasługiwać
get over sth (phr v) /ˌget 'əʊvə ˌsʌmθɪŋ/ pokonać, przetrwać coś
go places (phr) /'gəʊ ˌpleɪsɪz/ jeździć w różne miejsca
hold on to (phr v) /ˌhəʊld 'ɒn tə/ być przywiązanym do
in one's youth (adv) /ɪn wʌnz 'juːθ/ w czasach młodości
keep doing sth (phr) /ˌkiːp 'duːɪŋ ˌsʌmθɪŋ/ cały czas coś robić
make good use of (phr) /ˌmeɪk ˌgʊd 'juːs əv/ robić dobry użytek z
owe the bank (v) /'əʊ ðə 'bæŋk/ być dłużnym bankowi
parachuting (n) /'pærəʃuːtɪŋ/ skok ze spadochronem
stamina (n) /'stæmɪnə/ kondycja fizyczna
There's no point worrying. (phr) /ðəz 'nəʊ ˌpɔɪnt 'wʌrɪɪŋ/ Nie ma sensu się martwić.

GRAMMAR 1 p. 65

a hundred-year-old (n) /ə 'hʌndrədjɪər əʊld/ stulatek
disability (n) /ˌdɪsə'bɪlətɪ/ niepełnosprawność
place (v) /pleɪs/ umieszczać
quarter (n) /'kwɔːtə/ ćwierć, 25%
rewarding (adj) /rɪ'wɔːdɪŋ/ satysfakcjonujący, zadowalający
self-portrait (n) /ˌself'pɔːtrɪt/ autoportret
survey (n) /'sɜːveɪ/ badanie, ankieta, sondaż
wish (v) /wɪʃ/ żałować, życzyć sobie, żeby

READING pp. 66–67

3 times (adv) /ˌθriː 'taɪmz/ trzy razy
a long time (adv) /ə ˌlɒŋ 'taɪm/ długo
accuracy (n) /'ækjərəsɪ/ dokładność
ahead of one's time (phr) /əˌhed əv wʌnz 'taɪm/ wyprzedzając swoją epokę
all the time (adv) /ˌɔːl ðə 'taɪm/ cały czas
at last (adv) /ət 'lɑːst/ w końcu
at one time (adv) /ət 'wʌn ˌtaɪm/ niegdyś
at the same time (adv) /ət ðə ˌseɪm 'taɪm/ w tym samym czasie
at the time (adv) /ət ðə 'taɪm/ w tamtym momencie
Board of Longitude (n) /ˌbɔːd əv 'lɒŋgɪtʃuːd/ Komisja Długości Geograficznej
carpenter (n) /'kɑːpɪntə/ stolarz, cieśla
clockmaker (n) /'klɒkˌmeɪkə/ zegarmistrz
draw conclusions (phr) /ˌdrɔː kən'kluːʒnz/ wyciągać wnioski
engineering (n) /ˌendʒɪ'nɪərɪŋ/ inżynieria
find the time (phr) /ˌfaɪnd ðə 'taɪm/ znaleźć czas
from time to time (adv) /frəm ˌtaɪm tə 'taɪm/ od czasu do czasu
full-time (adj) /ˌfʊl 'taɪm/ na pełny etat
have a great time (phr) /'hæv ə ˌgreɪt 'taɪm/ dobrze się bawić
in two days' time (phr) /ɪn ˌtuː deɪz 'taɪm/ za dwa dni
in no time (adv) /ɪn ˌnəʊ 'taɪm/ bardzo szybko, błyskawicznie
in one's spare time (phr) /ɪn wʌnz ˌspeə 'taɪm/ w wolnym czasie
in terms of (adv) /ɪn 'tɜːmz əv/ pod względem
in time (adv) /ɪn 'taɪm/ na czas (przed czasem)
it's time (phr) /ɪts 'taɪm/ już czas, już pora
latitude (n) /'lætɪtʃuːd/ szerokość geograficzna
longitude (n) /'lɒŋgɪtʃuːd/ długość geograficzna
make up (phr v) /ˌmeɪk 'ʌp/ stanowić
on time (adv) /ɒn 'taɪm/ na czas (punktualnie)
once upon a time (adv) /'wʌns əˌpɒn ə 'taɪm/ dawno, dawno temu
pass the time (phr) /ˌpɑːs ðə 'taɪm/ spędzać czas; zabijać czas
pendulum (n) /'pendjʊləm/ wahadło
politician (n) /ˌpɒlə'tɪʃn/ polityk
recognition (n) /ˌrekəg'nɪʃn/ uznanie
rotate (v) /rəʊ'teɪt/ obracać się wokół osi
rule (v) /ruːl/ twierdzić, orzekać
run against (phr v) /ˌrʌn ə'geɪnst/ wpaść na kogoś
stay accurate (phr) /ˌsteɪ 'ækjərət/ być dokładnym (np. o zegarze)
time and again (adv) /ˌtaɪm ənd ə'gen/ raz po raz
timekeeping (n) /'taɪmˌkiːpɪŋ/ mierzenie czasu

GRAMMAR 2 pp. 68–69

allow time for (phr) /əˌlaʊ 'taɪm fə/ pozostawić odpowiednią ilość czasu na
announce (v) /ə'naʊns/ ogłaszać
do a degree (phr) /ˌduː ə dɪ'griː/ być studentem, studiować
end-of-school exam (n) /ˌend əv 'skuːl ɪgˌzæm/ egzamin końcowy
graduate (n) /'grædʒuət/ absolwent/ aboslewentka (uczelni)
have nothing to do with (phr) /ˌhæv ˌnʌθɪŋ tə 'duː wɪð/ nie mieć nic wspólnego z
imaginary (adj) /ɪ'mædʒɪnəri/ wymyślony
in great detail (adv) /ɪn ˌgreɪt 'diːteɪl/ bardzo szczegółowo
university/college entrance exam (n) /ˌjuːnɪ'vɜːsəti/,/ˌkɒlɪdʒ 'entrəns ɪgˌzæm/ egzamin wstępny na studia

TED TALK pp. 70–71

a senior thesis (n) /ˌsiːniə 'θiːsɪs/ praca magisterska
bump it up (phr v) /ˌbʌmp ɪt 'ʌp/ pracować coraz ciężej
contained (adj) /kən'teɪnd/ opanowany, poskromiony, ogarnięty
dormant (adj) /'dɔːmənt/ uśpiony, nieaktywny
entrepreneurial (adj) /ˌɒntrəprə'nɜːriəl/ związany z przedsiębiorczością, przedsiębiorczy
familiar with (adj) /fə'mɪliə wɪð/ obeznany, zaznajomiony z
get some momentum (phr) /ˌget səm məʊ'mentəm/ nabrać rozpędu, impetu
guardian angel (n) /ˌgɑːdiən 'eɪndʒl/ anioł stróż
in mayhem (adv) /ɪn 'meɪhem/ w chaosie, zamęcie
in slow motion (adv) /ɪn ˌsləʊ 'məʊʃn/ w zwolnionym tempie
instant gratification (n) /ˌɪnstənt ˌgrætɪfɪ'keɪʃn/ natychmiastowa zapłata, nagroda
kick sth up into high gear (phr) /ˌkɪk sʌmθɪŋ 'ʌp ɪntə haɪ 'gɪə/ rozkręcić się
long-term plan (n) /ˌlɒŋ tɜːm 'plæn/ długoterminowy plan
major (n) /'meɪdʒə/ kierunek studiów
meet a deadline (phr) /ˌmiːt ə 'dedlaɪn/ dotrzymać terminu
PhD student (n) /ˌpiː eɪtʃ 'diː ˌstjuːdnt/ doktorant
procrastinate on sth (v) /prə'kræstɪneɪt ɒn ˌsʌmθɪŋ/ odkładać coś na później
procrastinator (n) /prə'kræstɪneɪtə/ prokrastynator, osoba odkładająca coś na później
pull two all-nighters (phr) /ˌpʊl tuː ɔːl'naɪtəz/ zarwać dwie noce
reach out to sb (phr v) /ˌriːtʃ 'aʊt tə ˌsʌmbədi/ zwracać się do kogoś, dotrzeć
self-starter (n) /ˌself'stɑːtə/ osoba przedsiębiorcza
sneaky (adj) /'sniːki/ podstępny
spread the work out (phr v) /ˌspred ðə 'wɜːk aʊt/ przeciągać pracę w czasie

start off (phr v) /ˌstɑːt ˈɒf/ zacząć
stay civil (phr) /ˌsteɪ ˈsɪvl/ być w porządku, być w normie
take the wheel (phr) /ˌteɪk ðə ˈwiːl/ przejmować stery
time management (n) /ˌtaɪm ˈmænɪdʒmənt/ zarządzanie czasem
work out (phr v) /ˌwɜːk ˈaʊt/ ustalać
workflow (n) /ˈwɜːkfləʊ/ sposób, styl pracy

SPEAKING p. 72

beep a car horn (phr) /ˌbiːp ə ˈkɑː hɔːn/ używać klaksonu
consequently (adv) /ˈkɒnsɪkwəntli/ wskutek czegoś
hemisphere (n) /ˈhemɪsfɪə/ półkula
legal age restrictions (n) /ˈliːgl ˌeɪdʒ rɪˈstrɪkʃnz/ ograniczenia prawne dotyczące wieku
pick up (phr v) /ˌpɪk ˈʌp/ przyswoić, podłapać
voting/driving age (n) /ˈvəʊtɪŋ/ˈdraɪvɪŋ ˌeɪdʒ/ wiek uprawniający do głosowania / prowadzenia auta

WRITING p. 73

in conclusion (adv) /ɪn kənˈkluːʒn/ na zakończenie
on the other hand (phr) /ɒn ði ˈʌðə ˌhænd/ z drugiej strony
overall (adv) /ˌəʊvərˈɔːl/ ogólnie rzecz biorąc
personally (adv) /ˈpɜːsənəli/ osobiście
valuable (adj) /ˈvæljʊbl/ wartościowy

SKILLS REVIEW pp. 74–75

bitter rivalry (n) /ˌbɪtə ˈraɪvlri/ zacięta rywalizacja
bummer (n) /ˈbʌmə/ pech; wtopa (potocznie)
chain reaction (n) /ˌtʃeɪn riˈækʃn/ reakcja łańcuchowa
circadian rhythm (n) /sɜːˌkeɪdiən ˈrɪðəm/ rytm okołodobowy
cultivate the land (phr) /ˌkʌltɪveɪt ðə ˈlænd/ uprawiać ziemię
deprive sb of sth (v) /dɪˈpraɪv ˌsʌmbədi əv ˈsʌmθɪŋ/ pozbawiać kogoś czegoś
disabled (adj) /dɪsˈeɪbld/ niepełnosprawny
disorder (n) /dɪsˈɔːdə/ zakłócenie, zaburzenie, zamęt

gap year (n) /ˈgæp jɪə/ rok przerwy przed pójściem na studia
gatherer (n) /ˈgæðərə/ zbieracz/zbieraczka
go off (phr v) /ˌgəʊ ˈɒf/ zadzwonić (o budziku)
grow crops (phr) /ˌgrəʊ ˈkrɒps/ uprawiać (ziemię)
harvest (v) /ˈhɑːvɪst/ zbierać plony
hunter (n) /ˈhʌntə/ myśliwy
keep track of time (phr) /ˌkiːp ˈtræk əv ˈtaɪm/ kontrolować czas
on sick leave (phr) /ɒn ˈsɪk ˌliːv/ na zwolnieniu lekarskim
time machine (n) /ˈtaɪm məˌʃiːn/ wehikuł czasu

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 If you (*będziesz cały czas próbowała*) ... to stay accurate, you will succeed.
2 She thinks that (*nie ma sensu umieszczać*) ... her name on this list.
3 Why don't you (*podejdziesz do tych egzaminów wstępnych*) ... one more time?
4 He should have (*zapytać jakiegoś stulatka o jego poglądy*) ... on modern life.
5 I suppose he discourages her (*znalezienia sobie nowego hobby*) ... in her spare time.

2 Choose the correct option to complete the sentences.

1 Every ... should be able to make and repair wooden objects.
a clockmaker **b** carpenter **c** sailor
2 Don't rush ... so much if you feel tired.
a around **b** above **c** against
3 If he hadn't been in hospital for a long time, he wouldn't have had to ... with all the school material.
a hang out **b** keep up **c** catch up
4 He should have known how to ... our admiration.
a deserve **b** deprive **c** introduce
5 You won't believe it. ..., we've taken a week off to go places.
a In time **b** At last **c** At one time

3 Complete each sentence with the word that best fits the gap.

1 Everybody should ... conclusions from their mistakes. draw
2 They must have left in time, but on the ... hand, it was during rush hour. other
3 If she had been able to make good ... of that device, she wouldn't have spoilt it. use
4 The children would have listened to you if you had started your story with '... upon a time.' once
5 She had the flu and spent a week on ... leave. sick

4 Use the word in capitals to form a word that fits in the gap.

1 His unfair ... are not taken seriously by anybody. accusations ACCUSE
2 They announced their plans and ... asked for our support. consequently CONSEQUENT
3 That reporter should have gained more ... information. valuable VALUE
4 As an extremely strict person, this manager notices any ... in the company. disorder ORDER
5 He gathered a lot of ... stories and wrote an amazing film script. imaginary IMAGINE

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

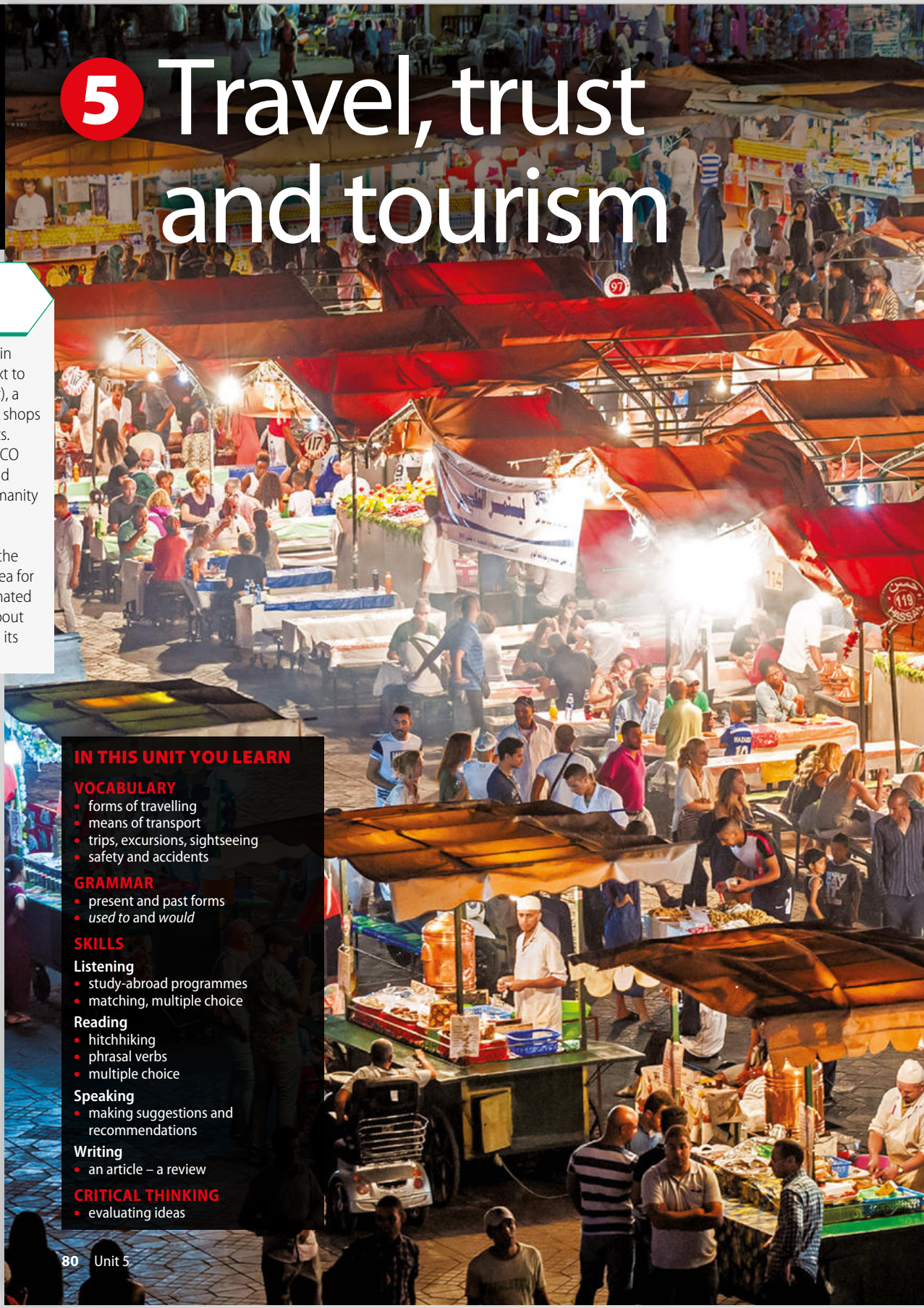
Exam guide
4 English in Use Word formation

Exam guide
2 English in Use Multiple choice

1
1 keep trying
2 there is no point placing
3 take the(se) entrance/entry exams/examinations
4 asked a hundred-year-old about his views/opinions
5 from taking up a new hobby

1 Which cities and places in Poland are most often visited by foreign tourists?
2 How are holidays abroad different from holidays in Poland? Name at least three differences.

5 Travel, trust and tourism



Culture guide

Interesting facts

Jemaa el-Fnaa Square sits in the heart of Marrakesh next to the main 'souq' (or market), a winding labyrinth of small shops selling all types of products. In 2001, it became a UNESCO Masterpiece of the Oral and Intangible Heritage of Humanity to protect the traditional storytellers, musicians and performers that gather in the square daily. In fact, the idea for this UNESCO project originated from people's concerns about Jemaa el-Fnaa Square and its daily activities.

IN THIS UNIT YOU LEARN

VOCABULARY
- forms of travelling
- means of transport
- trips, excursions, sightseeing
- safety and accidents

GRAMMAR
- present and past forms
- *used to* and *would*

SKILLS

Listening
- study-abroad programmes
- matching, multiple choice

Reading
- hitchhiking
- phrasal verbs
- multiple choice

Speaking
- making suggestions and recommendations

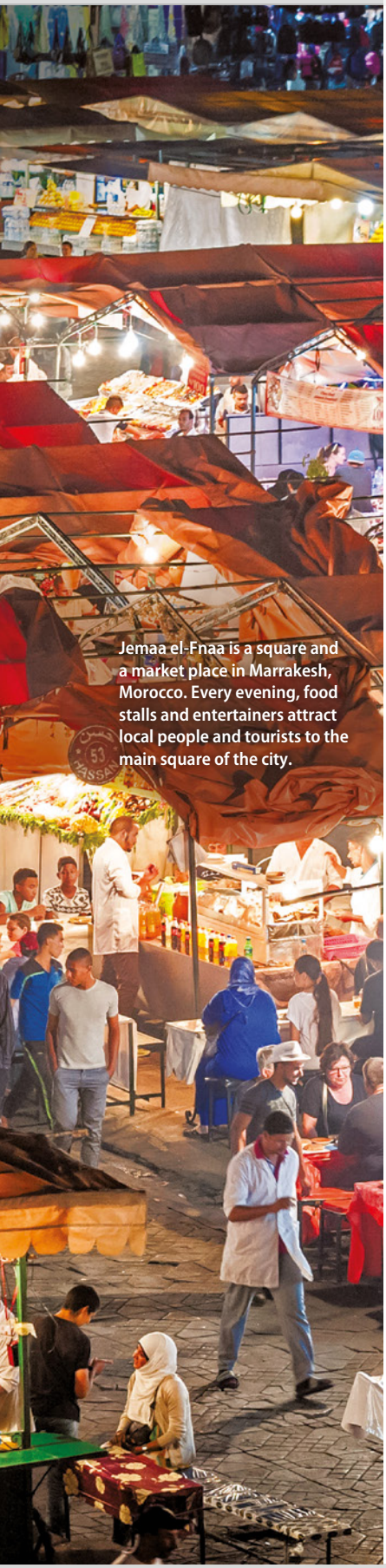
Writing
- an article – a review

CRITICAL THINKING
- evaluating ideas

3h/week • Student's Book ex. 1–6 p. 81 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–10 pp. 68–69 • If short of time, skip ex. 8–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 343 (5.3) • Extra online resources



Jemaa el-Fnaa is a square and a market place in Marrakesh, Morocco. Every evening, food stalls and entertainers attract local people and tourists to the main square of the city.

5A Vocabulary

Experiences abroad

Talking about travelling

Life Skills guide
1 Mediation, Self-development

1 Work in pairs. Discuss the questions.

1 What do you normally do during the holidays?
2 Have you been abroad? If yes, where? If no, would you like to? Why?/Why not?
3 What do you know about student exchanges and study-abroad programmes?

2 Check you understand the words and phrases **in bold**. Use a dictionary if necessary. Then tell your partner which experiences you think are good and which are bad. Give your reasons.

1 be **left to your own devices**
2 find people very **welcoming**
3 get a bit of **a culture shock**
4 **get a real feel for** the place
5 get **food poisoning**
6 get **off the beaten track**
7 get **robbed**
8 go **hiking** in the mountains
9 **hang out** with local people
10 **lie around** a house all day
11 see all **the sights**
12 stay in **a B&B**
13 stay with **a host family**
14 take a while to **get used to the food**

Life Skills guide
3 Communication, Creativity, Critical thinking, Mediation, Self-development

3 Work in groups. Look at the words and phrases in exercise 2. Discuss the questions.

1 Which of the things have you done or have happened to you? When?
2 Which three do you most want to remember and use? Why?
3 What can you do to avoid bad experiences?
4 What can you do to make sure good ones happen to you?

Exam guide
4 Oral Matura

4 Work in pairs. Describe the photo, then answer the questions.

1 How is this market different from markets in Poland?
2 How would you feel visiting a place like this? Why?
3 Tell your partner about a time when you visited an unusual market, sale or shop.

Life Skills guide
4 Communication, Critical thinking, Mediation

5 Complete the description with words and phrases in exercise 2.

In the past, it was very common for teenagers to do student exchanges where they would go abroad and stay in each other's homes. The idea was not only to learn a new language but to (1) … with the local teenagers, even go to their school and get a (2) … the place and culture. Sometimes the (3) … was very welcoming and students got on well with the people in the home, but other times the (4) … was too much because they couldn't (5) … the food and ended up being left to their (6) … . Maybe that's why these days it is more common for teenagers to go on a group trip abroad where everyone stays in a (7) … or hostel together. During the trip, students go and see (8) … and only briefly meet up with a group from a local school. This way teenagers don't (9) … a foreign house all day and there is no awkwardness. The worst that could happen might be a case of (10) … from a bad prawn and some sore feet from walking around the town.

5 1 hang out
2 (real) feel for
3 host family
4 culture shock
5 get used to
6 own devices
7 B&B
8 the sights
9 lie around
10 food poisoning

6 Work in pairs. Which of the two programmes described in exercise 5 do you think is better? Why?

5B Cele lekcji: Rozumienie nagrania o programach umożliwiających naukę za granicą.

1 How would a student from abroad feel if they came to study at your school for a few months?
2 If you were to study abroad for a year, what three questions would you ask your host family before coming to stay with them?

5B Listening

Listening to texts about study-abroad programmes

1 Listen to the first part of a podcast about study-abroad programmes. Find out: 39 p. 389

1 who can do these programmes.
2 how long people can go abroad and study.
3 when the system started.
4 what the possible benefits are.

2 Listen to Kenji, Catalina, Ania, and Maja talking about the exchange programmes they took part in. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence you do not need. 40 p. 390

This speaker:

a was encouraged to go by their friend's experience.
b used the exchange to learn their relative's language.
c is still in touch with the family they stayed with.
d got involved in a relationship during their stay abroad.
e decided to stay abroad after the exchange programme.

1 Speaker 1 c
2 Speaker 2 b
3 Speaker 3 d
4 Speaker 4 a

3 Listen again. Choose the correct option to complete each sentence. 40 p. 390

1 Before the trip to Germany, Kenji
a was nervous and felt it was not his best decision.
b was happy because his dream was coming true.
c felt really mature because of making such a serious decision.

2 When Catalina landed in Palermo,
a she already spoke fluent Italian.
b she was going to meet all the friends she had made there before.
c it was something she had wanted to do for a long time.

3 During her stay in the USA, Ania
a attended a local school.
b was advised to find a job by her parents.
c saw no cultural differences between Poland and the USA.

4 Maja decided to go to Romania
a after a successful stay in the USA.
b and now regrets her decision.
c for a much shorter time than her friend had been abroad.

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Think of two more benefits and three possible issues students might face when doing a study-abroad programme. Then discuss the questions.

1 What do you think the biggest benefit is? Why?
2 What do you think the biggest issue is? Why?

5 Listen to a dialogue between a student and a student exchange programme agent. Then choose the correct option to complete each sentence. 41 p. 390

1 Piotr decides to go abroad for *four / six / eight* months.
2 He cannot go to Ireland because *it's too expensive / he's too young / he doesn't have a visa.*
3 All hosting families in Stockholm *have children / have no children / pay for exchange students' school activities.*
4 The Stockholm programme starts *at the end of this month / in October / in four months.*
5 The agent requires that the student's parents should *contact her / sign up on the agent's website / sign the student's application form.*

6 Work in pairs. Discuss the questions.

1 Would you be interested in the offer presented in the dialogue? Why?/Why not?
2 What other questions would you want to ask the exchange programme agent if you called her about the Stockholm programme. What answers would you expect in order to accept the programme?

Exam guide
2 Listening
Matching

Life Skills guide
4 Creativity, Critical thinking, Mediation, Self-development

Exam guide
3 Listening
Multiple choice

1
1 Secondary school or university-level students can do the programmes.
2 People can go abroad and study for anything from a week to a year.
3 The roots of the present system date back to the end of the Second World War.
4 The possible benefits of study-abroad programmes are that they help people to understand other cultures and boost language skills.



Some study-abroad programmes allow students to visit countries like China where they can go to places like the Great Wall.

3h/week • Student's Book ex. 1–6 p. 82

5h/week • Workbook ex. 1–5 p. 70

7h/week • Extra online resources

Fast Finishers

Prepare a questionnaire comprising 6 of the most important questions which you would like to ask an exchange student who is going to stay with your family.

5C Grammar 1

Present and past forms

Using present and past tenses

1 Look at the sentences in the Grammar box. Decide:

1 which two are about the present. c, f
2 which four are about the past. a, b, d, e
3 which two describe actions that happened before something else in the past. b, d
4 which three use simple forms. d, e, f
5 which three use continuous forms. a, b, c

Present and past forms

a *I was actually thinking about cancelling my trip.*
b *I'd been longing to go there for ages.*
c *We're talking about study-abroad programmes.*
d *I'd never left Argentina!*
e *I spent six months in Germany last year.*
f *I miss my host family.*

More explanation in Grammar reference on p. 92.

2 Match the rules (1–6) with the examples (a–f) in the Grammar box.

1 We use the present simple to talk about habits, permanent states and things that are generally true. f
2 We use the present continuous to talk about actions we see as temporary, in progress and unfinished. c
3 We use the past simple to describe finished actions in the past, especially when there is one finished action after another. e
4 We use the past continuous to emphasise an action in progress around a time in the past. a
5 We use the past perfect simple to emphasise that one thing happened before a particular point in the past. d
6 We use the past perfect continuous to talk about an action that was in progress over a period of time up to or before a particular point in the past. b

More exercises in Grammar practice on p. 93.
Do exercises 1–2.

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

I (1) ... (*love*) travelling. It's probably the most important thing in my life. I'm 17 now, and I (2) ... (*plan*) to spend the summer on a National Geographic Student Expedition! I actually (3) ... (*go*) on my first adventure trip a couple of years ago when I (4) ... (*spend*) two months in China. It was the first time I (5) ... (*ever / go*) abroad, and I (6) ... (*love*) every minute of it! While we (7) ... (*stay*) in Beijing, we (8) ... (*visit*) the Great Wall of China which was something I (9) ... (*dream*) of doing ever since I was a child. Just amazing! I (10) ... (*hope*) to do an expedition to Iceland next year and stay somewhere really off the beaten track.

4 Choose the correct words to complete the text.

Our agency, StudentWorld, offers student exchanges in Europe. We (1) **b** to start this kind of service in 2015. Before then, we (2) **d** as a regular travel agency for almost ten years, but one day, while we (3) **c** an offer for your people, we thought we could combine travelling and studying. We contacted several schools which (4) **d** exchange programmes before and began advertising our services. We (5) **a** with over 30 schools all over Europe now and the number (6) **b** continuously. This year, we are introducing a completely new programme for high school students – six months in two different places in the UK – three months in London and another three in Edinburgh.

1	**a** decide **b** decided	**c** were deciding **d** had decided
2	**a** are operating **b** operate	**c** operated **d** had been operating
3	**a** prepare **b** are preparing	**c** were preparing **d** had prepared
4	**a** run **b** are running	**c** ran **d** had run
5	**a** cooperate **b** cooperated	**c** were cooperating **d** had been cooperating
6	**a** grows **b** is growing	**c** was growing **d** had grown

5 Translate the Polish fragments of the sentences into English. Use the correct simple form in one sentence and the correct continuous form in the other.

1a This weekend my parents (*jadą*) ... hiking in the mountains with some friends.
1b Are there any coaches that (*jadą*) ... to Zakopane at weekends?
2a I (*czytałem*) ... an interesting article about exchange programmes while I was in Scotland.
2b Somebody stole my suitcase while I (*czytałem*) ... the timetable at the train station in Glasgow.
3a Gina (*próbowała*) ... to learn French for a few months before she went to Quebec, but she still couldn't understand the locals for the first few weeks.
3b Alicia felt comfortable on the slope because she (*próbowała*) ... snowboarding a few times before.

6 You are going to tell a story. Choose one of the situations below. Then plan what you want to say about where you were and when – and what happened during your time there. Think about how to use all four past forms at least once.

a Something that happened while you were on holiday
b A time you stayed with other people
c A place you have visited

7 Work in pairs. Tell each other your stories.

1 Which other schools had you considered before you decided to choose your current school?
2 What other foreign languages are you learning? How often do you have a chance to use them?

5 **1a** are going
1b go
2a read
2b was reading
3a had been trying
3b had tried

Life Skills guide
5 Mediation

3 **1** love
2 am planning / plan
3 went
4 spent
5 had ever gone/been
6 loved
7 were staying
8 visited
9 had been dreaming / had dreamt
10 am hoping / hope

Life Skills guide
6 Creativity, Mediation,

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–7 p. 83, ex. 1–2 p. 93 • If short of time, skip ex. 6–7 p. 83.

5h/week • Workbook ex. 1–4 p. 71

7h/week • Photocopiable grammar games and activities, TB pp. 338, 341 (5.1) • Extra online resources (see Technology guide)

5D Cele lekcji: Rozumienie tekstu pisanego o jeździe autostopem.

1 Is it easy to live without a car nowadays? How do people without cars get by?
2 How often do other people give you a lift when you need one?

5D Reading

VOCABULARY BUILDING Phrasal verbs

We often use phrasal verbs in conversation instead of more formal words. They are very common in English. The meaning of a verb often changes when it is used in a phrasal verb.

1 Rewrite the phrases in italics using the correct form of the phrasal verbs in the box.

break down	come down to	pick up
pull up	queue up	turn out

1 They offered to give me a lift to the airport and *collected me* from the hotel at eight o'clock.
2 The bus *stopped working* on the way there so we were five hours late.
3 It was the New Year holiday, so I had to *wait in a line* for hours to get a train ticket.
4 I think the changes *are basically because* of two things: wealth and technology.
5 A car stopped *by the side of the road* and the driver asked us for directions.
6 I was worried because I'd never been abroad before, but everything *was* great in the end.

1 1 picked me up
2 broke down
3 queue up
4 come down to
5 pulled up
6 turn out

Life Skills guide
2 Creativity, Mediation

2 Check the meaning of the phrasal verbs in the questions below. Then, answer the questions.

1 What are the best places to *hang out with* friends?
2 How often do you have a chance to *lie around*?
3 Who usually *looked after* you when you were a kid and your parents were not at home?
4 When was the last time your school principal *stepped out* and made a speech to the students?

Exam guide
3 Oral Matura

3 Work in pairs. Describe the photo on page 85, then answer the questions.

1 How do you think the robot communicates with drivers?
2 Would hitchhiking be fun for you? Why?/Why not?
3 Tell your partner about a time when the means of transport you were travelling on broke down.

Life Skills guide
3 Communication, Creativity, Mediation

READING

Understanding a text about hitchhiking

Life Skills guide
8 Critical thinking

4 Read about hitchhiking and match the headings with the paragraphs (1–6).

a Fear
b More wealth
c New needs and opportunities
d Legal restrictions
e Low-cost flights
f Greater access to cars

Exam guide
4 Reading Matching headings

Life Skills guide
9 Creativity, Critical thinking

5 Choose the best option to answer the questions.

1 What do we learn about the author's hitchhiking experience?
a He used to hitchhike a lot with his daughter.
b He was too scared to try.
c Hitchhiking was a popular way of travelling for him when he was young.
d He gave up hitchhiking because there were always too many people waiting for a lift.

2 What does the author suggest as one of the reasons for the falling popularity of hitchhiking?
a Robberies involving hitchhikers
b Tripping and falling
c Cases of hitchhikers murdered by psychotic drivers
d Horror movies and mass media

3 Why is the example of a city in Virginia given?
a It's a solution that can reduce traffic.
b To show that freeways are badly-organised.
c It's a solution that increases the comfort of driving.
d It's a solution used in 80% of American states.

6 Work in pairs. Imagine you are standing at the side of a road trying to hitchhike. Tell your story.

- where you are going
- why you are hitchhiking
- how you are feeling
- what happens next
- how the story ends

7 Tell your stories to other people in your class. Vote on the best one. Explain why it is the best story.

CRITICAL THINKING Evaluating ideas

Evaluating ideas and judging them against other perspectives helps to develop your own point of view.

8 Work in groups. Discuss the questions.

1 What comparison does the author provide from the website Wand'rly? Do you think it is a fair comparison? Why?/Why not?
2 Why do you think the author says he got a different perspective to other tourists? Is it true? Do you think his perspective was better? Why?/Why not?

9 MY PERSPECTIVE – SPEAKING

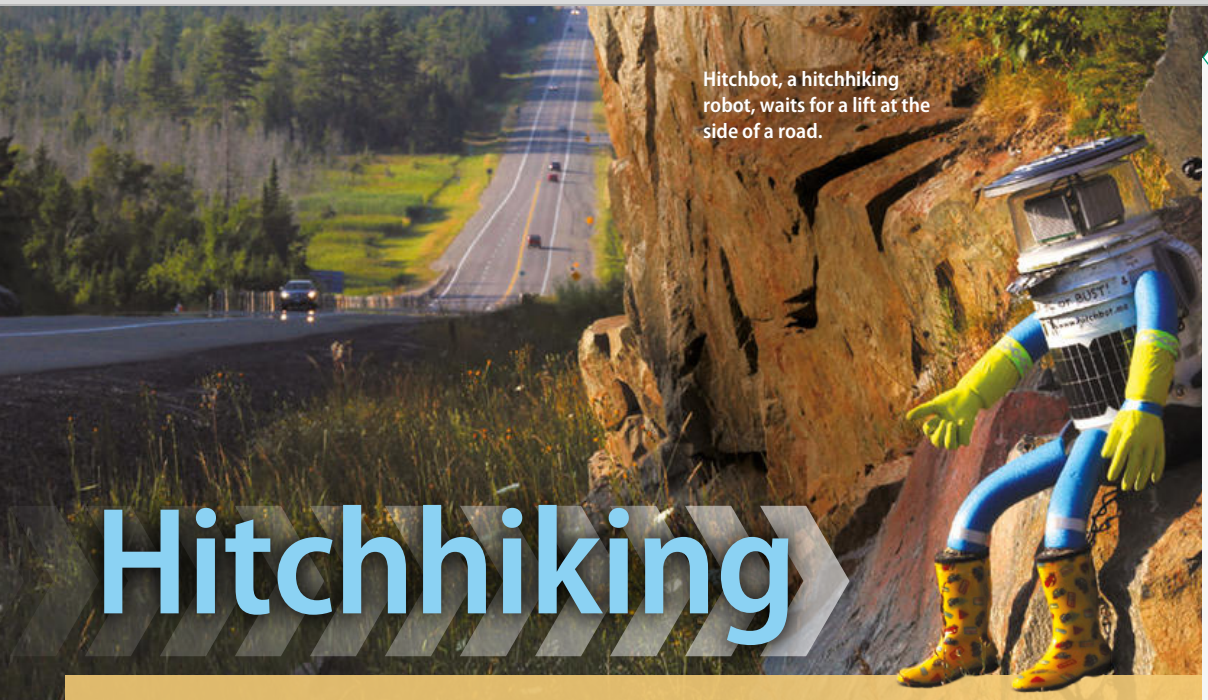
Work in pairs. Discuss the questions.

1 Do you think more hitchhiking is a good idea? What other reasons could there be for doing it?
2 How could you make hitchhiking safer?

3h/week • Student's Book ex. 1–9 p. 84 • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–6 p. 72

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 344 (5.4) • Extra online resources



Hitchbot, a hitchhiking robot, waits for a lift at the side of a road.

Hitchhiking

Where did all the hitchhikers go?

42 I was driving along the other day, and I passed a man sticking his thumb out. He was asking for a lift. When we had gone past, my daughter, who is 15, asked me, 'What was that man doing?' The question surprised me because hitchhiking used to be so common. I used to do it all the time when I was a student going home to visit friends, and I also spent one summer hitching around South America. Often when you went to some hitching spots, you'd have to queue up behind several others already waiting for a lift – it was so popular. So what happened? Why is it so rare now? The authors of *Freakonomics*, Stephen Dubner and Steve Levitt, have also asked this question in one of their regular podcasts and suggested it probably comes down to five main reasons.

(1) a
Several horror films have shown psychotic drivers who kidnap and murder the hitchhiker they pick up (or vice versa), and this has been reinforced by certain stories in the media of people getting robbed and being left in the middle of nowhere. Unsurprisingly, this has caused trust to break down. Some people believe that the chances of these things happening are small. The website Wand'rly, for example, suggests people are far more likely to die by tripping and falling than hitchhiking.

(2) d
There are more major roads now than there used to be, and hitching is either banned or drivers are not allowed to pull up.

(3) f
Alan Piskarsi, a transport expert, points to the fact that cars last longer so there are more of them available at a cheaper price and, what's more, many more people have driving licences.

(4) e
In the past, young people simply couldn't afford to fly long distances and travelling by train wasn't necessarily much quicker than travelling by car. However, now we have budget airlines, making air travel more accessible.

(5) b
Alongside that, people's standard of living has increased and perhaps people opt for higher levels of comfort, privacy or reliability when they travel.

(6) c
The trouble is that privacy comes at a cost. Levitt and Dubner state that in the USA, 80 percent of passenger space in cars is unused, which makes them more costly to operate and creates unnecessary traffic and pollution. The solution could be more hitchhiking! They give the example of a city in Virginia, where commuters have organised a spot where they meet to hitch a lift so drivers with no passengers can use fast lanes on the freeway that are reserved for cars that contain more than one person.

Fresh fears

But what about general travel? I often argued with my parents about the dangers of hitching, and I would tell them about all the amazing experiences I'd had and the generous, interesting people I'd met. And I think it genuinely gave me a different perspective to other travellers and tourists. But now I look at my daughter and I wonder about her going on a trip. Would I want her to go hitchhiking?

Culture guide

Interesting facts

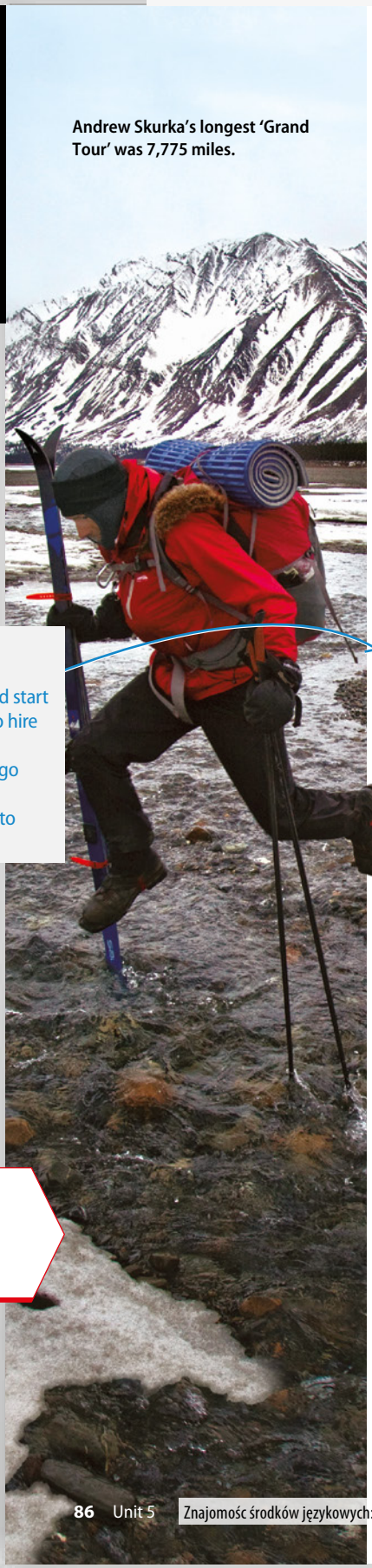
Hitchbot was a robot created as a social experiment by a team of professors and students from McMaster University and Ryerson University in Canada. In 2014, the robot successfully hitchhiked 19 rides across Canada travelling over 10,000 km in just 26 days. In 2015, Hitchbot explored cities in Germany and the Netherlands. Today, it can be seen on display in the Canadian Science and Technology Museum in Ottawa. Its designers equipped the robot with a GPS device and a 3G connection so they could track it, as well as a camera to document its journeys. Hitchbot, which was powered either by solar power or by cigarette lighter sockets in cars, wasn't able to walk. It had to ask for a ride and it was programmed to have basic conversations with drivers and passengers.

Fast Finishers

Write a short conversation (4–5 sentences for each speaker) between a hitchhiker and a driver from the moment the driver stops to offer a lift.

5E Cele lekcji: Stosowanie przeszłych form w rozmowie o zwyczajach, stałych czynnościach i wydarzeniach.

1 How did you use to spend time after lessons when you were at primary school?
2 What means of transport would your parents usually choose when you went on holidays or trips together?



Andrew Skurka's longest 'Grand Tour' was 7,775 miles.

5E Grammar 2

Used to and *would*

Talking about habits, regular actions or events in the past

1 Look at the Grammar box. Match the structures (1–3) with the uses (a–c).

1 past simple b
2 *used to*, *would*, past simple c
3 *used to* or past simple a

a to describe a past state over a period of time
b to describe individual past events and situations
c to describe a habit or regular action in the past

Used to and would

*Hitchhiking **used to be** so common. I **used to do it** all the time when I **was** a student going home to visit friends, and I also **spent** one summer hitching around South America. Often when you went to some hitching spots, **you'd have to queue up** behind several others already waiting for a lift – it was so popular. **I often argued** with my parents about the dangers of hitching, and **I would tell them about** all the amazing experiences I'd had.*

More explanation in Grammar reference on p. 92.

2 Read about Grand Tours. Complete the sentences with the verbs in brackets. Where possible, use *would* or *used to*. Otherwise, use the past simple.

Humans have always been travellers, moving out of Africa to all parts of the world in search of space, food, and resources. But actually, the idea of guided tourism for leisure and education (1) ... (*not / start*) until the 17th century, when the Grand Tour began to be established. Young aristocrats* from different parts of the world (2) ... (*enjoy*) travelling for several months around important sights in Europe after they had finished university. The Tour often (3) ... (*start*) in the Netherlands, where the tourists (4) ... (*hire*) a coach, servants, and a tutor to show them the sights and teach them about what they saw. From the Netherlands, they went to Paris, where they (5) ... (*can*) take a French language course before moving on to Switzerland and then crossing the Alps to Italy. After an extensive tour of Italy, they (6) ... (*go*) home directly or return to the Netherlands via Austria and Germany. Those who (7) ... (*not / have*) enough of travelling would carry on south to Greece.

The Grand Tour played an important role in education and in the spreading of culture. The tourists (8) ... (*bring*) back paintings and books that influenced artists in their own country. The Venezuelan Francisco de Miranda even saw the beginnings of the French Revolution on his Grand Tour, which led him to fight for independence for his country.

aristocrat *person belonging to a high class*

2 1 didn't start
2 used to enjoy
3 used to start / would start
4 would hire / used to hire
5 could
6 would go / used to go
7 didn't have
8 would bring / used to bring

3 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you think anyone does Grand Tours today? How are they similar to/ different from to the Grand Tours you read about in exercise 2?
2 Where would you go if you could do a Grand Tour over a few months? Why? Think about:
- the sights you would visit
- the food you would eat
- the people you would meet

Life Skills guide

3 Creativity, Critical thinking, Mediation

3h/week • Student's Book ex. 1–8 pp. 86–87, ex. 3–5 p. 93 • If short of time, skip ex. 6–8 p. 87.

5h/week • Workbook ex. 1–7 pp. 74–75

7h/week • Photocopiable grammar games and activities, TB pp. 338, 342 (5.2) • Extra online resources (see Technology guide)

4 Complete the text with the phrases in the box. There are more phrases than you need.

changed | didn't use to see | get depressed | spent | used to change | used to freeze | used to go | used to hate | used to spend | would get very wet

Andrew Skurka is an ultra-hiker. Every year, he (1) … on hikes that are thousands of miles long, walking between 25 and 40 miles a day. One of his most amazing journeys was circling the Arctic in 176 days. His boots (2) … for 156 of those days and they (3) … overnight. He (4) … that feeling when he had to force his feet into the icy boots each morning.

Unsurprisingly, he (5) … many people during his trips and once, he (6) … 24 days completely on his own. He'd sometimes (7) … and cry, but one day he came across a herd of caribou and it (8) … his perspective. He realised he was very similar – just one more creature on Earth like them.

More exercises in Grammar practice on p. 93.
Do exercises 3–5.

5 Translate the Polish fragments of the sentences into English. Use *used to* or *would* where possible.

1 I (*przejechałem*) … over 100,000 kilometres in my previous car.
2 (*Jadaliśmy*) … in restaurants more often where we lived before. There aren't many good places to eat out here.
3 Before Mick started high school, he (*nie podróżował*) … a lot.
4 Maria (*bała się latać*) … , but when she got on a plane for the first time, it wasn't as bad as she feared.
5 During his tour around Asia, Samuel (*miał*) … an opportunity to try lots of exotic dishes.

6 **CHOOSE**

Think about what your parents or grandparents did during their holidays when they were growing up. Write any similarities and differences compared to what you do during your holidays.

7 Work in groups. Discuss how travelling is different now from what it used to be like in the past. Think about popular destinations, ways of travelling, and typical activities. Make a list of six differences – you can write about facts you know for sure, but you can also make your guesses about the past.

Most people travel in their own cars now, but in the past they used to go by train or coach.

8 Work in pairs. Tell your partner about two of the following.

- Something you used to believe and why you changed your mind.
- Something you used to like doing and why you don't like it or do it now.
- Something you do now that you never used to do and why.
- Someone you used to spend a lot of time with and what you would do.



In the past, only young aristocrats were able to visit classical sites such as the Pantheon in Rome, Italy.

4 1 used to go
2 would get very wet
3 used to freeze
4 used to hate
5 didn't use to see
6 spent
7 get depressed
8 changed

Life Skills guide
7 Collaboration, Creativity, Mediation

Life Skills guide
8 Critical thinking, Mediation

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

5 1 drove
2 We used to eat / We would eat
3 didn't use to travel / wouldn't travel / didn't travel
4 used to be afraid/scared of flying / was afraid/ scared of flying
5 had

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

How was travelling 20 years ago different from travelling now? Think of 5–6 differences, use *used to* or *would* where possible.

1 When was the last time a stranger asked you something in the street or when did you last ask a stranger for help?
2 What kinds of local entertainment would you recommend to the following three groups of tourists visiting your area – teens, 40- and 60-year-olds?

5F Speaking

Life Skills guide
1 Collaboration, Mediation

Life Skills guide
2 Collaboration, Mediation

Exam guide
4 Oral Matura

Life Skills guide
4 Communication, Mediation

Culture guide

Interesting facts

The Perito Moreno Glacier is an important tourist attraction for trekkers in southern Argentina. Its ice comes from the an ice field in the Andes, the world's third largest reserve of fresh water. Scientists don't know why this 30-kilometre-long glacier is moving forward while most glaciers around the world are disappearing. The glacier is 5 km wide at the front and blocks water in the Argentino Lake so that the level of that side of the lake rises many meters. Then, every few years, the water suddenly breaks through in a huge natural spectacle. There are many videos online of these 'ruptures'.

Useful language

Making suggestions

If sports/sightseeing is their thing, then the best place to go is …
If they want to experience a genuine local night out, I'd suggest trying …
If they're only staying here for a short while, they should probably …
If you ask me, the one place they really have to go to is …

Reacting to suggestions

If they'd rather try something different, … might be worth a go.
I wouldn't bother going to … , personally.
They'd be best (off) going to …

Making suggestions and recommendations

1 Work in pairs. Make a list of three places close to where you live that you would recommend to each of the groups of people. Think about places to stay, places to eat, places to shop, places to visit, etc.

a couple in their 50s or 60s	a father with a young teenage son
a group of teenage friends	a young married couple with a child

2 Compare your list with another pair of students. Make suggestions for the best places for each group of people. Use the Useful language box to help you.

3 Put the sentences in the correct order to make a conversation between a local person and a guest. Then listen and check your answers. 43 p. 390

a Well, there's a great steak place down by the river. 4
b I'm thinking of seeing some sights today. Can you recommend anywhere? 1
c In that case, you'd be best off going to Madragora – a nice little vegetarian place near the park. 6
d OK. Well, I'll check that out this morning, then. And do you know anywhere good to have lunch? 3
e Great. Thanks for the tip. 7
f Oh, right. Well, actually, I don't eat meat, so … 5
g Well, the old town is well worth a visit. There are some amazing buildings there. 2

4 Work in pairs. There's a group of students from the UK who are visiting Poland and they are coming to your school for a day or two. You're discussing the most important information about Poland you should share with the visitors. In your discussion, include the following aspects:

- main holiday resorts
- type and length of holidays in Poland
- ways of spending free time
- some interesting cultural facts



Tourists walk across the Perito Moreno Glacier in Santa Cruz Province, Argentina.

3h/week • Student's Book ex. 1–4 p. 88
5h/week • Workbook ex. 1–4 p. 79
7h/week • Extra online resources

5G Writing

An article

Writing an article – a review

1 Read the article below. Make a list of things the writer liked about the place and things he didn't like.

(1) … It was my son's tenth birthday last week, and my wife and I thought that a visit to an amusement park would be the best present for him. We made a family trip to KidsCountry last weekend. Now that I think of it, we could have made a better choice.
(2) … I can't complain about the place as a whole. The rides there were enjoyable, which kept the kids satisfied, but given that the price for a family of four for the day was $195, it's just not worth it. Not when you realise that Fantasyland is cheaper. What's more, the queues are longer than at Fantasyland, as it is packed with locals. If it hadn't been as full and we'd actually got to go on more than three rides in seven hours – and it was less expensive – it might have been worth it. As it is, though, I'd give it a miss and go to Fantasyland instead.
(3) … The management of KidsCountry really has a lot of room for improvement. Firstly, they could adjust the price of a family ticket so as to make it more affordable. Some more rides are also necessary, which could reduce the queues.
(4) … These are minimum steps that should be taken to improve the situation. As long as the situation remains as it is, I'm definitely not taking my kids there again. I also suggest you look for another place to spend time with kids.

2 Work in pairs. Match the paragraphs (1–4) with the information the reviewer gives (a–e). Use one of the paragraphs twice.

a What suggestions the reviewer makes. 3
b What the reviewer liked about the place. 2
c The reviewer's conclusions and recommendations. 4
d The whereabouts of the reviewer's visit. 1
e What the reviewer didn't enjoy. 2

3 **WRITING TIPS** Adding comments

Here is some more information about KidsCountry. Match the two parts of the sentences.

1 The operator of one of the rides decided that my son was too short to have a ride, d
2 There was no place where we could buy a warm meal, c
3 We often take our two children to amusement parks, a
4 My younger son ate tons of candy floss, b

a which are their favourite attraction.
b which was particularly tasty at the park.
c which resulted in us leaving the park earlier to find a restaurant.
d which disappointed the boy greatly.

4 Choose one of the places below and make a plan for your article.

- holiday destination
- local tourist attraction
- local café or restaurant
- place you have stayed

Make notes about the following:

- the whereabouts of your visit
- good and bad aspects of your visit
- what might be improved

5 Write an article about the place you chose in exercise 4. In your article, review the quality of the place and suggest some steps that could be taken to improve its attractiveness. Use your notes from exercise 4 and some of the phrases suggested in the Useful language box. Add comments as in exercise 3. Write between 200 and 250 words.

More about an article in Writing guide on p. 154.

Writing strategies

Writing reviews
In reviews, it's quite common to use a relative clause starting with *which* to add a comment about a whole sentence.
I was a bit far from my school, which wasn't ideal.
It does great breakfasts, lunches and snacks, which is perfect if you're feeling hungry.

Useful language

Introducing follow-up comments
On top of that, …
What's more, …
One other thing was the fact that …

Recommending – and not recommending
I can't recommend it enough.
It's well worth a visit.
It's just not worth it.
I'd give it a miss (if I were you).

Giving tips and advice
They could (renovate the hall).
(New chairs) are necessary.
It would help if you (reduced the price).
They should consider (changing the style).

1 When you return home after a trip, do you tend to have more positive or negative memories?
2 What are some of the minor problems that might occur during a trip which do not spoil the fun of it?

Life Skills guide
4 Mediation

Exam guide
5 Writing
An article

Life Skills guide
5 Creativity,
Mediation
Practical skills

1

+	–
The rides there were enjoyable, which kept the kids satisfied	Given that the price for a family of four for the day was $195, it's just not worth it; they could adjust the price of a family ticket so as to make it more affordable The queues The management of KidsCountry really has a lot of room for improvement.

3h/week • Student's Book ex. 1–5 p. 89
5h/week • Workbook ex. 1–4 p. 80
7h/week • Extra online resources

Skills Review 5

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 During my holidays I had to visit a doctor because of food … . POISON
2 At the camp, I had no … as I shared the room with five other boys. PRIVATE
3 We chose this car because it is known for its … . RELY
4 Some new travel … are going to be introduced in this city at the end of the year. RESTRICT
5 The place I live in, and people in general here in north London, are rather … . WELCOME

poisoning
privacy
reliability
restrictions
welcoming

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The hotel was good but it took us a while to get used … spicy Mexican food. to
2 I am opting … a 5-star hotel as I want some luxury. for
3 During our journey we visited some little villages off the … track. beaten
4 It turned … that our plane was delayed and we had to wait. out
5 While Barbara was spending her holidays on a small south Pacific island, she came … a woman who spoke Polish. across

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Multiple choice

Parafrazy zdań

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 He offered to drive me to the airport.
LIFT
He offered … to the airport.

2 The number of hitchhikers has increased considerably within the last five years.
FAR
There are … now than five years ago.

3 It is said that driving is more dangerous than air travel.
AS
It is said that driving is not … air travel.

4 Many more people travel by air nowadays.
COMPARED
Nowadays, more people … the past.

5 He used to tell us stories about his expeditions to the Amazon.
WOULD
He … about his expeditions to the Amazon.

Exam guide
3 English in Use
Trasformations

3 1 to give me a lift
2 far more hitchhikers
3 as safe as
4 travel by air as compared to
5 would tell us stories

4 1 got/was robbed
2 had been driving (his/the car)
3 were hiking/walking
4 had broken down
5 had already left
6 has always dreamt of

Tłumaczenie fragmentów zdań

4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 When I was travelling by train to Colchester, I (*zostałem obrabowany*) … .
2 He (*prowadził samochód*) … for five hours when suddenly he lost control and hit a tree.
3 This time last week my friends and I (*chodziliśmy*) … in the mountains.
4 Their car (*zepsuł się*) … two days earlier so they came by train.
5 By the time we got to the station, our bus (*już odjechał*) … .
6 My brother (*zawsze marzył*) … seeing Manhattan. I hope he'll go to the States soon.

Uzupełnianie zdań

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 He would like to stay in China for a year to get a real … for the country and its culture.
a image
b feel
c perspective

2 After walking around the old town for five hours, I had … feet.
a sore
b painless
c ached

3 Look at the sign. You mustn't … up here. We need to look for a parking space elsewhere.
a stop
b pull
c pick

4 Locals and tourists … out on the beach and eat ice cream cones on the promenade when it is hot.
a hang
b move
c spend

3h/week • Student's Book ex. 1–9 pp. 90–91 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 82–83, ex. 1–5 p. 81 • If short of time, assign ex. 8 p. 83 for homework.

7h/week • Matura photocopiable activities, TB pp. 340, 345–348 (5.5–5.8) • Extra online resources (see Technology guide)

5 People know they shouldn't lie … on the beach all day long without sun cream on, yet they do it.
a about
b along
c around

6 My friend … a French language course before he moved to Paris.
a had taken
b was taking
c takes

7 They … another lane on this freeway last year only for coaches and trucks.
a built
b have built
c had built

Uzupełnianie zdań

6 **Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

cancel	contain	crash	establish
fly	hire	rob	

1 To organise the trip we had to pay for … a coach for 40 students. hiring
2 We'll travel to Paris by train, as we can't afford … there. The air tickets are too expensive for us. to fly
3 Watch out for your wallets. The number of … has increased in Venice recently. robberies/robbers
4 See the World is a well … travel agency, one of the oldest in our town. established
5 While we were having breakfast at the hotel, our guide … our visit to the Museum of Science due to some renovation there. cancelled

LISTENING

7 **Usłyszysz dwukrotnie wywiad z Tracy Weaver na temat podróżowania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 44 p. 390

1 Tracy was inspired to travel the world by …
a her teacher.
b other travellers.
c her family.

2 Tracy went to South America because she …
a needed no visa to travel there.
b considered it to be a wonderful place.
c chose this trip for financial reasons.

3 Tracy can afford to travel because she …
a works abroad as an English teacher.
b comes from quite a wealthy family.
c writes about travelling on the internet.

4 When talking about her impressions of South America, Tracy emphasises …
a teenagers' openness to foreigners.
b the stressful atmosphere in schools.
c the astonishing cultural differences.

SPEAKING

8 **Opisz zdjęcie.**



1 Who do you think caused the accident?
2 Do you enjoy travelling by car? Why?/Why not?
3 Tell us about an accident you, or someone you know, once witnessed.

WRITING

9 **Napisz artykuł do gazetki szkolnej, w którym uzasadnisz, dlaczego warto podróżować, oraz zrecenzujesz wycieczkę zorganizowaną przez biuro podróży.**

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

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

Exam guide
6 English in Use
Word formation

Exam guide
9 Writing
An article

Life Skills guide
9 Creativity, Mediation
Practical skills

Exam guide
7 Listening
Multiple choice

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 5

GRAMMAR 1 Present and past forms

Present simple (czas teraźniejszy prosty)

Czasu present simple używamy do opisywania:

- czynności i nawyków powtarzających się w teraźniejszości, mających charakter stały oraz będących ogólnymi prawdami:

  *I **miss** my host family.*

- czynności/wydarzeń, które nastąpią w określonym momencie w przyszłości zgodnie z harmonogramem:

  *We **arrive** at seven in the morning and then leave the following evening.*

Present continuous (czas teraźniejszy ciągły)

Czasu *present continuous* używamy do opisywania:

- czynności, które odbywają się w chwili mówienia lub w szerzej rozumianej teraźniejszości, oraz czynności o charakterze tymczasowym:

  *We**'re talking** about study-abroad programmes.*

- zaplanowanej, niedalekiej przyszłości:

  *I**'m meeting** some friends on Sunday.*

Past simple (czas przeszły prosty)

Czasu *past simple* używamy do opisywania czynności (w tym także następujących po sobie zdarzeń), które rozpoczęły się i zakończyły w przeszłości:

*I **spent** six months in Berlin in 2015. Then I came home.*

Past continuous (czas przeszły ciągły)

Czasu *past continuous* używamy do opisywania czynności, które wystąpiły w określonym momencie w przeszłości lub w trakcie których nastąpiła inna czynność:

*I **was thinking** about cancelling my trip when my friend suggested going together.*

Past perfect simple (czas zaprzeszły)

Czasu *past perfect simple* używamy do opisywania czynności, która poprzedziła inne wydarzenie w przeszłości, oraz kiedy chcemy podkreślić, że dana czynność trwała do określonego momentu w przeszłości:

*By 2015, he **had visited** ten countries.*

Past perfect continuous (czas zaprzeszły ciągły)

Czasu *past perfect continuous* (*had been* + *-ing*) używamy, aby podkreślić, że dana czynność rozpoczęła się w przeszłości i trwała do określonego momentu, który również nastąpił w przeszłości:

*I **had been saving** for five years before I went to Argentina.*

W wielu przypadkach czasów *past perfect* i *past perfect continuous* można używać zamiennie, ale należy pamiętać, że czasowniki statyczne nie występują w formach ciągłych (z końcówką *-ing*):

*I **had known** Greg for five years before he left for Australia.*

Ćwiczenia 1–2

GRAMMAR 2 *Used to* and *would*

Used to i *would*

Used to i *would* stosujemy do opisywania zwyczajów oraz regularnie powtarzających się czynności, które były wykonywane w przeszłości, ale już się zakończyły. W takich zdaniach możemy również użyć czasu *past simple*:

*I **used to** do it all the time when I was a student and was going home to visit friends … Often, when you went to hitching spots, you'd have to queue up behind several others already waiting for a lift … I often **argued** with my parents about the dangers of hitching a lift and I **would** tell them about all the amazing experiences I'd had.*

Stany, które trwały w przeszłości, ale już minęły, opisujemy za pomocą *used to* lub *past simple* (nie: *would*):

*Hitchhiking **used to** be/was~~/would be~~ so common when I was/**used to** be/would be a student.*

Pojedyncze wydarzenia i sytuacje, które nastąpiły w przeszłości, opisujemy za pomocą *past simple*:

*I also **spent**~~/used to spend/would spend~~ one summer hitching lifts around South America.*

Zdania przeczące tworzymy za pomocą *didn't use to* lub *never used to*:

*People **didn't use to** worry about sharing their space.*

*People **never used to** worry about sharing their space.*

Pytania tworzymy za pomocą *did … use to*:

***Did** you **use** to go there?*

Ćwiczenia 3–5

Grammar practice

1 Choose the correct options.

I (1) *was going* / *went* on a French exchange recently. I (2) *was staying* / *stayed* with a French boy named Olivier and his family for three weeks over Easter. I (3) *had* / *was having* an amazing time out there. They (4) *were taking* / *took* me skiing for ten days, which was incredible! I (5) *didn't go* / *hadn't been* before, but (6) *I'd been having* / *I was having* lessons on an artificial slope to get myself ready, so I wasn't completely useless when I got there. Over the next few weeks, both my skiing and my French (7) *had improved* / *improved*. The only bad thing about the trip was that while we (8) *had been staying* / *were staying* in the mountains, I got really ill. I don't know if it was food poisoning or what, but I (9) *felt* / *had felt* really bad. Olivier (10) *has been coming* / *is coming* here in July. I'm a bit worried because I can't take him to do exciting things like skiing! Most of the time here, (11) *I just hang out* / *I'm just hanging out* with my friends. (12) *I still look* / *I'm still looking* forward to seeing him, though.

2 Complete the sentences. Use the past perfect continuous form of the verb if appropriate. If not, use the past perfect simple.

1 My sister … (*talk*) about doing a student exchange for years, so it's great that she finally went.

2 We … (*know*) each other for years before we decided to go travelling together.

3 I got really badly sunburnt. I … (*lie*) around on the beach all day and just forgot to put sun cream on!

4 I … (*see*) quite a lot of the country during my time there, but that was my first time in the capital.

5 This was my third time in the city. I … (*enjoy*) it the other two times but didn't have much of a feel for it yet.

6 They were so kind. We … (*stay*) in a B&B, but they said we could sleep at their place.

3 Complete the text about HitchBot with *would*, *used to* or the past simple in each gap.

HitchBot was a special robot designed by scientists at two Canadian universities as an experiment to see how humans react to robots. They (1) … send the robot on hitchhiking trips with instructions to try and visit certain places along the way. They (2) … leave the robot at the side of the road and when someone pulled up to see what it (3) …, the robot (4) … read a message explaining what it wanted to do. The driver then had to pick up the robot, put it in their car and then leave it by the side of another road to be picked up by someone else. The vast majority of people (5) … the robot well and it (6) … four trips in Canada, Holland, Germany and the USA.

3 1 would / used to
2 would / used to
3 was
4 would
5 treated
6 made/did/completed/managed/took

4 Rewrite each sentence using *used to* or *would* and the verb in capitals.

1 My grandparents usually came on holiday with us when I was younger.
COME
My grandparents … on holiday with us when I was younger.

2 In the past, most workers only had one day a week as a holiday.
WORK
In the past, most workers … six days a week.

3 In the 19th century, women usually travelled with someone.
TRAVEL
Women … on their own in the 19th century.

4 My hair's a lot longer now.
HAVE
I … shorter hair.

5 My dad gave up playing football professionally because he got injured.
BE
My dad … a professional footballer until he got injured.

4 1 used to come / would (usually) come
2 used to work / would work
3 didn't use to travel / wouldn't (usually) travel
4 used to have
5 used to be

5 Complete each pair of sentences with the correct form of the verb in bold and a pronoun. Use the adverb in brackets, if given. Put one sentence in a past form and the other in a present form.

leave

1a When I went to Mexico in 2016, it was the first time … my country. (*ever*)

1b … ? You've hardly seen the city. (*already*)

get used to

2a I was in the UK for almost nine months, but I can't say I … the food. (*ever*)

2b It's taken a while, but … speaking in Spanish. Hopefully, I'll be fluent by the time we leave. (*slowly*)

stay

3a I was a bit worried because … with a host family before, but it was fine. (*never*)

3b Where … on your study-abroad trip next year?

get

4a We took a wrong turn back there. … very off the beaten track.

4b We went to seven cities in four days, so … a feel for the places. (*hardly*)

2 1 had been talking
2 had known
3 had been lying
4 had seen
5 had enjoyed
6 had been staying

5 1a I had ever left
1b You're leaving already / You're already leaving / Are you leaving already
2a ever got used to
2b I'm slowly getting used to
3a I had never stayed
3b are you staying
4a We have got
4b we hardly got

Wordlist Unit 5 45

VOCABULARY p. 81

awkwardness (n) /ˈɔːkwədnəs/ niezręczność; skrępowanie
B&B (bed and breakfast) (n) /ˌbiː ən ˈbiː (ˌbed ən ˈbrekfəst)/ zakwaterowanie ze śniadaniem
culture shock (n) /ˈkʌltʃə ʃɒk/ szok kulturowy
food poisoning (n) /ˈfuːd ˌpɔɪzənɪŋ/ zatrucie pokarmowe
get a real feel for (phr) /ˌget ə rɪəl ˈfiːl fə/ poczuć, zrozumieć
get robbed (phr) /ˌget ˈrɒbd/ zostać okradzionym
get used to (phr) /ˌget ˈjuːst tə/ przyzwyczajać się do
go hiking (phr) /ˌgəʊ ˈhaɪkɪŋ/ wybrać się na wędrówkę
hang out (phr v) /ˌhæŋ ˈaʊt/ spędzać razem czas
left to your own devices (phr) /ˌleft tə jɔːr ˌəʊn dɪˈvaɪsɪz/ zdany tylko na siebie
lie around (phr v) /ˌlaɪ əˈraʊnd/ wylegiwać się
off the beaten track (phr) /ˌɒf ðə ˌbiːtn ˈtræk/ z dala od uczęszczanego szlaku, na uboczu
see the sights (phr) /ˌsiː ðə ˈsaɪts/ podziwiać widoki
sore feet (n) /ˌsɔː ˈfiːt/ bolące nogi
stay with a host family (phr) /ˌsteɪ wɪð ə ˌhəʊst ˈfæməli/ mieszkać u rodziny goszczącej
student exchange (n) /ˌstjuːdnt ɪksˈtʃeɪndʒ/ wymiana studencka
study-abroad programme (n) /ˌstʌdi əˈbrɔːd ˌprəʊgræm/ program wymiany studenckiej
trust (n) /trʌst/ zaufanie
welcoming (adj) /ˈwelkəmɪŋ/ ciepły, serdeczny

LISTENING p. 82

application form (n) /æplɪˈkeɪʃn ˌfɔːm/ formularz aplikacyjny, podanie
be in touch with (phr) /ˌbiː ɪn ˈtʌtʃ wɪð/ mieć kontakt z
benefit (from) (n,v) /ˈbenɪfɪt frəm/ korzyść; skorzystać z
break up (phr v) /ˌbreɪk ˈʌp/ zerwać (z kimś)
cancel (v) /ˈkænsl/ odwołać
come true (phr) /ˌkʌm ˈtruː/ spełniać się
date back to (phr) /ˌdeɪt ˈbæk tə/ sięgać do, datować
entry fee (n) /ˈentri fiː/ opłata za wjazd/ wejście
get by (phr v) /ˌget ˈbaɪ/ dawać radę, przetrwać
get involved (v) /ˌget ɪnˈvɒlvd/ zaangażować się
give sth a go (phr) /ˌgɪv ˌsʌmθɪŋ ə ˈgəʊ/ dać czemuś szansę, spróbować
keen to do sth (phr) /ˌkiːn tə ˈduː ˌsʌmθɪŋ/ chętny do zrobienia czegoś
long to do sth (phr) /ˌlɒŋ tə ˈduː ˌsʌmθɪŋ/ pragnąć coś zrobić
mature (v, adj) /məˈtʃʊə/ dojrzewać; dojrzały, dorosły
open-mindedness (n) /ˌəʊpənˈmaɪndɪdnəs/ otwartość umysłu, brak uprzedzeń
overseas (phr) /ˌəʊvəˈsiːz/ za granicą
step off the plane (phr) /ˌstep ˈɒf ðə ˈpleɪn/ wysiadać z samolotu
submit an application (phr) /səbˌmɪt ən æplɪˈkeɪʃn/ złożyć wniosek, podanie

GRAMMAR 1 p. 83

continuously (adv) /kənˈtɪnjuəsli/ ciągle
cooperate (v) /kəʊˈɒpəreɪt/ współpracować
do an expedition (phr) /ˌduː ən ˌekspəˈdɪʃn/ wyruszyć na wyprawę, ekspedycję
hire a coach (phr) /ˌhaɪər ə ˈkəʊtʃ/ wynajmować autokar
locals (n) /ˈləʊklz/ miejscowi
operate (v) /ˈɒpəreɪt/ działać, pracować
permanent (adj) /ˈpɜːmənənt/ stały
slope (n) /sləʊp/ stok
suitcase (n) /ˈsuːtkeɪs/ walizka
timetable (n) /ˈtaɪmˌteɪbl/ rozkład jazdy
travel agency (n) /ˈtrævl ˌeɪdʒənsi/ biuro podróży

READING pp. 84–85

a fast lane (n) /ə ˈfɑːst ˌleɪn/ pas szybkiego ruchu
accessible (adj) /əkˈsesəbl/ dostępny
ask for a lift (phr) /ˌɑːsk fər ə ˈlɪft/ prosić o podwiezienie
ask for directions (phr) /ˌɑːsk fə dɪˈrekʃnz/ pytać o drogę
banned (adj) /bænd/ zakazany
basically (adv) /ˈbeɪsɪkli/ zasadniczo, z gruntu
break down (phr v) /ˌbreɪk ˈdaʊn/ zepsuć się
collect sb from (phr) /kəˈlekt sʌmbədi frəm/ odebrać kogoś z
come at a cost (phr) /ˌkʌm ət ə ˈkɒst/ wiązać się z kosztami
come down to (phr v) /ˌkʌm ˈdaʊn tə/ coś sprowadza się do czegoś
costly (adj) /ˈkɒstli/ kosztowny
decline (n) /dɪˈklaɪn/ spadek, schyłek
freeway (n) /ˈfriːweɪ/ autostrada
genuinely (adv) /ˈdʒenjuɪnli/ rzeczywiście
give sb a lift (phr) /ˌgɪv ˌsʌmbədi ə ˈlɪft/ podwieźć kogoś
hitchbot (n) /ˈhɪtʃbɒt/ robot do łapania okazji
hitchhiker (n) /ˈhɪtʃhaɪkə/ autostopowicz/ autostopowiczka
hitchhiking (n) /ˈhɪtʃhaɪkɪŋ/ podróżowanie autostopem
hitching spot (n) /ˈhɪtʃɪŋ spɒt/ miejsce dogodne do łapania okazji
in the middle of nowhere (phr) /ɪn ðə ˌmɪdl əv ˈnəʊweə/ na odludziu, na końcu świata
kidnap (v) /ˈkɪdnæp/ porwać, uprowadzić (człowieka)
low-cost flight (n) /ˈləʊˌkɒst ˈflaɪt/ tani lot
means of transport (n) /ˌmiːnz əv ˈtrænspɔːt/ środek/środki transportu
opt for (phr v) /ˈɒpt fə/ optować za, wybierać
pass (v) /pɑːs/ mijać
perspective (n) /pəˈspektɪv/ opinia; wyobrażenie
pick up (phr v) /ˌpɪk ˈʌp/ podwozić
point to (phr v) /ˌpɔɪnt ˈtʊ/ wskazywać na
privacy (n) /ˈprɪvəsi/ prywatność
psychotic (adj) /saɪˈkɒtɪk/ psychotyczny; chory psychicznie
pull up (phr v) /ˌpʊl ˈʌp/ zatrzymać się
queue up (phr v) /ˌkjuː ˈʌp/ stać w kolejce
reinforce (v) /ˌriːɪnˈfɔːs/ wzmacniać
reliability (n) /rɪˌlaɪəˈbɪləti/ niezawodność
restriction (n) /rɪˈstrɪkʃn/ ograniczenie
robbery (n) /ˈrɒbəri/ rabunek, kradzież
step out (phr v) /ˌstep ˈaʊt/ pokazywać się publicznie
stick one's thumb out (phr) /ˌstɪk wʌnz ˈθʌm aʊt/ wystawić kciuk do góry
trip (v) /trɪp/ potknąć się
turn out (phr v) /ˌtɜːn ˈaʊt/ okazywać się
unsurprisingly (adv) /ˌʌnsəˈpraɪzɪŋli/ jak można było się spodziewać
wait in a line (phr) /ˌweɪt ɪn ə ˈlaɪn/ czekać w kolejce

GRAMMAR 2 pp. 86–87

caribou (n) /ˈkærəbuː/ karibu, północnoamerykański renifer
carry on (phr v) /ˌkæri ˈɒn/ kontynuować
circle (v) /ˈsɜːkl/ okrążać
come across (phr v) /ˌkʌm əˈkrɒs/ natknąć się na
cross (v) /krɒs/ przecinać, przechodzić przez
establish (v) /ɪˈstæblɪʃ/ tworzyć; zakładać
guided tourism (n) /ˌgaɪdɪd ˈtʊərɪzəm/ turystyka zorganizowana
herd (n) /hɜːd/ stado
icy (adj) /ˈaɪsi/ lodowaty
in search of (phr) /ɪn ˈsɜːtʃ əv/ w poszukiwaniu
play an important role in (phr) /ˈpleɪ ən ɪmˌpɔːtnt ˈrəʊl ɪn/ odgrywać istotną rolę w
resources (n) /rɪˈzɔːsɪz/ zasoby naturalne
servant (n) /ˈsɜːvnt/ służący
site (n) /saɪt/ miejsce
take a course (phr) /ˌteɪk ə ˈkɔːs/ odbyć kurs
tutor (n) /ˈtjuːtə/ osoba ucząca, asystent/ asystentka
ultra-hiker (n) /ˌʌltrəˈhaɪkə/ turysta ekstremalny/turystka ekstremalna

SPEAKING p. 88

for a short while (phr) /fər ə ʃɔːt ˈwaɪl/ przez chwilę
glacier (n) /ˈglæsiə/ lodowiec
make a suggestion (phr) /ˌmeɪk ə səˈdʒestʃn/ zaproponować coś
married couple (n) /ˌmærid ˈkʌpl/ para małżeńska
province (n) /ˈprɒvɪns/ prowincja; województwo
react to (v) /riˈækt tə/ reagować na
steak place (n) /ˈsteɪk pleɪs/ miejsce, gdzie podają steki
you'd best off going (phr) /juːd biː ˌbest ˈɒf ˈgəʊɪŋ/ najlepiej zrobisz, jadąc

WRITING p. 89

adjust (v) /əˈdʒʌst/ dostosować
affordable (adj) /əˈfɔːdəbl/ przystępny cenowo, taki, na który można sobie pozwolić
amusement park (n) /əˈmjuːzmənt ˌpɑːk/ park rozrywki
as a whole (adv) /əz ə ˈhəʊl/ w całości

as long as (conj) /əz 'lɒŋ əz/ o ile; tak długo jak
candy floss (n) /'kændi flɒs/ wata cukrowa
give sth a miss (phr) /'gɪv ˌsʌmθɪŋ ə 'mɪs/ darować, odpuścić sobie coś
improvement (n) /ɪm'pruːvmənt/ poprawa
on top of that (phr) /ɒn 'tɒp əv ˌðæt/ poza tym, w dodatku
packed with (adj) /'pækt wɪð/ wypełniony (np. ludźmi)
renovate (v) /'renəveɪt/ odnowić, odrestaurować
result in doing sth (v) /rɪˌzʌlt ɪn 'duːɪŋ ˌsʌmθɪŋ/ zaowocować zrobieniem czegoś
reviewer (n) /rɪ'vjuːə/ recenzent
ride (n) /raɪd/ atrakcja w wesołym miasteczku
whereabouts (n) /'weərəbaʊts/ miejsce pobytu

SKILLS REVIEW pp. 90–91

ache (v) /eɪk/ boleć
astonishing (adj) /ə'stɒnɪʃɪŋ/ zadziwiający
considerably (adv) /kən'sɪdərəbli/ znacząco
delayed (adj) /dɪ'leɪd/ opóźniony
emphasise (v) /'emfəsaɪz/ podkreślać, kłaść nacisk
freely (adv) /'friːli/ swobodnie
hug (v) /hʌg/ przytulać
ice cream cone (n) /'aɪs kriːm ˌkəʊn/ wafelek do lodów w kształcie rożka
luxury (n) /'lʌkʃəri/ luksus
painless (adj) /'peɪnləs/ bezbolesny
promenade (n) /ˌprɒmə'nɑːd/ deptak, promenada
tense (adj) /tens/ spięty
transform into (phr v) /træns'fɔːm ɪntə/ zmienić w
witness (v) /'wɪtnəs/ być świadkiem

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 My grandma is always keen (*podziwiać widoki i rozmawiać z miejscowymi*) ... when abroad.
2 When I took part in a student exchange, (*miałem zwyczaj mieszkać u rodziny goszczącej*) ... and it was fantastic.
3 They didn't have to (*przyzwyczajać się do czekania w kolejkach*) ... , as they lived in the USA.
4 My friend (*nigdy z nikim nie zerwał*) ... because he hasn't had a girlfriend yet.
5 She (*złożyła podanie o pracę na czas*) ... , but they turned it down.

2 Choose the correct option to complete each sentence.

1 When they refused to help me I felt I was left ... my own devices.
a to **b** up **c** on

2 An elderly man was trying to ... a busy street but he gave up.
a cross **b** pass **c** adjust

3 There was a surprising ... in camera production.
a trust **b** decline **c** search

4 He drove in the bus ... and didn't care.
a freeway **b** lane **c** promenade

5 He claimed that ... toursism had become popular many years before.
a banned **b** delayed **c** guided

3 Choose one of the options that best reflects the meaning of the highlighted sentence or its fragment.

1 A young woman ***was sticking her thumb out*** by the side of the road.
a was asking for a lift
b was giving a lift
c was offering a lift

2 Their new idea ***came at a cost*** so they held off on it.
a was not expensive
b involved money
c appeared too late

3 ***You'd be best off*** renovating your grandparents' cottage.
a No one would be into
b You would succeed in
c I strongly recommend

4 Many hours spent on that project ***resulted in*** winning the first prize.
a confirmed
b emphasised
c caused

5 That hiker ***carried on*** with the expedition despite terrible weather conditions.
a cancelled
b continued
c shared

4 Complete each sentence with the word that best fits the gap.

1 How many times have your wishes ... true?
2 We had the trip arranged by a ... agency.
3 Before visiting this museum we found out about the ... fees.
4 Our car broke down in the ... of nowhere.
5 Which ... of transport do you find the most reliable?

5 Use the word in capitals to form a word that fits in the gap.

1 I have never worn such a ... watch! COST
2 His recent ... were actually acceptable. SUGGEST
3 Children love going to ... parks. AMUSE
4 We will buy a new house here when we find an ... one. AFFORD
5 He couldn't stand the ... when he had to start a conversation. AWKWARD

Exam guide
1 English in Use
Translations

Life Skills guide
1 Mediation

1
1 to see the sights and talk to locals
2 I used to / would stay with a host family
3 get used to queuing up / waiting in a line
4 has never broken up with anybody
5 submitted a job application on time

Exam guide
2 English in Use
Multiple choice

Exam guide
3 English in Use
Transformations

Exam guide
4 English in Use
Gap-filling

4
1 come
2 travel
3 entry
4 middle
5 means

Exam guide
5 English in Use
Word formation

5
1 costly
2 suggestions
3 amusement
4 affordable
5 awkwardness

1 What area of business do you think you would be the most successful in? Why?
2 What relatively new products became instantly popular among young people?

6 The business of technology



Culture guide

Interesting facts

The photo shows a man standing inside a 'cave automatic virtual environment' (also known simply as 'cave'). It's a room-sized cube with 3.4-metre sides. Its walls, ceiling and floor are made of acrylic and act as screens that display high-quality 3D images. The first cave was invented in the US in 1992. The one in the photo was built at the Gdansk University of Technology in Poland and presented in 2014. What's unique about it is the gait simulator which looks like a transparent sphere and can be placed inside the cave. Just like a hamster wheel, the user can walk or even run inside it experiencing the virtual world freely. The headgear the user wears synchronises with the projectors inside the cave that project the 3D images. There are sensors that detect motion and align the image to the user's perspective. So, the user can 'walk' inside the image and study it from different angles.

IN THIS UNIT YOU LEARN

VOCABULARY
- social issues and events
- online crime
- responsibility in using social media
- skills necessary for success in business
- economy

GRAMMAR
- present perfect forms and past simple
- gerund and infinitive: objects before *-ing* and *to*
- verbs with two objects

SKILLS

Listening
- young entrepreneurs
- matching, multiple choice

Reading
- online crimes
- adjectives and noun collocations
- matching

Speaking
- making suggestions and recommendations

Writing
- a persuasive article

TED TALK
- scam emails

CRITICAL THINKING
- interpreting data

3h/week • Student's Book ex. 1–6 p. 97 • If short of time, skip ex. 5–6.

5h/week • Workbook ex. 1–9 pp. 84–85 • If short of time, skip ex. 7–8.

7h/week • Photocopiable vocabulary activities, TB pp. 350, 354 (6.3) • Extra online resources



A man stands inside a virtual cave at the Gdansk University of Technology in Poland. Virtual caves can be used by architects, doctors and firefighters to simulate real-world scenarios.

6A Vocabulary

Setting up a new business

Talking about social issues

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Creativity, Critical thinking, Mediation

1 Work in pairs. Describe the photo, then answer the questions.

1 What kind of image might the man have in front of his eyes right now? Why do you think so?
2 Would you like a job that makes use of virtual reality? Why?/Why not?
3 Tell your partner about a time when you used an advanced device or technology for the first time.

2 Work as a class. Discuss the questions.

1 What is the difference between an **entrepreneur** and a **businessperson**?
2 What qualities and skills do you think you need to be an entrepreneur?
3 How easy is it for young people to become businesspeople or entrepreneurs?
4 Can you think of any young entrepreneurs? Who was the youngest? What was his or her business?

Life Skills guide
3 Creativity, Mediation, Practical skills

3 Work in pairs. Discuss the questions.

1 How do people **raise money** for a business or a charity?
2 Who might businesspeople **negotiate with**? What about?
3 In what ways do businesses **market products**?
4 What might a business or a person **recover from**?
5 What are good and bad ways of **handling pressure**?

4 What may be important to start a new business? Choose the correct option.

1 … something new
a negotiate **b** invent **c** redesign

2 … money from investors
a raise **b** lend **c** ask

3 … with suppliers to get the best deal
a handle **b** manage **c** negotiate

4 find partners to … the product in different countries
a send **b** distribute **c** deal

5 have the confidence to … from failure
a recover **b** repair **c** accept

6 be good at … your product to increase sales
a meeting **b** networking **c** marketing

7 be capable of … stress and pressure
a preparing **b** holding **c** handling

8 be able to … a diverse range of people
a deal with **b** talk **c** get on

9 … a team of people
a apply for **b** figure **c** put together

10 … in an impressive office
a live **b** be based **c** show

Life Skills guide
5 Creativity, Critical thinking, Mediation, Self-development

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Decide on the three most important skills in exercise 4 that make a new business a success. Can you think of any other skills?

6 Explain your choices in exercise 5 to another pair of students. Do they agree? Why?/Why not?

1 Which area is it the easiest to start a successful business in – art, entertainment, sports or education?

2 Do you think Poles are successful as entrepreneurs? Can you name some Polish entrepreneurs who have recently been successful?

6B Listening

Listening to texts about young entrepreneurs

1 Listen to a woman talking about entrepreneurs. Think about the questions and take notes. 46 p. 391

1 How is being an entrepreneur changing?
2 According to the speaker, what is the most important aspect of being an entrepreneur?

2 Listen again. Choose the correct option. 46 p. 391

1 What is the most important factor to set up a successful company nowadays?
a It has to have a lot of workers.
b It has to use modern technology.
c Its office must be an impressive place.

2 How did Nick D'Aloisio become a millionaire?
a He was given 30 million dollars.
b He sold various articles to Yahoo!
c He developed an application.

3 What was Amanda's key to success?
a She sold her thrillers in the form of e-books.
b She found a dynamic publisher who sold millions of copies of her books.
c One of her books became a bestseller.

4 How do crowdfunding websites help young entrepreneurs?
a They make contacts with banks easier.
b They make it possible to collect money from lots of smaller or larger investors.
c They make it possible for companies to send gifts and say thanks to their customers.

5 Which of these statements about young entrepreneurs is true?
a They often go through some failures before they finally succeed.
b If they use Kickstarter, the chances of success grow by 50%.
c The most successful business nowadays is book publishing.

6 What is the general recipe for success according to the article?
a Money from banks, a young age, and position on the market.
b Passion, patience after failure, and new technologies.
c Corporate leadership, investments, and useful applications.

3 Work in pairs. Discuss the questions.

1 How has the internet changed entrepreneurship?
2 Do you think Kickstarter is a good idea? What might be the benefits and risks of raising money this way?
3 What do you think might be good or bad about being an entrepreneur?

4 Listen to four people talking about their experiences collecting money on Kickstarter for their new businesses. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence that you do not need. 47 p. 391

This speaker:
a has already financed a few projects from Kickstarter.
b has been unsuccessful so far in collecting money.
c hasn't said what their project is.
d wants to start production of a device that might be useful at parties.
e has already achieved their goal on Kickstarter.

1 Speaker 1: d
2 Speaker 2: b
3 Speaker 3: c
4 Speaker 4: e

5 Work in pairs. Discuss the questions

1 What kind of businesses have the largest chances of being successful on Kickstarter? Why?
2 Would you decide to support an entrepreneur by donating some money to a crowdfunded project? Why?/Why not?

1 Suggested answers:
1 Technology is making it easier to become an entrepreneur. Entrepreneurs need less money to start up a company. Entrepreneurs are more diverse and technology is encouraging diversity.
2 Confidence (*to recover from failure and maintain passion for what they do*).

Exam guide
2 Listening
Multiple choice

Life Skills guide
3 Critical thinking, Mediation

Exam guide
4 Listening
Matching

Life Skills guide
5 Critical thinking, Mediation



Topher White attaches a Rainforest Connection listening device to a tree in the Amazon Rainforest in Brazil to help stop illegal logging.

3h/week • Student's Book ex. 1–5 p. 98 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–6 p. 86

7h/week • Extra online resources

Fast Finishers

If you could choose any four people (from literally anyone in the world!) to help you start your own business, who would you choose and why? Write how they could contribute to the success of your company.

6C Grammar 1

Present perfect forms and past simple

Using present perfect forms and past simple

1 Look at the Grammar box. Read the sentences (a–c). Then answer the questions.

1 Which tense is each of the verb forms in bold?
2 Why do you think the different forms are used?

Present perfect forms and past simple

a *D'Aloisio's first investor **contacted** him by email from Hong Kong.*
b *Kickstarter **has been running** for several years now.*
c *Most successful entrepreneurs **have failed** at least once.*

More explanation in Grammar reference on p. 110.

2 Based on your ideas in exercise 1, complete the summary using each of the forms.

The number of entrepreneurs (1) ... (*grow*) ever since the arrival of new technology and online services. This new technology (2) ... (*reduce*) the barriers that previously (3) ... (*discourage*) people from setting up a business.

More exercises in Grammar practice on p. 111.
Do exercises 1–3.

3 Choose the correct option to complete the text.

Topher White is a young entrepreneur. At university he trained as a physicist, but since 2012 he (1) c a nonprofit company, Rainforest Connection, to help prevent the illegal practice of logging*. He (2) b a system using old mobile phones and solar power to hear the sound of saws and vehicles that illegal loggers use. The phones then send a warning to guards so they can stop the activity before it does too much damage. Topher first (3) a the system in Borneo, and in 2014, his Kickstarter campaign (4) a almost $170,000 to expand the company. Since then he has been active with groups such as the Tembe tribe in South America as well as with people in Africa. He (5) c on adaptation of the system in Indonesia for several months now. They have successfully detected a lot of illegal activity. The work Topher is doing is important because in some parts of the world they (6) b ten percent of forest cover this century, and deforestation is one of the biggest contributors to climate change.

logging *cutting down trees*

1	a ran	b has run	c has been running
2	a invented	b has invented	c has been inventing
3	a tested	b has tested	c has been testing
4	a raised	b has raised	c has been raising
5	a worked	b has worked	c has been working
6	a lost	b have lost	c have been losing

5 1 practised 2 became 3 won 4 set up 5 has published 6 have been visiting 7 has been running 8 have appeared 9 have been

4 Complete the sentences so they are true for you.

1 I haven't ... since ... .
2 ... has been doing a lot better since ... .
3 I ... over the last five years.
4 I ... for the first time last year.
5 The number of ... has grown a lot over the last few years.

5 Complete the text with the correct form of the verbs in the box. Use the past simple and the present perfect (continuous).

appear	be	become	practise	
publish	run	set up	visit	win

Anna Lewandowska used to be a sportswoman, but is now recognised as a successful entrepreneur. She started her sports career at the age of 13. She (1) ... karate and soon (2) ... so good at it that she started representing Poland in many European and international championships. She (3) ... over 30 medals and she ended her sports career in 2014.

In 2016, Anna (4) ... her own blog called Healthy Plan by Ann. She gives advice regarding physical workouts and diets there. She (5) ... hundreds of useful posts there (and a few books as well) and thousands of fans (6) ... her website regularly since then.

Since 2016, Anna Lewandowska (7) ... a company that specialises in the production and sales of healthy food. There are lots of different products that (8) ... in the company's portfolio so far, including smoothies, muesli, and kitchen accessories.

She's also known as wife of one of the best Polish footballers, Robert Lewandowski. They (9) ... together since 2013.

6 Work in groups. Try to convince other students that you would make the best entrepreneur. Use present perfect forms and the past simple.

I've been running our school debating team for the last two years, so I believe that I can negotiate well with other people.

I studied for nine exams last year, so I think I'm capable of handling stress and pressure.

7 Work in pairs. You're working on a new invention and you're planning to put your project on Kickstarter to gather money for its production. Discuss the following aspects:

- details of your invention
- amount of money needed
- what this money will pay for
- ways to promote the project

1 Think of a shop or service point in your area. How long has it been in business?
2 What have you been saving money up for recently? How much have you managed to save so far?

1 1a past simple
b present perfect continuous
c present perfect simple
2a to talk about completed events in the past
b to talk about the duration of activities that started in the past and continue now
c to refer to a completed event within a period of time including now

2 1 has been growing 2 has reduced 3 discouraged

Life Skills guide

6 Communication, Creativity, Critical thinking, Mediation, Practical skills, Self-development

Exam guide

7 Oral Matura

Life Skills guide

7 Collaboration, Communication, Creativity, Critical thinking, Mediation, Practical skills, Self-developement

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–7 p. 99, ex. 1–3 p. 111 • If short of time, skip ex. 6–7 p. 99.

5h/week • Workbook ex. 1–4 p. 87

7h/week • Photocopiable grammar activities, TB pp. 349, 352 (6.1) • Extra online resources (see Technology guide)

6D Cele lekcji: Rozumienie tekstu pisanego o przestępstwach internetowych.

1 What are the most common cybercrimes affecting young people nowadays?
2 Does your school teach you how to avoid becoming a victim of cybercrime?

6D Reading

1 Complete the sentences with the pairs of words.

confirm + scam	deleted + permission
emails + filter	inbox + attached
infected + backups	profile + edit
social media + posting	store + USB stick

1 Some of my posts were ... without my ... . deleted, permission
2 I can't believe how many ... manage to get through my spam ... . emails, filter
3 He's very active on ... . He's always ... new updates and adding photos. social media, posting
4 I keep my ... very private, and I often go back and ... things I've written. profile, edit
5 This strange email just arrived in my ... with a file ... to it, so I deleted it. inbox, attached
6 When they asked me to ... my bank details, I started to think it must be a ... . confirm, scam
7 I ... all my documents in the cloud now rather than use a ... . store, USB stick
8 I got a virus that ... a lot of my files and I didn't have any ... . infected, backups

Life Skills guide
2 Creativity, Critical thinking, Mediation

2 Work in pairs. How do you think the things in exercise 1 might happen? Why might people do some of them?

READING

Understanding a text about online crimes

3 Look at the infographic and read the stories. Answer the questions.

1 What mistake did each person make?
2 What was the result of each mistake?

Life Skills guide
7 Critical thinking, Mediation, Self-development

Life Skills guide
8 Critical thinking, Self-development

4 Read the texts. Complete the sentences with the correct names. You can use some names more than once.

1 ... received something else than what he/she paid for.
2 ... received several emails from the same person.
3 ... realised the problem after talking to a friend.
4 ... responded quickly to avoid the problems that someone said had occurred.
5 ... accepts the blame for what happened.

4
1 Bruno
2 Janella
3 Amelia
4 Laura
5 Janella

Life Skills guide
5 Creativity, Critical thinking, Self-development

5 MY PERSPECTIVE – SPEAKING

Make a list of the different ways you could protect yourself from the same kinds of online crimes that Laura, Bruno, Amelia and Janella encountered. Then work in pairs. Compare your lists.

Life Skills guide
9 Creativity, Critical thinking, Mediation, Self-development

VOCABULARY BUILDING Adjective and noun collocations 1

When you learn adjectives, it is a good idea to remember the nouns that they describe. Sometimes the adjective is next to the noun; however, sometimes it appears later in the sentence.

It's a very user-friendly website with lots of functions and it is also very secure.

6 Match the adjectives with the nouns they are used with in the stories on page 101.

1 the normal f	a hotels
2 a second-hand c	b relative
3 my personal h	c PlayStation
4 luxury a	d documents
5 common g	e fees
6 a distant b	f price
7 official d	g sense
8 legal e	h details

CRITICAL THINKING Interpreting data

You will often see visuals and charts in newspapers, books and web posts to add information and support a written text. You need to check that the statistics are from a reliable source and interpret the data for yourself.

7 Work in groups. Look at the cybercrime graphs on page 101. Discuss the questions.

1 Where does the data come from? Do you think this is a reliable source?
2 What's the most common crime? Why do you think that is?
3 Which age groups are least/most affected? Why do you think that is?
4 Do you think the statistics would be different for your country? Why? Do you know where to find them?

8 Work in groups. Discuss the questions.

1 Which of the mistakes do you think is the most/least serious? Why?
2 Why do you think each person acted as they did?
3 What do you think each person did after realising their mistake?

9 Work in pairs. You've been asked to organise a workshop for the local senior club to show the older citizens threats related to the internet. Discuss the following aspects:

- necessary materials to prepare
- most common crimes among older citizens
- ways to protect yourself from cybercrime
- real-life examples

3h/week • Student's Book ex. 1–9 pp. 100–101 • If short of time, skip ex. 7–9.

5h/week • Workbook ex. 1–5 p. 88

7h/week • Photocopiable vocabulary activities, TB pp. 350, 355 (6.4) • Extra online resources

Online crime

48 **The world becomes better connected every day. It's now easier than ever to keep in touch with friends and family around the world. Online banking allows people to access their accounts from anywhere that has an internet connection. People don't even have to leave the house to go shopping! However, with greater connectivity comes greater risk. Every year, hundreds of thousands of people become victims of online crime. We asked our readers to share some of their terrible tech tales while we examine where the crimes originate.**



Laura One day last year, I got a call from what I thought was my bank. They said someone was trying to take money from my account without my permission and that they needed to confirm my personal details to stop it. I'll be honest – I didn't really understand what was going on and wanted to stop anything bad from happening, so I gave them my name and address and date of birth. I didn't hear back, but a month later I got my credit card statement and found someone had spent over £11,000 on flights and luxury hotels!

Origin of crime: USA

Bruno I was surfing the web one day when I found a site selling Xboxes and PlayStations. I couldn't believe how cheap they were. They had stuff on there for half the normal price! I clicked on one item and bought what was advertised as a 'PlayStation 4 original box and receipt'. I assumed it was second-hand and, as it was only €150, I bought it without checking the details. You can imagine how I felt a few days later when the postman brought me just the box and the receipt!

Origin of crime: Romania

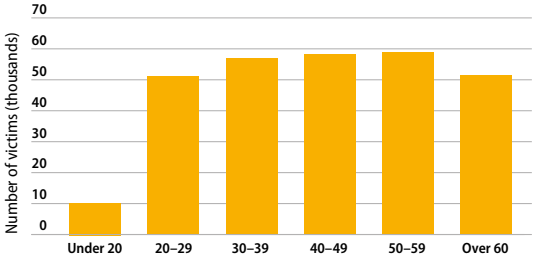
Amelia A friend of mine once sent me a Facebook invite from a new account, claiming she had lost the password to her previous one. She had some photos there and a group of people I knew were in her friend list, so I accepted her and was glad to see she chatted with me even more often than before. However, after some time, the chats become a bit uncomfortable for me, as she started asking me about things I considered too personal to talk about. I decided to mention that when I met her at school and she said she had NOT set up a new account! It must have been someone who only pretended to be her. I blocked and reported the fake account at once.

Origin of crime: Poland

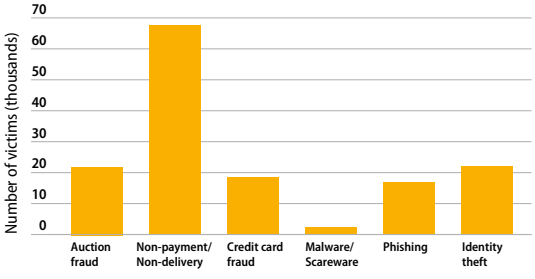
Janella Looking back, it was my own fault, but when I got an email saying a distant relative had died and left me millions of dollars, common sense went out of the window! It was from someone claiming to be a lawyer in West Africa. I know my dad's side of the family had connections there, so I thought it must be true. They attached documents that looked official and kept writing, so eventually I sent them $8,000 to pay the legal fees. Of course, it was a scam and I never heard from them again … or got my money back!

Origin of crime: West Africa

Cybercrime by age (USA)



Cybercrime by type (USA)



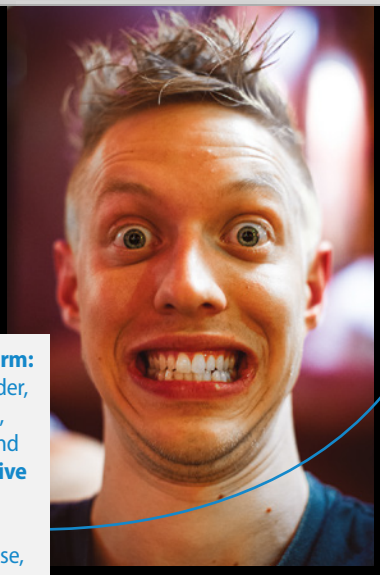
Source: U.S. Department of Justice / Federal Bureau of Investigation Statistics shown are for 2015.

Fast Finishers

Choose five of the adjectives 1–8 in ex. 6, p. 100 and think of other nouns they make collocations with. Write sentences containing your new collocations.

6E Cele lekcji: Stosowanie różnych składni czasownika.

1 What is the last thing you refused to do because you don't enjoy doing it?
2 When did you last buy something for another person? Did they give you the money for it?



6E Grammar 2

Verb patterns *-ing* or infinitive with *to*

Using different verb patterns

1 Work in pairs. Look at the Grammar box. Which of the verbs can be followed by the *-ing* form? Which can be followed by the infinitive with *to*?

admit	agree	arrange	can't stand	consider	decide	delay
enjoy	expect	finish	hope	intend	mind	miss
offer	plan	practise	promise	recommend	refuse	

1 Followed by the *-ing* form: admit, can't stand, consider, delay, enjoy, finish, mind, miss, practise, recommend
Followed by the infinitive with *to*: agree, arrange, decide, expect, hope, intend, offer, plan, promise, refuse

Verb patterns (*-ing* or infinitive with *to*)

When two verbs are used together, the second one often takes the *-ing* form or the infinitive with *to*.

They attached documents that looked official and ***kept writing****.*
Websites such as Kickstarter allow entrepreneurs to ***avoid selling*** *part of their business to an investor.*
They ***needed to confirm*** *my personal details.*
Over half of the campaigns on Kickstarter don't receive any funding because they ***fail to reach their set target.***

More explanation in Grammar reference on p. 110.

2 Choose the correct options to complete the blog post.

If you're anything like most people, you probably enjoy (1) *posting* / *to post* on social media. Maybe you hope (2) *creating* / *to create* a particular kind of image of yourself, or intend (3) *showing* / *to show* others what good taste you have! You're probably not planning (4) *providing* / *to provide* information that could be used against you in the future, but every time you post online or 'like' something, you're agreeing (5) *sharing* / *to share* that personal information with the world! Most of us avoid (6) *revealing* / *to reveal* too much about ourselves face to face, but for some reason, we don't mind (7) *doing* / *to do* this online! Everything you decide (8) *making* / *to make* public on the internet helps to build a very detailed picture of who you are and what you believe – and we're failing (9) *understanding* / *to understand* that this helps companies guess your age, gender, education, political views … and much more! Of course, most social media companies refuse (10) *guaranteeing* / *to guarantee* privacy for users. After all, we are their product. What they sell is the information we give them! Given this, I recommend (11) *using* / *to use* science to help us gain control over our data! Sites could warn us of the risks we are taking when we post certain kinds of information, for example. Failing that, of course, we could all just consider (12) *posting* / *to post* less!





3 You've just signed in on a new social networking site. The system displays three photos of people you might want to add to your friend list. Look at the photos and decide which of those people would be the best candidate to be added as your friend. Justify your opinion. Say why you reject the other two. Then, answer the questions.

1 What makes so many people write insulting and hateful comments on other people's profiles?
2 Some people say that young people lose their communication skills by mostly using photos and emojis in their posts. Do you agree with that statement? Why?/Why not?

Exam guide
3 Oral Matura

Life Skills guide
3 Critical thinking, Mediation

3h/week • Student's Book ex. 1–10 pp. 102–103, ex. 4–6 p. 111 • If short of time, skip ex. 10 p. 103

5h/week • Workbook ex. 1–10 pp. 90–91

7h/week • Photocopiable grammar activities, TB pp. 349, 353 (6.2) • Extra online resources (see Technology guide)

4 Work in pairs. Discuss the questions.

1 How much do you think you reveal about yourself on social media? What do you post online? Why?
2 What do you think social media sites do with the personal information they gather? How does this make you feel?

5 Complete the comments with the correct form of the verbs.

be feel have hear post protect quit spend

Eric Wong Posted 3 hours ago
I can't stand (1) … like everything I do online is being used by someone. Really, we should all promise (2) … social media! The only reason we don't is because we're too scared we'd miss (3) … from friends!

Luisa Hernandez Posted 2 weeks ago
If you use social media, you should expect (4) … these experiences. Why should companies offer (5) … our privacy? They already provide us with free services.

Back to The Future Posted a month ago
The secret of being happy is to practise (6) … more patient! Delay (7) … until you're sure you really want the world to have access to what you write – and arrange (8) … as much time offline as you can!

6 Work in groups. Do you agree with each of the comments in exercise 5? Why?/Why not?

7 Write your own short response to the blog post in exercise 2. Include verbs from exercise 1. Discuss.

More exercises in Grammar practice on p. 111.
Do exercise 4.

Objects before *-ing* and *to*

Some verbs always have an object before an *-ing* form or an infinitive with *to*.

*When they **asked me to confirm** my bank details, I started to think it must be a scam.*

8 Look at the Grammar box. Complete the sentences so that they are true for you. Discuss.

1 My parents always expected me … .
2 In a few years' time, I can see myself … .
3 If I could, I'd hire someone … .
4 We should do more to prevent people … .
5 I can still remember begging my parents … .

More exercises in Grammar practice on p. 111.
Do exercise 5.

Verbs with two objects

Some verbs can be followed by two objects.

The indirect object is usually a person and the second, direct object is usually a thing.

*Can you email **me your essays**, please?*

You can switch the positions of the direct and indirect object, adding *to/for* before the indirect object.

*You don't have to **hand them to me** in class.*

More explanation in Grammar reference on p. 110.

9 Look at the Grammar box. Choose correct pairs of objects in the box to complete the sentences. Use the objects in the same order as they are in the box, add *to* or *for* where necessary.

a loan / a person under 20	him / a laptop
an IT club / students	the remote control / me
anything / anyone	this cake / our parents
her / a position	them / permission

1 This programme is terrible. Let's see what else is on. Pass … .
2 It was my brother's birthday last week and Dad bought … .
3 It's difficult to find a bank that'll give … to start a business.
4 By posting on their website, you're basically giving … to use your data.
5 If I were you, I wouldn't tell … . It's better to keep it secret!
6 We baked … . It's their wedding anniversary.
7 Sheila quit her job last week. An internet company offered … with fantastic financial conditions.
8 The school principal promised … who are interested in computing.

More exercises in Grammar practice on p. 111.
Do exercise 6.

10 CHOOSE

1 Work in pairs. Write a blog post explaining best practices when it comes to using social media. Use as many of the phrases as you can.

If I were you, I'd avoid …
I'd strongly recommend …
It's best not to agree/arrange …
Lots of people fail …
You may want to prevent people …
It's sometimes good to ask friends …
Don't allow everyone …
Think carefully before you tell …

2 Write a short story about someone who started a new business. Use at least five verbs from pages 96–103.

Life Skills guide
4 Creativity, Critical thinking, Mediation, Self-development

5 1 feeling
2 to quit
3 hearing
4 to have
5 to protect
6 being
7 posting
8 to spend

9 1 the remote control to me
2 him a laptop
3 a loan to a person under 20
4 them permission
5 anything to anyone
6 this cake for our parents
7 her a position
8 an IT club to students

Life Skills guide
10 Collaboration, Creativity, Critical thinking, Mediation, Practical skills, Self-development

Life Skills guide
8 Mediation

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Write a short police report about a cybercrime someone's been a victim of. Use 4–5 of the verbs in ex. 1, p. 102.

Cele lekcji: Rozumienie wypowiedzi rodzimych użytkowników języka angielskiego, umiejętność odpowiedniego użycia intonacji i tonu głosu.

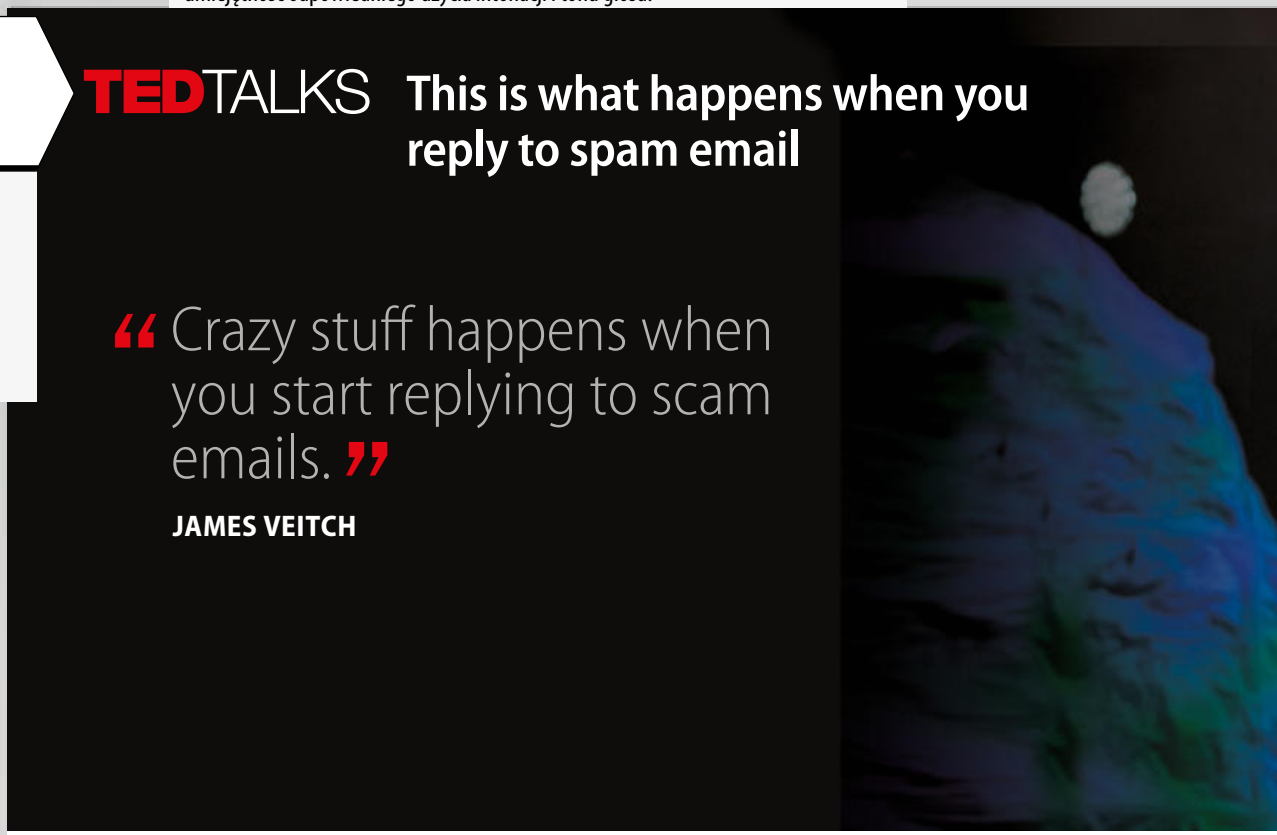
Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org

Matura exercises to TED Talks video

TEDTALKS This is what happens when you reply to spam email



"Crazy stuff happens when you start replying to scam emails."

JAMES VEITCH

AUTHENTIC LISTENING SKILLS

Understanding authentic speakers, using intonation and pitch

Intonation and pitch

When we are surprised or shocked by what someone says, we often repeat a key word, phrase or short sentence with a high pitch and a questioning intonation. We may then add a comment with a falling tone.

5 'Solomon Odonkoh' was trying to make money by pretending to have gold to distribute.

1 Look at the Authentic listening skills box. Work in pairs. Try practising the short exchange.

A: We can start with 50 kilograms as a trial shipment.
B: 50 kilograms? There's no point doing this at all unless you're shipping at least a metric tonne.

2 Listen to James and compare your intonation with his. 49

BEFORE YOU LISTEN

Life Skills guide

3 Collaboration, Mediation

3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

get through hover quantity handle capability trial shipment convince chart commission real estate hummus ridiculous security consistent on your behalf

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 6.0

deleting proposal ship bullion vulnerable

5 Listen to part 1 of the talk. Answer the question. TED 6.1 p. 410

How was 'Solomon Odonkoh' trying to make money?

6 Work in pairs. Put the sentences in the correct order. Listen to part 1 again and check your answers. TED 6.1 p. 410

a I figured I had to knock it on the head. 6
b On real estate, what about you? 4
c Dude, you have to use the code! 8
d I'm a hedge fund executive bank manager. 3
e I have to go to bed now. 5
f I could do what I think we've all always wanted to do. 1
g If we're going to do it, let's go big. 2
h I didn't hear back. I thought, 'I've gone too far.' 7

3h/week • Student's Book ex. 1–12. pp. 104–105 + DVD • If short of time, skip ex. 11–12.

5h/week • Workbook ex. 1–4 p. 92

7h/week • Extra online resources (see Technology guide)



7 Work in groups. Discuss why you think James Veitch replies to spam. Which of the points is he trying to make?

a He replies to spam email when he is bored.

b He suggests it is a good way to spend any spare time.

c He replies to spam email to take up the time of the spammer. He suggests that this stops them from contacting other people.

d He replies to spam email because he is interested in the financial benefits. He suggests that people can make money by doing business online.

8 Listen to part 2 of the talk. Check your ideas in exercise 7. How effective do you think James's approach is? Why? TED 6.2 p. 411

9 Listen to part 3 of the talk. How are the emails James receives from 'Solomon Odonkoh' and the emails he receives this time similar? TED 6.3 p. 411

10 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box. TED 6.4

turn up	intrigue	a matter of	out of hand
knock it on the head		gone too far	

11 Work in pairs. Tell your partner about:

- something or someone who *turned up* unexpectedly.
- a situation that *got out of hand/went too far*.
- something or someone that/who *intrigues* you.
- something you had to *knock on the head*.

AFTER YOU LISTEN

12 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Come up with five different ways to deal with internet scams. Then discuss which ones are most relevant to the groups of people. Explain your reasons.

- elderly people
- people who enjoy playing video games
- people who do a lot of online shopping

Life Skills guide

7 Critical thinking

Life Skills guide

11 Communication, Mediation

Life Skills guide

12 Creativity, Critical thinking, Mediation

1 Is it easy to persuade you to change your mind or to do something you weren't planning to do?
2 What arguments would you use to sell something (e.g. your school bag) to a classmate?

6F Speaking

Persuading

Speaking strategies

Persuading

When we are persuading people, we sometimes turn our own experiences and opinions into a negative question to challenge the other person's ideas.

I think it will lose money.
Don't you think it'll lose money?
I'd find it really useful.
Wouldn't you find it really useful?
I have sometimes had that problem.
Haven't you ever had that problem?

Life Skills guide
1 Critical thinking, Mediation, Self-development

1 Work in groups. Discuss the questions.

1 Are there any TV programmes about business or selling products in your country? Do you watch them? Why?/Why not?
2 Would you be good at selling a product? Why?/Why not?
3 Have you ever had to present something in front of people? What did you present? Was the presentation successful? Why?/Why not?

Exam guide
2 Oral Matura

Life Skills guide
2 Communication, Critical thinking, Mediation, Self-development

2 Work in pairs. You have some spare money that you could invest in a promising business on Kickstarter. There are three projects on the right. Decide which one you would like to invest in. Give your partner the reasons for your choice. Also, say why you reject the other options. Then, answer the questions.

1 How can an entrepreneur convince potential investors that the project is really worth putting some money into?
2 Are all business ideas successful? What happens when some things go wrong in a business?

mXers was set up by high school student Bharat Pulgam. He has invented new earphones that allow you to easily replace different parts that break so you don't have to buy a whole new set. They also allow you to customise your earphones for an individual look. mXers needs money to develop the product and start production.

The Possible Project is an after-school programme that teaches teenagers, mainly from low-income families, the skills to be entrepreneurs. The project has been running for several years and has trained over 250 students. The team wants to raise money for a laser cutter so that students can make different products more quickly.

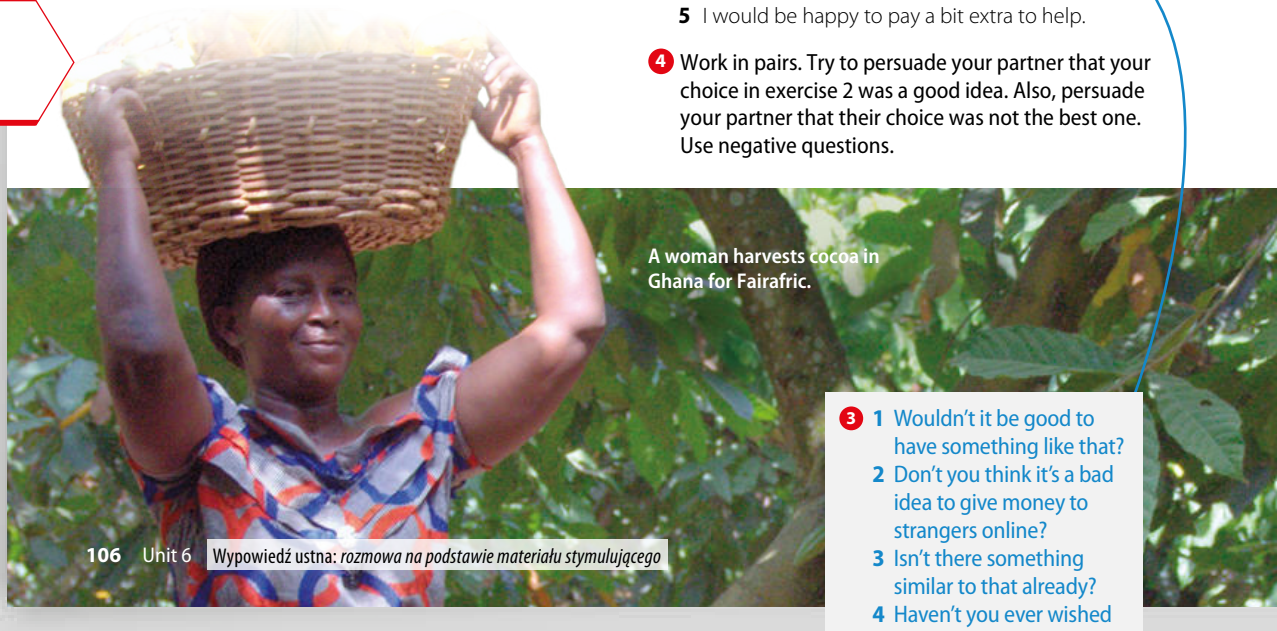
Hendrik Reimers is a German chocolate maker. He has set up a chocolate making company, Fairafric, in Ghana. By producing the chocolate bars in their own country rather than only exporting cocoa beans, people in Ghana can earn over 25 percent more – even compared to fair trade chocolate. The money raised will help fund production, packaging, shipping, and distribution.

3 Make negative questions from the sentences. Which negative questions could you use to support your reasons in exercise 2? Why?

1 It'd be good to have something like that.
2 I think it's a bad idea to give money to strangers online.
3 There's something similar to that already.
4 I have sometimes wished I could do that.
5 I would be happy to pay a bit extra to help.

Life Skills guide
4 Communication, Critical thinking

4 Work in pairs. Try to persuade your partner that your choice in exercise 2 was a good idea. Also, persuade your partner that their choice was not the best one. Use negative questions.



A woman harvests cocoa in Ghana for Fairafric.

3
1 Wouldn't it be good to have something like that?
2 Don't you think it's a bad idea to give money to strangers online?
3 Isn't there something similar to that already?
4 Haven't you ever wished you could do that?
5 Wouldn't you be happy to pay a bit extra to help?

3h/week • Student's Book ex. 1–4 p. 106
5h/week • Workbook ex. 1–5 p. 93
7h/week • Extra online resources

6G Writing

A persuasive article

Writing a persuasive article

1 Read the article below and decide whether the author does these things (Y) or not (N).

1 refers to the reader's experience Y
2 suggests a solution to a problem Y
3 describes the product Y
4 encourages the reader to make their own inventions N
5 asks for some money to fund the project Y
6 invites the reader to contact the inventor directly N

Young entrepreneur trying to turn a nightmare into a dream business

Have you ever spent hours working on a project only to lose it because your USB stick got lost and you hadn't thought of backing it up? Do you know that feeling when you have to explain it to your teacher or boss? Awful, isn't it? Well, thanks to the bright idea of a 16-year-old entrepreneur from Northern Ireland, the problem may soon be a thing of the past.

Mason Robinson has invented a piece of software that automatically backs up your work to the cloud when you save your work to a stick. As Mason says: 'It has a unique aspect in saving people's work twice!' He developed the i-save USB idea as part of a summer project at a local science park. Now, he is trying to raise two thousand dollars through a Kickstarter campaign to improve the product and distribute it.

So why don't you support Mason to make his business dreams a reality and, at the same time, end the nightmare of lost homework and research? Even small donations of five or ten dollars count! Alternatively, if you're still not convinced, you may at least spread the news about the new USB stick among your friends – we're sure some of them will find the concept worth its money.

Enjoy the new stick when it's finally on the market and don't forget to share your opinions when you get yours!

2 WRITING TIPS Getting people's attention

Work in pairs. Look at the article again and answer the questions.

1 How does the article grab your attention?
2 How does the article try to persuade you to continue reading?
3 Where does the factual information come from?
4 What is the purpose of the third paragraph and how does it relate to the introduction?
5 How does the author try to build a longer-lasting relation with the reader?

3 Would you invest in the i-save? Why?/Why not?

4 Think of a product you have heard about recently or something you have invented yourself.
Write an article in which you present the benefits of the product and suggest ways in which the reader could support the inventor.
Write between 200 and 250 words.

More about a persuasive article in Writing guide on p. 155.

Useful language

Getting people's attention

- *Have you ever wanted to …?*
  Well, now you could have the opportunity.
- *Have you ever wondered …?*
  Well, now scientists have discovered the answer.
- *Have you ever dreamed of …?*
  Well, that's exactly what happened to …!
- *Have you ever …? Well, all that could be a thing of the past thanks to …*
- *Do you think …? Well, think again!*

Persuading the reader to take action

Why don't you buy a few of our gadgets?
Alternatively, you may download the application from our website.
Don't forget to let your friends know about our services!

1 If you had a million zlotys, which smartphone app or gadget would you invest it in and why?
2 Do you think advertisements and commercials are honest about the products or companies they're promoting?

2 **1** The article grabs your attention by asking a *have you ever* question to facilitate/simulate a shared experience.
2 The article tries to persuade you to continue reading by telling you that it will provide a solution, but not exactly what.
3 The factual information comes from Mason himself and from the Kickstarter page.
4 The purpose of the final paragraph is to provide a reason/moral for the article or some other comment that refers us back to the first paragraph and the headline.
5 The author tries to build a longer-lasting relation by encouraging the reader to get back to the author after some time.

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity,
Mediation,
Practical skills



3h/week • Student's Book ex. 1–4 p. 107
5h/week • Workbook ex. 1–3 p. 94
7h/week • Extra online resources

Skills Review 6

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 George's office is located on the top floor of a very ... , modern building. IMPRESS
2 No one expected the ... of this business project. FAIL
3 If we don't find an ... who will give us start-up money, we'll never set up our own business. INVEST
4 He is a ... businessman who is expected to donate his money to charities. WEALTH
5 A cousin of mine became a ... when he was 18. MILLION

1 impressive
2 failure
3 investor
4 wealthy
5 millionaire

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 It took a long time for the country's economy to recover ... the crisis. from
2 They were capable ... promoting their campaign in mass media. of
3 We are ... together our new marketing team now. putting
4 The company is looking for someone who is really good ... finding new markets for their products. at
5 Sorry, I'm really busy now. I'll deal ... you later. with

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 I can lend you my laptop if you need it.
MIND
I ... you my laptop if you need it.

2 This new computer system will be impossible to introduce.
FAIL
They will ... this new computer system.

3 'Would you like me to help you with this experiment?' my friend asked.
OFFERED
My friend ... with this experiment.

4 My laptop is outdated and I want to change it.
CONSIDERING
As my laptop is outdated, I ... it.

5 'Yes, I stole the money from one bank account,' the hacker said in court.
ADMITTED
The hacker ... the money from one bank account.

3 1 don't mind lending
2 fail to introduce
3 offered to help me
4 am considering changing
5 admitted (to) stealing

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 Thanks to some modern solutions, his firm ... (*make / profit*) for two years now.
2 When Tom was abroad, I ... (*want / he / contact*) me by email, not by phone.
3 The number of online services offered by this company ... (*already / grow*).
4 Is it true that ... (*these people / run*) this charity foundation since 2012?
5 You should ... (*avoid / reveal*) your personal data on the internet.

4 1 has been making a profit
2 wanted him to contact
3 has already grown
4 these people have been running
5 avoid revealing

Parafrazy fragmentów zdań

Exam guide
5 English in Use
Transformations

5 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

1 I was shocked when his investment turned out to be **a scam**.
a success **b** failure **c** deception

2 **Running** a company is not so easy.
a Starting **b** Managing **c** Moving

3 He got shocked when he saw the legal **fees**.
a consequences **b** demands **c** payments

4 He **assumed** that the watch was a fake.
a supposed **b** claimed **c** complained

5 The company had no right to **gather** personal information about its customers.
a share **b** collect **c** publish

Uzupełnianie zdań

Exam guide
6 English in Use
Word formation

6 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

distribute fault grab handle raise share site

1 Thanks to people's generosity, we managed ... £8,000 in our TV charity campaign. to raise
2 The course was about different ways of ... stress and pressure at work. handling

3h/week • Student's Book ex. 1–9 pp. 108–109 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 96–97, ex. 1–5 p. 95 • If short of time, assign ex. 8 p. 97 for homework.

7h/week • Matura photocopiable activities, TB pp. 351, 356–359 (6.5–6.8) • Extra online resources (see Technology guide)

3 This game ... to shops by the company called Net Gaming last week. was distributed
4 The investors stopped buying ... of this company because of its bad financial condition. (the) shares
5 The advertisement for a new BMW ... the viewers' attention the moment they saw it. grabbed

READING

7 Przeczytaj tekst, z którego usunięto cztery fragmenty. Dopasuj do luk (1–4) litery, którymi oznaczono brakujące fragmenty (a–e), tak aby otrzymać logiczny i spójny tekst.
Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

The story of Ben Pasternak is so impressive. It can really inspire you to try new things and not get discouraged. (1) e If you don't know who he is, you should look him up. He has been described as someone who will change the world.
Pasternak became a businessperson when he was only 11 and he started uploading videos. (2) d That's when his career as an entrepreneur really took off. You might know some of the apps he has created. He received funds from investors when he was just 15. At the moment, he is worth more than 5 million dollars.
He doesn't think what he does is extraordinary and says that he is just getting started. He believes that his advantage is that he is young and therefore knows what young people want and how they think. (3) a When he told them he wanted to move to America and try to raise money in Silicon Valley, his parents didn't believe he would achieve success. They tried to discourage him, but he wouldn't listen.
The 17-year-old that everyone is talking about often forgets to eat. When he does, it is usually pizza and doughnuts. He likes to ride a hoverboard and get haircuts to look like Justin Beiber. Also, he sleeps on a mattress on the floor and says he will never learn to drive. (4) b
He has business skills in his blood. His grandfather is a real estate executive worth hundreds of millions of dollars.

a He now lives in New York on his own, while his family is in Australia.
b It's no surprise that he is so good at what he does.
c For this reason he believes the decision to set up his own business was the right one.
d Within the next few years, the Australian began developing apps.
e He certainly likes to do things his own way, rather than follow in someone else's footsteps.

SPEAKING

8 Twój znajomy zastanawia się, jaką firmę założyć po ukończeniu szkoły. Prosi cię o radę.

- Wybierz propozycję, która jest, twoim zdaniem, najlepsza i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







1 What are the disadvantages of being your own boss?
2 Do improvements in technology lead to greater job satisfaction? Justify your answer.
3 What sort of risks do business people face?
4 Do you agree that changing one's job every two or three years motivates people to work harder? Why?/Why not?

WRITING

9 W wielu szkołach realizowany jest projekt „Młodzieżowe miniprzedsiębiorstwo". Napisz artykuł na stronę internetową, w którym opiszesz, na czym polega ten projekt, oraz przedstawisz korzyści z niego płynące.

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

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation, Self-development

Exam guide
7 Reading
Missing sentences

Exam guide
9 Writing
An article

Life Skills guide
9 Creativity, Mediation, Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 6

GRAMMAR 1 Present perfect forms and past simple

Present perfect simple

Czasu *present perfect simple* używamy, kiedy mówimy o:

- czynnościach oraz naszych lub cudzych doświadczeniach, które miały miejsce w nieokreślonej przeszłości, ale ich skutki są odczuwalne obecnie:
  *My parents **have been** to Paris. (= They know Paris.)*
- czynnościach, które właśnie się zakończyły:
  *Pete **has** just **finished** his homework.*
- czynnościach/stanach, które zaczęły się w przeszłości i nadal trwają:
  *I **have known** Olga for ten years.*
- tym, ile razy dana czynność się powtórzyła:
  *We **have phoned** them three times.*

Present perfect continuous

Czasu *present perfect continuous* używamy, kiedy mówimy o:

- czynnościach, które rozpoczęły się w przeszłości i nadal trwają lub powtarzają się regularnie aż do teraz:
  *Kate **has been running** for several years now.*
- czynnościach, które trwały przez pewien czas i się zakończyły, ale ich skutki są odczuwalne obecnie:
  *We're tired. We **have been learning** all day.*

W tym czasie często podkreślamy, od jak dawna trwa dana czynność:

*The number of restaurants **has been growing** over the last few years.*

Present perfect simple czy present perfect continuous

Zazwyczaj czasu *present perfect simple* używamy, kiedy mówimy o zakończonej czynności oraz o konkretnych ilościach i liczbach. Czas *present perfect continuous* stosujemy, żeby podkreślić proces:

*He**'s started** ten different companies over the last fifteen years.*
*Since it started, Kickstarter **has been making** more and more of a profit every year.*

Past simple

Czasu *past simple* używamy, kiedy mówimy o:

- czynnościach z przeszłości, gdy wspominamy, kiedy one nastąpiły:
  *D'Aloisio's first investor **contacted** him a few weeks ago.*
- czynnościach, które zakończyły się w przeszłości:
  *She **wrote** for ten years without success.*
- następujących po sobie zdarzeniach z przeszłości:
  *Mia **woke** up at 6. She **took** a shower and **had** breakfast.*

Ćwiczenia 1–3

GRAMMAR 2 Verb patterns (*-ing* or infinitive with *to*)

Czasownik z końcówką *-ing*

Czasownika z końcówką *-ing* używamy m.in. po czasownikach:

admit	*avoid*	*can't stand*	*consider*
delay	*enjoy*	*finish*	*keep*
mind	*miss*	*practise*	*recommend*

*They **enjoy** travell**ing**.*

Bezokolicznik z *to*

Bezokolicznika z *to* używamy m.in. po czasownikach:

agree	*arrange*	*decide*	*expect*
fail	*hope*	*intend*	*need*
offer	*plan*	*promise*	*refuse*

*They **agreed to** meet at 6 pm.*

Ćwiczenie 4

Dopełnienia z czasownikami z *-ing* lub z *to*

Możliwe są następujące konstrukcje:

- czasownik + dopełnienie + czasownik z końcówką *-ing*, np.:

catch sb/sth -ing	*discover sb/sth -ing*	*dislike sb/sth -ing*
feel sb/sth -ing	*find sb/sth -ing*	*hate sb/sth -ing*
hear sb/sth -ing	*imagine sb/sth -ing*	*leave sb/sth -ing*
like sb/sth -ing	*love sb/sth -ing*	*mind sb/sth -ing*
miss sb/sth -ing	*notice sb/sth -ing*	*remember sb/sth -ing*
see sb/sth -ing	*start sb/sth -ing*	*stop sb/sth -ing*

*I **heard** Mark sing**ing** in the bathroom.*

- czasownik + dopełnienie + bezokolicznik z *to*, np.:

advise sb/sth to	*allow sb/sth to*	*ask sb/sth to*
beg sb/sth to	*cause sb/sth to*	*challenge sb/sth to*
convince sb/sth to	*dare sb/sth to*	*expect sb/sth to*
force sb/sth to	*get sb/sth to*	*hire sb/sth to*
invite sb/sth to	*order sb/sth to*	*pay sb/sth to*
permit sb/sth to	*prepare sb/sth to*	*remind sb/sth to*

*My teacher **advised** me **to** read that book.*

Ćwiczenie 5

Czasowniki, które występują z dwoma dopełnieniami

Następujące czasowniki mogą mieć dwa dopełnienia:

ask	*book*	*bring*	*build*	*buy*	*cook*
find	*get*	*give*	*lend*	*make*	*owe*
pass	*save*	*show*	*tell*		

*Can you show **(1) me (2) the report** today, please?*

Najczęściej jako pierwsze występuje dopełnienie odnoszące się do osoby, np. *me*. Dopełnienia możemy zamieniać kolejnością, jeśli jednak dopełnienie dotyczące osoby ma wystąpić jako drugie, musimy poprzedzić je przyimkiem *to* lub *for*:

*Can you show **(2) the report (1) to me**?*

Ćwiczenie 6

Grammar practice

1 Do the time phrases show a completed time (a), a time period that includes now (b) or both (ab)?

a The company's profits rose ... .
b The company's profits have been rising ... .

1 over the last five years b
2 last year a
3 in 2015 a
4 in the past few months b
5 since they found a different distributor b
6 when we did the marketing campaign a
7 for a long time ab
8 over the last year b

2 Complete the summary with one word in each gap.

Madison Forbes (1) ... always loved drawing and design and (2) ... 2010 she's been turning her designs into a successful business called Fishflops, which produces flip flops with Madison's cute sea characters on them. She came up with the name in 2006 (3) ... she was just eight years old and, with the help of her father, (4) ... up the business which now supplies clothing stores like Nordstrom as well as the Association of Zoos and Aquariums (AZA). Over the (5) ... few years, they have also started producing shoes and T-shirts and the company has (6) ... several million dollars in sales – not that Madison has been (7) ... a life of luxury with the profits: instead, she (8) ... saved most of the money to pay for university. The company also contributes to several charities and a portion of the AZA sales goes to protect endangered animals.

3 Choose the correct option.

1 In primary school Pat *has played* / *played* tennis for two years.
2 I *have spoken* / *have been speaking* to my teacher three times.
3 Over the last few months Paul *spent* / *has spent* all his savings.
4 The streets are wet. It *has been raining* / *has rained*.
5 We *have left* / *left* school and then we went straight home.
6 Jim *has done* / *has been doing* this task since noon.

4 Choose the correct option.

1 I need to practise *to give* / *giving* this presentation before class.
2 She offered *to help* / *helping* me with the homework.
3 Have you considered *paying* / *to pay* someone to do it?
4 I'm going to keep *to write* / *writing* to them until I get an answer!
5 He admitted *sending* / *to send* thousands of spam emails.
6 I'd recommend *to report* / *reporting* it. It doesn't look right.
7 I tried to get a better deal, but they basically refused *negotiating* / *to negotiate*.
8 We arranged *to meet* / *meeting* at 6.30.

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

1 I can't imagine him ... (*post*) something like that! It's so out of character.
2 I accidentally downloaded a virus and it caused the whole system ... (*crash*).
3 Our teacher always forces us ... (*speak*) in English in class.
4 I got some bad feedback on my project. It left me ... (*feel*) quite fed up.
5 We'd like to remind you ... (*change*) your password within the next two weeks.
6 Websites ... (*play*) music while they load is so annoying!
7 I can still remember begging my parents ... (*buy*) me my first Xbox!
8 They caught him ... (*try*) to access the school's online records.
9 If I could, I'd hire someone ... (*take*) my computing exam so I didn't have to revise for it.
10 I just can't see them ... (*win*). They've got too many players injured.

6 Complete the second sentence so that it has a similar meaning to the first by adding three words.

1 My parents didn't let me use social media until I was 16.
My parents never allowed ... social media when I was younger.

2 That video really made me think. Online companies have so much power over us!
That video really started ... how much power online companies have!

3 I warned her about sending her details, but she didn't listen!
I begged ... send her personal details, but she didn't listen.

4 Every time you enter the site, they make you change your password.
Every time you enter the site, they ... change your password.

5 That video is just amazing. How could anyone not like it?
I can't imagine ... that video! It's so amazing!

6 Don't let me forget how terrible that site is!
... to use that site again! It's awful!

7 My brother writes software for a living, so I basically learnt from him.
I'm lucky because my brother ... write my own software.

8 Stop checking your phone! Listen to me for a bit!
Can't you stop checking your phone? I hate ... to me when I'm talking!

5 1 posting
2 to crash
3 to speak
4 feeling
5 to change
6 playing
7 to buy
8 trying
9 to take
10 winning

Exam guide
2 English in Use
Gap filling

2 1 has
2 since
3 when
4 set/started/opened
5 last/past
6 made/earned
7 living/leading
8 has

6 1 me to use
2 me thinking about
3 her not to
4 force you to
5 anyone/someone not liking
6 Remind me not/never
7 taught me to
8 you not listening

Wordlist Unit 6 50

VOCABULARY p. 97

advanced device (n) /ədˌvɑːnst dɪ'vaɪs/ wyspecjalizowane urządzenie
be capable of doing sth (phr) /biːˌkeɪpəbl əv 'duːɪŋ ˌsʌmθɪŋ/ być w stanie coś zrobić
businessperson (n) /'bɪznəsˌpɜːsn/ osoba zajmująca się biznesem
confidence (n) /'kɒnfɪdns/ pewność, przekonanie
distribute (v) /dɪ'strɪbjuːt/ dystrybuować, rozprowadzać
diverse range (n) /daɪˌvɜːs 'reɪndʒ/ zróżnicowany zakres
entrepreneur (n) /ˌɒntrəprə'nɜː/ przedsiębiorca
get the best deal (phr) /ˌget ðə 'best ˌdiːl/ zrobić dobry interes
handle pressure (phr) /ˌhændl 'preʃə/ radzić sobie z presją
impressive (adj) /ɪm'presɪv/ robiący wrażenie
investor (n) /ɪn'vestə/ inwestor
market products (phr) /ˌmɑːkɪt 'prɒdʌkts/ wprowadzać produkty na rynek
marketing (n) /'mɑːkɪtɪŋ/ promocja, marketing
negotiate with (phr) /nɪ'gəʊʃieɪt wɪð/ negocjować z
networking (n) /'netwɜːkɪŋ/ nawiązywanie kontaktów biznesowych, współpraca
put together (phr v) /ˌpʊt tə'geðə/ zgromadzić, połączyć
quality (n) /'kwɒlətɪ/ cecha charakteru
raise money (phr) /ˌreɪz 'mʌnɪ/ zbierać pieniądze
real-world scenario (n) /'rɪəlˌwɜːld sə'nɑːriəʊ/ scenariusz świata realnego
recover from (phr) /rɪ'kʌvə frəm/ wydobyć się z, dochodzić do siebie
redesign (v) /ˌriːdɪ'zaɪn/ zaprojektować na nowo
set up a business (phr) /ˌset ʌp ə 'bɪznəs/ otworzyć firmę
simulate (v) /'sɪmjʊleɪt/ symulować, naśladować, udawać
supplier (n) /sə'plaɪə/ dostawca
virtual cave (n) /'vɜːtʃuəl keɪv/ wirtualna jaskinia
virtual reality (n) /ˌvɜːtʃuəl ri'ælətɪ/ wirtualna rzeczywistość

LISTENING p. 98

backpack (n) /'bækpæk/ plecak
built-in (adj) /ˌbɪlt'ɪn/ wbudowany
collect money (v) /kəˌlekt 'mʌnɪ/ zbierać pieniądze
corporate leadership (n) /ˌkɔːpərət 'liːdəʃɪp/ korporacyjne przywództwo, hierarchia
crowdfunding website (n) /ˌkraʊdfʌndɪŋ 'websaɪt/ strona zajmująca się społeczną zbiórką pieniędzy
diverse (adj) /daɪ'vɜːs/ zróżnicowany
donate (v) /dəʊ'neɪt/ podarować, przekazać
eager to (adj) /'iːgə tə/ chętny do
entrepreneurship (n) /ˌɒntrəprə'nɜːʃɪp/ przedsiębiorczość
factor (n) /'fæktə/ czynnik
failure (n) /'feɪljə/ porażka
fund (v, n) /fʌnd/ zakładać, otwierać, fundusz
give sth one more try (phr) /ˌgɪv ˌsʌmθɪŋ 'wʌn mɔː ˌtraɪ/ dać czemuś jeszcze jedną szansę
grow by (phr) /'grəʊ baɪ/ wzrastać o
have an impact on (phr) /ˌhæv ən 'ɪmpækt ɒn/ mieć wpływ na
hi-tech (adj) /ˌhaɪ'tek/ nowoczesny
in advance (adv) /ɪn əd'vɑːns/ z góry
in return for (phr) /ɪn rɪ'tɜːn fə/ w zamian za
key to success (n) /ˌkiː tə sək'ses/ klucz do sukcesu
paperback/hardcover book (n) /'peɪpəbæk/'hɑːdˌkʌvə ˌbʊk/ książka w miękkiej/twardej oprawie
patience (n) /'peɪʃns/ cierpliwość
position on the market (n) /pəˌzɪʃn ɒn ðə 'mɑːkɪt/ pozycja na rynku
press article (n) /'pres ˌɑːtɪkl/ artykuł prasowy
reach a target (phr) /ˌriːtʃ ə 'tɑːgɪt/ osiągać cel
recipe for success (n) /ˌresəpi fə sək'ses/ przepis na sukces
series (n) /'sɪəriːz/ seria
share (n) /ʃeə/ udział
tracking system (n) /'trækɪŋ ˌsɪstəm/ system śledzący
under-represented (adj) /ˌʌndəˌreprɪ'zentɪd/ niedostatecznie reprezentowany
working copy (n) /'wɜːkɪŋ ˌkɒpi/ działający egzemplarz

GRAMMAR 1 p. 99

contributor (n) /kən'trɪbjʊtə/ jedna z przyczyn
cover (v) /'kʌvə/ pokrywać
deforestation (n) /diːˌfɒrɪ'steɪʃn/ wylesianie
logger (n) /'lɒgə/ drwal
logging (n) /'lɒgɪŋ/ wycinka drzew
physical workout (n) /ˌfɪzɪkl 'wɜːkaʊt/ trening fizyczny
physicist (n) /'fɪzɪsɪst/ fizyk
saw (n) /sɔː/ piła
solar power (n) /ˌsəʊlə 'paʊə/ energia słoneczna
tribe (n) /traɪb/ szczep
vehicle (n) /'viːɪkl/ pojazd

READING pp. 100–101

access (v) /'ækses / mieć dostęp do
backups (n) /'bækʌps/ kopia zapasowa
bank details (n) /'bæŋk ˌdiːteɪlz/ dane bankowe
bargain (n) /'bɑːgɪn/ okazja, coś tańszego
chart (n) /tʃɑːt/ wykres
citizen (n) /'sɪtɪzən/ mieszkaniec
common sense (n) /ˌkɒmən 'sens/ zdrowy rozsądek
credit card statement (n) /'kredɪt kɑːd 'steɪtmənt/ wyciąg z karty kredytowej
cybercrime (n) /'saɪbəkraɪm/ cyberprzestępstwo
distant relative (n) /ˌdɪstənt 'relətɪv/ daleki krewny
encounter (v) /ɪn'kaʊntə/ napotykać
eventually (adv) /ɪ'ventʃuəli/ w końcu
fake account (n) /ˌfeɪk ə'kaʊnt/ fałszywe konto
fraud (n) /frɔːd/ oszustwo
graph (n) /grɑːf/ graf, wykres
identity theft (n) /aɪ'dentɪtɪ ˌθeft/ kradzież tożsamości
inbox (n) /'ɪnbɒks/ skrzynka odbiorcza
item (n) /'aɪtəm/ sztuka, rzecz
legal fee (n) /ˌliːgl 'fiː/ opłata sądowa
malware (n) /'mælweə/ złośliwe oprogramowanie
non-delivery (n) /ˌnɒndɪ'lɪvərɪ/ brak dostawy
of unknown origin (phr) /əv ˌʌnnəʊn 'ɒrɪdʒɪn/ nieznanego pochodzenia
password (n) /'pɑːswɜːd/ hasło
payment (n) /'peɪmənt/ płatność
permission (n) /pə'mɪʃn/ zgoda
phishing (n) /'fɪʃɪŋ/ wyłudzanie danych
receipt (n) /rɪ'siːt/ paragon
scam (n) /skæm/ przekręt
scareware (n) /'skeəweə/ fałszywe oprogramowanie antywirusowe
second-hand (adj) /ˌsekənd'hænd/ używany
spam filter (n) /'spæm ˌfɪltə/ filtr chroniący przed niechcianymi mailami
store in the cloud (phr) /ˌstɔːr ɪn ðə 'klaʊd/ przechowywać w chmurze
threat (n) /θret/ zagrożenie
USB stick (n) /ˌjuː es 'biː ˌstɪk/ pendrive, pamięć USB
victim (n) /'vɪktɪm/ ofiara
visual (n) /'vɪʒuəl/ materiał ilustracyjny

GRAMMAR 2 pp. 102–103

beg (v) /beg/ błagać
candidate (n) /'kændɪdeɪt, 'kændɪdət/ kandydat/kandydatka
guarantee (v) /ˌgærən'tiː/ gwarantować
hand sth to sb (phr) /'hænd ˌsʌmθɪŋ tə 'sʌmbədi/ wręczać coś komuś
hear from (phr) /'hɪə frəm/ mieć wiadomości od
insulting/hateful comment (n) /ɪnˌsʌltɪŋ/ ˌheɪtfl 'kɒment/ obrażający/pełen nienawiści komentarz
IT club (n) /ˌaɪ 'tiː ˌklʌb/ informatyczne kółko zainteresowań
loan (n) /ləʊn/ kredyt, pożyczka
pass sth to sb (phr) /'pɑːs ˌsʌmθɪŋ tə 'sʌmbədi/ podawać coś komuś
political view (n) /pə'lɪtɪkl ˌvjuː/ pogląd polityczny
prevent sb from (v) /prɪ'vent ˌsʌmbədi frəm/ powstrzymywać kogoś przed
provide sb with sth (phr) /prə'vaɪd ˌsʌmbədi wɪð 'sʌmθɪŋ/ dostarczyć komuś coś
remote control (n) /rɪˌməʊt kən'trəʊl/ pilot (do TV)
reveal (v) /rɪ'viːl/ ujawniać

TED TALK pp. 104–105

albeit (conj) /ɔːl'biːɪt/ aczkolwiek
backpedal (v) /ˌbæk'pedl/ wycofać się
be based (phr) /biː 'beɪst/ mieć siedzibę
bizarre (adj) /bɪ'zɑː/ dziwny
board meeting (n) /'bɔːd ˌmiːtɪŋ/ spotkanie zarządu
commission (n) /kə'mɪʃn/ prowizja

concoct a plan (phr) /kən,kɒkt ə 'plæn/ wymyślać plan
consistent (adj) /kən'sɪstənt/ konsekwentny, stanowczy
deputy (n) /'depjʊti/ zastępca
executive bank manager (n) /ɪg,zekjʊtɪv 'bæŋk ,mænɪdʒə/ wysokiej rangi menedżer w banku
fairly legitimate (adj) /,feəli lɪ'dʒɪtəmət/ całkiem uzasadniony
former (adj) /'fɔ:mə/ były, ex
get out of hand (phr) /,get aʊt əv 'hænd/ wymknąć się spod kontroli
hedge fund (n) /'hedʒ fʌnd/ fundusz hedgingowy
hilarious (adj) /hɪ'leəriəs/ zabawny
hitherto (adv) /,hɪðə'tu:/ dotychczas
hold tight (phr) /,həʊld 'taɪt/ mocno się trzymać
hover (n) /'hɒvə/ wahać się, unosić się nad
intrigue (v) /ɪn'tri:g/ intrygować
junk folder (n) /'dʒʌŋk ,fəʊldə/ folder ze śmieciami
knock sth on the head (phr) /'nɒk ,sʌmθɪŋ ɒn ðə 'hed/ zakończyć
let's go big (phr) /,lets gəʊ 'bɪg/ idźmy na całość
metric (adj) /'metrɪk/ miarowy, metryczny
on one's behalf (phr) /ɒn wʌnz bɪ'hɑ:f/ w czyimś imieniu
postal service (n) /'pəʊstl ,sɜ:vɪs/ usługa pocztowa
pseudonymous (adj) /sju:'dɒnɪməs/ pod pseudonimem
quantity (n) /'kwɒntəti/ ilość
raise the balance (phr) /,reɪz ðə 'bæləns/ podnosić saldo
real estate (n) /'rɪəl ɪ,steɪt/ nieruchomość
shipment (n) /'ʃɪpmənt/ przesyłka
the game was afoot (phr) /ðə ,geɪm wəz ə'fʊt/ gra toczyła się dalej
trial (adj) /'traɪəl/ próbny
tug one's heartstrings (phr) /,tʌg wʌnz 'hɑ:tstrɪŋz/ grać na emocjach
vulnerable (adj) /'vʌlnərəbl/ podatny na atak, bezbronny

SPEAKING p. 106

acknowledge (v) /ək'nɒlɪdʒ/ potwierdzać
admittedly (adv) /əd'mɪtɪdli/ wprawdzie
bar (n) /bɑ:/ batonik
cocoa bean (n) /'kəʊkəʊ ,bi:n/ ziarno kakaowca
customise (v) /'kʌstəmaɪz/ dostosowywać, dopasowywać
fair trade (n) /,feə 'treɪd/ sprawiedliwy, uczciwy handel
laser cutter (n) /'leɪzə ,kʌtə/ nóż laserowy
opposite view (n) /,ɒpəzɪt 'vju:/ pogląd przeciwny
profitable (adj) /'prɒfɪtəbl/ zyskowny
put some money into (phr) /,pʊt səm 'mʌni ɪntə/ wkładać/inwestować pieniądze w
set (n) /set/ zestaw

WRITING p. 107

back up (phr v) /'bæk ,ʌp/ zrobić kopię zapasową (np. pliku)
bright (adj) /braɪt/ bystry, inteligentny
factual (adj) /'fæktʃuəl/ oparty na faktach
grab one's attention (phr) /,græb wʌnz ə'tenʃn/ zwracać czyjąś uwagę
long-lasting (adj) /,lɒŋ'lɑ:stɪŋ/ długotrwały
persuasive (adj) /pə'sweɪsɪv/ przekonujący
relate to (phr) /rɪ'leɪt tə/ odnosić się do
research (n) /rɪ'sɜ:tʃ/ badania
science park (n) /'saɪəns ,pɑ:k/ park nauki
software (n) /'sɒftweə/ oprogramowanie

SKILLS REVIEW pp. 108–109

deception (n) /dɪ'sepʃn/ podstęp, oszustwo
doughnut (n) /'dəʊnʌt/ pączek
follow in someone else's footsteps (phr) /'fɒləʊ ɪn 'sʌmwʌn elsɪz 'fʊtsteps/ pójść w czyjeś ślady
haircut (n) /'heəkʌt/ fryzura, strzyżenie
have sth in one's blood (phr) /'hæv ,sʌmθɪŋ ɪn wʌnz 'blʌd/ mieć coś we krwi
hoverboard (n) /'hɒvəbɔ:d/ elektryczna, lewitująca deskorolka
in court (adv) /ɪn 'kɔ:t/ w sądzie
look sth up (phr v) /'lʊk ,sʌmθɪŋ 'ʌp/ sprawdzać coś (np. w internecie)
outdated (adj) /,aʊt'deɪtɪd/ przestarzały
Silicon Valley (n) /,sɪlɪkən'væli/ Dolina Krzemowa
start-up money (phr) /'stɑ:tʌp ,mʌni/ pieniądze na start

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 Our (*dostawcy już dostarczyli*) ... you with our new catalogues, haven't they?
2 Why did you avoid (*podania swojego przepisu na sukces*) ... ?
3 We have always hoped (*dostrzec jego zdrowy rozsądek*) ... .
4 He has downloaded (*wiadomość nieznanego pochodzenia*) ... and has infected his computer.
5 That teenager promised (*że nie założy fałszywego konta*) ... any more.

2 Choose the correct option to complete each sentence.

1 That advertisement did not ... my attention at all.
a pay **b** grab **c** get
2 Could you ... me the charger from the desk?
a pass **b** prevent **c** protect
3 Does he mind putting some money ... construction industry?
a into **b** from **c** at
4 Mr Gordon was claimed to be the best ... for that office.
a customer **b** citizen **c** candidate
5 We sent this order when your ... appeared in our account.
a delivery **b** payment **c** shipment

3 Complete each sentence with the word that best fits the gap.

1 I recommend backing ... your files not to lose them. up
2 Their company had to recover ... a bad financial condition. from
3 This entrepreneur was capable ... investing more money than his rivals. of
4 Their manager found a key ... success and customised the production to the market. to
5 Her income has grown ... 10% since 2016. by

4 Use the word in capitals to form a word that fits in the gap.

1 That customer's ... has recently been worth rewarding. patience PATIENT
2 What caused such a ... of that campaign? failure FAIL
3 Everybody knew that their ... was out of question. leadership LEADER
4 Who has posted such ... comments under her article? hateful HATE
5 He admitted that his essay was not as ... as the previous one. persuasive PERSUADE

1 1 suppliers have already supplied
2 giving your recipe for success
3 to notice/see his common sense
4 an email of unknown origin
5 not to set up a fake account

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

Exam guide
2 English in Use Multiple choice

Exam guide
4 English in Use Word formation

1 What does the phrase *citius, altus, fortus* mean? How does it refer to sports?

2 Which of your friends is the sportiest? What sports do they do?

7 Faster, higher, stronger



IN THIS UNIT YOU LEARN

VOCABULARY
- sportspeople and sport events
- achievements, competitions
- benefits and drawbacks of doing sport
- problems of contemporary sport

GRAMMAR
- determiners: articles, demonstratives, possessives, quantifiers
- comparative and superlative structures

SKILLS

Listening
- famous sportspeople
- matching, multiple choice

Reading
- countries that host the Olympics
- synonyms in texts
- matching

Speaking
- reporting findings
- introducing main findings
- introducing other points

Writing
- an article – a survey

CRITICAL THINKING
- supporting arguments

3h/week • Student's Book ex. 1–6 p. 115 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–9 pp. 98–99 • If short of time, skip ex. 6–9.

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 365 (7.3) • Extra online resources



Sports fans experience a range of emotions as they watch an event.

7A Vocabulary

Describing sportspeople

Talking about sportspeople and sport events

Life Skills guide
1 Critical thinking, Mediation

1 Work in groups and discuss.

1 Which are the most popular sports in your country? Do you like them? Why?/Why not? Do you know any famous people who do them?
2 Are there any less popular sports in which Polish athletes have had spectacular success?
3 What matters in sports is participation itself, not victory. Do you agree with this statement? Why?/Why not?

Exam guide
2 Oral Matura

2 Work in pairs. Describe the photo, then answer the questions.

1 Which sport do you think they are watching? What makes you think so?
2 How do you feel in a crowd like that? Why?
3 Tell your partner about the most impressive sports achievement or the most enjoyable sports experience you've ever had.

Life Skills guide
2 Communication, Critical thinking, Mediation

3 Work in pairs. Identify the options which do not fit.

1 He has … *incredible awareness / very energetic / great technique / a real passion for the game.*
2 She's … *a very skilful player / a really great attitude / a forward / a positive role model.*
3 She won … *a great goal / silver at the Olympics / the world championship / a gold medal.*
4 He scored … *an average of 20 points a game / 300 goals in his career / the most last season / the race*
5 *He set a new / He won the / He holds the / He smashed the old* … world record.
6 *She captained / She was the star of / She competed / She played a key role in* … the team.

4 Complete the sentences with words in exercise 3.

1 The whole team have a really great … . They always fight right to the end of the game.
2 She still … the world record she set 30 years ago.
3 When I was younger, I won a gold … in the 400 metres.
4 He has incredible … . He can anticipate the other players' moves and create opportunities for scoring.
5 He was a key player in their success, but he never … the team.
6 I've always had a real passion … wrestling.
7 She's … in four Olympics and won two golds, one … and one bronze.
8 He scored the winning … in the last World Cup final.

4 1 attitude
2 holds
3 medal
4 awareness
5 captained
6 for
7 competed, silver
8 goal

5 Choose five phrases in exercise 3 to describe a sportsperson, a friend or a family member. Then tell your partner about the people you thought of.

My favourite footballer is Pierre-Emerick Aubameyang. He has incredible awareness and scores some amazing goals.

I think my big sister is a positive role model for me. She has a great attitude and never gives up.

Life Skills guide
6 Mediation

6 Work in pairs. You and your partner have to make a presentation on how sports have changed over time. In your conversation, include the following aspects:

- celebrity status
- achievements
- equipment
- rules

1 Which do you think is the biggest motivating factor to excel in sports – fame or money?

2 If you were to take up a potentially dangerous extreme sport, which one would you choose?

7B Listening

Listening to texts about sportspeople

1 Listen to four people explain why they admire certain sportspeople. As you listen: 51 p. 391

1 find out where each sportsperson is/was from.
2 find an example of something each sportsperson won.

2 Listen to the four people again. Match each speaker (1–4) with two of the sentences (a–h). 51 p. 391

This speaker talks about a person who:

a does a sport the speaker also practises. 3
b is a woman and has achieved more than any other man in a typically male sport. 1
c has represented his/her country internationally numerous times. 1
d has contributed greatly to the popularity of the sport he/she's doing. 2
e had already played a sport before it was officially included in the Olympic Games. 4
f performs an enjoyable show every time he/she wins a race. 2
g has gone through some problems in his/her private life. 3
h showed a lot of determination even when he/she had no chance to win. 4

3 Work in groups. Discuss which of the four sportspeople you think achieved the most. Explain your ideas.

4 Listen to a radio programme about the Polish mountaineer Andrzej Bargiel. Choose the correct option to complete each sentence. 52 p. 392

1 The ride down K2 was Bargiel's
a fourth achievement of that kind in his career.
b fourth attempt to conquer that peak.
c easiest ride of all his challenges so far.

2 When Andrzej got to the top of K2,
a he was close to giving up his ride at one moment.
b the weather made him wait before he started his way down.
c he decided to ski down only to 8,000m for safety reasons.

3 In his K2 expedition, Andrzej
a was supported by his two brothers.
b had his descent filmed by a drone.
c skied down the summit along with four other people.

4 The aim of the programme is to present
a the history of Polish mountaineering.
b the dangers of extreme sports.
c the accomplishments of an individual person.

5 Listen again. Choose the best heading (a–e) for each recording (1–4). There is one heading you do not need. 52 p. 392

a All his achievements so far 3
b A completely different approach to a regular sport 1
c Faster than anyone else –
d All the people around him 4
e Details of the successful attempt 2

6 MY PERSPECTIVE – SPEAKING

Work in groups. Make a list of six different sports and discuss what kind of achievement would be considered an outstanding success in each of them. Do you know any athletes who have achieved that?

7 Work in pairs. Describe the photo below, then answer the questions.

1 What is each of the racers thinking at the moment? What makes you think so?
2 Which sports do you find the most requiring? Why?
3 Tell your partner about a time when you watched your favourite athlete or club in a sports competition (live or on TV).

1 **Mia Hamm** is from the United States. She won Olympic and World Cup medals (for women's football).
Valentino Rossi is from Italy. He has won the MotoGP World Championship nine times.
Joaquín Capilla is from Mexico. He won Olympic medals for diving.
Susi Susanti is from Indonesia. She has won an Olympic gold medal for women's badminton.

Life Skills guide
6 Collaboration, Mediation

Exam guide
4 Listening
Multiple choice

Exam guide
7 Oral Matura

Life Skills guide
7 Communication, Critical thinking, Mediation

Valentino Rossi (left) attempts to overtake Maverick Vinales during a race at the Motorland Aragón Circuit in Alcañiz, Spain.



3h/week • Student's Book ex. 1–7 p. 116 • If short of time, skip ex. 6–7.

5h/week • Workbook ex. 1–5 p. 100

7h/week • Extra online resources

Fast Finishers

Imagine you are going to interview a successful Polish sportsperson. Make a list of 6 questions you would like to ask them. Write the answers if you know them or can guess them.

7C Grammar 1

Determiners

Understanding and using determiners

1 Complete the information about the functions of determiners using the words in the box.

articles | demonstratives | possessives | quantifiers

Determiners are words used before nouns. They have two main functions:

- They show which noun we mean, using (1) ... (*the, a[n]*), (2) ... (*this, that, these, those*) and (3) ... (*my, your, his, her, its, our, their*).
- They show how much/how many of something, using (4) ... .

More explanation in Grammar reference on p. 126.

2 Look at the Grammar box. Identify the determiners in the sentences.

Determiners

a *That year, Susi won the women's singles.*
b *Ask any Indonesian of his generation.*
c *He won many medals, including one gold.*
d *Without him, fewer people would watch motorcycle road racing.*
e *We'd never won any gold medals.*

More exercises in Grammar practice on p. 127.
Do exercises 1–3.

3 Work in pairs. Complete the sentences with determiners. Then discuss your choices.

1 She used to be ... forward in ... US women's football team. a, the

2 She played for ... country 275 times and scored 150 goals. ... man has ever managed that! her, No

3 Not ... people can claim to have made a sport popular more or less on ... own. many, their

4 He has ... ego problems and ... great personality. no, a

5 ... coach has shown me some videos of Joaquín when he was at ... best. My, his

6 She always fought right to ... end, even when it seemed there was ... hope. the, no/little

4 Choose the correct option to complete each gap.

1 I don't like ... sports.
a no **b** some **c** any

2 Hardly ... from my country have ever won an Olympic medal.
a many athletes **b** any athletes **c** no athlete

3 I'm pretty healthy. I eat very ... junk food.
a many **b** little **c** few

4 There aren't ... places near here where you can exercise outside.
a many **b** much **c** lot

5 A ... people I know are absolutely crazy about their favourite sports team.
a little **b** lot of **c** many

6 I don't think it's right that some athletes earn so ... money.
a few **b** many **c** much

5 Decide which sentences you agree with in exercise 4. Change the sentences that you do not agree with. Share your ideas in groups.

Number 1 isn't true for me. I like some sports. I'm really into basketball and baseball.

6 Complete the biography with one word in each gap.

Yao Ming is (1) ... retired professional basketball player. He stopped playing quite a (2) ... years ago, but he's still one of (3) ... most famous athletes in China. I have a (4) ... of great memories of watching him play. He spent (5) ... years playing in the NBA in North America, which was amazing because (6) ... Chinese player had ever done that before – and (7) hardly ... have done it since, either! (8) ... , if not all, Chinese people know him and are very proud of what he achieved. He's instantly recognisable because he's 2.29 metres tall. He made (9) ... other player in the NBA look small in comparison! In the end, though, he had a (10) ... of injuries that ended his career.

7 Choose the correct option to complete each dialogue.

1 Maria: How many people came to the performance?
Steve: ... We had to bring more chairs to sit everyone.
Maria: Your drama club is getting more popular!
a Not too many, actually.
b No unexpected guests.
c All those invited and even a few more.

2 Emily: ... for me?
Lucy: Not all of them. There are a few books for Sarah, too.
Emily: Oh, I see. Tell me which ones are mine then.
a Are these books
b Is that book
c How much of this collection is

3 Tom: We need to hand in our project in two days. ... time left.
Jack: I know, but it should be enough for us. Most of the project is ready.
a That's a lot of
b I don't know if we have many
c There's little

1 Do you think Polish footballers have more or fewer successes these days than 5 years ago?
2 Is a year of regular practice enough or too little time to become good at a sport? Why?

1 1 articles 2 demonstratives 3 possessives 4 quantifiers

6 1 a 2 few 3 the 4 lot/number 5 many/several 6 no 7 any 8 Most 9 every 10 lot/number

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–7 p. 117, ex. 1–3 p. 127 • If short of time, skip ex. 5 p. 117.

5h/week • Workbook ex. 1–5 p. 101

7h/week • Photocopiable grammar games and activities, TB pp. 360, 363 (7.1) • Extra online resources (see Technology guide)

7D Cele lekcji: Rozumienie tekstu pisanego o krajach, które były gospodarzami igrzysk olimpijskich.

1 Do you watch the Olympic Games when they are being held? Which sports are you most interested in?
2 What were the most prestigious international sports events held in Poland?

7D Reading



Fireworks explode at the opening ceremony of the London Olympic Games in 2012.

OLYMPIC GOLD

Culture guide

Interesting facts

The London 2012 opening ceremony cost £27million and lasted just under 4 hours. It was directed by Danny Boyle, the film director of *Slumdog Millionaire* and *127 hours*. The ceremony was very loosely based on the idea of *Jerusalem*, a poem (and now a song/anthem) by William Blake and presented an optimistic vision of British history from its rural beginnings through the industrial revolution, the founding of the welfare state and national health service to the celebration of the internet and Britain's modern multicultural society. It included everyone from the queen to grime music star Dizzy Rascal and fictional characters from James Bond to Peter Pan and Harry Potter. Not everyone liked it, but many in Britain saw it as a very positive vision of the nation and it remains a point of reference.

Life Skills guide

3 Critical thinking, Mediation

VOCABULARY BUILDING Synonyms in texts

Writers often use words or phrases with similar meanings to make their work more interesting and to avoid repetition.

Note that synonyms are never used in exactly the same way or with the same words.

Countries competing to ***host the Olympics*** *will often spend huge amounts to* ***hold the 16-day event****.*

1 Complete the sentences with the synonyms. Use a dictionary if necessary.

establish funding selected sums top

1 Hosts spend huge **amounts**.
Hosts invest large … of money. sums
2 They have programmes for **elite** athletes.
They support … competitors. top
3 There is **money** to help develop successful athletes.
This … is directly linked to success. funding
4 They helped to **set up** a programme that promotes excellence in sport.
They helped to … a system that promotes excellence in sport. establish
5 Children are **chosen** as potential stars.
Children hope to be … as potential stars. selected

2 Work in pairs. Rewrite the phrases using synonyms.

prove to have talent – *prove to have a natural ability*

1 achieve their targets
2 core principle
3 got its highest ranking
4 linked to success
5 tackle the challenges you face

READING

Understanding a text about countries that host Olympics

3 Work in groups. Which of the statements do you agree with? Can you think of any exceptions to your view?

1 The most important thing is not winning but taking part.
2 Hosting the Olympics is a waste of money.
3 In sport and life, you get what you pay for.
4 Increasing participation in sport at low levels could help tackle health and social challenges.

2 Suggested answers:
1 meet their goals / meet their objectives / fulfil their ambitions
2 basic belief / key theory
3 achieved its best-ever position
4 related to achievement / connected to accomplishment
5 deal with the problems you have / tackle the issues in front of you

3h/week • Student's Book ex. 1–7 pp. 118–119 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–4 p. 102

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 366 (7.4) • Extra online resources

53 When Baron Pierre de Coubertin set up the first modern Olympics in Athens in 1896, he declared that 'The most important thing in the Olympic Games is not winning, but taking part; the essential thing in life is not conquering but fighting well.' Sometimes, these days it can seem that this core principle has been forgotten, (**1**) b .

The hosting countries spend huge amounts of money to hold the 16-day event. Many of the countries taking part invest huge sums in programmes for elite athletes. And that money is not spent to come fourth; the only thing that matters is having 'the best Games' and winning medals – preferably gold.

The figures are enormous! Depending on who you ask, China spent $40 billion on the Beijing Olympics, Russia invested $50 billion in Sochi; while Rio and London each cost between 14 and 18 billion dollars. In terms of money for athletes, the UK spent over $400 million on supporting 1,300 top competitors. This funding is directly linked to success: those who fail to achieve their targets will have their funding cut and in some cases completely removed. (**2**) f !

Similarly, some years ago, China established a system known as *Juguo Tizhi* ('whole country support for the elite sport system') for developing athletes. Children are identified as potential sports stars at the ages of six to nine and are sent to special sports schools run by local government, (**3**) e . Those who prove to have talent move on to a semi-professional schedule of four to six hours a day, five or six days a week. After some years, the top performers then move on to provincial training centres. Students there live and breathe their sport and hope to be selected for their provincial team (**4**) d . There are around 400,000 young people in this system whose main purpose is to 'win glory for their nation' and, in the years before Beijing, it accounted for a very large percentage of all sports funding.

In both sport and life, you tend to get what you pay for; (**5**) a . China came first in Beijing, and Great Britain got its highest ranking for over 100 years in 2016. The question is whether this search for success at all costs comes at the expense of investing in something which is arguably more valuable: (**6**) c . Seeing your team win can obviously lift your spirits. However, this feeling is only temporary, while taking part in regular exercise and sport has been shown to have long-term psychological benefits, as well as having other advantages. Given this, surely spending more money on increasing sports participation from the lowest levels up would be a better way of tackling some of the health and social challenges that many countries face.

4 Read about the lengths some countries will go to in order to host the Olympics and do well. Complete the gaps (1–6) in the text with the phrases (a–f).

a the more money you spend, the better the results
b overtaken by the other motto de Coubertin is known for: 'faster, higher, stronger'
c local clubs and competitions; facilities for people to keep fit and play for fun
d and then to be full-time professional athletes representing their country
e where they train for up to 15 hours a week
f So much for the value of just 'taking part'

5 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Would you like to participate in a system like *Juguo Tizhi*? Why?/Why not?
2 Do you know any schools that specialise in sport? Do you think they are a good idea? Why?/Why not?
3 How much sport do you have to do at school? How much importance is given to winning?
4 Have you seen any great sporting events? How did they make you feel? Why?

CRITICAL THINKING Supporting arguments

Sometimes writers select information to support their point of view.

6 Work in pairs. Discuss whether you could use the facts to support an argument for spending money on the Olympics. Why?/Why not?

1 Six million dollars of the Beijing Olympics' costs went on sport. The rest included new subway lines, an airport terminal, a light railway and roads.
2 The majority of *Juguo Tizhi* athletes retire from their sport without formal educational qualifications.
3 According to the Chinese National Audit Office, the Beijing Olympics made a profit of $146 million.
4 Montreal took over 30 years to pay off its debts from holding the Olympics.

7 Work in pairs. A city in Poland wants to host the Olympics. Discuss this idea, including the following aspects:

- benefits for the local community
- possible negative impact
- what would happen after the Olympics
- alternatives to hosting the Olympics

Exam guide
4 Reading
Missing sentences

Life Skills guide
6 Critical thinking

Life Skills guide
5 Mediation

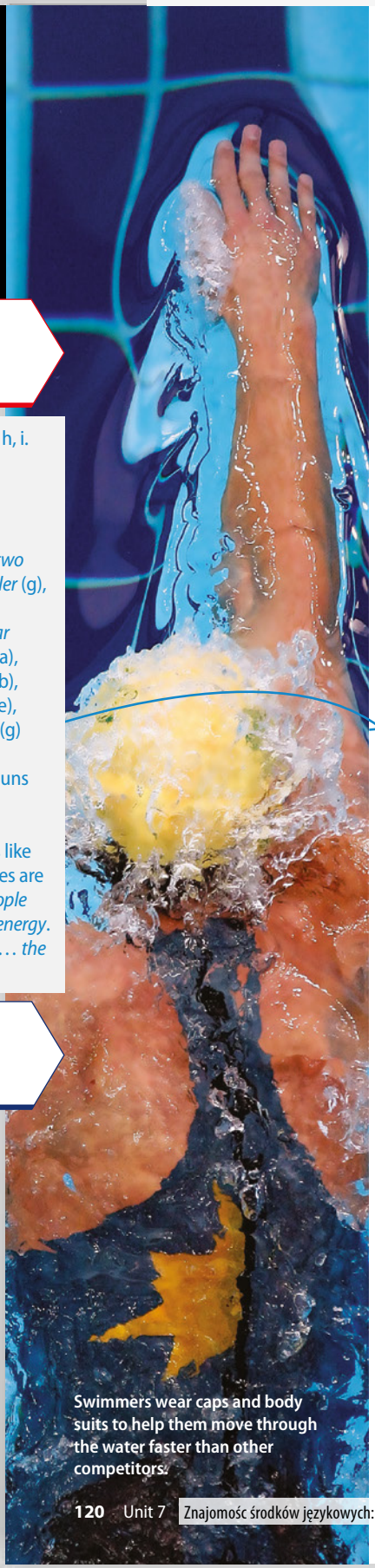
Life Skills guide
7 Creativity,
Critical thinking,
Mediation

Fast Finishers

Think of the impact that holding the Olympic Games may have on the host country Write some positive effects as well as some negative ones.

7E Cele lekcji: Stosowanie stopnia wyższego i najwyższego z przymiotnikami, przysłówkami i rzeczownikami.

1 The more money you invest in practising a sport, the better results you get. Do you agree with this statement?
2 Which sports do you think have the most complicated rules?



Swimmers wear caps and body suits to help them move through the water faster than other competitors.

7E Grammar 2

Comparatives and superlatives

Using comparative and superlative structures with adjectives, adverbs and nouns

1 How far do you agree with this quote? Give examples to show how things are better or worse now than they were in the past.

'This is the best time to be alive – ever.' (TED Speaker Gareth Cliff)

Comparatives and superlatives

a *Bicycles have improved and become* ***far*** *more aerodynamic.*
b *There are* ***many*** *more people training today.*
c *Athletes are training harder and more intelligently than before.*
d *The running tracks used in the 1930s were not as fast as the ones today.*
e *The soft surface of old running tracks stole* ***much*** *more energy from athletes' legs compared to modern tracks.*
f *Usain Bolt is the fastest man in history.*
g *On average, shot-putters are now* ***two and a half inches*** *taller and* ***130 pounds*** *heavier than they were in the 1920s.*
h *The current hour record in cycling is* ***only slightly*** *better than it was over 40 years ago.*
i *The more money governments spend on athletes, the better the results.*

More explanation in Grammar reference on pp. 126–127.

2 Look at the Grammar box. Read the sentences about how sports and sportspeople have changed. Answer the questions.

1 Which sentences use a comparative form with:
- an adjective?
- an adverb?
- a noun?

2 Which sentence uses a superlative adjective?
3 Which sentence emphasises that something is 'less than'?
4 Which of the words in bold show a small difference and which show a big difference?
5 Why do we say *many more people*, but *much more energy*? What is the opposite of both of them?
6 Which sentence shows how one change causes another change to happen at the same time?

More exercises in Grammar practice on p. 127. Do exercises 4–5.

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

1 The new gym in my area has a lot better equipment than the one I used to go to before.
MUCH
The new gym in my area is ... the one I used to go to before.

2 No other tournament has ever been as hard as last year's championship.
THE
Last year's championship was ... ever.

3 Our football team's performance was more spectacular last year than it is now.
AS
Our football team's performance isn't ... it was last year.

4 Tom found it easier to learn to play cricket than Ralph.
MORE
Tom learnt to play cricket ... Ralph.

Life Skills guide

1 Critical thinking, Mediation

2 **1** **Adjective**: a, d, f, g, h, i.
Adverb: c.
Noun: b, e, i.
2 f
3 d
4 **Small difference:** *two and a half inches taller* (g), only *slightly better*
Big difference: a *far more aerodynamic* (a), *many more people* (b), *much more energy* (e), *130 pounds heavier* (g)
5 *Many* is used with countable plural nouns like *people*.
Much is used with uncountable nouns like *energy*. The opposites are *far / much fewer people* and *far / much less energy*.
6 i – *the more money … the better the results …*

Exam guide

3 English in Use Transformations

3 **1** much better (equipped) than
2 the hardest tournament
3 as spectacular as
4 more easily than
5 The more experienced
6 are far more motivated

120 Unit 7 Znajomość środków językowych: *parafrazy zdań*

3h/week • Student's Book ex. 1–9 pp. 120–121, ex. 4–5 p. 127 • If short of time, skip ex. 7–9 p. 121.

5h/week • Workbook ex. 1–7 p. 104–105

7h/week • Photocopiable grammar games and activities, TB pp. 360, 364 (7.2) • Extra online resources (see Technology guide)

5 As I gain experience, the exercise I do at the gym becomes more intense.
THE
... I am, the more intense exercise I do at the gym.

6 We have hardly any motivation to play well in this match, while it's quite opposite in the case of our rivals.
FAR
Our rivals ... to play well in this match than we are.

4 Read about how small changes made a big difference for the British cycling team. How can small changes make big differences in your life?

Between the Olympics in 1908 and 2004, the British cycling team won just three gold medals. No British cyclist had even come close to winning (1) ... world's greatest cycle race, the Tour de France. Yet over the next 12 years, the British team won more than 25 gold medals and had two winners of the Tour. How could the team perform so (2) ... better?

The first thing was that cycling received a (3) ... more funding (4) ... it had had before and, thanks also to a new Olympic track in Manchester, the team could train (5) ... intensively. The coaches also began to focus on making small improvements in lots of areas. This was not just about training better and eating (6) ... healthily but also included things like teaching the cyclists to wash their hands properly and finding the (7) ... comfortable pillow for them to use at night! (8) ... cleaner their hands, the (9) ... colds and viruses the cyclists pick up, and the more training they can do. If they do not get as much sleep (10) ... they need, they may ride one percent (11) ... the next day. The more of these small improvements you can make, the (12) ... the difference compared (13) ... your competitors.

With the recent successes in British cycling, there are (14) ... more people cycling in the country than there used to be and having a much bigger pool of riders improves the chances of finding talented cyclists to continue that success.

There is a lesson here for all of us. We often set ourselves big goals which aren't so easy to achieve when perhaps we should focus on all the things we can do (15) ... better. Small changes can add up to a big difference.

5 Complete the summary in exercise 4 using one word in each gap. Compare your ideas with a partner.

6 Choose the correct option to complete each sentence.

1 At the penalty shootout, the goalkeeper is *more* / *much* / *most* concentrated than at any other moment of the match.
2 Car races didn't use to be as spectacular *than* / *like* / *as* they are now.
3 Jumping sports take *far* / *many* / *the* more practice before a tournament than running sports.
4 The more effort you have to put in your sports career, *more* / *the* / *slightly* better paid you are.
5 The rules of baseball are *many* / *slightly* / *as* more complicated than the rules of volleyball.

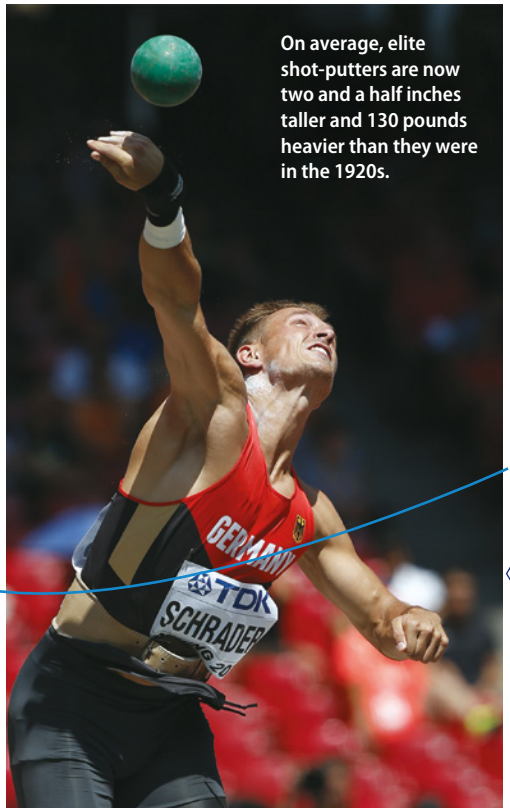
7 Work in pairs. Discuss if you agree with the statements in exercise 6.

8 CHOOSE

1 Write a short essay on the question in exercise 1. Use comparatives in your response.
2 Make a list of five things that are better compared to the past and five things that are worse compared to the past. Use comparatives to explain the differences.

9 Work in pairs. You are going to take part in a debate 'Small changes contribute to big improvements.' Before the debate, you are discussing what young people can do to improve the world they live in. In your discussion, include the following aspects:

- improving the performance of a school's sports team
- getting higher grades at school
- increasing people's life expectancy in your country
- stopping global warming



On average, elite shot-putters are now two and a half inches taller and 130 pounds heavier than they were in the 1920s.

Life Skills guide
7 Critical thinking

Life Skills guide
8 Creativity, Mediation

Life Skills guide
9 Creativity, Critical thinking, Mediation, Self-development

5 1 the
2 much
3 lot
4 than
5 more
6 more
7 most
8 The
9 fewer
10 as
11 slower/worse
12 bigger/larger/greater
13 to/with
14 many/far
15 slightly

Exam guide
5 English in Use Gap-filling

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Choose 3 similar sports (e.g. water sports, team sports, athletics). Write 5 sentences comparing the sports with one another. Use both comparative and superlative forms.

1 When was the last time you completed a questionnaire or a quiz about sports?
2 What questions would you ask if you were to carry out a survey related to students' satisfaction with your school's sports facilities?

7F Speaking

Life Skills guide
1 Critical thinking, Mediation

Life Skills guide
2 Critical thinking

Life Skills guide
3 Collaboration, Creativity, Critical thinking, Mediation, Practical skills, Self-development

Life Skills guide
4 Collaboration, Communication

Exam guide
5 Oral Matura

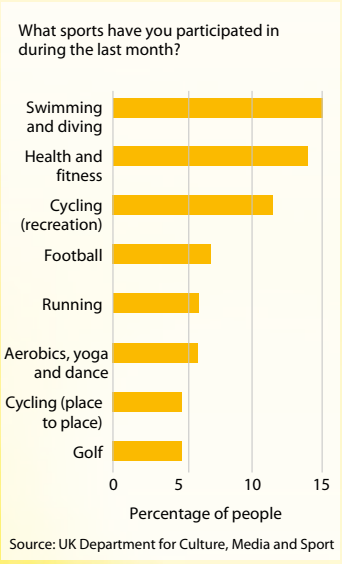
Life Skills guide
5 Critical thinking, Mediation, Self-development

Life Skills guide
6 Communication, Critical thinking, Mediation, Self-development

Useful language

Introducing main findings
The most surprising/interesting thing we found was that …
You won't be surprised to hear that … but one thing that was interesting was …
The main thing we discovered was …
(By far) the most popular … was …

Introducing other points
Another thing that was interesting was …
Apart from that, we found that …
Some other things worth mentioning are …



Source: UK Department for Culture, Media and Sport

Reporting findings, introducing main findings, introducing other points

1 Work in groups. The bar chart on this page shows the results of a survey into which sports people had done during the previous month. Discuss:
- whether anything surprises you. If so, why?
- why you think certain activities were more/less popular.
- which results you would expect to be similar and different where you live.

2 Work in pairs. Discuss which claims are supported (S) and not supported (NS) by the data in the chart.
1 One fifth of those questioned used a gym in the month before the survey.
2 Swimming and diving are the most popular sports.
3 One in 20 of those questioned played golf in the month before the survey.
4 Just under five percent of those questioned cycle to and from work.
5 The popularity of certain sports may change depending on the season.

3 Work in pairs. You are going to carry out a survey. Choose a question or think of one that interests you. Your survey should have at least six options.
- What activities have you done in your free time during the last two weeks?
- What is your favourite type of film to watch at the cinema?
- What subjects do you want to study at university?

4 Interview as many students as you can and take notes. Discuss your notes with your partner and then present the findings to the whole class.

5 Work in pairs. For your school project, you need to carry out a survey about sports activities of the residents of your city. You can choose one of three surveying methods presented in the photos below.
- Choose the method you like best. Justify your choice.
- Say why you reject the other options.





Answer the questions.
1 Are survey results always trustworthy? What may affect their reliability?
2 What use can organisations or companies make of the results of surveys?

6 Work in pairs. You have carried out a survey among students in your school regarding their ways of spending free time. You are discussing the results now. In your discussion, include the following aspects:
- some surprising results
- how to present the results to students
- the number of answers received
- conclusions from the results

Beach football is a popular sport on Ipanema Beach in Rio de Janiero.

2 1 NS (14% of those doing health and fitness activities and 6% of those doing aerobics, yoga and dance may have used a gym, but they could also have used a park, outside areas, or done the activities at home.)
2 NS (These sports had the most participants in the last four weeks among a small sample, so you can't generalise. There may be seasonal sports that are more popular.)
3 S
4 NS (5% used bicycles to get from place to place, but this may include many places other than work.)
5 NS (This is obviously a true statement, but the data itself doesn't tell us this.)

3h/week • Student's Book ex. 1–6 p. 122
5h/week • Workbook ex. 1–3 p. 109
7h/week • Extra online resources

7G Writing

An article

Writing an article – survey

1 Work in pairs. Read the website article below. Answer the questions.

1 Which part of the description expresses the author's reaction to the results?
2 What reaction does the author expect from the reader?

WHAT DO YOU DO TO LEAD A HEALTHY LIFE?

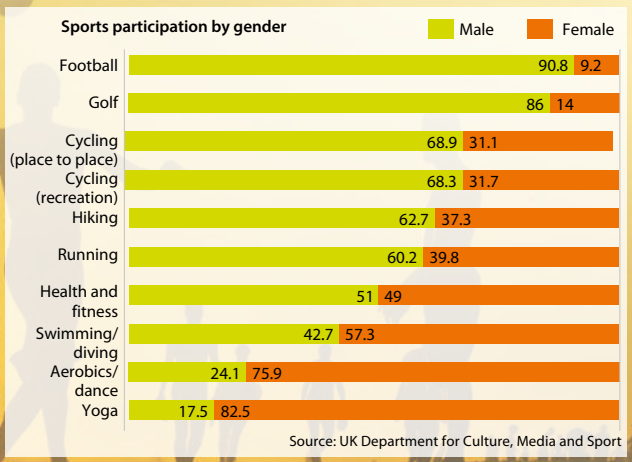
My favourite sports website, Go!, has recently published the results of a survey carried out on 50 people aged 13 to 55. The aim of the survey was to find out about levels of participation in sport in the four weeks before the interview.

As the results show, 68 percent of those interviewed walked for health and recreation, about one in six cycled and over half did some kind of sport within the month before. As can be seen from the chart, the most popular sport during this month was swimming and diving, with almost 15 percent of those questioned trying it at least once. This was followed closely by various health and fitness activities.

Among the people that did not take part in any sport during the month in question, the main reasons given for not participating were lack of time, expense and general poor health.

Generally, such results could be easily expected. Activities that do not require expensive equipment or intense practice are willingly picked up by people all ages. What came as a surprise to me, though, was the low popularity of running. Several of my friends go jogging regularly. Thus, I'd expect running to be ranked a bit higher than that.

How about you? What sports have you done recently? Are you surprised with the results? Let me know in the comments!



2 We often use passive forms in reports. Complete the sentences using the past participles of the verbs in brackets.

1 The chart shows the result of a survey ... (*carry out*) at our school last month. carried out
2 Fifty pupils ... (*age*) 13 to 15 were ... (*interview*) about their reading habits. aged, interviewed
3 As can be ... (*see*), only 20 percent of those ... (*question*) said they had read a novel in the previous six months. seen, questioned
4 The most popular author was J.R.R. Tolkien, ... (*follow*) by Anthony Horowitz. followed

3 **WRITING TIPS** Describing statistics

Replace the percentages in italics with the phrases.

Almost half	A significant majority
A tiny percentage	Just under three-quarters
Roughly a third	The vast majority

1 *2%* of those questioned spend more than an hour a day exercising.
2 *35%* of those who responded play a team sport at least once a month.
3 *48%* of those who responded prefer exercising alone.
4 *65%* of those questioned would like to do more sport.
5 *74%* of respondents do less sport now than they did five years ago.
6 *96%* of the people I spoke to recognise the importance of exercise.

4 Work in pairs. Refer to the Writing strategies box and use the passive forms in exercise 2 to describe the statistics in this bar chart.

5 A sports website has recently published a bar chart with the results of a survey showing the popularity of various sports by gender. Write an article for your school magazine, in which you will present what you have learnt from the bar chart and express your personal reaction to the results. Write between 200 and 250 words.

More about an article in Writing guide on p. 156.

Writing strategies

Describing statistics

When we are describing statistics, we sometimes use phrases or estimations instead of specific percentages. Instead of *10.3 percent cycled*, we might say ***one in ten*** *cycled*. We do this for variety or to emphasise a point. For example, ***over half*** may sound bigger than *52 percent*.

1 Is it easy to manipulate the results of a survey? How can it be done?
2 Why do you think the results of various sports surveys differ so much between men and women?

Life Skills guide
1 Critical thinking

3
1 A tiny percentage
2 Roughly a third
3 Almost half
4 A significant majority
5 Just under three-quarters
6 The vast majority

Exam guide
5 Writing
An article

Life Skills guide
5 Creativity, Critical thinking, Mediation, Practical skills

3h/week • Student's Book ex. 1–5 p. 123

5h/week • Workbook ex. 1–4 p. 110

7h/week • Extra online resources

Skills Review 7

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 This campaign is to raise people's ... of the problem of drugs in sports. awareness AWARE
2 This is the third European ... for this experienced player. championship CHAMPION
3 The Olympic gold medal was won by an ... from Sweden. athlete ATHLETICS
4 We want to take some exercise, ... in the fresh air. preferably PREFER
5 He is the most ... footballer the world has ever seen. skilled/skilful SKILL
6 His ... in the World Football Cup was cancelled. participation PARTICIPATE

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 My friend stood out as ... far the best basketball player in our school. by
2 Harry has always had a real passion ... fishing. for
3 It depends ... our coach whether we will have to train this weekend. on
4 A survey was carried ... to check our students' sport preferences. out
5 The run appeared to be easy as one ... ten participants managed to finish it within an hour. in
6 ... from the last five minutes, the whole game was rather boring. Apart/Aside

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 He swam more slowly than he did in the last competition.
AS
He did ... he did in the last competition.

2 Last season their results were much better.
THAN
They are doing ... they did last season.

3 The organisers had expected more spectators to come to the match.
CAME
... to the match than the organisers had expected.

4 Newspapers did not publish much information about this competition.
WAS
Very ... published about this competition in newspapers.

5 They will organise a charity match at the national stadium.
HELD
A charity match ... at the national stadium.

6 When he practised martial arts, he did not eat any junk food.
NO
When he practised martial arts, ... junk food.

3
1 not swim as fast/quickly as
2 (much) worse than
3 Fewer spectators came
4 little information was
5 will be held
6 he ate no

Exam guide
5 English in Use
Multiple choice

Tłumaczenie fragmentów zdań

4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 (*Mało ludzi*) ... know the rules of cricket.
2 The more you train, (*tym lepsze wyniki*) ... you get.
3 The weights were (*o pięć kilogramów cięższe*) ... than earlier.
4 His current record for the 100 metres is only (*trochę lepszy*) ... than it was six months ago.
5 This competitor jumps (*tak wysoko jak*) ... the best ones in the world.
6 Our team won; although it was (*ich najtrudniejszy*) ... match in that volleyball competition.

4
1 Few people
2 the better results
3 five/5 kilos/kilogrammes heavier
4 a little / slightly / a little bit / a bit better
5 as high as
6 their most difficult/hardest

Uzupełnianie zdań

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Not only did he win the swimming competition, but he also ... the new world record.
a did
b set
c put

2 I love watching American football, but I don't know ... rules.
a no
b its
c it's

3h/week • Student's Book ex. 1–9 pp. 124–125 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 p. 112–113, ex. 1–5 p. 111 • If short of time, assign ex. 8 p. 113 for homework.

7h/week • Matura photocopiable activities, TB pp. 362, 367–370 (7.5–7.8) • Extra online resources (see Technology guide)

3 The better equipment we … for our school, the more interesting our sports classes will be.
(a) buy
b are buying
c will buy

4 They do not have … equipment in the gym; they need more weights, mattresses, and jumping ropes.
a many
(b) much
c a lot

5 My friend eventually … his target of becoming a professional football player.
a received
b scored
(c) achieved

6 Winning 60 points at the beginning of the game lifted our players' … .
a happiness
b satisfaction
(c) spirits

Uzupełnianie zdań

6 **Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

account	achieve	happy	host
improve	retire	tackle	

1 Jack's sports … are appreciated by the Ministry of Sport. achievements

2 He … from his sports career last year because of a serious neck injury. retired

3 … the skills of our school basketball players is the priority now. Improving

4 Have you ever thought about why bronze Olympic medalists are … than silver medalists after winning the medal? happier

5 Collecting more money will be the best way of … the problem with the sports equipment. tackling

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat uprawiania sportu (1–4). Do każdej z nich dopasuj odpowiadające jej zdanie (a–f).**
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej wypowiedzi. 54 p. 392

Which speaker talks about:

a the people who were supportive while he/she was doing sports?
b his/her lack of experience that resulted in a serious accident?
c poor conditions he/she had for practising sports?
d the people who gave him/her useful tips about sports?
e the injuries which he/she had while practising sports?
f the ease with which he/she was able to practise sports?

1	2	3	4
c	a	f	e

SPEAKING

8 **Rozmawiasz z kolegą/koleżanką na temat organizacji szkolnych zawodów sportowych w grach zespołowych. Poniżej podane są cztery kwestie, które musicie omówić:**

- wybór dyscypliny sportowej,
- termin zawodów,
- pomoc nauczycieli,
- nagrody.

WRITING

9 **Napisz artykuł, w którym omówisz wyniki ankiety dotyczącej powodów rezygnacji młodzieży z uczestnictwa w zajęciach wychowania fizycznego w szkole oraz przedstawisz propozycje rozwiązania tego problemu.**

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

Exam guide
7 Listening
Multiple choice

Exam guide
6 English in Use
Word formation

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Mediation

Exam guide
9 Writing
An article

Life Skills guide
9 Creativity, Mediation, Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 7

GRAMMAR 1 Determiners

Determiners

Określniki to wyrazy poprzedzające rzeczownik. Wśród nich wyróżniamy *articles* – przedimki określone i nieokreślone oraz *quantifiers* – zaimki ilościowe.

Articles (przedimki określone i nieokreślone)

Przedimek nieokreślony *a/an* występuje:

- przed rzeczownikami policzalnymi w liczbie pojedynczej w ujęciu ogólnym (w znaczeniu „jeden z wielu"),
- kiedy mówimy o danej osobie/rzeczy po raz pierwszy,
- przed nazwami zawodów:

  *He is **a** professional basketball player.*

Przedimek określony *the* występuje:

- przed rzeczownikami policzalnymi i niepoliczalnymi odnoszącymi się do konkretnej lub wcześniej wspomnianej osoby/rzeczy,
- przed przymiotnikami w stopniu najwyższym,
- jako element stałych wyrażeń:

  *The Olympics are held in different countries. **The** hosting country spends huge amounts of money to hold **the** 16-day event.*

Przedimek określony i nieokreślony nie występują:

- przed rzeczownikami niepoliczalnymi,
- przed rzeczownikami w liczbie mnogiej w ujęciu ogólnym,
- w wielu okolicznikach miejsca po przyimkach, np. *at school*,
- przed nazwami większości miast, państw i kontynentów oraz przed nazwami ulic, lotnisk i dworców, np. *Asia, London, Oxford Street, Chopin Airport, Victoria Station*:

  People I know have no interest in football.

Quantifiers (zaimki ilościowe)

Wyrażenia te odpowiadają na pytania: „ile?", „jak dużo?". Niektóre z nich występują tylko z rzeczownikami niepoliczalnymi, a inne jedynie z rzeczownikami policzalnymi lub wyłącznie z rzeczownikami w liczbie mnogiej.

- *Both* stosujemy, mówiąc o dwóch osobach i/lub rzeczach:

  ***Both** Mark and his brother are top class athletes.*

- *Either* i *neither* występują przed rzeczownikami w liczbie pojedynczej, kiedy mówimy o wyborze między dwiema możliwościami:

  *We could play **either** volleyball or squash. It's up to you.*

Po wyrażeniu *neither* nie używamy *no* ani *not*:

*In fact, **neither** team deserved victory.*

- *Every* oraz *each* występują z rzeczownikami policzalnymi w liczbie pojedynczej. Bardzo często można ich używać zamiennie.

  Each stosujemy, kiedy mamy na myśli poszczególne przedmioty/osoby w danej grupie:

  ***Each** athlete in our team is in great form this season.* (= każdy z nich z osobna)

  Every stosujemy, kiedy mamy na myśli grupę jako całość:

  ***Every** professional athlete would like to win the Olympics.* (= wszyscy)

- *All* występuje przed rzeczownikami niepoliczalnymi oraz rzeczownikami w liczbie mnogiej, gdy mówimy o wszystkich przedmiotach/osobach w danej grupie:

  ***All** the medalists received monetary awards.*

  Any w zdaniach twierdzących stosujemy w znaczeniu „każdy, jakikolwiek":

  *Ask **any** Indonesian of his generation.*

- *Many* i *few* występują z rzeczownikami policzalnymi, natomiast *much* i *little* – z rzeczownikami niepoliczalnymi:

  *He won **many** medals, including one gold.*

Ćwiczenia 1–3

GRAMMAR 2 Comparatives and superlatives

Formy porównawcze z użyciem przymiotników i przysłówków

- Aby powiedzieć, że dwie osoby lub rzeczy są w jakiś sposób (nie)podobne, używamy konstrukcji *„(not) as* + przymiotnik/przysłówek + *as"*:

  *Their training was **not as** hard **as** it is now.*

- Do porównania osób/rzeczy, które znacznie się od siebie różnią się, możemy wykorzystać wyrażenie *X is much/a lot/a great deal/far/miles better than Y:*

  Bicycles have improved and become far more aerodynamic.

  Możemy też podać konkretne liczby i miary:

  *On average, shot putters are now **two and a half inches** taller and **130 pounds** heavier than they were in the past.*

- Do porównania osób/rzeczy, które nieznacznie się od siebie różnią, możemy zastosować wyrażenie *X is a bit/ slightly (better) than Y:*

  *The current hour record in cycling is only **slightly** better **than** it was over 40 years ago.*

- Możemy także zmodyfikować konstrukcję *„not as … as"* za pomocą następujących wyrażeń:

  not nearly as fast as *not quite as good as*

  not nearly as many as *not quite as much*

  *Haukenes was **not nearly as** fast **as** Yu in the 50km walk.*

In the hammer throw, Pars was ***not quite as*** *good* ***as*** *Lomnicky.*

- Kiedy chcemy powiedzieć, że „im więcej czegoś, tym…", stosujemy konstrukcję „*the + comparative … , the + comparative …*":

  The *longer and thinner our legs are,* ***the*** *more-energy efficient they are to swing.*

- Do porównania obecnych sytuacji z tymi, które miały miejsce w przeszłości, stosujemy następujące konstrukcje:

  Athletes are training harder and more intelligently than they ***used to/before/in the past/they did before****.*

  Elite shot-putters now are two and a half inches taller than they were ***in the past/they used to be/40 years ago****.*

Ćwiczenia 4–5

Grammar practice

1 Choose the correct options.

1 Mia Hamm first started playing football when she was living in *the Italy* / *Italy*. Later, when she was at *the junior high school* / *junior high school* she played in *the boys' team* / *boys' team*.
2 Hamm has done a lot to promote *a women's* / *the women's* / *women's* football.
3 To tell you *the truth* / *truth* / *a truth*, I'm not really interested in *motorbikes* / *the motorbikes*, but I admire Valentino Rossi. He has *charm* / *a charm* / *the charm* and *a lovely personality* / *lovely personality* / *the lovely personality*.
4 Jesse Owens was born in *the Alabama* / *Alabama* in 1913. He was *the youngest* / *youngest* / *a youngest* of ten children, and his father was *farmer* / *the farmer* / *a farmer*.
5 As *the teenager* / *teenager* / *a teenager*, Owens helped his family by delivering *the groceries* / *groceries* and working in *a shoe repair shop* / *shoe repair shop* / *the shoe repair shop*.
6 Susi Susanti now runs *company* / *the company* / *a company* selling *the badminton rackets* / *badminton rackets*. She imports *a material* / *the material* for *rackets* / *the rackets* from Japan and they're then produced in China.

2 Choose the correct options. Sometimes both answers are correct.

1 There's *not much* / *only a few* difference between the two teams.
2 I have *almost no* / *hardly* interest in sport, to be honest.
3 *Very few* / *Not many* talented young athletes actually become successful.
4 I've never really had *no* / *any* talent for sport.
5 I don't have *very much* / *very little* respect for many footballers.
6 *A lot of* / *Most* medals we win at the Olympics are in long-distance running.
7 When the World Cup is on, I usually try and watch *all* / *every* game.
8 I couldn't see much because there were *a lot of* / *so many* people in front of me.

3 Complete the sentences with the determiners.

all any both each either every neither no

1 I like the fact that you can play the game anywhere. … special equipment is needed. No
2 Mia Hamm was named FIFA's World Player of the Year in … 2001 and 2002. both
3 … his school nor his family had the money to send Jesse Owens to the 1932 Olympics. Neither
4 My brother can name … player who has played for the team in the last ten years! every
5 I admire … athlete who works hard and has a good attitude. any
6 It's a very close game. … team could win, but I still think Brazil look stronger. Either
7 … my friends are really into boxing, but I can't stand it! All
8 There's a website that shows you how much … player earns. each

4 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 This season they have scored 65 goals and we've only scored 30.
This season they've scored … we have.
MILES

2 Usain Bolt actually ran only slightly faster than Jesse Owens.
Jesse Owens … as Usain Bolt.
FAST

3 I used to play basketball quite a lot, but I hardly ever play now.
I don't play basketball … I used to.
MUCH

4 No-one has ever won as many gold medals in swimming for her country as her.
She is our … ever.
SUCCESSFUL

5 If you continue to play, your injury will only get worse.
The … worse your injury will get.
LONGER

5 Complete the comparatives using your own ideas.

1 I'm slightly … than … .
2 I'm nowhere near … .
3 Young people these days are far more … .
4 There … as … as there … in the past.
5 I … than I used to.
6 … , the more successful you will be.

Exam guide

4 English in Use Transformations

4 **1** miles more goals than
2 wasn't as fast / didn't run as fast / ran almost as fast / was almost as fast
3 as much as
4 (country's) most successful swimmer
5 longer you play, the

Wordlist Unit 7 55

VOCABULARY p. 115

achievement (n) /ə'tʃi:vmənt/ osiągnięcie
anticipate (v) /æn'tɪsɪpeɪt/ przewidywać
average (adv, adj) /'ævərɪdʒ/ średnio, średni
awareness (n) /ə'weənəs/ świadomość
captain (v) /'kæptɪn/ być kapitanem
championship (n) /'tʃæmpiənʃɪp/ mistrzostwa
claim (v) /kleɪm/ twierdzić
energetic (adj) /ˌenə'dʒetɪk/ energiczny
forward (n) /'fɔ:wəd/ napastnik
game (n) /geɪm/ gra, mecz
goal (n) /gəʊl/ gol
great attitude (n) /ˌgreɪt 'ætɪˌtju:d/ świetne nastawienie
hold a record (phr) /ˌhəʊld ə 'rekɔ:d/ mieć, utrzymywać rekord
key player (n) /ˌki: 'pleɪə/ kluczowy, ważny gracz
move (n) /mu:v/ ruch
participation (n) /pɑ:ˌtɪsɪ'peɪʃn/ udział, uczestnictwo
passion for (n) /'pæʃn fə/ pasja do
play a key role (phr) /'pleɪ ə ˌki: 'rəʊl/ odgrywać kluczową rolę
race (n) /reɪs/ wyścig
right to the end (adv) /ˌraɪt tə ðɪ 'end/ do samego końca
role model (n) /'rəʊl ˌmɒdl/ autorytet
score (v) /skɔ:/ zdobywać (punkty, bramki)
season (n) /'si:zn/ sezon
set a record (phr) /ˌset ə 'rekɔ:d/ ustanawiać rekord
skillful/skilled player (n) /ˌskɪlfl/skɪld 'pleɪə/ zręczny, sprawny gracz
smash the old world record (phr) /'smæʃ ðɪ ˌəʊld ˌwɜ:ld 'rekɔ:d/ pobić stary rekord świata
sports fan (n) /'spɔ:ts ˌfæn/ kibic
technique (n) /tek'ni:k/ technika
the Olympics (n) /ðɪ ə'lɪmpɪks/ Olimpiada
victory (n) /'vɪktəri/ zwycięstwo
win silver/gold medal (phr) /'wɪn ˌsɪlvə/ ˌgəʊld 'medl/ zdobyć srebrny/złoty medal
World Cup (n) /ˌwɜ:ld 'kʌp/ Puchar Świata
wrestling (n) /'reslɪŋ/ zapasy

LISTENING p. 116

above sea level (phr) /əˌbʌv 'si: ˌlevl/ powyżej poziomu morza
accomplish (v) /ə'kʌmplɪʃ/ osiągać
accomplishment (n) /ə'kʌmplɪʃmənt/ osiągnięcie
athlete (n) /'æθli:t/ lekkoatleta, sportowiec
attempt (v, n) /ə'tempt/ podejmować próbę, próba
be at one's best (phr) /bi: æt wʌn 'best/ być u szczytu formy
bore sb with sth (v) /'bɔ: ˌsʌmbədi wɪð 'sʌmθɪŋ/ zanudzać kogoś czymś
compete (v) /kəm'pi:t/ konkurować
competitor (n) /kəm'petɪtə/ zawodnik/ zawodniczka
conquer (v) /'kɒŋkə/ zdobywać
descend (v) /dɪ'send/ schodzić, zjeżdżać
descent (n) /dɪ'sent/ zjazd, zejście w dół
determination (n) /dɪˌtɜ:mɪ'neɪʃn/ determinacja
dive (v) /daɪv/ nurkować
eight-thousander (n) /ˌeɪt'θaʊzəndə/ ośmiotysięcznik
feat (n) /fi:t/ wyczyn
float (v) /fləʊt/ unosić się (w powietrzu, na wodzie)
International Olympic Committee (n) /ˌɪntəˌnæʃnəl ə'lɪmpɪk kəˌmɪti/ MKOL
mountaineering (n) /ˌmaʊntɪ'nɪərɪŋ/ wspinaczka, alpinizm
operate a drone (phr) /ˌɒpəreɪt ə 'drəʊn/ obsługiwać drona
out of the question (phr) /ˌaʊt əv ðə'kwestʃən/ wykluczone, poza dyskusją
outstanding (adj) /aʊt'stændɪŋ/ nadzwyczajny
overcome problems (phr) /ˌəʊvəˌkʌm 'prɒbləmz/ przezwyciężać problemy
overtake (v) /ˌəʊvə'teɪk/ wyprzedzać
peak (n) /pi:k/ szczyt
racer (n) /'reɪsə/ kierowca wyścigowy
stamina (n) /'stæmɪnə/ kondycja
summit (n) /'sʌmɪt/ szczyt, wierzchołek

GRAMMAR 1 p. 117

concentration (n) /ˌkɒnsən'treɪʃn/ skupienie, koncentracja
have no interest in (phr) /ˌhæv ˌnəʊ 'ɪntrəst ɪn/ nie wykazywać zainteresowania
in comparison (adv) /ɪn kəm'pærɪsən/ w porównaniu
injury (n) /'ɪndʒəri/ kontuzja
recognisable (adj) /'rekəgnaɪzəbl/ rozpoznawalny
retired (adj) /rɪ'taɪəd/ emerytowany, na emeryturze
unexpected (adj) /ˌʌnɪk'spektɪd/ nieoczekiwany

READING pp. 118–119

a 16-day event (phr) /ə ˌsɪksti:n deɪ ɪ'vent/ 16-dniowe wydarzenie
account for (phr v) /ə'kaʊnt fə/ stanowić
achieve one's targets (phr) /əˌtʃi:v wʌnz 'tɑ:gɪts/ osiągnąć swoje cele
airport terminal (n) /ˌeəpɔ:t 'tɜ:mɪnl/ terminal lotniska
alternative (n) /ɔ:l'tɜ:nətɪv/ alternatywa, inna opcja, możliwość
arguably (adv) /'ɑ:gjuəbli/ prawdopodobnie, zapewne
at all costs (phr) /ət ˌɔ:l 'kɒsts/ za wszelką cenę
come top (phr) /kʌm tɒp/ pojawić się na pierwszym miejscu listy
core principle (n) /ˌkɔ: 'prɪnsəpl/ podstawowa zasada
depending on (phr) /dɪ'pendɪŋ ɒn/ w zależności od
enormous (adj) /ɪ'nɔ:məs/ ogromny
excellence in sth (n) /'eksələns ɪn 'sʌmθɪŋ/ perfekcja w
exception (n) /ɪk'sepʃn/ wyjątek
facility (n) /fə'sɪlәti/ udogodnienie, element infrastruktury
figure (n) /'fɪgə/ liczba
formal educational qualifications (n) /'fɔ:ml edjʊˌkeɪʃnəl ˌkwɒlɪfɪ'keɪʃnz/ formalne kwalifikacje pedagogiczne
host the Olympics (phr) /ˌhəʊst ðɪ ə'lɪmpɪks/ być gospodarzem Olimpiady
importance (n) /ɪm'pɔ:tns/ znaczenie, ważność
lift one's spirits (phr) /ˌlɪft wʌnz 'spɪrɪts/ podnieść kogoś na duchu
light railway (n) /ˌlaɪt 'reɪlweɪ/ kolej pasażerska
linked to (adj) /'lɪŋkt tə/ połączony z
local community (n) /ˌləʊkl kə'mju:nəti/ miejscowa wspólnota
local government (n) /ˌləʊkl 'gʌvənmənt/ miejscowe władze
majority (n) /mə'dʒɒrəti/ większość
move on to (phr v) /ˌmu:v 'ɒn tə/ przechodzić na/do
nation (n) /'neɪʃn/ naród
negative impact (n) /ˌnegətɪv 'ɪmpækt/ negatywny wpływ
obviously (adv) /'ɒbviəsli/ oczywiście, najwyraźniej
opening ceremony (n) /ˌəʊpənɪŋ 'serəməni/ ceremonia otwarcia
pay off debts (phr) /'peɪ ˌɒf 'dets/ spłacać długi
percentage (n) /pə'sentɪdʒ/ odsetek
preferably (adv) /'prefərəbli/ raczej, najchętniej
provincial training centre (n) /prəˌvɪnʃl 'treɪnɪŋ ˌsentə/ wojewódzkie centrum treningowe
ranking (n) /'ræŋkɪŋ/ ranking; miejsce na liście
remove (v) /rɪ'mu:v/ usuwać
represent (v) /ˌreprɪ'zent/ reprezentować
specialise in (phr) /'speʃəlaɪz ɪn/ specjalizować się w
sporting event (n) /'spɔ:tɪŋ ɪˌvent/ wydarzenie sportowe
subway line (n) /'sʌbweɪ ˌlaɪn/ linia metra
tackle a challenge (phr) /ˌtækl ə 'tʃæləndʒ/ poradzić sobie z wyzwaniem
win glory (phr) /ˌwɪn 'glɔ:ri/ zyskać chwałę

GRAMMAR 2 pp. 120–121

add up to (phr v) /ˌæd 'ʌp tə/ przyczyniać się
be alive (phr) /bi: ə'laɪv/ być żywym
cycle race (n) /'saɪkl reɪs/ wyścig kolarski
gain experience (phr) /ˌgeɪn ɪk'spɪərɪəns/ zdobywać doświadczenie
global warming (n) /ˌgləʊbl 'wɔ:mɪŋ/ globalne ocieplenie
goalkeeper (n) /'gəʊlˌki:pə/ bramkarz
grade at school (n) /'greɪd ət 'sku:l/ ocena w szkole
inch (n) /ɪntʃ/ cal (2,54 cm)
life expectancy (n) /'laɪf ɪkˌspektənsi/ średnia życia
on average (adv) /ɒn 'ævərɪdʒ/ średnio
penalty shootout (n) /'penlti 'ʃu:taʊt/ rzut karny
pick up viruses (phr) /pɪk ʌp 'vaɪərəsɪz/ łapać wirusy
pillow (n) /'pɪləʊ/ poduszka
pool of (n) /'pu:l əv/ pula, dostępne zasoby
pound (n) /paʊnd/ funt (0,454 kg)
properly (adv) /'prɒpəli/ właściwie
put effort into sth (phr) /ˌpʊt 'efət ɪntə ˌsʌmθɪŋ/ wkładać w coś wysiłek

quote (n) /kwəʊt/ cytat
running track (n) /'rʌnɪŋ træk/ bieżnia
set oneself a goal (phr) /'set wʌn,self ə 'gəʊl/ stawiać sobie za cel
shot-putter (n) /'ʃɒt,pʊtə/ kulomiot
slightly (adv) /'slaɪtli/ niewiele, ledwie
tournament (n) /'tʊənəmənt/ turniej

SPEAKING p. 122

activity (n) /æk'tɪvəti/ aktywność, działanie
apart from that (conj) /ə'pɑːt frəm ðæt/ oprócz tego
bar chart (n) /'bɑː tʃɑːt/ wykres słupkowy
carry out a survey (phr v) /ˌkæri 'aʊt ə 'sɜːveɪ/ przeprowadzać ankietę
data (n) /'deɪtə/ dane
introduce other points (phr) /ˌɪntrəˌdjuːs 'ʌðə ˌpɔɪnts/ przedstawiać inne opinie
introduce/present main findings (phr) /ˌɪntrə'djuːs/pri'zent meɪn 'faɪndɪŋz/ przedstawiać/prezentować główne odkrycia
one fifth (n) /ˌwʌn 'fɪfθ/ jedna piąta, 1/5
one in 20 (phr) /ˌwʌn ɪn 'twentɪ/ jeden z/na 20
questioned (adj) /'kwestʃənd/ ankietowany
recreation (n) /ˌrekri'eɪʃn/ rekreacja
resident (n) /'rezɪdnt/ mieszkaniec
surveying method (n) /sə,veɪɪŋ 'meθəd/ metoda przeprowadzania ankiety
under five percent (phr) /ˌʌndə ˌfaɪv pə'sent/ mniej niż pięć procent

WRITING p. 123

almost half (phr) /ˌɔːlməʊst 'hɑːf/ prawie połowa
by gender (adv) /baɪ 'dʒendə/ według płci
come as a surprise (phr) /ˌkʌm əz ə sə'praɪz/ okazać się dla kogoś niespodzianką
describe statistics (phr) /dɪˌskraɪb stə'tɪstɪks/ opisywać dane statystyczne
estimation (n) /ˌestɪ'meɪʃn/ przybliżenie
in question (adj) /ɪn 'kwestʃən/ wspomniany, wymieniony
just under three-quarters (phr) /'dʒʌst ˌʌndə ˌθriː 'kwɔːtəz/ nieco poniżej 3/4
roughly a third (phr) /ˌrʌfli ə 'θɜːd/ w przybliżeniu 1/3
running route (n) /'rʌnɪŋ ˌruːt/ trasa biegu
such a high rank (phr) /ˌsʌtʃ ə ˌhaɪ 'ræŋk/ tak wysoka pozycja w rankingu
tiny percentage (n) /ˌtaɪni pə'sentɪdʒ/ niewielki procent

SKILLS REVIEW pp. 124–125

bruise (n) /bruːz/ siniak
bump (n) /bʌmp/ wybój, nierówność
cheer sb on (phr v) /ˌtʃɪə ˌsʌmbədi 'ɒn/ zagrzewać kogoś do walki
drop out (phr v) /ˌdrɒp 'aʊt/ odpadać (np. z biegu)
exhaustion (n) /ɪg'zɔːstʃən/ wyczerpanie
flair for skiing (phr) /ˌfleə fə 'skiːɪŋ/ wrodzony talent, smykałka do nart
get out of pins and armlocks (phr) /ˌget 'aʊt əv,pɪnz ənd 'ɑːmlɒks/ uwolnić się z chwytu judo
jumping rope (n) /'dʒʌmpɪŋ rəʊp/ skakanka
martial arts (n) /ˌmɑːʃl 'ɑːts/ sztuki walki
midpoint (n) /'mɪdpɔɪnt/ połowa dystansu
stand out (phr v) /ˌstænd 'aʊt/ wyróżniać się, odznaczać się
strength (n) /streŋθ/ siła
strike (n) /straɪk/ uderzenie
supportive (adj) /sə'pɔːtɪv/ wspierający
weights (n) /weɪts/ ciężary, hantle
wound (n) /wuːnd/ rana

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

1 1 great attitude of Polish sports fans
2 plays a key role
3 overcome many more problems
4 involves some bruises and wounds
5 One in 20 people questioned

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 Journalists often mention (*świetne nastawienie polskich kibiców*) ... at volleyball tournaments.
2 The captain of the team (*odgrywa kluczową rolę*) ... not only during a game.
3 Disabled players have to (*przezwyciężać dużo więcej problemów*) ... than ordinary ones.
4 Practising sport often (*wiąże się z siniakami i ranami*) ... ,which you cannot avoid.
5 (*Jedna na 20 ankietowanych osób*) ... could chase a bus effortlessly.

2 Choose the correct option to complete the sentences.

1 We are going to ... main findings of our analytical team.
a discover **b** introduce **c** interview
2 She decided to ... out a survey on her own.
a put **b** carry **c** run
3 Is judo going to be one of your favourite martial ... ?
a fights **b** sports **c** arts
4 Winning this competition won't be difficult with her ... for dancing.
a flair **b** strike **c** rhythm
5 All spectators were watching the goalkeeper before the ... shootout.
a priority **b** penalty **c** provincial

3 Complete each sentence with the word that best fits the gap.

1 They were going to bore her ... their memories from football matches. with
2 When he won that Olympic medal he was ... his best. at
3 The vast majority of Poland is ... sea level. above
4 I would like to appreciate her excellence ... diving. in
5 The local government's hardest decision was ... of the question. out

4 Use the word in capitals to form a word that fits in the gap.

1 People that do sports are more ... than those who are not active. energetic — ENERGY
2 His biggest ... gave him fame and well-being. accomplishment(s) — ACCOMPLISH
3 Do you think wrestling needs greater ... than judo? concentration — CONCENTRATE
4 Her world record was the most ... feat. Everybody was amazed. unexpected — EXPECT
5 Sportspeople emphasise the ... of regular training. importance — IMPORTANT

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

Exam guide
2 English in Use Multiple choice

Exam guide
4 English in Use Word formation

1 What customs or traditions have been borrowed from other cultures or countries and are now popular in Poland?
2 What kind of cultural event would you take part in regularly if it was held in your area?

8 Cultural transformation



Culture guide

Global context

The photo shows members of the Vila Isabel Samba School perform in a parade during the Rio Carnival. Samba schools are attached to different areas in the city and each school raises money over the year and practises routines for the carnival. Some of the floats can cost up to $250,000 and are made by specialist artists. The costumes worn by the members are very heavy (some can weigh 40 kilos) and also cost thousands of dollars. Each year, prizes are given to the best schools based on their parade routine, floats and costumes.

IN THIS UNIT YOU LEARN

VOCABULARY
- participation in cultural events
- customs and traditions

GRAMMAR
- future forms

SKILLS

Listening
- art projects
- multiple choice

Reading
- a new programme for teaching music
- adjective and noun collocations
- multiple choice

Speaking
- making suggestions
- rejecting suggestions
- suggesting alternatives

Writing
- a *for* and *against* essay

CRITICAL THINKING
- understanding and evaluating ideas

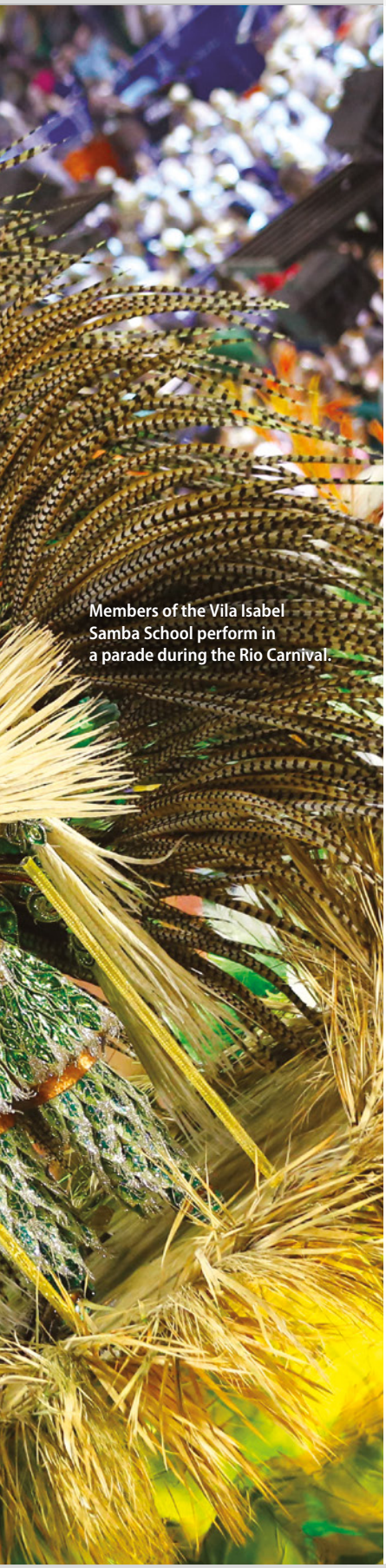
TED TALK
- a park in the sky

130 Unit 8

3h/week • Student's Book ex. 1–6 p. 131 • If short of time, skip ex. 5–6.

5h/week • Workbook ex. 1–8 pp. 114–115 • If short of time, skip ex. 7–8.

7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 376–377 (8.3) • Extra online resources



Members of the Vila Isabel Samba School perform in a parade during the Rio Carnival.

8A Vocabulary

Cultural events

Talking about cultural events, customs and traditions

1 Work in groups. Look at the cultural attractions and discuss the questions.

art gallery/museum	arts/music festival	cinema	comedy club
food festival	music venue	public art	theatre

1 Which of the cultural attractions do you have near where you live?
2 Do you go to any of them? Why?/Why not?
3 Would you like to have any of them near where you live? Why?/Why not?

2 Complete the first part of the summary with the words in the brackets. Add any additional words, if necessary.

The Rio Carnival, one of the world's leading festivals, (1) … (*held / February / year*) in Rio de Janeiro, Brazil. During the festival, organisers (2) … (*put on / huge / number / parades*) and parties all over the city, which (3) … (*attract / at least / million / tourists*). The festival (4) … (*has / big / impact / city*) and on people's cultural lives. The carnival involves around 200 Samba schools, which try (5) … (*present / best / costumes*), dance routines, and musical bands.

3 Read the second part of the summary. Complete the gaps with one word only. Then listen and check your answers. 56

It generates over $750 million in income locally in Rio which comes (1) … tourists (2) … attend the four-day event and the Samba schools, which can sometimes spend over three million dollars (3) … costumes and preparations. The festival boosts Brazil's broader economy as (4) … . But it's not just about money. There's wide support (5) … the festival because it brings people together and helps create a sense (6) … pride in the country. Many of the Samba schools are from (7) … poorest neighbourhoods in the city, and the festival offers young people opportunities to take part in cultural activities and learn new skills. Owing to the festival, Rio (8) … been recognised as a cosmopolitan city and cultural hotspot all over the world.

4 Complete the sentences with six different cultural attractions you know of. Then work in pairs and share your ideas.

1 … is held every year.
2 … attracts a lot of tourists to our area.
3 … has had a big impact on our country.
4 … brings people together.
5 … has very wide support.
6 I'd like to get involved in … .

5 MY PERSPECTIVE – SPEAKING

Work as a class. Talk about the places and events you thought of in exercise 1. Use words and phrases from the summary in exercises 2 and 3.

We've got a music venue near where we live. The promoters put on a lot of small concerts and parties.

6 Work in pairs. You are discussing benefits related to cultural attractions and events organised in Poland. In your discussion, include the following aspects:

- your personal benefits
- most beneficial types of events
- traditional Polish events
- possible threats and dangers

Life Skills guide
1 Mediation

2 1 is held in February every year
2 put on a huge number of parades
3 attract at least a million tourists
4 has a big impact on the city
5 to present the best costumes

Exam guide
3 English in Use Gap-filling

3 1 from
2 who/that
3 on
4 well
5 for
6 of
7 the
8 has

Life Skills guide
6 Critical thinking, Mediation, Self-development

8B Cele lekcji: Rozumienie ze słuchu tekstów o sztuce.

1 Which type of art is the hardest to understand for you? Why?
2 Do you think artists can make a good living on what they create?

8B Listening

Listening to texts about art

1 Work in groups. Look at the photo and discuss the questions.

1 Where do you think the photo was taken?
2 What has been done to the building? Why?
3 Do you like it? Why?/Why not?
4 Have you ever seen anything similar? Where?

2 Listen to a podcast about two big art projects. What are the plans for the places? 57 p. 392

3 Choose the correct option to complete each sentence. Listen again and check your answers. 57 p. 392

1 The Favela Painting Foundation
(a) has done a similar project before.
b is going to carry out the project in two places, Rio and Port-au-Prince, at the same time.
c had its Haiti project destroyed in a hurricane.
d collects money for the victims of the hurricane.

2 One benefit the Haiti project will bring is that
(a) local artists will have a job for some time.
b more artists will come to Port-au-Prince to help.
c it will encourage artists to invest in their own workplaces.
d it will protect the area from hurricanes and earthquakes.

3 The Birmingham project will require
a a large group of artists to design the cultural space.
b refreshing all areas in the city.
(c) a large sum of money at the beginning.
d creating a large map of cultural places in the neighbourhood.

4 Mark mentions a community arts festival
a to invite Holly to it.
(b) as a cheaper way to keep the community united.
c to ask the presenter to help him find volunteers.
d because he doesn't remember when it starts.

5 What can be said about both projects is that
a they are based on previous work.
b a part of the local community is critical about them.
c it may be difficult to keep the art in good condition.
(d) they are supposed to improve the local economy.

Life Skills guide
1 Critical thinking, Mediation

Culture guide
2 Profile

Jeroen Koolhaas and Dre Urhahn, better known as 'Haas and Hahn', are Dutch artists, who founded the Favela Painting Project in 2005. Their aim was to inspire locals in underserved communities to transform their neighbourhoods through art. Between 2007 and 2010, they reinvented parts of the 'favelas' in Rio de Janeiro by painting huge colourful murals on the facades of buildings, as well as squares and streets. The result was so successful that in 2011 they took their project to Philadelphia, US.

2 1 The plan for Port-au-Prince is to paint a whole neighbourhood.
2 The plan for Birmingham is to find an artist who can create a big and innovative piece of art.

Exam guide
3 Listening
Multiple choice

Life Skills guide
4 Critical thinking, Mediation

Life Skills guide
6 Mediation

Exam guide
7 Listening
Multiple choice

5 1 piece of art
2 go with
3 thrilled by
4 even remotely as
5 good care of
6 breathtaking

4 MY PERSPECTIVE – SPEAKING

Think about your community. What would you choose if you had to decide between the two public art projects and Mark's suggestion? Why?

5 Check if you understand the phrases in the box. Complete the questions with the phrases, then listen and check. 58

breathtaking	even remotely as	go with
good care of	piece of art	thrilled by

1 What's the greatest ... you've ever seen?
2 Which colours do not usually ... one another?
3 What was the last view you were ... ?
4 In which subject aren't you ... good as your friend?
5 What place in your area have the authorities taken ... ?
6 What's the most ... performance you've seen this year?

6 Work in pairs. Answer the questions in exercise 5.

7 You will hear three recordings regarding a popular museum in Spain. Choose the correct option. 59 p. 393

1 What is the aim of the speaker?
a To describe how the museum was built.
b To invite the listener to see the art inside.
(c) To suggest that there's a lot to see before you enter the museum.

2 Which is true about the speaker?
a She went to the museum to see art by Bill Viola.
(b) She describes the best piece of art she has seen so far.
c She enjoyed all the artwork she saw.

3 Which of these statements taken from the recording is an opinion rather than a fact?
a The Foundation is building another museum in Abu Dhabi soon.
(b) The website is a must-see, especially if you aren't going to visit the museums on your own.
c You will see short videos presenting each of the museum sites.



With the help of Haas and Hahn, members of a Caribbean community came together to transform a part of their neighbourhood.

3h/week • Student's Book, ex. 1–7 p. 132 • If short of time, skip ex. 4 and 6.

5h/week • Workbook ex. 1–5 p. 116

7h/week • Extra online resources

Fast Finishers

Imagine you are going to organise an arts festival in your area. List 6 important issues you will have to deal with. Write your solution for each issue and rank its difficulty (1 – easy, 5 – hard to solve).

8C Grammar 1

Future forms 1

Using future forms: plans, arrangements and predictions

1 Look at the Grammar box. Why do you think the forms in bold are used in each sentence?

Future forms

a *And in Haiti, the project* ***is certainly going to create*** *jobs, and it'll be employing local artists.*
b *I guess that work* ***won't last****, but I think the locals are hoping the project* ***will attract*** *interest in the area.*
c *The piece should be low maintenance, so they* ***won't be spending*** *thousands of pounds every year.*
d *What about once it* ***'s been completed****?*
e *What'll happen when the paint* ***fades****?*
f *We* ***'re about to put on*** *a community arts festival.*
g *We* ***'re holding*** *various shows and events over a week.*
h *You can … get information on Mark's festival which* ***starts*** *on the 24th.*

More explanation in Grammar reference on p. 144.

2 Match each explanation of how to create future forms with an extract in the Grammar box. There are two extracts for one of the explanations.

1 The present simple is used to refer to a scheduled or regular event. h
2 The present simple or present perfect is used because it follows a time word. d, e
3 The present continuous is used because they are talking about an arrangement they have made. g
4 *Will* + infinitive is used because they are making predictions about the future they are certain about. b
5 The future continuous is used because they are talking about an ongoing/unfinished future action. c
6 *Be about to* + verb is used to talk about something which is going to happen in the very near future. f
7 *Be going to* + verb is used because they are making a prediction. a

More exercises in Grammar practice on p. 145.
Do exercises 1–2.

3 Choose the correct options to complete the paragraph.

Our town (1) *holds / is going to hold* a festival next year for the total solar eclipse. There (2) *will be being / are going to be* some small events in the week before the eclipse (3) *takes / is taking* place – like talks and music. And then on the actual day, the eclipse is due quite early in the morning, so we (4) *are about to put on / are putting on* a concert with some local bands as the sun (5) *rises / will rise*. After the concert (6) *has finished / will finish*, we're going to have a huge breakfast barbecue to prepare for the big event. It should be great! A lot of people (7) *will be coming to / come to* the area next year to catch the eclipse so we (8) *will hopefully get / are hopefully getting* a few visitors here in our town too, although that's not the main thing about putting on the event. We're really doing it because we want to bring people together, and it's not like we (9) *will be spending / spend* thousands of dollars on it. If (10) *it's going to be / it will be* a success, we'll need lots of volunteers.

4 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 After leaving the exhibition, we will go to a café. HAVE
When … , we will go to a café.
2 The show will start in a moment. ABOUT
The show is … in a moment.
3 What is the departure time of Bus 35? DEPART
What time … ?
4 I'll be at the cinema at 5 pm on Saturday. The film starts at 4 and lasts for almost two hours. WATCHING
I … at the cinema at 5 pm on Saturday.
5 What are your plans for next weekend? GOING
What … next weekend?

5 How many times can you complete the sentences so that they are correct and true? Compare with a partner and see who got the most.

1 I'm … next weekend.
2 I'm going to … after … .
3 There's about to be … in our town.
4 I will be … , so I can … .
5 Next term, … .

6 Work in pairs. Make a list of at least four ideas for pieces of art/cultural events/festivals for your community.

7 Work with another pair of students. Compare your ideas. Discuss which you think would:

- be the most fun.
- do most to boost the local economy.
- have the longest lasting impact.
- be the most difficult to organise.

8 Work in the same groups. Choose one of your ideas. Discuss:

- the venue
- how long it will take to set up and how long it will last
- who will take part/organise it
- how much it will cost
- how you will raise the money
- any permission you will need
- how to get people to support the project

9 Present your ideas to the class. Vote on which one you like best.

Exam guide
4 English in Use Transformations

4 **1** we have left the exhibition
2 about to start
3 does Bus 35 depart
4 will be watching a film
5 are you going to do

Life Skills guide
5 Creativity

Life Skills guide
6 Collaboration, Creativity, Mediation

Life Skills guide
7 Collaboration, Critical thinking, Mediation

Life Skills guide
8 Collaboration, Creativity, Critical thinking, Mediation

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

1 Are you going to attend a cultural or arts event in the next couple of months?
2 Who do you think will win an Academy Award or a Grammy next year?

3h/week • Student's Book ex. 1–9 p. 133, ex. 1–2 p. 145 • If short of time, skip ex. 6–9 p. 133.

5h/week • Workbook ex. 1–5 p. 117

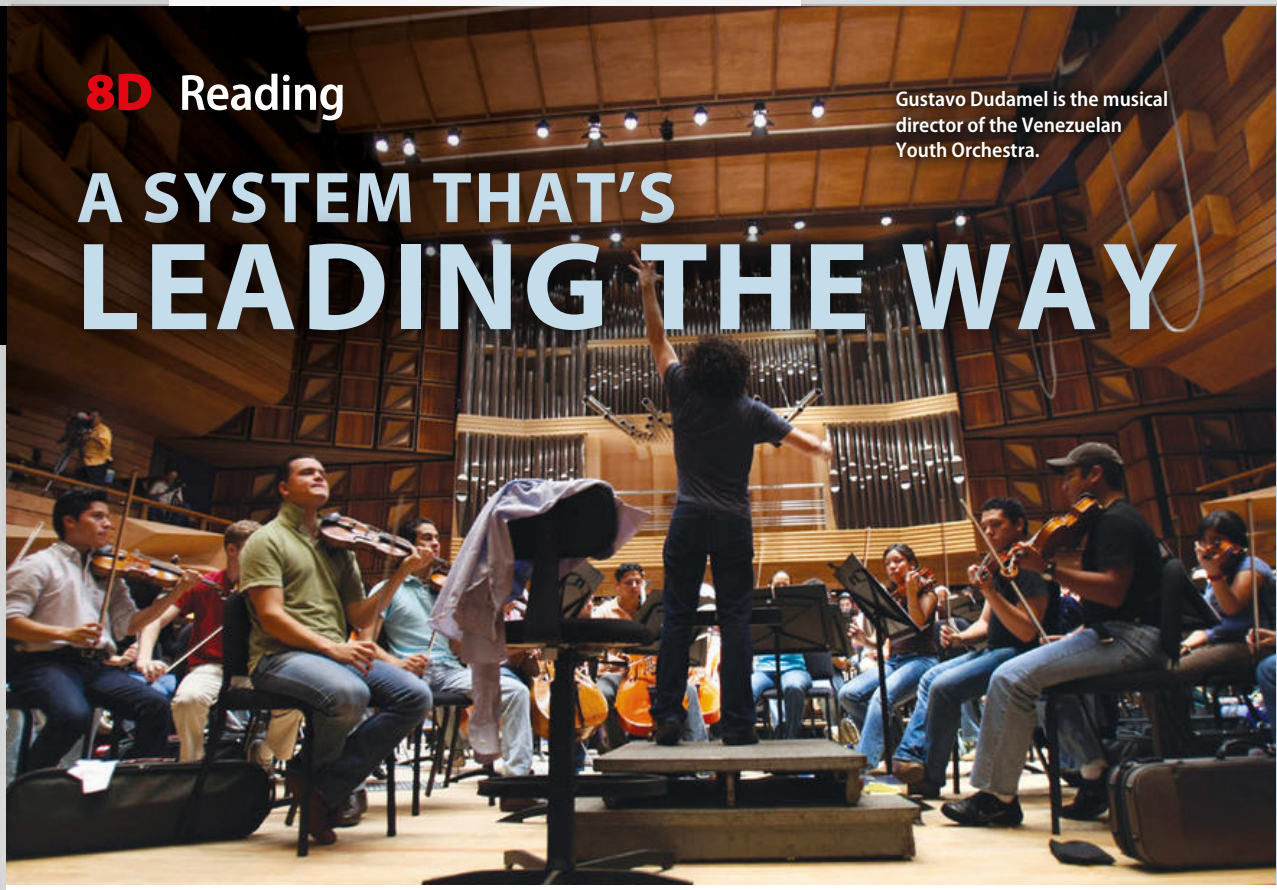
7h/week • Photocopiable grammar games and activities, TB pp. 371, 374 (8.1) • Extra online resources (see Technology guide)

8D Cele lekcji: Rozumienie tekstu pisanego o programie nauki muzyki.

1 Do you think that anybody can be taught to play a musical instrument? Why? / Why not?
2 What kind of art clubs and classes are available to students at your school?

8D Reading

A SYSTEM THAT'S LEADING THE WAY



Gustavo Dudamel is the musical director of the Venezuelan Youth Orchestra.

VOCABULARY BUILDING Adjective and noun collocations 2

It is a good idea to notice and learn adjective-noun collocations. Think about:

- what verbs or phrases go with the collocation.
  *give an **individual performance**/get a mark for your **individual performance***
- examples from real life.
  *We have to work in groups, but we get a mark for our **individual performance**.*

Exam guide
3 Reading
Missing sentences

Life Skills guide
1 Collaboration, Mediation

1 Work in pairs. Take turns explaining what each collocation means. Use a dictionary if necessary.

diverse social backgrounds | driving ambition | hard work | innovative scheme | leading orchestra | low-income | mixed results | private companies | straightforward process | strict set of rules

2 Complete the sentences with the collocations in exercise 1.

1 The management introduced a/an ... of promotion and motivation to stop workers from quitting.
2 Several b were interested in building the opera house, but only two offers had reasonable terms.
3 The afternoon drama club in my city has successfully appealed to young people from c .
4 The school management decided to work out a/an g in order to prevent bullying and violence.
5 The new method is not universal – it will bring c depending on how motivated each student is.

2 1 innovative scheme
2 private companies
3 diverse social backgrounds
4 strict set of rules
5 mixed results

READING

Understanding a text about a programme for teaching music

3 Read about *El Sistema*, a programme for teaching music. Put the sentences (a–g) in the correct places (1–6) in the article. There is one sentence that you do not need.

a It has also been credited with improving relations between different communities and saving many children from getting involved in gangs and violence.
b Obviously, the resources that the Venezuelan government puts into *El Sistema* are important.
c Central to *El Sistema* is a focus on discipline and commitment.
d Abreu was also a politician and a minister in the government.
e However, it seems there are always individuals whose lives are changed.

3h/week • Student's Book ex. 1–7 pp. 134–135

5h/week • Workbook ex. 1–4 p. 118

7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 378 (8.4) • Extra online resources

60 **JOSE ANTONIO ABREU** trained and worked as an economist for many years, but his dream was to have a life in music. He fulfilled that dream, firstly through individual performance, but more importantly through founding *El Sistema*. *El Sistema* is an innovative scheme for teaching music to children from diverse social backgrounds. It has been so successful that an orchestra which is part of the scheme – the Venezuelan National Youth Orchestra – has been named among the five leading orchestras in the world. (**1**) f .

When he first started the orchestra, Abreu had managed to get 50 music stands for the 100 children he was expecting to come and rehearse. In the end, only 11 turned up. What was he going to do? Give up or try and attract many more children to fill those spaces? In fact, he went several steps further and promised those 11 students that he would turn the orchestra into a world leader! So apart from this driving ambition, how did it happen?

(**2**) b . It pays for instruments and teaching for over 500,000 young musicians who are involved in the programme and also provides monthly grants to older pupils as a reward for their hard work. It also pays for performances and teaching younger children in the programme. Private companies often sponsor local groups and parents also raise funds for tours.

However, money is not the only factor in its success. (**3**) c . New students can start from as young as three, but students and their parents must agree to a strict set of rules and attend classes and rehearsals for between one and four hours a day, up to six days a week. Teachers may visit parents to help them understand the hours required to improve and how to support their children.

While discipline is important, the musical training also emphasises fun, team spirit, physical expression and the value of performance. Students start in a choir and work on rhythm and percussion before moving on to playing the recorder and then finally choosing their instrument at the age of seven. (**4**) g .

El Sistema is seen by many people from low-income families as a way to stay in education and escape poverty. It can present opportunities to travel via tours within Venezuela and abroad. (**5**) a . No wonder many other countries have looked to copy the programme.

Setting up a 'sistema' is not a straightforward process and there have been mixed results. (**6**) e . As one parent from the Scottish Sistema put it, 'My son was struggling, and I was worried he was going to go off school and maybe end up getting in with the wrong kids. *El Sistema* has made a huge difference. He's gained confidence, learnt discipline and he's definitely back on track.'

f Yet, 40 years ago, such an idea seemed a long way off.
g Lessons are mainly conducted as a group, with all the class working towards performing a piece in front of an audience.

4 Read about *El Sistema* again. Chose the correct answer to each question.

1 Which is NOT the way *El Sistema* is funded?
a Private companies support *El Sistema* locally.
b Parents buy instruments that their children use.
c There's a system of grants.

2 Apart from education in music, how is the programme beneficial to students?
a It helps them overcome their disadvantaged social background.
b They can set up their own ***Sistemas*** when they finish the programme.
c They attend cultural events more often when they travel abroad.

3 What conclusion can be made from the text?
a Everybody becomes professional in music if they practise and rehearse long enough.
b The programme is now operating in two countries: Venezuela and Scotland.
c The programme is well supported by the Venezuelan authorities.

5 Work in pairs. Discuss the questions.

1 Have you ever learnt how to play a musical instrument? How good were/are you?
2 What kind of music do you listen to? What do you like about it?

CRITICAL THINKING Understanding and evaluating ideas

If you want to copy a successful idea or make use of what you have learnt in a new context, you need to understand all the factors that made the idea a success and evaluate how far they can be applied in a new context.

6 Work in groups. Discuss the questions.

1 Which of the factors mentioned in the text do you think is the most important for *El Sistema's* success: money, discipline, commitment, other?
2 Is there a scheme similar to *El Sistema* in Poland? Describe its rules. If not, should there be one?

7 **MY PERSPECTIVE – SPEAKING**

Would you like to take part in a programme like *El Sistema*? Why?/Why not?

Exam guide
4 Reading
Multiple choice

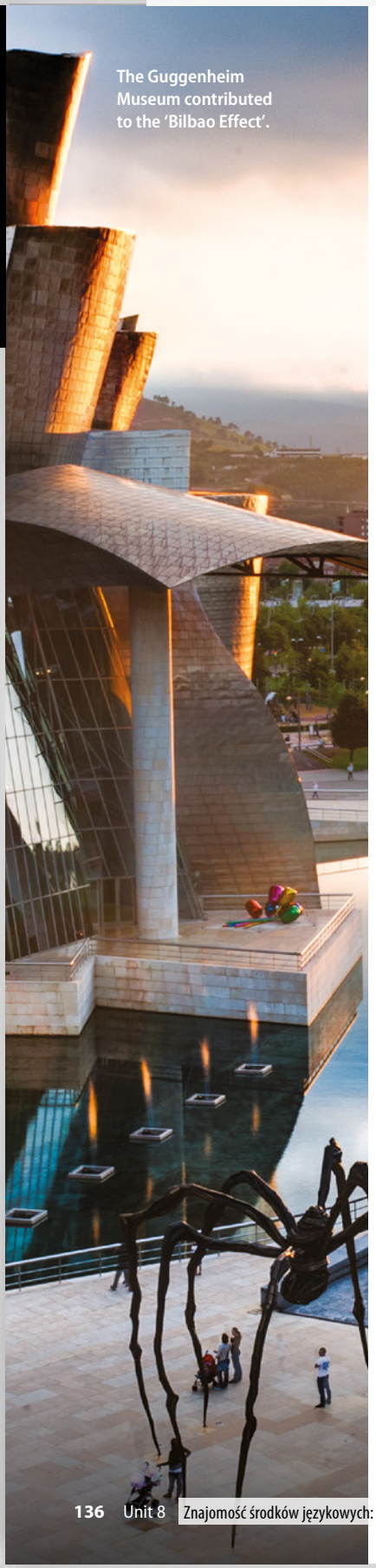
Life Skills guide
6 Critical thinking, Mediation

Fast Finishers

Write down some ideas for setting up a programme similar to El Sistema, but aimed at teaching some other skills (dance, sport, drama, etc.). How could it be organised to be as effective as possible?

8E Cele lekcji: Stosowanie form przyszłych do opisywania przeszłości.

1 When was the last time you were going to do something but you had to change your plans unexpectedly?
2 Have you ever had to promise that you would do something while knowing it wouldn't be possible?



The Guggenheim Museum contributed to the 'Bilbao Effect'.

8E Grammar 2

Future forms 2

Using future in the past

1 Look at the Grammar box. Then look at the sentences (1–3) in each set. Which sentence in each set does not show the future in the past?

a *was/were going to*
1 Before the election, the mayor said he **was going to** make entry to all museums and galleries free.
2 I **was going to** enter a painting competition but didn't finish in time.
3 I fell asleep in the car when we **were going to** the gallery.

b *would*
1 I **would** really like to go to the Edinburgh Festival next year.
2 The government built the museum because it thought it **would** bring a lot of investment into the city.
3 If we did more cultural activities here, I'm sure we **would** attract more tourists.

c *was/were + present participle*
1 The show **was starting** in a matter of minutes, so we had to rush.
2 I couldn't hear the film because the people behind me **were talking**.
3 I only bought two tickets – I thought your brother **wasn't coming**.

The future in the past

a *My son was struggling, and I was worried he **was going to** go off school and maybe end up getting in with the wrong kids.*
b *He went several steps further and promised those 11 students that he **would** turn the orchestra into a world leader!*
c *Abreu had managed to get 50 music stands for the 100 children he thought **were coming** to rehearse.*

More explanation in Grammar reference on p. 144.

2 Complete the first parts of the sentences using *was/were going to* and the verbs in the box. Then match them with the second parts of the sentences.

buy cost get hold play rain stay watch

1 They said the building ... something like $35 million, was going to cost; **e**
2 The forecast did say it ... a bit, was going to rain; **h**
3 We ... tickets for the concert next month, were going to buy; **c**
4 I (not) ... the movie any longer, wasn't going to watch; **a**
5 They told us the band ... on stage around nine, was going to get; **g**
6 Initially, they ... in a five-star hotel, were going to stay; **f**
7 I thought they ... all their hits, were going to play; **b**
8 When they announced they ... the World Cup here, were going to hold; **d**

a so I turned off the TV and left the living room.
b but they just played loads of new stuff. They were absolutely terrible.
c but it literally sold out in seconds. I couldn't believe it.
d loads of people were actually against it.
e but the construction was way more than that.
f but it was too expensive for them.
g but we had to wait for hours. It must've been midnight before they came on.
h but seriously, it just poured down all day.

More exercises in Grammar practice on p. 145. Do exercises 3–4.

3h/week • Student's Book ex. 1–9 pp. 136–137, ex. 3–5 p. 145

5h/week • Workbook ex. 1–8 pp. 120–121

7h/week • Photocopiable grammar games and activities, TB pp. 371, 375 (8.2) • Extra oline resources (see Technology guide)

3 Read about the Bilbao Effect. What is it? Choose the correct option to complete the text.

By the 1990s, the city of Bilbao in northern Spain was no longer the industrial centre it once was and the future looked bleak. It was hard to see how the authorities (1) b new jobs or what could be done to make sure things (2) c soon. The city decided to invest over $1 billion in the hope that a new focus on culture would attract visitors. The money (3) c on transport links, bridges, parks, libraries, and the remarkable Guggenheim Museum, designed by Frank Gehry. Once people saw what the building (4) a like, excitement grew. When it opened, the authorities (5) a around 300,000 visitors in the first year, but by the end of that year, it had attracted a million! The impact on the city has been tremendous, so it's no wonder other cities are now desperate to copy what has become known as the Bilbao Effect!

1 **a** is going to create **b** were going to create **c** will create
2 **a** are improving **b** were improving **c** would improve
3 **a** was spending **b** was going to spend **c** was going to be spent
4 **a** was going to look **b** were going to look **c** is going to look
5 **a** were expecting **b** would expect **c** were going to expect

4 MY PERSPECTIVE – SPEAKING

Think of three possible reasons why the 'Bilbao Effect' might not work in another city.

5 Listen to three people describing cultural events they went to. Match each speaker (1–3) with the correct sentence (a–c). 61 p. 393

Which speaker watched something that:

a has been popular for a long time? 1
b scared them more than they expected? 3
c disappointed them? 2

6 Think of places or cultural events you have been to that you could describe using this language. Share your experiences in groups.

It was far/much/way … than I thought it would be.
I wasn't expecting it to be very/quite …, but it was …
It was nowhere near as good as I was expecting.

7 Work in pairs. Look at the Grammar box. Answer the questions.

1 What is the form of the future perfect simple? What is the form of the future perfect continuous?
2 Which form do we use to emphasise the duration of an activity before a certain point in the future?
3 Which form do we use to emphasise completed actions by a certain point?
4 Which word shows a point in the future?

The future perfect

We use the future perfect to show the time in the future by which something will be complete.

It'll soon ***have been running*** *for 70 years, and over 10 million people* ***will have seen*** *it.*

More exercises in Grammar practice on p. 145.
Do exercise 5.

8 Complete each sentence with the future perfect simple or future perfect continuous form of the verbs in brackets.

1 By the end of next year, the band … (*play*) together for 30 years!
2 By the end of this course, I … (*study*) English for ten whole years!
3 I'll call you after five. I … (*finish*) school by then.
4 He's originally from Peru, but by June he … (*live*) in Canada for ten years.
5 The Museum of Modern Art … soon … (*be*) open for a whole century.

9 CHOOSE

1 Find out about a new development in your town or country. Why was it built? Has it been a success?
2 Write a list of ten things that will have happened in your life by the time you are 30. Then work in pairs. Which are the most/least likely to come true?

Exam guide

3 English in Use
Multiple choice

Culture guide

3 Interesting facts

The 'Bilbao Effect' is a term used to describe the idea that attracting a world-class cultural institution – in Bilbao's case, a branch of New York's Guggenheim art museum – will put a city on the map, and in turn attract more investment, brands, tourism and cultural energy.

7 1 Future perfect simple: *will have* + past participle
Future perfect continuous: *will have been* + *-ing*
2 future perfect continuous
3 future perfect simple
4 *soon*

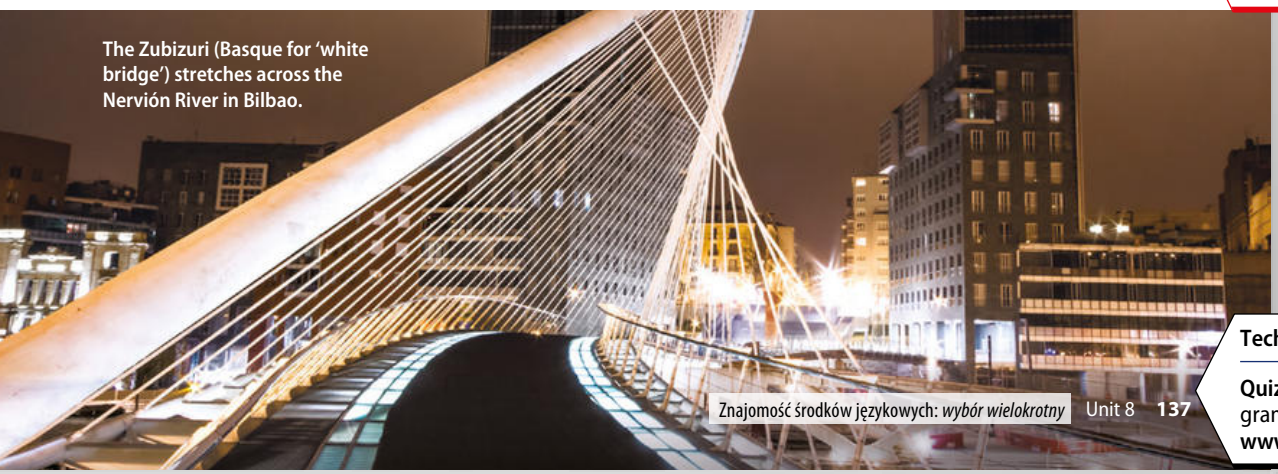
Life Skills guide

4 Creativity,
Critical thinking

8 1 will have been playing
2 will have been studying
3 will have finished
4 will have been living
5 will (soon) have been

Life Skills guide

9 Creativity,
Critical thinking,
Mediation



The Zubizuri (Basque for 'white bridge') stretches across the Nervión River in Bilbao.

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Write 5 sentences about the changes you believe will take place in your town or area over the next 20 years. Use future perfect and time phrases with *by*.

Cele lekcji: Rozumienie słów przy szybkim tempie wypowiedzi.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talks video

TEDTALKS Building a park in the sky

> "… that's the power that public space can have to transform how people experience their city and interact with each other."
>
> **ROBERT HAMMOND**

AUTHENTIC LISTENING SKILLS

Understanding words in fast speech

Recognising words you know

Sometimes you may not recognise words in fast speech because you expect to hear the full form. For example, in a dictionary *with* is shown as /wɪθ/, but in fast speech it may sound more like /wɪ/.

Exam guide
5 Listening
Multiple choice

1 Look at the Authentic listening skills box. Then listen and complete the extracts from the TED talk. 62

1 And by 1980, the last train rode. It was a train … .
2 I first read about it in the *New York Times*, in an article … demolished.
3 And … we were the only two people that were sort of interested in the project.
4 And that's really where we started … the idea coalesced around … let's make this a park, and … this wildscape.

2 Listen to the extracts again. Which of the missing words in each sentence were the most difficult to hear? 62

1 1 loaded with frozen turkeys
2 that said it was going to be
3 at the end of the meeting, we realised
4 let's have it be sort of inspired by

BEFORE YOU LISTEN

Life Skills guide
3 Collaboration, Mediation

3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

rail line | freight line | demolish
community board meeting | tear something down
steel structure | rusty industrial | relic
wildscape | supportive | estimate
tax revenue

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 8.0

elevated | freight | abandoned | opposition | preserve

5 Listen to part 1 of the talk. Choose the correct option. TED 8.1 p. 412

1 In the old days, the freight line trains
a used cowboys to protect the goods they were carrying.
b were pulled by horses.
c caused several fatal accidents.

2 As time went by,
a more freight started being transported by road.
b the line was mainly used to transport meat.
c people in the neighbourhood wanted it demolished.

3 At the community board meeting, Robert
a offered to volunteer to help preserve the High Line.
b realised he was in a small minority.
c knew a writer from the *New York Times*.

4 The main inspiration for the project came from
a the spectacular views of Manhattan.
b the industrial architecture of the line.
c the way nature had started reclaiming the abandoned space.

3h/week • Student's Book ex. 1–10 pp. 138–139 + DVD • If short of time, skip ex. 9–10.

5h/week • Workbook ex. 1–4 p. 122

7h/week • Extra online resources (see Technology guide)



6 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 8.2 p. 413

1 Friends of the High Line thought the project would cost *$100* / *$150* million to build.
2 They estimated that over a 20-year period the High Line would generate *$200* / *$250* million.
3 The High Line will generate *half a billion* / *billion* dollars for the city in tax revenues.

7 Listen to part 3 of the talk. Are the sentences true (T) or false (F)? TED 8.3 p. 413

1 Twice as many people as expected used the High Line last year. F
2 Architects have taken inspiration from the High Line. T
3 Some parts of the High Line have been elevated to a higher level. T
4 Robert Hammond admits that he doesn't really love the design. F
5 He believes the space encourages people to behave in ways they wouldn't normally. T

AFTER YOU LISTEN

8 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 8.4

run over	assumed	figure out
relic	engagement	behind

9 Work in pairs. Discuss the questions.

1 What different ways of reducing the number of people who get *run over* can you think of?
2 What problems might arise if ancient *relics* are found in a construction area?
3 Who do you usually talk to if you need to *figure out* what to do about a problem? Why?
4 Which of the ideas do you think your town/city would really *get behind*? Why?
   - Free art gallery and museum entrance for everyone
   - Spending more money on public art
   - Official areas for young people to put up street art
   - Free art materials for all schoolchildren
   - Displaying work by local poets on public transport

10 **MY PERSPECTIVES – SPEAKING**

Work in pairs. Discuss the questions.

1 Where you live, are there any old buildings, industrial places or pieces of land that are no longer used? Do you know when or why they stopped being used?
2 Do you know any old buildings or places that used to be used for one purpose but are now used for a different purpose? Have the changes been for the better or the worse?
3 What's your favourite public space? Why? How often do you go there? What for?

Life Skills guide
9 Creativity, Critical thinking, Mediation, Self-development

Exam guide
7 Listening True/false

Life Skills guide
10 Critical thinking, Mediation

8F Cele lekcji: Proponowanie i odrzucanie sugestii oraz wymyślanie alternatyw.

1 When your friends and you discuss what to do together, who usually has the last say?
2 Is it easy for others to persuade you to change your plans or opinions?

8F Speaking

Making and rejecting suggestions, suggesting alternatives

Useful language

Making suggestions
Do you feel like going to …?
I was wondering if you'd like to go to …?

Rejecting suggestions
To be honest, it's not really my kind of thing.
Doesn't really sound like my kind of thing, I'm afraid.

Suggesting alternatives
OK. Well, in that case, how about going to …?
OK. Well, if you'd rather, we could always go to …

1 Choose the option that is true for you. Then work in pairs and explain your choices.

1 I usually go out to meet friends four or *five times a week / two or three times a week / maybe once a week – at the weekend.*
2 I *hardly ever / sometimes / quite often* go out with my parents.
3 I prefer going out *on my own / with one or two close friends / with a big group.*
4 When it comes to deciding where and when to meet, *I let other people decide / we generally try to reach a group decision / I basically like to take charge.*
5 I mostly like going to *the same place / different kinds of places.*
6 When I go out with friends, *I like to plan everything in advance / I'm happy to just go with the flow and see what happens.*
7 I *often / rarely / never* go to cultural events like concerts or exhibitions.

2 Listen to two friends making plans. Answer the questions. 63 p. 393

1 What different cultural events do they mention?
2 What do they decide to do in the end?
3 Why are the other ideas rejected?
4 Where and when do they arrange to meet? Why?

2 1 They mention going to an exhibition, a concert and a film.
2 They decide to go and see a film.
3 The other ideas are rejected because one of them does not like them.
4 They arrange to meet at 6 o'clock at the café so they can get coffee first.

3 Listen to the two friends again. Complete the sentences by adding two or three words in each gap. 63 p. 393

1 I was wondering. Do you … somewhere with me tomorrow?
2 Where did you have … ? Anywhere in particular?
3 OK. What … is it? I'm not really into art, so …
4 It doesn't sound like my kind of thing, … .
5 How about … this band that are playing in the park tomorrow night?
6 What about just going to see a film? Would you be … that?
7 Let's … the later one – but meet a little bit earlier.
8 I'll book tickets … – just to … .

3 1 fancy going out
2 in mind
3 kind of thing
4 to be honest
5 checking out
6 up for
7 go for
8 right now, be safe

4 Work in pairs. You are arranging to go to one of cultural events happening in your area. Use language in exercise 3 and the Useful language box in your conversation, including the following aspects:

- which event to attend
- time and venue
- necessary arrangements
- what to do after the event

Life Skills guide

4 Collaboration, Communication, Mediation

Culture guide

Interesting facts

The photo shows the Birmingham City Color Run, where runners take part in a 5-kilometre race and are splashed with different colours as they go through each kilometre. The Color Run was founded by Travis Snyder who was inspired by the Indian Holi Festival, where participants similarly throw coloured flour at each other. He decided to combine the idea with a running experience. There are cleaning facilities at the end of the race, so participants can wash before going home.



Some festivals and events that attract a lot of people like this colour run sometimes require a large clean-up operation.

3h/week • Student's Book ex. 1–4 p. 140
5h/week • Workbook ex. 1–4 p. 123
7h/week • Extra online resources

8G Writing

A *for* and *against* essay

Writing a for *and* against *essay*

1 Work in pairs. Read the sentence below. Think of two reasons why the situation might be favourable for your area and two reasons why it might not be a good idea.

Your local authorities are thinking of building a new museum to boost tourism in the area and benefit the whole community.

2 Read the essay below. Answer the questions.

1 Were the author's arguments similar to yours?
2 Does the author include both positive and negative aspects of the situation? Yes

Over recent years, tourism has been increasingly important to the local economy. In order to attract even greater numbers of tourists, it has recently been suggested that a new museum should be built that would boost visitor numbers. Undoubtedly, the idea has a lot of advantages, but there have also been voices against this plan.

One argument in favour of a big, new museum is that it would put the region on the map and draw visitors, who would then spend money on accommodation, transport, and food. Furthermore, it would create jobs – initially in construction and then within the building. Finally, museums are often seen as being good for the wider community as they help educate people.

However, a museum would be expensive. It might be better to spend that money on other areas of the local community. Local schools and hospitals could be improved greatly if a similar sum of money were made available, and this would benefit a wider group of people. In addition, it is worth asking how many people would actually visit a new museum. There is already a small museum in town and it is almost always empty.

In conclusion, there will be both advantages and disadvantages of a new museum. Even though a new museum might bring limited benefits, other choices are worth considering, as these funds could contribute to a more skilled, healthier, and happier society.

3 **WRITING TIPS** Introducing arguments

Work in pairs. Look at the essay above again. Answer the questions.

1 How does the writer stress the importance of the subject?
2 What phrase is used to introduce a series of arguments?
3 How does the writer signal that there might be different views?

Writing strategies

Opening paragraph of a *for* and *against* essay:
- Show the reader we know why the subject is relevant now.
- Present the current situation and the issue that raises controversies.
- Clearly state that there are arguments both for and against the presented situation.

Closing paragraph of a *for* and *against* essay:
- Sum up the discussion, referring to the arguments we gave in the essay.
- Present our point of view in a balanced way.

4 Complete the sentences with the words in the box. Then work in pairs and complete the second sentence.

believed | claimed | seen | sometimes | supposedly

1 It is ... said that art boosts tourism. However, …
2 Creativity ... belongs to the world of the arts. Nevertheless, …
3 It is widely ... that music can help to connect young people from different backgrounds. Additionally, …
4 It is often ... that comedy works best when it's cruel. Moreover, …
5 Museums are often ... as being of no interest to young people. Therefore, …

5 Choose one of the topics below and write a *for* and *against* essay, in which you will discuss advantages and disadvantages of the presented situation. Follow the rules set in the Writing strategies box and use linking words from the Useful language box. Write between 200 and 250 words.

a In order to boost the cultural life in your city, authorities have decided to build a new concert hall.
b After some acts of vandalism and violence, there are plans to ban large open-air festivals in Poland.
c More and more often, traditional forms of cultural art give way to 'low' entertainment related to new technologies.

More about a for and against essay in Writing guide on p. 157.

Useful language

Arguments	**Expressing result and consequences**
To start with …	*Thus …*
Additionally …	*Therefore …*
What's more …	*As a result …*
Moreover …	*Consequently …*
It is also claimed …	
Admittedly, … , but …	
Nevertheless …	

1 Do you hold radical opinions? Can you see both sides of a problem or do you believe that everything is always either black or white?
2 Do you believe and rely on opinions people share on the internet? Why? / Why not?

Life Skills guide
1 Creativity, Critical thinking, Mediation

Life Skills guide
2 Critical thinking

4 1 sometimes 2 supposedly 3 believed 4 claimed 5 seen

Exam guide
5 Writing An essay

Life Skills guide
5 Creativity, Mediation, Practical skills

3 1 The writer stresses the importance of the subject by explaining why it is relevant now.
2 The writer uses *One argument in favour...* to introduce a series of arguments.
3 The writer signals that there might be different views by using *however, …* or *Even though...*

3h/week • Student's Book ex. 1–5 p. 141
5h/week • Workbook ex. 1–5 p. 124
7h/week • Extra online resources

Skills Review 8

4 1 To become a successful performer
2 didn't enjoy the play
3 friends would join
4 will have seen the exhibition
5 is holding various events

5 1 straightforward
2 will have finished
3 leading
4 rules
5 is going to win

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Sentence formation

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 ... it was reported that the festival had cost $700,000, however, the local government official later revealed they had spent twice as much. INITIAL Initially
2 Thanks to his ... and hard work, Martin has become the president of a large company. COMMIT commitment
3 It was Mrs Wilson who helped Mary grow her ... as a musician. confidence CONFIDENT
4 Mr Williams was an excellent teacher who encouraged my artistic ... . creativity CREATE
5 Many cities set up a greenbelt between residential and ... areas. industrial INDUSTRY

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 When I was a child, my dream ... to see the 4th of July parade in New York. was
2 Once the museum has ... completed, it will definitely attract tourists from all over the country. been
3 Hurry up! The performance is ... to begin! about
4 The candidate for mayor said in his speech that he was going ... finance a new arts festival. to
5 During the rehearsal the director thought the play ... be a total fiasco, but it turned out to be a success. would

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Helen is what she is today because of her talent and ... ambition.
a riding **b** driving **c** going
2 We have to hurry up if we don't want to miss the first act. It ... in a matter of minutes.
a starts **b** started **c** has started
3 The city has a lot of attractions and many fascinating music ... famous artists often choose to perform at.
a place **b** locals **c** venues
4 I did my best to ... my dream of seeing the Nettles play live.
a fulfil **b** made **c** take
5 Jack will definitely be rewarded for his ... work.
a heavy **b** hard **c** huge

Exam guide
3 English in Use,
Multiple choice

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 ... (*become / success / perform*), you need both talent and luck.
2 I ... (*not / enjoy / play*), because the people behind me were talking and I couldn't hear the actors.
3 Ben ordered five cinema tickets hoping his ... (*friend / join*) him. Luckily, all of them turned up.
4 By the end of the month 200,000 visitors ... (*see / exhibition*) of James Castle's work.
5 This week, the Griffin Observatory ... (*hold / various / event*) for high school students.

Tłumaczenie fragmentów zdań

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

exhibit finish lead rule set straight win

1 Installing new applications on your smartphone is usually a ... process.
2 I ... painting the portrait of my parents by the end of next week.
3 The New Orleans Jazz and Heritage Festival is one of the world's ... festivals.
4 You can play in the school orchestra on condition that you follow a strict set of ... .
5 This mural looks fantastic. It ... the competition for the best mural in the city.

6 Wybierz odpowiedź, która oznacza to samo co polskie fragmenty zdań podane w nawiasach.

1 What will happen if the meeting with the author (*zostanie odwołane*) ... ?
a is cancelled
b has cancelled
c will be cancelled
2 Once you (*kupisz*) ... the tickets, you cannot return them.
a will buy
b have bought
c are going to buy
3 (*Mamy właśnie zdecydować*) ... whom to ask to support our new cultural project.
a We are going to decide
b We will have decided
c We are about to decide

3h/week • Student's Book ex. 1–9 pp. 142–143 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 126–127, ex 1–5 p. 125 • If short of time, assign ex. 8 p. 127 for homework.

7h/week • Matura photocopiable activities, TB pp. 373, 379–382 (8.5–8.8) • Extra online resources (see Technology guide)

4 By the end of the day I (*nauczę się*) ... the lyrics to that song.
(a) will have learnt
b will learn
c will have been learning

5 (*Zamierzamy zorganizować*) ... a new edition of the School Talent Competition next year.
a We organise
b We are organising
(c) We are going to organise

READING

7 Przeczytaj teksty (a–c) oraz dotyczące ich zdania (1–4). Do każdego zdania dopasuj właściwy tekst. Uwaga: jeden tekst pasuje do dwóch zdań.

1 Technology enslaves us to a certain extent. b
2 Technology gives people the opportunity to select the jobs they want to do. c
3 Technology allows people to expand their working environment. c
4 Technology has made collaboration between employees more effective. a

a Culture within the workplace has changed so dramatically over the past few decades that it is hard to keep up. Most of this is due to technology and its impact on how people function at the office. Computers and smartphones have replaced a lot of face-to-face communication. As with anything, there are positive and negative sides to this.

First of all, working adults under 25 send around 110 text messages per day. While they might get distracted easily from whatever they are supposed to be doing, it also allows for technology to become a tool in the workplace. For example, there are some great apps that help workers to cooperate on projects, which allows for direct and quick feedback to be given.

b Technology has also transformed the work culture of 9 to 5. Many young people want to have flexible working hours and believe that as long as they get the job done, this is preferable. Many studies actually show that this approach makes teams more creative and is actually good for a company in the long-run. Also, flexibility can lead to a more diverse workforce and help to bridge the gap between the salaries of men and women that still exists, unfortunately.

Despite all of the good things technology has done for office culture, there is definitely a feeling that one needs to be online all the time to succeed. Many companies are now imposing strict limits on how much time an employee is allowed to spend working. They are emphasising that people take breaks and disconnect regularly. Hopefully, this trend will continue and will drive positive change that will make people's lives easier.

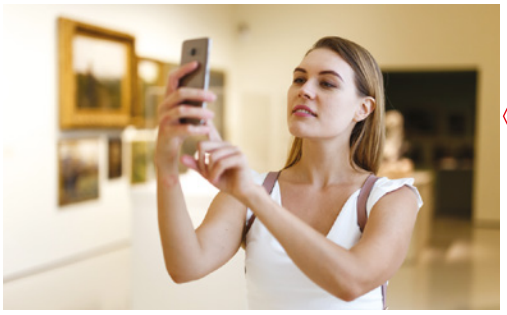
c How will technology impact the work culture of the future? Experts say that Artificial Intelligence, or AI, will be a huge factor and that it will take over the repetitive and simple jobs. This will allow people to deal with more creative tasks. Many jobs will be lost due to technology in the workplace, but many others will also be created.

Certainly, workplaces are becoming more and more flexible. People are literally able to do their jobs from anywhere at any time. Also, technology will continue to allow companies to talk with their customers and react quickly to the market. While no one can predict the future, let's hope that technology at work will help create a culture that positively impacts our lives.

Exam guide
7 Reading
Matching headings

SPEAKING

8 Opisz zdjęcie.



1 Is the woman interested in the exhibition? Why do you think so?
2 Would you like to be an artist? Why?/Why not?
3 Tell me about your last visit to a museum.

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

WRITING

9 W wielu szkołach uczniowie biorą udział w zajęciach chóru szkolnego. Napisz rozprawkę, w której przedstawisz pozytywne i negatywne aspekty tej formy zajęć.

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

Exam guide
9 Writing
An essay

Life Skills guide
9 Creativity, Mediation, Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 8

GRAMMAR 1 Future forms

Wyrażanie przyszłości

Konstrukcji *be going to* używamy do:

- opisywania planów i zamierzeń dotyczących przyszłości:

  *They'**re going to** build a new museum in our town.*

  *I'**m going to** stay in tonight and study.*

- przewidywania bliskiej przyszłości w oparciu o obecną sytuację lub istniejące dowody:

  *It's good they're building a new factory! It'**s going to** create jobs.*

  Czasu *present continuous* używamy, mówiąc o zaplanowanej, niedalekiej przyszłości:

  *I'**m meeting** a friend of mine later to go and see that new exhibition at the gallery.*

Konstrukcji z *will* używamy, mówiąc o:

- decyzjach podejmowanych spontanicznie, w chwili mówienia:

  A: What's your flight number?

  *B: I don't know. I'**ll check** in a bit and I'**ll send** you a text with it.*

- faktach:

  *The coach **will arrive** at nine and **will take** everyone to the museum where the tour **will start** at ten.*

- obietnicach, groźbach, odmowach i prośbach.

Do przewidywania przyszłości możemy użyć zarówno *will*, jak i *be going to*. Po czasownikach takich, jak: *think, believe, be sure, expect* oraz wyrazach takich, jak: *probably, maybe* używamy konstrukcji z *will*:

*It's good they're building a new factory. It'**s going to** create jobs.*

*I **think** I **will need** to arrive a bit earlier.*

Czasu *future continuous* używamy do opisywania czynności, które będą trwały, czyli nie zakończą się w określonym momencie w przyszłości:

*What **will** we **be doing** this time next week?*

W zdaniach czasowych (*time clauses*), mówiąc o przyszłości, po spójnikach takich, jak: *when, as soon as, as long after, before, until, once* nie stosujemy czasów przyszłych, lecz czasy teraźniejsze:

*But what about **once** it'**s been completed**!*

Konstrukcji *be about to* używamy:

- do opisywania planów, ustaleń czy przewidywań dotyczących najbliższej przyszłości:

  *We'**re about to** hold a community festival.*

- żeby podkreślić, że dana czynność nastąpi za chwilę:

  *He'**s just about to** leave, but if you rush you might catch him before he does.*

Ćwiczenia 1–2

GRAMMAR 2 Future forms

Future in the past (czas przyszły w przeszłości)

Mówiąc o przyszłości widzianej z perspektywy przeszłości, możemy użyć:

- konstrukcji *„was/were going to"*:

  *My son was struggling and I was worried he **was going to** stop liking school and maybe end up getting in with the wrong kids.*

- *would* (formy przeszłej od czasownika *will*):

  *He went several steps further and promised those 11 students that he **would** turn the orchestra into the best in the world!*

- czasu *past continuous*:

  *Abreu had managed to get 50 music stands for the 100 children he **was expecting** to come and rehearse.*

Ćwiczenia 3–4

Future perfect i future perfect continuous

Czasu *future perfect* (*will/won't + have + past participle*) używamy do opisywania czynności, które zakończą się do określonego momentu w przyszłości:

*I'll call you after six. I'**ll have finished** work by then = already finished before six.*

Czasu *future perfect continuous (will/won't + have been + -ing)* używamy do opisywania czynności, które trwają obecnie i będą trwać aż do konkretnego momentu w przyszłości:

*By the end of this course, I **will have been studying** English for ten whole years!*

Zazwyczaj w tych czasach występują określenia takie, jak: *before the weekend, by Thursday* itd. Często zdania zaczynają się od *by*, np.: *by the end of the week, by nine, by the time the building is finished, by then* itd.

Ćwiczenie 5

Grammar practice

1 Complete the sentences using the two future forms in bold and the verbs in brackets. Decide which form is the best for each gap.

present continuous / *be going to*

The festival ... (*be*) great because some of my favourite bands ... (*play*).

*The festival **is going to be** great because some of my favourite bands **are playing**.*

1 present simple / *will*
What do you think you ... (*do*) after you ... (*leave*) school?

2 present simple / future continuous
Let's hope that when we ... (*have*) the concert outside, it ... (*not / rain*).

3 present perfect / *going to*
They ... (*start*) the project once they ... (*raise*) enough money.

4 present continuous / present perfect
We ... (*go*) on a school trip to Hong Kong after we ... (*finish*) all our exams.

5 *will* / present continuous
I ... (*not / do*) much at the weekend, so I ... (*show*) you around the city, if you like.

6 present perfect / *be about to* / *will*
I'm sorry, the film ... (*start*), I ... (*call*) you when it ... (*finish*).

2 Complete the second sentences using 3–5 words – including the words in bold – so that they have the same meaning as the first sentences.

I'll come over to your house after I have finished my homework.
AM

*I'll come over to your house but **I am going to finish** my homework first.*

1 The tickets are going to sell out immediately.
SOON
The tickets will sell out almost ... gone on sale.

2 First they're going to repair the houses and then they'll paint them.
BEFORE
They're going to repair the houses ... them.

3 They need to raise a lot of money so they can complete the project.
TO
If ... the project, they have to raise a lot of money.

4 I don't think that the project will be a failure.
SHOULD
The project ... .

5 I could meet you when I go shopping in town on Saturday.
BE
I ... in town on Saturday so I could meet you then.

3 Complete the summary with the words in the box.

expected	going	than	wasn't	were	would

In many ways, Sheffield and Bilbao are similar. By the 1990s, both were post-industrial cities wondering how they were (1) ... to cope in the coming years. Like the Guggenheim, the National Centre for Popular Music was (2) ... to be a landmark building that (3) ... boost tourism in the city. Bosses at the Centre (4) ... hoping for 400,000 visitors a year, but numbers were far lower (5) ... expected, with only around 140,000 turning up in the first 12 months. People soon realised that the centre on its own (6) ... going to be enough to transform the city, and it closed down before even reaching its second birthday.

4 Complete the second sentences using the words in brackets and 1–3 additional words.

1 I had high hopes for it, but it was actually a bit of a letdown.
It wasn't as good as ... (*thought*) be.

2 I had high expectations, but it totally exceeded them.
It was even better than ... (*expecting*) to be.

3 They ended up with three million visitors – far more than initially expected.
They ... (*hoping*) to get around a million visitors, but ended up with three times that!

4 I'd arranged to go out and meet some friends, but in the end I was too tired.
I ... (*going*) to go out and meet some friends, but in the end I was too tired.

5 I hadn't planned to return yet, but I ran out of money.
I ... (*stay*) longer, but I ran out of money.

5 Complete the sentences by choosing the correct forms.

1 Hurry up! The film will *start* / *have started* by the time we get there, if we're not careful!

2 *I'm going* / *I will have gone* to a concert tomorrow night, so can we meet on Friday instead?

3 *I'm helping* / *I'll have helped* a friend with something tomorrow, but *I'll have finished* / *I'm finishing* by five, so I'll call you then.

4 *I'll have been living* / *I'm going to live* here for the last five years in July.

5 I read somewhere that by the time you're 60, you will have *been sleeping* / *slept* for twenty years!

1
1 will do, leave
2 have, won't be raining
3 are going to start, have raised
4 are going, have finished
5 am not doing, will show
6 is about to start, will call, has finished

3
1 going
2 expected
3 would
4 were
5 than
6 wasn't

Exam guide
4 English in Use Transformations

4
1 I thought it would
2 I was expecting it
3 were hoping / had been hoping
4 was going
5 was going to stay

Exam guide
2 English in Use Transformations

2
1 as soon as they have
2 before they paint
3 they are going to complete / they are to complete
4 shouldn't be a failure
5 will be shopping / will be going shopping / am going to be shopping

Wordlist Unit 8 64

VOCABULARY p. 131

art gallery (n) /'ɑːt ˌgælərɪ/ galeria sztuki
arts festival (n) /ˌɑːts 'festɪvl/ festiwal sztuki
boost economy (phr) /ˌbuːst ɪ'kɒnəmi/ pobudzać gospodarkę
bring together (phr v) /ˌbrɪŋ tə'geðə/ jednoczyć, gromadzić
carnival (n) /'kɑːnɪvl/ karnawał
comedy club (n) /'kɒmədi ˌklʌb/ klub komediowy
cosmopolitan (adj) /ˌkɒzmə'pɒlɪtən/ kosmopolityczny
cultural event (n) /ˌkʌltʃərəl ɪ'vent/ wydarzenie kulturalne
cultural life (n) /ˌkʌltʃərəl 'laɪf/ życie kulturalne
dance routine (n) /'dɑːns ruːˌtiːn/ układ taneczny
food festival (n) /ˌfuːd 'festɪvl/ festiwal kulinarny
generate 5 million in income (phr) /'dʒenəreɪt faɪv 'mɪljən ɪn 'ɪnkʌm/ generować 5 milionów dochodu
get involved (phr) /ˌget ɪn'vɒlvd/ zaangażować się
have a big impact on (phr) /'hæv ə ˌbɪg 'ɪmpækt ɒn/ mieć duże znaczenie, wpływ
hotspot (n) /'hɒt spɒt/ często odwiedzane miejsce
involve (v) /ɪn'vɒlv/ angażować, wciągać
leading (adj) /'liːdɪŋ/ wiodący, wybitny
music festival (n) /ˌmjuːzɪk 'festɪvl/ festiwal muzyczny
musical band (n) /ˌmjuːzɪkl 'bænd/ zespół muzyczny
neighbourhood (n) /'neɪbəhʊd/ dzielnica, okolica
owe sth to (phr) /'əʊ ˌsʌmθɪŋ tuː/ zawdzięczać coś (czemuś/komuś)
parade (n) /pə'reɪd/ parada
public art (n) /ˌpʌblɪk 'ɑːt/ sztuka publiczna
put on (phr v) /ˌpʊt 'ɒn/ organizować
sense of pride (n) /ˌsens əv 'praɪd/ poczucie dumy
threat (n) /θret/ zagrożenie
venue (n) /'venjuː/ miejsce, lokal

LISTENING p. 132

aim to (phr) /'eɪm tuː/ mieć na celu
artwork (n) /'ɑːtwɜːk/ dzieło, praca artystyczna
breathtaking (adj) /'breθˌteɪkɪŋ/ zapierający dech w piersiach
bring in (phr v) /ˌbrɪŋ 'ɪn/ napędzać, przynieść
catch the eye of (phr) /ˌkætʃ ðɪ 'aɪ ɒv/ przyciągać czyjś wzrok
contemporary art (n) /kən'tempərərɪ ɑːt/ sztuka współczesna
create jobs (phr) /kriˌeɪt 'dʒɒbs/ tworzyć miejsca pracy
curved (adj) /kɜːvd/ zakrzywiony
destructive (adj) /dɪ'strʌktɪv/ niszczący
earthquake (n) /'ɜːθkweɪk/ trzęsienie ziemi
exhibition (n) /ˌeksɪ'bɪʃn/ wystawa
fade (v) /feɪd/ blaknąć
go with (phr v) /'gəʊ wɪð/ pasować do (np. kolorem)
low maintenance (adj) /ˌləʊ 'meɪntənəns/ tani w utrzymaniu
masterpiece (n) /'mɑːstəpiːs/ arcydzieło
not even remotely as good as (phr) /'nɒt ˌiːvn rɪ'məʊtli əz 'gʊd əz/ nawet w przybliżeniu nie tak dobry jak
piece of art (n) /ˌpiːs əv 'ɑːt/ dzieło sztuki
redevelopment (n) /ˌriːdɪ'veləpmənt/ przebudowa
take a virtual tour (phr) /'teɪk əˌvɜːtʃʊəl 'tʊə/ odbyć wirtualny spacer
take good care of (phr) /'teɪk ˌgʊd 'keər ɒv/ zadbać, szanować
united (adj) /juː'naɪtɪd/ zjednoczony
visual arts (n) /'vɪʒʊəl ˌɑːts/ plastyka, sztuka wizualne

GRAMMAR 1 p. 133

departure time (n) /dɪ'pɑːtʃə taɪm/ czas odjazdu
raise the money (phr) /ˌreɪz ðə 'mʌni/ zbierać pieniądze (na jakiś cel)
rise (v) /raɪz/ wschodzić (słońce)
total solar eclipse (n) /'təʊtl ˌsəʊlər ɪ'klɪps/ całkowite zaćmienie słońca
volunteer (n) /ˌvɒlən'tɪə/ ochotnik

READING pp. 134–135

appeal to (phr v) /ə'piːl tuː/ podobać się (komuś)
bully (v) /'bʊli/ znęcać się nad słabszymi
choir (n) /kwaɪə/ chór
commitment (n) /kə'mɪtmənt/ zaangażowanie, oddanie
conduct a lesson (phr) /kən'dʌkt ə 'lesn/ prowadzić lekcję
diverse (adj) /daɪ'vɜːs/ zróżnicowany
driving ambition (n) /ˌdraɪvɪŋ æm'bɪʃn/ niepohamowana ambicja
economist (n) /ɪ'kɒnəmɪst/ ekonomista
escape poverty (phr) /ɪˌskeɪp 'pɒvəti/ uciec przed biedą
financial terms (n) /faɪˌnænʃl 'tɜːmz/ warunki finansowe
fulfil dreams (phr) /fʊlˌfɪl 'driːmz/ spełniać marzenia
gain confidence (phr) /geɪn 'kɒnfɪdəns/ zyskać pewność siebie
go off school (phr) /ˌgəʊ 'ɒf skuːl/ odejść ze szkoły
go several steps further (phr) /ˌgəʊ 'sevərəl steps 'fɜːðə/ pójść kilka kroków dalej
individual (n/adj) /ˌɪndɪ'vɪdʒuəl/ jednostka, pojedyncza osoba, indywidualny
innovative scheme (n) /'ɪnəvetɪv ˌskiːm/ innowacyjny program, system
lead the way (phr) /ˌliːd ðə 'weɪ/ przewodzić, być liderem
low-income (adj) /ləʊ'ɪnkʌm/ o niskim dochodzie
mixed results (n) /ˌmɪkst rɪ'zʌlts/ mieszane efekty
music stand (n) /ˌmjuːzɪk 'stænd/ statyw, stojak na nuty
on track (phr) /ɒn 'træk/ na dobrej drodze
opera house (n) /'ɒprə haʊs/ budynek opery
percussion (n) /pə'kʌʃn/ perkusja
piece of music (n) /ˌpiːs əv 'mjuːzɪk/ utwór muzyczny
private company (n) /ˌpraɪvət 'kʌmpəni/ firma prywatna
reasonable (adj) /'riːzənəbl/ rozsądny
recorder (n) /rɪ'kɔːdə/ flet prosty
rehearsal (n) /rɪ'hɜːsl/ próba
rehearse (v) /rɪ'hɜːs/ robić próbę
rhythm (n) /'rɪðəm/ rytm
seem a long way off (phr)/'siːm ə ˌlɒŋ weɪ 'ɒf/ wydawać się odległym
social backgroud (n) /ˌsəʊʃl 'bækgraʊnd/ środowisko społeczne
straightforward (adj) /ˌstreɪt'fɔːwəd/ prostolinijny, prosty
strict set of rules (n) /'strɪkt ˌset əv 'ruːlz/ zbiór surowych zasad
struggle (v) /'strʌgl/ starać się, zmagać się
team spirit (n) /ˌtiːm 'spɪrɪt/ poczucie przynależności do zespołu
turn up (phr v) /ˌtɜːn 'ʌp/ pojawiać się, przybywać
violence (n) /'vaɪələns/ przemoc

GRAMMAR 2 pp. 136–137

authorities (n) /ɔː'θɒrətiz/ władze
bleak (adj) /bliːk/ smutny, niewesoły
desperate (adj) /'despərət/ zdesperowany
forecast (n) /'fɔːkɑːst/ prognoza (pogody)
free entry (n) /ˌfriː'entri/ wstęp wolny
industrial (adj) /ɪn'dʌstriəl/ przemysłowy
initially (adv) /ɪ'nɪʃəli/ początkowo
likely (adj) /'laɪkli/ prawdopodobny
literally (adv) /'lɪtərəli/ dosłownie
longest-running play (n) /ˌlɒŋgəstˌrʌnɪŋ'pleɪ/ najdłużej grana sztuka
mayor (n) /meə/ mer, burmistrz
mouse trap (n) /'maʊsˌtræp/ pułapka na myszy
on the spur of the moment (phr) /ɒn ðə ˌspɜːr əv ðə 'məʊmənt/ pod wpływem chwili
pour down (phr v) /ˌpɔː 'daʊn/ lać (deszcz)
remarkable (adj) /rɪ'mɑːkəbl/ znaczący
sell out (phr v) /ˌsel'aʊt/ wyprzedać
transport link (n) /'trænspɔːt ˌlɪŋk/ połączenie komunikacyjne
tremendous (adj) /trə'mendəs/ ogromny

TED TALK pp. 138–139

abandoned (adj) /ə'bændənd/ porzucony
add value (phr) /ˌæd 'væljuː/ podnieść wartość
ancient relict (n) /ˌeɪnʃənt 'relɪkt/ starożytny relikt
arise (v) /ə'raɪz/ powstawać, zaistnieć (np. o problemie)
as time went by (phr) /əz ˌtaɪm went 'baɪ/ z upływem czasu
canopy of trees (n) /ˌkænəpi əv 'triːz/ korony drzew
coalesce around (v) /ˌkəʊə'les əˌraʊnd/ skupiać się wokół
co-found (v) /ˌkəʊ'faʊnd/ zakładać wspólnie z kimś
come in office (phr) /ˌkʌm ɪn 'ɒfɪs/ objąć stanowisko, urząd
community board meeting (n) /kəˌmjuːnəti 'bɔːd ˌmiːtɪŋ/ zebranie rady mieszkańców
demolish (v) /dɪ'mɒlɪʃ/ burzyć, rozbierać (budynek)

economic sense (n) /ˌiːkəˌnɒmɪk 'sens/ ekonomiczny punkt widzenia
elevate (v) /'eləveɪt/ budować, wznosić
estimate (v) /'estɪmeɪt/ oszacować
fairly (adv) /'feəli/ całkiem
fast-forward (phr) /fɑːst'fɔːwəd/ przeskoczyć do przodu (np. w swojej wypowiedzi)
fatal accident (n) /ˌfeɪtl' æksɪdnt/ wypadek śmiertelny
feasibility study (n) /ˌfiːzə'bɪləti ˌstʌdi/ badanie możliwości zrealizowania
feature (n) /'fiːtʃə/ cecha, funkcja
figure out (phr v) /ˌfɪgər 'aʊt/ wymyśleć
flyover (n) /'flaɪˌəʊvə/ wiadukt
freight (n) /freɪt/ ładunek, towar
get behind (phr v) /ˌget bɪ'haɪnd/ poprzeć
get/be run over (phr v) /get/biː ˌrʌn 'əʊvə/ zostać przejechanym
interact with each other (phr) /ˌɪntər'ækt wɪð iːtʃ 'ʌðə/ odnosić się do siebie nawzajem
interstate trucking (n) /ˌɪntə'steɪt 'trʌkɪŋ/ międzystanowy transport samochodowy
lawsuit (n) /'lɔːsuːt/ proces sądowy
make a case (phr) /ˌmeɪk ə 'keɪs/ przekonywać, udowadniać
meatpacking (n) /'miːtˌpækɪŋ/ przetwórstwo mięsne
minority (n) /maɪ'nɒrəti/ mniejszość
preserve (v) /prɪ'zɜːv/ zachować, ocalić (przed zniszczeniem)
property value (n) /'prɒpəti ˌvæljuː/ wartość nieruchomości
public space (n) /ˌpʌblɪk 'speɪs/ przestrzeń publiczna
railroad (n) /'reɪlrəʊd/ kolej
reclaim (v) /rɪ'kleɪm/ przywracać stan pierwotny, odzyskiwać
rusty (adj) /'rʌsti/ zardzewiały
street art (n) /'striːt ˌɑːt/ sztuka uliczna
tax revenues (n) /'tæks 'revənjuːz/ wpływy z podatków
train line (n) /'treɪn ˌlaɪn/ linia kolejowa
wildscape (n) /'waɪldskeɪp/ dziki krajobraz

SPEAKING p. 140

be a bit stuck (phr) /ˌbiː ə bɪt 'stʌk/ być w martwym punkcie
be up for (phr v) /ˌbiː'ʌp fɔː/ być za
have in mind (phr) /ˌhæv ɪn 'maɪnd/ mieć na myśli
No worries. (phr) /ˌnəʊ 'wʌrɪz/ Nie ma zmartwienia.
one's kind of thing (phr) /ˌwʌnz ˌkaɪnd əv 'θɪŋ/ w czyimś stylu
reach a group decision (phr) /'riːtʃ ə ˌgruːp dɪ'sɪʒn/ dojść do wspólnej decyzji
take charge (phr) /ˌteɪk 'tʃɑːdʒ/ wziąć sprawy w swoje ręce

WRITING p. 141

admittedly (adv) /əd'mɪtɪdli/ wprawdzie
creativity (n) /ˌkriːeɪ'tɪvəti/ twórczość
dramatic increase/drop (n) /drəˌmætɪk 'ɪŋkriːs/'drɒp/ gwałtowny wzrost/spadek
employable (adj) /ɪm'plɔɪəbl/ chętnie zatrudniany
in favour of (phr) /ɪn 'feɪvər ɒv/ przemawiający za
opposing argument (n) /ə'pəʊzɪŋˈɑːgjʊmənt/ argument przeciwny
stress (v) /stres/ akcentować (np. wagę sprawy)
supposedly (adv) /sə'pəʊzɪdli/ podobno, rzekomo
undoubtedly (adv) /ʌn'daʊtɪdli/ bez wątpienia

SKILLS REVIEW pp. 142–143

Artificial Intelligence (AI) (n) /'ɑːtɪˌfɪʃl ɪn'telɪdʒəns (ˌeɪ 'aɪ)/ sztuczna inteligencja
bridge the gap (phr) /ˌbrɪdʒ ðə 'gæp/ zniwelować różnicę
enslave (v) /ɪn'sleɪv/ zniewalać
expand (v) /ɪk'spænd / rozwijać, rozbudowywać
green belt (n) /'griːn belt/ pas zieleni
impose strict limits (phr) /ɪm'pəʊz ˌstrɪkt 'lɪmɪts/ nakładać surowe ograniczenia
keep up (phr v) /ˌkiːp 'ʌp/ nadążać
repetitive job (adj) /rɪ'petətɪv dʒɒb/ powtarzalna, mechaniczna praca
residential area (n) /ˌrezɪ'denʃl ˌeəriə/ dzielnica mieszkaniowa
take over (phr v) /ˌteɪk' əʊvə/ przejmować (np. obowiązki)
to a certain extent (phr) /tu ə ˌsɜːtn ɪk'stent/ do pewnego stopnia
workforce (n) /'wɜːkfɔːs/ siła robocza, pracownicy

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 What was (*najgorszym wydarzeniem kulturalnym*) ... of the previous year?
2 The authorities decided (*pójść kilka kroków dalej*) ... to support more citizens.
3 He was going (*nauczyć się grać na perkusji lub flecie prostym*) ... .
4 Reviewers claimed that it was (*zapierający dech w piersiach występ*) ... .
5 (*Rodziny o niskim dochodzie*) ... will get special discounts for cultural life.

2 Choose the correct option to complete each sentence.

1 How are they going to ... the money for their action?
a raise **b** race **c** rise
2 According to these financial ... you should pay less.
a tracks **b** trends **c** terms
3 When that musician turned ... on the stage, the audience applauded.
a down **b** up **c** out
4 When you ... a virtual tour, you will see more in a shorter time.
a take **b** go **c** stop
5 When we ... a group decision, we will sign up the documents.
a lead **b** create **c** reach

3 Complete each sentence with the word that best fits the gap.

1 On Monday there is a ... entry to many museums.
2 The mudslide brought the whole community ..., as people reached out to help each other.
3 He bought a nice landscape in this ... gallery.
4 This city needs many more ... links to travel faster.
5 If you feel lost, why don't you take ... of your life?

4 Use the word in capitals to form a word that fits in the gap.

1 They sold out ... the last picture painted by this master. literally — LITERAL
2 The whole inner city area needs ... so as to provide the best opportunities and conditions for its residents. redevelopment — DEVELOP
3 Wind can become really ... strength. destructive — DESTRUCT
4 Polish artists achieved a ... success at that festival. remarkable — REMARK
5 It is important to gain ... if you want to be an actor. confidence — CONFIDENT

1 1 the worst cultural event
2 to go several / a few steps further
3 to learn how to play percussion or the recorder
4 a breathtaking performance/show
5 Low-income families

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

3 1 free
2 together
3 art
4 transportation
5 charge

Exam guide
2 English in Use Multiple choice

Exam guide
4 English in Use Word formation

Life Skills guide

Collaboration,
Communication,
Creativity,
Critical thinking,
Mediation,
Practical skills,
Self-development

My Talk is an extra section to help students develop their presentation skills.
My Talk 1 is meant to be used after unit 4.

MY TALK

My Talk 1

PRESENTATION TRICKS

1 Read the presentation tips in the box below. Then match the statements 1–5 with topics of presentations (a–g) they could be used with. There are two topics you do not need.

A good presentation should have a well-thought opening. Before you go on to present the topic in detail, make sure to:
- tell or show your audience the agenda (= a list of topics) of your presentation,
- get your audience interested in your presentation by presenting an unusual fact or asking a surprising question,
- set the objective of your presentation.

1 'I'll start with definitions of some banking terms which we all should know.'
2 'I'd like you all to learn how you can become a volunteer in our city.'
3 'Have you ever travelled at over 1000 km ph? On land? Impossible, you might say? Well, let's see.'
4 'Later on, you will see examples of extreme sports.'
5 'I believe my presentation will help you understand how the war started.'

a Breaking the speed records
b Political situation in Europe in the early 20th century
c Microsoft, Google and Facebook – technological giants
d Passions of young people
e Help the others! Charity is easy.
f A healthy diet – is it possible?
g Financial markets and investments

2 Choose one of the two remaining topics. Think of five sentences which you could say as an opening to your presentation. Include the suggestions from the tips above.

3 What to do if you face technical or other problems during your presentation? Rank the following problems from 1 (least disturbing) to 5 (most disturbing).

- One or two important slides are missing in your presentation.
- There's a power cut in the middle of your presentation.
- There's an EXTRA slide which does not belong to your presentation.
- The information in your slide is obviously false (e.g. 'Warsaw is a popular seaside resort').
- You have to show a presentation prepared by someone else, which you haven't seen before.

What other disturbing situations may a presenter face?

4 Work in pairs. Write three sentences which you could say in each situation in exercise 3 to get over the problem.

5 Prepare a presentation for your classmates. Carefully plan the opening part, then follow your agenda.

My Talk 2

INTERACTION WITH THE AUDIENCE

1 Read the text below.

It is important to keep your audience interested in what you are saying or doing. During your presentation, you may try:

- asking the audience for their opinion,
- asking the listeners to guess the answer,
- involving them in interactions like 'Raise your hand if you …',
- getting others to read some facts or figures from the slide aloud to others.

2 Work in pairs. With your partner, decide which of the tips above would make you most interested in a presentation.

3 Look at the slide. Think how you could make use of the tips in exercise 1. Check your ideas with the class to see how other students react to what you say.



4 Read the body language tips: DOs and DON'Ts in the table below. Then, match the effects (1–5) with the tips (a–h) which may lead to the effects.

DOs

a use your face muscles – show emotions like amusement, surprise, disbelief, etc.
b adjust your facial expression to the topic (e.g. show sadness when talking about misfortune, death)
c try to look at everybody and maintain eye contact
d adjust your posture to the type of presentation (more formal if you're in front of the management of your company, more relaxed if talking to schoolchildren)

DON'Ts

e don't look away (to the sides, the floor or the ceiling) while talking
f don't stare at one person all the time
g don't stay in one place all the time
h don't fidget with your fingers or other objects

1 The person in the audience will feel uncomfortable.
2 The listeners will wonder why you're being so nervous.
3 The audience will believe that what you tell them has also its impact on your feelings.
4 This may suggest that you're not telling the truth.
5 Everyone in the audience will feel they are important to you.

5 Wrap up your presentation with a call for action – tell the audience your expectations! Look at the statements. For each statement, think of a topic of a presentation you could use it in:

1 So, why don't you call your local office to check how you personally could help?
2 I believe that with my presentation, you will know exactly what to do in emergency.
3 If you would like to learn more about this topic, visit websites like …
4 Don't wait! If you decide to buy today, you'll get 10% discount!

6 Prepare a presentation for your classmates. Present it to the class with as much interaction with the audience as possible.

Life Skills guide

Collaboration, Communication, Creativity, Critical thinking, Mediation, Practical skills, Self-development

My Talk is an extra section to help students develop their presentation skills.
My Talk 2 is meant to be used after unit 8.

WRITING GUIDE UNIT 1

Exam guide

Writing
A formal letter

Life Skills guide

Creativity,
Mediation,
Practical Skills

List formalny: list motywacyjny

List motywacyjny to rodzaj formalnego listu lub e-maila, w którym autor odpowiada na ogłoszenie o pracę zamieszczone przez adresata.

Struktura listu motywacyjnego

1. Zwrot grzecznościowy.
2. **Wstęp.**
   Akapit 1: Autor listu podaje cel swojego pisma oraz informuje, skąd wie o ofercie pracy.
3. **Rozwinięcie.**
   Akapit 2: Rozwinięcie pierwszego elementu – autor listu zazwyczaj krótko opisuje swoje wykształcenie, doświadczenie zawodowe, cechy charakteru przydatne do wykonywania danej pracy itp.
   Akapit 3: Rozwinięcie drugiego elementu – autor listu zazwyczaj uzasadnia, dlaczego chce podjąć pracę u tego konkretnego pracodawcy oraz dlaczego uważa, że sprawdzi się na danym stanowisku.
4. **Zakończenie.**
   Akapit 4: Autor listu dziękuje za rozpatrzenie jego kandydatury i prosi o odpowiedź.
5. Zwrot grzecznościowy i podpis.

Modelowa wypowiedź

Ubiegasz się o pracę nauczyciela/nauczycielki języka angielskiego. Napisz do szkoły językowej list, w którym (1) przedstawisz swoje dotychczasowe doświadczenie zawodowe oraz (2) uzasadnisz, dlaczego chcesz podjąć pracę w tym miejscu.

Dear Sir or Madam,

I am interested in applying for the job you posted for an English teacher in China. I found the job listing on www.gogapyear.com. I know I would be a good candidate for the position and feel I could offer a lot to your programme. I meet all of the requirements you list in your posting.

I am currently an English major at New York University. I have completed two years of my studies and decided to take a break to travel a little and get some new experience. While in high school and at university, I have given English as a Second Language lessons to children with disabilities in my area. Some of my students have made such progress that after one year, they no longer needed extracurricular English lessons!

I am very enthusiastic, outgoing, and open-minded. Teaching English in China would be a great experience for me, as I hope to become a teacher when I graduate from university. I also speak Mandarin because my father is from China, however I have never been there. I have always longed to return to my roots! Your English programmme is highly regarded, so I couldn't think of a better company to do this with.

I can start any time after June 30th. I would love to tell you more about myself over the phone or Skype. Thank you for taking the time to consider my application.

Yours faithfully,

Mary Chen

Autor opisuje swoje doświadczenie zawodowe.
Elementy rozwinięcia:
currently an English major
completed two years of my studies
given English lessons
Some of my students have made such progress that …

Autor uzasadnia, dlaczego chce podjąć pracę u tego pracodawcy.
Elementy rozwinięcia:
would be a great experience for me
I hope to become a teacher when I graduate from university
my father is from China
have always longed to return to my roots
I couldn't think of a better company

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe
- Dear Sir/Madam,
- To Whom it May Concern,
- Dear Mr/Mrs/Ms,

Powód napisania listu
- I am interested in applying for the job
- I found your job listing on
- I knew I would be a good candidate

Rozwinięcie
- I have experience teaching English.
- I am very enthusiastic, outgoing, and open-minded.
- I would make a great addition to
- I am goal-oriented and a very hard worker.
- I am a team player and have a very unique set of skills.
- Your program is highly regarded.
- I have heard a lot about your company.
- I hope to become a teacher one day, so this position is a perfect fit.
- I couldn't imagine a better partner.

Zakończenie listu
- Thank you for taking the time to consider.
- I hope that you'll consider my application.
- I hope to hear from you soon.
- If you need any more information, please let me know.

Zwroty grzecznościowe kończące list
- Sincerely,
- Kind Regards,
- Best Regards,

Exam guide

Writing
A formal letter

Life Skills guide

Creativity,
Mediation,
Practical Skills

List formalny: reklamacja

Reklamacja to rodzaj listu formalnego, w którym adresat wyraża swoje niezadowolenie z produktu lub usługi.

Struktura reklamacji

1. Zwrot grzecznościowy.
2. **Wstęp.**
   Akapit 1: Autor listu podaje jego cel oraz powód, dla którego zwraca się do adresata z reklamacją.
3. **Rozwinięcie.**
   Akapit 2: Rozwinięcie pierwszego elementu – autor listu szczegółowo opisuje problem oraz informuje, dlaczego produkt lub usługa nie spełniają jego oczekiwań; może też opisać, w jaki sposób próbował rozwiązać problem.
   Akapit 3: Rozwinięcie drugiego elementu – autor listu zazwyczaj wyraża swoje oczekiwania wobec adresata, a także proponuje rozwiązania oraz usprawnienia.
4. **Zakończenie.**
   Akapit 4: Autor listu dziękuje adresatowi za poświęcony czas i prosi o odpowiedź.
5. Zwrot grzecznościowy i podpis.

Modelowa wypowiedź

Wybrałeś/Wybrałaś się do parku rozrywki, jednak wycieczka okazała się nieudana.
Napisz do kierownika parku list, w którym (1) opiszesz swoje przykre doświadczenia oraz (2) zasugerujesz, co organizator mógłby zrobić, aby w przyszłości uniknąć takich sytuacji.

To Whom it May Concern,

I am writing regarding my most recent visit to your amusement park. I was extremely upset by my experience and will never be back.

It all started when we arrived at the parking lot. There were no spaces left, even though it was still very early. We had to park very far away and by the time we got to the ticket booth, there was a long line. After waiting for 2 hours to get in, there were so many people inside that every ride was completely packed. We only got to go on two rides. In addition to that, I got food poisoning from ice cream I ate while there! I ended up in hospital for two days following my visit. Not only will I not recommend your amusement park, but I am also now out of $200!

It is sad, really, because I was hoping to have a very nice day and it was pretty much ruined. To top it off, my friend that went with me had her birthday that day. While I don't expect financial compensation, I hope you change your ice cream vendor and do something about the terrible lines as well as your tiny parking lot! Maybe you could also send my friend a free ticket? I shall await your reply. Thank you for your time.

Sincerely,

Donna Wimperton

Autor opisuje swoje doświadczenie związane z korzystaniem z usługi.
Elementy rozwinięcia:
started when I arrived
no spaces left
had to park very far away
After waiting for 2 hours
only got to go on two rides
got food poisoning
ended up in hospital
will I never come back
now out of $200

Autor wyraża oczekiwania wobec adresata oraz sugeruje rozwiązania i usprawnienia.
Elementy rozwinięcia:
While I don't expect financial compensation
I hope you …
do something about …

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe
- Dear Sir/Madam,
- To Whom it May Concern,
- Dear Mr/Mrs/Ms,

Powód napisania listu
- I am writing regarding my most recent visit.
- I am very disappointed with the service I received.
- I was extremely upset by my experience.
- I was very upset when I opened the box and saw it was broken.
- It wasn't what I ordered.
- The product looked completely different in the pictures on the website.

Rozwinięcie
- It all started when
- In addition to that
- While I don't expect financial compensation
- I hope you'll do something about
- If you had a better system of (checking packages)
- Maybe you could be more careful to make sure (the photos resemble the product).
- Mix-ups like this rarely happen nowadays as most companies have great customer service.

Zakończenie listu
- Thank you for taking the time.
- I hope you will consider my comments.
- I would appreciate it if you could exchange what I bought.
- I would like a refund.
- I would like a free ticket.
- I would like to get a discount.

Zwroty grzecznościowe kończące list
- Sincerely,
- Best Regards,

WRITING GUIDE UNIT 3

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical Skills

Artykuł z elementami opisu miejsca

Jest to artykuł, którego autor barwnym językiem opisuje miejsce i wyraża opinię na jego temat.

Struktura artykułu z elementami opisu miejsca

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. **Wstęp.**
   Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Może przywołać ciekawy fakt lub anegdotę, które zapoznają odbiorcę z tematem artykułu i zachęcą go do dalszej lektury.
3. **Rozwinięcie.**
   Akapity 2 i 3: Autor w dwóch akapitach odnosi się do obydwu elementów polecenia, tj. opisuje miejsce, jego otoczenie i krajobraz oraz wyraża opinię na jego temat. Może też przedstawić wpływ opisywanego miejsca na swoje życie.
4. **Zakończenie.**
   Akapit 4: Autor podsumowuje artykuł. Może zachęcić czytelnika do odwiedzenia opisywanego miejsca lub odradzić mu wizytę w nim.

Modelowa wypowiedź

Napisz artykuł do działu „Podróże" w angielskim tygodniku. (1) Opisz w nim miejsce, które wywarło na tobie duże wrażenie, i (2) zaproponuj, co zrobić, aby je spopularyzować.

San Diego – Living the American Dream!

From the moment I got off the plane in San Diego, California, I was in love with the city. So much so, that I ended up staying there for a year and working. I want as many people as possible to learn about it, so that's why I decided to write this article.

San Diego is much more relaxed than Northern California and you can really feel the Mexican cultural influences. My favourite place in the whole city is Balboa Park. It is one of the largest city parks in the world and has 16 museums and many other attractions! Make sure you go to the zoo, which many say is the best zoo in the world. Also, don't miss Coronado Beach, rated as one of America's best beaches. It is so breathtaking and the sand on it literally sparkles due to the unique sand. For a more surf experience, check out Ocean Beach or Pacific Beach, but remember those beaches will definitely be much more crowded.

I plan to organise work and travel trips for other students there in the future. Also, because I am a surfing instructor, I would like to get a group of people together a few times a year for surfing vacations. I could make some extra money doing that – at least enough for my plane ticket!

No matter what happens, I will definitely be back in San Diego one day soon and hope to move there at some point. In the meantime, I will continue to spread my love for the city and hope to inspire as many people as possible to visit!

Autor opisuje miejsce i pisze, dlaczego wywarło na nim wrażenie.
Elementy rozwinięcia:
My favourite place in the whole city is
It is one of the
Make sure you go to
one of … best
It is so breathtaking

Autor proponuje, w jaki sposób można to miejsce spopularyzować.
Elementy rozwinięcia:
I plan to organise work and travel trips …
I would like to get a group of people together a few times a year …

Przydatne zwroty i wyrażenia

Tytuł
- Living the American Dream!
- The Best Place I Have Visited
- America's Finest City

Wstęp
- From the moment I got off the plane
- It was love at first site

Powód napisania artykułu
- I want as many people as possible to learn about it
- I wanted to share this place with others because

Rozwinięcie
- It is one of the largest city parks.
- Make sure you go to the zoo.
- It is so breathtaking and
- Don't miss (Coronado Beach).
- Be sure to check out the amazing
- Try the delicious food when you go to
- I hope to inspire people to visit!
- I plan to organise work and travel trips.
- If you want to find the best spots, go to
- The place is known for …, so make sure that you
- I wish more people knew about all this place has to offer.
- Go off the beaten path and make some great discoveries.
- The best way to get to know a place is to ask locals what to see.

Zakończenie
- I will definitely be back in
- I will continue to spread my love for
- … hope to inspire as many people as possible

Exam guide
Writing
An essay

Life Skills guide
Creativity,
Mediation,
Practical Skills

Rozprawka

Autor przedstawia dwa różne punkty widzenia dotyczące danego zagadnienia oraz podaje argumenty za jakimś stanowiskiem i przeciwko niemu wraz z krótkim uzasadnieniem.

Struktura rozprawki

1. Wstęp.
   Akapit 1: Autor rozprawki przedstawia zagadnienie oraz wysuwa tezę. Zapowiada, że można na sprawę spojrzeć z dwóch stron, przedstawiając wady i zalety, dobre i złe strony itp.
2. Rozwinięcie.
   Akapit 2: Autor podaje przynajmniej jeden argument popierający tezę. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.
   Akapit 3: Autor podaje przynajmniej jeden argument przeciw wysuniętej tezie. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.
3. Zakończenie.
   Akapit 4: Autor pisze krótkie podsumowanie, w którym nawiązuje do argumentów przytoczonych w rozwinięciu. Pisze, które z nich wydają mu się bardziej przekonujące i na tej podstawie formułuje swoją opinię.

Modelowa wypowiedź

W dzisiejszych czasach pośpiechu wiele osób uważa, że należy zwolnić tempo życia. Napisz rozprawkę, w której przedstawisz korzyści i zagrożenia dla człowieka, wynikające z prób zwolnienia tempa życia.

Nowadays, people often have very little free time and this has an effect on their physical and mental health. As a result, many have started to make lifestyle changes to reverse some of the damage they have done to themselves, as well as learn to live life differently. I think that slowing down is very important, even though not everyone might agree.

Autor stawia tezę:
I think that slowing down is very important

There are many benefits to living more slowly, but some of the most important are better family relations, better physical health, and increased happiness. In fact, there is even an entire movement called the Slow Movement. Those who live slowly extend this idea to all aspects of their lives from the purchasing decisions they make, to the food they eat, to the way they decorate their homes.

Autor prezentuje pierwsze stanowisko.
Argument za:
better family relations, better physical health, and increased happiness
Uzasadnienie/przykład:
Those who live slowly extend …

Not everyone, however, thinks the Slow Movement is beneficial and they even go as far as to say that it has a negative side. They say that if everyone were to live slowly, technology, for example, would stop developing and many industries would suffer. They say the movement isn't really fit for the modern world and is hard to integrate into city living.

Autor prezentuje drugie stanowisko.
Argument przeciwko:
if everyone were to live slowly, technology, for example, would stop developing and many industries would suffer
Uzasadnienie/przykład:
the movement isn't really fit …

While those against the slow movement may have some good points, in my opinion, the health benefits of slow living cannot be overstated. Even if you don't completely adopt the Slow Movement, it is worth borrowing some of the principles to bring some more peace and serenity into your life! I definitely recommend this to achieve better health, increased happiness and many other benefits.

Autor podsumowuje oba stanowiska i sygnalizuje, które jest mu bliższe.
While those against …
it is worth …

Przydatne zwroty i wyrażenia

Wyrażenie opinii
- I absolutely/slightly agree
- I must agree with
- It's true that
- I think that
- I believe
- I suppose
- In my opinion
- For me

Argumenty za
- The benefits are
- The advantages are
- Another advantage is
- Experts claim
- I support
- It's a good idea to

Argumenty przeciw
- Not everyone thinks it beneficial
- One of the disadvantages is
- One of the bad things about it is
- Experts claim

Uzasadnienie argumentów
- When it comes to
- As far as … is/are concerned
- As for

Zakończenie
- While those against/for … may have some good points,
- I think
- At the end of the day,
- In conclusion,

WRITING GUIDE UNIT 5

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical Skills

Artykuł z elementami recenzji

Jest to artykuł, którego autor pisze o książce, filmie lub innym utworze, jednak nie skupia się na streszczaniu go, tylko na ocenie dzieła. Przedmiotem recenzji może być też produkt lub usługa.

Struktura artykułu z elementami recenzji

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. Wstęp.
   Akapit 1: Autor artykułu zachęca czytelnika do przeczytania recenzji. Może przywołać ciekawą anegdotę, która naprowadzi czytelnika na tematykę artykułu.
3. Rozwinięcie.
   Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu. Opisuje recenzowany utwór lub produkt i wyraża opinię na jego temat; może też pokazać, jak wpłynął na jego życie.
4. Zakończenie.
   Akapit 4: Autor podsumowuje artykuł. Może zachęcić czytelnika do zapoznania się z przedmiotem recenzji lub zniechęcić go do jego poznania.

Modelowa wypowiedź

Wybrałeś/Wybrałaś się w daleką podróż samolotem. Napisz o tym artykuł. (1) Przedstaw swoje wrażenia z lotu (2) oraz opinię dotyczącą usług świadczonych przez przewoźnika.

Southeroo Airlines For the Win!

I've just got back from a trip to South Africa and took Southeroo Airlines. I was pretty worried about the trip because I am afraid to travel. However, the flight was the most enjoyable part of my whole vacation and if I could, I would have stayed in those friendly skies forever!

The plane boarded quickly and the staff at the gate was so friendly. They immediately made me feel calm. There was no turbulence for the entire flight and I basically spent eight hours getting pampered, watching movies and eating delicious snacks.

In addition to the flight being so great, from the moment I booked my ticket, Southeroo did everything it could to make my journey amazing. One day before my trip, they sent me a message that I had been upgraded to First Class and that a car would come to pick me up at home to take me to the airport the following day. On the plane, I got pajamas and a manicure and was able to lay down on a flat bed in my private cabin. Before landing, I hopped in a hot shower!

Southeroo sets a completely different standard for airline travel than what is out there. I enjoyed flying with them so much, that I've decided I may try and get a job with them so that I can fly them all the time and get a good discount while I'm at it!

Autor przedstawia swoje wrażenia z odbywanego lotu.
Elementy rozwinięcia:
The flight was the most enjoyable part …
The plane boarded quickly.
In addition to the flight being so great …

Autor wyraża swoją opinię.
Elementy rozwinięcia:
did everything it could to make my journey amazing
they sent me a message
I got pajamas and a manicure

Przydatne zwroty i wyrażenia

Wstęp
- I've just got back from
- The best part … was
- I had so much fun …, that I had to write about it
- Despite …, this is
- My trip to … was the trip of my life.
- Hopefully, my experience can make someone else's more enjoyable!
- I was pretty worried about the flight

Rozwinięcie
- … did everything it could to
- I know I may be a bit biased, but
- … sets a completely different standard
- I have to admit
- I am sure you would/wouldn't enjoy
- My first impression was
- It's well worth …/It's just not worth it.
- Any time you travel, you should first do some research.

Zakończenie
- I enjoyed
- I've decided
- Don't miss
- I would/wouldn't recommend
- All in all, this is
- It's a perfect choice.
- Next time you go to choose an airline/ travel agent/bus operator, …

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical Skills

Artykuł

W artykule autor przedstawia jakieś zjawisko i wyraża opinię na jego temat. Artykuł może zawierać elementy opisu, sprawozdania lub recenzji. Autor może oceniać opisywane fakty i próbować wpłynąć na opinię czytelników.

Struktura artykułu

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. Wstęp.
   Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Przedstawia problem, który jest w nim poruszany. Może przywołać ciekawy fakt lub anegdotę, które naprowadzą czytelnika na tematykę artykułu. Wstęp może zawierać pytanie lub cytat.
3. Rozwinięcie.
   Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu i własną opinię.
4. Zakończenie.
   Akapit 4: Autor podsumowuje artykuł. Może się odnieść do pytania zadanego we wstępie. Może też zadać pytania zachęcające czytelnika do dalszych rozważań dotyczących tematu poruszanego w tekście.

Modelowa wypowiedź

Niejeden pomysł biznesowy zrodził się z powodu braku możliwości rozwiązania konkretnego problemu za pomocą powszechnie dostępnych produktów lub usług. Zdarza się, że młodzi przedsiębiorcy biorą sprawy we własne ręce i zmieniają rynek. Napisz artykuł na stronę internetową, w którym (1) opiszesz, w jaki sposób można odnieść tego typu sukces oraz (2) przedstawisz korzyści z prowadzenia własnego biznesu.

She turned trouble into triumph and made millions – you can too!

Have you ever wanted to start your own business but been too scared? Well, here is a good example that will motivate you. You have probably never heard of Siqi Mou, but you may have got some great advice from her company's chatbot. Mou was at university when her skin took a turn for the worst and she broke out in acne. She realised that there was no personalized skincare help that was easily available for young people like her. Also, she couldn't afford to buy expensive creams and visit doctor after doctor. Several years later, she is the owner of HelloAva that gives beauty consults through its chatbot. Clients send in selfies and fill out a questionnaire and the system will select products that are then confirmed by one of their employees. As a result, she literally changes the lives of many of her customers.

Mou sets a good example for other young professionals, showing that if you have a good idea, you can achieve success. She loves what she does – something that is so important and many people underestimate. When you have your own business, you often end up working long hours, but you can also set them according to your personal schedule. Not only that, you can find a niche on the market and, like Mou, build a business that is stable and set to see huge growth in the future.

Beauty tech companies are among the fast growing on the market and Mou is perfectly positioned to take advantage of this. Pay a visit to Mou's business and judge for yourself. May she be an example to anyone thinking about jumping into their own business – it can be scary but is definitely worth the attempt!

Autor opisuje, jak przykładowy przedsiębiorca wpadł na konkretny pomysł biznesowy.
Elementy rozwinięcia:
there was no personalised skincare help that was easily available for young people like her
she is the owner of HelloAva that gives beauty consults through its chatbot
she literally changes the lives of many of her customers

Autor przedstawia korzyści z prowadzenia własnego biznesu.
Elementy rozwinięcia:
Mou sets a good example …
If you have a good idea, you can achieve success.
When you have your own business, you end up …
… you can find a niche on the market …

Przydatne zwroty i wyrażenia

Tytuł przykuwający uwagę
- She turned trouble into triumph
- Beauty tech company gets things right
- … you can too!

Wstęp
- What is interesting
- Imagine
- Suppose
- By and large
- For starters,

Rozwinięcie
- She took matters into her own hands.
- … is growing at a dramatic pace.
- What is more
- Not to mention that
- There is another side to this problem/issue/argument
- For this reason
- A perfect example of that is
- It shows that

Zakończenie
- To wrap up,
- … visit … to support this
- After all
- Never before
- Judging for yourself …
- It's quite clear to me that
- To me
- May she be an example …

WRITING GUIDE UNIT 7

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical Skills

Artykuł z elementami sprawozdania

Jest to artykuł, którego autor przytacza wyniki badań, np. socjologicznych, i na ich podstawie wyciąga własne wnioski. Autor ilustruje artykuł odpowiednimi przykładami.

Struktura artykułu z elementami sprawozdania

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. **Wstęp.**
   Akapit 1: Autor artykułu zachęca czytelnika do przeczytania swojego tekstu. Przytacza wyniki badań, które będzie w nim omawiał i umieszcza je w odpowiednim kontekście. Może przywołać ciekawy fakt lub anegdotę, które naprowadzą czytelnika na temat artykułu i zachęcą do dalszej lektury tekstu.
3. **Rozwinięcie.**
   Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu. Analizuje poszczególne elementy badania oraz wyraża opinię na ich temat.
4. **Zakończenie.**
   Akapit 4: Autor podsumowuje artykuł. Wyraża własną opinię na temat analizowanej ankiety. Może zachęcić czytelnika do dalszych rozważań dotyczących tematu poruszanego w tekście.

Modelowa wypowiedź

Napisz artykuł (1) przedstawiający wyniki ankiety, której uczestnicy wskazują, że młodzi ludzie zaczynają uprawiać sport nie dla zdrowia, ale przede wszystkim po to, by się podobać rówieśnikom. Powołując się na wyniki badań, (2) wyraź swoją opinię na ten temat.

WHY DO PEOPLE DO SPORTS? THE ANSWERS COULD SURPRISE YOU

MoveMoveMove has recently published its newest annual survey in which it presents the answer to why teenagers actually take up a sport. The poll was partly funded by a government campaign to increase participation in sports.

The survey shows that a whopping 75% of people say that their most important reason for doing sports is to be more attractive. In second place, with 15%, was to be healthier. Only 9% of respondents said the main reason they moved about regularly was because it was fun. The remaining people said they didn't know why they like doing sports.

Autor przytacza wyniki ankiety.
Elementy rozwinięcia:
The survey shows that a whopping 75% of people say that their most important reason for doing sports is to be more attractive to the opposite sex.
In second place, with 15%, was to be healthier. Only 9% of respondents said the main reason they moved about regularly was because it was fun.

From my point of view, the most shocking thing about the survey was the fact that so many people care about what other people think. I would have rather expected health to be the most important motivator for taking up sports, but sadly this is not the case. However, now the government campaign will be able to focus on the popular motivators to better promote participation in sports.

In addition to a campaign on being more active, I would suggest that government officials also launch another one to improve body image so that people aren't so motivated by looks. It is sad to think that people believe that they are such an important factor in their relations with other people.

Autor wyraża swoją opinię na temat wyników ankiety.
Elementy rozwinięcia:
The most shocking thing about the survey.
I would have rather expected health to be the most important motivator
… sadly this is not the case.

Przydatne zwroty i wyrażenia

Tytuł przykuwający uwagę
- Why do people do sports? The answer could surprise you.

Wstęp
- … has recently published its annual survey
- Newest data shows that
- Researchers looked into

Rozwinięcie
- The most shocking thing about the survey was
- I would have rather expected
- The results show
- Sadly, this is not the case.
- From my point of view
- It goes without saying that
- My own feeling on the subject is that
- It's my impression that

Zakończenie
- Based on this survey, I recommend
- I would suggest
- Next time, researchers might consider
- It is worth looking into

Exam guide
Writing
An essay

Life Skills guide
Creativity,
Mediation,
Practical Skills

Rozprawka

Rozprawka – autor przedstawia dwa odmienne punkty widzenia dotyczące danego zagadnienia. Podaje argumenty *za* i *przeciw* wraz z krótkim uzasadnieniem.

Struktura rozprawki

1. Wstęp.
   Akapit 1: Autor rozprawki przedstawia zagadnienie oraz wysuwa tezę. Zapowiada, że można na sprawę spojrzeć z dwóch stron, przedstawiając wady i zalety, dobre i złe strony itp.
2. Rozwinięcie.
   Akapit 2: Autor podaje przynajmniej jeden argument popierający tezę. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.
   Akapit 3: Autor podaje przynajmniej jeden argument przeciw wysuniętej tezie. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.
3. Zakończenie.
   Akapit 4: Autor pisze krótkie podsumowanie, w którym nawiązuje do argumentów przytoczonych w rozwinięciu. Pisze, które z nich wydają mu się bardziej przekonujące i na tej podstawie formułuje swoją opinię.

Modelowa wypowiedź

Wiele osób uważa, że lekcje muzyki powinny być wprowadzone w liceach jako obowiązkowy przedmiot nauczania. Napisz rozprawkę, w której przedstawisz dobre i złe strony podjęcia takiej decyzji.

Should Music be a Mandatory Subject in High School?

Whether or not music is included in required high school curriculum is a subject that provides for heated debate. I personally think it is one of the most important things that can be taught to teenagers, as I have experienced the positive effects of music first-hand.

Music works on certain parts of the brain that influence language, mathematics, creativity, and communication skills. People who take part in music programmess do better on tests in general and they are better listeners. As if that wasn't enough, they simply feel better about themselves and are less stressed. The students that take part in music programmes go on to be more successful and lead happier lives.

Despite all of the positive aspects of mandatory music in schools, many are against it. One of the most popular arguments is that it is expensive. Schools must invest in extra teachers equipment, as well as space. In addition, the opponents of music in high schools claim it distracts students from other subjects. Some of the other arguments include that it creates a competitive atmosphere.

If you ask me, the pros of music programmes in high schools outweigh the cons. In fact, music has shown to be so powerful in changing students' lives that I think we should rather shift our focus from IF music should be mandatory in high schools to HOW to make it exist in all schools. If money is an issue, let's get local governments involved and show decision makers just how much music can change a person's life.

Autor stawia tezę.
I personally think it is one of the most important things that can be taught to teenagers.

Autor prezentuje pierwsze stanowisko.
Argument za:
Music … influences language, mathematics, creativity, and communication skills.
Uzasadnienie/przykład:
The students that take part in music programmes go on to be more successful and lead happier lives.

Autor prezentuje drugie stanowisko.
Argument przeciwko:
expensive, distracts students, creates a competitive atmosphere.

Autor podsumowuje oba stanowiska i sygnalizuje, które jest mu bliższe.
If you ask me,
In fact …

Przydatne zwroty i wyrażenia

Wyrażenie opinii
- I absolutely/slightly agree
- I must agree with
- It's true that
- I think that
- I believe
- I suppose
- In my opinion
- For me
- They must carefully weigh the pros and cons
- It might seem

Argumenty za
- The benefits are
- The advantages are
- Another advantage is
- Experts claim
- It's a good idea to
- The pros are

Argumenty przeciw
- One of the disadvantages is
- One of the bad things about it is
- Experts claim
- The cons are

Uzasadnienie argumentów
- When it comes to
- As far as … is/are concerned
- As for

Podsumowanie
- While those against/for … may have some good points
- I think
- At the end of the day,
- In conclusion,
- It's easy to understand why
- If you ask me,

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	być
beat	beat	beaten	bić; pokonać
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	dmuchać; wiać
break	broke	broken	łamać; psuć się
bring	brought	brought	przynosić; przyprowadzać
broadcast	broadcast	broadcast	transmitować; nadawać
build	built	built	budować
burn	burnt	burnt	palić (się); płonąć
buy	bought	bought	kupować
can	could	–	móc; umieć; potrafić
catch	caught	caught	łapać, chwytać
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć; rozcinać; przecinać
deal	dealt	dealt	dotyczyć; rozdawać
dig	dug	dug	kopać
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić; marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód); kierować
eat	ate	eaten	jeść
fall	fell	fallen	padać, spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć (się)
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapominać
get	got	got/gotten	dostać, otrzymać
give	gave	given	dawać
go	went	gone	iść; jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	zranić; boleć
keep	kept	kept	trzymać; zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić; przewodniczyć
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	Meaning
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać; oświetlać
lose	lost	lost	gubić; tracić
mean	meant	meant	mieć na myśli; znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowadniać, dowodzić
put	put	put	postawić, położyć
read	read	read	czytać
ride	rode	ridden	jeździć (np. na rowerze, konno)
ring	rang	rung	dzwonić
rise	rose	risen	rosnąć; wzrastać; wstawać
run	ran	run	biegać
say	said	said	powiedzieć, mówić
see	saw	seen	widzieć; rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	wąchać; pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyśpieszać
spend	spent	spent	wydawać (pieniądze); spędzać (czas)
spill	spilt	spilt	rozlać, rozlewać (się)
stand	stood	stood	stać; postawić
steal	stole	stolen	kraść
stick	stuck	stuck	wbijać; wtykać; lepić; kleić
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	brać, zabierać
teach	taught	taught	uczyć (kogoś), nauczać
tear	tore	torn	drzeć, rozdzierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake	woke	woken	budzić się; obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

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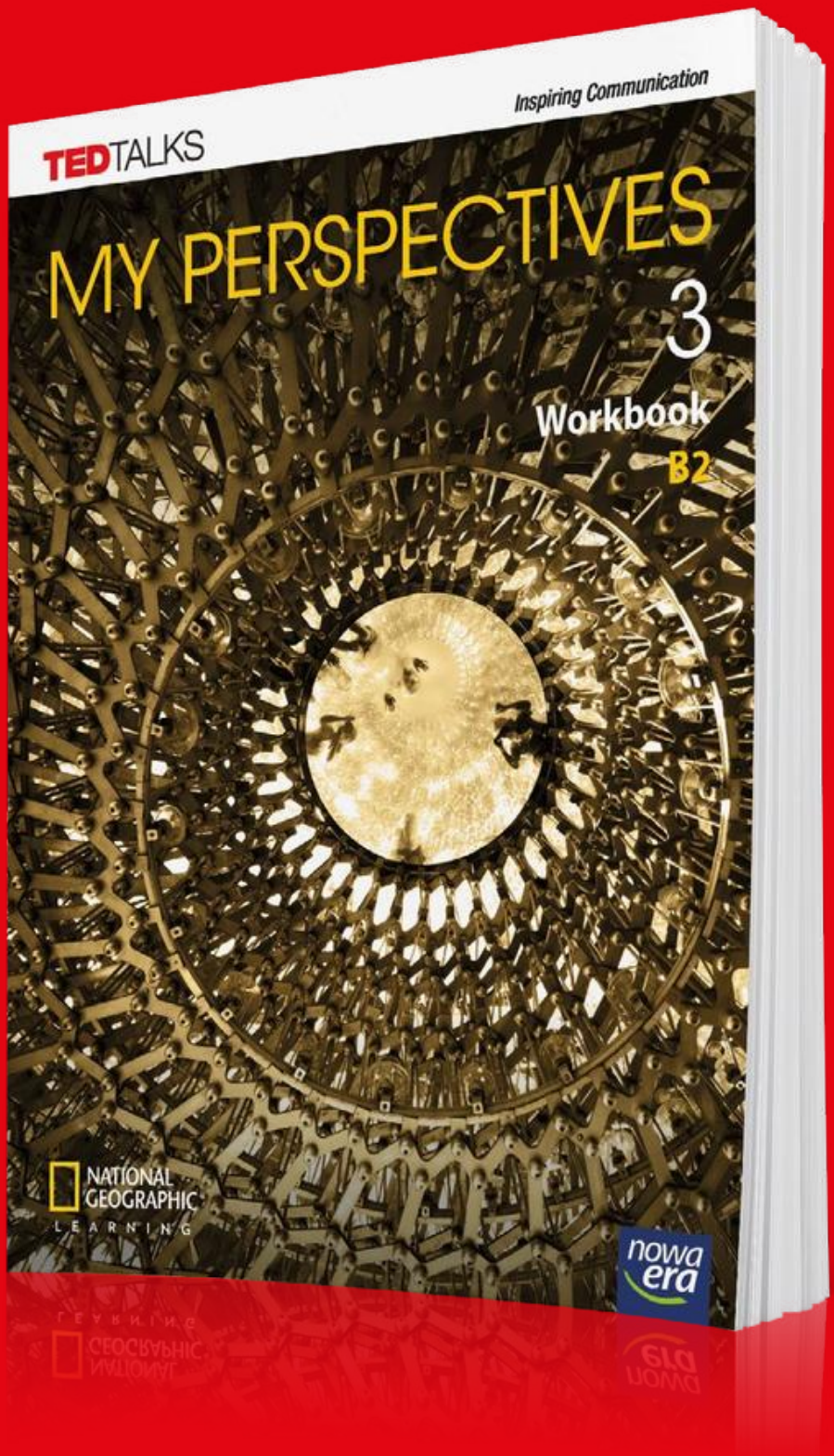
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Inspiring Communication
TEDTALKS
MY PERSPECTIVES
3
Workbook
B2
NATIONAL GEOGRAPHIC
LEARNING
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Workbook

Starter 1

1 Match the descriptions (1–5) with the feelings (a–e).

1 When you feel you have done something silly. b
2 When you hear or see something you didn't expect and you don't know how to react. e
3 When you believe you are in danger. c
4 When something particularly enjoyable happens to you and you are very pleased with it. d
5 When you feel unhappy and can't find anything positive or enjoyable in your life. a

a depressed **b** embarrassed **c** scared **d** delighted **e** confused

Exam guide
2 English in Use
Word formation

2 Complete each sentence with a noun or an adjective made by adding a suggested suffix to one of the words in the box.

friendly embarrass fame love excite

1 It was a lovely (*-ly*) place to have a date.
2 Mick was so excited (*-ed*) about the following day's trip that he couldn't sleep at night.
3 The book 'How to Accept Your Feelings' made the young author very famous (*-ous*).
4 The little girl tried to smile, but you could easily see embarrassment (*-ment*) on her face. She surely didn't want to sing in front of the audience.
5 Respect and friendliness (*-ness*) are the two ideas which create such a great atmosphere at our camps.

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

3 Translate the Polish fragments of the sentences into English.

1 (*Z kim chcesz porozmawiać*) Who do you want to talk to about this?
2 (*Co sprawia, że czujesz się*) What makes you feel relaxed?
3 (*Którą dziewczynkę widziałeś*) Which girl did you see / have you seen crying in the classroom?
4 (*Kto pomógł ci*) Who helped you when you were sad?
5 (*Ile osób zaskoczyłeś*) How many people did you surprise by arriving at the party so unexpectedly?

4 Complete the sentences with the present simple, continuous or perfect form of the verbs in brackets.

1 Little Johnny has become (*become*) much more relaxed since I last saw him.
2 I don't understand (*not / understand*) why you are reacting so nervously. What's wrong with my advice?
3 Diane is really upset. She has failed (*fail*) another maths test. She needs to retake it soon.
4 What's going on? Why is Daniel shouting (*Daniel / shout*) so loudly?
5 It often annoys (*annoy*) me when I need to wait for my little sister to get ready for school.

Starter 2

1 Choose the correct answers in the quiz.

1 When you travel by ship, you call it a *cruise* / *flight*.
2 When you finish your journey around the city, you *get on* / *get off* the bus.
3 If you go hiking with a rucksack, it is called *backpacking* / *commuting*.
4 The place where you finish your journey is called a *destination* / *route*.
5 If your neighbour takes you to school in their car, they give you a *drop* / *lift*.

2 Complete the missing words to make compound nouns.

1 A railway station is a place where trains arrive and depart.
2 A sky scraper is an unusually tall building.
3 An amusement park is an area with lots of attractions like rides and games.
4 A view point is a place from which you can have a great view over the surrounding area.
5 Public transport includes buses and trams.

3 Complete each pair of sentences with adjectives made from the given verbs.

1 RELAX / CONFUSE
a The instructions were so confusing that only a few students completed the task.
b This kind of quiet classical music makes me relaxed after a hard day at work.

2 ANNOY / TERRIFY
c It's really annoying to see that you're trying to lie to me again.
d The film was absolutely terrifying; I couldn't sleep at night after watching it.

3 SURPRISE / BORE
e Even the clown didn't manage to make the bored girl smile or enjoy the show.
f What you said about my neighbours is really surprising. I had no idea they were so rich!

4 Choose the correct option to complete each sentence.

1 I ___ in the south of Europe when I met my future wife.
a travelled **b** was travelling **c** used to travel

2 I ___ some research about the Chinese culture before I moved to live there for over a year.
a used to do **b** was doing **c** had done

3 We ___ camping, but since 2015 my parents have been taking us to all-inclusive hotels.
a used to go **b** had gone **c** were going

4 While we ___ to the USA, we had a chance to see the Statue of Liberty from the plane.
a went **b** were flying **c** had flown

5 It was my first visit to Peru. I ___ to South America before.
a hadn't been **b** wasn't travelling **c** used to come

Starter 3

1 Match the sentences (1–5) with the people (a–e).

1 'Two of your teeth need a filling.' c
2 'There are still some bugs in the code.' d
3 'I don't think it is legal.' e
4 'Yes, a big terrace will look good.' b
5 'The recipe for this dish comes from Asia.' a

a chef **b** architect **c** dentist **d** software developer **e** lawyer

2 Match the halves of the sentences.

1 I still don't know which university I will go to. It all depends c
2 No wonder Mario found a good job so quickly. He graduated b
3 Damian hasn't been very lucky recently. He has unsuccessfully applied e
4 On his first day of work in the office, Jeremy was introduced a
5 After a few hours of discussion, all the members of the team agreed d

a to a few colleagues who worked in his department.
b from one of the best universities in Italy.
c on the results of my exams.
d with the leader.
e for a few different jobs in the past few months.

3 Complete the sentences with the correct form of the verbs in the box.

guess reject leave design go

1 On the day of the conference, I realised that I had left the memory stick with my presentation at home.
2 I had seen this man in the office before, so I guessed he was working there.
3 When I arrived, the office was closed. Everybody had gone home.
4 By the time Lara was 25, she had designed several useful applications for teachers and students.
5 Tom hadn't done a similar job before, so the factory rejected his application.

4 Translate the Polish fragments of the sentences into English.

1 The boss said that (*wysłał wszystkie dokumenty*) he had sent all the documents the previous week.
2 Everyone told me that (*będę musiał przyjść*) I would have to come to work on Saturday.
3 Mark said that (*pracował nad tym projektem*) he had been working on that/the project for over a month.
4 The speaker on the phone informed me that she (*nie może zaakceptować*) couldn't accept my offer.
5 The secretary told Janet that everybody (*na nią czekają*) was waiting for her in room 213.

Starter 4

1 Choose the correct option to complete each sentence.

1 It's not polite to use a mobile phone here. You should *develop* / switch / *control* it off.
2 Modern technology / *progress* / *process* like instant messaging or cloud computing makes exchange of information faster and easier.
3 The *tool* / *invention* / research that we have carried out shows that our mobile applications are very popular.
4 Many paper documents have been converted into electronic form in the process / *development* / *technology* known as digitisation.
5 We've got lots of modern equipment / *research* / *progress* in our school, like interactive whiteboards, touchscreen monitors or tablets in the computer lab.

2 Complete each pair of sentences with two different forms of the given word.

1 ENTERTAINMENT
a The kindergarten hired a funny entertainer to give some fun to the kids on Children's Day.
b The kindergarten hired a clown to entertain the kids on Children's Day.
2 DEVELOPER
c Development of the application took four months.
d It took the company four months to develop the application.
3 ACHIEVE
e My brother is a high achiever – his successes are impressive!
f I'm impressed with my brother's achievement(s).

3 Choose the correct form of the verbs.

1 The new version of the game *released* / was released two years after the previous one.
2 The company received / *was received* a lot of positive reviews of their new phone models.
3 This tool cannot *use* / be used without paying a licence fee.
4 This screen displays / *is displayed* the main menu of the application.
5 The operating system *updated* / was updated automatically; users didn't have to do anything.

4 Change the sentences from active to passive.

1 Most users criticised the new look of the app.
The new look of the app was criticised by most users.
2 Who produces these machines?
Who are these machines produced by?
3 The police use cameras to control the traffic.
Cameras are used by the police to control the traffic.
4 Banks introduced personalised credit cards in the late 2000s.
Personalised credit cards were introduced by banks in the late 2000s
5 A prestigious institute of technology organised the competition for young inventors.
The competition for young inventors was organised by a prestigious institute of technology.

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

Starter 5

1 Match the halves of the sentences.

1 The athlete finished the race first and won b
2 After two lost matches at the beginning of the season, we finally managed to beat c
3 The rivals' goalkeeper played the best match in his career. We simply had no chance to score a
4 I was so proud when my coach suggested that I should represent e
5 Regular practices play d

a even a single goal in this game.
b the fourth gold medal in his career.
c our opponent last week.
d an important role in a successful sports career.
e my school in the gymnastic competition!

2 Complete the sentences with correct prepositions.

1 Last month my school was preparing a Sports Day and I decided to join in.
2 It's easier to take up a new sport if you encourage a friend to join you.
3 I wasn't fit enough to keep up with the fastest runners.
4 Since Jack gave up his swim practice, he's put on weight.
5 For me, working out at the gym is more tiring than aerobics.

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

3 Translate the Polish fragments of the sentences into English.

1 It's the third time my friend (*wygrał zawody w bieganiu*) has won a running competition.
2 (*Czy kiedykolwiek uprawiałeś*) Have you ever done any winter sports?
3 He's a talented player – the Polish Volleyball Association (*zaoferowała mu*) offered him to play for the national team last year.
4 The number of football pitches (*zwiększył się*) has increased / grown / gone up in recent years.
5 The referee (*zaczął mecz*) started/began the match, but there were only ten footballers from our team on the pitch.

4 Choose the correct option to complete each sentence.

1 How long *have you prepared* / *have you been preparing* for the marathon?
2 I *haven't tried* / *haven't been trying* bungee-jumping yet, but I would like to try it one day.
3 I *have supported* / *have been supporting* my local basketball team since they were promoted to the first league.
4 The company *has sold* / *has been selling* sports shoes for years.
5 Sheila *has signed* / *has been signing* up for cheerleading practice at our school.

Starter 6

1 Choose the correct option to complete each sentence.

1 When the food is *delicious* / *disgusting*, you enjoy it.
2 Carrots or cucumbers brought straight from the field are *raw* / *processed* vegetables.
3 *Junk food* / *A well-balanced meal* includes hamburgers, french fries and hot-dogs.
4 You will need a pan to make *boiled* / *fried* chicken.
5 I added some *wheat* / *spices* to make the soup taste a bit hotter.

2 Rewrite the sentences using compound adjectives.

1 Here's a recipe for cakes that are baked in the oven.
Here's a recipe for oven-baked cakes.
2 We had dinner in a restaurant which had a modern look.
We had dinner in a modern-looking restaurant.
3 Arancini' are Sicilian balls which are filled with cheese.
'Arancini' are Sicilian cheese-filled balls.
4 For dessert, we had a fruit mixture, which tasted sweet.
We had a sweet-tasting fruit mixture for dessert.
5 Modest Amaro is a chef; many people know him very well.
Modest Amaro is a well-known chef.

3 Match each sentence (1–5) with the function of the verb phrase (a–e) used in it.

1 My train leaves at 10.15 am. c
2 I think people will land on Mars one day. b
3 I can't meet you tonight. I'm helping Jack. d
4 Is that your suitcase? Give it to me. I'll carry it for you. e
5 My project isn't ready; I'm going to finish it soon. a

a plans and intentions
b beliefs and expectations
c future events or schedules
d arrangements between people
e decisions made at the time of speaking

4 Look at Cindy's schedule for Thursday. Then complete the sentences.

12.00–1.00 pm	drive to Poznań
2.00–3.00 pm	lunch with Kate
5.00–6.00 pm	swimming pool
5.30 pm	Lucy arrives at hotel
8.00–11.30 pm	movie night – two films

1 (*Cindy / drive / Poznań*) at 12.30 pm.
Cindy will be driving to Poznań . . .
2 (*She / arrive / Poznań*) by 2 pm.
She will have arrived in Poznań . . .
3 (*The girls / lunch*) by the time they go swimming.
The girls will have had/eaten lunch . . .
4 (*They / swim*) when Lucy arrives.
They will be swimming . . .
5 (*They / watch / two films*) by midnight.
They will have watched two films . . .

Starter 7

1 Complete the email with the words in the box. There are two words you do not need.

deals debt bargain earn lend pay borrow

I remember I'm still in **(1)** debt to you. It was really kind and helpful of you to **(2)** lend me 1,000 pounds when I really needed this money. A thousand pounds for a car like that was a **(3)** bargain I simply couldn't miss! Of course, I will **(4)** pay all the money back as promised; I just need one more week before I have enough money. I expect to **(5)** earn a large sum of money soon. You'll have your money back in just a few days!

2 Choose the correct option to complete each sentence.

1 I finally found a *professional* / *professionally* service point for my car.
2 We spent the evening walking *lazy* / *lazily* around the park.
3 The town hall let us use the conference room as a *temporary* / *temporarily* lecture hall.
4 We do the shopping *regular* / *regularly* at this mall.
5 They advertised the shop so *good* / *well* that they soon got hundreds of customers.

3 Complete the sentences with the passive form of the verbs in the box.

deliver present close not produce inform

1 Most shops will be / are going to be closed next Sunday.
2 Look at the date stamp. The parcel was delivered four days ago, but the company had posted it over a week earlier.
3 These machines aren't produced in Poland. Our company imports them from Sweden.
4 All our customers should be informed of the problem with the product.
5 The first photos had been presented on the internet before the company officially informed the public about it.

4 Complete Mark's email from his holiday; use *have/get something done*.

It's great here at the seaside! I ate swordfish yesterday – of course, I remember that I shouldn't eat fried food so I **(1)** had/got it baked (*it / bake*). Yummy! And they offer a special service here – you can **(2)** have/get your meal brought (*your meal / bring*) straight to the beach.

There are a lot of funny things to do here. I **(3)** have just had/got my hair dyed (*just / my hair / dye*) green and I look like an alien ☺. I also thought of **(4)** having/getting my nose pierced (*my nose / pierce*), but that would be too controversial, so I gave up the idea. But I **(5)** will / am going to have/get a big dragon tattooed (*a big dragon / tattoo*) on my arm tomorrow!

(Don't worry, it's just going to be a henna tattoo. ☺)

Starter 8

1 Match the descriptions (1–5) with the organs (a–e).

Which organ ...

1 pumps blood around your body? c
2 lets you breathe air in and out? d
3 'stores' all your thoughts and knowledge? a
4 makes it possible to produce different sounds when you speak? b
5 covers your whole body? e

a brain
b tongue
c heart
d lungs
e skin

2 Choose the correct option to complete each sentence.

1 The new wheelchair will *enable* / *let* my uncle be more independent.
2 This new rehabilitation centre *allows* / *prevents* patients to recover after car accidents.
3 Exercises that were too difficult *stopped* / *allowed* me from going to the gym again.
4 This small device *helps* / *prevents* my grandmother hear better.
5 The new type of medicine prevented the disease *to* / *from* getting even more serious.

3 Translate the Polish fragments of the sentences into English.

1 (*Jeśli czujesz się*) If you feel ill, don't wait but go to the doctor at once.
2 (*Jeśli nie zaczniesz*) Unless you start some physical workouts, you'll never lose weight.
3 (*Kiedy korzystasz z*) When you use a car too often, your physical fitness gets worse.
4 When I visit the doctor next time, (*powiem mu o swoich*) I'll tell him about my breathing problems.
5 Some medicines (mogą powodować) may/can cause side effects if you take them without a doctor's supervision.

4 Put the verbs in brackets in the correct forms.

1 If only I had (*have*) more free time! I would sign up to the gym at once.
2 If it wasn't for my older brother, who encourages me to do a lot activities with him, I would spend (*spend*) all my evenings sitting at home and playing video games.
3 Unless she practises (*practise*) harder, she will never have a chance to win the tournament.
4 Would you join (*you / join*) the team if our school started a skating club?
5 I wish I didn't live (*not / live*) so far from the sports centre – I waste almost an hour every time I go to my weekly yoga practice.

Exam guide
3 English in Use Translations

Life Skills guide
3 Mediation

1 Work

1A Vocabulary

Work

1 **Revision** What type of jobs are these? Complete the table.

accountant chief executive firefighter lawyer paramedic police officer salesperson shop manager

Emergency services	Desk jobs	Retail
firefighter paramedic police officer	accountant chief executive lawyer	salesperson shop manager

2 **Revision** Listen and complete the words for jobs. The first letter is given. 2 p. 394

1 n u r s e
2 t e a c h e r
3 l a w y e r
4 c h e f
5 a c c o u n t a n t
6 a r c h i t e c t

3 **Revision** Which people often work together? Match the jobs.

1 doctor e
2 lawyer a
3 firefighter b
4 salesperson f
5 office worker d
6 chef c

a police officer
b paramedic
c waiter/waitress
d manager
e nurse
f shop manager



4 Match the two parts of the sentences.

1 After he lost his job, c
2 Being a chief executive is well-paid, a
3 I love being a writer b
4 The newspaper industry is changing f
5 Acting is competitive because e
6 I am very busy at home, d

a but it is also very demanding.
b because I can be creative.
c he was out of work for six months.
d so I'd prefer a part-time job.
e so many people want to do it.
f because people often get their news online.

5 Choose the correct option to complete each sentence.

1 If you don't have many qualifications, your *career prospects* / *part-time work* are limited.
2 My job as a doctor is rewarding, but it's also *demanding* / *well-paid*.
3 Her job is *creative* / *flexible*. She can work whatever hours she wants.
4 I've been *working on* / *working for* a new design for six months.
5 He has been in the film *career* / *industry* for over twenty years.
6 Being a paramedic is *stressful* / *competitive*. I have to make life-or-death decisions every day.
7 She enjoys being a lawyer, but she's looking for something more *demanding* / *creative* like writing or designing.

6 Match the words and phrases (1–6) with the synonyms (a–f).

1 stressful f
2 industry c
3 out of work a
4 job d
5 well-paid b
6 in charge of e

a unemployed
b with a good salary
c business
d work
e responsible for
f demanding

7 Complete the sentences with *in, for* or *on*.

1 I work ___for___ my parents at their ice-cream shop every summer.
2 The architect has been working ___on___ a new building in the city centre.
3 I've been working ___on___ my new book for months, but I'm afraid I have writer's block!
4 He's been working ___in___ the publishing industry for years. He's a great editor.
5 She doesn't like her job as a lawyer, but she does it ___for___ the money.
6 My friend was working ___on___ an exciting project when she lost her job.
7 I used to work ___in___ the office five days a week, but now I work from home on Tuesdays.

8 Put the words in the correct order to make sentences.

1 being / I / of / a / like / charge / in / team / large
I like being in charge of a large team.
2 out / work / He / been / has / of / three / months / for
He has been out of work for three months.
3 big / for / me / Working / projects / is / on / stressful
Working on big projects is stressful for me.
4 writer / such / a / is / Being / creative / a / job
Being a writer is such a creative job.
5 with / job / for / I / looking / career / am / a / prospects
I am looking for a job with career prospects.
6 hopes / work / the / in / entertainment / She / industry / to
She hopes to work in the entertainment industry.
7 aren't / jobs, / so / many / competitive / very / it's / There
There aren't many jobs, so it's very competitive.

9 Extension Complete the sentences with the correct form of *find, need* or *quit*.

1 I have to ___find___ a job soon – I really need the money.
2 She finally ___quit___ her job as a doctor after seven years.
3 My friend ___found___ her job as a salesperson by looking at the shop's website.
4 Do you know anyone who ___needs___ a part-time job? We're hiring at our restaurant.
5 I don't do this job because I ___need___ it. I do it because I love it!
6 Why did you ___quit___ your job? Was it too stressful?

10 Extension Read the statements. Are the sentences true (T) or false (F)? Correct the false statements.

1 A rewarding job makes you feel like you are doing something important and useful. ___T___
2 A vacancy is a job that is no longer available for someone to do. ___F___
3 A challenging job is a job that doesn't need much effort. ___F___
4 If you resign, you quit your job. ___T___
5 A supervisor is in charge of other members of staff. ___T___
6 A person who is retired is at the beginning of their career. ___F___
7 A trainee is a person who is learning to do a job. ___T___

11 Extension Choose the correct option that can best replace the words in bold.

1 She doesn't work there from nine to five, she only works **20 hours a week**.
a flexible time
b some time
c part-time
2 The job is difficult and **requires a lot of time and effort**.
a demands
b demanding
c competitive
3 He is **unemployed** at the moment.
a off work
b out of work
c working
4 The job is hard, but **the salary is good**.
a it's well-paid.
b the high pay.
c it's a payment.
5 I'm **in charge of** customer deliveries.
a competitive at work
b stressful for
c responsible for

10 2 A vacancy is a job that is available for someone to do.
3 A challenging job is a job that needs a lot of effort.
6 A person who is retired is at the end of their career.

1B Listening

Exam guide
1 Listening
Matching

1 Listen and match the sentences (a–e) with the speakers (1–4). There is one extra sentence that you do not need. 3 p. 394

a This speaker has a very clever pet.
b This speaker has taught animals to change their behaviour.
c This speaker failed to train an animal.
d This speaker doesn't spend much time with his/her pet.
e This speaker used animal training on a person.

1 c **2** e **3** b **4** a

Exam guide
4 Listening
Multiple choice

2 Listen and complete the sentences. 4

1 You should look for a job that gives you a feeling of satisfaction.
2 The referee at a football match must enforce the rules.
3 The dog trainer was able to stop the dog from biting people.
4 Police are allowed to drive faster than the speed limit when they _____.
5 I can't understand how some people are able to work such long hours.
6 He didn't need to apply for the job. His father owns the company.

Exam guide
3 Listening
True/false

3 Listen to the speaker. Are the sentences true (T) or false (F)? 5 p. 394



1 Cesar Millan is a dog trainer. T
2 Millan couldn't tell Kisses and Kitten apart. F
3 The dog was the colour of candyfloss. T
4 The name of Millan's TV show is *The Whisperer*. F
5 A 'whisperer' can talk to animals. F
6 Millan tries to fix behavioural challenges. T
7 Millan thinks dogs often behave badly. F
8 Millan trains both the dog and the owner. T

Exam guide
5 Listening
Multiple choice

4 Listen and choose the correct option. 6 p. 394

1 What breed is the pink dog?
a Kisses **b** Maltese **c** Millan

2 Was Kisses' problem very unusual?
a Yes, it was a first for Millan.
b No, not for young, female dogs.
c No, it happens with all dogs.

3 What word does the speaker use to mean *a learnt response*?
a a routine **b** a pattern **c** a habit

4 What does Millan always try to do for his audience?
a teach a lesson **b** answer questions **c** fix their problems

5 How does Millan change dogs' behaviour?
a He teaches their owners to punish them more.
b He rewards the owners when they succeed.
c He teaches them new responses to situations.

6 How would you describe Millan's training method?
a patience and punishment
b repetition and rewards
c rewards and patience

7 What is another word for *reward* that the speaker uses?
a a sweet **b** a cookie **c** a treat

5 Listen and choose the correct option. 7 p. 394

1 What two animals are mentioned as 'service animals'?
a dogs and sheep
b elephants and dogs
c monkeys and dogs

2 What do service animals do?
a control other farm animals
b assist blind and deaf people
c provide transportation

3 What was Gavin the dog's previous job?
a working for the military
b working for the police
c controlling other animals

4 What did Millan do for Gavin?
a He taught him to be calm and relax.
b He gave him a new purpose in life.
c He helped him to start a new family.

5 What was Gavin's first new job?
a protecting a mother dog and her puppies
b adopting a new human family
c learning not to fear loud sounds

6 What is the joke in the last part?
a a dog chewing on shoes and couches
b a dog taking a human for a walk
c a dog chasing a Frisbee or ball

1C Grammar 1

Verb patterns: verb + *-ing* or infinitive with *to*

1 Complete the table with the sentences (a-h).

a He's the kind of person who doesn't like disappointing people.
b I think the owner is planning to hire more people.
c I've promised to talk to the bank about a business loan.
d Remember to check your spelling before you submit the application form.
e She'll go on searching for a job until she finds something.
f We agreed to continue the discussion tomorrow.
g We hire people who don't mind accepting challenges.
h Why don't you try looking on the company website?

Verb + *-ing*	Infinitive with *to*
a, e, g, h	b, c, d, f

2 Choose the correct options to complete the sentences.

1 I'm planning *looking* / *to look* for a part-time job when I can finally drive.
2 I'd consider *to work* / *working* at a shopping centre.
3 I've spent hours *to apply* / *applying* for jobs online and *asking* / *to ask* my friends if they know of any.
4 I haven't managed *to get* / *getting* any interviews so far.
5 I hope *finding* / *to find* a job sometime soon because I really need the money.
6 My friends invited me *to travel* / *travelling* across Spain with them and I want *going* / *to go*.
7 We want *flying* / *to fly* to Barcelona.
8 I'll keep *looking* / *to look* for a job until I find one that I really like.

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

1 Office workers often have to get used to _spending_ (*spend*) all day in front of their computers.
2 But many of them don't mind _sitting_ (*sit*) at their desks, _sending_ (*send*) emails and _talking_ (*talk*) on the phone.
3 Some people even manage _to go_ (*go*) outside during their lunch break.
4 They'd like _to spend_ (*spend*) more time outdoors, but they can't.
5 People who work outside often dislike _working_ (*work*) in the winter.
6 Some of them hope _to find_ (*find*) office jobs so they can be more comfortable.
7 But then they realise that they would miss _being_ (*be*) in the fresh air.

4 Complete the sentences with the correct form of the verbs in the box.

be give miss solve talk tell work

1 Would you mind _giving_ me directions to City Hall?
2 I can't afford _to miss_ another day of work.
3 We all pretended _to be_ really busy when the boss walked in.
4 Please stop _telling_ me how to do my job!
5 How did you end up _working_ here?
6 Thankfully, we managed _to solve_ the problem.
7 Do you enjoy _talking_ to new people?

5 Find and correct the eight mistakes.

1 Our hard-working and creative employees have learnt producing smartphone apps more efficiently. to produce
2 Neither of my parents likes to working long hours. working / to work
3 I don't want ~~be~~ in charge of people who don't do their jobs well. to be
4 Most university graduates expect finding well-paid jobs. to find
5 I agreed attending the training course because we want the company remain competitive. to attend / to remain
6 Have you considered to research jobs in the tech industries? researching
7 Customers often go on ~~to~~ complaining even when you've told them there's nothing you can do.

6 Translate the Polish fragments of the sentences into English.

1 Luckily I (*udało mi się skończyć*) _managed to finish_ the essay on time.
2 She (*planuje studiować*) _is planning / plans to study_ in Warsaw.
3 Why don't you (*spróbujesz kręcić*) _try turning_ the key in the other direction?
4 He (*udawał że jest*) _pretended to be_ ill so that he didn't have to write the test.
5 He (*bez przerwy wysyła*) _keeps sending_ me text messages. It's so annoying!
6 I (*mam nadzieję znaleźć*) _hope to find_ a job by the end of the month.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

1D Reading

VOCABULARY BUILDING Ways of seeing

1 Choose the correct option to complete each sentence.

1 I hadn't seen Javier for years – I hardly *recognised*/ *identified* him.
2 Over a two-month period, researchers *observed*/ *spotted* schoolchildren in three different countries.
3 I didn't have time to read the report in detail – I only *glanced*/ *caught* at it.
4 Has the driver of the vehicle been *noticed* / *identified* yet?
5 Ann's leaving work early – I just *observed* / *spotted* her getting into her car.
6 We suddenly *noticed*/ *recognised* that the door had been left open.

Exam guide
3 Reading
True/false

READING

2 Read the text and choose the correct option to answer each question.

1 How did Krithi Karanth first become interested in wildlife conservation?
a She saw a leopard in the wild when she was three years old.
b Her father started taking her to work with him when she was very young.
c She grew up on the Indian subcontinent.
d She went on an expedition to track tigers.

Exam guide
2 Reading
Multiple choice

2 According to paragraph 2, why are conflicts between people and wildlife in India inevitable?
a Much of the wildlife in India lives in protected national parks.
b Conservation workers and local communities disagree about preserving wildlife.
c People and wildlife must share limited space along park borders and edges.
d Wildlife conservation efforts are directed mostly toward tigers and elephants.

Exam guide
4 Reading
Multiple choice

3 According to paragraph 3, approximately how many of the households surveyed by Krithi Karanth were affected by conflicts with wild animals?
a about 80%
b all of them
c 2,000
d 15%

4 How does the Wild Seve project help villagers affected by conflicts with wild animals?
a They leave a voice message with details about the incident.
b They teach local people to use mobile phones to report conflicts with wildlife.
c They compensate Indian citizens for losses caused by protected wildlife.
d They help the Indian government track animals.

5 Why is it helpful to be flexible in order to work as a wildlife conservation scientist?
a Wildlife conservation scientists aren't very well-paid.
b Wildlife conservation scientists must sleep outside.
c A wildlife conservation scientist must learn to use sophisticated technology.
d A wildlife conservation scientist must be happy to work both in an office and outdoors.

3 Read the statements. Are the sentences true (T), false (F) or is the information not given (NG)?

1 Krithi Karanth spotted her first leopard when she was only a year old. F
2 People and wildlife are in conflict in India because space for both is shrinking. T
3 Roughly 65% of households surveyed by Krithi Karanth lost valuable animals as a result of conflicts with wildlife. F
4 The Indian government is looking for ways to move elephants that are involved in conflicts with villagers. NG
5 Elephants in India do more damage than feral pigs. NG
6 A wildlife conservation scientist must know how to use technology and how to survive in the field. T

4 Choose the correct option to complete each sentence.

1 Krithi Karanth first ___ a leopard in the wild at the age of two.
a held **c** observed
b rescued **d** photographed

2 Krithi and other researchers are ___ for ways to help humans and animals avoid conflict.
a listening **c** looking
b noticing **d** recognising

3 Researchers ___ to identify households that had suffered losses as a result of conflicts with wildlife.
a were allowed **c** were able
b didn't need **d** don't have

4 The Wild Seve project teaches people ___ situations in which villagers and wildlife come into conflict.
a to compensate **c** to encourage
b to report **d** to call

5 Krithi's daughter ___ her first leopard in the wild at the age of four.
a spotted **c** caught
b described **d** helped

A wild job

1 8 Her father, one of India's most well-known conservationists and tiger experts, started taking her into the jungle with him when she was just a year old. She spotted her first leopard in the wild at the age of two. By the time she was eight, she was going along on expeditions to track tigers. Today, conservation scientist Krithi Karanth works to help some of the world's most familiar species, including tigers and Asian elephants, to coexist* with the approximately one billion people who live on the Indian subcontinent.

2 Much of India's wildlife lives in protected national parks. Because humans and wildlife must share space along park edges and borders, conflicts are inevitable*. As Krithi says, 'Spaces for wildlife are shrinking, and therefore you are putting people in closer contact with wildlife.' Krithi, a National Geographic Explorer, is looking for ways to address conflicts between wildlife conservation efforts and local communities that are affected by wild animals, particularly tigers and elephants.

3 As part of that effort, Krithi and other researchers initially surveyed nearly 2,000 households within 10 kilometres of a nature reserve. They found that roughly 65% of those households had suffered crop losses due to feral* pigs and elephants, while another 15% lost livestock* to tigers, leopards, foxes and wild dogs. Krithi also found cases of human injury or death caused by the animals the reserves are meant to protect.

4 While the Indian government compensates* Indian citizens for losses caused by protected wildlife, the process can be complicated for farmers and compensation is sometimes not enough. As a result, according to one of Krithi's colleagues: 'the level of distrust between conservation officers and local villagers is extremely high.' Wild Seve, an action-based research project which Krithi helped create, is hoping to help. The Wild Seve project teaches farmers and local people to use mobile-phone technology to report and hopefully resolve conflicts with wildlife. After a wildlife encounter, villagers are encouraged to call a toll-free phone number and are prompted to leave a voice message with details about the incident. Field staff from Wild Seve then visit the site, view and document the damage, file a claim on behalf of the farmer and track the claim until the farmer is compensated*.

5 A wildlife conservation scientist must be flexible enough to work long hours both in the field and in a lab or office. He or she must be comfortable with sophisticated technology and with sleeping in a tent or on the ground. It's not an extremely well-paid job and it's very demanding, but it can be a deeply satisfying career for someone who loves wildlife and the outdoors. Krithi is passing her passion for wildlife on to her own child who glimpsed* her first leopard at the age of four. 'We were with my parents, and all three generations of us sat in absolute silence, taking in the moment, watching this amazing leopard. There are not enough words to describe that memory.'



coexist *to live together*
inevitable *sure to happen*
feral *describing a farm animal or pet that has become wild*

compensate *to give money in return for something*
livestock *farm animals such as cows and pigs*
glimpse *to see something for a very short time*

1E Grammar 2

Present and past modal verbs

1 Listen and complete the sentences. 9

1 My parents are working, so I ___have to make___ dinner for my little brother.
2 They ___mustn't text___ their friends while they're having breakfast.
3 Our team really ___needs to win___ this game.
4 They ___have to get___ three more points to win.
5 We ___can ask___ Julia to come to the concert with us.
6 I ___need to take___ the dog for a walk before I go out.
7 You ___should take___ her some flowers when you visit.

2 Complete the table with the sentences (a-i).

a Can you send an application after the closing date?
b Do you think she'll be able to help with the project?
c I could pay for lunch if you like.
d I think you ought to ask him for help with your CV.
e Ron couldn't take a day off because he didn't have enough holiday.
f She isn't allowed to use the phone at work.
g Should I ask her for an interview?
h You mustn't eat lunch at your desk.
i You should come to the office party.

Ability or possibility	Advice	Prohibition
a, b, c	d, g, i	e, f, h

3 Do the sentences refer to permission (P), no ability/possibility (NA/P) or deduction/speculation (D/S)?

1 Are you allowed to drive your parents' car? P
2 I couldn't send the email before I left – there wasn't enough time. NA/P
3 She really likes science. She may decide to study biology at university. D/S
4 Sorry, but I wasn't able to talk to John because he was in a meeting. NA/P
5 The train leaves at six o'clock. We might want to eat dinner at five thirty. D/S
6 They aren't able to deal with this today. It'll have to wait until tomorrow. NA/P
7 They must have won the contract – they look so happy! D/S
8 You can come with us if you drive. P
9 You can't play loud music in the staff room. P

4 Put the words in the correct order to make pieces of advice.

1 read / should / before / the / You / lesson / class
_____.
2 aren't / You / eat / in / allowed / to / class
_____.
3 the teacher / You / class / talk / in / asks / when / should / questions
_____.
4 understand / ask / You / need to / don't / the teacher / for / help / if / you / something
_____.
5 may / classmates / to / You / with / your / study / want
_____.
6 in / miss / term / You / can't / lessons / more / than / three / a
_____.
7 You / in / chat / with / friends / mustn't / class / your
_____.
8 three / books / You / can / take / each / from / the library / week
_____.

5 Rewrite the sentences in the present tense.

1 We weren't allowed to talk in class unless the teacher asked us to.
We aren't allowed to talk in class unless the teacher asks us to.
2 We couldn't miss more than three lessons during the term.
We can't miss more than three lessons during the term.
3 He didn't have to tell his teacher if he wasn't going to be in class.
He doesn't have to tell his teacher if he isn't going to be in class.
4 They could talk to their friends after the lesson.
They can talk to their friends after the lesson.
_____

4
1 You should read the lesson before class.
2 You aren't allowed to eat in class.
3 You should talk in class when the teacher asks questions.
4 You need to ask the teacher for help if you don't understand something. / You don't need to ask the teacher for help if you understand something.
5 You may want to study with your classmates.
6 You can't miss more than three lessons in a term.
7 You mustn't chat with your friends in class.
8 You can take three books from the library each week.

5 I needed to borrow the car to drive to work.
I need to borrow the car to drive to work.

6 Tomas had to finish the report before 5 pm.
Tomas has to finish the report before 5 pm.

7 I couldn't go to Nairobi with Jemma.
I can't go to Nairobi with Jemma.

8 She had to work, so she wasn't able to go to the museum with us.
She has to work, so she isn't able to go to the museum with us.

6 Complete the sentences with the modal verbs in the box. Read the hints in brackets.

can	isn't allowed to	might	mustn't
need to	ought to	shouldn't	

1 We need to clean our apartment before the party. (obligation)
2 You shouldn't bother watching that show – it was really boring. (advice)
3 She completed the training, so now she can use the new equipment. (permission)
4 If Raul has enough holiday, he might be able to travel to Sri Lanka next year. (speculation)
5 He hasn't passed his driving test so he isn't allowed to drive on the motorway. (prohibition)
6 You ought to hear Sam play the drums – he's really good! (advice)
7 We mustn't forget our tickets when we leave for the airport. (prohibition)

7 Choose the correct option to complete each sentence.

1 Do you think I ought *to catch* / *catch* an earlier train?
2 Can we *to take* / *take* the test on Monday?
3 Are advanced students allowed *to skip* / *skip* a class?
4 You must definitely *to hand in* / *hand in* your projects by Tuesday.
5 Our team might *to win* / *win* the championship.
6 You should *to study* / *study* at a school in Mexico and learn Spanish.
7 Those flowers don't look good. Do you think we should *to throw* / *throw* them out?
8 I asked Kari, but she wasn't able *to help* / *help*.

8 Match the two parts of the conversations.

1 I'm hungry. h
2 Can you come with us to the festival tomorrow? c
3 Does Rory know about the party? b
4 Is Yen doing well at school? d
5 I need to lose a bit of weight. g
6 Do you think I should apologise to my sister? e
7 What are you doing tomorrow? a
8 Ooh, that salad looks delicious. f

a I'm not sure. We may go to the festival at the park.
b No, and you mustn't tell him – it's a surprise!
c No, I can't. I have to work.
d Yes, brilliantly – she must be studying a lot.
e Yes. You ought to call her right away.
f You can't eat it now – it's for the party.
g You should eat less chocolate then.
h You should try this melon – it's really fresh!

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

1 Why did you go alone? You should have waited (*should / wait*) for us!
2 At the summer camp last year, we weren't allowed (*we / not / allowed*) to go out in the dark.
3 You can stay here if you want to. You don't have to come (*not / have / come*) with us.
4 Sorry, we are not able to answer (*not / able / answer*) your call at the moment. Please leave a message.
5 He must have missed (*must / miss*) the train. He should be here by now.
6 You really ought to have told (*ought / tell*) us before you spent that much money.

10 Complete the text using the modal verbs in the box in the correct form and any other words that are necessary. Use a maximum of three words in each gap. There are two extra verbs that you do not need.

should	must	may	mustn't
can't	ought	have	

Shelley started her new job this week and she said it wasn't easy. The first thing she **(1)** had to do was learn all about the computer system, which I'm sure **(2)** must have been difficult as she didn't know anything about it at all. She was actually sent a manual three weeks ago, so really she **(3)** should have read it carefully before her first day at the office. Anyway, she's doing well and she told me there's a possibility that she **(4)** may move to a different office before Christmas. Apparently, they need more staff there because of an increase in orders. A lot of people are leaving town and companies like hers **(5)** can't find enough people to fill their vacancies.

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

TEDTALKS Extra

Why the best hire might not have the perfect résumé

> "I want to urge you to interview the Scrapper."
>
> **REGINA HARTLEY**

Life Skills guide

3 Critical thinking

AUTHENTIC LISTENING SKILLS

Understanding contrasts

We often compare and contrast ideas when we are explaining things. When you listen, try to identify these contrasts. Speakers often show that you are about to hear contrasting ideas by:

- using words like *but; however; not x, y; in spite of this; on the other hand*, etc.
- repeating structures, replacing some words with their opposites.

Life Skills guide

1 Critical thinking

1 Read the Authentic listening skills box. Then listen and complete the extracts. Which contrasting technique does Regina use? 10

1 A series of odd jobs ___may___ indicate inconsistency, lack of focus, unpredictability. Or, it ___may___ signal a committed struggle against obstacles.

2 Graduating from an elite university takes a lot of hard work and sacrifice. ___But___ if your whole life has been engineered toward success, how will you handle the tough times?

Life Skills guide

2 Collaboration, Mediation

BEFORE YOU WATCH

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

job hopping	against odds	unpredictability	sacrifice
quit	urge	hardships	poverty
abandonment	adversity	propel	prevent from
mugging	carpool	dwell on	underestimated

3 Which of these reasons for choosing candidates for a job do you find important? Put them in order from most to least important.

a their personality ___
b their qualifications ___
c their work experience ___
d how many jobs they have had in the past ___
e references from other employers ___
f the university they attended ___
g a sense of humour ___

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 1.0

human resources	inconsistency	struggle	
obstacles	entrepreneurs	overcome	'grit'

5 Watch part 1 of the talk. Regina describes two types of candidates, A and B. Which type do these expressions belong to, A, B or both? ▶ 1.1 p. 406

1 destined for success A
2 had to fight B
3 Ivy League A
4 job hopping B
5 odd jobs B
6 perfect résumé A
7 qualified A, B
8 state school B
9 'the Scrapper' B
10 'the Silver Spoon' A



6 Watch part 2 of the talk. Choose the correct options to complete the summary. ▶ 1.2 p. 406

Regina has learnt that a résumé with lots of jobs on it doesn't always show a person who is not **(1)** *focused* / *well educated*. She believes that the Scrapper should have **(2)** *success* / *an interview*. For example, Steve Jobs (founder of Apple) **(3)** *had* / *didn't have* a good résumé. He **(4)** *didn't finish* / *finished* college, had **(5)** *a few* / *many* different jobs, spent time abroad, and had dyslexia.

7 Watch part 3 of the talk. Choose the options. ▶ 1.3 p. 406

1 Dyslexia
- **a** affected 35% of the entrepreneurs in one study.
- **b** is a learning difficulty that makes it difficult to read and spell.
- **c** makes it easier for entrepreneurs to succeed.

2 Scrappers
- **a** are not scared by business challenges because they have dealt with much harder things.
- **b** often don't feel that they are in control of their own lives.
- **c** give up easily.

3 Regina
- **a** once worked as a singing waitress.
- **b** used to drive the president's assistant to work.
- **c** believes that people who overcome adversity usually do it alone.

8 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you see in the clip. ▶ 1.4

terms	tough	assignments	turn out
piece of cake		count on	

AFTER YOU WATCH

9 MY PERSPECTIVE – SPEAKING

Think of an example of the following things. Then work in pairs and compare your examples.

- a technical *term* used in a sport or hobby that you do
- an *assignment* that a teacher gave you that you enjoyed doing
- a situation that *turned out* better than you expected
- a skill that many people find tough but you think is a *piece of cake*
- a person you can always *count on*

10 MY PERSPECTIVE – SPEAKING

Regina says that successful entrepreneurs 'don't think they are who they are in spite of adversity, they know they are who they are because of adversity'. Work in groups and discuss the questions.

1 Have you ever experienced adversity?

2 Has adversity helped you become who you are?

3 Do you know anyone else who has had to deal with adversity in their life?

Exam guide
7 Listening
Multiple choice

Life Skills guide
9 Collaboration,
Mediation

Life Skills guide
10 Collaboration,
Critical thinking,
Mediation,
Self-development

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

TEDTALKS Practice
Why the best hire might not have the perfect résumé

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Choose the type of contrast the speaker uses in the extracts. 11

1 We call A 'the Silver Spoon', the one who clearly had advantages and was destined for success. And we call B 'the Scrapper', the one who had to fight against tremendous odds to get to the same point.
contrasting words / (*repeating structures*)

2 A series of odd jobs may indicate inconsistency, lack of focus, unpredictability. Or, it may signal a committed struggle against obstacles.
repeating structures / (*replacing with opposites*)

3 Getting into and graduating from an elite university take a lot of hard work and sacrifice. But if your whole life has been engineered toward success, how will you handle the tough times?
(*contrasting words*) / *replacing with opposites*

4 One person I hired felt that because he attended an elite university, there were certain assignments that were beneath him, like temporarily doing manual labour to better understand an operation. Eventually, he quit. But, on the flip side, what happens when your whole life is destined for failure and you actually succeed? (*contrasting words*) / *repeating structures*

5 They don't think they are who they are in spite of adversity, they know they are who they are because of adversity. *contrasting words* / (*repeating structures*)

Exam guide
2 Listening
Multiple choice

WATCH p. 406

2 Watch part 2 of the TED Talk and choose the correct answer to the questions.

1 What does Regina Hartley do when a résumé reads 'like a patchwork quilt'?
(**a**) She stops and considers the person.
b She throws it away.
c She thinks about her own life story.

2 Hartley feels that a Scrapper deserves an interview because
a he/she may be unpredictable.
(**b**) he/she may have struggled against obstacles.
c he/she may have a lack of focus.

3 Hartley believes that graduating from an elite university
(**a**) does not guarantee you can handle tough times.
b means that your life is engineered towards success.
c means that you are destined for failure.

4 How did the person she hired, who'd attended an elite university, feel when he was asked to do manual labour?
a He thought it was a good learning opportunity.
b He wanted to learn more about the operation.
(**c**) He felt he was too intelligent for it.

5 Why does she urge the audience to interview the Scrapper?
(**a**) She was one herself and overcame obstacles.
b She finds their stories interesting.
c She wants to give them a chance in life.

6 What did Hartley say that successful business people had in common?
a Many of them went to elite business schools.
(**b**) Many of them had early hardships in life.
c Some of them were adopted.

7 According to Hartley, what type of résumé did Steve Jobs have?
a a résumé that most people wish they had
b the résumé of the Silver Spoon
(**c**) the patchwork quilt résumé of a Scrapper

3 Watch part 3 of the TED Talk. Match the traits (1–4) with the consequences (a–d).

1 dyslexia a
2 believing that you have control over yourself d
3 a sense of humour b
4 good relationships c

a becoming a better listener and learning to pay greater attention to detail
b getting you through tough times and changing your perspective
c having people mentor and encourage you helps you overcome adversity
d never giving up because challenges give you a sense of purpose

VOCABULARY IN CONTEXT

4 Complete the sentences with the words.

a piece of cake	assignment	count on
term	tough	turn out

1 Job interviews are tough for me. I never know what to say.
2 Her first assignment was to write a report.
3 Did your presentation turn out well?
4 If you need help with that project, you can count on me. I'm here for you.
5 The staff invented the term 'bulldog' for their boss. He wasn't a nice person.
6 For some people, getting a job is a piece of cake. They just have good interview skills.

1F Speaking

1 Put the words in the correct order to make sentences and questions. Then listen and check your answers. 12

1 was / I'd / creative person / I / a / say / quite
I'd say I was quite a creative person.
2 work / I'm / to / long / willing / hours
I'm willing to work long hours.
3 people / to / at / quite / talking / good / I'm
I'm quite good at talking to people.
4 restaurant / I've / of / experience / lots / had
I've had lots of restaurant experience.
5 English / working / I'm / my / on
I'm working on my English.
6 wanted / always / work / outdoors / to / I've
I've always wanted to work outdoors.
7 think / job / me / I / this / new / would / skills / give
I think this job would give me new skills.
8 What / job / the / involve / does
What does the job involve?
9 would / just / have to / I / was / if / wear / wondering / I / a uniform
I was just wondering if I would have to wear a uniform.
10 to / we / wear / allowed / jewellery / Are
Are we allowed to wear jewellery?

2 Complete the interview with phrases and questions from exercise 1. Then listen and check your answers. 13

Interviewer: Hi, Tomas. Thank you very much for coming in.
Tomas: It's good to meet you.
I: What attracted you to work for Market Finance?
T: Well, **(1)** I've always wanted to work in a financial company and I've been very interested in the company for a long time – it has an excellent reputation.
I: Great. And why do you think you're right for this job?
T: Well, I like to think I'm not afraid to work hard, and this is an entry-level position, so **(2)** I think this job would give me the opportunity to understand a lot of new things and **(3)** I'm quite good at learning new skills.
I: Now, as I'm sure you're aware, the job is quite demanding.
T: Yes, **(4)** I'd say I was quite an enthusiastic person and able to deal with difficult situations and new challenges.
I: I see.
T: And **(5)** I'm willing to work long hours when necessary to get the work done.
I: OK, so, that all sounds very good. And what are your main strengths?
T: Well, **(6)** I've had lots of experience with people; I used to be a waiter working at a busy restaurant in the tourist part of town. And my English is quite good.
I: Yes, your English is very good!
T: And, as I mentioned, I learn new things quickly and I'm quite well organised.
I: And what about negatives? What do you need to improve?
T: Well, I know I can sometimes be a perfectionist, like when I was designing the school magazine, I spent too long on the design work, so **(7)** I'm working on my time management skills.
I: So, do you have any questions you'd like to ask?
T: Err, I do have a couple. **(8)** I was just wondering if I would have to wear a suit to the office every day.
I: Generally, yes, we expect everyone to be smartly dressed.
T: Right. And just one other thing, **(9)** are we allowed to take work home if we want to get ahead with something?
I: No, that's against company policy. Company information needs to stay in the office and all your work should be completed within working hours.

3 Prepare your own interview questions and answers for a job that you would like to get. Then compare your ideas with the model interview above.

4 Make notes on your answers to the questions below. Remember to use the useful language. Then listen to the model answer and compare your ideas. 14 p. 394

- *Why are you learning English?*
- *Do you think it will be useful for your future career?*

5 Choose the correct option to complete both sentences.

1 I don't mind working ____ hours.
It's been a ____ time since I last went abroad.
a far **b** over **(c)** long
2 I definitely need to work ____ my time management
I work ____ Saturday mornings twice a month.
a with **(b)** on **c** at
3 We're ____ on you to improve staff relations.
I spent the whole afternoon ____ books in the library.
(a) counting **b** looking **c** giving
4 It turned ____ that she had quite a lot of experience.
She was angry that she walked ____ of the interview.
a off **(b)** out **c** for
5 I didn't like the job because it ____ a lot of boring meetings.
Tom and Mary are ____ in conflicts with their classmates.
a included **b** resulted **(c)** involved
6 The best thing about my job is that I never have to ____ work home.
Could you please ____ these documents down to finance?
(a) take **b** give **c** leave

Life Skills guide
3 Creativity, Practical skills, Self-development

Life Skills guide
4 Creativity, Self-development

Exam guide
5 English in Use
Lexical pairs

1G Writing

Life Skills guide
1 Critical thinking, Practical skills, Self-development

A formal letter of application

1 Read the sentences from a formal letter of application and choose the correct functions.

1 I am writing to apply for the job of part-time assistant at the veterinary clinic.
a giving the reason for wanting the job
b clearly stating the reason for writing
c giving details of relevant experience

2 Last summer, I volunteered at the local animal shelter.
a giving details of relevant experience
b providing school qualifications
c providing information on availability

3 I am a responsible person, absolutely dedicated to the care of animals.
a asking for information about the job
b giving information on education
c describing relevant personal qualities

4 I would value this experience as I plan to study Veterinary Medicine at university.
a giving information about availability
b describing formal qualifications
c giving the reason for wanting the job

5 I look forward to hearing from you soon.
a describing past experience
b asking politely for a reply
c giving the reason for writing

2 Label the parts of the formal letter of application.

asking about the job 7	formal greeting 3
full postal address 1	availability 8
personal qualities 6	polite ending 10
reason for writing 4	relevant experience 5
requesting a reply 9	today's date 2

(1) 818 Doris Avenue
Apartment 12
2059 North Sydney
(2) 4th June, 2018

(3) Dear Sir or Madam

(4) I am writing to apply for the role of waiter at Squash Juice Bar, which I saw advertised on your website. I feel I would be a very good candidate for this job.

(5) While I do not have direct experience of working at a juice bar, I was a waiter for two months last summer at The Bay Leaf in town.

(6) I would say I was a bright person who enjoys working in a team. In addition, I have received very positive feedback from my former manager and customers at The Bay Leaf.

(7) I was just wondering if I would have to work every weekend or just some weekends?

(8) I would be free to begin after 25th June and am available until mid-September. I do hope that you will consider me for the job.

(9) I look forward to hearing from you soon.

(10) Yours faithfully,
Richard Campo

3 Read the letter again. Are the statements true (T) or false (F)?

1 Richard knows the person he is writing to. F
2 He saw the job advertised on the Squash Juice Bar website. T
3 Richard doesn't have any experience as a waiter. F
4 He mentions relevant points about his personality. T
5 One of his qualities is teamwork. T
6 He includes a question about the salary. F
7 He is not available to begin work until mid-May. F
8 He ends the letter appropriately. T

4 Underline six mistakes in this formal letter of application. How would you correct them?

11 Lindsay Street
Edinburgh
EH23 6BD
June 2018

Hi Mr Yoon

I'm writing to apply for the job of part-time assistant at the veterinary clinic, which I saw advertised online.

I have some relevant experience. Last summer, I volunteered at the local animal shelter where I learnt a lot about managing animals.

It's obvious that I am the perfect candidate for this job. Also, I would say that I was quite a responsible person, dedicated to the care of animals.

I finish school in June and will be free until September.

Drop me a line with some more details about the job.

Thanks,
Agustina Garcia

Life Skills guide
5 Creativity, Mediation, Practical skills, Self-development

5 Follow the instructions.

- This is part of a letter you receive from a Polish friend.

> I've just spotted a cool summer job. It's in London, based at Heathrow Airport. I'm excited because I really want to work in the tourism industry! The job involves meeting and greeting passengers, checking their documents, that kind of thing. Do you think I should write a letter of application?

- Now, write a letter giving your friend advice about what to include in their letter of application.
- Write your letter in about 100 words.

4 June 2018: no specific date
Hi: informal language
I'm: contraction
It's obvious that I am the perfect candidate: sounds arrogant
Drop me a line: informal language
Thanks: informal language

Lexical Review 1

1 Unscramble the letters to make words.

1 anegmra manager
2 icdisuelo delicious
3 eltgdedhi delighted
4 seslrsutf stressful
5 deprsiones depression
6 esnsbuis business
7 alrwey lawyer
8 ixfbeell flexible

2 Write one word in each gap to complete each sentence.

1 He's one of the most famous actors and a lot of people recognise him in the streets.
2 Scientists are doing a lot of research to find out how our brain works.
3 She only has three free days per week so she needs a part-time job.
4 I want to score at least two goals in the next match.
5 You're so competitive! You always want to win every game and be the best.
6 She works as a paramedic on an ambulance.
7 They went on a cruise around the Caribbean on a huge ship.
8 My brother works in the car industry as a production engineer.

3 Match the words (1–8) with the definitions (a–h).

1 excited g
2 quit e
3 out of work a
4 opponent b
5 skyscraper h
6 chef c
7 commute d
8 nurse f

a when you don't have a job
b the person you play against in sports
c person who cooks in a restaurant
d to travel between work and home
e to leave your job
f a person who looks after patients in hospital
g how you feel before your birthday party
h a very tall building

4 Choose the correct option to complete each sentence.

1 She was very proud to ____ her school in the swimming competition.
a win **c** (c) represent
b train **d** play

2 It's important to find a job that has good career ____.
a rewards **c** problem
b industry **d** (d) prospects

3 As a supervisor he is ____ a team of twenty people.
(a) in charge of **c** available
b responsible **d** looking for

4 Do you think I could ____ $50 from you until next week?
(a) borrow **c** lend
b earn **d** spend

5 The laboratory is full of amazing ____. There are machines everywhere!
a development **c** tool
b research (d) equipment

6 I have so much ____ to do that I can't meet you this evening.
a hire **c** charge
(b) work **d** trainee

7 This jacket was a real ____! It only cost me $35.
a occasion (c) bargain
b debt **d** earn

8 Nobody ____ him sitting in the corner by himself.
a recognised (c) noticed
b identified **d** glanced

5 Translate the Polish fragments of the sentences into English.

1 When I'm cooking I always follow the (*przepis*) recipe.
2 You need good (*kwalifikacje*) qualifications for this job.
3 Do you think I would be a good (*księgowym*) accountant?
4 It's not a very (*dobrze płatna*) well-paid position, I'm afraid.
5 How much can you (*zarobić*) earn/get as a dentist?
6 The device (*wyświetla*) displays/shows the result on this screen.
7 We use our (*płuca*) lungs to breathe.
8 She is a very (*wymagającym*) demanding boss!

Exam guide
4 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 1

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Being a journalist is a very difficult and demanding job, but, on the other hand, it is also satisfying. DEMAND
2 Let me know if there are any vacancies in your company. VACANT
3 You should follow other people's valuable advice because it can be really useful in the future. VALUE
4 Despite complete silence, they couldn't hear the clock ticking. SILENT
5 Politicians announced the prohibition of trade on Sundays. PROHIBIT

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I made this decision on behalf of my sister, who was abroad at that time.
2 She applied for a well-paid job, but, unfortunately, her application was rejected.
3 Both Tom and John hate swimming, but they like skiing.
4 This investigation must be carried out in detail.
5 Mary believes her success at work is mainly due to her luck, and not her dedication.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Could you give me a lift to my office?
MIND
Would you mind giving me a lift to my office?
2 Gavin's parents let him go to a party with friends yesterday.
ALLOWED
Gavin was allowed to go out to a party with friends yesterday.
3 She found it difficult to work as a lawyer.
WORKING
She found working as a lawyer difficult.
4 Jack is probably really tired because he was working all night yesterday.
MIGHT
Jack might be (really) tired because he was working all night yesterday.
5 The owners of the bakery intend to hire more people before Christmas.
PLANNING
The owners of the bakery are planning to hire more people before Christmas.

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

4 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 Remember to check your CV (*remember / check / CV*) before you submit it to the hiring manager.
2 Please, stop instructing me (*stop / instruct / I*) on how to deal with customers. I'm tired of it!
3 Why don't you try giving her (*try / give / she*) more time. I'm sure she'll adapt to the new working conditions.
4 Jim agreed to attend a/the course (*agree / attend / course*) because his company paid for it.
5 After about two months, Anna finally (*get / use / work*) got used to working night shifts at the hospital, but it wasn't easy for her.

Exam guide
5 English in Use
Multiple choice

5 Które z podanych odpowiedzi poprawnie uzupełniają zdania?

1 That _____ be Mary crossing the street with that handsome guy. She's at work now.
a needn't **b** can't **c** mustn't
2 Billy _____ to tell you how to attract more customers to the shop.
a can **b** ought **c** should
3 Mr Ridley _____ his passion for travelling on to his children and they've already visited over fifty countries.
a shared **b** moved **c** passed
4 Peter's business was growing so fast that he could afford _____ more people.
a to employ **b** employing **c** employ
5 The porter _____ at the clock and realised it was time to finish work for that day.
a saw **b** noticed **c** glanced

6 **Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

inform	finish	account	prospect
challenge	rough	career	

1 He has been working as a(n) accountant for a month.
2 Roughly six in ten students in my school have no specified plans for their future employment.
3 Gary enjoys doing his job, but he is looking for something challenging.
4 Mr Jones introduced himself and then went on to inform the employees about his vision.
5 Without good qualifications, your career prospects are very grim.

READING

7 **Przeczytaj teksty (a–c) oraz dotyczące ich pytania (1–4). Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania w tabelę. Uwaga: jeden tekst pasuje do dwóch pytań.**

In which paragraph does the author . . .

1	refer to the importance of specifying what goals to achieve?	b
2	mention some features a self-employed person should have?	c
3	state that success doesn't happen from day to day?	a
4	warn against a potential danger?	b

a

Setting up your own business is like starting a new chapter in your life. It's like learning to walk. But first, you learn to crawl. It's going to take time for your business to take off and you'll probably have to work harder than ever before. Once you have mastered the transfer from corporate life to being your own boss, what's going to happen next will be on your terms. But remember that you've become your own boss for a more important reason than earning a living punching in and out the clock. Your image of success is probably the most significant thing in the whole process of going solo.

b

One of the conditions for being successful as your own boss is surrounding yourself with business people who are just as success-hungry as you are. Try to avoid carefree people who will pull you down to their level quickly. To make your own company grow, you need to implement strategies and introduce effective systems. To succeed as your own boss, you have to know what you want the outcome to be.

c

Being the boss means you are entirely responsible for the development of your business. The key element to doing well in the long run is to be focused on success. To achieve it, you need to be a self-disciplined person, with your emotions in check. As the owner of your company, you have opportunities to create your own or delegate tasks.

Exam guide
6 English in Use
Word formation

WRITING

8 **Postanowiłeś/postanowiłaś znaleźć pracę. W tym celu udałeś/udałaś się do agencji pracy. Napisz do koleżanki z Londynu list, w którym:**

- wyjaśnisz, kto polecił ci tę agencję pracy i dlaczego właśnie tę,
- poinformujesz o rodzaju zatrudnienia, jaki ci zaproponowano,
- podasz powód, dla którego nie zaakceptowałeś/zaakceptowałaś oferty
- poprosisz koleżankę o radę, jak znaleźć pracę.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 80 do 130 wyrazów.

Exam guide
8 Writing
An informal letter

Life Skills guide
8 Creativity,
Mediation,
Practical skills

Exam guide
7 Reading
Matching paragraphs

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 Do you think the people are enjoying working here?
2 What is the most interesting job in your opinion? Why?
3 Tell me about why somebody you know had to change their job.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Critical thinking,
Mediation

2 Effective communication

2A Vocabulary

Effective communication

1 Revision Match the two parts of the sentences.

1 I can't leave my office __b__
2 I'll probably be driving then, __a__
3 She sent me a message __f__
4 My dad can't text, __d__
5 You need to speak louder __c__
6 If you need to talk to me, __e__

a so send me a text and I'll read it later.
b because I'm expecting an important call.
c because I can't understand you.
d so he calls me instead.
e call my mobile.
f to say that she wasn't coming tonight.

2 Revision Put the words in the correct order to make sentences and questions.

1 understand / I / saying / what / are / you / don't
I don't understand what you are saying.

2 me / text / if / Send / you / need / a / me
Send me a text if you need me.

3 well / you / English / communicate / How / can / in
How well can you communicate in English?

4 teacher / the / spoke / I / to / the / test / about
I spoke to the teacher about the test.

5 listening / me / to / anyone / Is
Is anyone listening to me?

6 I / your / view / of / point / understand
I understand your point of view.

7 got / I / important / an / message / boss / my / from
I got an important message from my boss.

3 Revision Read the sentences. Is the underlined word a noun (N) or a verb (V)?

1 He told me to give him a call this weekend. __N__
2 Send me a text when you get to the restaurant. __N__
3 Have you sent them an email with the directions yet? __N__
4 We rang Cynthia but there was no answer. __N__
5 Don't ever text me when you're driving. __V__
6 She checks her email every evening. __N__
7 The phone's ringing – could someone answer it? __V__
8 Please call me when you arrive in Japan. __V__

4 Complete the expressions about communication.

1 pay attention
2 get my message out
3 get distracted
4 interpersonal skills
5 post on social media
6 respond to texts
7 share photos
8 make connections

5 Choose the correct word to complete each sentence.

1 When I study in my room, I *get* / *make* distracted far too easily.
2 My sister always takes ages to *post* / *respond* to texts.
3 It's important to *make* / *pay* attention in class.
4 We won't be able to *send* / *make* texts while we're travelling.
5 You can *share* / *respond* photos on the new website.
6 Using social media is a great way to *make* / *send* connections with new people.
7 Good interpersonal *knowledge* / *skills* are useful when working in a team.
8 Try not to *get* / *make angry* when having a debate.
9 Be careful what you *respond* / *post* on social media.

6 Choose the word or phrase that does not collocate with the verbs.

1 pay *attention / a fine / ~~a text~~*
2 get *~~connection~~ / distracted / into an argument*
3 make *connections / friends / ~~messages~~*
4 respond *to a text / to a friend / ~~to a phone~~*
5 share *photos / ~~chat~~ / computers*
6 post *on a forum / on social media / ~~on an email~~*

7 Choose the correct option.

1 usually informal, between friends: *a conversation* / *a debate*
2 angry, emotional: *a debate* / *an argument*
3 serious, giving ideas: *a discussion* / *a chat*
4 informal, short, friendly: *an argument* / *a chat*
5 between teams, to give a point of view: *a debate* / *a discussion*

8 Put the words in the correct order to make sentences.

1 get / message / I / to / need / out / my
I need to get my message out.
2 skills / teacher / Jack's / interpersonal / terrible / has
Jack's teacher has terrible interpersonal skills.
3 old / She / trying / is / with / connect / friends / to
She is trying to connect with old friends.
4 careful / social / post / media / what / you / Be / on
Be careful what you post on social media.
5 distracted / by / your / Don't / get / friends
Don't get distracted by your friends.
6 He / photos / his / website / on / share / likes / to
He likes to share photos on his website.
7 attention / when / Pay / someone / talking / is
Pay attention when someone is talking.

9 **Extension** Complete the sentences with the correct form of the verbs in the box.

argue chat debate discuss phone question

1 The teams were debating whether animals should be used for scientific purposes.
2 My manager and I need to discuss my new working hours.
3 Don't argue with me – you know that you're wrong!
4 I'm just questioning whether this is something we really need.
5 Why don't you phone me after work and we can talk?
6 We were chatting before the lesson started, but then the teacher asked us to be quiet.

10 **Extension** Choose the correct word to complete each sentence.

1 Have you heard the latest *chat* / (*gossip*) about Jan? She's moving to Spain.
2 You can all have some – there's no need to (*quarrel*) / *discuss* about it.
3 The whole group was in *argument* / (*agreement*) about what they should do.
4 If he forgets to pay, they usually send him a (*reminder*) / *call*.
5 Plans for the new building have attracted quite a lot of *argument* / (*criticism*).
6 He gave a wonderful *lecture* / (*speech*) at Bruce and Kat's wedding.

11 **Extension** Choose the correct option to complete each dialogue.

1 A: Did you agree with what she said?
B: ____
A: Why not? It was really interesting!
a I'm always getting distracted.
b I wasn't discussing it.
c Actually, I wasn't paying attention.
2 A: Did you see what Mark posted yesterday?
B: ____
A: You're right, let's try and find him now.
a Yes, I think we should have a chat with him.
b Yes, I did respond to it.
c Yes, we argued a lot.
3 A: Nobody responded to my post about animal testing.
B: ____
A: Maybe we should organise a school debate.
a Do you think we need to quarrel about it?
b I know, what was the lecture like?
c I know, how can we get our message out?
4 A: Why are you arguing with me?
B: ____
A: OK, but you don't need to shout.
a Because I got distracted.
b Because I don't agree with your point of view.
c Because I understand you.

12 **Extension** Choose the correct option to complete both sentences.

1 She has ____ a lot of friends at her new school.
The businessman ____ a lot of connections in China.
a took **b** made **c** brought
2 He ____ into an argument with his parents about parties.
During the test she ____ distracted and couldn't concentrate.
a felt **b** was **c** got
3 He had to ____ a fine for parking in the wrong place.
You never ____ attention when I'm talking to you!
a pay **b** make **c** give
4 When you have finished, just ____ me a text.
I don't ____ emails to friends; I use Facebook.
a pass **b** give **c** send

13 **Extension** Complete the sentences with the correct form of the words in brackets.

1 I can't talk now because I am expecting an important call (*expect / important / call*) at any minute.
2 I'm sorry, I don't understand (*not / understand*) what you are trying to say.
3 You won't be able to use (*be able to / use*) your phone during the performance tomorrow. It's forbidden.
4 I always respond to my friends' messages (*respond / friends' messages*) the same day.
5 Have you ever taken part in a debate (*part / debate*)?
6 Are you questioning (*you / question*) my ability to do my job?

Exam guide
12 English in Use
Lexical pairs

Exam guide
13 English in Use
Sentence formation

Exam guide
11 English in Use
Mini-dialogues

2B Listening

Exam guide
1 Listening
Multiple choice

Exam guide
3 Listening
True/false

Exam guide
4 Listening
Matching

1 Listen and choose the correct answer to the questions. 15 p. 395

1 Why is the man apologising?
a He doesn't want to be around Tom.
b He can't accept the woman's invitation.
c He has something else he has to do.
d He wasn't invited to the party.

2 Why does the man not want to be around Tom?
a Tom was invited first.
b He thinks Tom is selfish.
c The woman likes Tom.
d He can't stand Tom.

3 What do the man and woman agree on?
a Tom can't stand the woman.
b Tom is selfish.
c Tom is not very polite.
d Tom always changes his mind.

4 Why does the man want to talk to the woman?
a He feels really terrible.
b He's been thinking.
c He wants her to be honest.
d He and Tom have talked.

5 What does the man not want?
a to let Tom win
b to be around Tom
c to avoid Tom
d to be polite to Tom

6 What does the woman tell the man he must do?
a avoid Tom
b come to the party
c be himself
d ask Tom not to come

2 Listen and choose the best summary. 16 p. 395

a Tim Baird's afraid new technology is destroying the traditional culture.
b Tim Baird sees both positives and negatives in new technology.
c Tim Baird generally thinks technology makes the Maasai people's lives better.
d Tim Baird worries that the Maasai culture could disappear.

3 Listen again. Are the statements true (T) or false (F)? 16 p. 395

1 The Maasai people depend on their cows. T
2 The Maasai are taking technology tests. F
3 Tim Baird is an anthropologist. F
4 Availability of new information is changing Maasai life. T
5 Maasai business was traditionally done person to person. T
6 Taking photographs is allowed in Maasai culture. T
7 Baird used to believe that technology was interfering with Maasai culture. F
8 The Maasai are worried that technology is changing their culture. F

4 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence you do not need. 17 p. 395

a This speaker uses social media a lot.
b This speaker doesn't like using texts.
c This speaker prefers face to face communication.
d This speaker often posts on forums.
e This speaker gets into arguments online.

1 e **2** b **3** a **4** d



2C Grammar 1

Reported speech 1

1 Are the sentences direct (D) or reported (R) speech?

1 'Some animals use special chemicals to communicate.' D
2 Our teacher asked 'Do pets react when they hear the word *treat*?' R
3 She told us that some animals used special chemicals to communicate. R
4 Juan said that his dog scratches the door when he wants to go outside. R
5 'Do pets react when they hear the word *treat*?' D
6 He said 'My dog scratches the door when he wants to go outside'. R
7 She asked if pets reacted when they heard the word *treat*. R

2 Choose the correct sentence so that it means the same as the first.

1 Jose Luis: 'Do you like to text your friends?'
(a) He asked if we liked to text our friends.
b He asked that we liked to text our friends.

2 Mina: 'I spend a lot of time texting my friends.'
a She said that she spent a lot of time texting my friends.
(b) She said that she spent a lot of time texting her friends.

3 Mustapha: 'I text really fast; I use a lot of abbreviations.'
a He commented that he had texted really fast and that he had used a lot of abbreviations.
(b) He commented that he texted really fast and that he used a lot of abbreviations.

4 Natalia: 'Texting is the best way to communicate with my friends.'
(a) She said that texting was the best way to communicate with her friends.
b She said that texting will be the best way to communicate with your friends.

5 Javier: 'I even taught my grandmother how to text!'
(a) He admitted that he had even taught his grandmother how to text.
b He admitted that he was even teaching his grandmother to text.

6 Sue: 'I text my best friend if I'm having trouble with my homework.'
a She explained that her best friend texts her if she is having trouble with her homework.
(b) She explained that she texted her best friend if she was having trouble with her homework.

3 Choose the correct option to complete each sentence.

1 Emily: 'What time did my boss tell me that I have to be at work?'
Emily asked what time her boss *tells / did tell /* (*told*) her that she (*had*) */ have / has had* to be at work.

2 Ellie: 'We have to make sure the shop is ready for the morning before going home.'
Ellie said that they *have had /* (*had*) */ are having* to make sure the shop (*was*) */ has been / had been* ready for the morning before going home.

3 Ryan: 'My sister cooks dinner in the week and I cook it at weekends.'
Ryan told me that his sister *has cooked / is cooking /* (*cooked*) dinner in the week and he *is cooking /* (*cooked*) */ has cooked* it at weekends.

4 Caitlin: 'I'm learning how to use the till tomorrow.'
Caitlin explained that she (*was learning*) */ learn / has been learning* how to use the till the next day.

5 Oliver: 'We got a new puppy named Prince!'
Oliver posted on social media that they *get / are getting /* (*had got*) a new puppy named Prince.

6 Rachel: 'Saturday is always busier than Sunday.'
Rachel commented that Saturday *is being /* (*was*) */ has been* always busier than Sunday.

4 Put the words in the correct order to complete the sentences in reported speech.

1 She / that / complained / had / she
She complained that she had
too much responsibility in her job.

2 replied / had / working / enjoyed / He / he / that
He replied that he had enjoyed working
at his father's company.

3 suggested / that / She / she / show / could
She suggested that she could show
the manager one of the reports.

4 wasn't / He / admitted / he / that
He admitted that he wasn't
really comfortable using a computer.

5 worked / claimed / She / had / she / that
She claimed that she had worked
at the shop for two years.

6 to / He / find / needed / replied / he / that
He replied that he needed to find
someone who could work on Saturdays.

2D Reading

READING

Exam guide
1 Reading
True/false

1 Read the statements. Are the sentences true (T), false (F) or is the information not given (NG)?

1 It's possible that plants of the same type recognise one another as members of a related group. T
2 Plants may use chemical signatures to send messages through their leaves. F
3 Sea-rocket is a plant you can eat and it tastes like fresh seafood. NG
4 Some plants seem to know that certain neighbours can help prevent the growth of competing weeds. T
5 A plant called 'thale cress' produces a poisonous oil when it feels that an insect is eating its leaves. T
6 Scientists believe that plants all speak the same language. F

Exam guide
2 Reading
Matching headings

2 Read the text and match the paragraphs (1–5) with the summaries (a–g). You may use a number more than once.

a how plants defend themselves 4
b how plants 'hear' their relatives and friends 3
c unanswered questions about plant communication 5
d plants don't communicate like us 1
e how plants use chemical signatures to communicate 2
f the 'hidden but complicated' social life of plants 2
g plants know when they're being eaten 4

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

3 Read the text again and match the statements (1–5) with the place or person (a–e).

1 Plants can recognise when a good neighbour is growing next to them. d
2 Chilli seedlings sprout more quickly when grown next to good neighbours. e
3 Closely-related plants work together to succeed in their environment. b
4 Plants, such as cress, are able to defend themselves from plant-eating insects. c
5 Plants have a hidden but complicated social life. a

a Susan Dudley
b McMaster University
c University of Missouri
d Monica Gagliano
e University of Western Australia

VOCABULARY BUILDING Negative prefixes

4 Complete the sentences with the negative prefixes and the adjectives in brackets. You may use some of them more than once.

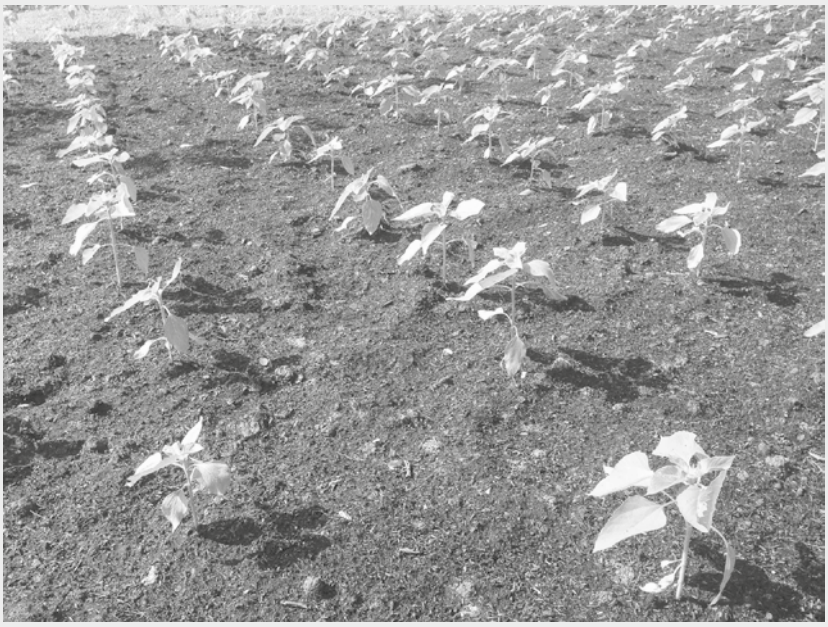
im- in- ir- un-

1 Though it may seem unbelievable, researchers now agree that plants are able to communicate. (*believable*)
2 Obviously, plants are unable to send texts or make phone calls. (*able*)
3 Whether or not plants can 'talk' may be irrelevant to some people, but to many scientists it's a fascinating topic. (*relevant*)
4 Without sophisticated technology, it would be impossible to record the sounds a caterpillar makes. (*possible*)
5 The idea that plants can talk does seem a rather unusual concept. (*usual*)
6 Imagine having an informal conversation with a plant! (*formal*)

5 Translate the Polish fragments of the sentences into English.

1 She was (*nieświadoma*) unaware that somebody was watching her.
2 Your answer to question 5 is (*niepoprawna*) incorrect.
3 Don't be so (*niecierpliwy*) impatient. It will be your turn soon.
4 I don't trust him at all, he's so (*nieodpowiedzialny*) irresponsible!
5 That's (*nieprawda*) untrue! I didn't say that to her!
6 The customer service in that place is always so (*bezosobowa*) impersonal.
7 I think it will have an (*niebezpośredni*) indirect effect on your course work.

Do plants talk?



1 18 Is a flower a member of a 'family'? Does a plant recognise other plants like it, as part of a group? Research has recently shown that both possibilities may be true. Like animals and people, it seems that plants are able to recognise friends and relatives in order to work together. Obviously, plants can't send texts, make phone calls or post photos on social media, so how do they communicate?

2 Some researchers believe that plants may connect with one another by sending messages through their roots, using chemical 'signatures' specific to each plant's family in order to identify themselves. One study found that plants from the same species of sea-rocket, a coastal wildflower, grow aggressively alongside unrelated neighbours, but are less competitive when they share space with their siblings*. Researchers at McMaster University, Ontario, suggest that this may be an example of kin* selection, a behaviour in which closely related individuals work together to succeed in their environment. As Dr Susan Dudley of the university says, 'Plants have this kind of hidden but complicated social life.'

3 In addition to chemical signals, it's possible that plants 'hear' one another, and use what they hear to recognise their relatives and good neighbours. A study conducted by the University of Western Australia has shown that the seedlings* of chilli plants sprouted* more quickly when grown next to basil seedlings. The chilli seedlings seem to know that these neighbours help prevent the growth of competing weeds and damage by insects. 'We have shown that plants can recognise when a good neighbour is growing next to them,' says Monica Gagliano, an evolutionary ecologist at the university.

4 Plants have even demonstrated that they know when they're being eaten! Not surprisingly, they don't seem to like it, and, luckily for them, they're not unable to defend themselves! Researchers at the University of Missouri made recordings of the vibrations* a caterpillar makes as it eats the leaves of a plant called thale cress. Their experiment showed that the cress produced extra mustard oil, a substance that's mildly poisonous and disliked by caterpillars, when it heard or felt vibrations similar to those made by a munching* caterpillar. Other plants, by sending chemical distress* signals while under attack from insects, are able to attract predators* that attack those same insects.

5 Scientists accept that research into plant communication is in its early days. There are still many unanswered questions. Do plants intentionally communicate with one another? If they do, do they all speak one language or are there as many languages as there are types of plants? And can we, as humans, really understand what plants are saying?

siblings *brothers and sisters*
kin *family and relatives*
seedlings *very young plants*
sprout *to begin to grow*

vibration *a very small, fast shaking movement*
munch *to eat in a noisy way*
distress *unhappiness or pain*
predator *an animal that kills and eats other animals*

2E Grammar 2

Reported speech 2

1 Listen and complete each sentence. 19

1 He _____ the play.
2 Dottie _____ enough to eat.
3 Filipe _____ my suggestion.
4 We _____ at Lee's place.
5 I _____ about our ten o'clock meeting.
6 He _____ outside to see the beautiful sunset.

2 Choose the correct sentence so that it means the same as the first.

1 She said she needed a rest before we went to the concert.
a 'I have rested before we go to the concert.'
b 'I need a rest before we go to the concert.'
2 I offered to sing at the concert that day.
a 'I'm available to sing at the concert today.'
b 'I'll sing at the concert the next day.'
3 I told him he could stay up late to see the fireworks the next day.
a 'You would stay up late to see the fireworks the previous day.'
b 'You can stay up late to see the fireworks tomorrow.'
4 He said he wanted to stay up for another half an hour.
a 'I've been wanting to stay up for half an hour before.'
b 'I want to stay up for another half an hour.'
5 He claimed he hadn't seen the car on the corner.
a 'I didn't see the car on the corner.'
b 'I won't see the car on the corner.'
6 She promised she'd finished the essay.
a 'I would finish the essay.'
b 'I've finished the essay.'

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

1 She told us (that) she worked (*tell / us / work*) 10 hours every day, six days a week.
2 My mum phoned to ask if I had done (*if / I / do*) all my homework.
3 He told us we could leave (*we / can leave*) early if we wanted.
4 She said she had met (*she / meet*) them the day before.
5 He promised that he would help (*he / help*) me write my essay.
6 She explained (that) she was working (*explain / she / work*) on a difficult project and couldn't meet me.
7 They asked if we had (*ask / we / have*) anything dangerous in our luggage.
8 He claimed that he hadn't sent (*he / not / send*) the email to the boss.

4 Complete the table with the words. Then complete the example sentences using reported speech.

can/can't past continuous past perfect
present perfect present simple would/wouldn't

Direct speech	Example	Reported speech	Example
present simple	'I speak French.'	past simple	She said that (1).
present continuous	'I am speaking French.'	past continuous	She said that she was speaking French.
past simple	'I spoke French.'	past perfect	She said that (2).
present perfect	'I have spoken French.'	past perfect	She said that (3).
will/won't	'I'll speak French.'	would/wouldn't	She said that (4).
can/can't	'I can't speak French.'	could/couldn't	She said that (5).

5 Complete the table with the words.

our that that day then
there they tomorrow yesterday

Direct speech	Reported speech
(1) tomorrow	the next day
now	(4) then
we	(5) they
(2) our book	their book
today	(6) that day
this book	(7) that book
here	(8) there
(3) yesterday	the day before

6 Find and correct the mistakes in the words in bold. Two are correct.

1 She asked if I got to **meet the president?**
2 I saw Chau a couple of days ago – she complained that her car had broken down **yesterday**.
3 As we were finishing the meeting, I **added that I thought** we needed to do more research.
4 My little brother **admitted to he lost** his pet lizard.
5 **Asked Brigit** if I could turn off the TV.
6 He **said Sara** he'd like to play tennis with them.
7 John wasn't at the party, but he **reminded me that he can't come**.
8 My teacher said he **was going to call** my parents to tell them how well I did.

1 1 said he'd enjoyed
2 complained that she hadn't had
3 replied that he liked
4 agreed to meet
5 reminded Claire
6 asked me to come

4 1 she spoke French.
2 she had spoken French.
3 she had spoken French.
4 she would speak French.
5 she couldn't speak French.

3 1 meet the president. (not: ?)
2 the day before
3 ✓
4 admitted (that) he had lost / having lost / losing
5 Brigit asked
6 told Sara
7 reminded me that he couldn't come
8 ✓

7 **Choose the correct options to complete the sentences.**

1 Hailey: 'Should I type the essay or write it out?'
Hailey asked if *I* / *she* should type the assignment or write it out.
2 My sister: 'We should move to a bigger apartment.'
Me: 'A bigger apartment might be too expensive.'
My sister suggested *moving* / *to move* to a bigger apartment. I *replied that* / *replied to* a bigger apartment might be too expensive.
3 Owen: 'Sure, I can help you make dinner.'
Owen *agreed to help* / *would agree to help* us make dinner.
4 Me: 'I could go shopping with you tomorrow, Mum.'
I offered to go shopping with my mum *tomorrow* / *the next day*.
5 Cara: 'Why don't you join us at the cinema?'
She invited *me to join* / *to join* them at the cinema.
6 My dad: 'I'll pay you back next week.'
He *promised* / *promised to* pay me back the following week.
7 Moira: 'When I was in secondary school, I played rugby.'
Moira claimed *to she play* / *that she'd played* rugby at secondary school.

8 **Complete the sentences in reported speech using the verb in brackets.**

1 My sister: 'I'm going to jump over that chair.'
My sister _____ over the chair. (*say*)
2 Me to my brother: 'Have you fed the dog yet?'
I _____ (*ask*)
3 My aunt: 'Tori, did you go to the cinema on Friday?'
My aunt _____ on Friday. (*ask*)
4 Mr Henderson: 'I'll text Jen to ask her if she left her bag in class.'
Mr Henderson _____ her bag in class. (*promise*)
5 My uncle to me: 'I have tickets to the match on Saturday, so I can't go to the play with you.'
My uncle _____ _____. (*explain*)
6 Me to my sister: 'I'll take you to the shops after your band rehearsal.'
I _____ band rehearsal. (*offer*)
7 My friends to me: 'Do you want to go sailing at the lake on Saturday?'
My friends _____ at the lake the next Saturday. (*invite*)

9 **Complete the sentences with the correct form of the verb in brackets.**

1 'Are we going to study in the library after school?'
She asked if we were going to study (*study*) in the library after school.
2 'Who knows the best way to prepare for the science test?'
He asked who knew (*know*) the best way to prepare for the science test.
3 'Where is Gemma today? I haven't seen her.'
She asked where Gemma was (*be*) and said that she hadn't seen (*not / see*) her.
4 'Can you help me with an essay question?'
She asked if I could help (*can help*) her with an essay question.
5 'Did anyone write down the page number?'
She asked whether anyone had written (*write*) down the page number.
6 'Why do you always wait until the last minute?'
She asked him why he always waited (*wait*) until the last minute.
7 'Jack has already passed his driving test.'
He said that Jack had already passed (*already / pass*) his driving test.

10 **Listen again and choose the sentence that is most likely to follow.** 20

1 Paul argued that we all connect on social media before we meet in person.
a Not just some of us.
b He didn't want to wait until after.
c It wasn't Susan who recommended it.
2 Paul argued that we all connect on social media before we meet in person.
a Not just some of us.
b That way we could come together as a group.
c It wasn't Susan who recommended it.
3 Paul argued that we all connect on social media before we meet in person.
a He didn't want to wait until after.
b Not just some of us.
c That way we could come together as a group.
4 Can you believe Sarah shared those photos of me on her blog?
a And I'm one of her best friends!
b She, of all people, should know better!
c They were so embarrassing!
5 Can you believe Sarah shared those photos of me on her blog?
a She, of all people, should know better!
b And I'm one of her best friends!
c That's the worst possible place!
6 Can you believe Sarah shared those photos of me on her blog?
a They were so embarrassing!
b That's the worst possible place!
c And I'm one of her best friends!

Life Skills guide
10 Critical thinking

8
1 said (that) she was going to jump
2 asked my brother if/whether he had fed the dog yet.
3 asked Tori if/whether she had gone to the cinema
4 promised he would text Jen to ask her if she had left
5 explained (that) he had tickets to the match on (the) Saturday, so he couldn't go to the play with me
6 offered to take my sister to the shops after her
7 invited me to go sailing

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10 ways to have a better conversation

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AUTHENTIC LISTENING SKILLS

Exam guide
4 English in Use
Multiple choice

1 Listen to the TED Talk extracts. Choose the correct words or phrases to complete each sentence. Listen again and check your answers. 21

1 Don't multitask. And I don't mean just set down your cell phone or your tablet or your car keys or ___ your hand.
a whatever is in **b** what's in **c** what else is in

2 Start your ___ with *who*, *what*, *when*, *where*, *why* or *how*.
a concerns **b** questions **c** requests

3 If I ask you, 'Were you terrified?' you're going to respond to the most powerful word in that sentence, which is 'terrified', and ___ 'Yes, I was' or 'No, I wasn't.'
a it always is **b** the answer is **c** the word is

4 And we stop listening. ___ and ideas are going to come to you.
a Stories **b** Stores **c** Reports

5 I cannot tell you how many really important people have said that listening is perhaps the most, the number one most important skill that you ___ develop.
a should **b** can **c** could

6 I don't have to hear anything I'm not interested in. I'm the ___.
a sense of adventure **c** communication
b centre of attention

7 People would come over to talk to my grandparents, and after they would leave, my mother would ___, and she'd say, 'Do you know who that was?
a care for us **c** come over to us
b come home with us

WATCH

p. 406

2 Watch part 1 of the TED Talk. Choose the correct option to complete each sentence.

1 Celeste Headlee's TED Talk is about how to have good *speeches* / *interviews* / *conversations*.
2 Every conversation has the potential to become *a disagreement* / *important* / *an important event*.
3 Many young people today are able to share ideas *in groups, but not individually* / *online, but not face to face* / *face to face, but not online*.
4 Celeste Headlee works as *a professional interviewer* / *a secondary school teacher* / *a communications expert*.
5 Celeste Headless *agrees with* / *disagrees with* / *doesn't know* the advice the audience may have heard before about how to listen.
6 She is going to teach the audience *how to show that you're listening* / *the skills she uses in her profession as an interviewer* / *how not to be bored when having a conversation*.

3 Watch parts 2 and 3 of the TED Talk. Match the rules (1–6) with the explanations (a–f).

1 Don't multitask. d
2 Don't pontificate. a
3 Use open-ended questions. c
4 Go with the flow. e
5 Try not to repeat yourself. f
6 Stay out of the weeds. b

a Don't expect people not to have an opinion about what you're saying.
b Don't worry about giving all the details. Nobody cares.
c Encourage the person you're talking to to think about their answer.
d Give the person you're speaking to your full attention.
e Learn to listen and forget about what you want to say.
f Stop making the same point again and again.

VOCABULARY IN CONTEXT

4 Choose the correct word or phrase to complete each sentence.

1 My father ___ my love of music. He just wants me to take over the family business.
a avoids **c** came up with
b doesn't care about

2 He got the job ___ his connections with the right people.
a in conflict with **c** due to
b urrounded by

3 It's best to ___ getting into an argument.
a avoid **c** try to
b count on

4 Some people think it's polite to ___ and smile; it shows that you're listening.
a whisper **c** tex
b nod

5 Do you ___ ? If so, then let's hear it.
a have a care **c** show your view
b have a point to make

6 It's not easy to ___ as an actor. You have to be really good or have the right connections.
a make a living
b make a point
c make a comment

2F Speaking

1 Choose the correct options to complete the conversation. Then listen and check your answers. 22

A: Excuse me. Err, I wonder, can you help me?
B: Yes?
A: Well, I just went outside to answer a phone call and when I came back, my laptop was missing. Could anyone have moved it?
B: Ah, well, I don't think so, but I'll check with the other staff.
A: Thanks.
C: Hi, Tom! Working hard? Oh, what's wrong?
A: My laptop's missing.
C: Oh, I **(1)** *see* / *hear*.
B: Excuse me. I'm **(2)** *scared* / *afraid* that no one's seen your laptop.
A: Then where is it?
B: I'm sorry to **(3)** *say* / *tell* it looks like someone's taken it.
A: What? My work!
C: Oh, Tom. That's awful. **(4)** *What* / *When* a pity!
A: Haven't you got CCTV or something?
B: Err … **(5)** *Occasionally* / *Unfortunately*, our system is being upgraded and the cameras aren't recording.
A: So you can't check?
C: That is **(6)** *frustrating* / *complaining*. A security system that doesn't work.
B: I **(7)** *hear* / *listen* what you're saying, but we do say that the library can't be responsible for personal items.
A: But it's got all my project work on it!
B: Well, I'm sorry to **(8)** *say* / *hear* that. Do you have a backup?
A: Well, I did, it's **(9)** *almost* / *just* that the wifi isn't working and I've been here all day.
C: That's **(10)** *such* / *what* a shame.
B: Yes, you see, the **(11)** *something* / *thing* is, the whole computer system's being updated, including the network.
C: I understand, **(12)** *and* / *but* that's not the point. I do think you should take some responsibility for this.
B: OK, let's call the police and see what they advise.

2 Listen again and decide where the intonation goes up and down when showing sympathy. Practise using sympathetic intonation. 22

1 I'm sorry to hear that.
2 That is frustrating.
3 That's such a shame.
4 What a pity.
5 I see.
6 I hear what you're saying, but …
7 I understand, but …
8 You see, the thing is …
9 It's just that …
10 Unfortunately, …
11 I'm afraid that …
12 I'm sorry to say …

3 Read and complete the conversation with your own answers to show sympathy. Then listen to the model answer and compare your ideas. 23

Eva: I've had a very bad week. I had an accident on my bike on Monday.
You: **(1)** Oh, I'm sorry to hear that. What happened? Were you hurt?
Eva: I'm OK, but unfortunately I hit a car.
You: **(2)** Oh, no! So what about your bike – and the car?
Eva: Well, my front wheel was broken, but the worst thing was the car. I damaged the door and scratched the paint.
You: **(3)** Oh, dear, bad luck. That's such a pity
Eva: The driver told me he was glad I wasn't injured, but that I would have to pay to repair the damage. So I have to work extra hours during the holidays to pay my parents back.
You: **(4)** What a shame – so you won't have much free time then?
Eva: No, and that's not the only thing. I'm afraid I'm not going to finish my history coursework on time.
You: What? No! **(5)** That's frustrating. How come?
Eva: I didn't start it early enough. I've been working hard on it this week, but last night I was so tired that I just fell asleep at my desk and woke up in the morning.
You: **(6)** Oh, I see. Maybe you should ask for more time?

4 Read the scenarios and think about the conversations in these situations. How would you show understanding or disagree politely with the other person? Make notes on your ideas. Then listen to the example conversations and compare your ideas. 24 p. 395

a You are a shop assistant. A customer comes into the shop wanting to return some headphones that don't work, but he doesn't have the receipt. The shop doesn't give refunds without a receipt.

b You're in a café and the service is very slow. You have been waiting for half an hour and the waiter brings you the wrong order. This isn't the first time you've had slow service here.

c Your friend calls to say that she is flying home, but the airline has cancelled her flight and she can't leave until tomorrow. You're both involved in a group presentation for your course the next morning. Your friend says that the group will have to do it without her.

Life Skills guide

4 Communication, Creativity, Critical thinking, Mediation, Self-development

2G Writing

A formal letter of complaint

Life Skills guide
3 Critical thinking, Self-development

1 Read the sentences. Are the words and phrases in bold expressing contrast (C), result (R) or addition (A)?

1 The fabric was cheap and, **as well as this**, the sleeve was torn. A
2 The laptop was faulty and, **therefore**, I lost a lot of important work. R
3 The waitress was inefficient and, **furthermore**, she was quite rude. A
4 The item was delivered on time, **however**, it was damaged when it arrived. C
5 No one has replied to me, **even though** I have emailed three times! C
6 The taxi arrived far too late and, **because of this**, I missed my flight. R
7 **In spite of** explaining the problem twice, I was asked to explain it again. C
8 You sent it in the wrong colour and, **moreover**, it was the wrong size. A

2 Label the parts of the letter of complaint.

background to the problem | details of the problem
formal ending | formal greeting
how she feels | items attached
reason for writing | request for a reply
what she wants them to do

(1) formal greeting Dear Sir/Madam
(2) reason for writing I am writing to complain about some ongoing customer service issues that I have had with your company.
(3) background to the problem Over three weeks ago, I was invited to upgrade my phone. I was assured there would be no charge for the phone and that my contract would continue for two years at the same rate of monthly payments. I was also told that the phone would be delivered to my home the following day.
(4) details of the problem First of all, the phone was not delivered that day. I was given a new date three times and the phone arrived more than two weeks later. Furthermore, when my bank statement arrived, I discovered I had been charged the full cost of the phone in spite of being promised I would have nothing to pay. Your customer service agents now tell me that a refund cannot be processed.
(5) how she feels It has been an extremely frustrating situation that still has not been dealt with. I have been a loyal customer for four years, but my confidence in your company has now declined dramatically.
(6) what she wants them to do I would like you to immediately send a full refund, in addition to an apology, or cancel my contract.
(7) items attached I am attaching copies of my bank statement, as well as a list showing details of every call I have had with customer service about this matter.
(8) request for a reply I look forward to hearing from you very soon.
(9) formal ending Yours faithfully,
Melissa Johnson

3 Listen to a lecture. Summarise the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage. 25 p. 396

Unless you are someone who actually enjoys arguing, you may find it difficult to make a complaint calmly and clearly. Unlike their friends in the United States, making complaints causes many people in the UK to feel anxious. In fact, a common stereotype of British people is being so polite that they will accept great inconvenience rather than complain. Why is this?

First of all, fear. Many are afraid to speak out and risk being challenged. When service is poor, for example, it often seems easier to say nothing. The British, in particular – world famous for their extreme politeness – are also afraid to appear difficult; they don't want to cause trouble and actually prefer to apologise than to complain.

A second theory is negative expectations. The belief that the situation won't be dealt with suitably, or at all. What is the point of complaining if nothing is going to be done? Furthermore, people may perceive negativity in complainers. We don't want to be labelled in a negative way, so we choose not to complain at all.

Finally, according to experts, it is not that people don't want to complain, but rather, that they don't know how to complain effectively. It has been suggested that we might be happier and healthier if we could learn techniques that helped us to present our complaints more confidently. We can learn how to deliver a firm and clear message while still remaining polite. Studies show that unspoken frustrations can build up and cause a different range of problems such as anger and stress, which then put significant strain on our well-being. So, let's start complaining!

Lexical Review 2

1 Find eight words in the word search. They can be written either horizontally or vertically. Then try to explain the meaning of each of the words in English.

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

2 Match the words (1–8) with the definitions (a–h).

1 heart e
2 qualifications a
3 distracted h
4 architect c
5 glance b
6 discuss g
7 reminder f
8 post d

a diplomas and certificates that you get for studying
b to look quickly at something
c a person who designs buildings
d to upload texts or photos to social media
e the organ that pumps blood through our body
f a message or letter telling you not to forget something
g to talk about something
h when you can't concentrate on what you're doing

3 Choose the correct option to complete each sentence.

1 He felt really ____ after waiting for so many hours in her office.
a relaxing **c** bored
b famous **d** boring

2 To be a graphic designer you need to be very ____.
a rewarding **c** stressful
b creative **d** limited

3 I'm waiting for her to ____ me about her test result.
a send **c** chat
b text **d** post

4 Excuse me sir, what is your final ____? Are you flying to Rome?
a flight **c** cruise
b destination **d** route

5 I'd like to ask if you have a ____ for an office assistant? I'm looking for a job.
a vacancy **c** business
b qualification **d** prospect

6 The police ____ the man from across the street for over an hour.
a spotted **c** observed
b reminded **d** recognised

7 Will you please ____ attention while I'm talking to you!
a pay **c** make
b take **d** have

8 That's a great photo. You should ____ it online with your friends.
a text **c** get
b call **d** share

4 Complete the sentences with the words in the box. That are two words that you do not need.

answer	chat	connect	debate	impossible
resign	respond	retired	trainee	unable

1 I don't like my job anymore. I want to ____resign____ and find a new one.
2 Excuse me, I just need to ____respond____ to this text message.
3 He worked for many years, but was already ____retired____ at the age of 50 and moved to Spain.
4 I worked as a ____trainee____ in the sales department to learn about the job.
5 There was an official ____debate____ in Parliament about the new law.
6 I'm sorry, I am ____unable____ to help you. I don't know how it works.
7 Nobody can jump that high. It's physically ____impossible____.
8 There are a few people in my class that I really like to have a ____chat____ with.

5 Choose the right synonym.

1 She's really **nervous** (*stressful* / *stressed* / *stress*) because of the exam.
2 Just then I **saw** (*observed* / *watched* / *spotted*) her in the crowd, near the entrance.
3 It's **not typical** (*unusual* / *irrelevant* / *impossible*) behaviour for these animals.
4 There's a very **relaxed** (*informal* / *unable* / *unbelievable*) atmosphere where I work.
5 This situation is only **for a short time** (*regular* / *part-time* / *temporary*) and will improve later.
6 Joining a club is a good way to **find** (*do* / *make* / *pay*) friends.
7 We often go for a burger and **talk** (*tell* / *chat* / *say*) about friends and school.
8 Please **phone** (*send* / *answer* / *call*) me if you want to arrange a meeting.

Exam guide
3 English in Use
Multiple choice

Exam guide
5 English in Use
Equivalent words

Skills Review 2

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

1 **Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.**

1 I'm sure to forget. Could you send me a ___reminder___, please. REMIND
2 Unfortunately, I was ___unable___ to give him a reasonable explanation. ABLE
3 Avoid ___informal___ language. It is a serious debate, after all. FORMAL
4 Mark accepts ___criticism___ from everyone but his girlfriend. CRITICISE
5 Why are ___interpersonal___ skills important in the workplace? PERSONAL

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 **Uzupełnij lukę w każdym zdaniu pasującym wyrazem.**

1 Alex parked his car in a *no parking* area. As a result, he will have to ___pay___ a fine.
2 Remember to update your status ___on___ social media.
3 She tends to ___get___ distracted by loud ringtones.
4 The two brothers got ___into___ an argument about which of them should give a speech at their sister's wedding.
5 She can communicate well ___in___ English.

Exam guide
3 English in Use
Transformations

Parafrazy zdań

3 **Uzupełnij drugie zdanie używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.**

1 'Do you ever try communicating without talking?' my friend asked me.
TRIED
My friend asked me ___if I ever tried communicating___ ___ without talking.

2 'I'm learning to use a smartphone,'
SHE
Linda explained that ___she was learning to use___ ___ a smartphone.

3 'I have too much work to do today,' dad complained.
HE
Dad complained that ___he had___ ___ too much work to do that day.

4 'Why haven't you checked your messages?,' she wanted to know.
MY
She wanted to know why ___I hadn't checked my___ ___ messages.

5 'Don't call me now,' he told me.
NOT
He told me ___not to call him then___ ___.

Uzupełnianie zdań

4 **Wybierz odpowiedź, która poprawnie uzupełnia zdanie.**

1 Greg, the phone is ringing. Can you ____ it?
a pick
b answer
c reply

2 He reminded me that I ____ take care of my mobile phone.
a must
b have to
c had to

3 He promised to ____ me a text when he gets back home safely.
a post
b share
c send

4 She remembered that she ____ the dentist in the afternoon.
a is seeing
b was seeing
c will be seeing

5 Let's not ____ about when to do it. How to do it is more important.
a discuss
b question
c argue

6 He asked me if it ____ the first time I'd heard that gossip.
a was
b is
c has been

5 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 I can't talk to you now. I am expecting an important call / important calls (*expect / important / call*) now.
2 She claims she has been making a living (*make / live*) posting on social media for the last five years.
3 They really had a point to make (*have / point / make*) during the last debate.
4 The policeman asked me why I had not reported the crime (*not / report / crime*) earlier.
5 My boss told me to answer (*I / answer*) the customer's e-mail immediately.

6 Przeczytaj zdania. Uzupełnij każdą lukę przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójny i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Wpisz rozwiązania w tabelę. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

understand share relevant believe
watch listen spend

1 She included so many irrelevant details in her speech that it was long and boring.
2 It seemed so unbelievable that I had to check it online.
3 They admitted spending too much time texting friends.
4 I invited my classmates to share photos from our last class trip.
5 The teacher recommended listening to a radio podcast on interpersonal skills.

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi na temat komunikowania się. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 26 p. 396

Which speaker …

a mentions a case of effective communication despite a person's total hearing loss?
b gives an example of communication that initially doesn't seem to work out?
c favours body language over verbal communication?
d advises avoiding negative body language?
e isn't able to communicate well all the time?

1	2	3	4
e	d	b	a

Exam guide
5 English in Use
Sentence formation

WRITING

8 Od kilku miesięcy korzystasz z internetowej platformy edukacyjnej do nauki języka migowego. Napisz o tym w e-mailu do kolegi z Londynu.

- Wyjaśnij, dlaczego postanowiłeś nauczyć się języka migowego.
- Opisz, na czym polega korzystanie z platformy.
- Napisz o problemie, który napotkałeś / napotkałaś podczas nauki.
- Zachęć kolegę do podjęcia nauki języka migowego i obiecaj mu pomoc w korzystaniu z platformy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Exam guide
6 English in Use
Word formation

Exam guide
8 Writing
An email

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 Podczas pobytu na kursie językowym w Wielkiej Brytanii rozmawiasz z nauczycielem na temat komunikowania się w obcym języku.

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

- zasób słownictwa
- znajomość zasad gramatyki
- umiejętność słuchania rozmówcy
- sposoby poprawy komunikowania się

Rozmowę rozpoczyna egzaminujący.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication

Exam guide
7 Listening
Matching

3 Unexpected entertainment

3A Vocabulary

Creative arts

1 Revision Match the examples (1–6) with the nouns (a–f).

1	The Prado, The Louvre, MoMA f	**a**	art
2	painting, drawing a	**b**	colour
3	classical, hip hop, pop d	**c**	instrument
4	bright, dark b	**d**	music
5	sguitar, piano, violin c	**e**	photograph
6	digital, old e	**f**	museum

Exam guide
2 English in Use
Multiple choice

2 Revision Choose the correct option to complete each sentence.

1 Their first attempt to climb the mountain ended in ___.
(**a**) failure **c** fail
b failed **d** successful

2 I'm so disappointed – my application to theatre school has been ___.
a failed **c** accept
(**b**) rejected **d** failure

Exam guide
5 English in Use
Multiple choice

3 It was one of the most ___ exhibitions that the museum had ever organised.
a perfection **c** accepting
(**b**) successful **d** failed

4 The painting was beautiful, even with the small ___ in the corner.
a perfection **c** failure
(**b**) imperfection **d** fail

5 Some of the most famous artists were ___ during their lifetimes.
a success **c** failed
b failure (**d**) unsuccessful

6 Those shoes look great with your dress – they're the ___ colour.
(**a**) perfect **c** perfection
b imperfect **d** rejection

7 Some people say that art is ___ if it doesn't make people think.
a failure **c** successful
b perfection (**d**) unsuccessful

3 Complete the table with the words in the box.

audience	gallery	listeners	stadium
studio	theatre	viewers	visitors

People	Venues
audience, listeners, viewers, visitors	galery, stadium, studio, theatre

4 Match the sentences (1–6) with the correct types of art or entertainment (a–f).

1	It was a spectacular show – the singers and dancers were amazing! f	**a**	a play
2	It was made of stone, but it looked like a real person. c	**b**	a portrait
3	The queen looks very young in this picture, but also confident and serious. b	**c**	a sculpture
4	The paintings showed how art changed in Spain from the 1920s to the 1960s. d	**d**	an exhibition
5	This incredible painting covers the whole wall of the building. e	**e**	a mural
6	I loved the show – the acting was wonderful and I cried at the end a	**f**	a musical

5 Choose the correct option to complete the text.



Last Friday evening, the band Pop Shop did a small **(1)** b at a new music **(2)** b in town. The band's **(3)** c was exciting and full of energy, and the small **(4)** c, of about 50 people, seemed to love it. My only complaint was that it was difficult to hear the **(5)** a of some of the songs because the applause from the crowd was so loud! But in any case, it was a great night of **(6)** b entertainment.

1	**a** production	(**b**) concert	**c** musical
2	**a** programme	(**b**) venue	**c** production
3	**a** musical	**b** entertainment	(**c**) performanc
4	**a** concert	**b** listeners	(**c**) audience
5	(**a**) lyrics	**b** audience	**c** performance
6	**a** exhibition	(**b**) live	**c** theatre

Exam guide

9 English in Use
Multiple choice

6 Choose the correct option to complete each sentence.

1 The most successful songs always have a catchy *tune* / *lyrics*.
2 Over 10,000 fans packed into the *exhibition* / *stadium* to watch the concert.
3 The lead singer sang the first *verse* / *lyrics* and then the others joined in.
4 This early morning radio programme has over 2 million *listeners* / *viewers*.
5 The prime minister is going to make a live *entertainment* / *broadcast* to the country tonight.
6 I never liked that series because the *characters* / *audience* seemed really stupid.
7 What's your favourite *broadcast* / *form of entertainment* – music, TV or theatre?

7 Complete the words in the sentences. The first letter is given for you.

1 A new g a l l e r y was opened in the city to display the paintings.
2 The final p e r f o r m a n c e on Broadway was over twenty years ago.
3 She asked the children to do a d r a w i n g of themselves with a pencil and paper.
4 I think p l a y s are often too serious, so I prefer musicals.
5 My brother's going to paint a p o r t r a i t of my mother for her birthday.
6 The artist has been working on a large m u r a l covering the east side of the building.
7 I love the band's music, but their l y r i c s don't make any sense!

8 **Extension** Complete the table with the adjectives.

appealing awful boring creative imaginative inspirational moving slow tedious

Positive	Negative
appealing	awful
creative	boring
imaginative	slow
inspirational	tedious
moving	

9 **Extension** Read the text and choose the correct option to complete each sentence.

1 The Whitney Museum of American Art in New York opened its new building in 2015. This modern, ___ space was designed by the Italian architect Renzo Piano.
a contemporary **c** lifelike
b boring **d** moving

2 The museum now has large galleries that are full of light to display the ___.
a designs **c** works of art
b work of art **d** masterpiece

3 The galleries are large and bright, making them more ___ to young people.
a controversial **c** moving
b emotional **d** appealing

4 Many artists say they find the new museum ___ and enjoy visiting it when they need new ideas.
a emotional **c** award-winning
b inspirational **d** lifelike

5 Visitors also have a chance to be ___ when they are at the museum. There are many large outdoor spaces where people can paint, draw or write.
a creative **c** boring
b appealing **d** inspirational

6 The new museum building is so beautifully designed that many people say it is a ___.
a works of art **c** fine arts museum
b design **d** masterpiece

10 **Extension** Complete the sentences with the adjectives. There are two adjectives you don't need.

abstract award-winning controversial emotional imaginative lifelike modern moving

1 The sculpture is incredibly ___lifelike___ – it looks exactly like him.
2 The painting doesn't show objects as they really appear; it's a piece of ___abstract___ art.
3 It's a ___modern___ art museum displaying the work of contemporary artists.
4 The artist has made very ___imaginative___ use of recycled objects.
5 The museum has an ___award-winning___ design which has inspired many other buildings.
6 These portraits of politicians in comical situations have proved ___controversial___.

3B Listening

1 Listen to a tour guide in Paris, France, and match the statements (1–8) with the photos (a, b or c). 27 p. 396

1 It's from about the 2nd century BC. b
2 The portrait is a masterpiece. a
3 It's one of the finest examples of French Gothic architecture. c
4 It was painted between 1503 and 1506. a
5 It's made of marble. b
6 It's made of limestone. c
7 It's on permanent display at the Louvre. a
8 The sculptor is unknown. b

a



Mona Lisa

b



Winged Victory

c



Notre-Dame

Exam guide
4 Listening
Multiple choice

Exam guide
5 Listening
True/false

2 Listen to the talk. What is the speaker's purpose? 28 p. 396

a to persuade the listener
b to argue against something
c to give a detailed description
d to compare and contrast

3 Listen again. Match the adjectives (1–10) with the nouns (a–j). 28 p. 396

1 chilly g	**a** door
2 ghoulish-looking i	**b** patterns
3 creepy d	**c** welcome
4 infamous j	**d** tunnels
5 famous e	**e** buildings
6 artistic b	**f** gallery
7 threatening a	**g** air
8 spiral h	**h** staircase
9 frightening c	**i** skull
10 spooky f	**j** guillotine

4 Listen again and choose the correct answer to the questions. 28 p. 396

1 What place is being described?
a the underground **c** the catacombs
b an art museum
2 How does it feel down there?
a cool **c** hot
b warm
3 Where did all the bones come from?
a the tunnels **c** the churches
b the cemeteries
4 In what year were the bones moved to the tunnels?
a 1786 **c** 1876
b 1678
5 Who ordered the bones to be arranged into artistic patterns?
a Napoleon I **c** Napoleon III
b Napoleon II
6 What language is the sign in?
a French and English **c** French
b English
7 What kinds of bones are described as smiling?
a arms **c** faces
b skulls
8 What do people sometimes try to steal?
a bags **c** bones
b souvenirs

5 Listen. Are the sentences true (T) or false (F)? 29 p. 397

1 The bad art museum has some example of good art. F
2 The text explains why the bad art museum was created. F
3 In the second museum, there are lots of different types of machines. T
4 The bread museum is mainly for German speakers. T
5 The bread museum has costumes for children to wear. F

3C Grammar 1

Defining relative clauses

1 **Choose the correct relative pronoun to complete the sentences. Choose (-) where a relative pronoun is not needed.**

1 They've just played that song *who* / (*that*) you like!
2 It's a special keyboard (*that*) / - is designed to be more comfortable.
3 When we go to St Ives, we're going to visit the gallery (-) / *who* John told us about.
4 Is that the woman - / (*who*) discovered those valuable paintings?
5 It was a surprise to see a museum (*which*) / - featured digital images.
6 The paintings (*that*) / *whom* the museum owns are not for sale.
7 My favourite poster is of a painting *who* / (*that*) I saw at the Metropolitan Museum in New York.
8 She's the artist *which* / (*who*) is going to teach a class here next month.

2 **Read the sentences. Are the relative pronouns necessary (N) or unnecessary (U)?**

1 The musicians **that** opened the concert have been playing together for five years. N
2 The drummer uses a kit **which** her father bought her for her sixteenth birthday. U
3 The singer **who** writes songs for the band is also a poet. N
4 Together they make music **that** speaks to young people around the world. N
5 The song **that** we've just heard is one of their most popular ones. U
6 When they first started, they played in a small club **which** their friend owned. U
7 The keyboard player also designs the t-shirts **that** are for sale at each show. N
8 My friends **who** didn't get a ticket will have to listen on the radio. N

3 **Put the words in the correct order to make sentences with relative clauses.**

1 It's a famous Argentinian art museum (famous / many / paintings / by / Latin American artists / has / which)
_____.
2 The Museum of Modern Art in Warsaw (a museum / modern artists / is / on / which / Polish / focuses)
_____.
3 The São Paulo Museum of Art has a collection (which / European and South American / painters / many different / includes / from / countries)
_____.
4 Os Gêmeos are Brazilian street artists (over / murals / who / all / the world / paint / colourful)
_____.
5 John Singleton Copley was an artist (paintings / of / known / who / for / was / famous and important people / his)
_____.
6 The Whitney Museum of American Art is a place (of / sometimes / exhibitions / artists / hosts / that / up-and-coming)
_____.

4 **Read the sentences. Are the relative pronouns the subject (S) or object (O) of the clauses?**

1 The bus which stops on the corner goes directly to the art gallery. S
2 Kids often spend a lot of time watching videos which they find online. O
3 The guy who I know from school is working at the ticket office. O
4 I bought a second-hand book that has excellent examples of Impressionist art. S
5 Some films have characters who you can really relate to. O
6 She's excited to see a play which is based on one of her favourite books. S
7 The cinema which is near my house has luxury seats with tables. S

5 **Combine the two sentences into one with a relative clause.**

1 The artist creates masterpieces. The masterpieces are made of different coloured lights.
_____
2 The painter bought new paintbrushes. The paintbrushes were made in Italy.
_____
3 The ancient Romans decorated their homes with paintings. The paintings were later discovered by archaeologists.
_____
4 M. C. Escher was a famous graphic artist. He was from the Netherlands.
_____
5 Tango is a well-known dance. The dance is from Argentina and Uruguay.
_____
6 Graphic novels are a new kind of literature. Graphic novels are enjoyed by kids around the world.
_____

3
1 which has many famous paintings by Latin American artists / which has famous paintings by many Latin American artists
2 is a museum which focuses on Polish modern artists
3 which includes painters from many different European and South American countries
4 who paint colourful murals all over the world
5 who was known for his paintings of famous and important people
6 that sometimes hosts exhibitions of up-and-coming artists

5
1 The artist creates masterpieces that are made of different coloured lights.
2 The painter bought new paintbrushes that/which were made in Italy.
3 The ancient Romans decorated their homes with paintings that/which were later discovered by archaeologists.
4 M. C. Escher was a famous graphic artist who/that was from the Netherlands.
5 Tango is a well-known dance that/which is from Argentina and Uruguay.
6 Graphic novels, which are a new kind of literature, are enjoyed by kids around the world. / Graphic novels, which are enjoyed by kids around the world, are a new kind of literature.

3D Reading

Exam guide
4 Reading
Multiple choice

VOCABULARY BUILDING Expressions with *make*

1 Complete the sentences with the phrases. There are two phrases you do not need.

make a decision	make a difference	make a living
make a splash	make friends	make sense
make the most	make time	make way

1 Unless you're very famous, it's not particularly easy to ___make a living___ as an actor.
2 Because he's so pleasant and generous, Dev has never found it difficult to ___make friends___.
3 The weather was gorgeous, so we decided to ___make the most___ of it and have a picnic.
4 I know it's tricky when there are so many choices, but very soon you'll have to ___make a decision___.
5 Did my explanation of the homework ___make sense___ to you?
6 I'm not available today, but I'd be happy to ___make time___ to see you tomorrow.
7 Spending even a little time with an older person can really ___make a difference___ in their life.

READING

2 Choose the best heading for the paragraphs (1–6) in the text.

1 **a** The importance of the arts
b Rapid changes in Cuba today
2 **a** The changing face of Cuban music
b The music of Geovani del Pino
3 **a** The importance of live percussion
b Manana, a place where musicians meet
4 **a** A mixture of rhythms
b A family of Cuban performers
5 **a** Fashion in popular magazines
b The growth of fashion in Cuba
6 **a** Young designers in Cuba
b What's next for Cuba?

3 Choose the correct option to complete each sentence.

1 Geovani del Pino is a Cuban musician who's always preferred to *experiment* / *play* traditional music.
2 At Manana, Mililian Galis took part in a *performance* / *gallery* of Cuban, American and Iranian music.
3 A typical *concert* / *venue* at Manana might include musicians playing a mix of rumba, electronic music and hip hop.
4 Now that travellers from all over the world are able to visit, Cuban artists are starting to reach wider *broadcasts* / *audiences* than ever before.
5 Young fashion designers in Cuba dream of taking part in *studios* / *exhibitions* with designers from all over the world.

4 Read the text and choose the correct answer to each question.

1 Why is Cuba today visited by travellers from all over the world?
a Cubans are embracing visitors and the ideas they bring.
b Cuba is no longer cut off from the rest of the world.
c Cuba attracts a lot of artists.
d New styles are emerging in the arts in Cuba.

2 According to paragraph 2, why is music an important art form for Cuba?
a Many Cuban musicians prefer to play traditional music.
b Young Cuban musicians are mixing modern and traditional music.
c Music is an expression of Cuban style.
d Rumba is famous all over the world.

3 According to paragraph 3, what is one result of Cuba being more open to the world?
a Young Cuban musicians are performing with musicians from around the world.
b Mixing rumba and electronic music produces interesting results.
c DJs are no longer playing European or US music.
d Traditional artists such as Mililian Galis are able to perform at music festivals.

4 What does Yissy Garcia mean when she says 'the rhythms that we make aren't pure'?
a Yissy thinks Cuban music is undeveloped.
b Yissy and her band use a lot of percussion instruments in their music.
c Yissy and her band mix Cuban music with other types of music.
d Yissy & Bandacha play mostly funk and jazz.

5 According to Miguel Leyva, how are young Cuban designers breaking the stereotype of Cuban fashion?
a More young Cuban designers are now paying attention to popular magazines.
b Young Cubans who work at government jobs now buy more fashionable clothes.
c More young Cubans would like to be able to buy the things they see in magazines.
d Young Cuban designers are being influenced by new ideas and creating their own fashion.

6 According to the text, what 'comes next' for Cuba?
a Musicians of all ages will perform traditional music together.
b Cubans will attend more concerts and exhibitions.
c Cuban designers will make clothes that are practical and comfortable.
d Cubans of all ages will work together towards a more inclusive future.

The changing state of the arts in Cuba

1 30 Cuba is a country that's experiencing rapid and significant changes. Not surprisingly, the arts are playing an important role in moving those changes forward. Cut off from daily contact with much of the world for many years, Cuba is today flooded with travellers. Cubans are embracing these visitors and the ideas they bring. As a result, new styles are emerging in almost every aspect of the arts.

2 Music is one art form that's always been enormously important in Cuba. 'It's an expression of Cuban style,' says Geovani del Pino, the director of a fifteen-piece band known internationally for playing traditional Cuban rumba*. While musicians like Geovani prefer to stick to historic and traditional styles, many young Cuban artists are today feeling free to experiment with the rhythms they learnt as children. These young musicians are taking traditional Cuban musical styles and mixing them with funk*, electronic music and reggaeton*, with interesting results.

3 'Cuba is changing now. It is opening to the world,' says Alain Garcia Artola, a member of a rap group and an organiser of Manana, a music festival that aims to combine traditional Cuban sounds with international electronic music. At Manana, a respected traditional artist such as Mililian Galis, known as one of the greatest Afro-Cuban drummers, performs new music with American and Iranian musicians, mixing Iranian tunes with elements of rumba and electronic music. Another artist, DJ Jigüe, combines hip hop, classic Caribbean music and electronica, accompanied by live percussion*. 'We're trying to find new sounds based on what belongs to us,' Jigüe explains. 'Doing the same music as a European DJ or an American DJ wouldn't sound like us and would be a failure.'

4 Yissy Garcia agrees. Yissy is a young drummer who was brought up in a family of musicians. She recently released her first album which mixes jazz, funk, electronica and Afro-Cuban rhythms. Yissy says 'All the rhythms that we make aren't pure. They're more like developed rhythms, more fusion*. For example, we love to use a street conga* and mix it with a little drum and bass, funk; mix it up with the rumba.' Yissy and her band are called Yissy & Bandacha, and they describe their music as 'high speed Cuban jazz.'



5 Fashion is another area that's developing in Cuba. Not long ago, the only option for most young people was working in a government job and making very little money – usually less than $100 a month. But that's changing, too. Miguel Leyva is a fashion blogger in Havana. He sees new opportunities in fashion as an example of how things in Cuba are developing. He writes about young people who are making a difference, adapting to new influences and using them to create their own fashion. He looks forward to a day when Cubans will be able to look at popular magazines without feeling that they'll never have the things in them. 'This generation is doing something new,' Leyva said. 'They're breaking the stereotype* of Cuban fashion. It's an important first step.'

6 What comes next for Cuba? If the youth of Cuba has anything to say about it, the future will be full of exciting performances, eye-catching exhibitions and satisfied audiences. Fans will be able to attend concerts in which they'll hear traditional artists and new musicians working side by side, taking steps towards a more open, inclusive* future.

rumba *a type of dance and music originally from Cuba*
funk *a type of popular music with a strong beat*
reggaeton *a type of Latin American music influenced by hip hop and Caribbean music*
percussion *musical instruments that you play by hitting or shaking*

fusion *a combination of things*
conga *a tall drum shaped like a barrel*
stereotype *a fixed and often unfair idea about a group of people*
inclusive *includes everyone*

3E Grammar 2

Defining and non-defining relative clauses

1 Read the sentences and complete the table.

1 I got my driver's licence two years ago and it expires when I'm 21.
2 Our teacher usually wears a red tie and is always laughing.
3 Our teacher, who usually wears a red tie, is always laughing.
4 The driver's licence that I got two years ago expires when I'm 21.
5 The teacher that usually wears a red tie is always laughing.
6 Two years ago, I got my driver's licence, which expires when I'm 21.

Defining relative clause	Non-defining relative clause	No relative clause
4, 5	3, 6	1, 2

2 Choose what the words in bold refer to in the sentences.

1 The storm **that** knocked down several trees in our garden last year also caused a lot of damage in our town.
a several trees
b the storm
c our town

2 My friends thought the cake, **which** I made last night, was delicious.
a last night
b my friends
c the cake

3 The guide, **who** had already been to the White Mountains, was talking to the boys about their next trip.
a the guide
b White Mountains
c the boys

4 My friend **who** studied anthropology got a job in Belize.
a my friend
b Belize
c anthropology

5 You should talk to your teacher, **who** can always give you ideas to help you study better.
a you
b ideas
c the teacher

6 There's always a lot of traffic on the Severn Bridge, **which** goes from England to Wales.
a traffic
b the Severn Bridge
c England and Wales

7 The hotel **that** we stayed at on our trip to Sedona was on a golf course.
a the trip
b the golf course
c the hotel

8 My sister Amy, **who** has just sent me an email, has gone to Spain with her friends.
a an email
b my sister Amy
c my sister's friends

3 Complete the second sentence so that it means the same as the first. Use one word only.

1 We watch that show every week. I love it!
I love that show, ___which___ we watch every week.

2 Whitby is a seaside town in England. It is on the north-east coast.
Whitby is a seaside town in England ___that/which___ is on the north-east coast.

3 A detective solved the crime. She asked me questions.
The detective ___that/who___ solved the crime asked me questions.

4 Death Valley, a park in California and Nevada, is the hottest and driest national park in the US.
Death Valley, ___which___ is a park in California and Nevada, is the hottest and driest national park in the US.

5 Varanasi is a beautiful city in India. It is on the Ganges River.
A beautiful Indian city is Varanasi, ___which___ is on the Ganges River.

6 The mayor of our town used to be a rugby player. He's very popular.
The mayor of our town, ___who___ used to be a rugby player, is very popular.

4 Underline the relative pronouns that can be replaced by *that*.

1 My friend who lives in Oregon invited us to go walking along the Pacific Trail.
2 Yesterday's concert, which was the last one this year, had the biggest audience ever.
3 The man who was sitting opposite me was very quiet.
4 The seafood which we had at that restaurant near the beach was delicious.
5 My mum, who has always been interested in art, went to Florence last month.
6 Our friends who moved to Singapore email us every week.
7 He gave all the money to Angela, who decided to spend it on a car.

5 Choose the correct option to complete each sentence.

1 The car *that* / *who* I want costs €20,000.
2 The *article, which* / *article which* I read in my English class, was about early Chinese history.
3 Our teacher said there will be a quiz on the *article, that* / *article that* we read in our English class today.
4 The man, *who* / *which* was reading a book while he waited, looked just like my brother.
5 The photo *who's* / *that's* on my bedroom wall was taken by my grandma.
6 I bought the *dictionary, that* / *dictionary that* we need online.
7 Jackie, *who* / *which* is one of my best friends from university, is starting a teaching job.
8 My red and gold shirt is the one *who* / *that* I wore to my audition.

6 Choose the option which is closest in meaning to the first.

1 My brother who plays the clarinet had a concert last night.
a I have more than one brother. One of them plays the clarinet and he had a concert last night.
b I have one brother. He plays the clarinet and he had a concert last night.

2 My flatmate who has a history degree helped me study for my African history exam.
a Several of my flatmates have history degrees. One of them helped me study for my African history exam.
b I have more than one flatmate. The one who has a history degree helped me study for my African history exam.

3 Some of the first superheroes that Stan Lee wrote about were the Fantastic Four.
a Stan Lee was the first person to write about superheroes, the Fantastic Four.
b When Stan Lee began writing about superheroes, the Fantastic Four were some of the first he wrote about.

4 The man that was wearing the green tie asked me where the lift was.
a There were several men wearing green ties. One of them asked about the lift.
b There were several men around. The one with the green tie asked about the lift.

5 The letter, which I received on Thursday, said I had won the scholarship.
a On Thursday, I received a letter saying I had won the scholarship.
b I received a scholarship on Thursday. I also received a letter.

6 My dog that always barks at the postman is very loud.
a I have one dog. It's very loud when it barks at the postman.
b I have more than one dog. One of them barks at the postman and is very loud.

7 Put the words in the correct order to make sentences.

1 won / She's / the / who / the / big award / teacher
_____.
2 which / is / Her / , / , / hair / short / is / dark brown / very
_____.
3 moved / My friend / who / to / texts / every now and then / me / La Paz
_____.
4 which / wrote / people / loved / his / Many / third / song, / he / in 2015
_____.
5 Thad is / play / my friend / who / in / school / starred / the
_____.
6 The song / that / was / the album / not / she / good enough / to / wrote / put / on
_____.
7 a story / told / , / about / her time / us / which / wasn't / true / , / Tracy / in Helsinki
_____.

8 Are the words in bold correct or incorrect? Correct those that are incorrect.

1 The piano is the **instrument who** he plays in the band.
2 The **postcard who** she sent from Sicily, shows a beautiful picture of the Mediterranean Sea.
3 I hung the **certificate I** received at graduation on my bedroom wall.
4 The **menu who** the waiter gave me was sticky and dirty.
5 The **photographer took** pictures at our graduation will post the photos online.
6 Karen's **neighbour, loves** to bake, often gives us homemade cakes.

9 Complete the sentences with the correct form of the words in brackets and *who, which* or *that*.

1 The girl _____ (*sit*) over there is my sister's friend.
2 The watch _____ (*I / buy*) yesterday doesn't work.
3 Our neighbour, _____ (*work the hospital*), is really friendly.
4 Brighton, _____ (*town / England*), is a fun place to live.
5 The woman _____ (*drive / school bus*) has red hair.
6 The song about love, _____ (*they / play*) at the end, was great.

7
1 She's the teacher who won the big award.
2 Her hair, which is very short, is dark brown / Her hair, which is dark brown, is very short.
3 My friend who moved to La Paz texts me every now and then.
4 Many people loved his third song, which he wrote in 2015.
5 Thad is my friend who starred in the school play.
6 The song that she wrote was not good enough to put on the album.
7 Tracy told us a story, which wasn't true, about her time in Helsinki.

8
1 instrument that / instrument which / instrument
2 postcard, which
3 ✓
4 menu which / menu that / menu
5 photographer who took / photographer that took
6 neighbour, who loves

9
1 who/that is sitting
2 which/that I bought
3 who works at the hospital
4 which is a town in England
5 who/that drives the school bus
6 which they played

Technology guide

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TEDTALKS Extra

The world's most boring television … and why it's hilariously addictive

"Life is best when it's a bit strange."

THOMAS HELLUM

AUTHENTIC LISTENING SKILLS

Collaborative listening

One reason listening is difficult is because you won't understand everything that you hear. However, different people understand different parts of a message, so working together can increase your understanding.

Life Skills guide
6 Critical thinking, Mediation

1 Look at the Authentic listening skills box. Then listen to the news report and write down any words you hear. Work in pairs. Compare what you wrote. Listen again and note anything further. 31 p. 397

BEFORE YOU WATCH

Life Skills guide
2 Collaboration, Mediation

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

nutshell	broadcast	footage	storyline	script
drama	climax	knitting	viewers	exact
evolve	trainspotters	on board	put off	

Life Skills guide
3 Mediation

3 Work in pairs. Discuss the kinds of reality TV that are popular in your country. Which ones do you enjoy? Why? Are there any you don't like? Why?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. 3.0

producer	on air	coverage	ratings
addictive	reality TV	engagement	

5 Watch part 1 of the talk. Put the NRK TV programmes in the order that they were broadcast. 3.1 p. 407

a a programme about a ship travelling along the coast 2
b a programme about people knitting 3
c a programme about a train journey 1

6 Work in pairs. Have you heard of Slow TV or watched any before? Is Slow TV something that you, your family or friends might enjoy? Why?/Why not?

7 Watch part 2 of the talk. Match the two parts of the sentences. There are two endings (a–h) you do not need. 3.2 p. 407

1 Thomas and his colleagues couldn't make e a programme about the war because
2 They decided on a programme about a train journey because b
3 The Bergen Railway was a good choice of journey because c
4 The programme makers were surprised because a
5 The programme about the journey by ship was different because h
6 They asked viewers questions because f

a a lot of people watched it.
b it takes a long time.
c it was celebrating its 100th anniversary.
d the commissioning editor laughed at them.
e they didn't have enough time.
f they wanted help designing the programme.
g they wanted to make a documentary.
h they would broadcast it live.



8 Watch part 3 of the talk. Are the statements true (T) or false (F)? ▶ 3.3 p. 408

1 Karl got in trouble with his teacher for being late to school. F
2 The people waving were talking on the phone to people watching TV. T
3 When the queen appeared on the programme, Twitter crashed. T
4 The programme holds a world record. T
5 Thomas thinks that Slow TV was a fun idea but it isn't attractive any more. F
6 He thinks that good ideas for Slow TV programmes are ideas that other people don't think are good. T

9 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you see in the clip. ▶ 3.4

gripped	came up with	show up
in a row	handle	buzzword

10 Work in pairs. Tell your partner about each of the following.

- a TV programme, game or book that has *gripped* you recently. Why is it so good?
- an idea or plan you've *come up with* recently
- an event you went to but very few other people *showed up*
- the longest number of days *in a row* that you didn't go to school for some reason
- a difficult situation that you *handled* well
- a *buzzword* that's popular at the moment

AFTER YOU WATCH

CRITICAL THINKING Supporting your argument

Here are ways that speakers can support their argument.

a Ask the audience relevant questions or ask them to imagine themselves in a situation.
b Describe a series of events.
c Explain why their argument is true.
d Let the audience experience something so they can decide for themselves.
e Make comparisons.
f Provide statistics and other information.

11 Thomas argues that Slow TV provides surprisingly popular entertainment. Which of the techniques above does he use in his talk to support his argument?

12 MY PERSPECTIVE – SPEAKING

NRK have made programmes about journeys, knitting and bird watching. Thomas says 'we started looking for other things we could make Slow TV about'. What might be popular in your country?

In groups, choose the best idea and think about:.

- why the idea is fun or engaging
- who will watch it
- how long it will run for
- how the viewers can take part

Present your Slow TV idea to the class. Together, decide on the ideas that:

- would get the highest ratings
- would be the most difficult to make
- would be boring and addictive at the same time

Exam guide
8 Listening
True/false

Life Skills guide
11 Critical thinking

Life Skills guide
12 Collaboration, Creativity, Critical thinking, Mediation

Life Skills guide
10 Communication, Mediation, Self-development

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TEDTALKS Practice

The world's most boring television … and why it's hilariously addictive

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AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Complete the summary with sentences a–d. 32 p. 397

(1) b 1.2 million Norwegians watched the programme and Slow TV became a big success. One week later, the producers began planning their next show.

(2) c They broadcast the journey live in June 2011.

(3) a After that, Slow TV became a buzzword and they started to look for other ideas, such as birdwatching or knitting. The producers now think that Slow TV is a nice way to tell a story.

(4) d

a It became the longest documentary ever made.

b Slow TV first began in November 2009 with the broadcast of a seven-hour train journey across Norway.

c They decided to film a five-and-a-half-day voyage by ship around the coast of Norway.

d They like to organise a Slow TV event once or twice a year.

WATCH p. 407

2 Watch part 1 of the TED Talk. Then read the quotes and choose the best explanation of what they mean.

1 'Even the elections this past week passed without much drama. And that's the Norwegian media in a nutshell: not much drama.'
Norway's media *was exciting during the elections. / is never very exciting.*

2 'A few years back, Norway's public TV channel NRK decided to broadcast live coverage of a seven-hour train ride – seven hours of simple footage, a train rolling down the tracks. Norwegians, more than a million of them according to the ratings, loved it. A new kind of reality TV show was born, and it goes against all the rules of TV engagement.'
NRK came up with a new kind of TV programme that, surprisingly, people liked. / NRK broadcast a seven-hour train ride that a few Norwegians liked.

3 'For the past two months, Norwegians have been watching a cruise ship's journey up the coast and there's a lot of fog on that coast.'
Norwegians are *watching the cruise ship journey on TV even though the fog means it's hard to see the coastline. / no longer watching the cruise ship journey on TV due to the fog.*

4 'Executives at Norway's National Broadcasting Service are now considering broadcasting a night of knitting nationwide. On the surface, it sounds boring, because it is, but something about this TV experiment has gripped Norwegians.'
Even though knitting is boring, Norwegians find this form of TV fascinating. / Knitting is boring to watch on TV, even for Norwegians.

5 'But first a warning: viewers may find some of the images in the following report disappointing.'
The speaker *means that the following report is not very good. / jokes that viewers won't see anything exciting in the following report.*

3 Watch parts 2 and 3 of the TED Talk. Match the descriptions (1–9) with the numbers.

1.2 million 8	100 years 2	14 hours 4
148 7	23 9	3,000 1
7 hours and 4 minutes 5	8,040 6	87 days 3

1 kilometres of the Norwegian coastline journey
2 the anniversary of the Bergen Railway in 2009
3 the length of the birdwatching project called 'Peep Show' on the web
4 the length of the birdwatching project called 'Peep Show' on TV
5 the length of the train journey across Norway from east to west
6 the number of minutes of the Norwegian coastline journey show
7 the number of nations able to view the video of the Norwegian coastline journey
8 the number of Norwegians who watched the Bergen Railway show on TV
9 the number of people who went on the coastal ship to film the show

Exam guide

4 English in Use
Multiple choice

VOCABULARY IN CONTEXT

4 Choose the correct word or phrase to complete each sentence.

1 It's hard to believe that a TV show where nothing really happens has ___ an entire nation.
a pulled **b** gripped **c** pushed

2 A lot of people ___ for the free concert.
a got up **b** warmed up **c** showed up

3 The government has been criticised for the way it ___ the problem.
a handled **b** gripped **c** argued

4 He's been voted best actor for four years ___.
a in a line **b** in a row **c** in a series

5 The TV producer ___ a great idea by filming 'slow TV'. It's fascinating to watch!
a teamed up with **c** put up with
b came up with

6 One of this year's biggest ___ is 'peak TV,' which means there are a lot of TV programmes being created right now.
a buzzwords **b** bugs **c** logos

3F Speaking

1 Look at the words in bold in the sentences and correct the mistake. Listen and check your answers. 33

1 The museum is a **could-see**. must-see
2 It was alright, I **propose**. suppose
3 The new Bond film is **worth well seeing**. well worth seeing
4 What **have** you think about it? did
5 I highly **recognise** it. recommend
6 You might like it if you've got **nowhere** else to do. nothing
7 Is it worth **to visiting**? visiting
8 I didn't **consider** it was great. think
9 I don't **practically** like musicals, but this has a good story too. normally
10 You won't want to **lose** this. miss
11 Is **thing** any good? it
12 You must **to go**! go
13 It'll **like** to anyone who enjoys thrillers. appeal
14 It's worth **watch**. watching

2 Listen again. Are the sentences asking for a recommendation (A), giving a recommendation (G) or showing reservation (S)? 33

1	G	6	S	11	A
2	S	7	A	12	G
3	G	8	S	13	S
4	A	9	S	14	G
5	G	10	G		

3 Complete the conversation with the missing words or phrases. Then listen and check your answers. 34

A: What are we going to do this weekend?
B: Well, **(1)** what did you think about going to the country? My cousin sometimes goes camping in the forest north of here. He says it's a **(2)** must-see. There are small lakes and waterfalls, and places to fish.
C: **(3)** I don't normally like camping, but that sounds alright. [checking phone] But oh, the weather forecast is for rain.
A: Really? Is **(4)** it worth going? I don't fancy camping in that.
B: No, well, maybe another time. He **(5)** highly recommends it though. If you like the idea I'll **(6)** send you the link.
A: Great! Thanks! But what about this weekend then? Cinema?
C: Well, there's that new comedy they've been talking about.
B: I've seen it actually. I would **(7)** recommend it to people who enjoy that kind of thing, but it's not for everyone.
C: [checking phone] Oh, hang on, you won't **(8)** want to miss this.
A: What?
C: The new Bond film comes out this weekend. We could go and see that.
A: Is **(9)** it any good? I saw the last one and I didn't **(10)** think it was great.
B: Well, it was **(11)** alright, I suppose.
C: Well, this review say 'It's **(12)** well worth watching.' Five stars.
A: I don't know.
C: Come on! You **(13)** might like it if you've got nothing else to do.
B: And then we can go to that new Brazilian restaurant on Queens Street. I've been before and it's so good. **(14)** You must go!
A: Well, OK. That's Saturday sorted. What about the rest of the weekend?
B: Why don't we play that new video game? I've played it and it's awesome.
A: Well, I **(15)** don't normally like video games, but if you say it's that good, I'll give it a go.

4 Make notes for short conversations with friends recommending different things to do. Then listen to some example answers and compare your ideas. 35 p. 397

a films to watch
b music for a party
c things to do at the weekend

5 Read the speaking exam task below and make notes about how you would speak alone about the topic. Then listen to the model answer and compare your ideas. 36 p. 397

Describe a place that you like to go to relax. Say:

- what it is,
- why you like going there,
- what you do there,
- and explain who else would enjoy this place.

6 Translate the Polish fragments of the sentences into English.

1 Would you (*polecisz*) recommend the film?
2 It's really (*warto zobaczyć*) worth seeing the exhibition.
3 Well, I think (*ci się spodoba*) you will like it.
4 Friday evening is planned. (*Co z*) What about Saturday? Any ideas?
5 Tell me honestly. What (*sądzisz*) do you think about my idea?
6 I (*proponuję iść*) propose/suggest going for a walk.
7 You (*musisz przeczytać*) must read his new book, it's a great thriller.
8 I've got (*nic więcej*) nothing else to do, so I think I'll come with you.

Life Skills guide
4 Creativity, Mediation

Exam guide
5 Oral Matura

Life Skills guide
5 Mediation

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

3G Writing

An article describing a place and its culture

1 Choose the correct option to complete each sentence.

1 It's an area of Colombia *where* / *that* has rainforests and a very wet climate.
2 I live in a town *which* / *who* has a lot of ancient history.
3 There's a sense of culture *what* / *that* you feel as soon as you arrive at the airport.
4 Florence is well-known as the city *where* / *who* Michelangelo is buried.
5 Ha-yun is the friend *who* / *which* I told you about – he can show you around when you arrive.
6 In San Francisco, there's an area called Chinatown *that* / *where* you can eat delicious noodles.

2 Put the paragraphs (a-f) in the correct order to complete Hiroto's article.

A Little Bit Of Japan For You!

a 5 In addition to fans of rest and historic sites, Yonago is also a great destination for art lovers. Come and see the Yonago Museum of Art with its amazing paintings. It also has an incredible collection of photographs, which I think you'll enjoy.

b 3 Yonago is a city on the west coast of Japan. With about 150,000 residents, it's not a very big city, although my cousin, who lives in the countryside, thinks it's huge! The first thing you have to do when you come here is relax on one of our gorgeous beaches. The best thing is that we have natural hot springs They are very good for your health!

c 1 Recently, my friend Jorge emailed me to tell me about his life in Mexico City. How exciting!

d 4 Next, Yonago has quite a famous castle. It's almost 600 years old. It's on a mountain over the river and it looks pretty cool. It's not in good condition anymore, but you can still walk around it and imagine what life used to be like there.

e 2 It gave me the idea to tell you about Yonago, where I've lived all my life. I'm afraid it might sound boring compared to Mexico City or other big capitals, where there's so much to do. Luckily, I like living here, though.

f 6 That's where I live. If you ever come to Japan, consider visiting Yonago. And why don't you tell me what your home towns are like? Email me at Hiroto_k@sendmail.net.jp – I'll be happy to hear from you!

Life Skills guide
4 Critical thinking, Self-development

3 Read Hiroto's email again and match the two parts of the sentences. Two sentence endings (a–h) are not needed.

1 We can assume that Hiroto e
2 The first thing Hiroto recommends in Yonago c
3 The second thing he recommends f
4 The last thing he recommends to his readers a
5 Hiroto wants his readers h
6 We can infer that Hiroto's readers g

a is the museum.
b is the countryside.
c is the beach.
d is sleeping.
e has never been to Mexico City.
f is the castle.
g have never been to Yonago City.
h to describe their cities to him.

4 Listen to a lecture. Summarise the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage. 37 p. 398

The radio, once an important invention which, at one time, had a central place in most homes, is almost forgotten today.

First of all, times have changed. In the past, when everybody listened to the radio, many presenters and disc jockeys (DJs) became household names. Some DJs had an extremely important influence on the popularity of new bands. That doesn't happen so much today because the radio is an old-fashioned form of broadcasting whose significance is disappearing.

Everything began to change in the 1990s, largely due to developments in technology. New portable devices reduced the popularity of the radio and the DJ was no longer king. People had 'personal stereos', which they could take anywhere. They could choose to play the albums they liked best, first on cassette and later on CD. Then, of course, we had the rise of the internet. With the ability to stream and download music, the radio is not as relevant anymore.

Finally, if we look beyond music to the other reasons for listening to traditional radio, we can see that they have all been replaced by more modern options. For example, people today do not need the radio in order to listen to the news or to sports coverage, like football matches. They can get all of this information online.

So, the radio is a pleasant reminder of a different time in our history, but it no longer has a real place in our lives.

Lexical Review 3

1 Complete the crossword, using the clues, and write the keyword below.

1	E	X	H	I	B	I	T	I	O	N
2	F	A	M	O	U	S				
3	S	K	I	L	L	S				
4	I	D	E	N	T	I	T	Y		
5	B	A	L	A	N	C	E	D		
6	W	A	I	T	R	E	S	S		
7	G	O	S	S	I	P				
8	M	U	S	I	C	A	L			

Keyword: business

1 a display of paintings or objects in a gallery or museum
2 very well-known around the world
3 abilities that you have
4 you show this using your ID card
5 a diet that has the right amounts of different nutrients
6 a woman who serves customers in a restaurant
7 information about people that may or may not be true
8 a show or film with dancing and singing

2 Choose the correct option to complete each sentence.

1 A ___ carried her out of the burning building.
a firemen **c** firefighter
b fireperson **d** fire service

2 I think I'm going to ___ for that job in the transport department.
a connect **c** arrange
b resign **d** apply

3 The director received a lot of ___ for his latest film. Many people didn't like it.
a criticism **c** criticised
b critics **d** critic

4 Andy, can you be quiet? I'm trying to have a ___ with aunt Sally.
a discuss **c** conversation
b phone **d** call

5 There is a beautiful ___ of a horse on the second floor.
a exhibition **c** designer
b sculpture **d** pattern

6 The museum has lots of examples of ___ art.
a today **c** nowadays
b present **d** contemporary

7 The painting is really ___. It looks as if the people were alive.
a lifelike **c** lively
b living **d** live

8 Art critics agree that the painting is a real ___! It is one of the best pieces by the artist.
a design **c** successful
b exhibition **d** masterpiece

3 Match the words (1–8) with their definitions (a–h).

1 unemployed c
2 an argument e
3 reject a
4 a mural h
5 recognise f
6 a speech b
7 lyrics d
8 audience g

a not accept something
b when you say something to a group of people
c without a job
d the words to a song
e a quarrel
f to see someone and know who it is
g the people listening to a concert
h a big painting on an outside wall

4 Write one word in each gap to complete each sentence.

1 How can we make the cultural centre more appealing/attractive to young people and students?
2 The film was very moving and I cried at the end.
3 Can you switch the light on? It's very dark in here.
4 I don't agree with you. I think you're wrong.
5 This place makes me feel scared. It's really creepy!
6 I'm going to a concert this weekend. My favourite band is playing.
7 I don't like abstract paintings because they are full of strange shapes and lines.
8 The new sports stadium in our city has 20,000 seats!

Exam guide
2 English in Use
Multiple choice

5 Choose the correct option that best reflects the meaning of the word or phrase in bold.

1 People eat a lot of **ready prepared** (*cooked / balanced / processed*) food nowadays.
2 Dad said he's going to **call** (*phone / message / rang*) me on my mobile later.
3 It's quite **cool** (*freezing / warm / chilly*) today, isn't it?
4 They said that 20 million **people** (*audience / viewers / surprises*) watched the wedding on TV.
5 The match was **shown on TV** (*displayed / sent / broadcast*) in more than 80 countries.
6 The visit to the museum was so **boring** (*tedious / tiring / terrible*)!
7 That new sitcom is **really bad** (*actually / awful / moving*).
8 This is a great **place** (*broadcast / production / venue*) for a concert!

Exam guide
5 English in Use
Equivalent words

Skills Review 3

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 There were lots of ___imperfections___ in my presentation about modern art, so I had to correct it. PERFECT
2 The ___exhibition___ of Impressionist paintings was very popular. EXHIBIT
3 Although many artists are ___unsuccessful___ at the beginning of their career, they usually continue trying to work. SUCCESS
4 It takes a lot of time to prepare an interesting ___performance___. PERFORM
5 An artist should be ___imaginative___. IMAGINE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 It doesn't make any ___difference___ which painting you choose for her birthday, as both are beautiful.
2 Our headmaster chose the gym as the ___venue___ for the school band's concert.
3 The ___lyrics___ of the song were so simple that I remembered them at once.
4 Everybody should know ___classical___ music composed by Chopin or Mozart, not only the latest pop hits.
5 The ___sculpture___ of our school's patron is made of stone.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Rembrandt was a famous Dutch painter. His works are admired all over the world.
WHOSE
Rembrandt was a famous Dutch painter ___whose works are admired___ all over the world.
2 Mary Lewis wasn't the one who sang at the opera last night. She was sick.
WHO
It wasn't Mary Lewis ___who sang___ at the opera last night since she was sick.
3 I'm going to take advantage of my stay in London and see as many museums as possible.
MOST
I'm going to ___make the most___ of my stay in London and see as many museums as possible.
4 'Raiders of the Lost Ark' is a film that won an award.
WINNING
'Raiders of the Lost Ark' is ___an award-winning___ film.
5 I didn't understand the meaning of the painting at all.
MAKE
The painting didn't ___make any sense___ to me.

Exam guide
4 English in Use
Multiple choice

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Some scenes in the film were so ____ that I couldn't watch them.
a tedious **b** inspirational **c** awful
2 The applause from the ____ at the concert was great.
a audience **b** viewers **c** characters
3 My country is ____ many cultural changes nowadays.
a going **b** experiencing **c** coming
4 In the evening there will be a ____ broadcast of the concert on Channel 5.
a live **b** living **c** life
5 The sculpture was made ____ bronze, but it looked like real.
a on **b** with **c** of

Exam guide
5 English in Use
Word formation

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

controversy play organise appeal live fail reject

1 The concert was a ___failure___, as very few people came to it.
2 The new mural in my city was so ___appealing___ that lots of people came to admire it.
3 Currently, my uncle is making a ___living___ by painting reproductions of famous works of art.
4 Her application to the Fine Arts Academy was ___rejected___ because her paintings were of poor quality.
5 The ___controversial___ behaviour of the artist on stage made some people leave the concert hall.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 What is your favourite (*forma rozrywki*) _____ form of entertainment _____?

2 Leonardo da Vinci, (*który był bardzo twórczym artystą*) _____ who was a very creative artist _____, was an Italian.

3 I'd like to be a famous artist (*którego dzieła są pokazywane*) _____ whose masterpieces are shown _____ in the best art galleries.

4 A trip to the theatre (*wystawiającego sztukę współczesną*) _____ displaying modern art _____ was great fun for all of us.

5 The play (*którą widziałam*) _____ which/that I saw _____ last night was fantastic.

READING

7 **Przeczytaj trzy teksty (1–3). Z podanych odpowiedzi (a–c) wybierz właściwą, zgodną z treścią tekstu.**

1

Some investors from Long Island struck gold when they found $30 million in artwork in the garage of a house they had purchased. The paintings were by Arthur Pinajian, who once lived in the home. While the Armenian-American artist never achieved much success during his lifetime, his art is now worth a lot. Pinajian supposedly had instructed that his work be destroyed when he died, but this never happened and the paintings gathered dust for decades. His cousin has tried to get them back, but without success.

1 What is the best title for this text?

a Pinajian's relative finds his paintings worth $30 million.
b Pinajian's home transformed into an exhibition of his paintings.
c Pinajian's artwork that was unexpectedly discovered gains more value.

2

Last Monday was a struggle from the moment I woke up. When evening rolled around, the last thing I wanted was to go see 'Kinky Boots' in the West End. However, it took less than a minute for my frown to turn upside down. The musical was the most fantastic performance I have ever seen. It tells the story of Charlie Price, who inherits a shoe factory from his father and forms an unusual relationship with an artist named Lola. They save his business and, in the process, go through a lot of ups and downs. The singing and acting were brilliant. Don't miss it!

2 The author wrote this text to

a encourage more readers to visit West End venues.
b review a play he/she was initially unwilling to watch.
c explain what made him/her watch 'Kinky Boots.'

3

When I was visiting Rhodes, I rented a scooter because I had planned to explore the entire island and learn as much as I could. One day, as the sun was setting, we drove through the deserted hills. I was a little scared because there was nothing around, but finally we arrived in a town. It was packed with hundreds of locals. We were the only tourists as far as we could see. Everyone was looking at us, but they welcomed us to join. It was a summer festival and they gave us local food to try and taught us a few songs. I didn't want to go home after such an amazing experience of local culture.

3 The main reason the author went to the island of Rhodes was to

a participate in an annual festival.
b discover new tastes of the local cuisine.
c learn what the island looked like.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

WRITING

8 **Wraz z kolegami i koleżankami z klasy organizujesz w szkole koncert. Piszesz o tym do znajomego z Wielkiej Brytanii.**

- Podaj powód podjęcia decyzji o organizacji koncertu.
- Uzasadnij wybór repertuaru.
- Opisz przygotowania do koncertu.
- Przedstaw reakcję dyrekcji i nauczycieli na wasz pomysł.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 wyrazów.

Exam guide
8 Writing An informal letter

Life Skills guide
8 Creativity, Mediation, Practical skills

SPEAKING

9 **Popatrz na zdjęcia. Przebywasz w Wielkiej Brytanii. Twoi przyjaciele chcą zaprosić cię na jakieś wydarzenie kulturalne. Masz do wyboru dwie propozycje.**

- Wybierz tę, która jest twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



Odpowiedz na pytania:

1 What form of entertainment do young people in Poland enjoy most? Explain why.
2 What are the good sides of working in the entertainment industry?
3 What traits must one have to be a good entertainer?
4 Do street performances enjoy great popularity? Why?/ Why not?

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation

4 Time

4A Vocabulary

VOCABULARY Phrasal verbs about time

1 Revision Choose the correct option to complete each sentence.

1 I told the children to be quiet *during* / *after* the performance.
2 Make sure you put on sunscreen *during* / *before* you go outside.
3 It's important to stretch *before* / *until* you do any sport.
4 You will feel much better *after* / *during* a good night's sleep.
5 We didn't want to *be late* / *wait* long for a table, so we found a restaurant that was less busy.
6 It's always better to be *before* / *early* for an interview rather than late.
7 I saw a celebrity *once* / *during* when I was in London.

2 Revision Put the words in the correct order to make sentences.

1 late / be / Don't / football / match / for / the
Don't be late for the football match.
2 people / during / film / The / kept / talking / the
The people kept talking during the film.
3 Don't / until / your / says / doctor / exercise / OK / it's
Don't exercise until your doctor says it's OK.
4 arrive / Try / to / early / theatre / at / the
Try to arrive at the theatre early.
5 before / their arguments / Both teams / should / research / a debate
Both teams should research their arguments before a debate.
6 I / can't / until / lend / you / money / any / more / next / month
I can't lend you any more money until next month.
7 vegetarian / before / liked / steak / She / became / a / she
She liked steak before she became a vegetarian.

3 Match the words to make phrasal verbs about time.

1	fall	c	a off
2	hang	f	b up
3	put	a	c behind
4	catch	b	d to
5	look forward	d	e for
6	wait around	e	f out

4 Complete the sentences with the correct form of the phrasal verbs in exercise 3.

1 Hurry! We need to catch up with the rest of the tour group.
2 We don't have time to wait around for you to browse every book in the shop.
3 I am really looking forward to your wedding in Thailand next March.
4 If you miss too many lessons, you will fall behind at school.
5 I'm hanging out with my friends after school this Friday.
6 If you put off your work all weekend, you'll just have more to do on Sunday night.

5 Read the statements. Are the sentences true (T) or false (F)? Correct the false sentences.

1 If you never get round to exercising, you exercise a lot. F If you never get round to exercising, you never exercise.
2 Someone who holds on to a job stays at that job for a while. T
3 Looking forward to something means being excited about something happening in the future. T
4 If you run out of time, you have a large amount of time left. F If you run out of time, you have no time left.
5 When you bring something forward, you make it happen earlier. T
6 If you try to fit something in, you try to find extra time to do it. T
7 When you hang out, you are usually busy. F When you hang out, you are usually not busy.

6 Listen and complete the phrases. 38 p. 398

1 get round to planning
2 wait around for patients
3 take time off from my job
4 fall behind with my work
5 bring forward appointments
6 hold on until

7 Read and complete the text with phrasal verbs about time.



Studies show that students who miss lessons regularly **(1)** fall behind with their school work. When this happens, it can be very difficult to **(2)** catch up with the rest of the class.
Studies also show that students who are behind are more likely to **(3)** put off homework and other tasks because they feel they will never have enough time to do it all. If you are behind at school, it's important to make a plan to help you **(4)** fit everything in. Your teacher can help with this. If you work hard, you might even be able to **(5)** bring some tasks on your plan forward. Don't be afraid to ask for help from teachers, family and friends. You don't want to **(6)** run out of time getting back on track.

8 **Extension** Unscramble the letters to make phrases about time.

1	in the p a s t	s t a p
2	in the f u t u r e	f t e r u u
3	in the first p l a c e	a p l c e
4	as s o o n as	o n o s
5	at l a s t	s t l a
6	run l a t e	a t l e
7	on t i m e	t m e i

9 **Extension** Complete the sentences with the phrases in exercise 8.

1 I'm sorry you don't like this restaurant, but I didn't want to come here in the first place!
2 Call me as soon as your plane lands in Rio de Janeiro.
3 We've been waiting ages for my grandparents' flight to arrive, but they're here at last!
4 People in the past used much less technology than we do today.
5 I like the trains in Japan because they seem to run on time most days.
6 In the future, I'd like to focus on my painting.
7 I don't like it when friends run late and don't call to let me know.

10 **Extension** Complete the sentences with *meanwhile, finally* or *currently*.

1 I want to travel to Mexico, but I'm currently in Canada visiting family.
2 The manager finally called to offer me the job after three weeks of waiting.
3 She's currently performing in a musical on Broadway, but it finishes next month.
4 My parents boarded the flight to Madrid, meanwhile I was shopping in the airport!
5 You can play basketball when your arm is better, but meanwhile you need to rest.
6 Have you finally decided to sell your house? It's been years since you first talked about it.

11 **Extension** Complete the text using the verbs in the box in the correct form. There are two verbs you do not need.

bring catch fall fit get put run

I was really busy at school last month. There was so much work to do that I **(1)** fell behind with my homework. I'm trying to **(2)** catch up now, but it's really hard. I'd like to continue my swimming lessons, but it's impossible to **(3)** fit them in during the week.
We also got another shock at school last week when our maths teacher **(4)** brought forward a test that she planned for next week.
It's so tiring at the moment that I feel I **(5)** am running out of energy. I can't wait until the winter break.

4B Listening

1 Listen to two people talking. What is the main topic of their conversation? 39 p. 398

a how bad the woman is feeling because of jet lag
b the effect of time zones on travel
c travelling to Shanghai in China
d time travel and the effect on aging

Exam guide
2 Listening
Multiple choice

2 Listen to the conversation again and choose the correct option. 39 p. 398

1 How is the woman feeling?
a unwell
b pretty good
c disoriented
d very tired

2 Where did the woman's flight depart from?
a Singapore
b Los Angeles
c Shanghai
d Beijing

Exam guide
5 Listening
Matching

3 What time did the flight depart?
a 4 am
b 1 pm
c 9 am
d 11 pm

4 What time did the flight arrive?
a 4 am
b 1 pm
c 9 am
d 11 pm

5 What did her flight pass through many of?
a time zones
b oceans
c date lines
d weekdays

Exam guide
6 Listening
True/false

6 In what direction was the woman travelling?
a north
b south
c east
d west

3 Listen to the talk. What do you think the speaker might be promoting or advertising? 40 p. 398

a Sven Hagemeir
b Guinness World Records
c Honolulu, Hawaii
d birthdays

Exam guide
4 Listening
Multiple choice

4 Listen again and choose the correct option to complete each sentence. 40 p. 398

1 *Guinness World Records* is published ____.
a weekly
b every six months
c annually

Exam guide
7 Listening
Multiple choice

2 Sven Hagemeir kept his birthday going for ____.
a 46 hours
b 24 hours
c 35 hours

3 Hagemeir's journey began in ____.
a New Zealand
b Hawaii
c Australia

4 The International ____ Line is an imaginary line in the middle of the Pacific Ocean.
a Time
b Date
c Hour

5 Nargis Bhimji of Karachi ____ the record before Hagemeir.
a knew
b gave
c held

6 The time in Brisbane, Australia, is twenty hours ____ Honolulu, Hawaii.
a behind
b ahead of
c before

7 Time ____ differences allow people to celebrate holidays more than once.
a zone
b line
c date

5 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence you do not need. 41 p. 398

a This speaker is always on time.
b This speaker never knows what time it is.
c This speaker has a lot of free time.
d This speaker wastes a lot of time.
e This speaker never has enough time.

1 b **2** a **3** d **4** e

6 Listen. Are the sentences true (T) or false (F)? 42 p. 399

1 Some countries change the clocks in the autumn to give people more light in the evening. F
2 Children can have big problems adapting to the time change. T
3 The clocks changed during the war to save electricity. T
4 Everyone agrees on changing the clocks. F
5 Having one time zone makes life easier. T

7 Listen and choose the correct answer. 43 p. 399

1 The announcement is about
a a train arriving that is delayed.
b a train departing that is delayed.
c a train waiting on platform four.

2 The speaker says that short tasks
a take up too much time.
b help you to concentrate.
c should be done as soon as possible.

3 Who are the new dance classes for?
a Adults over the age of twenty.
b People who want to get fit.
c People who have danced before.

4C Grammar 1

Third conditional

1 Complete the table with the conditional sentences.

1 Carlo would have read more if he hadn't had to work so many hours.
2 I read books if I have free time.
3 I would go along to the film night if I was invited.
4 If he has enough time, he will join a yoga class.
5 If she knew how long it would take to fix her bike, she would be able to plan her weekend.
6 If we don't have any homework on Friday, no one takes their books home for the weekend.
7 If we had been there on time, we would have seen the surprised look on his face.
8 If we had studied more, the test would have been easier.
9 She would have invited more people to the party if she had known everyone's email addresses.
10 The time would pass more quickly if you tried to enjoy the holiday.
11 Yumi, you'll never get better if you don't practise.

Zero/First conditional	Second conditional	Third conditional
2, 4, 6, 11	3, 5, 10	1, 7, 8, 9

2 Choose the correct sentence so that it means the same as the first.

1 The football match started early. I was not on time.
a If the football match had started early, I would have been on time.
b If the football match hadn't started early, I would have been on time.
c If the football match hadn't started early, I wouldn't be on time.

2 The concert was sold out. We didn't try to get tickets.
a If the concert hadn't been sold out, we would have tried to get tickets.
b If the concert had sold out, we would have tried to get tickets.
c If the concert hadn't been sold out, we would try to get tickets.

3 The amusement park was closed. They didn't ride the rollercoaster.
a If the amusement park will be closed, they would ride the rollercoaster.
b If the amusement park hadn't been closed, they will ride the rollercoaster.
c If the amusement park hadn't been closed, they would have ridden the rollercoaster.

3 Choose the correct option to complete each sentence.

1 We wouldn't have spent so long looking for the hotel if he *brought* / *had brought* / *would bring* a map like I suggested.
2 If they had looked up how to cook lobster, they *wouldn't have ruined* / *didn't ruin* / *ruined* their evening meal.
3 I *will be* / *would have been* / *was* happy with a lower score if I hadn't had unrealistic expectations.
4 If she *hadn't been* / *wasn't* / *isn't* so busy, she would have realised how tired she actually was.
5 We would have gone to the museum if it *rained* / *would rain* / *had rained*.
6 If the flight hadn't been cancelled, we *will arrive* / *would have arrived* / *would arrive* on Tuesday.
7 We would have played video games all weekend if our games console *isn't broken* / *will be broken* / *hadn't been broken*.
8 If I *hadn't forgotten* / *forgot* / *wouldn't forget* my trainers, we would have gone running before breakfast.

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

1 The police don't know what happened. They can't arrest anyone.
If the police ___knew___ (*know*) what happened, they ___would arrest___ (*arrest*) someone.
2 He caused the accident. He wasn't paying attention to the road.
He ___wouldn't have caused___ (*not / cause*) the accident if he ___had been paying___ (*pay*) attention to the road.
3 He was singing along to the radio. He didn't pay close attention.
If he ___hadn't been singing___ (*not / sing*) along to the radio, he ___would have paid___ (*pay*) closer attention.
4 It had rained. The street was wet.
If it ___hadn't rained___ (*not / rain*), the street ___wouldn't have been___ (*not / be*) wet.
5 He skidded into the car in front of him. The street was wet.
He ___wouldn't have skidded___ (*not / skid*) into the car in front of him if the street ___hadn't been___ (*not / be*) wet.
6 The car in front of him didn't indicate. He didn't know that the driver wanted to turn.
If the car in front of him ___had indicated___ (*indicate*), he ___would have known___ (*know*) that the driver wanted to turn.
7 The car hit the pedestrian. The pedestrian stepped onto the crossing.
The car ___wouldn't have hit___ (*not / hit*) the pedestrian if she ___hadn't stepped___ (*not / step*) onto the crossing.

4D Reading

VOCABULARY BUILDING Expressions with *time*

Exam guide
1 English in Use
Multiple choice

1 Choose the correct option to complete each sentence.

1 ___, I enjoy going into town to watch a movie with my friends.
a On time **c** From time to time
b Ahead of time **d** Early

2 Rafik's three young cousins all wanted to play his guitar ___.
a pass the time **c** at the same time
b in the past **d** keep the time

3 Do you ___ right now to help me with something?
a waste time **c** on time
b spend some time **d** have some time

4 I think it was ___ it took us to find this place.
a find the time **c** waste some time
b worth the time **d** pass some time

5 It usually ___ and effort to do things correctly.
a lost time **c** on time
b takes time **d** it's time

READING

Exam guide
2 Reading
Matching paragraphs

2 Read the text and match the paragraphs (1–5) with the statements (a–f). You may use a number more than once.

a how biological clocks help our bodies work 4
b a definition of 'circadian rhythm' 3
c our 'inner alarm clock' 1
d plants and the sun 3
e how internal clocks affect our health 5
f plants and their biological clocks 4

Exam guide
3 Reading
True/false

3 Read the statements. Are the sentences true (T), false (F) or is the information not given (NG)

1 Our bodies are always exactly sure of the hour of the day. F
2 Scientists have known for years that plants follow daily routines. T
3 Most plants flower during the day, but some flower at night. NG
4 The word 'circadian' comes from Latin roots. T
5 The body's 'master clock', which sends signals throughout the day to the body, is located in the brain. T
6 Scientists now know how to control the body's internal clock. F

4 Match the two parts of the sentences.

1 We all have b
2 Researchers have recently discovered a
3 A circadian period e
4 Your 'master clock' c
5 Cycles of sleep and wakefulness d

a that plant cells contain biological clocks.
b a type of 'inner alarm clock'.
c works with your body's circadian rhythms.
d affect our health and productivity.
e is approximately 24 hours long.

5 Complete the second sentence so that it means the same as the first. Use the correct form of the third conditional.

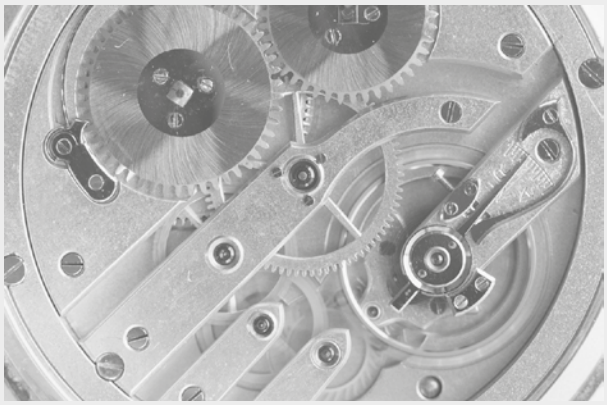
1 He didn't take an umbrella so he got wet. If he had taken an umbrella, he wouldn't have got wet.
2 You didn't tell me so I didn't know about it. If you had told me, I would have known about it.
3 They were late so they missed the train. They wouldn't have missed the train if they hadn't been late.
4 The weather was bad so we stayed at home. If the weather hadn't been bad, we wouldn't have stayed at home.
5 My phone was dead so I didn't answer you. I would have answered you if my phone hadn't been dead.
6 I didn't sleep well so I felt tired. If I had slept well, I wouldn't have felt tired.

6 Choose the correct option to complete each sentence.

1 If they *had played* / *played* / *would play* better yesterday, they would have won.
2 We would have found the treasure if you *had lost* / *didn't lost* / *hadn't lost* the map.
3 The fire service *would have come* / *would came* / *had come* if someone had called them.
4 If you hadn't helped me, I *had had* / *would had* / *would have* failed.
5 I wouldn't have bought the car if they *hadn't lent* / *haven't lent* / *had lent* me some money.
6 The car *wouldn't crashed* / *had crashed* / *have crashed* if you hadn't driven so fast.
7 If you hadn't touched the dog, it *wouldn't bitten* / *have bitten* / *had bitten* you.
8 If you *would have* / *would* / *had* written it down, you wouldn't have forgotten it.

Biological clocks

1 44 Do you need an alarm clock to wake you up in the morning? Have you ever thought 'Oh, if I'd woken up on time, I wouldn't have missed that bus'? Or do you wake up at just about the same time every morning, with or without a clock? You may not know it, but we all carry an inner 'alarm clock' with us. Our bodies know more or less what time it is, even when we're not exactly sure of the hour of day. And it isn't only people who carry an internal* clock. Animals and plants know what time it is, too.



2 For years, scientists have known that plants, like humans and animals, have daily routines that include 'going to sleep' and 'waking up' on a regular basis. Recently, researchers have discovered that the cells within plants also contain their own biological clocks. They've learnt that these clocks allow each cell, and the whole plant in turn, to make tiny adjustments as daylight changes throughout the day and even to adjust to changing seasons. 'Having a biological clock is particularly important for plants to prepare for daylight and at night-time to store energy for growth,' says Professor Andrew Millar, of the University of Edinburgh in Scotland.

3 Our internal clocks, like those of plants and animals, follow a pattern or rhythm called a 'circadian rhythm'. The word 'circadian' comes from the Latin for 'circa', meaning 'about', and 'dies', meaning 'day'. Each rotation* of the Earth, which takes about a 24-hour day to complete, represents a circadian period in the life of an organism. Plants, because they depend on the sun and its light for food, need to know on a daily basis how long or short the day will be, when and where the sun will rise and set, and how much daylight they'll receive. To ensure their long-term* survival, plants must also keep track of when the sun will be hot, strong and high overhead, and when it will be low on the horizon, and therefore weak, distant and cold. They can't afford to wait around to see how each day will turn out to be.

4 Similarly, our own biological clocks help manage the complex work our bodies do every day. Our organs, for example, need to know when to get to work and when to take time off. At around noon, your stomach may tell you it's time to eat. About 30 minutes after you've eaten, your liver knows that it's time to start doing its job. Your kidneys, glands* and even fat cells also get to work, creating and storing energy, and processing what you've eaten. The human body's 'master clock', a type of control centre located in the brain, coordinates all of this activity and sends signals throughout the day that tell the body what to do. In the morning, for example, it raises your body temperature to make you feel alert and then at night drops it down again when it's time to sleep. This master clock works with your body's circadian rhythms, and, like the biological clocks found in plants, takes its cues from the sun.

5 Researchers look forward to unlocking the mysteries of circadian rhythms, from discovering how to control our internal clocks to knowing exactly where in the brain the clocks are located. Health and productivity* are both linked to cycles of sleep and wakefulness*, and to our internal clocks. 'We have found over 35 medical conditions that are affected by the body's internal clock,' says Michael Smolensky, professor of environmental physiology at the University of Texas-Houston School of Public Health. 'That concept is revolutionary and there's more coming.'

internal *located on the inside of something*
rotation *the process of moving or turning around a central point*
long-term *involving a long period of time*
glands *an organ in the body that makes a substance used by the body*

productivity *the rate at which goods are produced or work is completed*
wakefulness *the state of not sleeping or not being able to sleep*

4E Grammar 2

Modal verbs: past speculation, deduction and regret

1 Underline the modals that express past speculation, deduction or regret.

In 1526, explorer Hernán Cortés recorded tales of fabulously rich towns hidden in the Honduran interior. He must have heard similar stories from a variety of people. If early explorers hadn't heard stories of a ruined city rising above the jungle, archaeologist Chris Fisher might not have flown to the mountains of La Mosquitia in early 2015 to look for the ruins of a lost city. Fisher did not believe in the legends of 'Ciudad Blanca' – a mythical city built of white stone. He thought it can't have existed.

Though the Mosquitia are among the most mysterious of ancient cultures in the Americas, Fisher *did* believe the mountains of La Mosquitia must contain the ruins of a real lost city, which had been abandoned for at least 500 years.

When archaeologists first began to explore Mosquitia in the 1930s, they uncovered some settlements. They thought the area may once have been occupied by a widespread, sophisticated culture. Some archaeologists have proposed that a group of Maya warriors may have taken control of Mosquitia. Others think that the local culture could have simply embraced the characteristics of the Maya.

There is no evidence yet that the Mosquitia built with stone. When their buildings were decorated and painted, they may have been as remarkable as some of the great temples of the Maya. But once abandoned, they dissolved in the rain and rotted away. If the Mosquitia had built their buildings of stone, we might know more about them.

2 Choose the option with the closest meaning to the first.

1 I overslept and missed my bus.
- **a** If I had heard my alarm, I wouldn't have missed my bus.
- **b** If I had missed my bus, I might have heard my alarm.

2 I can't make it to practice because I have to stay after school for a meeting.
- **a** I couldn't make it to practice so maybe I have to stay after school.
- **b** If I didn't have a meeting, I could come to practice.

3 I ate so much at lunch that I don't have room for dessert.
- **a** I might have had room for dessert if I had eaten so much at lunch.
- **b** If I hadn't eaten so much at lunch, I might have had room for dessert.

4 I was late to school because I had a doctor's appointment this morning.
- **a** Because I had a doctor's appointment this morning, I could have been late for school.
- **b** If I hadn't gone to see the doctor, I wouldn't have been late for school.

5 You didn't tell me about the concert, so I didn't go with you.
- **a** If you had told me about the concert, I could have gone with you.
- **b** I may have told you about the concert so you could go with me.

6 I didn't have time to write my paper about the Mosquitia last night.
- **a** I might have written my paper about the Mosquitia if I had had more time last night.
- **b** I could have had more time last night to write my paper about the Mosquitia.

3 Choose the correct answer to the questions.

1 If Alexander Graham Bell hadn't been a curious child, he might not have developed the telephone.
Was Bell a curious child? *yes* / *no*

2 Amelia Earhart wouldn't have been the first female pilot to fly alone across the Atlantic Ocean if she hadn't been adventurous.
Was Earhart the first female pilot to fly alone across the Atlantic Ocean? *yes* / *no*

3 Usain Bolt may not have won so many Olympic medals if he had taken a lot of time off from training.
Did Bolt take a lot of time off from training? *yes* / *no*

4 If Jonas Salk hadn't discovered one of the first polio vaccines, many more people would have been affected by the disease today.
Did Salk discover one of the first polio vaccines? *yes* / *no*

5 If Florence Nightingale had been born in the 1400s, she probably wouldn't have started a nursing school.
Was Nightingale born in the 1400s? *yes* / *no*

6 Svetlana Savitskaya would have been the first woman in space if Valentina Tereshkova hadn't been there first in 1963.
Was Tereshkova the first woman in space? *yes* / *no*

4 Are the words in bold correct or incorrect? Correct those that are incorrect.

1 If he **hadn't moving** to California, we might still be best friends.
2 I **would has gone** backpacking with you if my parents had let me.
3 He knew all of the answers in class – he **must have read** ahead in his maths book.
4 If Kyle had been at the game, we **might have winned**.
5 Why didn't you take your phone with you? Rick **could have called** while you were out.
6 I **would have went** to the party if he had invited me.

4
1 hadn't moved
2 would have gone
3 ✓
4 might have won
5 ✓
6 would have gone

5 **Read the sentences and questions. Choose the sentence that you think follows it.**

1 Have you heard about the annual camel beauty pageant in Abu Dhabi?
- **a** Yes, if I hadn't read about it, I wouldn't have believed the pageant was real.
- **b** Yes, if I had read about it, I can't have believed the pageant was real.

2 A winning camel should have a big head.
- **a** I know. That camel over there shouldn't have won because it has such a small head.
- **b** Sure. That camel over there should have won because its head is so small.

3 I can't believe I didn't win!
- **a** If your camel's hump were bigger, you shouldn't have won.
- **b** Your camel might have won if its hump were bigger.

4 We can look at history to understand the importance of camels.
- **a** If Bedouin life hadn't centred on movement, they might not have come to depend on camels.
- **b** If Bedouin life hadn't depended on camels, their history would have centred on movement.

5 Sorry I'm late!
- **a** You should have arrived earlier to get a good seat. Now you might not have a good view.
- **b** You shouldn't have arrived earlier to get a good seat. Now you would not have a good view.

6 **Choose the correct option to complete each sentence.**

1 I *shouldn't* / *should* have spoken to my friend during the exam.
2 Bill Gates *might not* / *can't* have started Microsoft if he and Paul Allen hadn't been friends.
3 He *can't* / *may* have studied in Berlin. He doesn't speak any German.
4 I *must* / *should* have let my tea cool more before I drank it – it was so hot!
5 I *might not* / *should* have lost my book if I had kept it in my bag.
6 If Christopher Columbus hadn't been trying to find a faster route from Europe to India, he *can't* / *may not* have ended up in the Americas.

7 **Listen and choose the correct answers.** 45

1 Was Nero ruling Rome in the year 83?
- **a** Nero may have ruled Rome in the year 83 because he died in 68.
- **b** Nero can't have ruled Rome in the year 83 because he died in 68.

2 I was so worried – where were you?
- **a** Sorry! I should have called to let you know I'd be late.
- **b** My apologies. If I had been late I can't have called you.

3 Did you know Kate Middleton and Prince William went to university together?
- **a** No, Kate shouldn't have met William at St Andrew's if she had studied there.
- **b** Yes! If Kate hadn't studied at St Andrew's, she might not have met William.

4 Why does he have his glasses with him at dinner?
- **a** If he had his glasses, he may be able to read the menu.
- **b** He wouldn't be able to read the menu if he had forgotten his glasses.

5 Was she close to winning the election?
- **a** Yes, if she had received just 2,500 more votes, she would have won.
- **b** Yes, she received 3,000 fewer votes and shouldn't have won.

6 What do you know about Caroline Herschel?
- **a** She was born in 1750 and made discoveries about space. If she had lived in the twentieth century, she might have taught astronomy at university.
- **b** She was born in 1750 and should have made discoveries about space. If she was living in the twentieth century, she can't have taught astronomy at university.

7 Do you know how many states are in the United States of America?
- **a** Well, there are 50 today. But if Alaska and Hawaii hadn't become part of the United States in 1959, there would be only 48.
- **b** Well, there should be 50 today. But if Alaska and Hawaii had become part of the United States in 1959, there could be 48.

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

1 You _____ (*should* / *say*) that to her. It was very rude.
2 No, it _____ (*can* / *him*); he was in the office all day.
3 I _____ (*would* / *collect*) you if you had told me what time the bus arrived.
4 I _____ (*should* / *go*) on the trip because I got sick afterwards.
5 I didn't know about the party. You _____ (*should* / *tell*) me about it.
6 He _____ (*might* / *jog*). When I called him there was no answer.

8 **1** shouldn't have said
2 couldn't have been him
3 would have collected
4 shouldn't have gone
5 should have told
6 might have gone jogging

Technology guide

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AUTHENTIC LISTENING SKILLS

Exam guide

4 English in Use
Multiple choice

1 Listen to the TED Talk extracts. Choose the correct option to replace the words or phrases in bold. 46

1 And one day I woke up with three days until the **deadline**, still not having written a word, and so I did the only thing I could: I wrote 90 pages over 72 hours, pulling not one but two **all-nighters** …
(a) closing date, all-night study sessions
b race, days of work
c test, evenings

2 So the Rational Decision-Maker will make the rational decision to do something **productive**, but the Monkey doesn't like that plan, so he actually **takes the wheel** …
a smart, steals
(b) useful, takes control
c interesting, gives up

3 Now, the Panic Monster is **dormant** most of the time, but he suddenly wakes up any time a deadline gets too close or there's danger of public embarrassment, a career disaster or some other scary **consequence**.
a home, idea
(b) asleep, outcome
c afraid, series

4 So, if you wanted a career where you're a **self-starter** – something in the arts, something entrepreneurial – there's no deadlines on those things at first, because nothing's happening at first, not until you've gone out and done the hard work to get some **momentum**, to get things going.
a beginner, time
b busy person, ahead
(c) motivated person, energy

WATCH p. 408

2 Watch parts 1 and 2 of the TED Talk. Put the sentences in the correct order.

a He started writing his senior thesis three days before the deadline. 4
b He wrote a blog post about procrastination. 6
c He wrote all his papers the day before deadline. 2
d Tim started blogging. 5
e Tim Urban majored in government in college. 1
f Tim was given a year to spend on his senior thesis. 3

3 Watch parts 2 and 3 of the TED Talk. Choose the correct option to complete each sentence.

1 According to Tim Urban, one way the Panic Monster helps the procrastinator is by *saving him or her from a potentially bad outcome* / *defeating the rational decision maker* / *embarrassing the Gratification Monkey*.
2 When Tim Urban was first asked to do the TED Talk, he *started planning it right away* / *procrastinated for the first five months before planning it* / *decided to wait two months before he planned it*.
3 When he wrote about procrastination on his blog, *only a few people saw the article* / *mostly students emailed him* / *people from many different backgrounds emailed him*.
4 Tim Urban decided after studying procrastination that there is *more than one kind* / *only one kind*.
5 Tim Urban believes that procrastinators who don't have deadlines, *may never achieve their goals* / *are the lucky ones* / *should find new jobs*.

VOCABULARY IN CONTEXT

4 Choose the correct word or phrase to complete each sentence.

1 I have a lot ___ at the moment. I'm busy and I don't have time for my family.
a in conflict with
c handled
(b) on my mind

2 The students were ___ at the clock. They were ready to go home.
a lighting up
(c) staring
b nodding

3 At my new job, being late to work is not a ___. The boss doesn't mind as long as we work late.
a damage
(c) big deal
b piece of cake

4 My ___ goal is to learn how to stop procrastinating. I hope to stop doing it by next year.
a tremendous
c transparent
(b) long-term

5 I use social media so I can stay ___ what's happening in the world.
a damage
c spread
(b) aware of

6 She was so upset about her missing children she thought she would ___
(a) lose her mind
c light up
b make a living

4F Speaking

1 Put the words in the correct order to make sentences. Then listen and check your answers. 47

1 studying / The / develop / purpose / abilities / of / to / your / is
_____.
2 at school / is / studying / that / interest / Boredom / caused / things / don't / by / you
_____.
3 I / why / That's / practical / learning / subjects / like
_____.
4 point / to / The / learning / enjoy / more / is / your / of / something / life
_____.
5 like / practical / cooking / I / because / nature / its / of / very
_____.
6 to / order / We / eat / to / have / in / live
_____.
7 cooking / skill / Consequently, / practical / is / most / the
_____.
8 and / should / eating / be / Therefore, / cooking / enjoyable
_____.
9 that / learnt / cook / more / food / could / I / so / to / I / enjoy
_____.
10 of / I / the / creativity / cooking / reasons / the / like / is / main / One / that / of
_____.
11 the / chef / That's / I / to be / want / reason / a
_____.

2 Match the facts (1–11) with the explanations (a–k).

1 I have a very logical brain. h
2 I want to help people. g
3 I love having debates in class. j
4 I don't get stressed by tests. i
5 I really love making music. f
6 I have to work a lot after school. a
7 I really enjoy being outside. k
8 I want to become a doctor. c
9 I'm the captain of the football team. e
10 I have a bad memory. b
11 Exams make me really stressed. d

a **Consequently**, I'm often tired in class.
b I have to invent special rhymes **so that** I can remember all my notes.
c I need good grades **in order to** get on to a university course.
d I think it's **caused by** the fear of failure.
e It's a huge commitment **because of** training and planning.
f **One of the main reasons is that** it gives me a rush.
g **That's the reason** I'm planning to study nursing.
h **That's why** I'm good at maths.
i **The point of** taking exams is to demonstrate your knowledge.
j **The purpose of** discussing topics is to develop your opinions.
k **Therefore**, I'd like to study environmental science.

3 Complete the text with the phrases in bold in exercise 2.

Why revise?

(1) The purpose of revising is to prepare yourself for an exam. **(2)** One of the main reasons is that we can't remember most things on our first encounter, we need to go back to it. **(3)** That's the reason why some classes spend lots of time on revision sessions after each topic is studied. You have to plan ahead **(4)** in order to revise effectively. **(5)** That's why lots of people do badly in exams, **(6)** because of not planning revision time carefully. Getting behind with your revision **(7)** is caused by tiredness and lack of focus. **(8)** Therefore, a good study plan is important when you plan your revision. It's important that you know where you are in your revision, **(9)** so that you have time for breaks to refresh yourself and don't fall behind. **(10)** Consequently, revision should be a fun and rewarding part of your studies. After all, **(11)** the point of learning something is to use it in real life, which means you have to remember it first!

4 Read the text and answer the question. Make notes on your ideas. Then listen to the example conversation and compare your ideas. 48 p. 399

There are big changes to the exam system this year and the school has reorganised its exam schedule as a result. All exams are going to be in the final year, so students on two-year courses can relax in their first year, but that means we are going to have much more to do in the final year. This may have an impact on participation in school clubs and sports. Coursework is also being reduced as part of the assessment in all subjects, with a maximum of 50 percent assessment by coursework, which means we all have more exams to take.

Question: What is the opinion of the writer? Explain the reasons he gives for having that opinion.

1
1 The purpose of studying is to develop your abilities.
2 Boredom at school is caused by studying things that don't interest you.
3 That's why I like learning practical subjects.
4 The point of learning something is to enjoy your life more.
5 I like cooking because of its very practical nature.
6 We have to eat in order to live.
7 Consequently, cooking is the most practical skill.
8 Therefore, eating and cooking should be enjoyable.
9 I learnt to cook so that I could enjoy food more.
10 One of the main reasons is that I like the creativity of cooking.
11 That's the reason I want to be a chef.

4G Writing

Exam guide
3 Reading
Missing sentences

A *for* and *against* essay

1 Read and choose the correct discourse marker to complete each sentence.

1 Texting while driving is dangerous and irresponsible. ___, it is illegal.
a Even so **c** On the other hand
b Furthermore

2 I don't agree that public transport should be free. ___, I do agree that it should be significantly cheaper.
a However **c** Not only that but
b What's more

3 There are many problems with this approach. ___, it would cost too much. Secondly, it would take too long.
a Thirdly **c** In conclusion
b First of all

4 To conclude, I feel that violent video games should be banned. ___, I believe these games increase aggression and bullying, and I do not accept that these games are harmless.
a Even so **c** Overall
b However

2 Complete the text with the words.

discourse marker	First of all	in favour of
linking words	own opinion	reasons	relevant
the topic	third paragraph	

When writing a for and against essay, there is a structure to follow.

The first paragraph introduces **(1)** ___the topic___. For example, you can: describe the current situation; say why it's **(2)** ___relevant___ or important now; explain that it's something people disagree on.

The second paragraph presents arguments **(3)** ___in favour of___ the statement. Include two or three **(4)** ___reasons___ to support your arguments.

Use **(5)** ___linking words___, also called discourse markers, to make your essay clearer for the reader. These include expressions such as **(6)** ___First of all___, *What's more …*, *Not only that, but …*, etc.

The **(7)** ___third paragraph___ presents arguments against the statement. Again, include two or three reasons or examples. Make sure you start this paragraph with a **(8)** ___discourse marker___ that introduces arguments against the statement.

Finally, conclude with your **(9)** ___own opinion___ about the statement. Make sure you clearly state what you believe.

3 Complete the for and against essay with the correct sentences (a–f).

'University education has become so expensive that many can no longer afford it. Fees should be completely abolished.' Discuss.

(1) ___f___ They spend years working very hard just for the chance to go to university and get a degree in the subject of their choice. But is it fair that, for many, increasingly high fees are now making this dream impossible?

It is clear that expensive fees are a serious problem for several reasons. **(2)** ___d___ This means that they have to apply for student loans to pay for their tuition and books, and it can take many years to repay these loans. Secondly, most have to leave home and move to the city, or even another country, where their university is. **(3)** ___b___ Furthermore, while at university, many need to find part-time jobs to support themselves financially, which takes valuable time away from their studies.

(4) ___a___ Firstly, it costs money to retain excellent academics and other members of staff. Personally, I believe the quality of teaching would suffer if fees were abolished. **(5)** ___c___ Many young people are supported by their parents or other family members. Lastly, university students have a lot of free time every year, which makes it easier to balance their studies with part-time work.

(6) ___e___ While I accept that fees are too high and should be reduced, I do not believe that they should be completely abolished.

a On the other hand, fees are necessary in order to run universities.
b This comes with significant additional expense.
c Secondly, bank loans are not the only means of paying fees.
d First of all, young people typically do not have much money of their own.
e In conclusion, I do not fully agree with the statement.
f The ultimate goal of most secondary school students is to be offered a place at university.

4 Follow the instructions.

Exams are unfair because they put students under too much pressure to perform well on a single day. All exams should be abolished in favour of continuous assessment.

To what extent do you agree or disagree with this opinion?

Write at least 250 words.

Exam guide
4 Writing
An essay

Life Skills guide
4 Creativity,
Mediation,
Practical skills

Lexical Review 4

1 Circle the odd one out in each of the lines below.

1	inspirational	award-winning	successful	slow
2	call	lecture	phone	message
3	unbelievable	real	true	correct
4	send	message	email	letter
5	a play	a screen	a camera	a film
6	ideal	imperfect	perfect	wonderful
7	horrible	awful	terrible	appealing
8	worker	supervisor	employee	trainee

2 Complete the crossword, using the clues, and write the keyword below.

1	P	O	R	T	R	A	I	T					
2	T	H	E	A	T	R	E						
					3	G	A	L	L	E	R	Y	
				4	S	T	U	D	I	O			
			5	F	O	R	U	M					
			6	L	I	V	E						
			7	G	L	A	N	C	E				
8	E	N	T	E	R	T	A	I	N	M	E	N	T

Keyword: argument

1 a painting of a person
2 the place where actors appear on stage
3 a place where you look at paintings
4 a place where a band records songs
5 where you can write comments online about products or events
6 music that is played by musicians, not from a recording
7 look quickly at something
8 a general word for cinema, theatre, music, TV, etc.

3 Translate the Polish fragments of the sentences into English.

1 Is he (*bezrobotny*) unemployed at the moment? He does not seem very busy.
2 I don't think it's good to (*publikować na portalach społecznościowych*) post on social media every day, do you?
3 Oh, no. We've only (*zmarnowaliśmy czas*) wasted time. He will not help us!
4 What do you think life was like (*w przeszłości*) in the past?
5 You do not do any sports. You should (*znaleźć trochę czasu*) find the time.
6 I'm really looking (*nie mogę się doczekać*) forward to our trip next week. I can't wait!
7 I'll tell Mum about it (*jak tylko*) as soon as I get home, I promise.
8 I'll never get (*zabiorę się do*) round to painting the living room. I don't have enough time.

4 Write one word in each gap to complete each sentence.

1 We have to walk faster if we want to catch up with the rest of the group.
2 I don't do much at the weekend. I usually just hang out with my friends.
3 Do you have some time to help me with my homework?
4 He was ill for two weeks and fell behind with his work so he has a lot to do now.
5 Gorillas mostly communicate with each other using hand signals and noises.
6 She's very punctual and always arrives on time.
7 I didn't have a bus ticket and had to pay a fine of 50 zlotys!
8 Can we bring the meeting forward to Tuesday? I'm away on Wednesday.

5 Choose the correct option to complete each sentence.

1 The film was a ____ and didn't make any money.
a successful **c** (c) failure
b failed **d** success

2 A few people walked out ____ the concert.
a meanwhile **c** currently
(b) during **d** in time

3 We went for a pizza ____ the performance.
a until **c** once
b early (d) before

4 She is ____ working for a bank in Germany.
(a) currently **c** early
b at the moment **d** until

5 I've only been to the theatre ____.
a before **c** ahead of time
b from time to time (d) once

6 After three hours we ____ reached the hotel.
a before **c** meanwhile
(b) finally **d** early

7 We waited ____ the rain stopped and then walked home.
(a) until **c** as soon as
b currently **d** after

8 He went for a coffee. ____, the police were checking his flat.
a As soon as (c) Meanwhile
b In the future **d** Untill

Exam guide
4 English in Use
Gap filling

Exam guide
5 English in Use
Multiple choice

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

Skills Review 4

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Judy asked her parents again and again to let her travel to Italy alone and they ___finally___ agreed. FINAL
2 Like most mammals, cats are believed to have a ___biological___ clock that lets them know when they are ready for food or sleep. BIOLOGY
3 Don't you think we would be healthier if we adopted the ___daily___ routine of animals? DAY
4 While they were in Great Britain, they visited this wonderful ___amusement___ park called Adventure Island. AMUSE
5 The Wilsons moved to the USA last year. ___Currently___, they live in Los Angeles. CURRENT

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I haven't taken a driving course yet due to lack of time, but I feel I should try to ___fit___ it in somehow.
2 We're really looking ___forward___ to going on an exchange programme.
3 Hurry up or you'll ___miss___ the bus. You'll have to wait four hours for the next one.
4 Do you ___wake___ up by yourself or do you set the alarm clock?
5 Your happiness depends ___on___ what sort of person you are and not what you have.

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Transformations

Parafrazy zdań

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 I didn't call the police because the battery in my phone was dead.
WOULD
If the battery in my phone hadn't been dead, I ___would have called___ the police.

2 I'm sure Sandra forgot to set her alarm clock.
MUST
Sandra ___must have forgotten___ to set her alarm clock.

3 It's a pity I didn't eat anything at home.
EATEN
If only I ___had eaten___ something at home.

4 The students didn't ask the professor to put off the test until the week and missed their chance.
MAY
The students ___may have asked___ the professor to put off the test until next week, but missed their chance.

5 You criticised your best friend in front of the whole group, which was wrong.
CRITICISED
You ___shouldn't have criticised___ your best friend in front of the whole group because it was wrong.

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Please, don't disturb me! I must catch ___ with my work.
(a) up **b** on **c** ahead

2 Why don't you ___ round to doing something important instead of sitting and watching TV?
a hang (b) get **c** fall

3 You must work hard or you'll fall ___ at school.
a back **b** out (c) behind

4 While I was flying to Sydney I passed through many time ___.
a borders **b** lines (c) zones

5 If only Linda ___ the police the moment she saw the accident!
a has called **b** would call (c) had called

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

take	hang	arrive	waste
have	regular	make	

1 If we ___had had___ time, we would've visited the National Museum.
2 If only you ___didn't waste___ so much time. Unfortunately you do and that's why you can't cope with your work.
3 They ___wouldn't have arrived___ at Victoria Station on time if they hadn't got a lift.
4 He would be in poor physical condition if he didn't exercise ___regularly___.
5 Since Mary passed all her exams, she had lots of time ___to hang___ out with her friends.

Tłumaczenia fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 Mary left the room without saying goodbye. She (*musiała chyba być*) must have been late for work.
2 You kept me waiting for you for so long! (*Mogłaś powiedzieć*) might/could have told me me you weren't coming.
3 Sonia would have found her watch easily (*gdyby położyła go*) if she had put it on the shelf as usual.
4 (*Nie powinniście byli spędzić*) You shouldn't have spent so much time watching TV.
5 (*Gdybyś tylko powiedział*) If only you had told her a few nice words! I don't understand why you didn't do that.

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat komunikowania się. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Wpisz rozwiązania w tabelę. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.** 49 p. 399

This speaker …

a advertises a product helping people to manage time.
b describes problems resulting from poor time management.
c talks about why he/she has to manage time wisely.
d refuses to accept a specialist's directions on how to manage time.
e is an eperienced time management specialist.

1	2	3	4
d	e	c	a

WRITING

8 **Napisz w imieniu młodzieży z twojej szkoły list do dyrektora. Opisz w nim propozycje dotyczące zmian w organizacji zajęć w ostatnim tygodniu nauki w szkole oraz przedstaw korzyści z tego wynikające.**

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 How do you think the woman is feeling?
2 Do you think you manage your time wisely? Why?/ Why not?
3 Tell me about a situation when you, or somebody you know, was late for an important event.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

Exam guide
8 Writing A formal letter

Life Skills guide
8 Creativity, Mediation, Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Communication, Critical thinking, Mediation, Self-development

Exam guide
7 Listening Matching

5 Travel, trust and tourism

5A Vocabulary

Experiences abroad

Exam guide
4 English in Use
Multiple choice

1 Revision Complete the table with the words.

a bike ride	a taxi	a trip	my bus
my train	two hours	university	work

Get to …	Go for …
university	a bike ride
work	two hours

Take …	Catch …
a taxi	my bus
a trip	my train

2 Revision Complete the sentences with the words in the box.

backpacking	commute	cruise	destination
flight	lift	route	voyage

1 Tim Peake went on a long ___voyage___ into space.
2 We need to take a different ___route___ because there's been an accident.
3 Most people ___commute___ to work by car.
4 You have reached your ___destination___.
5 Could you give me a ___lift___ to work, please?
6 They're travelling on a ___cruise___ ship.
7 It was cheap to go ___backpacking___ around Australia.
8 The earlier ___flight___ gets to the airport at 7.00 pm.

3 Read the sentences. Are they logical (L) or illogical (I)?

1 Let's go to all the major sites tomorrow – I want to get off the beaten path! ___I___
2 I love having a host family stay with me. ___I___
3 She won't try street food because she's afraid she'll get food poisoning. ___L___
4 Yumi lost weight in Russia because it took a while to get used to the food. ___L___
5 Travellers who are outgoing often hang out with the local people. ___L___
6 Don't wear any expensive jewellery because you might get robbed. ___L___
7 Ignacio likes to travel so he can lie around the house all day. ___I___
8 Liu didn't find the people very welcoming and made lots of new friends. ___I___

4 Choose the correct option to complete each sentence.

1 I got a huge culture ___ the first time I visited Asia.
a scare **c** fear
b shock **d** clash

2 There wasn't enough time to get a real ___ for the place.
a look **c** feel
b sight **d** emotion

3 She always tries to get off the beaten ___ to escape the tourists.
a path **c** street
b road **d** walk

4 We got ___ outside the hotel.
a theft **c** taken
b robbed **d** stolen

5 Did you hang ___ with any local people?
a out **c** in
b up **d** by

6 I'd prefer to be ___ to my own devices on holiday and not have a guide.
a used **c** taken
b found **d** left



5 Match the two parts of the sentences.

1	I don't find the locals ___e___	**a**	poisoning.
2	I've never got food ___a___	**b**	around the house all day.
3	It's relaxing to lie ___b___	**c**	all the sights tomorrow.
4	The children quickly got used ___f___	**d**	the same B&B.
5	We're staying in ___d___	**e**	very welcoming.
6	I want to see ___c___	**f**	to the different food.

6 Complete the sentences with the verbs in the box.

be find get go lie stay

1 I don't want to ___get___ food poisoning.
2 We're going to ___stay___ with a host family.
3 Let's ___go___ thiking in the mountains.
4 We'll probably ___lie___ around on the beach most of the week.
5 Did you ___find___ the locals welcoming?
6 Do you want to ___be___ left to your own devices?

7 Cross out the mistake in each sentence and write the correct word.

1 We stayed ~~with~~ a B&B. ___in___
2 It took a while to get ~~using~~ to the food. ___used___
3 I found the people really ~~welcome~~. ___welcoming___
4 She got food ~~poisoned~~. ___poisoning___
5 We were left to ~~his~~ own devices. ___our___
6 They saw all the ~~sight~~. ___sights___
7 Have you ever got a culture ~~shocking~~? ___shock___
8 They were ~~robbery~~ the first night. ___robbed___

8 **Extension** Complete the sentences with the words in the box.

amenities availability down time excursion
overbooked secluded tourist traps wander

1 After visiting Cuzco, we went on an amazing ___excursion___ to Machu Picchu.
2 The resort was in a very ___secluded___ part of the island. It had its own beach!
3 When we got to the hostel, they didn't have any ___availability___. All the beds were taken.
4 What do you like to do when you have ___down time___?
5 He's happiest when he's left to his own devices to ___wander___ around the city.
6 The flight was ___overbooked___ but no one wanted to give up their seat.
7 The new hotel has all the ___amenities___ you want – wifi, large flat-screen television, an excellent restaurant.
8 The guide advised us that the shops on the waterfront are ___tourist traps___.

9 **Extension** Choose the option that can best replace the highlighted words.

1 We **wandered** around the Old Town for a few hours.
a moved around by public transport
b did some shopping
c walked from place to place

2 I need some **down time** to forget about my studies.
a time to relax **c** more sleep
b time to work

3 They decided to **see the sights** on the first day of their trip.
a watch a film about the city
b look at some beautiful views
c visit famous places

4 She has to **commute** for one hour every day.
a discuss issues with colleagues
b travel to work and back
c make phone calls

5 I'd love to go on a **cruise** one day.
a holiday by the sea **c** holiday on an island
b holiday on a ship

6 Did you **hang out** with any local people while you were there?
a spend time **c** work together
b have an argument

10 **Extension** Choose the correct option to complete both sentences.

1 What time do we ___ to the airport?
I hope we don't ___ food poisoning.
a have **b** get **c** be

2 Tomorrow, I'd like to just ___ on the beach and do nothing.
You can't ___ around in bed all day. It's a waste of time.
a lie **b** make **c** go

3 We ___ the local food too spicy for us.
Don't worry, I've ___ the passports. Here they are!
a got **b** found **c** had

4 I'd prefer to ___ in a five star hotel.
My aunt and uncle came to ___ with us for a few days.
a stop **b** live **c** stay

5 Why don't we ___ backpacking together to Thailand?
Don't ___ too far along the beach.
a pass **b** go **c** travel

6 I think I need to ___ alone for a couple of hours.
Will you ___ at home this evening? I need to talk to you.
a stop **b** go **c** be

Exam guide
10 English in Use
Lexical pairs

5B Listening

Exam guide
1 Listening
Matching

Exam guide
4 Listening
Multiple choice

1 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence you do not need. 50 p. 400

a This speaker visited a secluded place.
b This speaker's hotel was overbooked.
c This speaker took the wrong route.
d This speaker caught the wrong bus.
e This speaker missed a flight.

1 c **2** b **3** a **4** e



2 Listen to a short environmental report about the Taj Mahal in India. Match the two parts of the phrasal verbs that you hear. Then practise saying the verbs. 51 p. 400

1 pass	e	**a**	out
2 given	c/g	**b**	after
3 took	f	**c**	up
4 carried	a/h	**d**	with
5 stirred	c/g	**e**	away
6 came	a/h	**f**	on
7 deal	d	**g**	up
8 looking	b	**h**	out

Exam guide
5 Listening
Gap-filling

Exam guide
3 Listening
True/false

3 Listen to the report again. Are the statements true (T) or false (F)? Practise saying the true statements. 51 p. 400

1 The Taj Mahal is a tomb for Princess Mumtaz Mahal. T
2 The princess died having her fourth child. F
3 The Taj Mahal is made of white ivory. F
4 The appearance of the building has changed over time. T
5 Scientists were able to work out the likely cause of the discolouration. T
6 Human activity has created problems for the building. T
7 Mike Bergin is a well-known architect. F
8 The government in Agra acted to help reduce air pollution. T

4 Choose the correct option. Listen again if necessary. 51 p. 400

1 Why was the Taj Mahal built?
(a) as a resting place for a princess
b to attract foreign visitors and boost the economy
c to hold many of India's finest art masterpieces

2 What city is the closest to the Taj Mahal?
a Delhi
(b) Agra
c Mumbai

3 What was the original colour of the building?
a brown
b yellow
(c) white

4 How many countries participated in the research?
a 1
(b) 2
c 3

5 What is an example of a fossil fuel?
(a) oil
b animal waste
c wood

6 What is Mike Bergen's job title?
a architectural engineer
(b) environmental engineer
c air quality engineer

7 What kind of fuel did Agra switch many trucks to?
a propane
b diesel
(c) natural gas

5 Complete the sentences with a word or short phrase. Listen again if necessary. 51 p. 400

1 The Taj Mahal is the tomb of Princess Mumtaz Mahal.
2 The building was constructed with white marble.
3 The population of Agra has been growing rapidly.
4 The Taj Mahal's marble began to darken.
5 Research found two likely causes of the discolouration: dust and soot.
6 The research findings were discussed in the Indian Parliament/parliament.
7 People in Agra have started using propane to cook with.

5C Grammar 1

Present and past forms

1 **Find and correct the mistakes in the sentences. Some sentences have more than one possible correct answer. There are two sentences that are correct.**

1 While we were waiting for the bus, I ~~was seeing~~ a poster for tours at the art museum.
saw

2 Melissa wanted to explore the city centre while it ~~didn't rain~~.
wasn't raining

3 Enzo shared his photos from Singapore; he was hoping to make his friends jealous.
✓

4 Luis and I ~~were stared~~ at the painting for ten minutes, but we never figured out what it was.
were staring / stared

5 Ana was suffering from culture shock because she was ~~being~~ away from home for the first time.

6 The manager offered me a discount when I called to purchase my ticket.
✓

7 While Eva and Eduardo were hanging out at the café, Lucas and Rafael ~~were checked~~ the train timetable.
were checking / checked

8 We ~~listen~~ to the tour guide's explanation, but my parents were buying postcards.
listened / were listening

9 I ~~waited~~ for a taxi when somebody stopped to ask me the way to the railway station.
was waiting

10 We ~~was~~ walked over the bridge and then sat in the park.

2 **Complete the sentences with the correct form of the verbs in brackets.**

1 Giovanni had studied / had been studying (*study*) English for many years before he moved (*move*) to Canada last month.

2 Before we realised (*realise*) it, Salma had rushed (*rush*) to the front of the queue and bought our tickets.

3 Ali is reading (*read*) yet another guidebook about New Zealand because she really wants (*want*) to visit Auckland next year.

4 Because Amelia had taken (*take*) a photography course, she knew (*know*) exactly which camera to take on her last trip.

5 Before he visited (*visit*) the castle, Paul had already read (*already*, *read*) several books about its history.

6 Does Mary know (*know*) that there are three levels in that car park?

7 Before Jakob toured (*tour*) the museum, he had got / got (*get*) a real feel for Athens from walking round its markets.

8 Julia examined (*examine*) the painting with great interest because she had studied (*study*) art history at university many years before.

3 **Put the words in the correct order to make sentences and questions.**

1 ever / Jasmin / abroad / Has / travelled
Has Jasmin ever travelled abroad?

2 to spend / in / semester / Was / Ravi / this / Bologna / planning
Was Ravi planning to spend this semester in Bologna?

3 is / has / he / Nico / never / scared of / been / because / surfing / the sea
Nico has never been surfing because he is scared of the sea.

4 very / with / has / food / Kari / poisoning / been / sick
Kari has been very sick with food poisoning.

5 for / Valparaiso / a / you / get / feel / real / Did
Did you get a real feel for Valparaiso?

6 happy / devices / to / to / own / her / left / Akita / wasn't / been / have
Akita wasn't happy to have been left to her own devices.

7 wanting / Minjoo / Sydney / years / to / for / visit / been / had
Minjoo had been wanting to visit Sydney for years.

8 palace / had / a / before / such / beautiful / seen / She / never
She had never seen such a beautiful palace before.

9 culture / you / had / shock / Have / ever ?
Have you ever had culture shock?

10 because / is / There / overbooked / left / rooms / the / are / hotel / no
There are no rooms left because the hotel is overbooked.

4 **Write a sentence about something you are doing, were doing or had done at the following times.**

1 1st January _____

2 last weekend _____

3 last summer _____

4 10.30 this morning _____

5 9.00 last night _____

6 right now _____

Life Skills guide
4 Mediation

5D Reading

VOCABULARY BUILDING Phrasal verbs

1 Put the words in the correct order to make sentences and questions.

1 you / Make sure / look / your / sister / after / the / at / pool
Make sure you look after your sister at the pool.
2 queue / Where / we / up / to / get / do / tickets / train
Where do we queue up to get train tickets?
3 close / to / were / when / down / broke / Las Vegas / We / car / the
We were close to Las Vegas when the car broke down.
4 Hanging / park / at / the / out / amusement / is / fun / lots of
Hanging out at the amusement park is lots of fun.
5 up / Where / drivers / pull / on / road / this / can
Where can drivers pull up on this road?
6 for / enough / whether / It / to / down / trip / comes / have / I / money / the
It comes down to whether I have enough money for the trip.
7 airport / the / Who / going / is / to / up / him / pick / from
Who is going to pick him up from the airport?

Exam guide
4 Reading
Missing sentences

2 Choose the option that can best replace the highlighted words.

1 Our car **broke down** on the way to the airport.
a stopped on the side of the road
b stopped for a break
c stopped working
2 Basically, your decision **comes down** to what you really want to do in life.
a depends on **c** gives you
b is taken
3 We had to **queue up** to get into the concert.
a pay more money **c** wait in line
b be delayed
4 Could you **pull up** here? I don't feel very well.
a help me lift this
b stop on the side of the road
c wait for me
5 We don't think you should **hang out** with people like that.
a spend time with **c** share your money
b work together
6 Dad, can you come and **pick me up** after school today?
a carry my bags **c** help me
b collect me

Exam guide
5 Reading
True/false

3 Choose the option that can best replace the highlighted words.

1 If you could step ___ for a moment, I'll show you.
It turned ___ that he couldn't speak German after all.
a on **b** of **c** out
2 How did you deal ___ culture shock while you were there?
I always drink my coffee ___ milk and sugar.
a with **b** by **c** away
3 I can't ___ used to the food here.
Don't carry a lot of cash because you might ___ robbed.
a make **b** have **c** get
4 I don't know the answer to this question. I give ___. Tell me.
He finds it difficult to wake ___ in the morning.
a up **b** on **c** at
5 My uncle and aunt ___ a small guesthouse at the seaside.
Don't worry if you ___ out of time, it's not very important.
a buy **b** care **c** run
6 You need to do this right ___, there's no time to wait.
She passed ___ because she was very old.
a on **b** away **c** out

Exam guide
3 English in Use
Lexical pairs

READING

4 Read the article. Decide which sentence (a–g) belongs in each gap (1–6). There is one sentence you do not need.

a Along these lines, you need to decide what type of lodging you are going to offer.
b Make sure you plan your business with your customer in mind.
c An empty hotel will not stay in business for long.
d Why do people visit this community, and how can your hotel become a part of it?
e How can your hotel make more money than you spend?
f Have you dreamed of opening a hotel of your own somewhere beautiful?
g Next, you need to decide what services your hotel will offer.

5 Do the statements match the information in the article? Is the information true (T) or false (F) ?

1 A hotel owner should charge enough for rooms to cover the costs of running the hotel. T
2 Customers who pay more for rooms will be less concerned about service. F
3 Offering the right special services to customers can bring more business to a hotel. T

6 Find a word from the article that matches each definition.

1 something that doesn't succeed failure
2 to charge less than something is worth underprice
3 an amount of money that is charged rate
4 a short pleasure trip excursion
5 the feeling of a place atmosphere

Living the dream



1 52 Have you ever visited a hotel or B&B so peaceful that you thought about never leaving? **(1)** _f_ You are not alone. Most people have a fantasy of escaping their daily life for a new and exciting adventure, but a few people actually do it. So what does it take to start a small hotel or a B&B? What separates success stories from failures?

2 First, you have to choose a location that will attract plenty of guests. **(2)** _c_ Additionally, those guests need to be willing to pay enough money for their rooms to cover the hotel's costs. Some new hotel owners underprice their rooms, or they open their hotel in a place so far off the beaten track that tourists won't spend enough on lodging to keep the hotel open. Often a hotel's success comes down to being in the right location.

3 **(3)** _a_ Will you have a luxury resort charging high prices or a relaxing hostel where travellers can meet and make friends? **(4)** _b_ For example, travellers paying expensive room rates will expect the highest quality service, while those looking for an informal experience will be more satisfied by a friendly atmosphere than by expensive sheets. Give your customers what they want, and they will come back again and again.

4 **(5)** _g_ Will you have a restaurant? Will you offer excursions like snorkelling trips or guided tours? If so, these services will cost money, and you need to make sure you charge enough to cover the expense. On the other hand, special services can be a major attraction for tourists. When Gabrielle and Matthew Holder left the UK for the Philippines to open their own resort, they chose a site where the diving is fantastic. Tourists travel from around the world to dive in this part of the Philippines, and they are attracted to a resort that offers organised diving tours.

5 Finally, consider the community you are opening your hotel in. **(6)** _d_ Jonathan Baldrey spent three years renovating his hotel in Santo Domingo in the Dominican Republic to reflect the neighbourhood's fascinating history. Now it appeals to travellers who want to get a sense of the Dominican Republic's culture when they visit.

6 Whether your dream is to own a luxury hotel or to open a peaceful B&B where you can meet and entertain guests from all over the world, the recipe for success is the same. Do your research, pick the perfect location, work out pricing and costs, and offer the right services and atmosphere for your customers. Do these things, and you too could be living your dream!

5E Grammar 2

Exam guide
1 English in Use
Multiple choice

GRAMMAR *Used to* and *would*

1 A word is missing in each sentence. Choose the correct option to complete each sentence.

1 I ____ to go to Namibia to visit my family every December.
a would **c** use
b used **d** has

2 When ____ get ready to leave for Namibia, my family would remind me to prepare for the heat – temperatures in northern Namibia can reach 50 degrees Celsius!
a I'd **c** I use
b I used **d** I had

3 When we finally got to Namibia, sometimes ____ go climbing on the Brandberg Mountain.
a we had **c** we used
b we use **d** we'd

4 ____ admire Brandberg's ancient rock paintings.
a We had **c** We used
b We use **d** We'd

5 I ____ to stand for hours and study the ancient artwork.
a would **c** use
b used **d** has

6 Bushman/San hunter gatherers, people who ____ to live in the area more than 2,000 years ago, made this incredible art.
a would **c** use
b used **d** has

7 They ____ make images of things from their everyday life, for example, the jewellery they wore and the animals they must have seen such as giraffes, elephants and snakes.
a would **c** use
b used **d** has

8 I ____ to imagine a hunter hiding out in the very caves I was visiting, painting the scenes I was seeing so many years later.
a would **c** use
b used **d** has

2 Complete the sentences (1–6) with the phrases (a-f). Use correct capitalisation as necessary.

a but she used to speak Malayalam
b my mother used to live on Kakkathuruthu
c she used to paint pictures
d used to love eating curries made with coconut and cinnamon
e would light lamps and fish in the lagoons
f would wear beautiful saris

1 When she was a girl, (b) my mother used to live on Kakkathuruthu, a tiny island in Kerala (a state in southern India).
2 My mother speaks mostly English now, (a) but she used to speak Malayalam with her family and friends.
3 (c) She used to paint pictures of the many beautiful flowers around her home, such as purple water hyacinths drifting on the lakes.
4 My mother (d) used to love eating curries made with coconut and cinnamon, served on banana leaves.
5 On Kakkathuruthu, my grandmother and her friends (f) would wear beautiful saris when they went to the market.
6 At night, fishermen (e) would light lamps and fish in the lagoons.

3 Listen and choose the correct full form for the contracted *'d* form you hear. 53 p. 400

1 **a** They would **b** They had
2 **a** She would **b** She had
3 **a** I would **b** I had
4 **a** we would **b** we had
5 **a** he would **b** he had
6 **a** I would **b** I had



Metal pails collect sap on a maple tree.

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

1 We used to live (*use / live*) in the city, but then we moved to a village.
2 How often did you use to go (*you / use / go*) to the seaside as a child?
3 I didn't use to like (*not / use / like*) seafood, but I do now.
4 He would go (*would / go*) cycling whenever he had some free time.
5 When you were at school, did they use to give (*they / use / give*) you a lot of homework?
6 He didn't use to enjoy (*not / use / enjoy*) school, but now he thinks it's OK.

5 Choose the correct option to complete the text.

I live in Vermont, in the US, and, when I was younger, I **(1)** *used to help* / *used to helping* my parents make maple syrup every spring. We **(2)** *used to love* / *would love to* pouring the sweet, sticky syrup on everything from pancakes and waffles to ice cream! But making the syrup **(3)** *would took* / *took* a lot of work. The cold nights and warm days of spring got the maple trees ready to provide the sap (a thin, sugary liquid stored inside the trees) that we **(4)** *collected* / *use to collect* to make our syrup.

To start, we **(5)** *would pull on* / *used pull on* our snow boots and warm jackets. Then we **(6)** *would go* / *used to* outside and make holes in the trees about an inch deep. Next, **(7)** *we had hang* / *we'd hang* buckets on the trees to collect the sap that would drip out of the holes. My grandparents used to have horses to pull the wagon holding the buckets from tree to tree, but we used a tractor. Once we had all the sap gathered, we **(8)** *would boil* / *would boiled* it for hours and hours in a special building called a sugarhouse until it **(9)** *was* / *used to* sweet, sticky and golden – it took about 35 gallons of sap to make one gallon of syrup! I **(10)** *never use to think* / *used to think* the sugarhouse was like a sauna, with all the heat and steam. Every year, when the syrup **(11)** *use to be* / *was* ready, we used to have a big party for all our friends to share the first batch.

6 Use the prompts to make sentences and questions.

1 use / called / be / Constantinople / Istanbul / to
Instanbul used to be called Constantinople.

2 on / you / post / a / social media / lot / of / to / use / do / photos
Did you use to post a lot of photos on social media?

3 do not / cream / we / to / ice / after / school / use / get
We didn't use to get ice cream after school.

4 the / I / TV / would / all / time / watch
I would watch TV all the time.

5 space / use / think / couldn't / people / to / everybody / go / into
Everybody used to think people couldn't go into space.

6 I / to / lot / read / a / of / novels / mystery / use
I used to read a lot of mystery novels.

7 use / we / holidays / skiing / never / to / go / on
We never used to go on skiing holidays.

8 hair / your / be / use / did / to / blond
Did your hair use to be blond?

7 Read the letter Petra wrote to her grandfather when she studied in Croatia several years ago. Then write about Petra using *would* and *used to*.

19th March, 2015

Dear Grandpa,

I love being an exchange student in Croatia! There's so much going on. Every day before class, I meet my friend Lorena for coffee. Then I ride my bike to school, while Lorena goes to her job at the hospital. On Mondays, Wednesdays and Fridays, I study English and chemistry. On Tuesdays and Thursdays, it's maths and history. I study every night at the library, but I never study at the weekend.

At the weekend, I like to hang out with my friends – sometimes we go snorkelling or hiking. Last weekend, we went to see the ancient city walls in Dubrovnik. And next weekend, I think we're going to Lokrum, a beautiful island with amazing forests.

In your last letter, you asked if I'd been going out to listen to music. Well, my friends and I don't go to concerts because they're too expensive. We usually just enjoy streaming music at home.

Love,

Petra

While studying in Croatia in 2015 …

1 Petra used to / would meet her friend Lorena for coffee every day before class.

2 Petra used to / would ride her bike to school.

3 On Mondays, Wednesdays and Fridays, Petra used to / would study English and chemistry.

4 Petra used to / would study maths and history on Tuesdays and Thursdays.

5 Petra used to / would study every night at the library.

6 Petra didn't use to study at the weekend.

7 Petra used to / would hang out with her friends at the weekend.

8 Petra didn't use to go to concerts because they were too expensive.

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

TEDTALKS Extra
How Airbnb designs for trust



Life Skills guide

3 Critical thinking, Mediation

AUTHENTIC LISTENING SKILLS

Reporting

When people tell stories, they often use present tenses to make events sound more immediate. They also often report what people said or what was going through their mind at the time as if they were speaking.

1 Look at the Authentic listening skills box. Listen and complete the extracts. 54

1 I make the mistake of asking him, ‘So where are you staying tonight?’
2 And I’m thinking, ‘Oh man! What do you do?’
3 And the voice in my head goes, ‘Wait, what?’
4 I’m staring at the ceiling, I’m thinking, ‘Oh my god, what have I done?’

Exam guide

5 Listening Multiple choice

Life Skills guide

2 Collaboration, Mediation

BEFORE YOU WATCH

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

trunk	host	airbed	psychotic	sneak
rent	goes up	trust	unlocked phone	
social bias	disclosure	fraction		

3 Work in groups. Discuss the questions.

1 Have you or your family ever asked for help from a stranger while on holiday? What happened?
2 Have you or someone in your family ever helped a stranger while on holiday? What happened?
3 Why might you trust/not trust a stranger? How do you decide who to trust for help or advice?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. 5.0

overcome worries	deeply-rooted biases	
change our perspective	sharing economy	privacy

5 Listen to part 1 of the talk. Choose the correct option. 5.1 p. 409

1 From his meeting with the ‘Peace Corps guy’, Joe learns
a he should always have an airbed
b he should start a hosting business
c we should be less fearful of strangers

2 He decided to start his business because
a there weren’t many hotels in the city
b he really needed somewhere to stay
c it offered him an opportunity as a designer

3 The business wasn’t immediately successful because
a people didn’t trust Joe and his co-founder
b the website wasn’t very well designed
c it didn’t get any further investment



6 MY PERSPECTIVE – SPEAKING

How can you make people feel they can trust each other more? Think of three ideas. Then share them with the class. Does anyone have the same ideas as you?

7 Watch part 2 of the talk. Complete the notes. ▶ 5.2 p. 410

- Experiment – shows how host can feel _____ but guest can feel _____ = how business works. Well-designed reputation (review) system – key to _____.
- _____ must leave reviews before they are revealed.
- _____ = people stop worrying about differences (reputation beats similarity).

8 Watch part 3 of the talk. Then work in groups and summarise what Joe said using the ideas. What did you like about the ideas? ▶ 5.3 p. 410

- when trust works
- a man suffering a heart attack
- human connection
- Seoul, South Korea
- students and empty-nesters*

empty-nesters *families whose children have left home*

9 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 5.4

anxiety	kept in touch	broke	up for it
rushed		tripped me up	

AFTER YOU WATCH

10 Work in pairs. Discuss the questions.

1 What things can increase or reduce anxiety when travelling?
2 Have you ever met someone on holiday you got on with? Have you kept in touch? Why?/Why not?
3 Would you be up for doing any of these things on holiday? Why?/Why not?
   - rafting or bungee jumping
   - going to a disco
   - doing a guided tour of a museum
   - going camping
4 When did you last *rush* somewhere? Why?
5 Have you ever experienced anything that *tripped you up*? What?

11 MY PERSPECTIVE – SPEAKING

Work in groups. Make a list of things you have which you could share with others either in your area or with people visiting you on holiday. Think about:

- skills and abilities,
- knowledge,
- possessions that you do not use all the time.

How could you share the things in your list in a way that people could trust and avoid danger?

Life Skills guide
6 Creativity, Critical thinking, Mediation, Self-development

Life Skills guide
10 Creativity, Critical thinking, Mediation

Exam guide
7 Listening Gap-filling

Life Skills guide
8 Collaboration

Life Skills guide
11 Collaboration, Creativity, Mediation, Self-development

7 Suggested answers
- (a tiny sense of) panic, responsible / a sense of responsibility, building trust
- Both guests and hosts
- More than ten good reviews

8 Suggested answers
When trust works it can be magical. For example, a guest in a house in Uruguay suffered a heart attack and the hosts rushed him to hospital and looked after him. This extra human element beyond the financial transaction is really what the sharing economy should be all about. It should really be about commerce with the promise of human connection. In Seoul, in South Korea, they've realised this and are doing a lot to encourage this. They've even set up a site that connects students and empty-nesters.

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide

LearningApps.org

TEDTALKS Practice
How Airbnb designs for trust

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen and complete the extract with the words you hear. 55

(1) It's the day after graduating from design school and **(2)** I'm having a yard sale. And this guy **(3)** pulls up in this red Mazda and he **(4)** starts looking through my stuff. And he **(5)** buys a piece of art that I made. And it turns out **(6)** he's alone in town for the night, driving cross-country on a road trip before he goes into the Peace Corps.

WATCH ▶ p. 409

2 Number the statements about Joe's life in order.

a 4 Joe and Brian build a website and launch their business, Airbed and Breakfast.

b 6 Now, 785,000 people in 191 countries use Airbnb each day.

c 2 Joe moves to San Francisco and, after two years, is unemployed.

d 5 Joe learns that online reviews help to build trust and reduce social bias.

e 3 Joe suggests to his roommate, Brian, that they host people in their home during a major design conference.

f 1 Joe hosts his first house guest shortly after finishing design school.

3 Choose the correct option to complete each sentence.

1 Joe *had* / *used to have* a yard sale when he finished design school.
2 The 'Peace Corps guy' *would buy* / *bought* a piece of art from Joe.
3 Joe and Brian *used to be* / *would be* roommates in San Francisco.
4 On the old website, people *didn't use to write* / *would write* negative reviews.
5 In the early days, Joe *would take* / *had taken* the customer service calls himself.
6 One time, some hosts *used to take* / *took* their guest to the hospital when he had a heart attack.
7 According to Joe, good design *has helped* / *used to help* people to overcome their biases.

4 Read the sentence and paragraph below. Look at the places in the paragraph marked by *a*, *b*, *c* and *d*. In which place could the sentence be added to the paragraph? Choose a, b, c or d.

This information comes in two forms: information the host shares about themselves and customer reviews.

Joe Gebbia argues that design is able to change the way people relate to one another. **(a)** By creating hidden guidelines for users, such as the size of a response box, the website encourages people to share just enough information about themselves to create trust, but not so much that people become frightened. **(b)** Gebbia recognises that people don't naturally trust strangers and need to learn more about them before opening their homes. **(c)** Gebbia had to experiment with the review process before arriving at the current format, but he learnt that the best approach was to wait until both host and guest had written their reviews before the reviews are revealed. **(d)** This way, reviewers are not biased by what the other person has written and give more honest feedback.

VOCABULARY IN CONTEXT

5 Match the words and phrases (1–6) with the sentences that illustrate them (a–f).

1 keep in touch e
2 broke b
3 rush d
4 anxiety a
5 up for it f
6 trip up c

a Mark gets so **nervous** when he travels that he has difficulty sleeping.
b Leticia didn't notice how much money she had been spending until she saw **a zero balance** in her bank account.
c When So-Jin first started studying English, the different accents she heard really **confused** her.
d My uncle didn't wake up when his alarm rang, and he had to **hurry** to get to his appointment on time.
e My cousins and I don't live in the same city, but we make sure to **call each other every week** to see how things are going.
f I wanted to see the new movie last night, so I called my friends to see if they were **interested in joining me.**

5F Speaking

Useful language

Making suggestions

If sports/sightseeing is their thing, then the best place to go is …

If they want to experience a genuine local night out, I'd suggest trying …

If they're only staying here for a short while, they should probably …

If you ask me, the one place they really have to go to is …

Reacting to suggestions

If hey'd rather try something different, … might be worth a go.

I wouldn't bother going to … , personally

They'd be best (off) going to …

1 Complete the sentences with the phrases. Then listen to check your answers. 56

a short while	be best (off)
'd suggest trying	experience a genuine
rather try something	's their thing
the best place	the one place
they should probably	worth a go
wouldn't bother going	you ask me

If sightseeing **(1)** is their thing, then **(2)** the best place to go's the old town. If they want to **(3)** experience a genuine local night out, I **(4)** 'd suggest trying the Volks tavern. If they're only staying here for **(5)** a short while, **(6)** they should probably see the castle. If **(7)** you ask me, **(8)** the one place they really have to go to is the beach. If they'd **(9)** rather try something different, Camden Market might be **(10)** worth a go. I **(11)** wouldn't bother going to the TV tower, personally. They'd **(12)** be best (off) going to the aquarium.

2 Match the beginnings (1–8) with the endings (a–h) to make recommendations from a TV travel programme about Barcelona. Then listen and check your answers. 57 p. 400

Barcelona truly is one of the world's best-loved destinations.

1 If you're only staying here for a short while, h
2 And if you ask me, g
The nature-inspired cathedral designed by Antoni Gaudi is still being built more than 135 years later.
3 If you'd rather try something outside, e
4 If sport's your thing, then f
5 Barcelona is famous for its cuisine, but if you want to buy some fresh food, b
6 You'd be best off going to La Boqueria, d
7 If you want to experience a genuine local night out, c
8 Then, head down La Rambla to the Plaça Reial to enjoy some more amazing tapas in one of the many small and friendly cafes, a

a before finding a club to dance the night away.
b I wouldn't bother going to the supermarkets, personally.
c I'd suggest starting with some traditional tapas in a restaurant in the Raval district.
d one of the last covered markets in Europe, and sampling the wonderful range of food and drink on offer.
e Park Guell will definitely be worth a visit. This sculpted garden is a favourite with locals and tourists alike.
f the best place to go is the Olympic stadium. Home to the 1992 Games, this beautiful stadium also has great views over the city.
g the one place you really have to go to is the Sagrada Familia.
h you should probably hop on the Bus Turistic and see all the most famous attractions from an open-top double-decker bus.

3 Some friends from another country are coming to visit your city. Make notes on the best advice and recommendations you can give them for what to do in the area. Use the useful language box.

Life Skills guide
3 Communication, Creativity, Mediation

4 Listen to a conversation between a student and a school counsellor, and then answer the question. 58 p. 400

Question: Make notes on how you would briefly summarise the issue the two speakers are discussing. Then add notes about which solution you recommend and give reasons to explain why. Speak for one minute and record yourself.

Then listen to the sample answer. 59 p. 401

Life Skills guide
4 Critical thinking

5G Writing

An article

1 Read the extracts from all four reviews. Then give each one a different star-rating, from one (★☆☆☆) to four (★★★★) stars.

1 The outdoor market was one of the highlights of the trip. We enjoyed browsing the stalls and looking at all the local goods and crafts. Unfortunately, they charge higher prices to tourists, but I imagine that happens everywhere. It's still a good place to buy souvenirs, and well worth a visit. ★★★☆

2 The dining area was too dark, and the service was terrible. Our food took a long time to arrive, and when it did, the wrong dish was served to my sister. Also, everything was cold and poorly presented. What's more, it was expensive! I'd definitely give this restaurant a miss if I were you. ★☆☆☆

3 The walking tour of the city was a bit disappointing. It was advertised as a one-hour event but it finished after 45 minutes, which was surprising. Some of the sights were cool, but the tour guide didn't really give us much information about them. For €10, it's just not worth it. ★★☆☆

4 The three-day art course was the best thing I did all summer! The teacher was excellent and encouraged us all to try new art styles and techniques. I can't believe how much I learnt in just a few days. Doing this course gave me so much confidence. I can't recommend it enough. ★★★★

Exam guide
3 Reading
True/false

2 Javier has written an article, where he's reviewed a holiday he recently took. Complete the article with the words and phrases in the box.

arranged	One other thing was that
enjoyed	recommend
fun	should consider
love	The only thing
On top of that	what's more

Get Sporty With *Adventure-Break!*

I have always been into adventure sports and so have two of my good friends. When we came across an offer from *Adventure-Break* – an organised holiday in Scotland which offers a range of adventure sports and other activities, we knew we should give it a go. We booked an *Adventure-Break* last month.

In the beautiful and wild Scottish countryside, we **(1)** enjoyed a variety of outdoor pursuits, including canoeing, mountain biking, hiking and even sea kayaking. It was a memorable experience for all the best reasons! What I particularly like is that everything is **(2)** arranged for you, which is very convenient. You choose your accommodation in advance and the adventure starts as soon as you arrive. **(3)** On top of that, they have their own chefs who cook delicious meals.

Professional guides will make sure you enjoy your holiday and, **(4)** what's more, they're great **(5)** fun. You can do as many activities as you want every day. **(6)** One other thing was that we met lots of people from different countries. We became really good friends with some of them.

(7) The only thing that I found a little inconvenient was frequent electricity cuts. They **(8)** should consider some serious renovation of the power line. Also, some of the canoes they have need to be cleaned and repainted. Still, these are minor defects, which did not spoil the fun we had.

If you like doing outdoor activities and meeting new people, you'll **(9)** love *Adventure-Break*. I can't **(10)** recommend it enough!

Life Skills guide
4 Creativity,
Mediation,
Practical skills

3 Read Javier's article again. Are the statements true (T) or false (F)?

1 It was Javier's first experience with adventure sports. F
2 Adventure-Break is suitable for people who enjoy doing sports. T
3 Most of the activities are done outside. T
4 Javier tells us that the *Adventure-Break* was unforgettable. T
5 People going on *Adventure-Breaks* have to find and arrange their own accommodation. F
6 *Adventure-Break* participants take turns cooking for each other. F
7 Javier was impressed with the guides. T
8 There is no daily limit to the number of activities participants can sign up for. T
9 The quality of the canoes is excellent F
10 Overall, Javier gives the experience a very positive review. T

4 You see this announcement in a travel magazine.

Travel Reviews Wanted

Have you taken a holiday to a place you found particularly impressive or disappointing? Write us a review saying where you went and explain why. Tell us whether or not you would recommend this place to others. Also, tell us how the place could be improved to meet the visitors' needs better. The best reviews will be published in next month's travel magazine.

Write your review.

Lexical Review 5

1 Unscramble the letters to make words.

1 olenatmio emotional
2 tarfe after
3 sirtiov visitor
4 cdseuedl secluded
5 wenrad wander
6 goveay voyage
7 siopngoin poisoning
8 eponreictf perfection

2 Write one word in each gap to complete the sentences.

The next time you go travelling, why not go somewhere off the beaten **(1)** track? Instead of visiting all the usual **(2)** tourist traps, where people try to sell you souvenirs at ridiculous prices, go to a place where you can get a **(3)** feel for the country and the people who live there. At the **(4)** same time, you could visit sights that really show you the local culture. This happened to me on my last trip, when my car broke **(5)** down in the middle of the countryside. A local farmer stopped and gave me a **(6)** lift to the nearest village. We started talking and because it was already late, he said I could **(7)** stay with his family for the night. They gave me a great meal and really looked **(8)** after me. It was the best experience of my holiday.

3 Match the words (1–8) with the definitions (a–h).

1 point of view h
2 to put off d
3 to pick somebody up b
4 to run late g
5 at last a
6 have availability c
7 award-winning f
8 interpersonal skills e

a finally
b to collect someone in your car
c when something is not completely busy, e.g. a hotel
d to delay something until later
e good communication abilities
f something that has won a prize
g not be on time
h your opinion about something

4 Choose the correct option to complete each sentence.

1 I don't want to wait ___ for them for the next two hours.
a by **c** around
b away **d** forward

2 Why don't I want to go? Well, in the first ___, it's too expensive.
a place **c** way
b part **d** time

3 It takes more than 3 hours to visit the palace, but it's really ___ the time.
a worth **c** after
b waste **d** value

4 Shall we ___ a bus or do you want to walk?
a wait **c** catch
b travel **d** carry

5 I can't get ___ to living in such a small village.
a use **c** using
b used **d** uses

6 I don't like going with a group. I prefer to be left to my own ___.
a track **c** excursion
b devices **d** wander

7 Let's not ___ time in the city. I want to go the beach as soon as possible.
a wait **c** take
b run **d** waste

8 It's getting dark. I think it would be safer to ___ a taxi.
a ride **c** leave
b take **d** have

5 Translate the Polish parts of the sentences into English.

1 Unfortunately, our (*lot*) flight was delayed by three hours.
2 We paid over $30 each for a/an (*wycieczka*) excursion to see some ruins.
3 They often (*kłócą* się) argue/quarrel/fight about money.
4 I'm sure I've heard that (*melodię*) tune/melody somewhere before.
5 The town has lots of (*udogodnień*) amenities/facilities for the local residents.
6 This song is for (*słuchaczy*) listeners who want to hear something cheerful.
7 The tests are a (*łatwizna*) piece of cake for me.
8 She plays the (*skrzypce*) violin beautifully.

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 5

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Kalahara is a hotel whose friendly staff create a welcoming atmosphere. WELCOME
2 Greece is a perfect holiday destination for people who love basking in the sun. DESTINY
3 How much time does the flight from London to New York take? FLY
4 What I like most about backpacking holidays is that I can visit many places without spending a lot of money. BACKPACK
5 If you're planning a visit to our dinosaur park, check the availability of the attractions first. AVAIL

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Take a map with you, as it's easy to get off the beaten track in this area.
2 I asked my cousin to give me a lift home from the airport.
3 I don't think I will ever get used/accustomed to these frequent changes in the weather.
4 If you leave some food on the plate, it may mean you didn't find it tasty at all.
5 It's such a lovely day! Let's go for a bike ride together.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 During our stay in Italy, we decided to hire a car and explore the little towns in the north.
WHILE
While we were staying in Italy, we decided to hire a car and explore the little towns in the north.
2 Where did you usually spend your winter holidays when you were a teenager, Grandpa?
USE
Where did you use to spend your winter holidays when you were a teenager, Grandpa?
3 As a result of getting stuck in the traffic jam, I missed the plane to Amsterdam.
GOT
I missed the plane to Amsterdam because I had got stuck in a traffic jam.
4 We had to drive slowly because of the heavy rain.
WAS
We had to drive slowly because it was raining heavily.
5 I lost my passport and then I became quite worried.
REALISED
I became quite worried when I realised I had lost my passport.
6 In the past, my parents travelled far less than they do now.
TO
In the past, my parents didn't use to travel as much as they do now.

Uzupełnianie zdań

Exam guide
4 English in Use
Multiple choice

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 In 1620, the Pilgrim Fathers made their historic _____ across the Atlantic Ocean to the New World.
a voyage **b** cruise **c** ride
2 Hundreds of passengers were left to their own _____ when all the flights had been cancelled.
a devices **b** gadgets **c** things
3 The best way to learn about a culture while travelling is to hang _____ with the local people.
a about **b** out **c** up
4 The study shows that mass tourism _____ over the past decade.
a has doubled **b** had doubled **c** doubled
5 When we returned home from holidays, it turned out that somebody _____ the fence.
a destroyed **b** has destroyed **c** had destroyed
6 It's been almost five years since we _____ abroad for the first time.
a were going **b** went **c** have gone

Exam guide
5 English in Use
Word formation

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

stay fail hang sight book catch lie

1 During his numerous travels, Peter has experienced both failures and joys.
2 I look forward to lying around on a beautiful sandy beach all day long.
3 The flight was overbooked, but luckily I managed to get on the plane.
4 If you want to see all the sights in one day, you had better hire a local tour guide.
5 It was getting late, so I caught a taxi to make it to the airport on time.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 On the first day of our holidays in Portugal, we (*zostaliśmy okradzeni*) got/were robbed on the train.
2 I (*nigdy nie widziałem*) had never seen a leopard before I went on a safari holiday to Kenya.
3 (*Szok kulturowy*) Culture shock is a normal thing people visiting other countries experience.
4 If you want to avoid (*zatrucia pokarmowego*) food poisoning in this country, don't drink tap water.
5 We (*nurkowaliśmy*) had been diving for a few hours until the sun set and it got completely dark.
6 While we (*zwiedzaliśmy*) were visiting the town, we discovered a fantastic Chinese restaurant.

READING

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

A trip I will never forget

I was recently asked about the trip of my life. I would have to say it was when I went to Pakistan. I went with a group of other famous actors and we felt like absolute royalty. You may not know that Pakistan is very beautiful and the people are also very friendly. **(1)** d Seeing their weapons made me a little bit uneasy, but I figured it must be necessary.

We first arrived in Islamabad. I had no idea what to expect, but it was a city much like any other. One of the worst things for me was the traffic. **(2)** e My favourite place in that area was the village of Saidpur. It has the most beautiful abandoned Hindu temple.

We then took a plane to Peshawar. I am pretty afraid to fly and the local planes weren't exactly new, so I basically held my breath the whole way there. The following day we went to the Peshawar Gandhara Musuem, first to visit and then have lunch in the garden. We had to finish our lunch early, because Prince Charles was actually coming one hour later!

As if that wasn't enough fun, the next day we saw one of the UNESCO World Heritage Sites, Takht-i-Bahi. The ancient Buddhist monastery was founded in the 1st century and is perfectly maintained. **(3)** c On our final day in Peshawar, we all got into buses and set out on our final voyage. One of the most interesting moments was when we passed a street sign that said 'no foreigners allowed.' I felt a bit uneasy when I saw this sign. **(4)** a We got on the Khyber Pass Railway opened especially for us. Along the way, many families and children were waving to us. At the end of the route, we got to the Khyber Pass army base. There was a viewpoint from which we could see all the way to Afghanistan. And that was the end of our voyage through Pakistan.

When I think about my trip, it seems like a dream. One thing I will always remember, aside from the amazing places I saw, was how friendly the local people were.

a However, I ignored it because we were heading towards the border with Afghanistan, which excited me.
b But, instead of facing bullets and attacks as many would have expected, I experienced the total opposite.
c We had a lot of time to walk around and I couldn't believe how all of it had survived for so many years.
d When we were there, we had armed guards around us at all hours of the day.
e While we were stuck in it, I had time to be amazed by how much stuff people loaded onto very small trucks.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading
Missing sentences

WRITING

8 **Podczas wakacji wybrałeś/wybrałaś się w podróż do egzotycznego kraju. Napisz artykuł na stronę internetową, w którym przedstawisz korzyści z odbycia takiej podróży oraz udzielisz czytelnikom rady, jak się do tego dobrze przygotować.**

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

Exam guide
8 Writing
An article

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 **Podczas pobytu w Wielkiej Brytanii pracujesz jako recepcjonista/recepcjonistka w hotelu. Rozmawiasz z turystą/turystką, który/która chce skorzystać z noclegu w tym hotelu.**

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

- wolne terminy
- rodzaje pokojów
- promocje cenowe
- posiłki

Rozmowę rozpoczyna egzaminujący.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Mediation,
Practical skills

6 The business of technology

6A Vocabulary

Setting up a new business

1 Revision Cross out the mistake in each sentence and write the correct word.

1 She is in charge ~~for~~ the marketing team. of
2 I work ~~on~~ the construction industry. in
3 The job market is very ~~competition~~. competitive
4 I'm looking for a ~~fully~~-time job. full
5 Cleaning is not a very well-~~paying~~ job. paid
6 He's responsible ~~at~~ sales. for
7 Farming is a physically ~~demanded~~ job. demanding
8 Doctors have to work extremely long ~~hour~~. hours

2 Revision Complete the sentences with the words in the box.

badly	charge	flexible	industry
part-time	prospects	responsible	stressful

1 Are you responsible for the advertising?
2 Working in a hotel is quite badly paid, so tips are much appreciated.
3 The job is so stressful I'm not sleeping very well.
4 Our trainee engineers have excellent career prospects.
5 Our manager is in charge of over 100 people.
6 They want flexible people who don't mind change.
7 It's a part-time job, from 9 to 2.
8 Do you work in the sports industry?

3 Match the words to make phrases connected to business.

1 handle	c	a	a good deal
2 deal with a	f	b	money
3 raise	b	c	stress and pressure
4 put together	d	d	a team of people
5 negotiate	a	e	something new
6 invent	e	f	range of people

4 Do you connect the activities more with people or with products? Complete the table.

distribute	invent	market	meet
negotiate	network		

People	Products
meet, negotiate, network	distribute, invent, market



5 Choose the correct option to complete each sentence.

1 The company needs to ___ another million dollars from the investors.
(a) raise
b deal
c lend
d figure

2 Don't forget to hand out your business card when ___.
a inventing
(b) networking
c getting on
d putting together

3 We ___ a good price with the supplier.
a managed
b got on
(c) negotiated
d handled

Exam guide
5 English in Use
Multiple choice

4 The company was able to ___ from a bad year of sales.
a redesign
b accept
c repair
d recover

5 I'm responsible for ___ the marketing department.
a dealing with
b distributing
c getting on
d negotiating

6 The manager ___ together a team of engineers for the project.
a hold
b put
c send
d manage

6 **Complete the sentences with the correct word. The first letter is given.**

1 Positive comments on social media can raise a new company's profile significantly.
2 Remember, you can negotiate anything.
3 The director puts a lot of pressure on the managers.
4 We're planning to distribute our products in Europe.
5 How do you plan to market your new product?
6 The team they put together includes sales people in Europe and Asia.
7 The company is based in an office in the city centre.
8 It's important to network with people from other companies when you go to a conference.

7 **Extension** **Are the statements true (T) or false (F)?**

1 The **founder** of a company has established it. T
2 If you describe yourself as **proactive**, you enjoy working outdoors. F
3 To **outsource** means to use suppliers outside your company for goods and services. T
4 If negotiations are **delicate**, it means they are difficult. T
5 A **self-starter** is someone who starts new companies. F
6 A **team player** gets on well with other people at work. T
7 The **chair** of a meeting is an important piece of furniture. F
8 A **systematic** employee is good at planning. T

8 **Extension** **Complete the sentences with the words in the box.**

chair	delicate	founder	outsourced
proactive	self-starter	systematic	team player

1 She isn't a team player/self-starter and is difficult to work with.
2 The chair is going to introduce the speakers.
3 We're having delicate talks with our partners at the moment, so it's a bit risky.
4 I'm not very systematic so the project looks a bit disorganised.
5 The company is looking for a team player/self-starter for this role.
6 She is the founder of the business, which has been going since 2005.
7 The hotel outsourced the cleaning to a local company.
8 I'm very proactive and good at making things happen.

9 **Translate the Polish fragments of the sentences into English.**

1 I'm happy because I have (*elastyczne*) flexible working hours.
2 She's (*odpowiedzialna*) responsible for the marketing budget.
3 Everybody says she's a (*wymagającym*) demanding boss.
4 Working as a pilot must be so (*stresujące*) stressful!
5 You have good (*perspektywy*) prospects for your future career.
6 He (*wynalazł*) invented a new type of mobile phone screen.
7 I'm trying to (*negocjować*) negotiate a better deal with our supplier.
8 She has a great (*sieć*) network of contacts, so she's the best person to ask for advice.

Exam guide
9 English in Use
Translations

Life Skills guide
9 Mediation

6B Listening

Exam guide
1 Listening
Multiple choice

1 Listen and choose the correct option. 60 p. 401

1 There isn't enough fresh water because
a The weather is getting hotter in the Arctic.
b More people are moving to areas with difficult climates.
c There are more people and the weather is changing.

2 Most of our fresh water comes from
a underground lakes.
b rainwater.
c the sea.

3 What does the speaker say about sea water?
a We can use it to make drinking water but it costs a lot.
b It is very complicated process filtering sea water.
c Sea water cannot be filtered.

Exam guide
5 Listening
Multiple choice

4 How do some communities use the air to collect water?
a They hang containers up outside.
b They put pieces of fabric outdoors.
c They collect water that falls as rain.

5 The new invention
a uses the wind that blows in some climates.
b doesn't work in some regions.
c works better in some regions than others.

Exam guide
2 Listening
Gap-filling

2 Listen to the speaker. Complete the sentences about the short lecture. 61 p. 401

1 Good ___design___ might save the world one new idea at a time.
2 Designers have always dreamed up ___innovative___ goods.
3 New products include ___solar___ roof tiles, electric motorcycles and more.
4 The ___Entrepreneurial___ Design for Extreme Affordability course is at Stanford University.
5 Some entrepreneurs are taking a look at the concerns of people in ___developing countries___.
6 Designers are creating products to meet communities' most ___particular needs___.

Exam guide
6 Listening
Matching

7 Problems from healthcare to ___clean drinking___ water can have affordable, beautifully designed solutions.


orange breasted sunbird

3 Now listen to the description of four innovative products. Match the description (1–4) with the product (a–d). 62 p. 401

1 gives hours of safe heat ___b___
2 costs around a dollar ___c___
3 holds almost 50 litres of water ___a___
4 stops harmful bacteria and viruses ___d___

a Q Drum
b The Embrace
c Respira
d LifeStraw

4 Listen to the speaker. What is the main idea of her talk? 63 p. 401

a the positives and negatives of sustainable eco-tourism
b the benefits brought by conservation entrepreneurs
c the need to protect the natural world
d the entrepreneurial spirit of young African people

5 Listen again and choose the correct option. 63 p. 401

1 What example does the speaker give of *sustainable eco-tourism*?
a national parks
b plant and animal habitats
c private nature reserves

2 What species does she describe as rare?
a coral lagoons
b the Fynbos plant
c orange-breasted sunbirds

3 Who refers to the area the speaker describes as the 'Cape Floral Kingdom'?
a botanists
b Lutzeyer
c natives

4 How did the Lutzeyers raise money for the reserve?
a they raised the money themselves
b they used banks in nearby Cape Town
c they sold the abandoned farms and lands

5 What does the speaker describe Grootbos as being part of?
a a conservation effort
b a worldwide trend
c our natural world

6 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence that you do not need. 64 p. 401

a This speaker needs to raise some money.
b This speaker is negotiating with an investor.
c This speaker has invented something new.
d This speaker distributes products.
e This speaker has outsourced a service.

1 ___e___ **2** ___a___ **3** ___d___ **4** ___b___

6C Grammar 1

Present perfect forms and past simple

1 Choose the correct options to complete the conversation.

A: What **(1)** *are you learning / did you learn / have you learnt* since starting your own company?
B: The most important thing I **(2)** *have learnt / have been learning / learnt* is that you have to be able to deal with failure in this business. But you can learn from failure.
A: When **(3)** *did you start / have you started / have you been starting* your company?
B: In 2012, my friends and I **(4)** *have started / started / have been starting* creating what eventually became our app. We had been working on it for two years before we **(5)** *have decided / have been deciding / decided* to get serious and quit our jobs to work on the app full-time.
A: Who **(6)** *have worked / has been working / worked* with you since the beginning?
B: Well, my friends Martin and Keiko **(7)** *have been / were / have been being* with me since I started. Then, a couple of years ago when the workload **(8)** *has become / has been becoming / became* too much, and we **(9)** *have been having / had / have had* extra money, we **(10)** *hired / have been hiring / have hired* a few more people, and so on. Now we have 15 people working with us.
A: And how do you define your current success?
B: For me, it **(11)** *wasn't / hasn't been being / hasn't been* about earning tons of money or having power or influence. I'm successful because I like what I do, and I have fun doing it. When it stops being fun, that's when I'll consider doing something different.

2 Complete the sentences with the words and phrases in the box.

claimed	dreamed	has invented
have been attracting	have failed	have risen
have run	haven't been advertising	made

1 Companies like ours haven't been advertising in print magazines or newspapers.
2 The company's founder claimed that he slept only three hours a night.
3 Many businesses have failed because they have run out of money.
4 Technology companies have been attracting the attention of investors for years.
5 The competition has invented an app that works faster than ours.
6 In the 2000s, many people dreamed of becoming tech millionaires.
7 Our profits have risen 5% in the last year thanks to automation.
8 We made a profit for the first time after three years in business.

3 Complete the article with the correct form of the verbs in brackets.

Young Entrepreneurs in India

In recent years, kids in India **(1)** have been making (*make*) a difference in important ways. A number of high school students **(2)** have become (*become*) entrepreneurs. Young entrepreneurs, sometimes called 'schoolpreneurs', **(3)** have realised (*realise*) that starting businesses is important for India's economic development.

Possibly the most famous young technology entrepreneurs in India are Shravan and Sanjay Kumaran, brothers and high school students from Chennai. They **(4)** created (*create*) GoDimensions in 2011 – when they were just 12 and 10 years old. In total, they **(5)** have developed (*develop*) seven apps which are available in the Apple App Store and three Android apps for the Google Play Store. People **(6)** have downloaded (*download*) the apps more than 70,000 times! Shravan and Sanjay claim to be the youngest mobile app developers in India at 16 and 14 years of age. They **(7)** gave (*give*) presentations at a TedX Youth conference in 2015, and plan to donate 15% of their profits to charity.

Fortunately, investors **(8)** have been (*be*) willing to take a risk with young entrepreneurs – they are more interested in good business ideas than in the age of the entrepreneur!

4 Complete the sentences using the correct form of the verbs in brackets.

1 For as long as she can remember, people have been asking (*ask*) Leanna Archer what makes her hair look so beautiful.
2 Leanna decided (*decide*) to try to sell her all-natural hair product to people she knew (*know*).
3 She put (*put*) the special hair product in small containers and gave (give) samples to her friends and their parents.
4 They liked (*like*) it so much, they were willing to pay for it!
5 So Leanna started (*start*) her own hair-care company, Leanna's Essentials, when she was (*be*) just thirteen.
6 Since then, thousands of people have been able (be able) to enjoy Leanna's products.

6D Reading

VOCABULARY BUILDING Adjective and noun collocations 1

1 Complete the sentences with the adjectives in the box.

distant	luxury	normal	official
personal	second-hand	well-paid	

1 Be careful with your personal details so criminals cannot steal your identity.
2 I like to stay at luxury hotels when I travel; they're expensive, but it's worth it.
3 These shoes were only half the normal price, so I bought them right away.
4 I've been researching online to try to find some of my distant relatives and get in touch.
5 Has the university sent you your official letter of acceptance yet?
6 Jana has got an interesting and well-paid job for the summer.
7 I'd like to buy a good second-hand car when I graduate.

Exam guide
5 Reading
True/false

2 Translate the Polish fragments of the sentences into English.

1 They have made an (*oficjalną*) official complaint to the director.
2 He works as the manager's (*osobisty*) personal assistant.
3 I think we need to brand it as a (*luksusowy*) luxury product.
4 I haven't met my (*odległej*) distant family for years.
5 On a (*normalny*) normal day we sell over 200 mobile phones.
6 She moved to the city of London and got a (*dobrze płatną*) well-paid job in a bank.
7 He made a fortune selling (*używane*) second-hand cars.

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

READING

3 Read the information. Match the information (a–f) with the paragraphs (1–5). Paragraph numbers may be used more than once.

a an example of a successful emotional advert 2
b details of advertising fifty years ago 1
c examples of adverts that used the same marketing strategy 4
d context for how companies can succeed in advertising today 1
e restates information given in other sections 5
f discusses how games and advertising are related 3

Exam guide
3 Reading
Matching paragraphs

4 Complete each sentence with the correct ending based on information from the text.

1 Viral marketing campaigns usually a
2 Playworld was able to d
3 Lay's contest to create a new crisp flavour c
4 Chipotle's Scarecrow game e
5 Emotional responses to advertising content f
6 A successful advertising campaign b

a take advantage of the reasons that people share information on social media.
b is appealing to a wide range of people.
c received millions of entries.
d get free advertising by getting communities involved.
e was downloaded thousands of times.
f cause people to share the content with others.

5 Do the statements match the information in the article? Write true (T), false (F) or not given (NG).

1 Companies can make more money through advertising now than they could fifty years ago. NG
2 A company has to understand why people share on social media in order to make a successful advert. T
3 An advert that gets an emotional reaction from consumers is less likely to be a success. F
4 The Dove advert was successful because women felt emotionally connected to its message. T
5 Prizes are more effective than games at getting consumers to share an advert. NG



Going viral



1 65 Fifty years ago, companies trying to increase awareness of their products knew exactly how to reach consumers. They focused their advertising efforts on television, newspapers and magazines, and spent time developing creative adverts that they knew millions of people would see. But today's consumers are flooded with information on a daily basis. In the age of social media, over 4.75 billion pieces of content are added to social media sites every 24 hours. How do companies and their products get noticed? Getting social media users to share content is important to success. Going viral, or having content shared quickly with many users, can make millions of pounds for a company. But how can a company create a viral marketing campaign? It has to understand why people share information and then use that in its advertising.

2 Emotion is a powerful reason that social media users share content. When a user feels a strong connection to an advert, whether that emotion is joy, sadness or even anger, they are much more likely to share that advert with others. Take, for example, the advertising campaign about 'real women' by the beauty brand Dove. In this advert, an artist draws two pictures of a woman without seeing her. One picture is based on that woman's description of herself, and the other is based on a description from someone who knows the woman. The pictures clearly show how the woman is critical of herself while others see her in a much more positive light. This advert appealed to the emotions of a diverse range of women, who could relate to its message. It was shared nearly 3.8 million times in a month.

3 But an advert doesn't have to be serious to get attention and shares. Some companies have had great success by offering games or prizes to social media users. The fast-food chain Chipotle Mexican Foods released an advert called 'The Scarecrow' that had both a short film and a free game that users could download. The game had more than 250,000 downloads within four days of its release. This type of advertising is even more effective because a user is reminded of the company every time they open the app to play the game.

4 Social media users also love prizes. The crisp company Lay's increased its sales in the US by 12% with a viral campaign asking users to create a new flavour of crisp. The winning flavour, cheesy garlic bread, was selected from almost four million ideas. The playground manufacturer Playworld offered two free playgrounds to users who liked the company's social media page and wrote an essay about why they wanted to bring a playground to their community. Not only did visits to the company's social media page increase significantly, many communities worked together to try to win the playground, and local newspapers and TV news programmes covered the contest at no cost to Playworld.

5 For an advertising campaign to succeed today, it has to appeal to people of many ages in many places. The companies producing the most successful adverts are those that understand the reasons why people share and make their adverts with those reasons in mind. Advertising is certainly different to what it was fifty years ago, but the profits from a great campaign can still be huge.

6E Grammar 2

Verb patterns *-ing* or infinitive with *to*

1 Choose the correct option to complete each sentence.

1 Nacho won't admit *using* / *to use* social media.
2 She decided *closing* / *to close* her social media account.
3 He hopes *receiving* / *to receive* a letter from the university soon.
4 Esteban needs *planning* / *to plan* carefully for the future.
5 When a website says it uses cookies, do you agree *continuing* / *to continue* using it?
6 Her parents want her to delay *using* / *to use* social media for as long as possible.
7 I didn't intend *offending* / *to offend* anyone with the post I wrote.
8 Eva refused *accept* / *to accept* Ivan's friend request on social media.

2 Choose the correct option to complete each sentence.

1 3-D printing is something experts expect ___ a big role in the future.
a play
b to play
c playing

2 Some people hear about amazing objects made by 3-D printers and start ___ they can make the same things themselves.
a believing
b believe
c to believe

3 3-D printers allow designers ___ new concepts.
a to test
b testing
c test

4 Experts think ___ human tissue with 3D printers is a distant possibility.
a to produce
b produce
c producing

5 With 3-D printers, researchers can avoid ___ costly mistakes.
a make
b to make
c making

6 If a student needs ___ a model for a science project, a 3-D printer can be useful.
a to make
b making
c make

3 Are the words in bold correct or incorrect? Correct those that are incorrect.

1 For several decades, robotics companies in Japan have been working towards their ambitious goal – they intend **creating** a perfect humanoid robot. to create
2 They hope, one day, **being** able to make androids look exactly like humans. to be
3 Some scientists are also trying **to give** their androids a personality. ✓
4 However, there are people who simply refuse **accepting** a future where robots and humans live and work side by side. to accept
5 Other people don't mind **to think** about a future where robots play an important role. thinking
6 Personally, I think I would enjoy **to interact** with a robot that can think, act and relate to humans. interacting



4 Complete the conversation using the correct form of the verbs in brackets. Use verb + *-ing* or infinitive with *to*.

A: Have you heard of the Hubble Space Telescope?
B: Yes, I have! It's used **(1)** to study *(study)* our solar system.
A: Do you know how big the telescope is?
B: I know that the Hubble designers dreamed of making a bigger telescope, but they had to compromise. In the end, they managed **(2)** to design *(design) a* smaller telescope that orbits 350 miles above Earth.
A: Did they do a lot of tests before sending it up in space?
B: They did. In fact, one astronaut wanted **(3)** to guarantee *(guarantee) the* telescope could be fixed in space, so he went to the Smithsonian's National Air and Space Museum and practised **(4)** fixing *(fix) its* Hubble replica.

A: What does the Hubble do?

B: Well, one thing is that it allows us **(5)** to see *(see)* stars that are billions of light years from Earth. Hubble researchers are determined **(6)** to keep *(keep)* exploring our solar system.

5 **Write sentences that are true for you. Use the prompts and verbs with *-ing* or infinitive with *to*.**

1 I always try _____

2 I avoid _____

3 Sometimes I miss _____

4 When I finish _____

5 I am considering _____

6 As soon as I can, I hope _____

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

1 The teacher asked me to arrange (*me*, *arrange*) a meeting with my parents.

2 Our teacher expects us to text (*us*, *text*) each other in English for more practice.

3 My father can't stand me checking (*me*, *check*) my phone constantly.

4 Karl watched her carrying (*her*, *carry*) four heavy bags and didn't offer to help.

5 The neighbours invited us to swim (*us*, *swim*) in their pool.

6 The airline strike has delayed me travelling (*me*, *travel*) to Santiago.

7 **Read the sentences. Circle the direct object and underline the indirect object.**

1 Can you email me the directions when you can?

2 His aunt gave him money for his class trip.

3 The teacher read the children a story.

4 Can you pass me a pen to write the list?

5 Here, I'll lend you my phone to call him.

6 Veronica bought her parents tickets for the opera.

8 **Complete the sentences with direct and indirect objects and/or verbs with *-ing* or infinitive with *to*.**

1 They promised _____

2 I don't expect _____

3 It bothers me when people ask me _____

4 I'm going to lend _____

Life Skills guide

5 Mediation

9 **Complete the text with the correct form of the words in the box. Use the *-ing* form or the infinitive with *to*. There are two words you do not need.**

agree	explore	have	make
say	send	wait	walk

In the past, only governments were interested in space. The huge costs made it impossible for private companies to think about making money on space exploration. This is now changing, however, and some companies hope **(1)** ___ their own rockets to the moon in the next five years. Their argument is that we need **(2)** ___ our solar system because the Earth is starting to get too crowded. The first stage of this new space race will probably use robots with artificial intelligence, which will be safer. Leading companies admit **(3)** ___ some problems in developing the technology, but say that these will be solved in the next few years. They refuse **(4)** ___ exactly when they expect to launch their rockets, but experts think it will be quite soon. On their mission to get into space, it's impossible for them to avoid **(5)** ___ mistakes, as space exploration is a highly complicated project, but if all goes to plan, maybe you could enjoy **(6)** ___ on the moon as a 25th birthday present.

9
1 to send
2 to explore
3 having
4 to say
5 making
6 walking

10 **Complete the sentences with direct and indirect objects and/or verbs with *-ing* or infinitive with *to*.**

1 I regret leaving (*regret* / *leave*) my hometown. It was a bad decision.

2 She tried taking (*try* / *take*) out the battery to see if that helped.

3 The expert thinks growing (*think* / *grow*) body parts will become possible in the future.

4 He agreed to go (*agree* / *go*) with them and help prepare the party.

5 They decided to wait (*decide* / *wait*) until the storm had finished.

6 In my opinion, we should delay printing (*delay* / *print*) the article until we check the story.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

TEDTALKS Practice
This is what happens when you reply to spam email

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Read statements from James Veitch's TED Talk. Practise reading the responses aloud using intonation and pitch to show surprise. Record and then listen to yourself. 66

1 We shall be shipping gold to you.
Response: Shipping gold to me?
2 There's no point doing this at all unless you're shipping at least a metric tonne.
Response: A metric tonne?
3 I'm a hedge fund executive bank manager.
Response: A hedge fund executive bank manager?
4 We're ready for shipping as much gold as possible.
Response: As much gold as possible?
5 I was in Sainsbury's the other day and there were, like, 30 different varieties.
Response: 30 different varieties?
6 When we email each other, we need to use a code.
Response: A code?
7 Send £1,500 via a Giant Gummy Lizard.
Response: A Giant Gummy Lizard?
8 I am Winnie Mandela, the second wife of Nelson Mandela, the former South African president.
Response: Winne Mandela?

WATCH ▶ p. 410

2 Choose the correct option to complete each sentence.

1 James refused *accepting* / *(to accept)* only 25 kilograms of gold from Solomon.
2 Instead, he offered *(to receive)* / *receiving* a metric tonne of gold.
3 James enjoyed *(corresponding)* / *to correspond* with Solomon so much that he cancelled plans with friends.
4 Apparently, Solomon planned *spending* / *(to spend)* his earnings on buying property.
5 James doesn't mind to *waste* / *(wasting)* spammers' time.
6 In corresponding with spammers, James recommends *(creating)* / *to create* a separate email account.
7 James never agreed *(to send)* / *sending* money to the person who claimed to be Winnie Mandela.

Life Skills guide
3 Critical thinking

3 Choose the correct option.

1 What is the main topic of the talk?
a Gold is a solid investment.
(b) Answering spam emails can sometimes be fun.
c More people should try hummus.
d Nelson Mandela was an important South African leader.

2 According to James Veitch, what do spammers often do to encourage people to participate in their schemes?
a They tell you they know where you live.
b They ask for personal information about you.
(c) They share their hopes to make you feel empathy.
d They offer more money in each email.

3 What does Veitch imply when he says 'Don't use your own email address because that's exactly what I was doing at the start and it was a nightmare.'?
(a) That a spammer will sell your email address to other spammers.
b That people send a lot of emails at night.
c That it's dangerous to reveal your real identity.
d That most people use only one email address.

4 What can be inferred about James Veitch?
a He thinks spammers don't cause any harm.
b He wishes he were a bank manager.
(c) He enjoys pointing out the absurdity in people's words and actions.
d He doesn't care about other people.

VOCABULARY IN CONTEXT

4 Match the words and phrases in bold (1–6) with the synonyms (a–f).

1 I will call my brother tonight. We have an important **issue** to discuss. c
2 Kenneth keeps giving his homework in late, so Sheila told him he needs to **stop that behaviour** and start taking his studies seriously. e
3 Raquel was surprised when her sister **appeared** at her shop one afternoon. b
4 Jaime was trying to tell jokes, but when nobody laughed, he realised that he had **said something wrong**. f
5 Jasmine has always enjoyed studying science; biology particularly **interests** her. a
6 When Gene saw the mess that the children had made, he was upset that the situation had got **out of control**. d

a intrigues
b turned up
c matter
d out of hand
e knock it on the head
f gone too far

6F Speaking

1 Listen and complete the useful language with the correct auxiliary verb, then write the original idea. 67

1 Don't you think it'll be a mistake?
I think it'll be a mistake.
2 Wouldn't you find it really annoying?
I'd find it really annoying.
3 Haven't you ever seen that happen?
I've seen that happen.
4 Won't it look a bit weird if you do that?
It will look weird if you do that.
5 Isn't that a bad idea?
That's a bad idea.
6 Can't we wait five more minutes, please?
We can wait five more minutes.
7 Didn't you see her yesterday?
You should have seen her yesterday.
8 Shouldn't you finish your homework first?
You should finish your homework first.

2 Write a negative question to challenge each of the opinions or ideas using the words in brackets.

Suggested answers:

1 I'm going to have another piece of cake.
(*had enough already*)
Haven't you had enough already?
2 Climate change isn't my problem.
(*all responsible / environment*)
Aren't we all responsible for the environment?
3 I'm going to buy the latest laptop.
(*wait / the sales*)
Shouldn't you wait for the sales?
4 I want to be a famous actor.
(*need / plan B*)
Don't you need a plan B?
5 I'm going to watch films all day.
(*play / football*)
Aren't you going to play football?

3 Look at the situations and decide what your opinions are. Then use negative questions to express your comments on the situations.

1 Your English teacher gives you four pieces of homework in one day.
2 The government is cutting funding to youth projects.
3 Scientists have found a way to change babies' eye colour.
4 A friend of yours has found a bag containing £1,000 in the street.
5 A company is considering building a big hotel on a nature reserve.
6 A friend is too lazy to study for their exams.

4 Your school wants to protect itself from cybercrime. Below are some ideas that they are considering and a question for you to discuss. Make notes and then talk about the benefits and drawbacks of the ideas. Record yourself. Then listen to a sample discussion of the topic. 68 p. 402

What are the benefits and drawbacks of these IT security ideas?

- backing up computers every hour
- permanently recording all activity of every user
- only allowing students to use their own devices

5 Choose the correct option to complete each dialogue.

1 A: Come on, let's knock on the door.
B: _____?
A: That's true, it's only 5.30 and the party starts at 6.
a Shouldn't we pay first?
b Haven't we arrived yet?
c Aren't we too early?

2 A: Where are my car keys?
B: _____?
A: No, I have no idea what I did with them.
a Don't you remember where you put them?
b Didn't you do that earlier?
c Aren't you going to help me?

3 A: I need some help with this geography project.
B: _____?
A: No, I was really busy last week.
a Hasn't it finished yet?
b Aren't you ready yet?
c Haven't you done it yet?

4 A: I couldn't find my seat at the concert.
B: _____?
A: Yes, it was, but I used the wrong door.
a Weren't you sitting down?
b Wasn't it written on the ticket?
c Wasn't it in the evening?

5 A: We can finish this on Monday.
B: _____?
A: That's true. OK, let's keep working.
a Isn't it time to start?
b Won't it be too late by then?
c Aren't you ready to go?

Life Skills guide
4 Creativity, Critical thinking, Mediation

Exam guide
5 English in Use Mini-dialogues

Life Skills guide
3 Critical thinking

6G Writing

A persuasive article

Life Skills guide

3 Critical thinking, Self-development

1 Match the steps for writing a persuasive article (1–4) with the examples (a–d).

1 Grab the reader's attention and stimulate a shared experience. d
2 Persuade the reader to continue reading by saying that a solution will be provided. b
3 Present factual information related to the solution. a
4 In the final paragraph, provide a reason why the reader should take action. c

a What we can offer you is a happy balance between relaxing under a palm tree and participating in some very worthwhile environmental projects.
b Well, luckily, our team has found a fantastic way to help you live the dream!
c So, why not click here and join one of our *HOLunteering* trips today? You'll be very glad you did!
d Have you ever dreamed of going on holiday somewhere exotic … but can't afford it? Trust me, we all have!

2 Read the persuasive article. Then put the information below in the correct order.

University students aiming to bring you the ideal sauce

Do you love ketchup but find it a little too sweet? Do you enjoy hot sauce but find it a little too … hot? Most of us do! We've all been served a dish that would be perfect, except that it's missing *something*. Well, problem solved! That something special has finally been developed, you'll be pleased to know, and it has a tantalising Korean twist.

Theo, Mike, Erica, Ryan and Alex – five classmates at the University of California, Los Angeles (UCLA) – have created K POP, the most exciting and delicious sauce you'll ever taste. K POP Sauce with its winning combination of flavours, including Korean chilli paste and Theo's grandmother's secret ingredient, is simply a condiment like no other.

But the K POP team needs your help. Their Kickstarter goal is to raise enough money to produce K POP Sauce in large quantities, and ship it worldwide.

So, why not support the guys and make a pledge to their Kickstarter campaign? You'll be helping an excellent business get off the ground and giving yourself and the world the delight that is K POP Sauce!

a Says who is involved in developing the product 4
b Points out what the reader's support will accomplish 8
c Establishes the topic with a descriptive title 1
d Explains what the makers of the product need 6
e Lets the reader know a solution has been found 3
f Describes the product 5
g Creates initial interest by describing a shared experience 2
h Invites the reader to get involved 7

3 Read the article. Then listen to the lecture. Write an essay summarising the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading. 69 p. 402

Set up in 2009, the Kickstarter corporation may not be as popular as it once seemed.

People with creative ideas in one of 13 categories, including art, music and technology, can use Kickstarter to describe their project and appeal for financial support. They set a target amount of money needed and a date by which it must be raised. Any member of the public can access the Kickstarter platform and offer to support an idea. Those who do so are called 'backers'. If backers pledge enough, that is, promise to donate enough cash to meet the required target within the deadline, then the project is funded. So far so good … or is it? The system certainly has flaws.

Firstly, major celebrities have started using Kickstarter to fund new film ventures or to record new albums. These have been heavily criticised by many who resent already wealthy people potentially taking away opportunities from smaller, unknown artists whose need for Kickstarter is arguably greater.

Secondly, can we really trust Kickstarter projects? Even when projects reach their financial goal, who can guarantee the money won't be used for other purposes? Indeed, it is not unusual for funded projects to soon fail due to poor planning or underestimated needs. This seems like a reckless waste of other people's money.

Lastly, many feel that backers are exploited by the Kickstarter system. No matter how much of their own money they pledge, they receive very little in return. This hardly seems fair, especially as thousands of Kickstarter projects have enjoyed enormous financial success.

Kickstarter may be a good service in some circumstances, but it is far from perfect.

Lexical Review 6

1 Complete the crossword, using the clues, and write the keyword below.

1	C	A	M	P	A	I	G	N	
2	S	E	R	I	O	U	S		
3	E	X	E	C	U	T	I	V	E
4	S	A	L	A	R	Y			
5	O	U	T	S	O	U	R	C	E
6	F	O	U	N	D	E	R		
7	A	D	V	E	R	T			
8	N	E	T	W	O	R	K		

Keyword: pressure

1 when a company uses a lot of advertising for a new product
2 very bad, for example an illness or an accident
3 a top manager in a company
4 the money you get every month from your employer
5 when you use another company to do a service for your company
6 the person who started a company
7 something you see on TV between programmes
8 a group of connected people or places that work together

2 Write one word in each gap to complete the sentences.

1 I got real culture shock when I arrived in Kenya. Everything was so different.
2 Young people seldom listen to classical music, like Mozart or Beethoven.
3 Let's spend some time together this weekend. We can plan our holiday.
4 Please write your personal details on this form, including your date of birth.
5 You must come to my house to meet/see my parents. They haven't seen you yet.
6 My working hours are very flexible. I can start and finish when I want.
7 My car isn't new, it's second-hand.
8 There are only five characters in the book, three women and two men.

3 Choose the correct option to complete each sentence.

1 It takes me one hour to ___ to work and back every day.
a complicate **c** communicate
b complain **d** commute

2 Let's go for a bike ___ this afternoon.
a ride **c** cruise
b drive **d** way

3 It's ___ to start thinking about your future.
a place **c** time
b late **d** forward

4 Developments in ___ technology have changed everyday life hugely.
a concert **c** digital
b entertainment **d** venue

5 That's much more expensive than the normal ___!
a value **c** worth
b price **d** pay

6 It was a ___ hotel with five stars.
a worth **c** prize
b excursion **d** luxury

7 How are we going to ___ money to pay for the flight?
a raise **c** found
b pick **d** market

8 I think we should see the ___ after lunch when it's a bit cooler.
a views **c** devices
b sights **d** amenities

4 Match the words (1–8) with the definitions (a–h).

1 down time b
2 backpacking d
3 count on g
4 annually h
5 market c
6 chair e
7 distribute a
8 negotiate f

a a to send products to different places
b when you can relax and do nothing
c to advertise a product
d travelling with all your things in a rucksack
e the leader of a meeting.
f to discuss the price of something
g depend on somebody
h once a year.

Exam guide
2 English in Use
Gap-filling

5 Use the word in capitals to form a word that fits in the gap.

1 Our company is based in Geneva. BASE
2 The supplier delivered the parts late last month. SUPPLY
3 You need to be proactive and think of solutions yourself without my help. ACTIVE
4 The work was done very badly and we had to send the products back. BAD
5 The flight was overbooked and there weren't enough seats for all the people with tickets. BOOK
6 They got robbed during the carnival in Rio. ROB
7 The university sent me a rejection letter so I have to look for something else. REJECT
8 We get a weekly delivery of cheese every Monday from the producer. WEEK

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Multiple choice

Skills Review 6

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 I was physically tired after working for 10 hours without a break. PHYSICAL
2 It was his personal success finding so many buyers. PERSON
3 Nobody believed Tricia was the founder of the company. FOUND
4 I want to work with Mark. He makes an excellent team player. PLAY
5 Don't be nasty to Andrew. He's one of our best suppliers. SUPPLY

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Who is responsible for promoting our products on the market?
2 It's not easy for a young manager to be in charge of so many workers.
3 Many companies fail because they run out of money.
4 What are the new trends in the construction industry nowadays?
5 I'm looking for a part-time and well-paid job now.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 This type of radio last appeared on the market two years ago.
NOT
This type of a radio has not appeared on the market for two years.
2 A few days ago I decided to work less.
STOP
A few days ago I decided to stop working so much.
3 The employees asked the boss to buy new computers and he agreed.
AGREED
The boss agreed to buy new computers when the employees asked him to do so.
4 The students started raising money last month. Now they have about a thousand pounds.
HAVE
The students started raising money last month. So far, they have raised about a thousand pounds
5 George didn't agree to say sorry to all the people he had offended.
REFUSED
George refused to say sorry to all the people he had offended.

Uzupełnianie zdań

Exam guide
4 English in Use
Multiple choice

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 You are so relaxed. Tell us how you ___ stress.
(a) handle **b** cope **c** deal
2 To make my computer work faster, I need ___ an additional programme.
a installing (b) to install **c** install
3 As soon as she graduated, Anna ___ for a position in the company of her dreams.
a has applied
b has been applying
(c) applied
4 How many customers ___ since you started your business?
(a) have you attracted
b did you attract
c have you been attracting
5 I don't mind ___ the deal with the new investors, but I don't want to talk to their boss face-to-face.
a to negotiate
(b) negotiating
c negotiate

Exam guide
5 English in Use
Sentence formation

5 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 The manager invited us to discuss (*we / discuss*) the most important issues.
2 William didn't allow me to use his/the camera (*I / use / camera*) without his permission.
3 Have you ever had (*you / ever / have*) problems with texting from your smartphone?
4 I can't stand him looking at (*he / look*) the screen of my computer every time I switch it on.
5 I tried hard and in the end I managed to build (*manage / build*) a robot that cleans my room.

6 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

source sign notify make use detail grow

1 Kathy gave her personal ___details___ to a person she didn't know and got into trouble.
2 My dad's company ___has grown___. Now, he employs five times as many people as he used to.
3 The farmer decided that ___outsourcing___ his company's finances would give him more time to concentrate on his main job.
4 They hope ___to sign___ the contract this week.
5 I asked Jack twice, but he was trying to avoid ___making___ any comment on this matter.

LISTENING

7 Usłyszysz dwukrotnie wywiad z właścicielką firmy Rent Your Fashion. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. 70 p. 402

1 Ann started her business because
a there were very few businesses of that kind.
b her university friend advised her to do so.
c there was a niche in the market to fill.

2 How did Ann and her friend find an investor?
a A university teacher recommended an investor to them.
b They looked for an investor via the internet.
c Someone flying with them on the same plane got interested in their plan.

3 Which is TRUE about the company regarding its initial state?
a It brought unexpectedly high income for the first two months.
b It was not big enough to serve all the potential customers.
c It was growing fast, yet not bringing in enough money.

4 In the interview, Ann is talking about
a how she and her friend built their own company.
b the pros and cons of being the owner of a company.
c the competition between companies on the market.

WRITING

8 Marzeniem wielu młodych osób jest założenie własnej firmy po ukończeniu studiów. Napisz rozprawkę, w której przedstawisz dobre i złe strony takiej decyzji.

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

SPEAKING

9 Popatrz na zdjęcia. Twój znajomy z Londynu zamierza otworzyć własną restaurację. Prosi cię o radę dotyczącą wyboru odpowiedniego miejsca. Masz do wyboru dwie propozycje.

- Wybierz tę, która jest twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



Odpowiedz na pytania:

1 Do you think that anybody can start their own business? Why?/Why not?
2 What are the disadvantages of having your own business?
3 Is it easy for a young person to start their own business?
4 Is it better to start with a small or large business? Justify your answer.

Exam guide
6 English in Use
Word formation

Exam guide
8 Writing
An essay

Life Skills guide
8 Creativity,
Critical thinking,
Mediation,
Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking,
Mediation

Exam guide
7 Listening
Multiple choice

7 Faster, higher, stronger

7A Vocabulary

Describing sportspeople

Exam guide
1 English in Use
Multiple choice

1 Revision Read the email. Choose the correct options to complete the email.

Hi Julia,

I just wanted to thank you for **(1)** __c__ me to exercise more. I've been **(2)** __b__ cycling every weekend and I also **(3)** __a__ yoga every morning now. I'm feeling so much better. Are you still **(4)** __d__ hard for the marathon next month? I heard that you **(5)** __a__ your personal best last year and **(6)** __c__ the silver medal. Good for you!

I also wanted to say that it's great that you're going to **(7)** __d__ our charity in the race. All of the runners are **(8)** __a__ an important role in helping us to raise money.

Thank you!

Regards,

Lara

Exam guide
3 English in Use
Multiple choice

1	**a** representing	**5**	**a** achieved	**2**	**a** doing	**6**	**a** beat
	b achieving		**b** won		**b** going		**b** achieved
	c encouraging		**c** had		**c** playing		**c** won
	d making		**d** made		**d** training		**d** scored
3	**a** do	**7**	**a** show	**4**	**a** going	**8**	**a** playing
	b go		**b** present		**b** encouraging		**b** making
	c play		**c** do		**c** doing		**c** doing
	d train		**d** represent		**d** training		**d** being

2 Revision Circle the odd one out.

1	referee	court	spectator	coach
2	diving	sailing	kick	karate
3	pass	track	rink	court
4	throw	swing	bounce	kick
5	net	diving	court	tennis



3 Choose the correct option to complete each sentence.

1 My brother has a real ____ for cycling.
a attitude **c** role
b passion **d** race

2 Serena Williams is one of the most ____ female tennis players of all time.
a skilful **c** star
b technique **d** great

3 How many goals has Benzema scored in his ____?
a average **c** record
b game **d** career

4 Usain Bolt currently ____ the world record for the 100 metres.
a wins **c** holds
b sets **d** smashes

5 Who ____ the team in Brazil?
a was captained **c** captained
b did captain **d** captain

6 I've decided to ____ running every morning to lose some weight.
a do **c** go
b play **d** exercise

7 He didn't win the ____, but he had a good time.
a race **c** court
b track **d** play

8 She has an ____ of 5 metres 34 centimetres in the long jump.
a attempt **c** total
b achieve **d** average

4 Complete the sentences with the verbs in the box.

captained competed had played scored smashed was won

1 As a player, he _had_ skilful technique.
2 I _competed_ in a national athletics competition last year.
3 Jenny _was_ the star of the team.
4 She _won_ a bronze medal in the 100 metres swimming.
5 She _smashed_ the existing world record.
6 He _captained_ the team during the European Championship.
7 He only _scored_ one goal last season.
8 The whole team _played_ a role in winning.

5 Complete the sentences with the words and phrases in the box.

competed in and won energetic played a key role real passion really great attitude scored a goal set won

1 Sally's teammates chose her to be the captain because she has a _really great attitude_.
2 Thomas is not the greatest player on the team, but he has a _real passion_ for the game.
3 The swimmer _set_ a new Olympic record.
4 The defenders _played a key role_ in the team's victory over Real Madrid.
5 Ronaldo has _scored a goal_ in each of his last 12 games.
6 The Australian sailing team _won_ a silver medal in the Olympics.
7 She is one of the most _energetic_ coaches in women's basketball today.
8 He _competed in and won_ the Tour de France last year.

6 **Extension** Complete the table.

Noun	Adjective
energy	energetic
passion	passionate
skill	skilful
awareness	aware
positivity	positive
competition	competitive

7 **Extension** Write answers that are true for you.

1 What is something you are passionate about?

2 Who is the most competitive person you know?

3 What are your most important skills?

8 **Extension** Choose the option that can best replace the highlighted words.

1 He always wants to win; **he's so competitive**!
a He always wins everything.
b It's important for him to win.
c Playing the game is enough for him.

2 She **played a role** in the volleyball team's success.
a played better than other players
b only played in one position
c helped her team to win

3 I can see that your results are **improving** every time you play.
a getting better **c** achieving
b playing harder

4 I **wasn't aware** that you played in the regional championships.
a wasn't there **c** didn't know
b didn't see

5 I'm sure that you will **achieve** your goal if you keep trying.
a reach **b** won **c** break

9 **Extension** Translate the Polish fragments of the sentences into English.

1 Arsenal (*pokonał*) _beat_ Manchester City 3-2 in a really exciting match.
2 She (*strzeliła*) _scored_ her 100th career goal yesterday.
3 They don't (*grają*) _play_ as well as they used to.
4 Quick! Now (*rzuć*) _throw_ the ball to David!
5 He looked up and (*podał*) _passed_ the ball to his teammate.
6 Top athletes have to (*trenować*) _train_ for hours every day.
7 I'm sure our team will (*wygra*) _win_ the match.
8 She (*uprawia*) _does_ aerobics three times a week.

Life Skills guide
7 Mediation

Exam guide
9 English in Use Translations

Life Skills guide
9 Mediation

7B Listening

Exam guide
1 Listening
Matching

1 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence you do not need. 71 p. 403

a This speaker captained a team.
b This speaker scored a goal.
c This speaker won a medal.
d This speaker holds a record.
e This speaker did their best.

1 e **2** b **3** d **4** c



A competitor in the show jumping event of the modern pentathlon

Exam guide
2 Listening
Multiple choice

2 Listen and choose the correct option. 72 p. 403

1 What Greek word means 'competition'?
(a) athlon
b penta
c deca

2 How many events are in the decathlon?
a 5
(b) 10
c 15

3 What sporting event do the ancient and modern pentathlon have in common?
a swimming
(b) running
c riding

4 What event is NOT part of our modern pentathlon?
a shooting
b fencing
(c) wrestling

5 What are athletes awarded for each event in the pentathlon?
(a) points
b medals
c money

6 Who receives the silver medal?
a the athlete with the third highest score
b the athlete with the highest score
(c) the athlete with the second highest score

3 Listen to a lecture. Tick (√) the sports that you hear mentioned. 73 p. 403

1 wrestling ☑
2 running ☑
3 swimming ☐
4 javelin throwing ☑
5 climbing ☐
6 jumping ☑
7 horse riding ☐
8 gymnastics ☑
9 discus throwing ☑
10 boxing ☑



4 Listen again. What is the main point that the speaker is trying to make? 73 p. 403

a the similarities of the ancient and modern world
b the brutality of human beings not changing over time
c the basic desire of all humans to compete and win
(d) the enduring influence of Greek culture on athletics

5 Match the words (1–7) with the definitions (a–g). Listen again if necessary. 73 p. 403

1 discus d
2 halteres e
3 stadion a
4 sprint g
5 javelin b
6 pentathlon f
7 decathlon c

a an ancient measure of distance in racing
b a spear-shaped object thrown by an athlete
c an Olympic event with ten events
d a disc-shaped object thrown by an athlete
e an ancient weight made of stone or bronze
f an Olympic event with five events
g a short run at full speed

7C Grammar 1

Determiners

1 Write *a* or *an* in front of the noun phrase.

1 a huge crowd of people
2 a positive role model
3 an average of 15 points
4 a world record
5 an athlete from Peru
6 a decent game
7 an absolutely amazing win
8 a great attitude
9 an injury to her ankle
10 a pulled muscle
11 an unknown participant
12 a winning strategy

2 Circle the correct words to complete the text. Circle - if no word is necessary.

Young Olympic Athletes from Rio 2016

Every four years, athletes compete for their countries in the Summer Olympic Games, and young athletes show the world what they can do.

- 18-year-old Yusra Mardini competed for **(1)** *a* /(*the*)/ - Refugee Team at **(2)** - / *every* /(*the*)2016 Rio Olympics. She is a swimmer. She and her family escaped **(3)** *some* / *a few* /(*the*)war in Syria.
- At the same time, **(4)**(-)/ *a* / *a few* sisters Leila, Liina and Lily Luik are believed to be **(5)** *those* /(*the*)/ - first triplets to compete in **(6)**(*an*)/ *her* / *each* Olympics. They called themselves **(7)** '*his* / *these* /(*the*)Trio to Rio' and competed **(8)** in(*the*)/ *those* / *my* women's marathon – against **(9)** *all* /(*a*)/ *both* team of **(10)**(-)/ *the* / *each* German twins! Even though the triplets didn't win **(11)** *all* /(*any*)/ *this* medals, no one will ever forget them.
- 16-year-old Kanak Jha was **(12)** *that* / *his* /(*the*) youngest Olympian on **(13)** *some* / *every* /(*the*)entire US team in Rio. **(14)** *Your* /(*His*)/ *These* sport is table tennis. When he was 14, he won **(15)** *this* / *neither* /(*the*)table tennis World Cup.

3 Complete the sentences with *a, an, the* or - (if no article is needed).

Marjorie Gestring: Young Olympic Gold Medalist

(1) A springboard diver from the United States, Marjorie Gestring, was once **(2)** the youngest Olympic gold medalist. At the age of almost **(3)** – 14, she won **(4)** the gold medal for 3-metre springboard diving at **(5)** the 1936 Summer Olympics in Germany. (Her exact age was 13 years, 268 days.) She was the youngest person ever to win **(6)** a gold medal (at that time). Today, she's still **(7)** the second youngest gold medalist ever.

Marjorie won **(8)** a major diving competition in 1936 and joined **(9)** the US Olympic diving team. At the 1936 Olympics, **(10)** the Americans won **(11)** – gold, silver and bronze medals for springboard diving.

After **(12)** the Olympics, Marjorie continued to compete. She became **(13)** a member of **(14)** the International Swimming Hall of Fame.

Today, the youngest gold medal winner is speed skater Kim Yun-mi from South Korea who won **(15)** a gold medal at the 1994 Winter Olympics. She was just 13 years old.

4 Complete the sentences with the words in the box.

a few	a lot	any	both	each
much	how many		some	

1 I didn't know much about cricket until my friends decided to teach me the rules.
2 At our football games, the spectators always scream really loudly for each and every goal.
3 How many points did the winning team get in the first half?
4 We saw a few people leave the stadium before the end of the match.
5 My friends and I support both Real Madrid and Manchester United.
6 It's hard to believe, but a lot of people enjoy watching bowling on TV.
7 Have your friends been to any matches so far this year?
8 Some people find it hard to believe that dressage ('horse dancing') is an Olympic sport.

5 Cross out the mistake in each sentence and write the correct word.

1 I really want to learn more about ~~these~~ sport I read about online. this
2 My younger brother wants to be ~~a~~ athlete when he grows up. an
3 Do you have ~~some~~ idea how hard it is to run a marathon? any
4 We don't have a real goal, so just kick the ball between ~~that~~ flags. those
5 ~~Much~~ of the fans were unhappy when they read that their favourite player had moved to another team. Many
6 Only ~~that~~ most talented athletes can compete at the Olympics. the

7D Reading

Exam guide

3 Reading
Multiple choice

VOCABULARY BUILDING Synonyms in texts

1 Complete the sentences using the synonyms for the words in bold.

amounts	elite	establish
money	selected	talents

1 You should make the most of your **abilities** and try to become a professional athlete.
You should make use of your ___talents___ and try to become a professional athlete.

2 Only **the top** athletes can afford to live in great luxury.
Only ___elite___ athletes can afford to live in great luxury.

3 The school wants to **set up** a new after-school tennis club.
The schools wants to ___establish___ a new after-school tennis club.

4 No young athlete can rise to the top without the **funding** to train.
___Money___ for training is important for young athletes who want to succeed.

5 The **sums** of money made by professional footballers are absolutely amazing.
Professional footballers make incredible ___amounts___ of money.

6 If you want to be **chosen** for the team, you have to practise every day.
Only those who practise daily will be ___selected___ for the team.

READING

2 Read the article on the opposite page. Then read the introductory sentence for a summary of the article. Choose three of the sentences below to complete the summary.

Today's top athletes focus on mental as well as physical fitness

1 Plato believed that mental fitness was more important for success than physical fitness.
(2) Although some athletes initially resisted sports psychology, it is now more popular than ever.
(3) Athletes in sports that require great focus have had tremendous success with sports psychology.
4 Laurie Hernandez won two medals in the Rio de Janeiro Olympics.
5 Goal setting is important for athletes in some sports and is an effective part of sports psychology.
(6) Sports psychology uses breathing, visualisation and the setting of achievable goals to help athletes succeed.

3 Choose the correct option according to the information in the article.

1 According to paragraph 2, which of the following is true of elite athletes?
(a) They have been resistant in the past to the idea of using sports psychology.
b After 1920, they immediately began using sports psychology to train.
c Their coaches were more open to the idea of using sports psychology than they were.
d They used sports psychology more in the mid-1900s than they do today.

2 According to paragraph 3, it is NOT true that Simone Biles …
a used sports psychology to help overcome her lack of confidence.
b used sports psychology to become one of the top athletes in the world.
(c) has refused to speak publicly about using sports psychology in her training.
d inspired her teammate to begin using sports psychology.

3 Which of the following can be inferred about Laurie Hernandez from paragraph 3?
a She is a better gymnast than Simone Biles.
b She would never have used sports psychology if not for Simone Biles.
(c) Sports psychology helped her to win two Olympic medals.
d Like Simone Biles, she suffered from a lack of confidence.

4 Write the word from the text that matches each definition.

1 to do better in an activity than others ___outperform___
2 to slowly disappear or lose importance ___fade___
3 an activity performed regularly, sometimes as part of a ceremony ___ritual___
4 to succeed in reaching a goal ___achieve___
5 easy to see or understand ___clear___

Mental gymnastics



Simone Biles

1 74 More than 2,000 years ago, the Greek philosopher Plato wrote that 'Physical fitness is as important as intellectual fitness.' Plato recognised the connection between the body and mind and believed that people should focus on being physically fit as well as being mentally fit. Today's athletes are more physically fit than ever. Everything from an athlete's diet to their training routine to how much they sleep at night is completely planned and controlled. But in the high-pressure world of professional sports, the best athletes often listen to Plato's advice and focus on taking care of their mind as well as their body.

2 The first sports psychology laboratory was founded in Berlin in the early 1920s, and since then, the study and practice of sports psychology has continued to increase. Although most elite athletes are looking for any way to outperform the competition, some were resistant to the idea of seeing a sports psychologist. Athletes have said they didn't want to discuss their fears and they worried about being asked to change their training routines. Importantly, they didn't want to seem 'weak' to their competitors. Also, coaches were sometimes concerned about letting someone else control their athlete. But as more and more top athletes have spoken openly about the positive impact of sports psychology, this resistance has begun to fade. For example, after winning a championship in 2010, basketball great Ron Artest appeared on TV to thank his sports psychologist.

3 Almost every sport has athletes that use sports psychology, but athletes in sports that require tremendous focus, like golf, tennis and gymnastics, use sports psychologists the most. American gymnast Simone Biles is sometimes described as the greatest athlete in the world today. She won five medals at the Olympic games in Rio de Janeiro, and four of them were gold. Biles has been open about how sports psychology has contributed to her success. In 2013, she was struggling with nerves and a lack of confidence. Her father called a sports psychologist, and three years later, Biles was a star of the Olympics. After seeing Biles's dramatic improvement, her teammate Laurie Hernandez started seeing the same sports psychologist. Hernandez won a gold and a silver medal in Rio.

4 So how does sports psychology actually work? Typically, an athlete meets regularly with a sports psychologist who gets to know them and understand their goals. Then the psychologist creates a specific plan for that athlete. This usually includes breathing exercises, visualisation exercises – using your imagination to see yourself do something – and goal setting. Before she competes, Laurie Hernandez places one hand on her stomach and breathes deeply. This ritual calms her before she begins. Goal setting usually focuses on specific performance goals, like swimming half a second faster, instead of competitive goals, like winning a medal. By focusing on a specific goal, pressure decreases and the goal seems more achievable.

5 Today's top athletes know what Plato wrote about all those years ago. The body and mind must work together to achieve greatness. The majority of Olympic athletes now use mental training as a major part of their training routine, and the benefits of sports psychology are clear. To compete at the highest level today, your mental game must be as strong as your physical game.

7E Grammar 2

Comparatives and superlatives

1 Choose the correct option to complete the sentence.

1 There are ____ more rugby players at our school than there are baseball players.
a few **c** many
b little **d** much

2 She spends ____ less time studying than she does practising football.
a few **c** many
b little **d** much

3 Busy students have ____ time to participate in sports.
a few **c** many
b little **d** much

4 ____ tickets were sold for tonight's game – only 100.
a few **c** many
b little **d** much

5 I keep asking him to join, but he's shown very ____ interest in becoming part of the basketball team.
a few **c** many
b little **d** much

6 Very ____ fans were in the stands for this week's game because it was raining and cold.
a few **c** many
b little **d** much

7 I couldn't believe I had to pay so ____ money for my tickets to the diving championships. They were expensive!
a few **c** many
b little **d** much

2 Complete the sentences using comparatives and the cues in brackets. There is more than one correct answer for each sentence.

1 The freezer is _____ than the fridge. (*cold, big difference*)
2 It's _____ today than it was yesterday. (*hot, small difference*)
3 I have _____ pages to read for my history class than I do for maths. (*more, big difference*)
4 A Lamborghini is _____ than any car I'll ever buy. (*expensive, big difference*)
5 Joshi gets _____ grades than I do. (*good, big difference*)
6 It takes _____ to travel to Dubai than it does to get to Sharjah. (*long, small difference*)
7 I spend a _____ time riding my bike than I do jogging. (*more, big difference*)

3 Use the information in the two sentences to complete the comparative sentence.

Example: Viktor can lift 130 kilograms. Karim can lift 170 kilograms. (*40 kilograms*)
Karim can lift *40 more kilograms than Viktor can*.

1 The first modern Olympics were held in 1896. The first World Cup football game was held in 1930. (*34 years*)
The first modern Olympics were 34 years earlier than the first World Cup football game.

2 The world record in the women's long jump is about 7.5 metres. The world record in the men's long jump is about 9 metres. (*1.5 metres*)
The men's long jump world record is about 1.5 metres longer than the women's (world record jump).

3 Approximately 111.3 million people watched the 2017 Super Bowl on TV. There were approximately 70,800 people at the stadium watching the game in person. (*more than 111.22 million*)
In 2017, approximately 70,800 went to the Super Bowl game, but over 111.22 million more people watched it on TV.

4 Kai can swim for 60 minutes. Ruby can swim for 45 minutes. (*15 minutes*)
Kai can swim 15 minutes longer than Ruby (can).

5 Our team scored nine points. The other team scored four points. (*five points*)
The other team scored five fewer points than we did / than us.

4 Which option is closer in meaning to the original sentence?

1 The more I focus on eating healthily, the more my swimming endurance improves.
a My swimming endurance improves when I spend more time focusing on eating well.
b Because my swimming endurance improves, I spend more time focusing on eating well.

2 The more time I practise, the more compliments I get.
a When I get compliments, I want to spend more time practising.
b When I spend more time practising, I get more compliments.

3 The higher the mountain, the more time it takes to climb.
a Climbing higher mountains takes slightly less time than climbing lower mountains.
b It takes more time to climb a higher mountain than a lower mountain.

2
1 much colder / a lot colder / a great deal colder / far colder
2 slightly hotter / a little hotter / a bit hotter
3 a lot more / many more / a great deal more / far more
4 much more expensive / a lot more expensive / a great deal more expensive / far more expensive
5 far better / much better / a lot better
6 a bit longer / slightly longer
7 great deal more / lot more

4 The noisier the concert, the less Gayle wants to go.
a Gayle prefers going to noisy concerts.
b If concerts are quite loud, Gayle is less likely to want to go to them.

5 The more challenging the class, the longer I have to study.
a My classes are challenging before I study.
b I have to study more for classes that are challenging than for those that are easy.

6 The more beautiful the painting, the more expensive it is.
a You have to pay more for more beautiful paintings.
b More expensive paintings aren't more beautiful.

7 The closer we get to Nagasaki, the more excited I am.
a I'm getting more excited as we get closer to Nagasaki.
b Because I am more excited, Nagasaki is closer.

5 **Choose the correct option to complete each sentence.**

1 Elite marathon runners are faster these days; in the past, marathon runners were *not as fast* / *as fast*.
2 More people stream sports on their tablets than five years ago. Five years ago, *not as many* / *more* people streamed sports on their tablets.
3 Athletes are required to use safer equipment, though in the past, athletes' equipment was *not as safe* / *as safe* as today.
4 The team's uniforms are a lot more colourful this season, and I think these *not as colourful* / *more colourful* uniforms look great.
5 A great deal more women play football these days. Today there are *as many* / *more* women playing football.
6 Now that I've started practising with the team, I'm a much better skier. Last year I *wasn't as good* / *was better* at skiing.
7 A lot fewer people are going to watch the team play. Today there are *not as many* / *more* people at the games.

6 **Are the words in bold correct or incorrect? Correct those that are incorrect.**

1 My friend Sahil is **a bit talented than** many Olympic athletes. a bit more/less talented than
2 Mount Sanquing in China **is as beautiful** any place on Earth. is as beautiful as
3 Getting enough sleep **as important as** eating well and exercising. is as important as
4 This sushi **is slightly better then** the sushi we had last week at the new restaurant near our office. is slightly better than
5 Your joke **isn't as funny as** the one Yuri told in class yesterday. ✓
6 Oslo, Norway, **is not nearly hot** as Colombo, Sri Lanka. is not nearly so/as hot
7 Electric cars are **far more efficiency than** cars that use only petrol. far more efficient than

7 **Read the information about the 2016 Olympic athletes. Are the statements below true (T) or false (F)?**

2016 Summer Olympics Results (partial)

Rank	Name	Country	Time
50km walk (men)			
1	Matej Toth	Slovakia	3:40:58
5	Wei Yu	China	3:43:00
7	Havard Haukenes	Norway	3:46:43
20km race walk (women)			
4	Antonella Palmisano	Italy	1:29:03
5	Shijie Qieyang	China	1:29:04
6	Ana Cabecinha	Portugal	1:29:23
Long jump (women)			
3	Ivana Spanovic	Serbia	7.08 m
5	Ese Brume	Nigeria	6.81 m
6	Ksenija Balta	Estonia	6.79 m
Hammer throw (men)			
5	Marcel Lomnicky	Slovakia	75.97 m
6	Ashraf Amgad Elseify	Qatar	75.46 m
7	Krisztian Pars	Hungary	75.28 m

1 In the 50km walk, Haukenes was a great deal faster than Toth. F
2 Haukenes was not nearly as fast as Yu in the 50km walk. T
3 In the 20km race walk, Palmisano was much faster than Qieyang. F
4 Cabecinha was over a minute slower than Palmisano in the 20km race walk. F
5 In the long jump, Brume didn't jump nearly as far as Spanovic. T
6 Balta jumped nearly as far as Brume in the long jump. T
7 In the hammer throw, Pars was not quite as good as Lomnicky. T
8 Pars threw the hammer a bit further than Elseify. F

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

TEDTALKS Extra

Are athletes really getting faster, better, stronger?

> "We all have this feeling that we're somehow just getting better as a human race … but it's not like we've evolved into a new species in a century."
>
> **DAVID EPSTEIN**

AUTHENTIC LISTENING SKILLS

Slowing down and stressing words

Speakers will often slow down and stress words when they are contrasting two ideas. The surrounding language can sound very fast.

1 The winner of the 2012 Olympic marathon [*slows down*] ran two hours and eight minutes. Had he been racing against the winner of the 1904 Olympic marathon, [*slows down*] he would have won by nearly an hour and a half.

1 Look at the Authentic listening skills box. Listen to an extract from the TED Talk. Identify where David slows down and stresses words. 75

The winner of the 2012 Olympic marathon ran two hours and eight minutes. Had he been racing against the winner of the 1904 Olympic marathon, he would have won by nearly an hour and a half.

BEFORE YOU WATCH

Life Skills guide

2 Collaboration, Mediation

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

pretend	joints	medium	height/weight
average body	type	financial	incentives
accelerated	forearm	torso	on average
limbs	endurance	upright	bolder

Life Skills guide

3 Collaboration, Mediation

3 Work in pairs. Which of the sports do you do or watch? What equipment, skills and physical attributes do you need for each one?

athletics	basketball	cycling	football
gymnastics	swimming	tennis	water polo

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 7.0

genes	enhance their performance	evolved
cinders	mindset	

5 Watch part 1 of the talk. Decide what David is going to argue. ▶ 7.1 p. 411

a The human body has evolved to be better at sports.
b New sporting records are largely down to technology and professionalism.
c Sport is a natural part of human development.

6 Watch part 2 of the talk. Complete the summary with a number, year or measurement. ▶ 7.2 p. 411

In **(1)** 1936, Jesse Owens held the world record in the **(2)** 100 metres. If he had run more recently against Usain Bolt, he would've finished **(3)** 14 feet behind him. However, Owens was competing in very different times, and modern runners are greatly helped by technological advances. Given the same conditions, Owens would have been within **(4)** one stride of Bolt!
Technology also helped to improve the hour record that cyclist Eddy Merckx set in **(5)** 1972 by almost **(6)** five miles, but after the rules were changed in **(7)** 2000, cyclists had to use the same equipment. Subsequently, they were only able to go **(8)** 883 feet further than Merckx.



7 Watch part 3 of the talk. Match what David mentions (1–6) with the points he is making (a–f). ▶ 7.3 p. 412

1 high-jumpers and shot-putters f
2 digital technology c
3 financial incentives, fame and glory a
4 Michael Phelps and Hicham El Guerrouj e
5 the Kalenjin tribe b
6 a radiator d

a The move towards specialised types of bodies for particular sports accelerated.
b Kenyans are the best marathon runners.
c It made elite sport more available to a wider group of people.
d Some people might have long thin legs because of evolution.
e Swimmers have long bodies and runners require proportionately longer legs.
f Specific groups of people have advantages for some sports.

8 Watch part 4 of the talk. Are the sentences true (T) or false (F)? ▶ 7.4 p. 412

1 We can train our brains to accept more pain. T
2 Primates are more suited to endurance than humans. F
3 David does not expect Kílian's record to be broken. F

9 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you see in the clip. ▶ 7.5

throughout	change the face of	essentially
the entire	fade away	shrunk

AFTER YOU WATCH

10 Work in pairs and think of at least one example of:

1 a recent change or event that has affected people *throughout the world*
2 someone or something that *changed the face of* your country
3 two brands which are *essentially the same*
4 an activity that *has shrunk* in popularity

11 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 How much of David's talk was new to you? Was there anything he said you already knew?
2 What were the three most interesting facts for you?
3 Do you think all sport is better than it was in the past? Why?/Why not?

CHALLENGE

Choose a sport you are interested in. Find out:

- if it has changed in the ways David Epstein describes.
- if there have been any other changes.
- how the records today compare to 50 years ago.

Life Skills guide
10 Critical thinking, Mediation

Life Skills guide
11 Critical thinking, Mediation

Exam guide
8 Listening True/false

Technology guide

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Technology guide

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TEDTALKS Practice
Are athletes really getting faster, better and stronger?

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AUTHENTIC LISTENING SKILLS

1 Listen to the excerpts from David Epstein's TED Talk, and circle the words he uses to mark contrast. 76

1 Rather than the same size as the average elite high jumper, the average elite shot-putter is two and a half inches taller and 130 pounds heavier.
2 So, in sports where large size is prised, the large athletes have gotten larger. Conversely, in sports where diminutive stature is an advantage, the small athletes got smaller.
3 These men are seven inches different in height, but because of the body types advantaged in their sports, they wear the same length pants.
4 The Kalenjin make up just twelve percent of the Kenyan population but the vast majority of elite runners.
5 That's the power that's contained in the human body. But normally we can't access nearly all of it.
6 Ultra-endurance was once thought to be harmful to human health, but now we realise that we have all these traits that are perfect for ultra-endurance.

WATCH p. 411

2 Complete the sentences with a word or short phrase.

1 The winner of the 2012 Olympic marathon ran two hours and eight minutes.
2 I want you to pretend that Jesse Owens is in that race.
3 That's the difference that track surface technology has made.
4 Eddy Merckx set the record for the longest distance cycled in one hour at 30 miles, 3,774 feet.
5 While we haven't evolved into a new species in a century, the gene pool within competitive sports certainly has changed.
6 The financial incentives and fame and glory afforded elite athletes skyrocketed and it tipped toward the tiny upper echelon of performance.
7 In some cases, the search for bodies that could push athletic performance forward ended up introducing into the competitive world populations of people that weren't previously competing at all.
8 This is a vertical ascent of more than 8,000 feet, and Kílian went up and down in under three hours.

3 Match the sports with the statements (1–6). Two sports are used more than once.

cycling marathon sprinting swimming

1 The 2012 Olympic winner finished in two hours and eight minutes. marathon
2 This sport favours a body type similar to a canoe. swimming
3 The Kalenjin tribe have been particularly successful in this event. marathon
4 In this sport, the governing body decreed that competitors had to use the same technology as in 1972. cycling
5 Starting blocks were an important innovation in this sport. sprinting
6 Scientists estimate that Jesse Owens would have finished less than one stride behind Usain Bolt in this sport, if he'd been using the same technology. sprinting

4 Choose the comparative or superlative form to complete each sentence.

1 Every year, runners seem to get *faster* / *fastest*.
2 More sophisticated training methods mean that today's athletes are often *stronger* / *strongest* than the winners from one hundred years ago.
3 In cycling, the *longer* / *longest* distance travelled in one hour is only about 800 feet further than the record set by Eddy Merckx in 1972.
4 Michael Phelps is seven inches *taller* / *tallest* than Hicham El Guerrouj, even though their legs are the same length.
5 Today's gymnasts are significantly *shorter* / *shortest* than competitive gymnasts from several decades ago.
6 The *better* / *best* athletes in the world have more specialised body types today than they used to.
7 Humans are better suited to ultra-endurance sports than *more* / *most* primates.

VOCABULARY IN CONTEXT

5 Match the words and phrases (1–6) with the sentences where a synonym is used (a–f).

1 shrunk c
2 fade away e
3 the entire f
4 essentially b
5 change the face a
6 throughout d

a Widespread use of specialised swimsuits has completely changed the nature of competitive swimming.
b Athletes at university are basically training at a professional level.
c The distance between certain records has got smaller over the years.
d In all parts of the world, technology gives people the opportunity to watch huge sporting events.
e Some people worry that certain sports will disappear from public notice if they are not included in the Olympics.
f I wonder whether the whole difference between Jesse Owens' and Usain Bolts' records can be explained by technology?

7F Speaking

Useful language

Introducing main findings

The most surprising / interesting thing we found was that …

You won't be surprised to hear that … but one thing that was interesting was …

The main thing we discovered was …

(By far) the most popular … was …

Introducing other points

Another thing that was interesting was …

Apart from that, we found that …

Some other things worth mentioning are …

1 Put the words in brackets in the correct order to complete the presentation. Then listen to check your answers. 77

Hello. We're here to present the findings of the class sports survey we conducted.

(1) (*discovered / thing / was / The / we / main*) _____
The main thing we discovered was
people do at least three hours of individual exercise a week.

(2) (*most / The / thing / was / we / surprising / that / found*) _____
The most surprising thing we found was that
everyone does at least two sports regularly. By far the most popular individual sport was swimming.

(3) (*we / that, / that / found / from / Apart*) _____
Apart from that, we found that
one-third of the class go to the gym at least once a week.

(4) (*was / Another / was / that / interesting / thing*) _____
Another thing that was interesting was
the number of people who like mountain biking. A third of the class go mountain biking regularly, and over three-quarters do it from time to time.

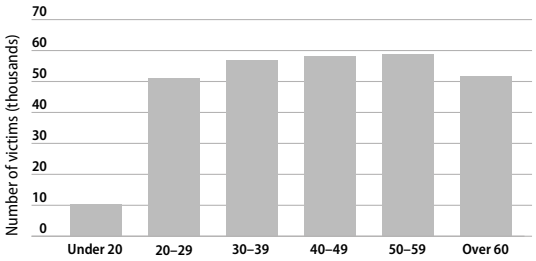
Focusing on team sports, **(5)** (*to / you / be / that / surprised / won't / hear*) _____
you won't be surprised to hear that
most of the males play football, **(6)** (*was / one / thing / was / but / that / interesting*) _____
but one thing that was interesting was
that over half of the females we surveyed also play football regularly.

(7) (*things / are / worth / Some / mentioning / other*)
Some other things worth mentioning are
_____
that spinning classes were more popular with females than males, and that ten percent of the class play more than three team sports, including football.

2 Look at the data about Cybercrime. Prepare some notes for a presentation on this information. Remember to include the useful language. Then listen to the sample answer and compare your ideas. 78 p. 403

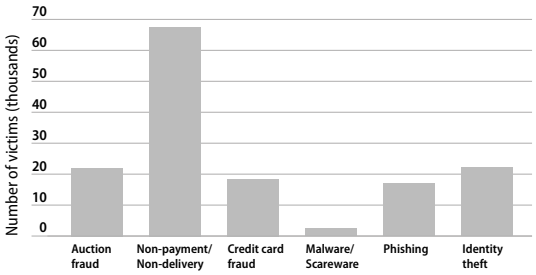
Life Skills guide
2 Critical thinking, Practical skills

Cybercrime by age (USA)



Source: U.S. Department of Justice / Federal Bureau of Investigation Statistics shown are for 2015.

Cybercrime by age (USA)



Life Skills guide
3 Creativity, Mediation, Practical skills

3 You have been asked to talk about a sport that is typical in your country. Make notes about this topic. Use the useful language. Then listen to the sample answer. 79 p. 403

Your comments should include:

- what the sport is
- how you play or do it
- when and how often people do it
- why you consider it a typical sport for your country

7G Writing

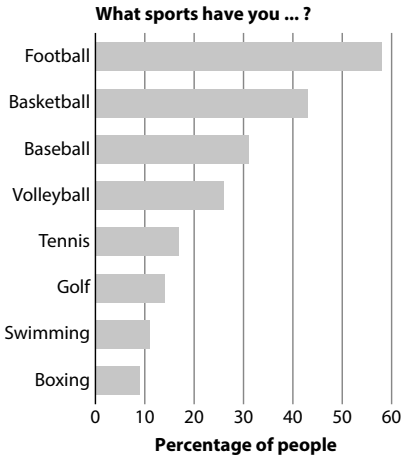
An article

1 Choose the correct option to complete each sentence.

1 *More then half / More than half* of the participants were under 16.
2 *Under just two-thirds / Just under two-thirds* of the sports are free.
3 *Roughly a quarter / Roughly the quarter* of all scheduled events were cancelled.
4 We can see that membership *double / doubled* in May.
5 *One on four / One in four* runners dropped out of the marathon.
6 The *vast majority of / vast majority in* students prefer doing team sports.
7 *Almost 40 percent of / 40 percent of almost* those surveyed live in cities.
8 Funding for sports *increased by / increased in* 15 percent over the period.

Exam guide
3 Reading
Multiple choice

2 Look at the bar chart. Then complete the article with the missing phrases a–h.



Exam guide
2 Reading
Missing sentences

This bar chart shows the results of a survey carried out in a local city last year. A hundred adults participated in the survey, **(1)** __d__.
All participants in the survey attended at least some spectator sports during the year. As can be seen from the chart, **(2)** __f__. The lowest attendance was at boxing, **(3)** __b__. More than a quarter went to watch volleyball, with almost one in three going to watch baseball games. The football statistics are not entirely surprising, given that the popularity of football is well documented. **(4)** __e__ second most popular spectator sport in the survey. **(5)** __h__, as a highly successful basketball team is based in the region in which the surveyed city is located.
(6) __a__, the numbers attending volleyball were unexpected. The reason given by those interviewed was support for their children or other family members **(7)** __g__. A lack of developed facilities in the local area has been suggested as the reason for the lower numbers **(8)** __c__.

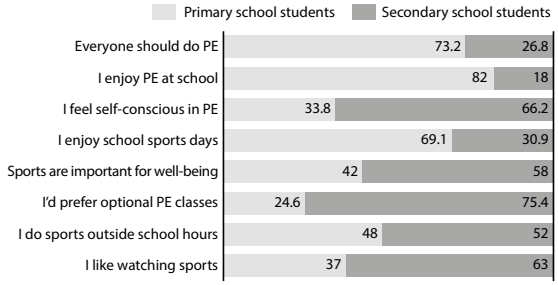
a Being higher than the national average
b with fewer than one in ten participants attending boxing matches
c attending boxing events
d which aimed to discover levels of annual attendance at sporting events
e Basketball was the
f well over half of those interviewed attended football matches
g participating in volleyball
h This may be explained by geography

Life Skills guide
4 Creativity,
Critical thinking
Mediation,
Practical skills

3 Read the text again. Then answer the questions.

1 What was the purpose of the survey?
a to find out how many people are playing sports
b to find out how many people are watching sports
2 How many people interviewed did not attend any sporting events?
a none of them **b** at least one
3 Which statistics are first mentioned in the text?
a the national average for attendance at these sports
b the sports with the best and worst attendance
4 Which sport did roughly one-third of all participants attend?
a baseball **b** swimming
5 What reason is suggested for the high numbers attending football matches?
a that the local team in this city is very successful
b that football is known to have high levels of support
6 According to the text, why did so many people go to watch volleyball?
a because their relatives play volleyball
b because their city has extremely well-developed facilities for volleyball

4 The chart below gives information about a group of people who were surveyed about their attitudes to PE classes. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Lexical Review 7

1 Circle the odd one out in each of the lines below.

1	trip	route	journey	voyage
2	spectator	player	referee	competitor
3	bounce	play	compete	take part
4	produce	make	manufacture	invent
5	net	pool	court	rink
6	lose	fail	achieve	be last

2 Match the words (1–8) with the definitions (a–h).

1 on-time c
2 self-starter a
3 selected f
4 establish h
5 part-time d
6 attitude e
7 cruise b
8 compete g

a a person who can work on their own
b a holiday on a ship
c punctual; not late
d when you work only a few days a week
e what you think about something
f chosen for a team
g take part in something
h to start something, e.g. a club or company

3 Choose the correct option to complete each sentence.

1 You need to be very ___ if you want to improve your results.
a systematic **c** charge
b confused **d** arranged

2 They are an ___ group. Only the best can join them.
a achieved **c** elite
b aware **d** energy

3 She completely ___ the record by more than four seconds. It was amazing.
a held **c** got
b smashed **d** scored

4 The team has been extremely ___ and has won the title three times.
a succeeding **c** success
b succeeded **d** successful

5 They were ___ negotiations and we had to be careful what we said.
a energetic **c** responsible
b systematic **d** delicate

6 I'd like to go ___ in the mountains next weekend. What do you think?
a touring **c** hiking
b a walk **d** a climb

7 What's the best way to ___ stress in your opinion?
a handle **c** take
b deal **d** hold

8 He's only 5 years old and he's so ___! He never stops running around.
a skilled **c** energetic
b positive **d** responsible

4 Write one word in each gap to complete each sentence.

1 I always ___share___ my holiday photos with my friends using Facebook or Snapchat.
2 We ___won___ the match 3-2. I was so happy!
3 The tennis ___court___ doesn't have a net so we can't play.
4 She has a real ___passion___ for judo and spends all her free time practising.
5 He holds the ___record___ for the longest jump in athletics.
6 She tried to ___catch___ up with the other runners ahead of her, but they were too fast.
7 Can you help me put ___together___ a team for next month's championships?
8 You called me ___during___ my chemistry test. I was still writing and that's why I didn't answer.

5 Translate the Polish fragments of the sentences into English. Use up to two words.

1 It (*zajmuje*) ___takes___ me forty-five minutes to get to school.
2 Do you think parents (*odgrywają ważną*) ___play an important___ role in their child's success?
3 He can (*rzucić*) ___throw___ the ball a very long way.
4 I watched the (*skoki do wody*) ___diving___ competition on TV yesterday.
5 I got a promotion last month and now I'm (*odpowiedzialny za*) ___responsible for___ our sales team.
6 People have very little (*świadomość*) ___awareness___ of how much athletes need to practise.
7 I'll meet you at the ice (*lodowisku*) ___rink___ at four o'clock.
8 I think she will (*strzeli*) ___score___ at least two goals during the match.

Exam guide
4 English in Use
Gap-filling

Exam guide
3 English in Use
Multiple choice

Life Skills guide
5 Mediation

Skills Review 7

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 The awareness of the benefits of regular exercise has increased among teenagers. AWARE
2 Being a competitive person, he likes all kinds of team sports. COMPETE
3 Cycling is becoming a popular leisure activity. CYCLE
4 He is one of the most skilful footballers of all time. SKILL
5 I avoid diving because I am a poor swimmer. DIVE
6 My friend has been very energetic since he started doing aerobics regularly. ENERGY

Uzupełnianie luk

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 He is by far the best coach the team has ever had.
2 This chess club was set up in our school last year.
3 Do you know how many times Michael Phelps has competed in the Olympic Games and won a medal?
4 He was not aware of the risk when he attempted this long-distance swim.
5 My cousin has always had a real passion for extreme sports.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

Exam guide
5 English in Use
Word formation

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Our national team will play better than they did last year.
BADLY
Our national team will not play as badly as they did last year.
2 Nobody in our school runs faster than my friend Tom.
THE
My friend Tom is the fastest runner in our school.
3 They have never played a more exciting tennis game before.
MOST
It is the most exciting tennis game they have ever played.
4 People expected Tom Lang to drive faster in the race.
SLOWLY
Tom Lang drove more slowly than people had expected.
5 The weights you are lifting are definitely too light for you.
MUCH
You should lift much heavier weights than these ones.
6 We did not run as far today as we did last Sunday.
RAN
Last Sunday, we ran farther/further than today.

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Our high jump representative ___ the previous world record in this competition.
a smashed **b** won **c** set
2 He is short, so he'd better take up ___ wrestling.
a a **b** the **c** –
3 Andrew, I'm happy you finally won a medal in the tournament. Good ___ you!
a to **b** for **c** with
4 What country will ___ the next World Football Cup?
a make **b** hold **c** taking place
5 Peter will never take sports seriously since he isn't passionate ___ them.
a for **b** to **c** about

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

far metre near compete slight win hard

1 The Polish athlete threw the discus two and a half metres farther than the other competitors.
2 It's a pity my friend has not won any medals yet.
3 She competed against many fine athletes during the last Olympic Games.
4 His final result in the long jump was only slightly better than last year.
5 The harder he trains, the more likely he is to win a medal.

Tłumaczenie fragmentów zdań

6 **Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.**

1 There was too (*mało śniegu*) little snow to organise the skiing race.

2 Our team has scored (*żadnych goli*) no goals for at least two months.

3 (*Ile kilometrów*) How many kilometres do you have to run every day to get ready for the marathon?

4 (*Obaj bokserzy*) Both boxers got injured during their boxing match.

5 They haven't bought (*żadnego sprzętu sportowego*) any sport(s) equipment for the new gym yet.

6 His results are very good because he (*dużo trenował*) trained / has trained / practised / has practised a lot.

READING

7 **Przeczytaj teksty (a–c) oraz zdania ich dotyczące (1–4). Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Wpisz rozwiązania w tabelę. Uwaga: jeden tekst pasuje do dwóch zdań.**

DRESSAGE

a

Ever since I can remember, I have loved horses. I have competed on them from an early age. I ride dressage, which is basically a ballet dance while on horseback. When you watch the sport, it seems like the rider isn't really doing much. In fact, every split second the rider is using his or her seat and body to guide and relax the horse. Even when the rider does nothing, that is also a signal for the horse. Competitive dressage has really pushed the breeding of horses and preparation of riders to the limits. It seems that every year, another record is broken.

b

Charlotte Dujardin is a British dressage rider who has changed the face of the sport. She has won all of the world's top awards. She presents a completely different style of riding than all those who came before her in that she is so gentle in how she communicates with the horse. She likes to have fun with her animals and this shows. Many of the riders that won the top competitions before her were very tense. She, on the other hand, just glides over the arena and her horses look happy. She recently retired her best horse, Valegro. However, she will definitely continue to surprise fans in the future.

c

I have been a Grand Prix dressage judge for over 30 years and I have watched the sport change drastically. The way horses move today is completely different from when I started. Nowadays, some of the competitors look like they are on some sort of superpower robot, because of the way the horses throw their legs about. Dressage is no different from any other sport in that there is such huge pressure and money involved that it has lost a little of the great sportsmanship it used to have. I love horses, but due to the stress I am under, I am thinking of giving up being a judge.

In which text does the writer say that dressage …

1	has undergone an undesirable transformation?	c
2	used to be a less relaxing sport than it is now?	b
3	is different from what it looks like?	a
4	shows how skilled horses can be?	c

WRITING

8 **W wielu miastach powstaje coraz więcej siłowni plenerowych. Napisz rozprawkę, w której przedstawisz dobre i złe strony organizowania takich siłowni.**

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

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 Why have the man and woman decided to exercise here?

2 Which sport would you like to take up?

3 Tell us about a sports event you watched on TV.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading
Matching paragraphs

Exam guide
8 Writing
An essay

Life Skills guide
8 Creativity,
Critical thinking,
Mediation,
Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Creativity,
Critical thinking,
Mediation,
Self-development

8 Cultural transformation

8A Vocabulary

Cultural events

1 Revision Choose the correct option to complete each sentence.

1 We saw a fantastic *broadcast* / *production* of *Hamlet* at the theatre yesterday.
2 The photographs are on display in the *art gallery* / *concert hall*.
3 They are rehearsing in their new music *cultural centre* / *studio*.
4 Can you write down the *sculpture* / *lyrics* of that song, please?
5 He painted a *mural* / *portrait* of the Queen.
6 How many *listeners* / *viewers* watched the documentary on TV?

2 Revision Are the words connected with art or music? Complete the table.

concert hall | lyrics | mural | painting | portrait | verse

Art	Music
mural, painting, portrait	concert hall, lyrics, verse

Exam guide
5 English in Use
Multiple choice


Roskilde Festival Denmark

3 Complete the sentences with the verbs in the box.

attend | attracts | boost | brings | generates | holds

1 Roskilde Festival is a music festival in Denmark that ___attracts___ music lovers from around the world every year.
2 Organisers expect thousands of people to ___attend___ the week-long event this summer.
3 The arrival of tourists going to the festival will ___boost___ the country's broader economy.
4 It's also a humanitarian event which ___brings___ people together.
5 The festival ___holds___ events that include a vote for which charities should receive support from the festival.
6 Attendees visit local restaurants and attractions during their stay, which ___generates___ income for the local economy.

4 Choose the correct option to complete each sentence.

1 The event organisers are putting *on* / *in* / *by* a parade.
2 The large number of visitors has a big impact *to* / *at* / *on* the city.
3 There is wide support *with* / *for* / *to* public art.
4 Thousands of people take part *on* / *by* / *in* carnivals around the country.
5 Street artist Banksy helped to put his home town, Bristol, *on* / *at* / *in* the map.
6 The exhibition creates a sense of pride *to* / *for* / *in* their history.

5 Choose the correct option to complete each sentence.

1 The new music venue has had a negative ____ on transportation.
a support **c** impact
b opportunity **d** sense

2 Cultural events are great for ____ people together.
a putting **c** offering
b bringing **d** attracting

3 Having public art creates a ____ of pride in the local area.
a sense **c** festival
b parade **d** venue

4 Local people had the opportunity to take ____ in the organisation.
a place **c** role
b together **d** part

5 The film festival has put Cannes on the ____.
a map **c** road
b party **d** menu

6 The art gallery generates over one million ____ in income.
a tourists **c** opportunities
b events **d** dollars

7 The many cultural events ____ tourists from all over the world.
a put on **c** generate
b boost **d** attract

8 Many people ____ several events every day.
a support **c** generate
b attend **d** attract

9 The park is a fantastic ____ for the open-air concert.
a part **c** occasion
b venue **d** chance

10 The local government does its best to ____ cultural events like this.
a impact **c** attract
b support **d** display

6 **Match the events or activities (1–8) with the benefits each one accomplishes (a–f). You can use the letters more than once.**

1 Have a party for the planners of a music festival. b, c
2 Advertise the different groups that will perform. a
3 Sell tickets for the event. d, e
4 Hire teens and young people to work at the festival. d, f
5 Organise volunteers for the festival. c, f
6 Sell merchandise at the festival. d, e
7 Hold a party after the festival for everyone who worked and performed. b, c
8 Film a documentary about the music festival. b

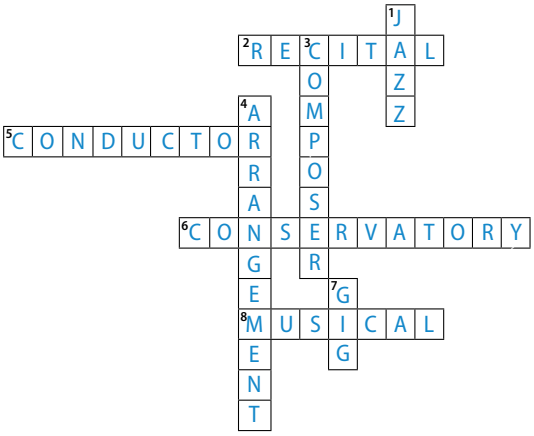
a attracts tourists
b creates sense of pride
c brings people together
d boosts the economy
e generates income
f offers young people opportunities

7 **Extension** **Read the clues and complete the crossword puzzle with the words.**

Across
2 a performance of music
5 a person who directs the performance of an orchestra
6 a school where musicians are trained
8 a film with singing and dancing in the story

Down
1 a style of popular music, originally from the United States
3 a person who writes music
4 a piece of music played in a particular way
7 a live performance by a musician or comedian

arrangement composer conductor conservatory
gig jazz musical recital



8 **Extension** **Choose the correct options to complete the text.**

Every May, we organise a 'fringe festival' that runs alongside the main festival in Brighton. There are hundreds of different events that are held over the five-day period. There is stand- **(1)** c comedy at the Bizarre Comedy Club, where there is also an **(2)** d mic for people wanting to have a go! There will be showing of the best of **(3)** a cinema, and poetry **(4)** b from new writers. There are also free events including dozens of outdoor **(5)** d performances and a **(6)** c launch on Saturday, where you can meet local authors and get signed copies of their books. Finally come along to the City **(7)** b Hall to see a display of local children's artwork.

1 **a** off **c** up
b in **d** down

2 **a** public **c** private
b closed **d** open

3 **a** independent **c** fringe
b main **d** public

4 **a** writings **c** launches
b readings **d** exhibitions

5 **a** hall **c** park
b cinema **d** street

6 **a** film **c** book
b art **d** photography

7 **a** Exhibit **c** Exhibiting
b Exhibition **d** Exhibited

Exam guide
8 English in Use
Multiple choice

8B Listening

Exam guide
1 Listening
Matching

1 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence you do not need 80 p. 404

a This speaker went to a classical music festival.
b This speaker helped to organise a festival.
c This speaker thinks the festival cost too much.
d This speaker didn't think the festival was very good.
e This speaker says the festival was badly organised.

1 e **2** c **3** a **4** b

Exam guide
2 Listening
True/false

2 Listen. Are the sentences true (T) or false (F)? 81 p. 404

1 The recording studio had a lot of clients that day. F
2 The sound engineer thought that she didn't need to work on her voice at all. F
3 She had practised hard for the recording session. F
4 They had to play some tracks a second time. T
5 They arranged to visit the studio again in a few days. T

Exam guide
3 Listening
Multiple choice

3 Listen to some people describing eight different cultural events. Choose the best answer. 82 p. 404

1 Where is the man talking about going?
a a music festival **c** a magic show
b a museum

2 Where does the woman want to take her friend?
a a comedy club **c** a music club
b a night club

3 What is the man describing?
a a music festival **c** a parade
b a symphony orchestra

4 Where did the woman go?
a an art gallery **c** an art festival
b an art museum

Exam guide
5 Listening
Multiple choice

5 Where was the woman going to meet the man?
a the comedy club **c** the theatre
b the cinema

6 What is the woman describing?
a a night club **c** a parade
b a food festival

7 What did the man go to see?
a a film in a cinema **c** a symphony orchestra
b a play in a theatre

8 Where did the woman go?
a a music festival **c** an art festival
b a food festival



Georgian architecture in Edinburgh, Scotland

4 Listen to a talk about Edinburgh, Scotland. Match the adjectives (1–9) with nouns (a–i) to form the collocations that you hear. 83 p. 404

1	rolling g	**a**	streets
2	artistic d	**b**	museum
3	narrow a	**c**	appeal
4	elegant f	**d**	centre
5	architectural b	**e**	proportions
6	residential h	**f**	design
7	aesthetic c	**g**	hills
8	pleasing e	**h**	area
9	cultural i	**i**	transformation

5 Listen again and answer the questions. 83 p. 404

1 How many artistically interesting cities does the speaker mention?
a one **c** three
b two

2 What does the speaker say Edinburgh is known for?
a its rolling hills **c** its romantic landscape
b its cultural festivals

3 What was the motivation to construct New Town?
a its foundation in the 12th century
b an architectural competition
c the unhealthy conditions in Old Town

4 What style of architecture is New Town?
a Georgian **c** British
b Scottish

5 What residential area does the speaker mention?
a Dundas Street **c** Cumberland Street
b Scotland Street

8C Grammar 1

Future forms 1

1 Correct the errors in the sentences. There is one error in each sentence.

In the future …

1 people will ~~to~~ read more digital books than print books.
2 ~~we going~~ to rely on our smartphones more than we expected. we are going
3 people will ~~subscribing~~ to music streaming services rather than downloading songs. subscribe
4 people are ~~going watch~~ TV on the internet, not with cable. going to watch
5 ~~you use~~ your 3D printer to print things at home rather than buying them at a store. you will use
6 electric cars ~~is~~ going to be 'normal' cars. are
7 drones are ~~going deliver~~ many of the products – and food! – that we order online. going to deliver
8 self-driving cars will ~~to~~ take everyone to work.
9 we won't ~~not~~ use paper money anymore.

2 Choose the correct option to complete each sentence.

1 On Tuesday, my class *is attending* / *attends* a classical concert so we can learn more about the music.
2 Like most people, I'*ll be pretending* / *'m pretending* to understand the modern art when we go to the gallery.
3 The school choir *performs* / *is performing* several songs at the assembly today.
4 She *is about to wear* / *will be wearing* her costume when she walks home from school.
5 On Sunday, I'*m going to meet* / *'m about to meet* my friends at the food festival in the park.
6 I'll be really happy once we *will finish* / *finish* our exams.
7 My parents *are going to order* / *will order* a print of my favourite painting for my room.
8 Let's go! The teachers *are about to put* / *will put* the sculpture in the school lobby.

3 Put the words in the correct order to make sentences and questions.

1 on / evening / The lectures / Friday / start
The lectures start on Friday evening.

2 be / the singer / the reporters / Will / after / interviewing / the concert
Will the reporters be interviewing the singer after the concert?

3 are / watch / We / about / the music video / on his laptop / to
We are about to watch the music video on his laptop.

4 when / on the art world / an impression / That young artist / make / starts / her show / will certainly
That young artist will certainly make an impression on the art world when her show starts

5 be / on / the musicians / working / tomorrow / Will / their / song / new
Will the musicians be working on their new song tomorrow?

6 their drawings / going / The art class / to display / is / next week / in the hallway
The art class is going to display their drawings in the hallway next week.

7 think / he / be / time / don't / will / on / I / ready
I don't think he will be ready on time.

8 my first book / have / ready / I / publish / enough / will / short stories / I / once
I will publish my first book once I have enough stories ready.

4 Complete the questions about the future with the correct form of the verbs in brackets. Sometimes there is more than one correct answer.

1 Do you know (*know*) when the documentary film about Salvador Dalí will be shown?
2 When will the class be filming / film (*film*) the performance of the school musical?
3 Will the band leader give (*give*) us a new song to learn for next week?
4 What time is your flight leaving (*leave*) on Saturday?
5 What will we be doing (*do*) this time next week?
6 Is your friend dancing (*dance*) with the professional ballet dancers at the theatre tonight?
7 It's late! Is the show about to finish (*finish*)?

5 Choose the correct option to complete each sentence.

1 Look, that guitarist *will fall* / *is going to fall* / *falls* off the stage.
2 This time tomorrow I *will be seeing* / *see* / *am about to see* my favourite band live.
3 Let's go to the exhibition when it *is opening* / *opens* / *will be opening* on Saturday.
4 I'm not sure. I think I *will stay* / *am about to stay* / *stay* at home this evening.
5 The orchestra *will play* / *will playing* / *is playing* at the concert hall at 7 pm tonight.
6 Hurry up! The play *is about to start* / *will start* / *starts*!
7 They *display* / *are about to display* / *are going to display* the students' artwork in the sports hall next week.

8D Reading

Exam guide
3 Reading
Multiple choice

VOCABULARY BUILDING Adjective and noun collocations 2

1 Choose the correct option to complete each sentence.

1 The students in my class are from *diverse* / *low* / *leading* backgrounds – everyone has a different perspective to share.
2 In this school we follow a *hard* / *strict* / *mixed* set of rules, and there are consequences if you break them.
3 With a lot of *driving* / *innovative* / *hard* work and effort, you can achieve all your goals.
4 My school is starting an *innovative* / *individual* / *mixed* scheme where students can volunteer to tutor other students who need extra help.
5 He won a scholarship that helps *mixed-* / *diverse-* / *low-* income students afford the fees at the private school.
6 She is a member of the *leading* / *straightforward* / *private* orchestra in the city, in which she plays the violin.
7 He never stops studying because of his *hard* / *leading* / *driving* ambition to get into the best university in the country.
8 Although the teacher worked hard to prepare the students, they received *straightforward* / *hard* / *mixed* results on the exam.

Exam guide
2 Reading
Missing sentences

READING

2 Read the article. Decide which sentence (a–g) belongs in each gap (1–6). There is one sentence you do not need.

a They moved to the neighbourhood, hired about twelve local residents and trained them to paint. ____
b They were built without any of the planning that makes cities functional and attractive. ____
c The Vila Cruzeiro project attracted attention from other cities trying to improve their struggling neighbourhoods. ____
d Koolhaas and Urhahn hope to work in many more cities, all over the world. ____
e Koolhaas and Urhahn agree. ____
f However, they believe that bringing colourful art into disadvantaged neighbourhoods does something else. ____
g While visiting these favelas, famous for their crime and drug problems, the artists saw something different – potential. ____

Exam guide
4 Reading
True/false

3 Choose the correct options according to the information in the article.

1 Why did Koolhaas and Urhahn want to paint the favelas?
a They wanted to make them inspiring places to live.
b They wanted to provide jobs for local workers.
c They were making a documentary about local artists.
d They enjoy street painting.

2 Who built most of the favelas in Brazil?
a skilled carpenters
b city planners
c the people who live there
d architects

3 Which of the following could replace the underlined word 'accomplishment' in paragraph 4?
a buildings
b successful project
c employment
d stripes

4 Why do some people criticise Koolhaas and Urhahn's art projects?
a They think the artists take advantage of local workers.
b They do not believe that art can help local communities.
c They believe the art does not help with the biggest problems in the communities.
d They do not think that artists from another country can understand local communities.

5 What may be the best title for the article?
a Art in the Favelas
b Painting Buildings
c How do you paint neighbourhoods?
d Can art save a neighbourhood?

4 Do the statements match the information in the article? Write true (T), false (F) or information not given (NG).

1 Koolhaas and Urhahn grew up in neighbourhoods like the ones they paint. F
2 Koolhaas and Urhahn believe that painting can be done without much planning. T
3 The majority of residents in Vila Cruzeiro were glad that the artists were painting their favela. NG
4 The project in Philadelphia took longer than the project in Vila Cruzeiro. T
5 Urhahn believes that a painting project can help a neighbourhood economically. F

Painting the town



A favela neighbourhood in Rio de Janiero

1 84 Jeroen Koolhaas and Dre Urhahn, the pair of artists known as Haas and Hahn, grew up in Holland, far from the tough neighbourhoods of Rio de Janeiro, Brazil, where they completed some of their most innovative street paintings. Koolhaas and Urhahn met as university students and began working together professionally when Koolhaas was making a documentary film about hip hop in Brazil's favelas – the informal, urban neighbourhoods in which many of Brazil's very low-income families live. **(1)** g What if they could paint the crumbling houses and dirty buildings and turn them into art? Could they help make these dangerous neighbourhoods beautiful, inspiring places to live?

2 Most favelas in Brazil were built by the people who live in them as they moved to the cities in search of work. **(2)** b Koolhaas and Urhahn wanted to do their paintings in the same way the favelas were built, using local people to paint and letting the paintings be created without too much planning.

3 First, they started spending a lot of time in Vila Cruzeiro, a favela neighbourhood that they believed could become their first large painting project. The artists spent time in the neighbourhood, and got to know the people there. As local residents became excited about the project, Koolhaas and Urhahn began hiring local workers to plaster and paint the houses they selected. They worked together with the local artists for 18 months, and the result was colourful neighbourhood paintings that cover dozens of buildings and bring art into one of Rio's poorest communities.

4 **(3)** c After Vila Cruzeiro, Koolhaas and Urhahn were contacted by officials from North Philadelphia, one of the poorest neighbourhoods in the United States. **(4)** a The project took roughly two years to complete, but the new painters, along with Koolhaas and Urhahn, painted over 50 buildings to create a huge urban painting of colourful stripes. The City of Philadelphia recognised the efforts of the local painters by giving them an award for their accomplishment.

5 Critics of Koolhaas and Urhahn's art projects say that painting such troubled neighbourhoods does not address the real problems they face, like poverty, unemployment, drugs and crime. **(5)** e They don't expect a painting to solve complex social and economic issues. **(6)** f It inspires the local residents and gives them pride in their community. It changes attitudes.

6 So Koolhaas and Urhahn will continue to bring art to troubled communities. They have worked in Haiti and Curacao and receive emails from interested cities every week. They hope their work will encourage kids to pursue creative careers.

8E Grammar 2

Future forms 2

1 Match the two parts of the sentences.

1	She was going to play baseball, c	**a**	she was going to play baseball with her friends.
2	It was starting to rain, d	**b**	because she hoped she would see her favourite player.
3	She promised e	**c**	but it started raining.
4	Yesterday my sister said a	**d**	so she knew she'd have to go inside soon.
5	They were still playing baseball when it got dark, f	**e**	we would play baseball if it isn't too hot this afternoon.
6	She decided to go to the baseball game b	**f**	so we had to tell them to come inside.

2 Complete the sentences with the phrases in the box.

I'll have cooked	I will have listened
she'll have visited	we'll have been swimming
will have been practising	will have been studying

1 Once she gets to Greece next month, she'll have visited nine different countries.
2 They will have been practising the songs for six weeks by the time they have their concert next month.
3 I will have been studying English for three years by the time I graduate.
4 After the birthday dinner I'm making for my mum next week, I'll have cooked all the recipes in Madhur Jaffrey's *Vegetarian India*.
5 We'll have been swimming for an hour by the time you join us.
6 I will have listened to all of the band's music by the time I go to the concert next month.

3 Put the verbs in brackets in the correct form of the future perfect simple or future perfect continuous.

1 By the time we go to the music festival in March, our band will have learnt (*learn*) several new songs.
2 I won't have had (*not / have*) time to finish all my homework by tomorrow.
3 Before the weekend, I will have packed (*pack*) for the trip.
4 By the time our sister is able to meet us, we will have been looking around (*look around*) the museum for about an hour.
5 They will have watched (*watch*) the first film in the series again before the second one comes out in June.
6 In ten minutes' time, we will have been waiting (*wait*) for the train for two hours.
7 He will have been taking (*take*) acting lessons for six years by the time he graduates from high school.
8 I will have tried out (*try out*) for the school jazz band by the end of the month.

4 Put the words in the correct order to make sentences talking about the future in the past.

1 read / My / book / sister / to / but / couldn't / going / find / her / was
My sister was going to read but couldn't find her book.
2 my / I / if / he / wondered / to / come / party / would
I wondered if he would come to my party.
3 fell / I / to / going / call / was / you, / but / I / asleep
I was going to call you, but I fell asleep.
4 the / By the time / started / the / we / will / get / to / have / cinema, / film
By the time we get to the cinema, the film will have started.
5 have / sailing / two / By the time / arrive, / we'll / been / we / for / hours
By the time we arrive, we'll have been sailing for two hours.
6 saved / he'll / By the time / of / money / have / he / retires, / a lot
By the time he retires, he'll have saved a lot of money.

5 Which sentence, a or b, is closer in meaning to the original sentence?

1 They'll have set out all the food and put on some fun music by the time their friends arrive for the party.
(a) When their friends arrive, there will be food out and music playing.
b They'll turn on music and put out food after their friends arrive.

2 Niko told me he was going to camp in Yosemite National Park for a week with his family.
a Niko told me he and his family camped for a week at Yosemite National Park.
(b) When I talked to Niko, he hadn't gone camping with his family yet, but they were planning to go.

3 Once he goes to Yosemite, he'll have visited seven national parks.
(a) He hasn't been to Yosemite yet, but he's planning to go. It will be the seventh national park he's visited.
b He went to Yosemite once, and it was the seventh national park he'd visited.

4 By the time I put the bread in the oven, the beans will have been cooking for an hour.
a Once I put the bread in the oven, the beans will cook for an hour.
(b) The beans will cook for an hour. Then I'll put the bread in the oven.

5 He'll have been watching TV for 45 minutes by the time he has to go to bed.
(a) He'll need to go to bed 45 minutes after he starts watching TV.
b After 45 minutes of watching TV, he'll need to continue watching in bed.

6 Yen asked our teacher if we would visit the Louvre on our trip to Paris.
(a) The trip to Paris occurred after Yen asked the question.
b Yen asked the question while her teacher went to the Louvre.

7 By the time I go to my violin lesson on Tuesday, I'll have learnt the song my instructor taught me last week.
(a) I learnt a new song from my instructor last week. I've been practising it since then. I will know it well when I go to my lesson on Tuesday.
b I will be practising the song my instructor taught me last week when I go to my violin lesson on Tuesday.

6 **Complete the sentences about the future in the past with the correct form of the verb in brackets.**

1 By the end of this week, I ___will have finished___ (*finish*) writing my paper on architecture in medieval Europe.

2 I knew you ___were planning to stay___ (*plan to stay*) in Hong Kong for a week, but I didn't know you were going to fly to Bangkok afterwards.

3 By the time we get to the south rim of the Grand Canyon, we ___will have been hiking___ (*hike*) for three days.

4 I ___won't have read___ (*not / read*) JK Rowling's new book by the time I meet her at the book signing.

5 My pottery project ___will have finished drying___ (*finish drying*) by the time I get to class on Thursday, so I can start painting it then.

6 He said he ___was going to study___ (*study*) at the library after school today.

7 By the time we complete our volunteer hours at the park, we ___won't have spent___ (*not / spend*) more than ten hours picking up litter.

7 **Complete the text with the correct form of the verbs.**

be	finish	hike	melt	plan	visit	welcome

Yosemite National Park is a beautiful site in northern California that has waterfalls, mountains and amazing forests. In the year 2040, Yosemite **(1)** ___will have been___ a national park for 150 years. The park is always extremely popular; in fact, by the end of this season, the rangers **(2)** ___will have welcomed___ more than three million visitors. I heard the other day that my friend Brian **(3)** ___was planning___ a trip to Yosemite. Actually, he **(4)** ___was going to visit___ last year but didn't have enough time. For this trip, though, Brian thought he **(5)** ___would hike___ to Mirror Lake to take photos of Half Dome, one of Yosemite's most famous landmarks. I reminded him that Highway 120, which runs through the park, will remain closed until June or July, when the snow **(6)** ___will have melted___ from the road. He said he was planning to go in August and invited me. Perfect timing, actually, because I **(7)** ___will have finished___ my classes by then!



The Half Dome in Yosemite National Park

8 **Use the prompts to write sentences with the future in the past.**

1 I / thought / we / enjoy / new exhibition
_____.

2 By the time / you / take your Spanish exam / you / ready / go Costa Rica
_____.

3 We / finish decorating / house / by July
_____.

4 I / take drawing class / tomorrow / not enough time
_____.

5 Students / read the book / by Monday
_____.

6 I / hoped / the play / finish / earlier
_____.

7 He / say / ride bike / meet us / museum
_____.

8 We / had to leave early / because / he / arrive / 9.00
_____.

8 **1** I thought we would enjoy the new exhibition. / I thought we were going to enjoy the new exhibition.
2 By the time you take your Spanish exam, you'll be ready to go to Costa Rica.
3 We'll have finished decorating the house by July.
4 I was going to take a drawing class tomorrow but won't have enough time. / I was going to take a drawing class tomorrow but there won't be enough time.
5 The students will have read the book by Monday.
6 I hoped the play would finish earlier.
7 He said he was going to ride his bike and meet us at the museum. / He said he would ride his bike and meet us at the museum.
8 We had to leave early because he was arriving at 9.00.

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide

LearningApps.org

TEDTALKS Practice
Building a park in the sky

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the extracts from the TED Talk and complete the sentences with the words in the box. 85

a lot of	even though	going to	or for worse
right after	sort of	to try to	you know

1 I'm going to fast-forward through ___a lot of___ lawsuits and a lot of sort of community engagement.
2 So we commissioned an economic feasibility study ___to try to___ make the case.
3 We opened the first section in 2009. It's been ___sort of___ successful beyond our dreams.
4 And this has been designed by Renzo Piano. And they're ___going to___ break ground in May.
5 And the city has planned – for better ___or for worse___ – twelve million square-feet of development that the High Line is going to ring around.
6 And honestly, ___even though___ I love the designs that we were building, I was always frightened that I wouldn't really love it.
7 Just one quick example is I realised ___right after___ we opened that there were all these people holding hands on the High Line.
8 I think that's, ___you know___, the power that public space can have to transform how people experience their city and interact with each other.

WATCH p. 412

2 Complete the sentences with one or two words.

1 But even with a cowboy, about one person a month was killed and ___run over___.
2 But with the rise of interstate trucking, it was used less and ___less___.
3 It was a train loaded with frozen turkeys – they say, at Thanksgiving – from the meatpacking district. And then it was ___abandoned___.
4 And what first attracted me, or interested me, was this . . . this view from the street – which is this, you know, steel structure, sort of rusty, this ___industrial relic___.
5 Mayor Bloomberg came in office, he was very supportive, but we still had to make the ___economic case___.
6 We opened the first section in 2009. It's been sort of successful beyond our ___dreams___.
7 The other thing, it's generated, obviously, a lot of economic value; it's also inspired, I think, a lot of great ___architecture___.

3 Choose the correct option to complete each sentence.

1 The railroad hoped that the 'West Side Cowboy' *would* / *will* reduce the number of fatal accidents on the train tracks.
2 The city *would* / *was going to* demolish the High Line tracks before Hammond and his organisation got involved.
3 Hammond thought it *would have been* / *would be* nice to incorporate wild flowers and plants into the park.
4 They commissioned a study and predicted that the project *will have* / *would* cost 100 million dollars.
5 Hammond says that the Whitney *is moving* / *would move* downtown to build their new museum at the base of the High Line.
6 The final section of the High Line *would have gone* / *is going to go* around the rail yards.

VOCABULARY IN CONTEXT

4 Match the words and phrases (1–6) with the sentences where a synonym is used (a–f).

1 engagement ___e___
2 figure out ___c___
3 behind ___f___
4 run over ___a___
5 assumed ___b___
6 relic ___d___

a One of the major problems with the original rail line in the city was that people were frequently **hit by the trains** and killed.
b Many people simply **believed** that it would not make economic sense to turn the High Line into a park.
c Robert Hammond wanted to **try to understand** how to transform the High Line into a park that would improve the life of the city.
d One of the challenges Hammond faced was convincing people that the High Line could be part of the city's future, and wasn't simply an **object from the past**.
e Many citizens were interested in the fate of the High Line, and they held **several meetings** to debate what should be done with it.
f The community members who were **supportive** of the High Line Park were certain that it would provide great economic and social benefits.

8F Speaking

Useful language

Making suggestions

Do you feel like going to . . . ?
I was wondering if you'd like to go to . . . ?

Rejecting suggestions

To be honest, it's not really my kind of thing.
Doesn't really sound like my kind of thing, I'm afraid.

Suggesting alternatives

OK. Well, in that case, how about going to . . . ?
OK. Well, if you'd rather, we could always go to . . .

1 Read the two conversations. Sentences a–f below have been removed from the conversations. Decide which sentence belongs in each gap (1–6). 86

a Doesn't really sound like my kind of thing, I'm afraid.
b OK. Well, in that case, how about going to the 90s party with a few of us on Friday?
c Do you feel like going to the zoo with me next Saturday?
d To be honest, it's not really my kind of thing. I'm more into pop music.
e I was wondering if you'd like to go to the Kamaal Williams gig that's on in town?
f Well, if you'd rather, we could always go to the sculpture park they've got there.

Conversation 1

A: Hey, what are you up to at the weekend?
B: Well, I've got a project I was going to work on, but otherwise not too much, why?
A: **(1)** e
B: Who's he? What kind of sound is it?
A: It's a kind of jazz funk music. He plays keyboard but he's got a band with him too.
B: **(2)** d
A: **(3)** b
B: You know, I'd like that. Thanks.
A: Great.
B: What time are you meeting?
A: I guess we'll head into town for about 8 pm.

Conversation 2

A: **(4)** c
B: What?
A: It's a big family trip. My cousins were coming but had to cancel, so my parents said I could bring a friend with me. What do you think?
B: **(5)** a There are all those animals and I really disagree with them being kept in captivity.
A: Oh, really? You know it's that sanctuary where they rescue them, so it's not that bad.
B: Hmm, sorry, I'm really not sure.
A: **(6)** f And there's also an animal art centre. It's got some of those paintings done by horses and elephants and stuff.
B: Yeah, that sounds OK. Are you sure your parents won't mind us wandering off?
A: No, they'll be fine as long as I'm not on my own, and my little brother, Joe, won't let them take him anywhere near art.
B: Yeah, alright then.
A: Great!

2 Answer the questions about the conversations in exercise 1. You do not need to write complete sentences.

1 What style of music is the invitation for? jazz funk
2 What instrument does the musician play? keys (keyboard)
3 Why does the invitation get rejected? He prefers chart music to jazz.
4 What do they arrange to do? go to a 90s party
5 Are they going alone? no
6 Why is Suzie invited to the zoo? a big family trip – cousins cancelled so she can bring a friend
7 Does she want to go? Why?/Why not? no, she thinks zoos are cruel
8 What's special about the zoo? rescues animals / sculpture park
9 What part of the trip appeals to Suzie? the gallery
10 Why won't everyone be together on the trip? younger brother doesn't like art

3 Write one word in each gap to complete the sentences. Use the phrases in the useful language box to help you.

1 Do you feel like going to a food festival this weekend?
2 Doesn't really sound like my kind of thing, I'm afraid.
3 OK. Well, in that case, how about going to an art exhibition?
4 I was wondering if you'd like to go to a comedy club?
5 To be honest, it's not really my kind of thing.
6 OK. Well, if you'd rather, we could always go to the theatre.

4 Answer the following questions. Make notes and remember to include the useful language. Then, listen to the sample answers and compare your ideas. 87

- What do you enjoy doing in your free time?
- Do you listen to a lot of music in your free time?

p. 405

Life Skills guide
4 Mediation

8G Writing

A *for* and *against* essay

1 Read the sentences. Decide whether each one is for (F) or against (A) something.

1 The most serious drawback is the location. A
2 One argument in favour of this is tourism. F
3 The creation of extra jobs is an advantage. F
4 An additional problem is traffic congestion. A
5 Another negative aspect is the schedule. A
6 This would be of great benefit to the area. F
7 It would bring a positive sense of local pride. F
8 A major disadvantage would be the cost. A

2 Complete the steps for writing a *for* and *against* essay.

against | brief | conclusion | four | in favour of | introduction | personal | relevant | support | three

A *for* and *against* essay is usually **(1)** four paragraphs long.
The opening paragraph is the **(2)** introduction. It states the topic and tells the reader why it is currently **(3)** relevant. It also gives a **(4)** brief overview of the topic.
The main body of the essay is made up of paragraphs two and **(5)** three.
The second paragraph should offer a few points **(6)** in favour of, or for, the topic.
The third paragraph should supply two or three points opposing, or **(7)** against, the topic.
It is important to provide reasons and examples to **(8)** support these points.
The closing paragraph is the **(9)** conclusion. The writer sums up the essay and gives his or her **(10)** personal opinion on the topic.

3 Read the *for* and *against* essay. Then match the underlined items (1–8) with their function (a–h).

Local artists who improve our community should be given free housing. Do you support or oppose this idea?

(1) There has been a significant increase in community art projects in the past year. Local artists have been working with residents to create public murals, installations and various sculptures around our city. **(2)** By and large, these creations are warmly received by the community. It also bears mentioning that many of these artists are struggling financially.
One very convincing argument in favour of giving free housing to local artists is the value they bring to our city. **(3)** The work they do helps to establish a stronger sense of community. It is sometimes said that cities are unfriendly, lonely places, but these shared collaborations bring people together and give them an opportunity to express themselves creatively. **(4)** In addition, such meaningful creations give people greater pride in their neighbourhoods. Providing free housing to the artists would be a worthy gesture of thanks from the city.
(5) However, many people strongly disagree with this proposal. First of all, it has been reported that some residents dislike the murals and sculptures in their areas. **(6)** Secondly, it is worth remembering that artists who collaborate in community projects are paid for their work. It is also important to point out that a career in art is a personal choice. Why should one profession be rewarded more generously than another? Finally, as our city has a high number of homeless people, many feel it would be better to give free housing to the needy rather than to artists.
(7) To sum up, **(8)** it seems to me that free housing should be reserved for those who need it the most. While it is true to say that local artists are doing excellent work in the community, giving them free housing does not seem to be a popular prospect.

a sequencing points in a list 6
b introducing the conclusion 7
c introducing a general statement 2
d introducing an opposing view 5
e adding a further point 4
f introducing a personal opinion 8
g supporting a main point with a reason 3
h establishing the recent relevance of the topic 1

4 Read the *for* and *against* essay again. Then answer the questions. Write *yes* or *no*.

1 Is the essay about a definite plan to give free housing to local artists? no
2 Does the writer show that local artists bring value to the community? yes
3 Can we infer that only a few people are opposed to giving artists free housing? no
4 Do artists collaborate in community projects for free? no
5 Overall, is the writer against artists being given free housing? yes

5 The local government is planning to fund a major arts festival in your town next year. Do you support or oppose this plan? Write a 300-word essay to respond to this question.

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity,
Critical thinking,
Mediation,
Practical skills

Lexical Review 8

1 Find eight words in the word search. They can be written either horizontally or vertically. Then try to explain the meaning of each of the words in English.

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



2 Write one word in each gap to complete the text

As part of the Summer Music Festival, the city is organising events in July and August. There will be classical music performances in the concert **(1)** hall by the local orchestra, and the **(2)** conductor leading the musicians will be the well-known Peter Bratley. There will also be a poetry **(3)** recital at the library where Judy Trench will be reading her latest poems. The local government also wants to **(4)** attract more tourists to the city, so there will be free concerts in the park. This should also **(5)** generate/bring a lot of money in income for local businesses. If you don't play an **(6)** instrument but want to try, come to the workshops organised at the cultural centre, where you can have a go on a trumpet, violin or even the drums. For people interested in singing, you can join in with traditional songs every Friday at lunch time at the Farm Café. If you don't know the words, download the **(7)** lyrics from their website. The festival will last from the 1st of July **(8)** until/till the last weekend in August. See you there!

3 Choose the correct option to complete each sentence.

1 She has written a new ____ of a traditional piece of music.
a recital **c** composer
b production **d** arrangement

2 He had a successful ____ as an actor in top London shows.
a pride **c** perform
b career **d** concert

3 We're going on a ____ to the seaside for two days.
a guide **c** trip
b voyage **d** tour

4 The events create a real ____ of pride in the local community.
a feel **c** support
b sense **d** boost

5 They sent me a/an ____ letter offering me a place at university.
a strict **c** weekly
b official **d** impact

6 The theatre is doing a new ____ of a traditional story.
a background **c** conductor
b recital **d** production

7 Thanks a lot for ____ me to keep training.
a encouraging **c** doing
b achieving **d** making

8 My dream is to ____ my country at the Olympic Games.
a play **c** compete
b represent **d** select

4 Match the words (1–8) with the definitions (a–h).

1	to captain e	**a**	a film with singing and dancing
2	diverse g	**b**	know about something
3	a musical a	**c**	get the best result ever
4	set a record c	**d**	with many rules
5	support h	**e**	lead a team
6	be aware b	**f**	the effect of something
7	strict d	**g**	of many different types
8	impact f	**h**	help

5 Translate the Polish fragments of the sentences into English.

1 She has decided to (*uczęszczać*) attend / take part in / participate in dance classes from October.
2 The football (*sędzia*) referee blew her whistle to end the match.
3 It was so (*żmudne*) tedious writing out my whole essay again!
4 That piece of music was written by a famous (*kompozytor*) composer.
5 I'd like to try (*żeglarstwa*) sailing next summer.
6 Our band is going to (*wystąpić*) perform at the local culture festival.

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Exam guide
3 English in Use
Multiple choice

Skills Review 8

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 'Killer Robots' is the year's most terrifying ___documentary___ film. DOCUMENT
2 Have you ever wondered how many stages of film ___production___ there are? PRODUCT
3 Most people I talked to do not understand what the ___sculpture___ on Main Street shows. SCULPT
4 My ___neighbourhood___ has become famous and popular thanks to colourful murals. NEIGHBOUR
5 Thanks to Tom's ___driving___ ambition, the small square opposite his office has been transformed into a tiny park. DRIVE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Mark's latest paintings are ___on___ display at the city hall.
2 The authorities have always shown huge support ___for___ young artists.
3 The Light Extreme Festival has ___put___ Cheshire on the map.
4 At first we ___were___ going to visit the National Museum, but Jack suggested seeing the castle, so we went there.
5 The moment I saw the artists on stage I knew I ___would___ enjoy their performance.

Parafrazy zdań

Exam guide
3 English in Use
Transformation

Exam guide
5 English in Use
Word formation

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Are you going to the office in a minute?
ABOUT
Are you ___(just) about to go___ to the office?
2 This film will take the director two years to make.
FINISHED
In two years' time the director ___will have finished (making)___ the film.
3 We all expect the performance to be excellent.
BE
We all believe the performance ___will be / is going to be___ excellent.
4 Sorry, I can't meet you tomorrow. I have an appointment with my dentist.
SEEING
Sorry, I can't meet you tomorrow because I ___am seeing___ my dentist.
5 I want to go to Peru at this time next year. I would like to visit the country.
BE
I hope I ___will be visiting___ Peru at this time next year.

Uzupełnianie zdań

Exam guide
4 English in Use
Multiple choice

4 Która z podanych odpowiedzi poprawnie uzupełnia zdanie?

1 I suppose we're all ___ a sense of pride in what we're doing in our everyday lives.
a attracting
b attending
c creating
2 Could you give me a few tips for ___ a successful event in the workplace?
a keeping
b holding
c maintaining
3 By this time next month, he ___ murals for 7 years.
a will be making
b will have been making
c will have made
4 Don't bother to check the time of the performance. I ___ it for you.
a will do
b will have done
c will be doing
5 There's no doubt that organising music festivals ___ the economy of the city
a attracts
b generates
c boosts

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

book conduct hold carnival bring attract poet

1 The Holi Color Festival in India celebrates the triumph of good over bad and is famous for ___bringing___ people together.
2 Thanksgiving Parades enjoy great popularity. I'm sure this year's parade ___is going to attract / will attract___ as many people as usual.
3 After the concert, the audience remained silent for a moment, and then the ___conductor___ received a standing ovation form the enthusiastic crowd.

4 The spokesman for the Botanical Garden said they would hold the next Garden Butterfly Festival, rain or shine.

5 Why don't we join the National Poetry Reading Day? That might be an interesting experience for us.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 The people who volunteered to take part in the organisation of the concert (*mieli okazję*) had the opportunity to get autographs from the artists.

2 If you want to join our group, you must (*przestrzegać pewnego zestawu zasad*) follow a (certain) set of rules.

3 Don't try to contact me this evening. (*Będę brał udział*) I will be taking part / participating in a conference.

4 By Friday, (*przygotuję*) I will have prepared the lecture you asked me for.

5 Clive promised that he (*zabierze mnie*) would take me on a trip around the world.

LISTENING

7 **Usłyszysz dwukrotnie cztery teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 88 p. 405

1 **The speaker's intention is to**
- **a** express admiration for the achievements of Hawaiians.
- **b** recommend Hawaii as an ideal holiday destination.
- **c** encourage other nations to adopt the Hawaiian lifestyle.

2 **Which of the following sentences is TRUE?**
- **a** Electric car users pay lower taxes than traditional car users.
- **b** The company promoting electric cars is trying to lower their price.
- **c** There are enough stations to charge electric cars.

3 **In the talk, the speaker**
- **a** compares the importance of different inventions.
- **b** ranks different inventions in order of importance.
- **c** emphasises the importance of one invention over others.

4 **From the interview we learn that Montana Salish is a language that**
- **a** has strongly influenced the French language.
- **b** has borrowed many English words.
- **c** coins its own words when necessary.

WRITING

8 **Wiele miast ubiega się o prawo do organizacji światowych wystaw typu EXPO. Napisz rozprawkę, w której przedstawisz zalety i wady organizowania takich wystaw.**

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

SPEAKING

9 **Jesteś współorganizatorem/współorganizatorką koncertu charytatywnego. Rozmawiasz na jego temat z kolegą/koleżanką.**

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

- miejsce i termin koncertu
- występy artystów
- zaproszenia na koncert
- specjalne atrakcje

Ty rozpoczynasz rozmowę.

Exam guide
8 Writing
An essay

Life Skills guide
8 Creativity,
Critical thinking
Mediation,
Practical skills

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Creativity,
Mediation

Exam guide
7 Listening
Multiple choice

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010 'The Dog Whisperer', by Ruth A. Musgrave, National Geographic Kids, March 2012, p. 26+., **026** 'The Maasai: Changed, for Better or Worse, by Cell Phones', by Daniel Stone, National Geographic Magazine, March 2016, p. 24., **040** 'City of Bones', by Bekah Wright, National Geographic Kids, October 2009, p. 24+. **043** 'Cuba's Young Artists Embrace a New World', by Daniel Stone, National Geographic, December 12, 2016. 'Rhythm in Your Blood: Meet the Young Artists Keeping Cuba's Traditional Music Alive', by Marisa Aveling, Pitchfork, June 13, 2016.

Wydawnictwo dołożyło wszelkich starań, aby odnaleźć posiadaczy praw autorskich do wszystkich utworów zamieszczonych w podręczniku.

Pozostałe osoby prosimy o kontakt z Wydawnictwem.

Extra photocopiables

Grammar Activities

1.1 Question time

Aim

To revise and practise the structures following verbs that take either the gerund or the infinitive (with a change in meaning) while asking and responding to questions

Language

Verb patterns and question formation with a range of tenses and other structures

Time

30 minutes

Preparation

One copy of the worksheet for each pair, cut in two

Procedure

- Divide the class into pairs, and hand out the material. At this stage both students in each pair should be given the same material (either A or B).
- Tell students they need to write 8 questions that they would like to ask their classmates. Each question must be written in one of the spaces in the table, and should contain the corresponding verb. This should be followed by either the gerund or the infinitive form, depending on the position of the verb. Moreover, the questions should be written using at least 4 out of the 6 tenses and other structures in the checklist under the table.
  Note: The verb *need* included in part B was not discussed in the unit, so make sure your students know the difference in meaning between its gerund and the infinitive usage.
- Ask students to write their questions in pairs. They should cooperate to create a set of grammatically correct questions. Let them use their books as reference if they are uncertain. Help out if necessary.
- After the questions have been completed, ask students with part A to find a new partner who was working on part B.
- Now ask students to take turns and ask and answer the questions from their tables. Monitor the activity and help out if necessary.

1.2 Note to self

Aim

To practise present and past modals and modal-like structures

Language

Modals for obligation, prohibition, possibility, permission

Time

45 minutes

Preparation

One copy of the worksheet for every student. Do the activity yourself beforehand.

Procedure

- Explain that the activity is a thought experiment that will help them think about important things in life. Read out the first paragraph of the worksheet.
- Tell the class some of the things you wrote. What you say will affect what they write about, so make it varied and meaningful, e.g.
  - *You love Wiktoria – she's your wife. You won't have to wait long to realise why.*
  - *You should watch a TV series called 'The Wire'. It's quite old now, but it'll teach you a lot about the world.*
  - *You're an English teacher. It's sometimes hard teaching teenagers, but you need to keep doing it because it's such a fantastic, rewarding job.*
- Hand out the worksheets, point out the Useful language box, and set the task.
- Encourage students to use past and present modals, but don't force them. Make a note of errors you see, especially those concerning modal verbs.
- When they've finished, put them in small groups of three to five students to share anything that they are happy to talk about – they do not need to share *everything*. But the more personal your examples were at the start, the more likely students will be to open up.
- After 5 minutes, stop the discussion and say that luckily the memory loss hasn't happened yet, so they have 2 more minutes to add any new ideas.
- At the end, invite students to share with the class anything they would like to.

Extension/Homework

- Students make a selfie video for themselves. They improvise and speak continuously. They start: *Hi. I'm you. Listen, you lost your memory, so there are a few things you need to know. OK, so first thing, . . .*

Vocabulary Activities

1.3 What's my line?

Aim

To revise and extend vocabulary from the unit

Language

Work-related expressions and *Yes/No* questions

Time

30 minutes

Preparation

One copy of the worksheet for every five or six students, cut up

Procedure

- Shuffle a set of cards and do the first one as an example.
- Take the top card, don't show it to the class and mime a non-obvious aspect of the job: for example, for *bus driver* don't mime driving, but maybe unlocking the door and climbing in to the driver's seat, or changing a tyre.
- Tell students that they must guess your job by asking a maximum of ten *yes/no* questions, e.g. *Is your job physically demanding? Do you use a computer? Can you make a lot of money doing this job?* If they guess the job, they 'win' the card. If they don't, you keep it.
- Use this stage to correct errors in question forms and to encourage use of the vocabulary in Lesson 1A.
- The student that asked a question can guess the job if they want. If they are wrong, they are out of that round. Once a player's turn is over, other players have the opportunity to guess the job, always with the risk that if they are wrong, they are out of that round. If nobody does, the next student asks a question.
- Explain that students take turns to take a job card from the pile, that the player to their left starts with the first question and that they take turns asking questions going in a clockwise direction.
- Put students into groups of five or six and hand out one pile of jobs cards per group. Give them twenty minutes to play the game. As they play, go round and check they are forming questions correctly.
- Congratulate the winners at the end of the activity. Point out any common or interesting errors.

1.4 Can you distinguish them?

Aim

To revise and extend vocabulary related to ways of seeing and practise speaking

Language

Words describing ways of seeing

Time

20 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Divide the class into pairs, and hand out the material.
- First, ask students in each pair to complete the crossword, using words related to ways of seeing. They should cooperate with one another and hopefully do this without using books as reference. Monitor the activity and help out if necessary.
  Note: Your students may be unfamiliar with two words from the crossword (*stare* and *distinguish*), as they were not introduced in the unit, so you may consider introducing them before the activity.
- Next, tell your students to complete the sentences in the boxes in point 2 with their own ideas, but they must use five of the words from the crossword. Encourage them to use a variety of tenses.
- After they've finished, ask them to swap their sheets with those belonging to a different pair, and to discuss the new sentences. Allow some time for free discussion and monitor the activity, helping out if necessary.

Answers

Across:
2 identify **3** watch **5** recognise **9** notice **10** spot
Down:
1 distinguish **4** glance **6** observe **7** stare **8** catch

Matura Exam Activities

1.5 Equivalent words
1.6 Multiple choice and Sentence formation
1.7 Transformations
1.8 Translations and Gap-filling

Time and Answers

1.5
Time: 8–10 minutes
Answers:
1 a **2** c **3** b **4** b **5** a **6** c **7** b **8** c **9** a **10** b **11** c **12** a **13** a **14** b **15** c

1.6
Time: 15–20 minutes
Answers 1.6a:
1 b **2** a **3** b **4** b **5** c
Answers 1.6b:
1 stop working such **2** are / will be allowed to open **3** meeting me at the party **4** went on to tidy the terrace **5** be able to deal with this **6** to apply for the job I **7** mustn't use (your/any) mobiles **8** to get on with Susan **9** telling Christie about his feelings **10** ought to learn (how) to work

1.7
Time: 10 minutes
Answers:
1 go on studying **2** must not leave **3** stopped playing the violin **4** doesn't have to **5** you mean to offend **6** you allowed to drive **7** you need to **8** might be offered **9** remember to close **10** can't be in

1.8
Time: 10–15 minutes
Answers 1.8a:
1 remember to ask **2** try asking your **3** regrets not finishing / completing / having finished / having completed **4** you mustn't work **5** not be able to **6** should really ask for **7** on talking about **8** need to stop to **9** will have to identify **10** you been allowed to
Answers 1.8b:
1 may/might/can **2** can/may/should **3** on **4** to

1.1 Question time

A

+ to	VERB	*+ -ing*
1	go on	5
2	mean	6
3	remember	7
4	regret	8

Checklist:

present simple _____ present perfect _____ modal verb _____
past simple _____ future simple _____ *going to* _____

B

+ to	VERB	*+ -ing*
1	forget	5
2	stop	6
3	try	7
4	need	8

Checklist:

present simple _____ present perfect _____ modal verb _____
past simple _____ future simple _____ *going to* _____

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1.2 Note to self

Imagine that in 10 minutes you are going to lose your memory completely. Before this happens, you have just enough time to write a note to yourself to help you live your life. You don't have time to write everything, so think hard about what's really important.

They can be: practical notes, e.g. *You should remember to feed the dog in your house*; personal, e.g. *She's called Coco and she's very special to you*; necessary for survival, e.g. *You mustn't ever go in your sister's bedroom. She'll kill you!*; they may even help you live a better life: *You weren't able to swim before because you were scared of the water, but you should try it now – maybe you aren't afraid any more.*

Useful language

Don't be afraid to … You mustn't ever … You need to make sure that you … You should try …
You don't need to (worry about) … If you don't understand … you can talk to …
You had to … when you were younger. This means that now you can't / have to / …
You've never been able / allowed to … but you might be able to now.

NOTE TO SELF

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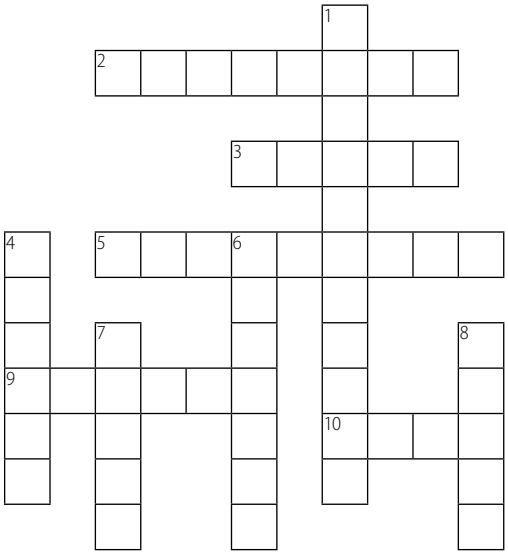
1.3 What's my line?

accountant	explorer	politician
flight attendant	factory worker	postman / postwoman
architect	farmer	president
athlete	hairdresser	prison guard
babysitter	hotel receptionist	reporter
bank manager	housewife / househusband	sailor
butcher	journalist	scientist
cameraman / camerawoman	judge	secretary
chef	lawyer	security guard
cleaner	librarian	shop assistant
dancer	mechanic	soldier
dentist	musician	swimming instructor
designer	painter	taxi driver
detective	photographer	tour guide
driver	piano teacher	unemployed
engineer	poet	waiter / waitress

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1.4 Can you distinguish them?

1 Complete the crossword.



Across

2 see someone and be able to say who they are
3 look at somebody or something with all your attention
5 know who the person or thing is because you've seen them or it before
9 become aware of someone or something
10 see someone or something because you are looking at them

Down

1 know that two or more people or things are different
4 look quickly at someone or something
6 watch someone or something carefully in order to obtain information
7 look at someone or something for a long time, often because you think they are strange or shocking
8 see someone doing something wrong

2 Using five different words from the crossword, complete the sentences in the boxes below with your own ideas.

Tell me about a situation in which ...
_____
_____

Tell me about a person who ...
_____
_____

Tell me about a time when ...
_____
_____

Tell me about an occasion when ...
_____
_____

Tell me about a place where ...
_____
_____

3 Swap your sheet with another pair. Discuss the sentences you've received.

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1.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 This employee is efficient and ***able to adapt to changing situations***.
a flexible **b** demanding **c** competitive

2 Josh is ***responsible for*** the whole marketing department, so his job is quite stressful.
a keen on **b** fed up with **c** in charge of

3 I'm worried about Cassie. She's working ***more than 50 hours a week*** and she's constantly tired.
a full-time **b** long hours **c** part-time

4 Two or more companies often ***join together*** in order to get a bigger market share.
a qualify **b** combine **c** compete

5 What are the ***employment opportunities*** in this industry?
a career prospects **b** professional skills **c** working conditions

6 I ***looked quickly*** through my notes before the test, just to make sure I remembered everything.
a spotted **b** observed **c** glanced

7 Olivia ***became aware*** that something was wrong when the two men approached her.
a recognised **b** noticed **c** identified

8 John had changed so much that I almost didn't ***know*** him at the school reunion.
a identify **b** spot **c** recognise

9 My mum tends to ***make matters seem either much better or much worse***, so whenever she says you look famished, don't worry too much.
a exaggerate **b** mention **c** consider

10 The suspect refused to provide any information ***concerning*** his partner's whereabouts.
a preventing **b** regarding **c** including

11 Unfortunately, the company ***didn't accept*** my job application because I wasn't skilled enough.
a refused **b** reduced **c** rejected

12 I ***am obliged to*** inform all employees about the new company regulations.
a need to **b** might **c** am able to

13 Visitors ***aren't allowed to*** touch any of the exhibits.
a mustn't **b** needn't **c** may not

14 My cousin ***is possibly*** in Paris now. He is travelling through Europe with his friends this month.
a has to be **b** might be **c** needs to be

15 You ***don't have to*** come today if you don't have time. We can always meet next week.
a can't **b** oughtn't to **c** needn't

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1.6a Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

Cyber-security has become a major concern for many big businesses over the last decade. Thus it **1** _____ be surprising that many companies are desperate to employ information security analysts possessing the skills that allow them to find flaws in the systems used by thousands of users. Determining loopholes at the early development stage **2** _____ help prevent future attacks and better protect sensitive information.

The demand for employees in this field, however, far exceeds the supply, **3** _____ allows hackers to choose from a wide range of highly profitable contracts. US government officials always try **4** _____ at hacking conferences so as to encourage the attendees to work for the Pentagon. Ethical hacking competitions, held around the world, are also popular among employers having to deal **5** _____ a shortage of cyber-security experts. Some big companies, such as banks, often decide to host their own coding events in order to demonstrate new technologies in the hope of attracting potential employees.

1 **a** mustn't
b shouldn't
c needn't

2 **a** may
b needs to
c must

3 **a** what
b which
c that

4 **a** appear
b to appear
c appearing

5 **a** on
b in
c with

1.6b Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 Will you please (*stop / work / such*) _____ long hours? Your job is neither challenging nor well-paid, so what's the point?

2 I really don't think we *(be / allow / open)* _____ the presents until Christmas Day.

3 Has Jason forgotten (*meet / I / party*) _____ last year? He's just introduced himself to me as though he'd never met me before.

4 After I had finished the gardening, I (*go / tidy / terrace*) _____.

5 I'm afraid I'm so busy that I won't (*able / deal / this*) _____ next week. Please, remind me about it in two weeks' time.

6 I hope Ellen will remember (*apply / job / I*) _____ told her about. The deadline for applications is tomorrow.

7 Please remember that during the flight you (*must / use / mobiles*) _____, as they may affect the onboard computers and result in a system malfunction.

8 After our argument, I really tried (*get on / Susan*) _____, but it was impossible because she kept on being really mean to me.

9 Steve clearly regrets (*tell / Christie / feelings*) _____ for her because she has avoided him ever since.

10 If you want to acquire some useful skills for the workplace, you (*ought / learn / work*) _____ _____ in a team.

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1.7 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 Do you plan to continue your studies, or do you want to find a job?
GO
Do you plan to _____, or do you want to find a job?

2 I forbid you to leave the house until you have recovered.
NOT
You _____ the house until you have recovered.

3 My sister played the violin until she was 15.
STOPPED
My sister _____ when she was 15.

4 Theresa needn't carry all these boxes by herself, I can help her.
HAVE
Theresa _____ carry all these boxes by herself, I can help her.

5 Was it your intention to offend Jack or was it by accident?
MEAN
Did _____ Jack or was it by accident?

6 Can you drive legally in Poland if you're under 18?
TO
Are _____ in Poland if you're under 18?

7 Are you obliged to report a crime if you see one being committed?
NEED
Do _____ report a crime if you see one being committed?

8 It's possible that my brother will be offered a job at this company.
MIGHT
My brother _____ a job at this company.

9 Please don't forget to close the door on your way out.
REMEMBER
Please _____ the door on your way out.

10 It's impossible that Chris is in Berlin at the moment. I've just seen him sitting in a café.
BE
Chris _____ Berlin at the moment. I've just seen him sitting in a café.

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1.8a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Did you (*pamiętałeś żeby zapytać*) _____ Susan about her holiday plans?

2 If you have problems finding a new job, (*spróbuj spytać swoich*) _____ friends if they have heard about any interesting offers. There may be some vacancies at their companies.

3 Maggie really (*żałuje że nie skończyła*) _____ her studies. She knows now that it would have improved her career prospects.

4 If you are employed here, (*nie wolno ci pracować*) _____ on any projects for other companies. It's stated in your contract.

5 I'm afraid I will (*nie będę mógł*) _____ make it to the interview in time. Would it be possible to reschedule it?

6 James (*naprawdę powinien poprosić o*) _____ promotion. He is an efficient and diligent employee and he's great with other people, so he would make an amazing manager.

7 I was a bit tired as my brother went (*kontynuował opowiadanie o*) _____ his new boss, but I listened carefully because I saw how important it was for him.

8 We (*potrzebujemy zatrzymać się żeby*) _____ fill up the car. If we don't, we might run out of petrol before we get there.

9 Ms Waters (*będzie musiała zidentyfikować*) _____ the man arrested by the police in order to confirm if he is actually the bank robber.

10 Have (*pozwolono ci*) _____ work part-time?

1.8b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Looking for a job, especially when you're doing it for the first time, is often a tremendously daunting process. Writing your CV and cover letter, and attending what is often more than one job interview **1** _____ sometimes be challenging, even for experienced job seekers. But even if you are just starting your career, there are a few things you **2** _____ do if you want to enhance the chances of getting that dream position.

Before you start job hunting, think carefully about your career goals and what kind of job would suit you best. Once you are sure about what you are actually searching for, go **3** _____ to research the companies you are interested in. Getting to know your potential employer allows you to prepare for the interview better and shows that you are treating the opportunity of working there seriously. And don't forget **4** _____ write a thank-you note to the interviewer after the meeting. This small courtesy may help you stand out from the crowd.

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Grammar Activities

2.1 Comic strips

Aim

To revise and practise reported speech (statements, questions and commands)

Language

Reported speech

Time

20 minutes

Preparation

One copy of the worksheet for each pair, cut in two

Procedure

- Divide the class into pairs, and hand out the material.
- Tell students that each individual in each pair has two comic strips: one with captions and one without, and that their partner has the missing captions. Their task is to fill in the missing sentences (statements, questions or commands). However, they mustn't read the sentences to their partner, but instead they have to report them.
- Ask students with worksheet A to start reporting their sentences, and ask students with worksheet B to write down the actual sentences, using direct speech! When they've completed this task, ask them to compare the comic strips and check if there are any discrepancies (remind them NOT to look at the other strip at this point). Monitor the activity and help out if necessary. Explain any difficult points to the whole class if necessary.
- After the first comic strip has been completed and discussed, ask your students to swap roles and continue the activity in the same way.

Note: You may need to explain some colloquial phrases from the strips, e.g. *to go OTT*, *to make a booboo*.

2.2 What she said

Aim

To report what people said accurately

Language

Reported speech and reporting verbs, e.g. *claim, admit*

Time

30 minutes

Preparation

One copy of the worksheet for every twelve students, cut up

Procedure

- Tell students they are going to practise reporting verbs. Elicit the reporting verbs they remember. Make sure you include all the verbs used in the activity (*remind, offer, complain, ask, recommend, suggest, promise, admit, claim*).
- Hand a student the example card and ask them to read it aloud, inserting a real name in the gap. Elicit the reporting verb (*agree*) and the reported speech sentence, i.e. [*Asia*] *agreed to buy* [*Paula's*] *lunch for her.*
- Put students into groups, ideally of ten.
- Give each student a card. Tell them to complete the sentence if there are gaps in it, and to write the reported speech sentence on the line below.
- Explain that they are now going to take turns to dictate their sentences, but that unlike a normal dictation, those who write must write what they hear using a reporting verb. They can ask each other to repeat the sentence if they need to hear it again.
- When everyone has dictated their sentences, put them in smaller groups to compare the sentences they wrote.

Answers

1 [X] reminded [Y] to do his/her homework this evening.
2 [X] offered to lend [Y] his/her calculator (today).
3 [X] complained that it was very cold in the classroom today.
4 [X] asked [Y] if he/she could copy his/her answers.
5 [X] recommended not seeing [name of film].
6 [X] suggested going for a class picnic on Saturday.
7 [X] promised [Y] that he/she wouldn't cheat in the exam.
8 [X] admitted (to) stealing [Y]'s pen.
9 [X] claimed that he/she had met [name of celebrity].
10 [X] asked [Y] if/whether he/she had watched anything good on TV last night.

Vocabulary Activities

2.3 Questionnaire

Aim

To explore students' communication skills

Language

Vocabulary about effective communication

Time

30 minutes

Preparation

One copy of the worksheet for every two students, cut in half

Procedure

- Tell the class that they are going to think about their communication skills. Elicit a few ideas about what these include, e.g. being a good listener, making eye contact, explaining things in ways that others can understand, not interrupting. Then dictate the following sentence stems:
  I would say that my communication skills are . . .
  People think that I . . .
  But in fact, I . . .
  When talking to people, I'd like to be more . . .
- Give students 2 minutes to complete the sentences so they are true for them. Then ask them to put these statements to one side until the end of the activity.
- Tell them that they are going to fill in a questionnaire on the same topic. Divide the class into two groups and give students in one group questionnaire A and the others B.
- Tell them to make questions from the statements. As an example, read out: *I find it easy to get my message across to others.* Ask what question they would ask to find this information (*Do you find it easy . . .*). Invite students to ask follow-up questions, such as, *Why is that, do you think?* and *Do you think it depends on who you're talking to?* Tell them to only make the questions (*not* to fill in the questionnaire). Go round and check students are doing the task correctly.
- Reorganise the class into pairs, A and B. Tell them to interview each other to complete the questionnaire with their partner's answers. Go round and check, listening for errors or difficulties with pronunciation, especially with vocabulary about communication.
- When the pairs have finished interviewing each other, ask them to look again at the sentences they wrote at the beginning of the activity and decide whether to keep them as they are or change any in light of what they discovered doing the questionnaire.
- Correct errors that you heard. End by asking students to share their conclusions with the class.

2.4 Negative prefixes dominoes

Aim

To revise, extend the range of, and practise negative prefixes with adjectives

Language

Adjectives with negative prefixes

Time

30 minutes

Preparation

One copy of the worksheet for every three or four students, cut out

Procedure

- Divide the class into groups of three or four students and hand out the set of dominoes face down.
- Tell students that they're going to play negative prefixes dominoes. Ask them to shuffle the cards and deal out four each. The rest of the cards should be placed in a pile face down, except for one card that will start the game.
- Assign one student in each group to keep the score, and explain the rules: the players take turns and lay cards from their hand alongside those already on the table so that they form a correct negative adjective; if a player doesn't have a suitable card to lay, they take one from the pile. For each correct negative adjective they score one point, and they may score an additional one for creating a correct sentence that includes the adjective; the game continues until all the cards have been used up, and the winner is the person with the most points.
- Ask students to start playing and monitor the activity. Help out if necessary.
- As a follow up, ask students to write in their notebooks all the adjectives from the dominoes under four separate prefix headings. Then, elicit answers to the following questions:
  1 Which prefix is the most common one? (Answer: *un*)
  2 Which prefix is always followed by a word starting with *M* or *P*? (Answer: *im*)
  3 Not every word starting with *M* or *P* will use the prefix *im*. Which adjective from the dominoes doesn't use it? (Answer: *pleasant*)
  4 Which prefix is always followed by a word starting with *R*? (Answer: *ir*)
  5 Not every word starting with *R* will use the prefix *ir*. Which adjective from the dominoes doesn't use it? (Answer: *reliable*)

Matura Exam Activities

2.5 Transformations
2.6 Word formation and Mini-dialogues
2.7 Lexical pairs
2.8 Transformations and Reading

Time and Answers

2.5
Time: 8–10 minutes
Answers:
1 a **2** c **3** b **4** a **5** c **6** a **7** a **8** b **9** c **10** b **11** a **12** c **13** b **14** a **15** c

2.6
Time: 15–20 minutes
Answers 2.6a:
1 reclaim **2** passionately **3** impossible **4** unable
Suggested answers 2.6b:
1 What a pity! / I'm sorry to hear that. / That's a shame. **2** even though / although you don't believe I can **3** Why don't you **4** Do you find it easy / Is it easy for you **5** You don't have to / need to / needn't remind me **6** I understand / I hear what you are saying

2.7
Time: 8–10 minutes
Answers:
1 b **2** c **3** a **4** a **5** c **6** a **7** b **8** a **9** c **10** a **11** b **12** c

2.8
Time: 10–15 minutes
Answers 2.8a:
1 if I could help **2** suggested going there **3** they had seen that **4** do you work **5** she would throw those **6** when I was / we were going
Suggested answers 2.8b:
1 vulgar/slang vocabulary **2** visiting London pubs **3** still used **4** alcohol / alcoholic drink **5** negative

2.1 Comic strips

A

B

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2.2 What she said

Example: ' _____ [Name of student], do you want me to buy your lunch for you? OK, I will.' (AGREE)

1 'Hey, _____ [name of student], don't forget to do your homework this evening.' (REMIND)

2 ' _____ [Name of student], you can borrow my calculator today, if you like.' (OFFER)

3 'Brrr! It's very cold in the classroom today.' (COMPLAIN)

4 ' _____ [Name of student], please can I copy your answers?' (ASK)

5 'I don't think you should see _____ [name of film]. It's terrible!' (RECOMMEND)

6 'Hey everyone! Why don't we go for a class picnic on Saturday?' (SUGGEST)

7 ' _____ [Name of teacher], I promise I won't cheat in the exam.' (PROMISE)

8 'OK, _____ [name of student], it was me who stole your pen. I'm sorry." (ADMIT)

9 'Actually, I've met _____ [name of celebrity]. It's true!' (CLAIM)

10 ' _____ [Name of student], did you watch anything good on TV last night?' (ASK)

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2.3 Questionnaire

A

1 Ask your partner to say how true these statements are for them, from *I strongly agree* to *Never or hardly ever*. Ask follow-up questions to find out more.

	I strongly agree	Sometimes	Not very often	Never or hardly ever
1 I find it easy to get my message across to others.				
2 I use a lot of complicated words to show how intelligent I am.				
3 I like to offer advice about people's problems.				
4 I am generally nervous about speaking to other people.				
5 My friends and family tell me I talk too much.				
6 It is difficult for me to express my thoughts in words.				
7 I often do most of the talking in conversations.				
8 In class, I prefer to sit at the back of the room.				
9 I make connections easily and usually get on well with people I have just met.				

2 Now answer your partner's questions.

B

1 Answer your partner's questions.

2 Now ask your partner to say how true these statements are for them, from *I strongly agree* to *Never or hardly ever*. Ask follow-up questions to find out more.

	I strongly agree	Sometimes	Not very often	Never or hardly ever
1 I get distracted during conversations – most people have nothing to say.				
2 I look at people's eyes when I'm listening.				
3 I like to be the last person to speak on a subject.				
4 I only listen to other people in order to know when it's my turn to speak.				
5 I interrupt people a lot.				
6 I show that I am listening by responding with questions, noises and facial expressions.				
7 I pay attention to other people's body language, gestures and facial expressions.				
8 I finish people's sentences for them when I know what they are going to say.				
9 I feel comfortable and confident in group situations.				

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2.4 Negative prefixes dominoes

comfortable	im-	polite	in-
correct	ir-	responsible	un-
aware	im-	patient	un-
true	in-	direct	ir-
regular	un-	usual	im-
personal	in-	formal	un-
successful	ir-	relevant	im-
possible	un-	pleasant	in-
visible	ir-	rational	un-
reliable	im-	mature	un-
kind	in-	complete	im-
perfect	un-	fair	ir-
resistible	im-	moral	un-
tidy	in-	appropriate	un-

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2.5 Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 My mum ***told me that I should remember*** to lock the door before going to bed.
a reminded me **b** recommended to me **c** replied to me

2 Unfortunately, Susan ***stopped paying attention*** and, consequently, didn't catch what the teacher was saying.
a made connections **b** made a point **c** got distracted

3 Olivia said***, 'I am really tired.'***
a she is really tired **b** she was really tired **c** she had been really tired

4 Sam ***asked me if I wanted to go*** out on a date with him, and I agreed.
a invited me **b** offered to go **c** demanded going

5 It is said that the ability to read ***non-verbal signals*** is as important as knowing actual words.
a interpersonal skills **b** communication styles **c** body language

6 His sister told me, ***'He will be here soon.'***
a he would be there soon **b** he will be there soon **c** he would be here soon

7 Do you and your best friend ***have similar hobbies***?
a share interests **b** connect with each other **c** respond to each other's needs

8 John ***said that it was an amazing*** film.
a explained this **b** recommended this **c** promised this

9 My dad asked me, ***'Have you finished yet?'***.
a if I finished **b** had I finished **c** if I had finished

10 We were speaking ***in person***, so I could see his expression and I knew he was lying.
a head over heels **b** face-to-face **c** head to toe

11 They often ***say how unhappy they are*** that they have so little free time.
a complain **b** explain **c** claim

12 I ***didn't know*** that he was coming.
a found it impossible **b** considered it untrue **c** was unaware

13 It's really important for people to ***communicate their thoughts***, but they can do it in a variety of ways.
a explain themselves **b** express themselves **c** persuade themselves

14 We managed to finish the project ***even though we were tired***.
a in spite of our tiredness **b** because of our tiredness **c** in addition to our tiredness

15 Finally, Josh ***said he was the one who had*** damaged the computer.
a added that he had **b** suggested that he had **c** admitted that he had

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2.6a Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

ability	aware	claim	passion	possibility	understand

NAPOLEON'S "ENGLICH" LESSONS

Napoleon had a rollercoaster of a ride for eighteen months. First, he was forced to abdicate as Emperor of France and exiled to the island of Elba. Then, he managed to escape, march on Paris, and **1** _____ the throne. Finally, a crushing defeat at Waterloo led to his second exile, this time to a far more remote island called Saint Helena.

The British agreed to provide *Le Petit Caporal* with plentiful wine, meat, and musical instruments, but he could not have what he most **2** _____ wanted – his family, power, and control over Europe. To make matters worse, his captors made it **3** _____ for him to read. Newspapers were banned, and those he did manage to get his hands on were nearly all in English. This was the main reason why he decided to learn the language.

His English teacher was Count Emmanuel de Las Cases, a historian and loyal supporter. According to the Count, his pupil, "had an extraordinary intelligence but was **4** _____ to remember much: the latter particularly upset him." As a result, though Napoleon grasped English grammar with an impressive ease, he was painfully slow when learning vocabulary.

Adapted from: publicdomainreview.org/collections/napoleons-englich-lessons/

2.6b Mini-dialogues (gaps)

Uzupełnij poniższe minidialogi, wpisując brakującą wypowiedź jednej z osób.

1 A: I'm sorry but I can't come tonight.
B: Why? What's wrong?
A: I've got a terrible cold.
B: _____. I was hoping we could finish the project.

2 A: Are you sure you want to run the marathon?
B: Yes, I am. I'm positive I'll finish it, _____.
A: I do believe you can, I'm just worried about you, that's all.

3 A: Max still won't talk to me. I don't know what to do about it.
B: _____ send him a traditional letter? He may be so surprised that he'll actually read it.

4 A: _____ to talk to people you've just met?
B: No, not really. Actually, I'm an introvert, so it's rather difficult.

5 A: Pete, don't forget to take your packed lunch.
B: Oh, come off it, mum! I'm almost 18. _____ about such things.
A: Maybe I don't but I feel better when I do.

6 A: We can't afford to buy a new car and taking out a bank loan is a terrible idea.
B: _____, but don't you think it's the only option?

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2.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 We decided to buy some ___ in this company as we believed they would generate profit.
Katy often ___ photos from her journeys on social media.
a shows **b** shares **c** actions

2 I've always enjoyed playing ___ games with my friends. It's a great way of spending any free time.
Before we could ___ the plane, we had to check in our luggage.
a computer **b** deck **c** board

3 Did you manage to ___ the book you were looking for?
Personally, I ___ any sporting activity to be very exciting. That's why jogging gives me a lot of pleasure.
a find **b** buy **c** consider

4 I have read this book only ___ but I think I'm going to read it again as it was really informative.
She may seem shy, but ___ you get to know her, you'll see she's the life and soul of the party.
a once **b** twice **c** when

5 I had a huge ___ with my parents yesterday and I'm not allowed to meet my friends for the time being.
His first ___ against going to the cinema was that it is too expensive.
a fight **b** case **c** argument

6 You need to really ___ more attention at this stage, as it is the most complicated one.
How much did you ___ for these shoes? They are very stylish.
a pay **b** give **c** offer

7 Your phone battery is almost flat. I think you need to ___ it.
We decided that Amanda would be in ___ of this project.
a control **b** charge **c** load

8 I love this painting. Look at those trees in the ___, they are so detailed.
Although he came from a very poor ___, he became one of the richest people in the country.
a background **b** foreground **c** neighbourhood

9 Can you please make a ___ on this matter? I really value your opinion.
The starting ___ of our journey is Warsaw, and from there we intend to set off to Prague.
a place **b** suggestion **c** point

10 Whenever you want to buy some electronics, which ___ do you usually go to?
Mark decided to ___ his files on a USB stick in case something happens to his computer.
a store **b** shop **c** keep

11 I still don't know ___ I'm going to participate in the conference. I simply don't feel well enough.
Would you accept this job ___ they offered you a position in their company?
a whether **b** if **c** unless

12 Are you going to watch the ___ on TV tonight?
If our spoken language and our body language don't ___, people may get confused.
a film **b** suit **c** match

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2.8a Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 'Can you help me with my task?' she asked me.
I
She asked me _____ her with her task.

2 'Why don't we go there tomorrow?' he said.
GOING
He _____ the following day.

3 'We saw this play last month.' they said.
SEEN
They said that _____ play the previous month.

4 We asked Sarah where she worked.
YOU
'Where _____?' we asked Sarah.

5 'Maybe I'll throw these books away,' she told me.
WOULD
She told me that maybe _____ books away.

6 'When are you going to apologise to him?' she wanted to know.
WE
She wanted to know _____ to apologise to him.

2.8b Reading (gap-filling)

Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

Thirty years after Dr Johnson had published his great *Dictionary of the English Language* (1755), Francis Grose put out *A Classical Dictionary of the Vulgar Tongue* (1785), a compendium of slang that Johnson had considered unfit for his learned tome. Unlike Johnson, Grose was unwilling to spend hours in a library. He preferred to do his lexicography in the heart of London after dark. Supported by his trusty assistant Tom Cocking, he cruised the pubs of Covent Garden and the East End, eating, drinking, and listening. He took pleasure in hearing his name punningly connected to his stout posture, and, as a result, he produced a book full of real life.

While a good deal of the slang has survived into the present day, e.g. *to kick the bucket* is an idiomatic expression meaning to die, much would likely have been lost had Grose not recorded it. Given that this was the era of William Hogarth's famous print *Gin Lane* (1751), it's not surprising to find the dictionary packed with colourful epithets for this alcoholic drink: *blue ruin*, *frog's wine*, *moonshine*. The Grose dictionary also contains hundreds of great insults, like *bottle-headed*, meaning without wit, something you can't say about its author.

Adapted from: publicdomainreview.org/collections/a-classical-dictionary-of-the-vulgar-tongue-1788/

1 Francis Grose's dictionary consists of a collection of _____.
2 The author compiled the words and expressions for his dictionary while _____.
3 Many of the phrases included in Grose's dictionary are _____ today.
4 *Blue ruin*, *frog's wine*, and *moonshine* were expressions used to name a particular type of _____.
5 *Bottle-headed* is an example of a phrase people would use to express their _____ opinion about another person.

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Grammar Activities

3.1 Thing, stuff, person

Aim

To practise the grammar of the unit

Language

Defining relative clauses

Time

40 minutes

Preparation

One copy of the worksheet for every ten students, cut up and shuffled

Procedure

- Say *I'm thinking of something, and you get four clues to help you guess what it is, OK?* Give the following clues in this order and let them guess the object after each.
- *It's a thing that eats stuff on the ground and looks like snake.*
- *It's a machine that some small children are scared of.*
- *It makes a loud noise.*
- *It's a machine that helps you clean your house.*
- Explain that they are going to design and play a guessing game. Point out that you gave clues for the vacuum cleaner which got progressively easier. Their job, in groups, is to write definitions for other things and to put them in order of difficulty, from hardest to easiest. Then they are going to test another team.
- Teach them the five categories for this game: *a thing* is a countable object, e.g. a vacuum cleaner; *stuff* is uncountable material, e.g. water; *a person* is self-explanatory; *a creature* is any other living animal, and *a plant* is a fruit, vegetable, tree, etc.
- Divide the class into an even number of teams of five students or more. Give each team half the picture cards. Every member of the group writes a definition for every picture card on separate pieces of paper, one for each picture card. Make dictionaries available.
- When they have finished, tell them to choose the four best definitions for each object and decide the order that the definitions will be read out in a quiz for another team. Give them 10 minutes for this.
- Students now play the game. Set one team against another. One team reads out its definitions in order of difficulty. Explain the points system: they get 8 points if they guess the object after one definition, 6 after two, 4 after three and 2 after four. Then the other team reads out their definitions for their first picture card.
- Find out the winners. At the end, ask students what their favourite / most difficult / funniest definition was.

3.2 Jigsaw puzzle

Aim

To revise and practise relative clauses

Language

Relative clauses and vocabulary related to entertainment

Time

20 minutes

Preparation

Make one copy of the worksheet for each pair. Cut out the material along the dotted lines (DO NOT cut the unbroken lines). This will create the jigsaw puzzle.

Procedure

- Divide the class into pairs, and hand out the material.
- Tell each pair that they are going to make a jigsaw by using their combined knowledge of grammar and trivia. With more competitive classes you may consider turning this stage into a race and reward the pair(s) to complete first.
- After students have finished, ask them to look at their sentences and to choose 4 of them and try to expand upon them as much as possible, using their general knowledge and relative clauses where possible, e.g. *Pol'and'Rock festival, which changed its name from Przystanek Woodstock in 2018, was created by Jurek Owsiak, who is also the creator of Wielka Orkiestra Świątecznej Pomocy.* You may consider allowing your students to use external sources of information (such as their smartphones) to gather the data they need in order to extend their sentences. Also, if you think your students may not find the topics interesting, ask them to create sentences about other people, titles, works, etc. connected with entertainment.
- Finally, ask each pair to present one of their sentences (possibly the most complex one) to the rest of the class.
- Monitor the activity at all stages and help out if necessary.

Vocabulary Activities

3.3 Across and down

Aim

To complete a crossword in pairs by defining words

Language

Vocabulary related to arts and entertainment

Time

30 minutes

Preparation

One copy of the worksheet for every two students, cut in half

Procedure

- Tell students that they are going to revise vocabulary about the arts, performance and entertainment from the unit in the form of a race. Explain that this is all about defining words quickly and clearly, and that in this game you can't say the word, but you can find other ways of communicating it.
- Demonstrate the game with the class. Define the following words using various techniques. Do it quickly and award a point to the first person to say the word.
- A definition: *It's a work of art that's three dimensional*; an example: *Michelangelo's David is one*. (sculpture);
- Talk about the learning moment: *It's an expression. We learnt it last week*. Do an oral gap fill: *If a piece of art affects you greatly, it* [*BEEP!*]. (make a big impression);
- An opposite word: *Not the actor – the part he or she plays*. (character);
- Other information about it: *It's a thing that happens in a theatre*. (a play)
- Write the techniques on the board (*definition*, etc.). Put students in pairs to recall the different instances of the techniques you used to communicate. After a minute, elicit some techniques and examples. Remind them that they cannot say the word itself or use Polish.
- Show students the whole worksheet (making sure they cannot see the actual words) and explain that one member of each pair will have half the answers and the other will have the other half. Their job is to define the words for their partner until together they have completed the crossword.
- Divide the class in half. Hand out crossword A to one half and B to the other, telling them not to show it. Give them 5 minutes to check with a member of the same group that they understand all the words and can define them.
- Put students in pairs, A and B, facing each other. Say *Ready … steady … Go!*
- Congratulate the fastest team and other teams that do it quickly. Stop the activity when enough pairs have finished.

3.4 Tell me about someone who ...

Aim

To revise and extend expressions with *make* while speaking

Language

Expressions with *make*, relative clauses and reported speech

Time

30 minutes

Preparation

One copy of the worksheet for each pair, cut in two

Procedure

- Divide the class into pairs, and hand out the material. Explain the activity. Students should talk to each other in pairs about people who are referred to in the sentences in the boxes (they all contain expressions with *make*). Allow them to choose anyone they wish (e.g. personal friends or celebrities, past and present). Students in each pair take turns to ask questions and respond about the people, giving as much information as possible. The students asking a question must take notes, and then write the information in the corresponding box.
- Ask students to begin their conversations. Initially, they should discuss only the topics from the top row (the white one).
- After they've finished, ask them to change partners and discuss the second row (the light grey one). Following this stage, they should change partners again, and then discuss the bottom row (the dark grey one).
- When they've completed all the boxes, ask them to find another partner and to tell them about the two most interesting stories they've heard. They should use their notes and report back on the stories.

Note: Some of the expressions were not used in the unit and you may wish to pre-teach them: *make excuses, make somebody's mouth water, make heads or tails of something, make a fool of oneself, make a fuss, make a name for oneself, make somebody's day.*

Matura Exam Activities

3.5 Transformations
3.6 Sentence formation and Gap-filling
3.7 Lexical pairs
3.8 Translations and Picture description

Time and Answers

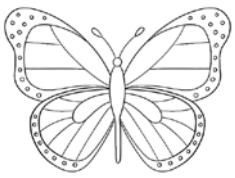
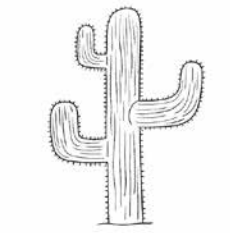
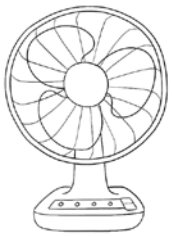
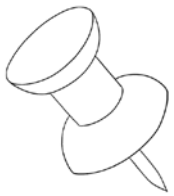
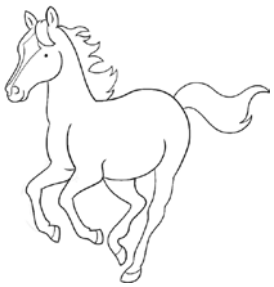
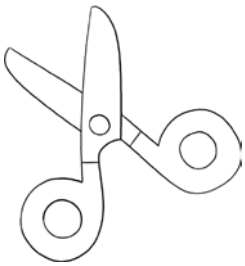
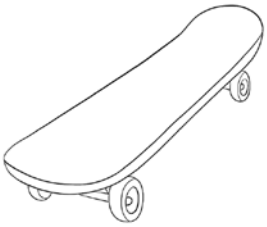
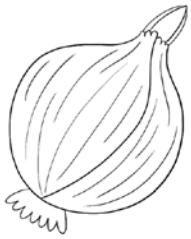
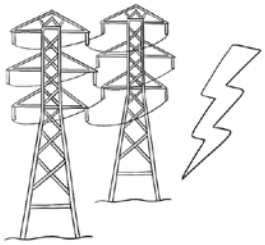
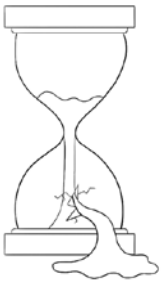
3.5
Time: 10–15 minutes
Answers:
1 which/that was directed **2** a place where **3** made up your mind **4** which made the book **5** who was a painter **6** when I wrote **7** made a big impression **8** have (got) nothing else **9** that I saw with **10** make a (big) difference/change

3.6
Time: 15–20 minutes
Answers 3.6a:
1 which/that tells the story of **2** the day when I met him **3** worth visiting if you **4** make the most of the tutorial **5** which makes it difficult for us **6** (which/that) I could listen to **7** who made a big / the biggest impression on **8** where we can/could eat and enjoy **9** will make up his mind soon **10** (which/that) she has ever created
Answers 3.6b:
1 which **2** who **3** where **4** is

3.7
Time: 8–10 minutes
Answers:
1 a **2** b **3** c **4** b **5** a **6** c **7** b **8** c **9** b **10** c **11** b **12** a

3.8
Time: 10–15 minutes
Answers 3.8a:
1 a decision / up your mind **2** who/that wrote the best **3** which was published **4** appeals to everyone/everybody who **5** made a name **6** which makes it difficult **7** really worth seeing **8** made a splash **10** make a fortune **9** where a few/some/several famous/well-known
Suggested answers 3.8b:
Picture 1: 1 man/musician **2** (who is) wearing **3** money/banknotes **4** music/show/performance
Picture 2: 1 (some) pictures **2** an art gallery / a museum **3** (to be) interested in / fascinated by **4** a door / an entrance

3.1 Thing, stuff, person

a butterfly 	a cactus 	a desktop fan ('a fan') 	a drawing pin 
a horse 	a little brother 	a millionaire 	a pair of scissors 
a skateboard 	a trumpet 	an alien 	an onion 
electricity 	flour 	grass 	a video game 
oxygen 	sand 	a painting 	toothpaste 

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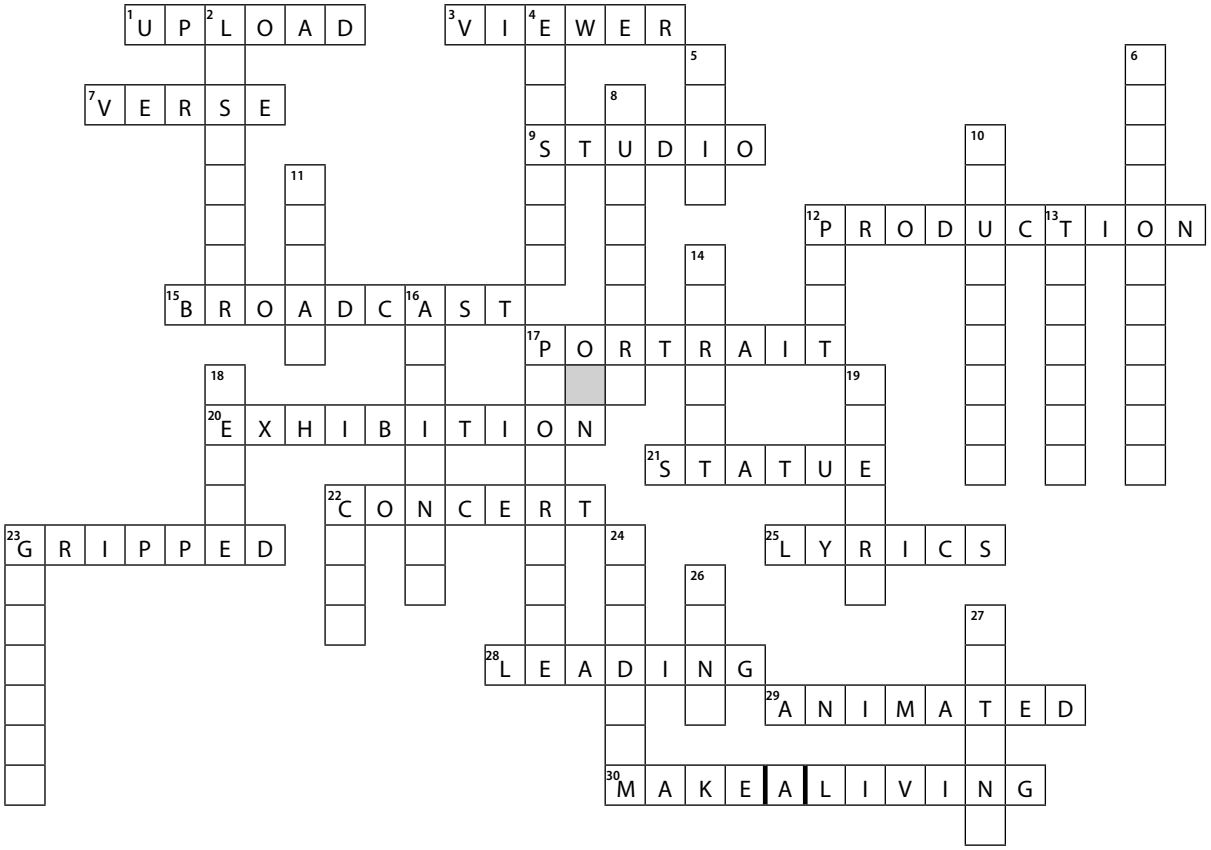
3.2 Jigsaw puzzle

J.R.R. Tolkien,	who taught English Language and Literature at Oxford,	is considered the father of modern fantasy literature.
The Mona Lisa,	which is one of the world's most valuable paintings,	can be seen in the Louvre nowadays.
Modern art,	which includes works created between the 1860s and the 1970s,	is characterised by a spirit of experimentation.
W.A. Mozart,	who lived most of his life in the 18th century,	was a prolific and influential composer.
Ode to Joy,	which appears in the Ninth Symphony,	was adopted as the Anthem of Europe.
Pol'and'Rock festival,	which changed its name in 2018,	was created by Jurek Owsiak.
Macbeth,	which was written by William Shakespeare,	is a story about people hungry for power.
Hip hop music,	which was developed in the USA in the 1970s,	consists of rhythmic beats and chanted speech.
The Hunger Games trilogy,	which tells the story of a bloody war,	has been made into four films.
The Night of Museums,	which was first held in Warsaw in 2004,	allows visitors to see over 200 locations until 3 am.
Queen,	which is a British rock band formed in 1970,	have toured since 2004 with P. Rodgers and A. Lambert.
Game of Thrones,	which consists of 8 seasons,	is a television series based on G. Martin's novels.
Captain America,	who is a fictional character from the Marvel universe,	fought for the Allies in World War II.

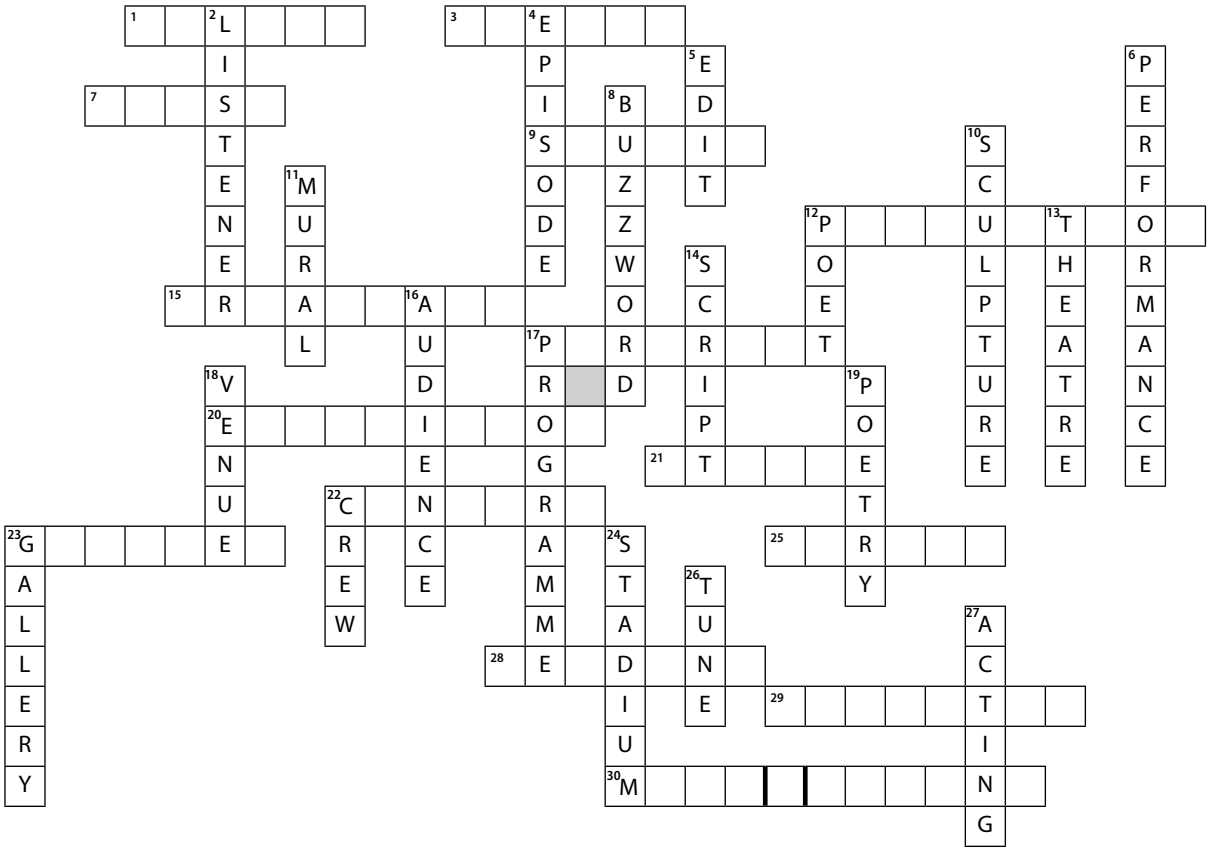
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3.3 Across and down

STUDENT A



STUDENT B



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3.4 Tell me about someone who …

A Tell me about someone who …

… often forgets to **make their bed**.	… **makes up their mind** very quickly.	… wants to **make a living** as an artist.
… **made a splash** among friends because of something they did.	… always **makes excuses**.	… **makes the most of** their talents.
… **made a difference** in somebody's life.	… **made a big impression** because of something they said.	… can cook something that **makes your mouth water**.

B Tell me about someone who …

… can't **make heads or tails** of modern art.	… has recently **made a fool of themselves**.	… frequently **makes promises** they do not keep.
… **makes friends** easily.	… usually **makes a fuss** about small things.	… **made a** serious **mistake** they now regret.
… is able to **make your day** even if you are in a really bad mood.	… **made a name** for themselves by doing something brave.	… managed to **make sense** of something really complicated.

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3.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 I went to see a film. Steven Spielberg directed it.
WAS
I went to see a film _____ by Steven Spielberg.

2 Some scenes from *Game of Thrones* were shot in Dubrovnik.
PLACE
Dubrovnik is _____ some scenes from *Game of Thrones* were shot.

3 Have you decided which art gallery you want to go to?
MIND
Have you _____ about which art gallery you want to go to?

4 The main character made a difficult choice. As a result, the book was even more interesting.
MADE
The main character made a difficult choice, _____ even more interesting.

5 Do you know the name of the artist? He painted and wrote poems in the 19th-century England.
PAINTER
Do you know the name of the artist _____ and a poet in the 19th-century England?

6 I remember that summer really well. It was the year I managed to finish my first short story.
WROTE
I remember the summer _____ my first short story really well.

7 I was extremely impressed by his performance in that show.
BIG
His performance in that show _____ on me.

8 You may want to consider reading this book if you don't have anything more interesting to do.
ELSE
You may want to consider reading this book if you _____ to do.

9 The exhibition was mediocre. I saw it with my friend.
THAT
The exhibition _____ my friend was mediocre.

10 The hero wanted to change things in a big way, but he ended up only making things worse.
MAKE
The hero wanted to _____, but he ended up only making things worse.

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3.6a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 Have you seen the film (*tell / story)* _____ a woman running away from a gang of terrorists?

2 I'm not sure I can remember *(day / I / meet / he)* _____ for the first time.

3 This gallery is (*worth / visit / you*) _____ enjoy modern art.

4 Sally wanted to (*make / most / tutorial*) _____, so she took notes while listening to the lecturer.

5 James is not a big fan of fantasy, (*make / difficult / we*) _____ to discuss novels written by authors such as J.R.R. Tolkien or C.S. Lewis.

6 This was the kind of music (*I / can / listen*) _____ for hours when I was younger.

7 The actor (*make / big / impress*) _____ me during the performance was, without a doubt, Ian McKellen.

8 Do you know any restaurants (*we / eat / enjoy*) _____ a live concert at the same time?

9 I hope he (*make / mind / soon*) _____; otherwise, there may be no tickets left for us to buy.

10 In my opinion the best sculpture (*she / ever / create*) _____ was the one depicting a dancing woman.

3.6b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The Description of a New World, Called The Blazing-World is a book, **1** _____ is considered by many critics to be one of the first texts to contain elements of science fiction. It was written in 1666 by Margaret Lucas Cavendish, **2** _____ was one of the first women to publish under her own name. She was also an aristocratic philosopher-poet, whose behaviour continued to spark controversy during her lifetime and the first woman to attend a meeting of the Royal Society.

The book tells the story of a young woman who enters an alternative world, **3** _____ the sky is filled with different stars and which is inhabited by various human-animal hybrids. She **4** _____ made empress of the land and rules peacefully until she hears about a war which is destroying her homeland. She organises an invasion back into her world and defeats her enemies.

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3.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 Your handwriting can actually say a lot about your ____.
Which ____ did you like best in the film?
a character **b** personality **c** hero

2 I love going to ____ concerts. Being so close to my favourite musicians makes me feel great.
This is the place where I used to ____ when I had finished my studies.
a life **b** live **c** work

3 I don't think their relationship is going to ____ long. They're completely different personalities.
When was the ____ time you were at an exhibition?
a continue **b** recent **c** last

4 Would you like to stand closer to the ____? We'd be able to see the singer better.
During the first ____ of this project we'll have to prepare the necessary data.
a band **b** stage **c** step

5 I have already seen this ____ on TV, so I don't really feel like going to the theatre to see it.
Would you like to ____ cards or a board game with me?
a play **b** show **c** test

6 Tom thinks we should take ____ of this situation and ask for a pay raise.
This performance has one big ____: it's free, so I'm definitely going to see it.
a use **b** plus **c** advantage

7 In my ____, we should watch the film first and only then can we criticise it.
There's an amazing ____ from the most expensive seats in the theatre.
a look **b** view **c** opinion

8 We have a lot in ____, so it's easy for us to find an interesting topic for discussion.
It is a/an ____ belief in Poland that a black cat crossing the road brings bad luck.
a average **b** popular **c** common

9 Some of the students at our school ____ a concert last week. I didn't know we had so many talented friends.
On that day I ____ something warm as it was quite chilly outside.
a wore **b** put on **c** gave

10 There is more than only one ____ of doing this task, so choose the one that suits you best.
Older artists should make ____ for the younger generation.
a possibility **b** room **c** way

11 ____ time I watch this film, I cry at the end.
As they'd known ____ other for many years, they decided it was a good idea to perform together.
a Every / every **b** Each / each **c** One / one

12 This sculptor made a ____ when his work was chosen to commemorate a national celebration.
When I bathed as a child, I used to ____ my hands in the water and make a horrible mess everywhere.
a splash **b** success **c** clap

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3.8a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Can you please make (*zdecydować się*) _____ and actually tell me which exhibition you want to see?

2 Is this the author (*który napisał najlepszą*) _____ short story of 2018?

3 Margaret Atwood's novel *The Handmaid's Tale*, (*która została opublikowana*) _____ in 1986, has recently been made into a very successful series.

4 Andy Warhol's art (*przemawia do każdego kto*) _____ is keen on pop culture.

5 Do you remember the time when you (*zyskałeś sławę*) _____ for yourself as an actor? Was it an exciting period for you?

6 I love all these films, (*co sprawia że trudno*) _____ for me to choose which one we should watch.

7 *The Expanse* is a series set in space, which I consider (*naprawdę warty zobaczenia*) _____, although I'm not really into sci-fi.

8 I heard that your band (*zrobił furorę*) _____ during their concert last night. Congratulations!

9 I truly hope that one day I will (*zbiję majątek*) _____ doing something I really enjoy.

10 During my trip to the UK I visited Alnwick Castle, (*gdzie kilka znanych*) _____ films, such as *Harry Potter* and *Elizabeth* were shot.

3.8b Picture description

Przeczytaj opis ilustracji. Uzupełnij każdą lukę odpowiednimi wyrażeniami, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



Picture 1

This picture depicts a **1** _____, who is playing the guitar in the street, and some passersby, who are watching the performance. One of the spectators is a young man with a black cap, **2** _____ a backpack. He is throwing some **3** _____, into a hat, which is lying on the pavement. The guitarist seems really happy about this. I cannot see the other spectator's face, but from his/her gesture I can tell that he/she likes the man's **4** _____.

Picture 2

This is a picture of a man who is looking at **1** _____ in a place that looks like **2** _____. The man is probably in his twenties, he's wearing smart clothes and an expensive-looking watch. He seems **3** _____ what he is looking at. He isn't accompanied by anyone else, however, there are a few other people admiring the things in the exhibition. We can also see **4** _____ in the background that is leading straight out onto the street, which makes me think people can come here anytime and admire art for free.



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Grammar Activities

4.1 Regrets? I've had a few

Aim

To practise the unit grammar

Language

Second and third conditionals, *If only* … and *I wish* …

Time

40 minutes

Preparation

One copy of the worksheet for every 21 students, cut up

Procedure

- Tell the class that you are in a difficult situation and that they have to guess what it is. Read the following clues, two at a time, giving students a minute each time to discuss with a partner what the situation might be.
  If only my mobile phone was working!
  I wish I hadn't got out of the car.
  If it was warmer, I'd be able to keep walking.
  I wish I'd checked the weather forecast before leaving home.
  I wouldn't have driven off the road if I'd changed the car's tyres for winter tyres.
  If I hadn't tried to get home tonight, I'd be safe and warm at Andy's house.
- After all six clues, tell them to decide what the full story is. Elicit their stories before revealing the original story.
  Answer: You were at your friend Andy's house and drove home in the dark. It started to snow and on the way your car came off the road. Your mobile phone wasn't working so you got out and started to walk to find help. But it was so cold that you couldn't keep walking and you have stopped. You are now somewhere in the countryside, unable to contact anyone, hoping that a car comes along.
- Put students in groups of three. Hand out one of the situations to each group. Tell students to each write two sentences prompted by the situation which use a second or third conditional sentence or start *I wish* … or *If only* …
- In their groups, have them compare sentences. Tell them that they must have six sentences which express different ideas, so if there are any repetitions, they must write new sentences.
- Put each group together with another group. They take turns to read out their sentences. Members of one group try to guess the other group's situation.
- When groups have finished, nominate students to share the stories, and discuss as a class which is the most difficult situation. Ask students what they would do in those situations.

4.2 What might have happened?

Aim

To revise and practise past modals for deduction, speculation and regret

Language

Past modals for deduction, speculation and regret, along with vocabulary from the unit

Time

25 minutes

Preparation

One copy of the worksheet for every four students, ensure that there is the corresponding number of dice

Procedure

- Divide the class into groups, and hand out the material and the dice. If you don't have sufficient dice, you can always ask students to use coins instead, but this will slow down the pace of the game significantly.
- Tell students that they are going to play a board game similar to snakes and ladders. Ask them to find a small object that they can use as counters, and to place them on the square marked START.
- The goal of the game is to reach the FINISH as quickly as possible. Each time a player moves their counter, they have to create a sentence that includes a past modal verb for deduction, speculation or regret, and which is relevant to the situation in the square, e.g. Your friend is completely wet: *She might have fallen into a swimming pool. / She must have walked in the rain. / She should have taken an umbrella.* If more than one player lands on the same square, the same sentence can't be repeated, but a new one must be thought up.
- Monitor the activity and help out if necessary. As a follow-up, you may like to ask the whole class for the most interesting or unusual sentences that they've come up with.

Vocabulary Activities

4.3 And that's why …

Aim

To practise functional language of the unit

Language

Explaining causes and reasons, e.g. *That's why* …

Time

40 minutes

Preparation

One copy of the worksheet for every 16 students, cut up into strips

Procedure

- Put students in pairs. Ask them to tell their partner about the last time they had to make an excuse for something. After 2 minutes, invite students to share what their partners told them with the class.
- Tell students that they are going to practise making excuses. Point out that making excuses relates to 'Explaining causes and reasons'.
- Hand out one strip of paper to each member of the class. Tell them not to show it and to think of the most complicated excuse for their problem. Explain that they will be reading out their excuse without saying the result; the listeners should be able to guess what the result is from the excuse.
- Give them 5 minutes, and put them in pairs to help one another. Encourage them to use the language of explaining causes and reasons. Go round and offer suggestions if necessary. Make dictionaries available.
- When they have finished, put them into groups of eight or so with people they weren't in a pair with. They must not show each other their strips of paper. Explain that they must take turns to read out their excuses, but when they get to the last sentence, they should stop and the rest of the group should call out what they think the last sentence is.
- Go round and listen for the ways they explain causes and reasons. Make a note of any errors in this area.
- When they have finished, nominate one or two students to share their favourite excuses with the class. Correct any errors that you heard.

4.4 Change places if …

Aim

To revise phrasal verbs related to time, along with expressions containing the word *time*

Language

Vocabulary related to time from the unit

Time

20 minutes

Preparation

One copy of the worksheet for every eight students (round the number up, e.g. if your class has 18 students, you'll need 3 copies), cut out

Procedure

- Hand out the cards to your students, making sure that the ones sitting close to each other do not receive cards containing the same letter. Ask each student to write 4 sentences that are true about themselves and that include the expressions on their cards (e.g. *I listen to music all the time*). They can refer to their books at this stage. Monitor the activity and help out if necessary.
- After they've finished, ask them to stand in a circle; each circle comprises 8 students. You can vary the number depending on restrictions of space, but each circle should contain a minimum of 5 people. Make sure that each group includes students with differently lettered cards. Ask for a volunteer from each circle to stand in the middle; the remaining students should form a tight circle, so that there is no room between them.

Note: This game works even better if you can use chairs for students to sit on. Tell your students that the student in the middle is going to read out one of their sentences. The sentence should begin with *Change places if* … (obviously, students will need to change *I* into *you*). If a student thinks the sentence is true for them, they should exchange places with the author of the sentence, which will, consequently, leave a different person in the middle. Allow the game to continue until all students have presented at least three of their sentences.

Matura Exam Activities

4.5 Equivalent words
4.6 Transformations and Reading
4.7 Translations
4.8 Multiple choice and Transformations

Time and Answers

4.5
Time:
8–10 minutes
Answers:
1 a **2** a **3** b **4** a **5** c **6** b **7** a **8** c **9** b **10** b **11** a **12** a **13** c **14** b **15** c

4.6
Time: 15–20 minutes
Answers 4.6a:
1 b **2** b **3** a **4** c **5** c **6** a
Answers 4.6b:
1 piaskiem **2** odpowiadali twierdząco / zgadzali się / potakiwali **3** ważności / istotności **4** można bez nich żyć / się obyć **5** rodzinę, zdrowie i związki

4.7
Time: 10–15 minutes
Answers:
1 from time to time **2** hadn't noticed/seen **3** three times a year **4** should have apologised for **5** have accepted his **6** run out of **7** ahead of their time **8** had a good/great time / had fun **9** may/might/could have left **10** in time to **11** would have put off / postponed **12** on the other hand **13** get down to **14** must have seen him **15** time and again

4.8
Time: 10–15 minutes
Answers 4.8a:
1 b **2** a **3** c **4** a **5** c
Answers 4.8b:
1 wouldn't have missed **2** should not have spent **3** ahead of their time **4** may/might/could have failed **5** must have taken **6** looking forward to

4.1 Regrets? I've had a few!

You are going to an interview for a place at university. It rained on the way to the train station and you are wet. You didn't buy a ticket online, the ticket office is closed and the ticket machine isn't working. You get on the train and get fined £50 for travelling without a ticket. You have to get off at the next station. If you arrive late, you won't get a place at university.

You decided to drive to your friend's house for a party he was having. The car got a puncture (a hole in the tyre), but you didn't have a spare tyre because you didn't replace it the last time this happened. It's getting dark and you are miles from anywhere.

It was a sunny morning so you went to the beach. After a swim, you lay down on your inflatable mattress. You fell asleep. When you wake up, you are burnt from the sun from head to toe. You also realise that you are now about 500 metres from land.

It was hot in the night so you decided to sleep in the garden. You wake up covered in mosquito bites, then realise you can't get into the house because you forgot to bring the key.

You have technical skills at web design. A friend of yours asked you to help him start an internet business. You happily gave him your help, but, now that the website is online, you see that it is a dishonest website that tries to get people to give it money for nothing.

You saw your best friend cheating in an exam. You and she have talked about cheating in the past and she's always been against it. It's not like her to do this. What's more, this exam is really important for you, and it won't be fair if she does better than you.

You found £1,000 in a bag in the park some time ago. There was no one there to claim it, so you took it and have since spent it all. You've just heard from a friend whose mother works at a local children's charity that they lost £1,000 in the park, so the money you spent was probably theirs.

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4.2 What might have happened?

START	**1** Your friend is completely wet.	**2** Mary is crying.	**3** Your parents look angry.	**4** James can't open the door to his flat.
9 Alex is late.	**8** Samantha is looking for her glasses.	**7** Hannah isn't in class today.	**6** Steve is smiling at something on his mobile.	**5** Your sister has started learning Japanese.
10 Amelia is wearing a smart dress today.	**11** Maggie has become a vegetarian.	**12** Jacob failed an important exam.	**13** Sam doesn't play computer games any more.	**14** Your dog is filthy.
19 Jim is jumping with excitement.	**18** Naomi is sleeping in her chair.	**17** Your watch isn't accurate.	**16** Christie has given up her photography classes.	**15** The manager has put off the meeting.
20 Owen isn't hanging out with his friends today.	**21** Bobbie has fallen behind at school.	**22** John threw the ball at Jackson.	**23** Your car ran out of petrol.	**24** Alison didn't want to see her boyfriend.
29 Your grandma looks terrified.	**28** Rob broke his leg.	**27** Linda slipped away from her flat at night.	**26** Your aunt has taken up yoga.	**25** Janet sings all the time.
30 Frank didn't want to watch the film.	**31** Claire and Jodie stopped talking to each other.	**32** Your cousin had a great time at your birthday party.	**33** Karen seems disappointed.	**34** Ethan smashed his favourite mug.
39 Your mum didn't find the time to cook your dinner.	**38** Clarke feels embarrassed.	**37** Gina wears sunglasses all the time.	**36** The boy kicked the dog.	**35** The ship sank with 100 people on board.
40 Lucy caught a tropical disease.	**41** Two men are running away.	**42** Peter looks worried.	**43** Your best friend lied to you.	FINISH

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4.3 And that's why …

… your favourite cup is broken.

… there's water all over the bathroom floor.

… I haven't done your homework.

… there's a strange smell in here.

… there's tomato ketchup on the wall.

… Dad's phone is in the washing machine.

… your bicycle is not outside where you left it.

… I'm wet.

… there's an angry dog in the garden.

… I'm giving you your birthday present two weeks late.

… I can't give you your MP3 player back.

… there's a scratch on the car.

… the TV isn't working.

… I didn't get home until 4 in the morning.

… I only got 2 out of 10 in the maths exam.

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4.4 Change places if …

A	B
put off, on time, fall behind, ahead of their time	keep up with, spare time, hold on, it's time
1	1
2	2
3	3
4	4

C	D
run out of, take time off, once upon a time, at the same time	hang out, in two weeks' time, come up, at one time
1	1
2	2
3	3
4	4

E	F
slip away, time and again, spare time, all the time	fit in, look forward to, from time to time, find the time
1	1
2	2
3	3
4	4

G	H
get down to, have a great time, in time, a few times a day	catch up, many times, pass the time, in no time
1	1
2	2
3	3
4	4

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4.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Jane told us we would have to ***postpone*** the meeting as the manager was unable to be present.
a put off **b** take off **c** hold on

2 Tom used to ***spend time*** with his friends more often in the past but now he has to study a lot.
a hang out **b** come up **c** catch up

3 The new *James Bond* trailer looks amazing, I really want to see the film. In fact, ***I can't wait***.
a I'm keeping up with it **b** I'm looking forward to it **c** I'm running out of it

4 If I have to do something I don't enjoy doing, I try to ***start doing*** it immediately in order to get it off my mind.
a get down to **b** fit in **c** fall behind

5 Look at the sky. I think a storm is ***approaching***.
a fitting in **b** taking off **c** coming up

6 I thought he would be late, but he arrived ***punctually***.
a at one time **b** on time **c** in the time

7 ***A long time ago***, there was a big castle here, where a king and a queen and their beautiful daughter lived.
a Once upon a time **b** Ahead of time **c** Time and again

8 Can you give me the ***exact*** details of how to get to where we're going to meet?
a accused **b** approximate **c** accurate

9 When Jane got lost in the woods, she shouted ***repeatedly*** until we eventually found her.
a ahead of time **b** time and again **c** all the time

10 ***Finally***, he decided to pass the time by reading the book he had bought the week before.
a At least **b** At last **c** At most

11 What's the ***goal*** of this exercise? I don't get it.
a purpose **b** understanding **c** reason

12 Tom failed to inform us about his change of plans. ***As a result***, we were waiting for him for more than an hour.
a Consequently **b** However **c** Moreover

13 Would you like to set out on a ***long journey by boat*** across the Atlantic Ocean?
a trip **b** expedition **c** voyage

14 According to a recent ***study***, the average computer game player is about 35 years old.
a test **b** survey **c** recognition

15 All the characters in the book are ***fictional***, but we can still really relate to them.
a valuable **b** impossible **c** imaginary

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4.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 ***I'm sure we haven't*** run out of food. I did the shopping this morning.
a We may have **b** We can't have **c** We shouldn't have

2 ***It's a pity Brad wasn't*** at the concert with us. He would have enjoyed it.
a I wish Brad was **b** I wish Brad had been **c** I wish Brad would be

3 ***Without your help***, I wouldn't have finished the project on time.
a If you hadn't helped **b** If you had helped **c** If only you had helped

4 ***It's possible that the manager has*** put off the meeting. You'd better check your inbox.
a The manager must have **b** The manager should have **c** The manager might have

5 If you had told me you weren't coming, I ***would have been able to cancel*** the reservation.
a should have cancelled **b** can have cancelled **c** could have cancelled

6 ***There is a chance that he's forgotten*** about his promise.
a He may have forgotten **b** He must have forgotten **c** He can't have forgotten

4.6b Reading (gaps: mediation)

Przeczytaj tekst 1, a następnie, zgodnie z jego treścią, uzupełnij luki w tekście 2. Luki należy uzupełnić w języku polskim.

Tekst 1

THE JAR OF LIFE

A philosophy professor once presented his class with a large empty jar. He filled it to the top with large rocks and asked his students if the jar was full. They confirmed: the jar was full. Then, the professor added some small pebbles to the jar, which fell between the larger rocks. He again asked, "Is the jar full now?" The students nodded, suspecting that their answer may not be correct. The professor then poured sand into the jar to fill up any remaining space. Finally, everybody could agree that the jar was completely full.

The professor went on to explain that the jar represents our lives. The rocks are equivalent to the most important things, such as family, health and relationships. The pebbles represent the things in your life that matter, such as school, work or hobbies, but which are things that you could live without or change if necessary. Finally, the sand represents all of the remaining insignificant things, such as watching TV or doing the shopping, which are only done to waste time or to create a sense of achievement.

This story is often used to make people aware of the importance of prioritisation. If you start by putting sand into the jar, you will not have room for the for rocks or pebbles. Similarly, if you spend all of your time focused on small and insignificant activities, you will run out of time for the things that are actually important.

Tekst 2

Przeglądając ostatnio strony internetowe, trafiłam na bardzo ciekawy wpis dotyczący szeregowania zadań pod względem ich ważności. Dotyczył profesora filozofii, który pokazał swoim studentom pusty słoik, a następnie wypełniał go po kolei dużymi kamieniami, małymi kamykami oraz **1** _____. Po każdym uzupełnieniu naczynia pytał studentów, czy słoik jest pełny, a oni **2** _____, choć naczynie zostało faktycznie wypełnione dopiero po nasypaniu piasku.

Profesor wyjaśnił, że każdy z materiałów w słoiku oznacza rzeczy o innym stopniu **3** _____, które składają się na nasze życie. Ciekawe dla mnie było to, że praca oraz nasze zainteresowania nie zostały zaliczone do tych najistotniejszych elementów, ze względu na to, że **4** _____ lub je zmienić w razie potrzeby. Mam wrażenie, że ludzie w dzisiejszych czasach bardziej troszczą się właśnie o te kwestie, zaniedbując często **5** _____, które są w tej historii symbolizowane przez duże kamienie.

Ten wpis dał mi dużo do myślenia i postanowiłam uszeregować swoje życiowe priorytety. Was też zachęcam do przemyślenia tej kwestii.

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4.7 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 I go to the theatre (*od czasu do czasu*) _____, but I wouldn't say it's my favourite form of entertainment.

2 If you (*nie zauważył*) _____ the leaking petrol tank, we might have had a serious accident.

3 We go on holidays (*trzy razy w roku*) _____: in the winter, in the spring and in the summer.

4 Mike (*powinien był przeprosić za*) _____ the mistake he made instead of pretending nothing had happened.

5 Would you (*zaakceptowałbyś jego*) _____ offer if he had made it sooner?

6 Oh no! My printer has (*wyczerpał się*) _____ toner again. Has somebody been using it?

7 Einstein's theories were definitely (*wyprzedzające ich epokę*) _____ as many scientists still use them nowadays.

8 I'm wondering if you (*dobrze się bawiłeś*) _____ at the barbecue last night.

9 I know you're worried, but you (*być może zostawiłeś*) _____ your wallet in your jacket pocket. You put it there sometimes, don't you?

10 Luckily, I came home (*na czas żeby*) _____ cook dinner for my family, and once they'd returned, we had a nice meal together.

11 My cousin (*odłożyłaby na później*) _____ her wedding if she had known mine was on the same day.

12 I really enjoy hanging out with my friends, but (*z drugiej strony*) _____, I also love just being alone with my cat and listening to some music.

13 We should really (*zabrać się do*) _____ tidying up the garden now the winter's over. We need to plant some flowers, too.

14 The man in the photograph looks so familiar! I (*musiałam chyba go widzieć*) _____ somewhere before.

15 The instructor told me to repeat the exercise (*raz po raz*) _____ until I finally got used to the new movement and was able to do it properly.

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4.8a Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

I've recently come across a research study which suggests that young children **1** ____ spend too much time in front of a screen may have problems with development, including issues with memory, attention span and language skills.
Looking back at my childhood, I'd say I spent more than half of my spare time staring at either the computer or the TV. It was important for me to **2** ____ the games that my friends were playing or the films they were watching as we would often talk about them.
But thinking about it now, I really **3** ____ I had spent more time on activities described as beneficial to child development, such as reading or sleeping. I suppose that if my parents **4** ____ more often to me, I would be more interested in books now. Despite this, generally speaking, my parents were always very positive and encouraged me all the time, which is also one of the key elements of a successful upbringing. Maybe they **5** ____ a bit more strict, but all in all I think they did a great job with me.

1 **a** which
b who
c when

2 **a** keep up with
b hold on to
c run out of

3 **a** want
b would
c wish

4 **a** had read
b read
c did read

5 **a** must have been
b can't have been
c should have been

4.8b Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 I didn't get to the conference on time, so I missed the first session.
HAVE
I _____ the first session if I had got to the conference on time.

2 I wish I hadn't spent so much time on social media when I was younger.
SHOULD
I _____ so much time on social media when I was younger.

3 John Harrison's clocks were much more innovative than other timekeeping devices of the time.
TIME
John Harrison's clocks were way _____.

4 Unfortunately, there's a possibility that I didn't pass this important exam.
FAILED
Unfortunately, I _____ this important exam.

5 I'm sure he's taken some time off work, as he hasn't been in the office for the last few days.
TAKEN
He _____ some time off work, as he hasn't been in the office for the last few days.

6 I can't wait for our next trip to Japan!
FORWARD
I am _____ our next trip to Japan!

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Grammar Activities

5.1 On the road

Aim

To provide further practice of a wide range of past narrative tenses

Language

Past simple, past continuous, past perfect simple and past perfect continuous

Time

30 minutes

Preparation

A copy of one set of pictures for each pair, cut up

Procedure

- Tell students they are going to come up with stories about a holiday two young people recently went on, based on ten pictures.
- Put students in pairs or groups of three. Hand out one batch of ten pictures to each pair or group. Tell them they have 5 minutes to put the story in a logical (for them) order and to start thinking about their story. Allow them to use a dictionary or ask you if necessary.
- Next, students work together in pairs or groups of three to write stories about the holiday. Tell them they have to use the past perfect simple and the past perfect continuous at least once in their story, so it can't just be chronological. They should also use connecting words such as *when, while, and then, because*, etc. and as wide a range of vocabulary as they can. Set a time limit of about 10 minutes. Monitor and provide help if necessary.
- At the end of the time limit, ask each pair or group to write four comprehension questions about their story, similar to questions they often answer after reading or listening to a passage in class, e.g. *How did the broken leg happen? Where did they have to hitchhike to and why?,* etc.
- Put each pair/group with another pair/group and ask them to swap their lists of questions. Each pair/group takes turn to tell their story as expressively as they can, and then to answer the comprehension questions. They must also ask extra questions when listening to the other pair's/group's story.

5.2 Then and now

Aim

To revise and practise *used to* and *would* for past habits and with present tenses while speaking

Language

Used to and *would* for past habits and present tenses

Time

20 minutes

Preparation

One copy of the worksheet for each pair, cut in two

Procedure

- Divide the class into pairs, and hand out the material. Each pair should receive cards lettered differently.
- Tell your students to first look at the box at the top of their card and to think about their habits and preferences for each of the categories, firstly for when they were at primary school (THEN) and then for the present (NOW).
- Then ask them to fill in the table below with information about their classmates. Ask them to stand up and walk around the class. They should ask people about their habits and preferences and write notes in their tables. Remind them to search for people with a differently lettered worksheet to their own, and that they mustn't ask one person about more than one point. Monitor the activity and help out if necessary.
- After they've finished, tell them to return to their original partner and take turns to tell one another what they have found out about their classmates.

Vocabulary Activities

5.3 Survival kit

Aim

To practise giving opinions, to persuade and justify ideas
To apply critical thinking of analysing contexts and applying rules

Language

Infinitives of purpose, *for* + *-ing*, *use it as a* …, etc. to explain use and purpose
Vocabulary: survival tools

Time

30 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Put students in pairs and hand out the worksheets. Students look at the list of items and check they understand them, asking each other and using a dictionary. Go round and provide help, too. You may need to explain the following:
  dental floss: string or thread to clean between teeth
  tinder: something that very easily catches fire such as straw or cotton wool. You use it to start a fire from a spark.
  compass: you use it to find where north is and go in the same direction.
  duct tape: very strong waterproof adhesive tape
  brim: flat part at the bottom edge of a hat
- Tell students they have crashed or have been left on a small tropical island and they can choose just six things to have with them. What would they want to have? Give students 5 minutes to work individually and choose their items thinking of reasons why they would need them. Give an example first: *You might need a wide-brimmed hat to keep the sun off your head and face and stop you getting sunstroke – ill from the sun. You could die without the shade.*
- After 5 minutes, put students in pairs to debate and agree on six items they would include in their 'pair' survival kit. Go round and listen, providing help as necessary.
- Put two pairs of students together and ask them to compare their survival kits. Tell them to have a new debate and agree on eight items they would include in their 'group' survival kit.
- Get feedback from each group about their choices. Encourage discussion where there is disagreement.

5.4 Phrasal verbs relay race

Aim

To revise phrasal verbs

Language

Phrasal verbs from the unit

Time

20 minutes

Preparation

One copy of the worksheet for every four students, cut out along the dotted lines.

Procedure

- Divide the class into groups of four students and hand out the material. Each student should have a sheet labelled with a different particle from the rest of the group.
- For the first stage of this activity, ask students to look at their list of phrasal verbs and to fill in the first column with a more formal equivalent or a definition. Now ask students to pass their card to the student sitting to their right.
- Ask them to fill in the second column with a translation of the phrasal verb. Again, after finishing, they should pass their cards to the right.
- In the third stage, ask students to write 3 sentences containing the phrasal verbs from their cards (they may choose which ones they want to use). It is essential at this point that they leave the space for the actual verb blank. Again, they should pass the cards to the student sitting to their right.
- Now ask students to cover the columns containing the definitions and translations and to try to fill in the sentences their classmates have prepared. After this, they can check if their answers were correct by referring to each of the columns, as well as by checking with the authors of the sentences.
- Monitor the activity and help students, especially during the stage of writing the sentences.

Matura Exam Activities

5.5 Lexical pairs
5.6 Sentence formation and Mini-dialogues
5.7 Transformations
5.8 Translations and Gap-filling

Time and Answers

5.5
Time: 8–10 minutes
Answers:
1 c **2** a **3** c **4** a **5** b **6** b **7** c **8** a **9** b **10** b **11** c **12** a

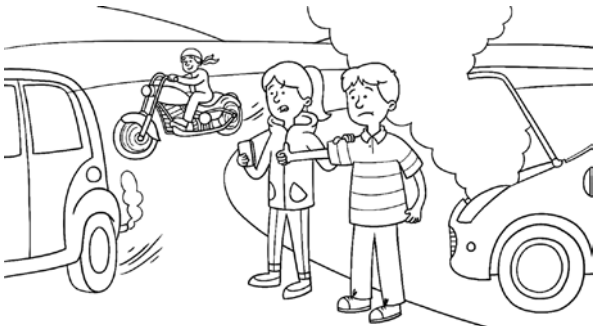
5.6
Time: 15–20 minutes
Answers 5.6a:
1 used to hang out with **2** had been driving for hours before **3** did he do / was he doing when **4** is living with his parents **5** didn't use to train **6** had actually visited the museum **7** comes down to a simple conclusion **8** get used to the food

Suggested answers 5.6b:
1 you'd be best (off) / I'd suggest / I'd recommend **2** If I were you / Honestly saying **3** I'd rather do / I'd prefer doing / I would like to do **4** Thanks for the tip. / Thank you for your advice. **5** I can give you a lift / You could go with me

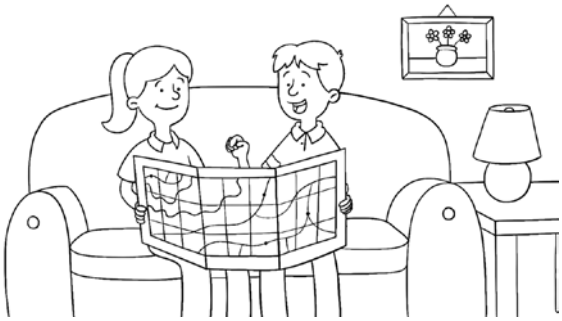
5.7
Time: 10–15 minutes
Answers:
1 I used to spend **2** while I was talking to **3** do you think of **4** started to/the work on **5** up driving after he had **6** it turned out **7** use to travel a lot **8** pick me up when/after **9** broke down was in **10** had never tasted seafood

5.8
Time: 10–15 minutes
Answers 5.8a:
1 off the beaten track **2** comes at a cost **3** used to / would read **4** had stopped / pulled up **5** is probably lying around **6** to her own devices **7** hitchhiking across Europe **8** had been walking / hiking for **9** best (off) travelling **10** as long as
Answers 5.8b:
1 had **2** would **3** was **4** who

5.1 On the road

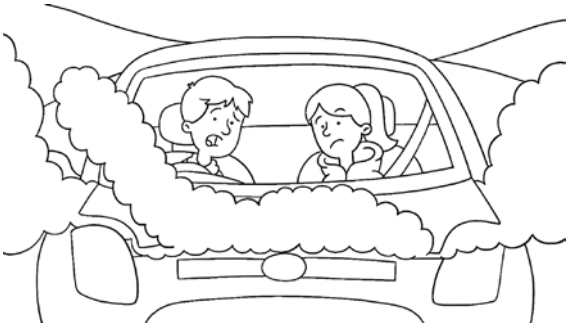


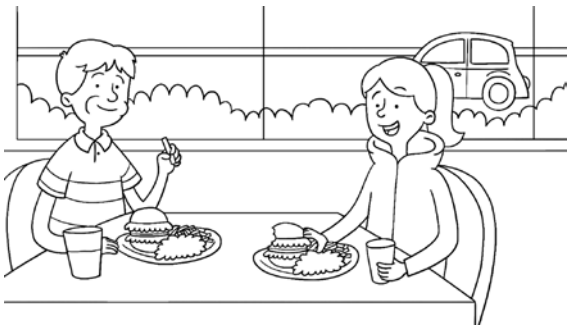






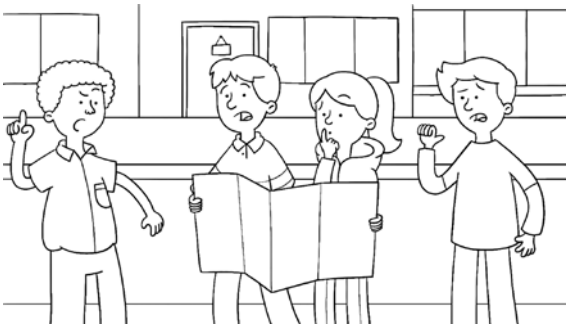












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5.2 Then and now

A

travelling reading book passing the time helping with the chores at home eating out

THEN		NOW
_____ used to _____ _____	listening to music	_____ usually _____ _____
_____ didn't use to _____ _____	commuting to school	At the moment _____ _____
_____ would _____ _____	hanging out with friends	_____ often _____ _____
_____ wouldn't _____ _____	shopping	Nowadays _____ _____
_____ usually _____ _____	lying around	_____ rarely _____ _____

B

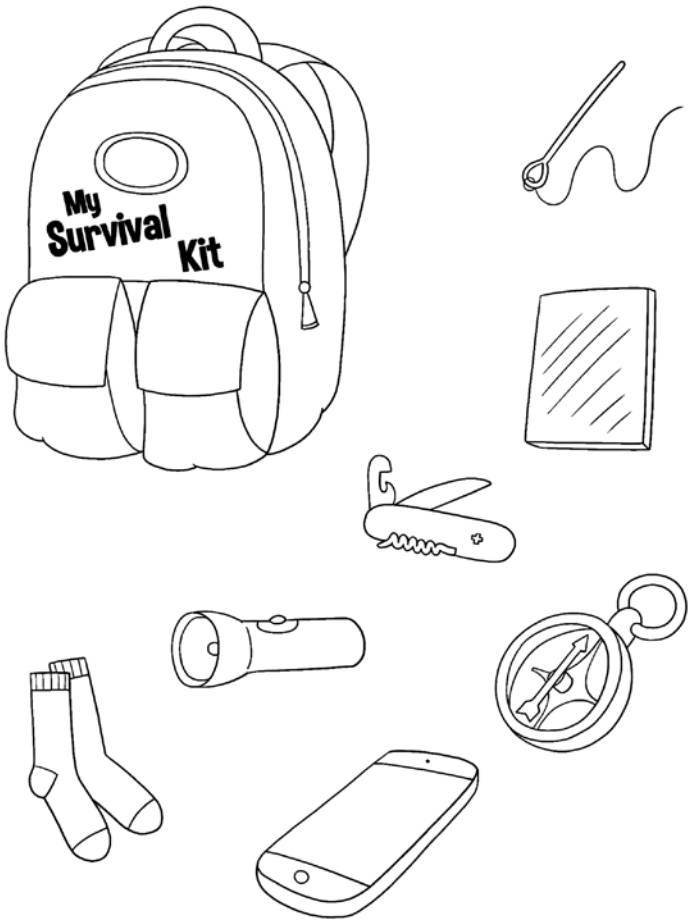
listening to music commuting to school hanging out with friends shopping lying around

THEN		NOW
_____ used to _____ _____	travelling	_____ usually _____ _____
_____ didn't use to _____ _____	reading books	At the moment _____ _____
_____ would _____ _____	passing the time	_____ often _____ _____
_____ wouldn't _____ _____	helping with the chores at home	Nowadays _____ _____
_____ usually _____ _____	eating out	_____ rarely _____ _____

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5.3 Survival kit

MY SURVIVAL KIT



- Bag of sweets ❑
- Basic cell phone ❑
- Compass ❑
- Credit card ❑
- Dental floss ❑
- Duct tape ❑
- Energy bars ❑
- Extra socks ❑
- Family photos ❑
- Fish-hooks ❑
- Firestarters ❑
- Gloves ❑
- Large knife ❑
- Smartphone ❑
- Lighter ❑
- Lightweight metal pot ❑
- Map of the area ❑
- Money – $50 bill ❑
- Mirror ❑
- Multi-tool (small knife, can opener, scissors, screwdriver, file) ❑
- 10 multi-vitamin tablets ❑
- Needle and thread ❑
- Plastic bottle ❑
- Plastic rubbish bags ❑
- Clear plastic sheet (3x4m) ❑
- Deck of playing cards ❑
- Salt ❑
- Mini torch (LED) ❑
- Solar charger ❑
- Space blanket ❑
- Spoon ❑
- Sunglasses ❑
- Sunscreen ❑
- Survival guide ❑
- Tinder ❑
- Water filter ❑
- Water purification tablets ❑
- Waterproof matches ❑
- Whistle ❑
- Wide-brimmed hat ❑

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5.4 Phrasal verbs relay race

UP

pull up	_____	_____
pick up	_____	_____
queue up	_____	_____
brake up	_____	_____
bring up	_____	_____

1 _____

_____

2 _____

_____

3 _____

_____

OUT

turn out	_____	_____
hang out	_____	_____
step out	_____	_____
come out	_____	_____
find out	_____	_____

1 _____

_____

2 _____

_____

3 _____

_____

DOWN

break down	_____	_____
come down to	_____	_____
calm down	_____	_____
let down	_____	_____
cut down on	_____	_____

1 _____

_____

2 _____

_____

3 _____

_____

ON

carry on	_____	_____
hold on	_____	_____
try on	_____	_____
keep on	_____	_____
get on	_____	_____

1 _____

_____

2 _____

_____

3 _____

_____

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5.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 I ___ really like to go to China and see the Great Wall.
At the time I ___ spend a lot of time reading and doing research for my book.
a used to **b** do **c** would

2 Well, you've ___ around for long enough, so now you should be able to get down to work.
Are you saying that my girlfriend ___ to me? It's impossible! She's the most honest person I know.
a lied **b** rested **c** cheated

3 I think we've just ___ a petrol station. Shouldn't we have stopped to fill up?
It was rainy and cold, so he ___ the time by reading a book in bed.
a missed **b** spent **c** passed

4 How about meeting today in our usual ___? I've got some spare time, and we ought to catch up.
Miranda managed to ___ the difference between the two items, so she quickly solved the riddle.
a spot **b** notice **c** place

5 I suppose we ___ too early and that's why we're lost now.
It ___ out that Simon had simply forgotten to call us, so we needn't have worried so much.
a stopped **b** turned **c** came

6 How did you like the ___ to Bucharest? Was it what you had expected?
We have to be careful about these rocks on the road, it's easy to ___ here.
a journey **b** trip **c** fall

7 Would you like me to help you ___ these boxes? They look heavy.
Although we hadn't visited all of the sites of interest, we decided to ___ on with our journey.
a keep **b** lift **c** carry

8 Where do you think I should ___ this painting? Will it look good on the wall above the piano?
Tim didn't use to ___ out with these guys, but now they're like best friends.
a hang **b** put **c** stay

9 I'm wondering who ___ you this necklace. It's gorgeous!
My parents ___ up smoking a couple of years ago. They've felt much better ever since.
a picked **b** gave **c** bought

10 I'm already late for school, Dad. Could you give me a ___?
The ___ is out of order again, so we'll have to take the stairs.
a ride **b** lift **c** elevator

11 When I saw the hitchhiker, I decided to ___ up and see where he wanted to go.
In this game both teams need to ___ on the rope until the flag crosses one of these two points.
a hold **b** catch **c** pull

12 James made a ___ when he mentioned that we weren't actually able to afford it.
Can you ask your son to ___ to the toy car he likes most? I don't know which one I should give him.
a point **b** show **c** splash

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5.6a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 There was a time when we (*use / hang / with*) _____ each other almost every day, but we've lost touch now.

2 Alison (*drive / hours / before*) _____ she reached her destination, so she was completely exhausted.

3 What (*he / do / when*) _____ the two man attacked you?

4 Mark (*live / with / parents*) _____ at the moment because his flat is being renovated but he intends to move back in two weeks' time.

5 Simon (*not / use / train*) _____ as hard as his other teammates, so now he has to catch up.

6 We (*actually / visit / museum*) _____ before our friends recommended it to us.

7 This whole article (*come / simple / conclusion*) _____: we have to eat less in order to lose weight.

8 It was difficult for me to (*get / use / food*) _____ in this part of Asia, but after a few weeks I was able to eat almost everything.

5.6b Mini-dialogues (gaps)

Uzupełnij poniższe minidialogi, wpisując brakującą wypowiedź jednej z osób.

1 A: My friends are coming to town. Where do you think I should take them?
B: Are they into modern art?
A: Yeah, they love it.
B: Then _____ going to the National Museum. There's a wonderful exhibition on there at the moment.

2 A: Can you tell me what I should do?
B: _____, I'd probably talk to him in person.

3 A: Would you like to watch another film tonight?
B: Actually, _____ something different. Maybe we could visit aunt Laura?
A: That's a great idea. We haven't seen her for ages.

4 A: Pete, is this new restaurant any good? I'd like to eat out tomorrow.
B: Yeah, it's OK. But I wouldn't order anything with pasta, I didn't like it the last time I was there.
A: Great. _____. I'll bear that in mind.

5 A: Oh no, it's raining and I haven't brought my umbrella.
B: _____ if you want. I'm driving your way anyway.
A: That would be wonderful. Thank you.

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5.7 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 When I was younger, I usually spent my holidays at my grandparents' house.
TO
When I was younger, _____ my holidays at my grandparents' house.

2 My mum came home during my conversation with my dad.
WHILE
My mum came home _____ my dad.

3 What is your opinion about hitchhiking?
THINK
What _____ hitchhiking?

4 I've been working on this project for three months now.
WORK
I _____ this project three months ago.

5 Peter stopped driving after his accident.
HAD
Peter gave _____ his accident.

6 Finally, it appeared that Jack was the thief.
OUT
Finally, _____ that Jack was the thief.

7 Was travelling something you did a lot of when you were at primary school?
USE
Did you _____ as a primary school student?

8 Could you please collect me after school today?
UP
Could you please _____ I've finished my lessons today?

9 This machine hasn't been repaired since May.
DOWN
The last time this machine _____ May.

10 Janice first tasted seafood when she went on holiday to Thailand.
NEVER
Janice _____ before she went on holiday to Thailand.

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5.8a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 We're planning to go hiking on our own, somewhere (*z dala od uczęszczanego szlaku*) _____.

2 Such a long journey (*wiąże się z kosztami*) _____, and I'm not sure we can afford it.

3 When I was a little child, my father (*czytywał*) _____ fantasy books to me, that's probably why I like this genre so much now.

4 I noticed the injured man only after my husband (*zatrzymał*) _____ the car by the side of the road.

5 If you're looking for Tim, he (*prawdopodobnie wyleguje się*) _____ on the terrace.

6 Suddenly, at that difficult moment in her life, she was left (*tylko na siebie*) _____ and it was really hard for her to get by.

7 We are considering (*jazdę autostopem przez Europę*) _____, although our parents are not thrilled with the idea.

8 We (*szliśmy przez*) _____ 5 hours before we reached the mountain chalet, so I was utterly exhausted and fell asleep almost instantaneously.

9 My mum thinks I'd be (*najlepiej zrobię podróżując*) _____ by train, but it takes much longer than by plane.

10 He promised to take me with him (*o ile*) _____ I didn't disturb him by talking too much.

5.8b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

University of California Berkeley scientists recently confirmed that the cluster of fossilised bones that **1** _____ been found in Silicon Valley in 2005 were most likely the remains of a mammoth.
The giant beast **2** _____ roam the area between 10,000 and 40,000 years ago. A pair of elephant-like tusks, a huge pelvic bone and the animal's rib cage were found by an amateur naturalist while he **3** _____ walking his dog alongside a canal near San Jose's Guadalupe River, where flood control dredging had recently been carried out.
It could be the remains of a Columbian mammoth, according to the palaeontologists **4** _____ decided to study the site like an archaeological "dig," with shovels, sieves and brushes.

Adapted from: wikinews.org/wiki/Bones_of_a_Mammoth_possibly_found_in_Silicon_Valley

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Grammar Activities

6.1 Snooping around

Aim

To revise the usage of present perfect, present perfect continuous and past simple

Language

Questions and statements containing present perfect, present perfect continuous and past simple tenses

Time

10–15 minutes

Preparation

One copy of the worksheet, cut out. If you have more than 28 students, you'll need two copies.

Procedure

- Divide the class into pairs and give each pair one card. The last four topics are a little more abstract than the rest, so they may be a bit more challenging for the students. You may prefer to give these to more advanced students.
- Tell students that they are to write three questions concerning the topic on their card, and that each question must include the grammatical tense written next to it. Allow them to use books for reference, and encourage them to use expressions characteristic of each tense. Monitor the activity and help out if necessary.
- After they've finished, ask each pair to find another pair to work with. Then, tell them to interview one another using the questions they've written. Stress that they should ask the questions to both of the students in the other pair. Allow some free conversation on the topics. Monitor the activity and help out if necessary.

Extension

You may use this activity multiple times, changing the topics given to specific pairs and/or mixing the pairs. You may also encourage students to come up with their own topics.

6.2 Interview

Aim

To have a personalised discussion
To offer further practice of verb patterns

Language

Verbs patterns with *-ing* or infinitive with *to*

Time

30 minutes

Preparation

One copy of the worksheet for each pair, cut in half

Procedure

- Put the students in pairs and hand out the worksheets. (With weaker groups, it is best to get students working in pairs of As and pairs of Bs first.)
- Tell students they need to complete the questions using the two verbs in brackets in the correct form. Do the first item for each worksheet with the whole class.
- Get students to do the rest themselves, if possible, without looking at the Student's Book. (If students are in pairs of As and pairs of Bs they can help each other and do the next task together.) Monitor and provide help but don't give answers away. Students will help each other with this.
- Ask students to add at least two more similar questions to ask their partners. They should use one of the verbs from the Grammar reference on page 110 of their Student's Book (Verb patterns). Fast finishers can write more questions.
- When students have written their questions, they take turns reading them out. If their question is grammatically correct, then their partner should answer the question. If there's an error, their partner provides the correction but the student reading out the question has to answer it. Point out that the correct answers for their partner's questions are on the bottom of the sheet. Do an example with a student to demonstrate.
- Go round and check students are doing the task correctly and help with any language they need. You may also need to referee students' own questions where their partner thinks there's an error.

Fast finishers

Ask each student in the pair to choose two or three questions they *didn't* answer and get them to give their answers.

Vocabulary activities

6.3 Pitch your ideas!

Aim

To practise persuading and negotiating

Language

Negotiating strategies and persuasive language, e.g. a range of comparatives
Vocabulary for describing products and services

Time

30 minutes

Preparation

One copy of the worksheet for every group of four students, cut in half

Procedure

- Put students in groups of four and tell each group to form two pairs: Pair A and Pair B. Hand out the worksheets and give students a few minutes to read through the instructions and check they understand the task. They may need help with the following:
  the retail price: the final price goods or services are sold to the end user for
  stake: the part of a business that you own because you've invested money in it
  'best before' date: the date printed on food packaging by which it's recommended you should eat the goods inside
  DIY: (Do It Yourself) the activity of making or repairing things in your home, instead of paying someone else to do it
- Ask students whether they have seen a similar show on TV in which entrepreneurs pitch their ideas to a panel of businesspeople/investors.
- Explain that each pair is going to take turns being the entrepreneurs and the investors. They should first spend 10 minutes in their pairs discussing what they are going to say about their products. During this planning time, they can use a dictionary or ask you for any vocabulary they are not sure of.
- Tell students to take it in turns to pitch one of their products or services to the other pair and try to make a deal. While students are pitching, go round and notice errors, difficulties, or where they use Polish. Help them by correcting or giving them the English they need.
- When students have finished, give some feedback about new language that came up, and focus on errors to correct. Give some positive feedback, too, by focusing on good use of dramatic language, interesting responses, unusual or interesting uses of the past perfect, etc.

6.4 Match them!

Aim

To practise and extend the range of adjective and noun collocations from the unit

Language

Adjective and noun collocations from the unit

Time

15–20 minutes

Preparation

One copy of the worksheet for every two or three students, cut out

Procedure

- Divide the class into pairs or groups of three and hand out the material. Ask students to spread the cards with nouns and adjectives on the table face up, and to put the blank cards aside.
- Tell your students that they need to match each noun card (the bigger ones) with 4 smaller adjective cards to create collocations. Tell them that some of the adjectives may collocate with more than one noun (e.g. *reasonable*: *fees, price*), but ask them not to worry about it and try to create the most sensible groups of 4+1. Monitor the activity and help out if necessary.
- After they've finished, ask them to use their phones (or use the interactive board yourself), and go to the website www.freecollocation.com (or any other online collocation dictionary). Tell students to enter the first noun and search for the adjectives that collocate with it. Their task is to check if the collocations they've created are correct, and to find two more adjectives that collocate with each noun (they should use the blank cards). If you have enough paper versions of collocation dictionaries at your disposal, you may use them instead of online ones.
- After they've finished, ask them to choose one adjective and noun collocation for each noun and write a sentence containing it.

Matura Exam Activities

6.5 Transformations
6.6 Transformations and Reading
6.7 Equivalent words
6.8 Sentence formation and Word formation

Time and Answers

6.5
Time: 8–10 minutes
Answers:
1 a **2** c **3** a **4** b **5** a **6** b **7** c **8** b **9** b **10** a **11** c **12** a **13** b **14** b **15** c

6.6
Time: 15–20 minutes
Answers 6.6a:
1 can't stand (watching) **2** has been operating for **3** intend to meet him **4** failed / didn't manage to reach **5** set up this business **6** show me the report / show the report to me
Suggested answers 6.6b:
1 Our career, and especially the stage of looking for a job.
2 To find out more about their character and personality and see if they will fit in the company.
3 Inappropriate or provocative photos and information about alcohol or drug use.
4 Our communication skills and creativity.
5 Update/Change our privacy settings so that the content we post is visible only to our friends.

6.7
Time: 8–10 minutes
Answers:
1 a **2** a **3** b **4** a **5** c **6** c **7** a **8** b **9** a **10** b **11** a **12** b **13** a **14** c **15** a

6.8
Time: 10–15 minutes
Answers 6.8a:
1 heard him doing / heard (that) he was doing **2** has Sarah learned / been learning French **3** has just ordered us to **4** has been avoiding you since **5** begged the boy not to go **6** Have you ever convinced **7** have always encouraged / been encouraging me to
Answers 6.8b:
1 entertainment **2** luxury **3** entrepreneur **4** failure

6.1 Snooping around

ONLINE SHOPPING	
present perfect	1
present perfect continuous	2
past simple	3

WATCHING SERIES	
present perfect	1
present perfect continuous	2
past simple	3

VOLUNTARY WORK	
present perfect	1
present perfect continuous	2
past simple	3

SOCIAL MEDIA	
present perfect	1
present perfect continuous	2
past simple	3

EMAILING	
present perfect	1
present perfect continuous	2
past simple	3

PLAYING GAMES	
present perfect	1
present perfect continuous	2
past simple	3

DOING SPORTS	
present perfect	1
present perfect continuous	2
past simple	3

LEARNING	
present perfect	1
present perfect continuous	2
past simple	3

READING THINGS ONLINE	
present perfect	1
present perfect continuous	2
past simple	3

HANGING OUT WITH FRIENDS	
present perfect	1
present perfect continuous	2
past simple	3

SHARING PERSONAL INFORMATION	
present perfect	1
present perfect continuous	2
past simple	3

TAKING RISKS	
present perfect	1
present perfect continuous	2
past simple	3

PERSUADING PEOPLE	
present perfect	1
present perfect continuous	2
past simple	3

FACING CHALLENGES	
present perfect	1
present perfect continuous	2
past simple	3

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6.2 Interview

STUDENT A

Complete the questions by putting the verbs in brackets into the correct form. Add two more questions to ask Student B using verb patterns *-ing* or infinitive with *to*.

1 Would you _____ abroad? Why? / Why not? (consider / study)
2 What would you _____ if you went to live in another country? What else would you miss? (miss / eat)
3 Do you _____ what to do by other people? (mind / be told)
4 Have you ever _____ something a parent or teacher told you to do? (refuse / do)
5 Have you ever _____ something wrong? (prevent someone / do)
6 What sports do you _____? Which do you _____? (enjoy / watch, like / play)
7 Have you ever _____ something for someone? What? Why? (offer / buy)
8 Who was the last person you _____? What did you do / are you going to do together? (arrange / meet)
9 _____
10 _____

Listen to your Student B's questions and tell them if the verb patterns are correct or not. Tell them if the answer is correct. If the answer is wrong, help them correct it!

Student B's answers

1 hurt yourself playing
2 heard your parents singing
3 hope to get / expect to get
4 promised to help
5 caught someone lying
6 challenged someone to beat
7 remember going
8 allowed to go out

✂ - - -

6.3 Pitch your ideas!

PAIR A

Pitching

1 Imagine you are taking part in a TV show called *The next best entrepreneur*. These are the products you are going to pitch ideas for to the presenters of the show. First, think of a name for each one.

- A healthy, luxury, dairy ice cream.
- A beach bag that you can take apart and then lay on your beach chair. It also allows you to hide all of your valuable bits and pieces in its secret pockets.
- An app that allows customers to buy good food that is past its 'best before' date at a huge discount.

2 Discuss how you would present each of your ideas/products. Explain how each one works, why it's better than its competitors, etc.

3 Think of the retail price and how much profit you would like to make on each one. Think about how much money you want the presenters to invest and why. What stake of the company will you give them in exchange?

4 Present your products and ask for an investment. Negotiate if necessary.

Investing

1 Listen to the entrepreneurs' presentation. Ask questions about the products, the market, how much they will be earning in a year / two years / three years, etc.

2 If you like the product(s), offer to invest in their company. Negotiate what percentage of the company you want in return and specify any other conditions.

✂ - - -

6.4 Match them!

hotel	luxury	family-run	
	local	international	
sense	common	sixth	
	deep	natural	
relative	distant	close	
	immediate	female	
fees	legal	substantial	
	unpaid	monthly	
price	normal	attractive	
	average	reasonable	
details	personal	tiny	
	considerable	essential	
documents	official	signed	
	confidential	enclosed	
website	user-friendly	commercial	
	secure	educational	

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6.5 Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 I asked him for his support, but he ***said he wouldn't help*** me in such a matter.
a refused to help **b** denied helping **c** delayed helping

2 My supervisor ***made me swear*** that I wouldn't tell anyone else.
a challenged me to say **b** expected me to assure **c** forced me to promise

3 Danny ***said he thought it was a sensible decision to purchase*** some shares.
a recommended me to buy **b** reminded me to buy **c** remembered buying

4 ***This house has been our place of residence*** for over 5 years now.
a We lived in this house **b** We have lived in this house **c** We are living in this house

5 ***Was he the reason you started looking*** for a second job?
a Did he cause you to start looking **b** Did he dare you to start looking **c** Did he notice you looking

6 He ***suggested giving me a lift*** home from work, and I accepted.
a arranged to drop me off **b** offered to drive me **c** considered giving me a ride

7 Miranda ***has nothing against my staying*** at her place for a couple of nights.
a enjoys it when I stay **b** begs me to stay **c** doesn't mind me staying

8 I think we could ***borrow some money from the bank*** to pay for our most pressing financial needs.
a open a bank account **b** take out a bank loan **c** ask for a bank statement

9 I've found a great bargain! This week designer T-shirts are ***much cheaper than usual***.
a at the regular price **b** for half the normal price **c** greatly overpriced

10 Unfortunately, the negotiations failed and my boss claimed that ***I was responsible for the situation***.
a it was my fault **b** I became the victim **c** I was capable of that

11 Although the clinical trial has not been successful, we want to ***make another attempt***.
a give it up **b** give it a break **c** give it one more try

12 I think we should discuss this matter ***in person*** rather than over the phone.
a face to face **b** mouth to mouth **c** head to head

13 He took the money ***although I hadn't allowed him to do so***.
a with no consideration **b** without my permission **c** despite my passion

14 Police officers ***entered when he was taking*** the money from the safe.
a accused him of stealing **b** caught him stealing **c** convinced him to steal

15 Losing my job was a really tough experience, and it ***was a while before I got over it***.
a took away my confidence **b** was difficult to handle **c** took me some time to recover

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6.6a Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 I think horror films are awful, so I never watch them.
STAND
I _____ horror films.

2 Kickstarter was created in April 2009.
OPERATING
Kickstarter _____ more than 10 years now.

3 Was it your intention to meet him, or was it just a coincidence?
INTEND
Did you _____, or was it just a coincidence?

4 Unfortunately, we didn't succeed in reaching our set target.
TO
Unfortunately, we _____ our set target.

5 He's been running this business for about 20 years.
UP
He _____ about 20 years ago.

6 I would like you to see the report today, please.
SHOW
Could you _____ today, please?

6.6b Reading (open-ended questions)

Przeczytaj tekst i odpowiedz na pytania zgodnie z treścią tekstu. Odpowiedzi należy sformułować w języku angielskim.

Using social media has become an indispensible part of everyday life for the vast majority of Millennials. Updating their status, posting pictures and sharing their interests with the rest of the world is almost as important to them as breathing. What they do not always grasp, however, is the manner in which their online activity may affect their career prospects, and not necessarily in a positive way.

Looking at different social media profiles is a very easy way for recruiters to evaluate a potential candidate's character and personality outside of the traditional interview process, and it can help determine if they are going to be a good fit for the company culture. A study carried out in 2012 showed that almost 50% of recruitment personnel do it, and, what's even more important, many of those surveyed refused to hire someone because of something they had found online. Inappropriate or provocative pictures, as well as information about alcohol or drug use were mentioned as the most important reasons to reject a candidate.

However, knowing that our social media may be screened by our potential employers, we may decide to manipulate social media to our advantage. Posting professional content, commenting on topics related to our future position and showing in-depth knowledge in relevant fields may actually boost our chances of getting that dream job. Recruiters also consider good communication skills and creativity, often presented online, as factors speaking out in our favour.

That is why we should always be careful and selective as far as our social media activity is concerned. And if we really want to post some crazy pictures from our last party, let's update our profile privacy settings, to make sure that only our actual friends can see them.

1 According to the article, what aspect of life can be affected by our use of social media?

_____

2 Why do recruitment personnel often screen candidates' social media?

_____

3 Which two things discourage recruiters most from hiring a candidate?

_____

4 Besides our professional knowledge, what positive qualities can we present online?

_____

5 What should we do if we wish to post content that might be considered inappropriate by a recruiter?

_____

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6.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Is it difficult for you to ***deal with*** the pressure of negotiating important contracts?
a handle **b** recover **c** hold

2 My parents used to work for a charity which ***collected*** money for the homeless.
a raised **b** distributed **c** lent

3 This company was ***started*** by one of the richest people in the USA.
a put together **b** set up **c** built in

4 After many years we ***finally*** met at a business meeting and were able to catch up.
a eventually **b** actually **c** admittedly

5 In this case, I think you should show ***reasonable judgement*** and not your specialist knowledge.
a good identity **b** individual view **c** common sense

6 Did you ***come across*** anyone on your walk in the park?
a recover **b** access **c** encounter

7 Nobody ***spoke about*** Henry's absence at the meeting, but we could see that the boss was angry.
a mentioned **b** claimed **c** considered

8 I asked him several times, but he always ***said no***.
a accused **b** refused **c** delayed

9 Jane ***continued*** working despite the fact that she was exhausted.
a kept **b** expected **c** arranged

10 I don't really want to ***make*** too much information about me ***known*** on social media.
a gather **b** reveal **c** protect

11 Did you really ***give*** your brother ***permission*** to use your computer whenever he wants?
a allow **b** convince **c** remind

12 His ***lack of success*** led to some serious consequences for the whole company.
a fraud **b** failure **c** scam

13 There are many ***dangers*** related to online activity.
a threats **b** victims **c** trades

14 They ***delivered*** the ordered goods within 3 days, so we were really satisfied.
a passed us **b** prevented us from **c** provided us with

15 One of my favourite celebrities once said that she never read ***hateful*** comments about herself.
a insulting **b** diverse **c** impressive

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6.8a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 When I opened the door, I (*hear / he / do*) _____ something in the kitchen, so I hoped dinner would be ready.

2 How long (*Sarah / learn / French*) _____? Her accent is perfect.

3 We're not able to help you right now. The boss (*just / order / we*) _____ finish this report by tonight, so we have no time at all.

4 It's quite obvious Mark (*avoid / you / since*) _____ you told everyone his secret at the party.

5 They met in front of the restaurant and the girl (*beg / boy / not go*) _____ and live in another city, but he refused.

6 (*you / ever / convince*) _____ someone to do something they didn't want to do and regretted it later?

7 My parents (*always / encourage / I*) _____ work hard and do my best in every situation, so it is thanks to them that I'm standing here now.

6.8b Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. <u>Uwaga</u>: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

entertain	entrepreneurship	fail	investor	luxurious	patience

More and more celebrities are deciding to expand their scope of activity beyond the world of **1** _____. One of them is Rihanna, who already owns the Fenty Beauty line and who has now decided to start an upmarket fashion label with the world's biggest **2** _____ group, Louis Vuitton Moët Hennessy (LVMH).
Bernard Arnault, the billionaire chairperson and chief executive of LVMH is very excited about cooperating with the Barbadian artist. In a recent interview he said: "Everybody knows Rihanna as a wonderful singer, but through our partnership at Fenty Beauty, I discovered a true **3** _____, a real CEO and a terrific leader."
Rihanna has cooperated with other famous labels before, including the sportswear brand Puma and the shoemaker Manolo Blahnik, and all of her business activities to date have been reasonably successful. It looks as if in the case of this particular businessperson **4** _____ is simply not an option and we'll soon witness another spectacular marketing triumph.

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Grammar Activities

7.1 Noughts and crosses: determiners

Aim

To revise determiners

Language

Sentences containing determiners

Time

10–15 minutes per grid

Preparation

One copy of the worksheet for each pair, cut in half

Procedure

- Elicit if the class knows what noughts and crosses is. If they don't, explain the game.
- Divide the class into pairs. Give each pair a copy of Grid 1.
- Tell students that they are going to play noughts and crosses, but before drawing O or X, they will need to form a correct sentence containing a determiner. Give an example. If the sentence is incorrect, the box remains empty and their partner has a turn. To win the game, they need to have a vertical, horizontal or diagonal row of 4 boxes.
- Monitor the activity and help if necessary. Be on hand to judge whether the sentence is correct or not.
- When students have finished Grid 1, ask them to change partners and give each new pair a copy of Grid 2. Continue as before.

7.2 General knowledge quiz

Aim

To revise and practise using comparatives and superlatives

Language

Different kinds of comparatives and superlatives
A wide range of adjectives and other vocabulary

Time

30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Tell students they are going to do a general knowledge quiz, but first they have to complete the 15 questions.
- When they have finished, ask them to compare answers in pairs.
  Answers: **1** more intelligent **2** faster
  3 the most polluted **4** the oldest **5** the biggest
  6 more aggressive **7** deeper **8** the most dangerous
  9 further **10** the highest **11** the most populated
  12 longer **13** the most common
  14 the most expensive **15** the smallest
- Put students in groups of two to four and give them a time limit of about 10 minutes to answer the questions.
- Tell students to swap their worksheets with another group and mark each other's work. Encourage students to explain their ideas.
  Answers:
  1 Pigs
  2 Ostriches. Zebras can reach 60 km/h, ostriches can hit 70!
  3 India and China
  4 There's a tree in Sweden that's around 9,550 years old.
  5 Mexico (the Great Pyramid of Cholula)
  6 Hippos. They've killed more people in Africa than any other wild animal!
  7 The Atlantic. At its deepest, it's 9,219 m deep. The Indian Ocean is 7,455.
  8 Australia (the inland taipan lives only there)
  9 Saturn
  10 Kilimanjaro in Tanzania
  11 Moscow (over 12 million)
  12 Elephants (they live between 45 an 70 years, giraffes only 25).
  13 the article *the*
  14 *Pirates of the Caribbean*
  15 Rhode Island

Vocabulary Activities

7.3 I'll race you!

Aim
To revise sports vocabulary and practise fluency

Language
Sports vocabulary

Time
30 minutes

Preparation
- One copy of the worksheet/board game for every group of four to eight students
- One coin or dice per game (a dice will make for a potentially shorter game)
- Two counters per game
- A timer for every group

Procedure
- Organise the class into matches with two teams in each. Teams can have two, three or four players each.
- Tell students they are going to race round a board. To move, each team either flips a coin or throws a dice. (For a coin flip: heads moves one place and tails moves either two places or three places.) Point out and explain the special squares.
  Team square: All the players take part with each team member taking turns to say a word. If they are successful, they go forward two places.
  Challenge square: Each team can choose a player to do the challenge. The winning team can either move forward one space or move to the same space as the other team.
- In each group, they decide who starts. The first player moves and must perform the task on the square individually (unless it's a *Team* square). All tasks must be completed in 1 minute. If the player is successful, they move their counter forward. This is the end of their turn and the other team goes.
- If the other team player lands on the same space, they must choose the option which wasn't previously used.
- As students play, go round and help with any questions regarding the rules, referee any disputes and make a note of errors to correct in feedback.

Fast finishers
Either stop the game when the first team finishes or tell students to continue to see who can go the furthest until you stop the game.

7.4 Memory

Aim
To practise synonyms

Language
Vocabulary from the unit

Time
15–20 minutes

Preparation
One copy of the worksheet for every group of two to four students, cut out

Procedure
- Divide the class into groups and hand out the material. Ask students to spread the cards on the table face down.
- Tell your students that they are going to play a game similar to classic memory game, but on their cards they have synonyms from the unit. Their task is to match them. Taking turns, they should turn over any two cards. If they match, they keep them. If they don't match, they have to turn them back over and leave them in exactly the same place. The game is over when all the cards have been paired up, and the winner is the person who has collected the most pairs.
- Ask students to start playing and monitor the activity. Help out if necessary.
- After they've finished, ask them to choose 3 of the pairs they've collected, and write gapped sentences (one sentence for each pair) that can be completed with both words in their notebooks. Then tell them to swap their notebooks with the members of their group and to complete the sentences.

Matura Exam Activities

7.5 Transformations
7.6 Sentence formation and Multiple choice
7.7 Translations
7.8 Translations and Reading

Time and Answers

7.5
Time: 10–15 minutes
Answers:
1 Both Lisa and her sister **2** as hard as last **3** The younger sportspeople are **4** (either) volleyball or basketball **5** have no idea **6** were hardly any spectators **7** their rackets, but **8** have got less money than **9** the most dedicated sportsperson **10** neither team was playing

7.6
Time: 10–15 minutes
Answers 7.6a:
1 a lot less time than **2** The more frequently players are **3** have never won any championship(s) **4** to run as fast as **5** neither of them deserved/deserves **6** the most enjoyable in your career **7** slightly safer than running **8** a few times last **9** nearly as good as **10** 5 centimetres taller than her/she is
Answers 7.6b:
1 c **2** a **3** c **4** b **5** a

7.7
Time: 15–20 minutes
Answers:
1 as spectacular as **2** achieve small goals/targets/aims **3** host the Olympics / Olympic Games **4** each team member **5** played a key role **6** smash/break the world record **7** far/much more dangerous sport **8** both football and basketball **9** as often as **10** slightly / a bit faster than **11** at all costs **12** All (the) competitors **13** either swimming or cycling **14** lift her spirits **15** neither team won **16** very few alternatives **17** the biggest/greatest sporting event **18** score a goal

7.8
Time: 10–15 minutes
Answers 7.8a: **1** c **2** a **3** c **4** a **5** c **6** b
Suggested answers 7.8b:
1 wielkiej ceremonii otwarcia **2** nie zachęcano do picia wody **3** jako drużyny narodowe **4** flagi swoich krajów

7.1 Noughts and crosses: determiners

Grid 1

much	each	both	the
every	all	few	any
neither	many	a	some
little	no	either	these

Grid 2

a few	any	neither	many
those	each	an	a little
all	both	any	either
every	much	the	some

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7.2 General knowledge quiz

HOW MUCH DO YOU KNOW?

1 Which animals are _____ – dogs or pigs? **(intelligent)**

2 Which animals are _____ – zebras or ostriches? **(fast)**

3 Which two countries are home to more than half of _____ cities in the world? **(polluted)**

4 How old is _____ tree on Earth – around 800 years old, 1,500 years old, 3,000 years old, or 10,000 years old? **(old)**

5 In which country do you find _____ pyramid in the world? **(big)**

6 Which animals are _____ – rhinos or hippos? **(aggressive)**

7 Which is _____ – the Atlantic Ocean or the Indian Ocean? **(deep)**

8 Where do you find _____ snake in the world – India, Yemen, Brazil, Australia or Vietnam? **(dangerous)**

9 Which planet is _____ away from Earth – Saturn or Mercury? **(far)**

10 What's _____ mountain in Africa? **(high)**

11 What's _____ city in Europe? **(populated)**

12 Which animals usually live _____ – giraffes or elephants? **(long)**

13 What's _____ word in the English language? **(common)**

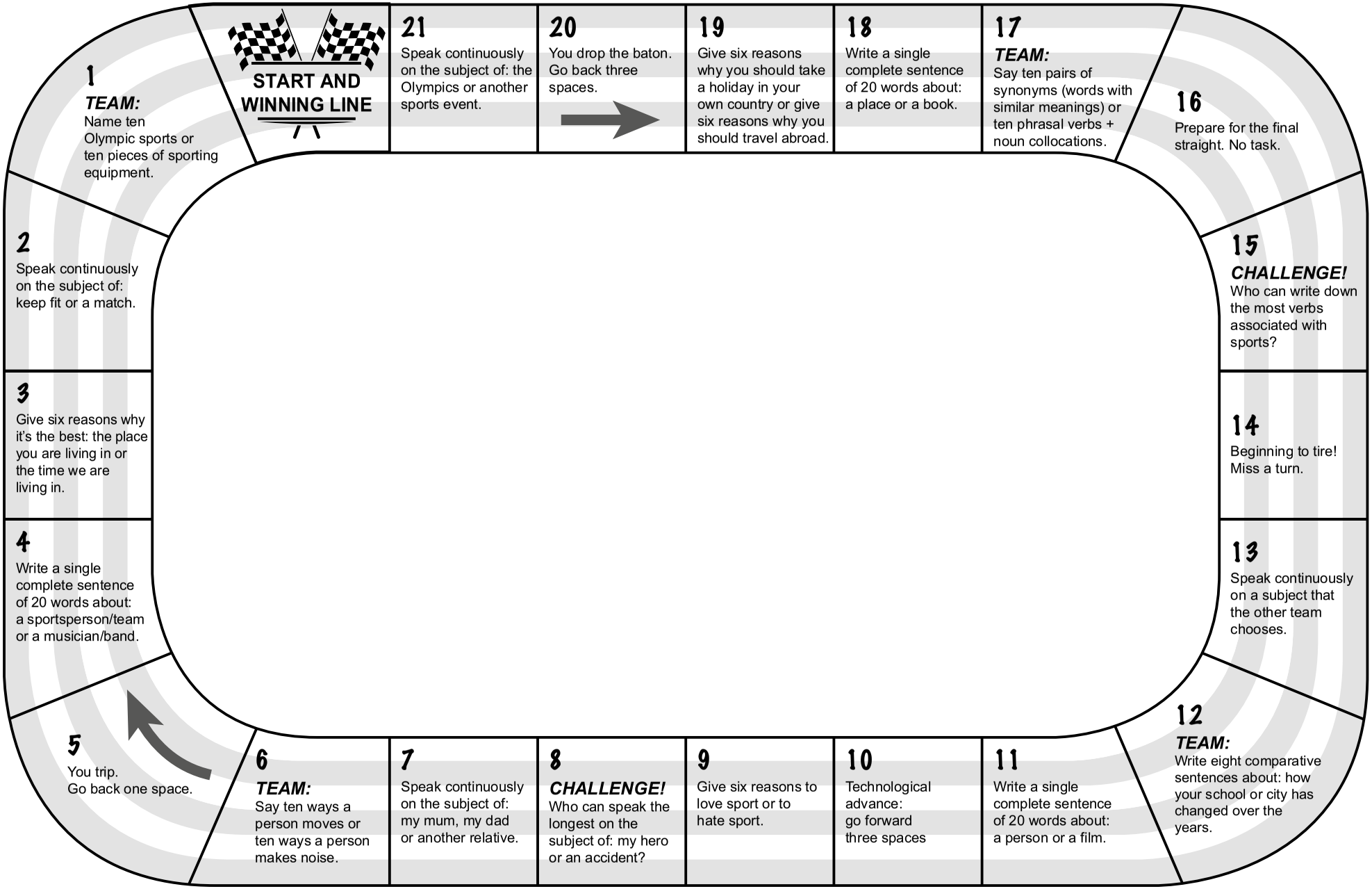
14 What's _____ film ever made? **(expensive)**

15 What's _____ state in the USA – Hawaii, Rhode Island, Kentucky, Ohio or Montana? **(small)**

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7.3 I'll race you!



7.4 Memory

choose	select	top	elite	amount (of money)	sum
establish	set up	accomplish	achieve	enormous	huge
figure	number	linked to	connected with	obviously	clearly
goal	target	win (noun)	victory	anticipate	predict
smash	break	practise	train	numerous	many
attempt	try	attitude	approach	host	hold
participate	take part	principle	rule	benefit	advantage

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7.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 Neither Lisa nor her sister like the idea of going to the gym.
BOTH
_____ dislike the idea of going to the gym.

2 I reckon he trained harder last year.
AS
I reckon he isn't training _____ year.

3 If sportspeople start training when they are still children, they usually get better results as adults.
YOUNGER
_____ when they start training, the better results they get as adults.

4 What do you want to play? You can choose between volleyball and basketball.
OR
We can play _____. Which do you prefer?

5 You don't have any idea how important this race is to him.
NO
You _____ how important this race is to him.

6 There were almost no spectators at the stadium last night.
HARDLY
There _____ at the stadium last night.

7 These rackets belong to them, whereas the balls are mine.
BUT
These are _____ the balls belong to me.

8 The team haven't got as much money as last year, so they have to start looking for sponsors.
THAN
The team _____ last year, so they have to start looking for sponsors.

9 I have never seen a more dedicated sportsperson.
THE
He is _____ I have ever seen.

10 The commentator said that both teams were playing badly.
TEAM
The commentator said that _____ well.

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7.6a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 Now that I am working, I have (*lot / little / time*) _____ I used to when I was at school.

2 (*frequent / players / be*) _____ tested for drugs, the lower the incidence of doping.

3 Although this team (*never / win / championship*) _____, they have plenty of enthusiastic supporters.

4 Unfortunately, I'm not able (*run / fast / as*) _____ my friend Jason. Nevertheless, I still like competing against him.

5 It's true that both Jason and Clara made a mistake, but (*neither / they / deserve*) _____ such a severe punishment.

6 Which tournament was (*enjoyable / you / career*) _____ and which one did you consider to have been the worst?

7 My doctor told me that riding a bike is (*slight / safe / run*) _____ because your legs do not have to carry the weight of your whole body.

8 I went to the gym (*few / time / last*) _____ month but I don't really like this type of activity. I'm definitely more into team sports.

9 Have you seen Mike's results? They're not (*near / good / as*) _____ his achievements last season. What's happened to him?

10 My sister is older, but I am (*5 centimetres / tall / she*) _____, which drives her mad.

7.6b Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

An American non-profit organisation has just released statistics that show that obesity rates rose last year in **1** ____ but one state. According to the *Trust for America's Health*, the only state not to see a rise was Oregon, which remained at the same level. In ten states **2** ____ a quarter of adults are defined as being obese. Mississippi has the highest number of overweight citizens, while the people in Colorado are **3** ____.

In total 119 million Americans – some 65% of the population – now have a body weight that rates them as being overweight or **4** ____. Last year, 24.5% of the population was rated as being obese – up from 23.7% the year before. Even in the military, 16% of personnel are obese.

The US Department of Health has a target of reducing obesity in adults to 15% or **5** ____. Critics say federal programmes to combat the issue are too limited and that current urban planning is not helping either.

Adapted from: wikinews.org/wiki/Americans_are_getting_fatter,_not-for-profit%27s_report_finds

1 **a** either
b both
c all

2 **a** more than
b the most of
c each one

3 **a** lighter
b as light
c the lightest

4 **a** heavy
b heavier
c the heaviest

5 **a** less
b few
c little

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7.7 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Although running may not be (*tak spektakulatne jak*) _____ car racing, it brings more health benefits.

2 One of the most important things in professional sport is the ability to set and (*osiągać małe cele*) _____ _____ that will eventually lead to bigger accomplishments.

3 Which country is going to (*być gospodarzem Olimpiady*) _____ in 2028?

4 I believe we'll win this year because (*każdy członek drużyny*) _____ is in excellent shape and we have a great game plan.

5 His passion for team sports (*odegrała kluczową rolę*) _____ in his career as a volleyball player.

6 I think it's going to be extremely difficult to (*pobić rekord świata*) _____ held by Usain Bolt in the 100-metre sprint.

7 Horse riding is (*o wiele bardziej niebiezpieczny sport*) _____ than many people realise.

8 I like watching (*zarówno piłkę nożną i koszykówkę*) _____, but I prefer playing the latter most.

9 Kate doesn't exercise (*tak często jak*) _____ she used to, but she still looks great nevertheless.

10 The runner from Kenya was only (*niewiele szybszy niż*) _____ the one from the USA, but it was enough to win the race.

11 I don't think winning (*za wszelką cenę*) _____ is a good idea. The beauty of competition lies in recognising your own weaknesses and overcoming them.

12 (*Wszyscy zawodnicy*) _____ taking part in this tournament are being tested for drugs.

13 If you wish to take up a sport, you should consider (*albo pływanie albo jazdę na rowerze*) _____ _____ as they are both great for people who are just starting to exercise.

14 During the break, the coach tried to (*podnieść ją na duchu*) _____, but it was very difficult as she had already knocked the bar off twice.

15 The match was both fast and exciting, but it ended in a draw, so (*żadna drużyna nie wygrała*) _____ and the match went into extra time.

16 There are (*bardzo mało alternatyw*) _____ when you are training professionally and have a serious injury.

17 This tournament is (*największe wydarzenie sportowe*) _____ in our city.

18 Did Maradona actually (*zdobył bramkę*) _____ with his hand?

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7.8a Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 This sportsperson has always been (*autorytetem*) for me.
a a key role **b** an accomplishment **c** a role model

2 (*Żaden zawodnik nie wiedział*) if the race was going to take place.
a Neither competitor knew **b** Either player didn't know **c** Each participant knew

3 The faster he ran, (*tym więcej ludzi*) he left behind, increasing his chances of a medal.
a the fewer people **b** more people **c** the more people

4 Her result was (*nieco gorszy niż*) last season's, but she has still a few months to train, so I believe she'll improve.
a slightly worse than **b** a bit worst **c** as bad as

5 Mark used to play (*zarówno w tenisa jak i w squasha*) but now he doesn't have enough time.
a either tennis or squash **b** neither tennis nor squash **c** both tennis and squash

6 When I injured my knee, and couldn't participate in the championships, Mark was (*najbardziej wspierający*) of all my friends.
a the best supporting **b** the most supportive **c** the biggest support

7.8b Reading (gaps: mediation)

Przeczytaj tekst 1, a następnie, zgodnie z jego treścią, uzupełnij luki w tekście 2. Luki należy uzupełnić w języku polskim.

Tekst 1

Over 100 years ago, London hosted its first Olympic Games – the Fourth Olympiad of 1908. Of course, the Games were rather different back then – there was no torch relay, or spectacular opening ceremony with the stadium filled with actors presenting scenes from British history, as was the case during the 2012 Olympics. In 1908 the tug-of-war was a medal winning contest, as were massed gymnastic displays, while marathon runners were not encouraged to re-hydrate, so the winning time wouldn't even allow a modern-day athlete to qualify for the Games.

But what is often overlooked is that these Edwardian games were the first to have an opening ceremony featuring a parade of nations. In the first Games of the modern Olympics, anyone who had the means to turn up at the venue could apply to compete. Faced with an ever-increasing interest in the Games, the small group of gentlemen who organised the London Olympics of 1908 decided it would be more sensible to only accept contestants registered with a national team. This decision was reflected in the opening ceremony in which the teams paraded four abreast around the stadium, dressed either in sports clothes or their national costume, behind "their respective representatives, bearing the flag of their country."

Adapted from: publicdomainreview.org/2012/07/25/the-first-olympic-protest/

Tekst 2

Pierwsza olimpiada w Londynie:

- *odbyła się w 1908 roku i była czwartą olimpiadą nowożytną,*
- *znacznie różniła się od obecnych igrzysk:*
  - *nie było sztafety z pochodnią ani* **1** _____
  - *można było zdobyć medal w kategoriach przeciągania liny i grupowych pokazów gimnastycznych*
  - *maratończyków* **2** _____, *dlatego ich wyniki były znacznie gorsze niż dzisiaj,*
- *Organizatorzy zdecydowali, że uczestnicy mogą się rejestrować tylko* **3** _____, *dlatego to właśnie w 1908 roku sportowcy po raz pierwszy przemaszerowali ubrani w narodowe barwy, niosąc* **4** _____.

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Grammar Activities

8.1 I reckon ...

Aim

To practise a range of future forms used when making predictions

Language

will / won't and *be going to* for predictions

Time

30 minutes

Preparation

A copy of one set of statements and category cards for every group of four students, cut up

Procedure

- Tell students they are going to discuss how likely they find various predictions for the future. First, write some basic ways of expressing likelihood on the board, e.g. *It's bound to happen. It's almost inevitable. It's highly (un)likely. I guess it could happen. It's not impossible.*
- To model the task, before you give out the strips, tell students one prediction: *It'll soon be normal for most people to live to a hundred.* Ask for students' ideas and reasons.
- Put students in groups of four or five. Tell each group they need to appoint a secretary, who should have a pen and some paper. Hand out a set of strips to each group, face down on the table. Explain they should pick up one card at a time and discuss how likely they think the prediction is. They should debate their ideas until they reach a general consensus and make a note of their opinions.
- At the end of the task, you can ask the whole class which predictions generated most discussion. Where there are differences of opinion, let students argue their case. See if you can get a whole group consensus.
- Next, change the groups around and hand out the general theme cards. Ask students to turn over a card and explain that now they have to make at least three predictions based on this general theme. Get a few examples from different groups. Explain you want them to note the best prediction they come up with for each general theme.
- When they have finished, put groups together and ask them to share their predictions discussing how likely they feel each one is.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct. You can also share some interesting things you heard with the class.

8.2 Good intentions

Aim

To revise the usage of future in the past forms (*was/were going to* and *would*) and future perfect and practise speaking

Language

future in the past forms (*was/were going to* and *would*) and future perfect

Time

20–30 minutes

Preparation

One copy of the worksheet for every four students, cut out (each student should get one profile card)

Procedure

- Write the proverb '*The road to hell is paved with good intentions.*' on the board. Ask your students what it means and what is the equivalent of the proverb in Polish.
- Divide the class into pairs and give each pair two profile cards. Explain to them that the people on these cards also had good intentions, but something went wrong. Ask your students to come up with the personality details and the stories of these people using the prompts on their cards. Give them about 10 minutes to do this, reminding them that the stories should be different for each person. Encourage them to take notes. Monitor the activity and help out if necessary.
- After they've finished ask each student to take one of the profiles and find another partner. In their new pairs ask them to tell each other their stories, and then ask their partner what the person from the card should do in their situation.
- Next, ask the students to return to their initial pairs, and report back on the advice they've just been given. Then, they should discuss if they agree or disagree with the advice.

  Note: If you have a strong class, you may assign the first stage of this activity (creating stories) as an individual task.

Vocabulary Activities

8.3 What's on?

Aim

To practise making arrangements
To discuss free-time activities

Language

Phrases to express likes and dislikes
Phrases to make suggestions, reject suggestions and suggest alternatives

Time

30 minutes

Preparation

- One copy of the *What's on?* worksheet for every student
- A copy of one set of roleplay cards for every group of twelve students, cut up

Procedure

- Hand out the *What's on?* page to each student, along with one role card per student. (Note that some of the role cards are identical.) Students should not show each other their role cards. The expectation is that students will find their partner through the roleplay of making arrangements, but this is not essential.
- Ask students to look through the worksheet and find four things that the person on their role card might be interested in doing over the weekend. Tell them that if prices or places are not mentioned, they should think of the places or prices where they live.
- Tell students they are going to stand up and move round the class to find someone who would like to do the same things at the weekend. They mustn't say exactly who they are but they must stick to their role. Within their role, they can change their mind and accept a different suggestion.
- Tell students they must agree to do *three* different things over the weekend with the same partner. If students can't make an arrangement, they should politely find a way to end the conversation and move on. Demonstrate the process by taking on a role yourself and chatting to one or two students.
- Get everyone to stand up and find their partner. When students have found someone, they should sit down together and compare their role cards. Were they the same person or different people? If they were different, was it surprising that they agreed on the activities?
- When the discussion quietens down, get feedback as to whether they had found anyone with the same role card and what they decided to do in role.

8.4 Class debate

Aim

To practise debating, and to revise adjective and noun collocations introduced in the unit

Language

Adjective and noun collocations from the unit, language of debating

Time

5–8 minutes per topic

Preparation

One copy of the worksheet, cut out

Procedure

- Divide the class into two groups and, if possible, ask students to sit facing the members of the opposite group. In the case of a large class, divide students into four smaller groups.
- Tell your students their task is to hold a debate. However, they are not allowed to express their actual opinion, but have to gather and present arguments either for or against the given topic.
- Read the topic from the first card to both groups, and then give each group the card with this topic to ensure that they understand it properly. Next, give one group the YES! card, and the other group the NO! card. Give them about 2 minutes to think of the arguments they'll use in the debate. Once the time's up, ask them to start the debate and allow them to discuss the topic for 3–5 minutes, depending on the level of their involvement.
- After they've finished, change the topic, and swap the YES!/NO! cards between the groups. Continue as before.

Note: There are 8 topics to discuss and you may not have enough time to finish the activity in just one lesson, especially with more talkative classes. That's why it's best to either choose the topics that you feel will interest your students most, or divide this activity into parts and do it over several lessons.

Matura Exam Activities

8.5 Lexical pairs
8.6 Translations and Transformations
8.7 Equivalent words
8.8 Word formation and Translations

Time and Answers

8.5
Time: 8–10 minutes
Answers:
1 b **2** b **3** c **4** a **5** a **6** c **7** b **8** b **9** a **10** a **11** c **12** b

8.6
Time: 10–15 minutes
Answers 8.6a:
1 c **2** a **3** b **4** a **5** b **6** c **7** a
Answers 8.6b:
1 is about to come **2** will have changed **3** are getting married **4** I will watch a film **5** call as soon as **6** you be doing

8.7
Time: 8–10 minutes
Answers:
1 c **2** a **3** a **4** b **5** a **6** a **7** c **8** a **9** b **10** c **11** a **12** b **13** a **14** b **15** c

8.8
Time: 10–15 minutes
Answers 8.8a:
1 edition **2** poverty **3** surprisingly **4** prediction
Answers 8.8b:
1 will have lived / will have been living **2** will gain confidence **3** I will be rehearsing **4** strict set of rules **5** going to fulfil her **6** is about to start/begin **7** back on track **8** would help low-income families

8.1 I reckon ...

We won't be able to reverse the effects of climate change.

Using robots instead of soldiers will become normal within fifty years.

We'll never make contact with aliens.

Instead of one global superpower, we're going to see a handful of global powers.

I'll speak fluent English one day.

The gap between the rich and the poor is going to become a huge issue.

We're all going to eat far less meat in the future.

Within twenty years, all sorts of different things will be sold in plain packages.

A four-hour working day will be normal by 2030.

Privacy is going to be a thing of the past within ten years.

Driverless cars will be the norm within ten years.

We'll all soon be able to buy high-quality emotions online.

Hi-tech clothing will make invisibility a reality.

No-one will need to learn foreign languages anymore.

Within a hundred years, people are going to start living on other planets.

Sport	**Health**	**Food**	**Education**
My country	**My family**	**Me**	**Technology**
Transport	**Lifestyle**	**Culture**	**Cities**

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8.2 Good intentions



JASON SMITH

Age: _____

Profession: _____

Family: _____

Interests: _____

1 Jason was going to (what was his intention?) _____ _____ but then (what went wrong?) _____.

2 He thought he would (how did he want to fix the situation?) _____. However, (what went wrong?) _____.

3 Now, he (what is his biggest concern?) _____.

4 If by (when?) _____ he will/won't have (done what?) _____, then (what will the consequences be?) _____ _____.

What should he do?



MAGGIE ACORN

Age: _____

Profession: _____

Family: _____

Interests: _____

1 Maggie was going to (what was her intention?) _____ _____ but then (what went wrong?) _____.

2 She was sure she would (how did she want to fix the situation?) _____. However, (what went wrong?) _____.

3 Now, she (what is her biggest concern?) _____.

4 If by (when?) _____ she will/won't have (done what?) _____, then (what will the consequences be?) _____ _____.

What should she do?



JUDITH WHITE

Age: _____

Profession: _____

Family: _____

Interests: _____

1 Judith was going to (what was her intention?) _____ _____ but then (what went wrong?) _____.

2 She believed she would (how did she want to fix the situation?) _____. However, (what went wrong?) _____.

3 Now, she (what is her biggest concern?) _____.

4 If by (when?) _____ she will/won't have (done what?) _____, then (what will the consequences be?) _____ _____.

What should she do?



TOM CAGE

Age: _____

Profession: _____

Family: _____

Interests: _____

1 Jason was going to (what was his intention?) _____ _____ but then (what went wrong?) _____.

2 He never doubted he would (how did he want to fix the situation?) _____. However, (what went wrong?) _____.

3 Now, he (what is his biggest concern?) _____.

4 If by (when?) _____ he will/won't have (done what?) _____, then (what will the consequences be?) _____ _____.

What should he do?

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8.3 What's on?

MUSIC

Death by Metal Top heavy rock band play at the national stadium. Fri and Sat 15.30, $50–75.

Nubian Heart Up and coming indie soul band play Green Room. Sat 20.00, $20.

Gypsy time Techno – Folk crossover. Live band followed by club night. The Dome. 09.00–14.00, $15.

Symphony in the Park Bartok's sixth symphony. St Peter's Park. Sun 3pm. Free.

Sing! Karaoke place on Main St. 12.00–03.00 daily. From $6 per person. Groups and children's parties catered for.

THEATRE

Matilda Award-winning musical based on the Roald Dahl book. City Theatre. Sat 15.00 and 20.00, $20–80.

Macbeth Shakespeare's play reworked by the city's leading amateur company. The Arts Centre. Sat and Sun 20.00, $5–20.

CINEMA

Guardians of the Galaxy Latest volume in the Marvel series. 15.00 (not Sun), 18.05, 20.50, 00.05.

Parent and baby screening Screening of the classic Italian movie ***Cinema Paradiso*** with subtitles. Sun 15.00.

Kids Club *Beauty and the Beast*. Sat 10.00. *The BFG (Big Friendly Giant)* Sun 10.00.

ART

Malevich Exhibition of Russian master's painting including his famous black square. City Gallery. Open 9am–5pm. Entrance $10.

Green, green grass of home Exhibition of regional landscape artists. West Arts Centre. Open 10am–4pm. Free.

Decaying man Controversial installation in Main Square. A two-metre replica of Michelangelo's David made from fat and seed is slowly being eaten by mice, birds and bacteria.

EVENTS

City-wide food festival All weekend, all the city's cafés and restaurants will be offering a 20% discount. Just take your pick! Booking advisable in the evening. Look out for pop-up street food in Main square, St Peter's park and Westtown shopping mall.

Teddy Bear's picnic Fun for all the family. Bring a picnic and your teddy bear. Fairground attraction, clowns and other entertainment throughout the day. Sat 11am–6pm. St Peter's Park. Entrance free.

Family fun run Run to raise money for the homeless. 10km, 5km or 2km. Prizes for winners and fancy dress. Start Sun 10am. Town Hall, Main St. Entry fee: $5.

Paint ball Pop-up paintballing continues in the disused Chocolate factory. 10.00–21.00 daily. Prices from $8/person.

MUSEUMS

Natural History Museum open daily 10.00–16.00. Entrance free. Aquarium: $2.

City Museum open daily 10.00–16.00. Silk Road – special exhibition: $3.

SPORTS

Football United play in the first round of the National Cup. Sun 5pm. $15.

Basketball The Nets take on the Vikings. Sat 6pm. $10.

Tennis Junior regional finals. Lanes tennis Club. Sat and Sun. Final Sun 3pm. Free.

WORKSHOPS

Big Bake-Off Weekend cake baking and decorating course. Sat and Sun 9am–1pm. $40, $20 students and OAPs.

Jewellery making Learn to make necklaces, earrings and wrist chains. Sun 9am–4pm. $30, $15 students and OAPs.

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8.3 What's on? Roleplay cards

You are a 15-year-old. You get $5 pocket money and have $50 of savings.	You are a parent with a 9-year-old daughter.	You are a retired person. You live on your own and don't have family, but you are quite active.	You are a student at university studying English. You don't have much money.
You are a parent with a six-month old baby. You usually go and see your parents on Sunday.	You like painting and other arts and crafts. You have $10 pocket money, but your parents are happy to pay for anything educational.	You really like cooking, learning about food and eating. You have a budget of $40 to spend over the weekend.	You are a 17-year-old. You get $15 pocket money and have $120 in savings.
You are a student starting university studying Physics. You have a Saturday job.	You are a 17-year-old. You get $15 pocket money and have $120 in savings.	You are a parent with a 9-year-old daughter.	You are a student starting university studying Physics. You have a Saturday job.
You are a teenager who is really into sport. You play in a team that has matches on Saturday.	You are a student at university studying English. You don't have much money.	You are a parent with a six-month old baby. You usually go and see your parents on Sunday.	You are a 15-year-old. You get $10 pocket money and have $60 of savings.
You are a retired person. You live on your own and don't have family, but you are quite active.	You are a teenager who is really into sport. You play in a team that has matches on Saturday.	You like painting and other arts and crafts. You have $10 pocket money, but your parents are happy to pay for anything educational.	You really like cooking, learning about food and eating. You have a budget of $40 to spend over the weekend.

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8.4 Class debate

Does following **a strict set of rules** help in a child's education and upbringing?	Does following **a strict set of rules** help in a child's education and upbringing?
Is a **driving ambition** always a positive feature?	Is a **driving ambition** always a positive feature?
Is working for a **private company** more beneficial than working for a public one?	Is working for a **private company** more beneficial than working for a public one?
Is **individual performance** more important than the ability to work in a team?	Is **individual performance** more important than the ability to work in a team?
Is it difficult for people from **diverse social backgrounds** to become friends or to get married?	Is it difficult for people from **diverse social backgrounds** to become friends or to get married?
Can **low-income families** do anything to improve their situation?	Can **low-income families** do anything to improve their situation?
Does **hard work** always pay off?	Does **hard work** always pay off?
Is learning a foreign language a **straightforward process**?	Is learning a foreign language a **straightforward process**?
YES!	**NO!**

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8.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 It was his ___ ambition that resulted in him achieving such a high position in the company.
Dad has been ___ this car for more than 20 years, so I think it's time we bought him a new one.
a burning **b** driving **c** riding

2 How long is this concert going to ___? I need to be home by midnight.
The ___ time I saw him was in the National Museum. We met by accident.
a first **b** last **c** run

3 Is he late again? No ___ his boss is considering firing him.
The only ___ of the Ancient World that we are still able to see is the Pyramid of Giza. None of the others exist any longer.
a surprise **b** spent **c** wonder

4 My sister plays the violin and she uses a music ___ to help read the music that she's playing.
I really can't ___ it when people promise something and then don't keep their word.
a stand **b** help **c** place

5 The whole show was ___ outdoors, so the atmosphere was really amazing.
She ___ onto her handbag tightly as she was afraid someone might try to steal it.
a held **b** kept **c** organised

6 Could I have another ___ of this cake? It's simply delicious.
During the concert the orchestra performed my favourite ___ by Beethoven: *Ode to Joy*.
a work **b** slice **c** piece

7 Some dancers in our group still need to learn the ___ for the show, but I've already mastered it.
Small children feel more secure and develop quicker when they have a daily ___ to follow.
a schedule **b** routine **c** performance

8 Although his music is known all ___ the world, he's quite a modest person.
___ the last few years, people have been spending more and more money on entertainment.
a around / Around **b** over / Over **c** in / In

9 This festival helps promote a ___ of pride in the local community.
My sister has got some kind of sixth ___. She always knows when there's something wrong with me, even if I'm far away.
a sense **b** feel **c** perception

10 We flew to Brazil in ___ to see the Rio Carnival.
Did you ___ something for me while I was in the bathroom?
a order **b** take **c** time

11 He said he wouldn't come to see the show, but fortunately he turned ___ after all.
I didn't know you'd given ___ smoking. I'm so proud of you!
a away **b** out **c** up

12 If you have any questions, please ___ your hand.
We decided to ___ some money to help the family of a friend who has just lost their job.
a collect **b** raise **c** show

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8.6a Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 How long (*zamierzacie zostać*) at your friends' house?
a will you stay **b** are you staying **c** are you going to stay

2 By the end of May, (*przystąpię do*) all my Matura exams.
a I will have taken **b** I will be taking **c** I will take

3 Look at that little girl. She is so afraid of the clown that she *(za chwilę będzie płakać)*.
a is supposed to cry **b** is about to cry **c** is expected to cry

4 Call me as soon as *(skończy się próba)*, I need you advice on something important.
a the rehearsal is over **b** the trial will finish **c** the rehearse will have ended

5 A few years ago, Sam *(zamierzał spełnić swoje marzenia)*, but I don't know if he actually succeeded.
a would achieve all his dreams **b** was going to fulfil all his dreams **c** was making all his dreams come true

6 Who *(poprowadzi nasze lekcje)* when Ms Simons is ill?
a leads our lessons **b** will have taught us **c** will conduct our classes

7 Is it difficult to *(zorganizować wydarzenie kulturalne)* in such a small town?
a put on a cultural event **b** organise an arts festival **c** hold a culture show

8.6b Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 He's going to come really soon. Let's just wait for him a little bit longer.
ABOUT
He _____. Let's just wait for him a little bit longer.

2 I hope I'll have a new job at the beginning of next month.
CHANGED
I hope I _____ my job by the beginning of next month.

3 Their wedding is scheduled for next Saturday.
MARRIED
They _____ next Saturday.

4 Maybe watching a film tomorrow would be a good idea, but I'm not sure yet.
WATCH
Maybe _____ tomorrow, but I'm not sure yet.

5 It's important that you call the moment you get back home.
SOON
Don't forget to _____ you get back home.

6 Are you busy tomorrow at 8 pm?
DOING
Will _____ anything important tomorrow at 8 pm?

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8.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 The carnival has a positive ***influence*** on the whole city as it attracts thousands of tourists.
a industry **b** income **c** impact

2 Are there any nice ***places*** where you can listen to some good music and chill?
a venues **b** festivals **c** events

3 The rules of the contest were ***uncomplicated***, so Ann decided to take part in it.
a straightforward **b** reasonable **c** remarkable

4 The decision he had made turned out to be ***really harmful*** for his future career.
a desperate **b** destructive **c** driving

5 Our teacher made us ***practise*** our roles once again before the show.
a rehearse **b** repeat **c** reclaim

6 Being a good musician ***requires*** spending a lot of time playing your instrument.
a involves **b** initiates **c** interacts

7 It's very difficult for young people to ***get away from*** a life of poverty, especially if they live in a poor neighbourhood.
a raise **b** fade **c** escape

8 The idea of going to watch a parade ***is really attractive for*** me.
a appeals to **b** goes with **c** gets behind

9 There were thousands of people of ***different*** nationalities at the open-air concert.
a united **b** diverse **c** several

10 His last performance was truly his ***greatest work of art***.
a commitment **b** maintenance **c** masterpiece

11 Learning at *El Sistema* gave me the ***possibility*** to develop my musical talents.
a opportunity **b** permission **c** value

12 Students can ***get*** a lot of experience if they decide to do an internship.
a present **b** gain **c** provide

13 In her latest article she ***stresses*** the importance of culture in education.
a emphasises **b** attracts **c** improves

14 The view from our hotel window is absolutely ***amazing***. I'll send you some photos.
a tremendous **b** breathtaking **c** innovative

15 It's really important to ***protect*** and restore famous monuments, so that future generations are able to admire them in years to come.
a abandon **b** elevate **c** preserve

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8.8a Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

surprise	organise	edit	confidence	predict	poor

Accurately imagining what the world will be like one hundred years in the future is always going to be difficult. The writer of *London a Hundred Years Hence*, which appeared in the 1857 **1** _____ of *The Leisure Hour* magazine, was clearly a little off the mark when it came to imagining the London of 1957 – sadly, by making it just a little bit too utopian. In addition to the eradication of all **2** _____ and crime, the author talks of a smoke-free city, and then describes the "crystal waters" of the Thames. However, the vision is **3** _____ accurate in other parts. Not only is there a **4** _____ of the ongoing expansion of the city, but it also gets it right with some very specific details, such as the building of the Embankment. There is also a reference to the shopping mall and the connectivity across distances which the telephone, and then the internet, would bring.

Adapted from: publicdomainreview.org/collections/london-a-hundred-years-hence-1857/

8.8b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 By the end of this year, we (*będziemy tu mieszkać*) _____ in this house for a decade.

2 I hope that he (*zyska pewność siebie*) _____ after this performance. Look at how the audience loves him.

3 Tomorrow afternoon, (*będę robić próbę*) _____ before the gig, but we can meet in the evening if you have time.

4 While I was at boarding school, we all had to follow a (*surowy zbiór zasad*) _____ concerning both our behaviour and education.

5 My mum is finally (*zamierza spełnić swoje*) _____ dreams. She plans to take up photography classes and become a professional photographer.

6 Come straight away! The concert (*właśnie się ma zacząć*) _____.

7 We corrected the mistakes you showed us and I think we are (*z powrotem na dobrej drodze*) _____ _____ to finishing the project in time.

8 I think if we built the factory in this neighbourhood, it (*pomogłoby rodzinom o niskim dochodzie*) _____ _____ who live locally.

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Starter

Track 2

1
75 euros for a pair of trainers? Wow, I didn't expect them to be so expensive. No, I won't take them. I'm sorry.

2
What's that noise? Is there anyone here? Hello! Hey, it's not funny. Whoever is here with me, just say something! Can anybody help me, please? Help!

3
I told you so many times that you mustn't take my stuff without asking me first. Give me back my phone right now!

4
Yes, the trip was fantastic! I visited so many places and the guide was so helpful and friendly. I loved every single moment of it!

Track 3

1
The bus will be there at 7.30. That's too late for me.

2
Why was your sister late for school today?

3
Let's go for a ride on this sightseeing bus.

4
Excuse me, does this bus go to the city centre?

5
Why isn't Jenny going on a trip to the forest?

Track 4

It's sometimes hard to talk to my dad. This morning, I told him I needed a new pair of jeans. He said that my old jeans still looked OK. I tried to explain to him that I had worn them for too long, but he said he wouldn't give me any extra money. I told him I wasn't leaving my room until I had some new jeans!

Track 5

Interviewer: So tell me. Who developed this app?
Man: A team of IT specialists.
Interviewer: It looks quite nice. Who designed this modern look?
Man: A popular graffiti artist.
Interviewer: It might be really useful. Who can use it?
Man: Students who learn Spanish or French.
Interviewer: That's nice. Is there anyone who shouldn't use the app?
Man: Beginners. Actually, you have to have some basic skills in a language before you can start with our program.
Interviewer: I think I'll buy it for my son. Who sells it?
Man: Many educational websites.

Track 6

My husband exercises at the gym every week, so I thought I should also increase my stamina. That's why I decided to start getting into fitness two months ago. I decided to participate in advanced training because I thought that the basic group would be too easy. However, I soon realised that it was a mistake. It took me about 10 minutes to get ready for the main exercises, but I was already tired after that! How could I go on for another forty minutes? Well, I only stayed there for a month and then I decided to stop going to the club. I think I need something less tiring.

Track 7

1
I bought these carrots and tomatoes straight from the farmer who grows them in his field.

2
I always buy bread from this bakery. Just smell the bread – I love the fresh aroma!

3
There's no way I'll ever eat fried meat. Everyone knows it causes a lot of problems – people become overweight, which can lead to a heart attack.

4
It's my favourite dish at this restaurant – I always have a steak with hot pepper sauce and a large bottle of mineral water. Believe me, you need it with this sauce.

5
You only need a few eggs, a glass of milk, some bacon and a bit of salt. You can also add some pepper if you want to make it more spicy.

Track 8

I went shopping with my mum last weekend. I had some money that I won in a cooking competition. I decided to buy some clothes. But I don't like all those famous brands. You have to pay twice as much only to get a popular logo on your blouse or shoes. I found a nice pair of high-heeled shoes that I loved but my size was sold out. Instead, I decided to buy a pair of trainers that felt quite comfortable. They were on sale that day, like 40% off, but I still didn't have enough money so I had to borrow a few pounds from my mum. They were definitely worth the price!

Unit 1

Track 9

Carlos: Welcome back. Today we're looking at what makes a good manager. Shruthi's here with me, and as always, we've got two stories for you. Shruthi?
Shruthi: Hi, Carlos. OK, so these stories illustrate how two managers remember to show their employees how much they appreciate them.
Carlos: So, who have you found?
Shruthi: This is the story of Hamdi Ulukaya. Ulukaya owns Chobani Yogurt. He started the business a few years ago, and it has gone on to become a multi-billion-dollar company. Recently, Ulukaya shared ten percent of the company among all 2,000 workers. Basically that means giving away millions of dollars to the factory workers.
Carlos: So, does he just mean to be nice, or is this actually good management?
Shruthi: It's both. Ulukaya came to the United States from Turkey, and he felt very welcomed by people. He remembers feeling grateful to his workers for helping him start the business. So, it's a thank-you present. But it's also a way of encouraging them to work harder. If you own part of a company, you'll try to make that company worth even more, won't you?
Carlos: True. But it could be a very expensive mistake if it doesn't work. Do you think he might regret giving so much of the company away?
Shruthi: I think he knows what he's doing. It shows he trusts them.
Carlos: OK, my story is about everyday working conditions. Jenny Biggam runs a media agency. She decided to stop treating her workers like children.
Shruthi: What do you mean?
Carlos: Well, her workers can choose when they go on holiday and for how long, for example, and if they think they'll get more work done at home, they can choose to work there.
Shruthi: Really? Sounds fantastic! Do they get any work done?
Carlos: Ha! Yes, of course! The employees feel appreciated, so they enjoy work and are committed to it.
Shruthi: I think both of these employers are trying to make coming to work a happier experience, because this means creating a more productive company.
Carlos: I hope other bosses copy their ideas. What about you? What kind of boss would you like? Don't forget to phone in and tell us!

Track 10

1

I am what I am quite by accident, I must say. Back in my school days, I used to dream of being an accountant. Quite a boring job, I know, but do you know a poor accountant? Yeah, money was what mattered to me most … But then, there was one thing I had always treated as a hobby – I was often asked to play good music at a local club. I was really keen on it – there was nothing better than a night on the dance floor. Soon, I realised that I was getting enough money for it to call it a steady job. So, for now, I'm a full-time DJ and I'm not going to change anything in my life.

2

When you think of your future job, you don't often realise how stressful or demanding it is going to be. I thought being a policeman generally meant respect and prestige. And now that I'm an officer I know that while that's true, there's more to it. If you deal with the most serious crimes like murders or drug dealing, it's really dangerous. You need to be really strong mentally. I've been working in this department for over thirty years now and sometimes I feel that's enough. I'm seriously thinking of quitting soon.

3

I've been working with young people for over fifteen years now. I know very well that they often find it difficult to decide what they want to do in the future. I have special classes with them in high school, where they have a chance to learn about jobs they are interested in or check if their skills and competences are good enough for a particular job. And I have to tell you that it gives me a lot of satisfaction when I see that, after my classes, they make good choices about their careers.

4

I haven't been lucky in my professional life recently. I was in charge of a team of engineers in a factory for a couple of years, but when the crisis hit the car industry a few months ago, the factory closed down. So, I've been out of work for some time now. I'm thinking of moving to another city, where the job prospects are better than here. I believe that with my skills and experience, I'll soon find another car company to work for.

Unit 2

Track 12

1

Interviewer: Thank you very much for coming in, Roberta.
Roberta: You're welcome.
Interviewer: Now, as I'm sure you're aware, the job involves people skills.
Roberta: Yes, well, I'm a friendly person, and I'd say I am quite a good listener.
Interviewer: That's good. And what other skills do you have that you think would help you at this job?
Roberta: Um, well, I speak English, Spanish and a little bit of German. And I know that you get tourists from many countries coming here.
Interviewer: That's true. Your English is quite good.
Roberta: Thank you.
Interviewer: Now, although the hours are short, I have to tell you that the work is quite intense.
Roberta: Yes, I know. I have a friend who works in catering and she says it's physically, er, challenging. But I'm willing to work hard.
Interviewer: I'm glad to hear that.
Roberta: And I'm usually quite good at dealing with problems and keeping people calm.
Interviewer: And what kind of problems do you expect to deal with?
Roberta: Oh, when customers have to wait a long time to get served, that sort of thing.
Interviewer: Would you ever leave your customers waiting long?
Roberta: No, of course not, but restaurants get very busy. I think it's important that we ask for help. I like to think I'm not afraid to ask for help.
Interviewer: And what are your faults?
Roberta: I know I can sometimes talk too much. But I'm working on it!
Interviewer: And finally, Roberta, can I ask you why you're interested in this job in particular?
Roberta: Yes, of course. I think this job would give me valuable experience in customer service, and the chance to meet new people.
Interviewer: OK. Is there anything you want to ask me?
Roberta: Um, yes, I was just wondering if I would have to buy my own uniform …

2

Interviewer: Hello Sandra, it's good to meet you here.
Sandra: Thank you.
Interviewer: I'm really interested in why you have decided to apply for this job.
Sandra: Well, the main reason is that I'm willing to do something good for others. I've had some experience working with children with disabilities at a camp, so I think I'm the right person to take this job.
Interviewer: Oh, that's interesting. Could you tell me what your duties involved?
Sandra: I made sure they could get anywhere they needed to go. You know, sometimes one stair was enough for a wheelchair to get stuck. I also helped them during meals and sometimes they needed help getting dressed.
Interviewer: Well, such experience may be useful here. Most of your duties would involve typical housework for our client, Ms Sanders.
Sandra: It's fine with me. I'd say I'm quite helpful and hard-working when it comes to household chores. After all, that's what I do regularly at home. I believe I can do similar things at a job just as well.
Interviewer: Certainly. Is there anything else that you would like to know?
Sandra: Oh, yes. I was just wondering if I would have to work every day.
Interviewer: Actually, four or five times a week should be enough. However, be prepared to work late in the afternoon on some days.
Sandra: That's fine with me, as long as it's not on Thursday afternoon. I've got my tennis lessons then.
Interviewer: I'm sure we can arrange it that way. There will be another girl to take care of Ms Sanders while you're away.

3

Please leave your message after the tone. [Beep]
Hi Jack, it's Peter here. Remember the farm I worked last summer? Just wanted to tell you that I got a job there again! This time I'm going to pick fruit for the owners. It's going to be an awesome experience! Look, it's almost like a holiday camp – I'll spend some time in the countryside. There's a river nearby so I'll surely go swimming and sunbathing from time to time. They say that I'll be in a team that picks apples. They also pay quite good wages; the only problem is that I'll have to spend some of this money on accommodation, but still, it's worth it. Wish me luck – I'll surely call you from time to time to let you know how I'm getting on!

Track 13

Interviewer: Derek, I've heard you held the job of professional sensory panellist. What is that exactly?
Derek: I worked as a professional frozen food taster. Normally, I'm a freelance artist, sometimes taking different jobs whenever I need some extra cash. One day I went to my college to talk with my professor about a certain project. While I was waiting for him to come I read the notices on the student job board. I found one that caught my eye. It was an ad posted by a temp agency and had an intriguing title: "Would you like to earn some money testing food?" I realised that I should try and I decided to apply.

Interviewer: Was there training provided?
Derek: Yes. I was in a group of twenty panellists. The instructors taught us to distinguish the taste intensity of food on a specific scale. Each of us had to give different foods numbers. For example, ketchup would be a one and yoghurt a nine. A whole array of flavours comes in between. Then we had to look at each other's numbers and agree on the final point.
Interviewer: So you trained and they said you were ready. Then you start testing loads of frozen french fries, right?
Derek: We did about 15 products a day, mostly french fries, but also frozen Chinese food and other frozen foods. Up to 75 % of the time was spent eating and giving numbers. We had to mark anywhere from 50–100 food features on each card we got. And, I must say, I was getting better and more accurate. You can imagine me taking large bites and keeping them in my mouth trying to assess all the features. It seemed funny to me. Of course I had to spit the tested food out. But sometimes, to save time, the food – actually a bit too much of it – ended up in my stomach. That was the worst part of the job.
Interviewer: This was a contract job. Did you think about renewing it?
Derek: Well, they wanted me to stay with them for another year, but I didn't feel like staying any longer. A lot of my colleagues were having health problems, and I realised I should quit. They offered an increase in salary, but it was hard to stay at a job that might hurt me. I think I became really fed up with working there on the day they held a Christmas party. Sadly, we weren't invited. Instead, they treated us with their frozen pizzas somewhere in the basement. I had a feeling I didn't belong at that place any more.

Track 15

Boy: Who's that?
Girl: His name's David Saint-Jacques. He's a Canadian astronaut on the International Space Station.
Boy: Oh, I didn't know they'd sent another Canadian into space. Chris Hadfield was the first, wasn't he?
Girl: Yes. He was the one who did lots of really cool social media stuff while he was in space.
Boy: That's him. Did you see his version of the David Bowie song, Space Oddity?
Girl: Oh yeah. He played the guitar – 'This is ground control to Major Tom … 'That had millions of hits on YouTube.
Boy: Yeah. Even I've seen it!
Girl: The video was great, and he posted many more updates while he was in space. His son helped him get his message out.
Boy: What do you mean?
Girl: His son managed his social media accounts for him. Chris posted thousands of updates while he was away, but his son then shared them more widely. Then he did things like science experiments on YouTube.
Boy: What sort of experiments?
Girl: Well, for example, he did some experiments with water in zero gravity. They're really interesting. And he did these live sessions with schools so that kids could talk to him face to face and ask him questions.
Boy: What? Like video conferencing from space?
Girl: Yeah.
Boy: You know a lot about him!
Girl: I'm a big fan! I love space exploration, and Chris Hadfield is just such a great guy.
Boy: So what else did he use social media for?
Girl: Well, Twitter was his main way of connecting with the general public. He posted photos of Earth and messages about life on board the space station. I still follow him. Hold on … he has … two million followers! But the best thing he did were some live question and answer sessions on chat forums during the mission. I loved those – they were really interesting. For example, someone asked Chris what it was like to sleep in space. It was a chance to talk directly to an astronaut while he was in space!
Boy: So what did you ask him?
Girl: I didn't join in the conversation, I just followed it! Hold on, I'll find one for you. Here … 'Hello out there! My name is Chris Hadfield. I am an astronaut with the Canadian Space Agency who has been living aboard the International Space Station since December, orbiting the Earth sixteen times a day.'

Track 16

1
Boy 1: Oh Jack, I don't think you should tell Mike about it. After all, you didn't see the argument so you can't be sure who's to blame for the situation.
Boy 2: …
Boy 1: I know you're friends, but remember that Cindy is his girlfriend. If you tell him how she treated the other girl and it turns out to be a lie, he'll be really mad at you.
Boy 2: …
Boy 1: Well, if it turns out to be true, that's even worse. Mike will break up with Cindy and then it's going to be your fault.

2
Woman 1: Our products are designed especially for people who appreciate good sound quality when they listen to music. We're especially proud of our new wireless headphones.
Woman 2: …
Woman 1: Yes, they have a powerful built-in battery. One charge is enough for over a week of intense use.
Woman 2: …
Woman 1: No, I'm sorry, we don't sell our gadgets online, but you can find them at your local music store for sure.

3
Girl 1: So, when I saw this girl talking to Jim, I knew at once she must be his girlfriend!
Girl 2: …
Girl 1: Sharon? Oh, I'm not so sure about it, actually. I guess she and Jim haven't been on speaking terms recently. And you know Jim – he's not the type of boy who stays alone for too long.
Girl 2: …
Girl 1: Oh, come on! No way am I going to ask him. Or wait, I've got an idea – I'll ask him who he is going to go to Lisa's party with. If he mentions this girl, then there's no doubt they're a couple!

4
Boy: But Mum, I really need a new pair of roller skates and there are only two pairs in my size left in the shop! There's a skating competition in my school next month!
Mum: …
Boy: Yes, I remember you warned me how painful it is when you fall, but I have all the protective pads so I'm not going to get hurt. Besides, I've practised enough to feel quite confident while skating.
Mum: …
Boy: Oh Mum, please, let me buy them! I won't need money for anything else for the next two months, I promise.

Track 17

1
Boy 1: Oh Jack, I don't think you should tell Mike about it. After all, you didn't see the argument so you can't be sure who's to blame for the situation.
Boy 2: But I just feel I should tell him; we're good mates after all.
Boy 1: I know you're friends, but remember that Cindy is his girlfriend. If you tell him how she treated the other girl and it turns out to be a lie, he'll be really mad at you.
Boy 2: This is not going to happen. Timmy told me the news and I trust him like no one else. It must be true.

Boy 1: Well, if it turns out to be true, that's even worse. Mike will break up with Cindy and then it's going to be your fault.

2

Woman 1: Our products are designed especially for people who appreciate good sound quality when they listen to music. We're especially proud of our new wireless headphones.
Woman 2: There must be some source of energy inside, I guess.
Woman 1: Yes, they have a powerful built-in battery. One charge is enough for over a week of intense use.
Woman 2: Is there a website where I could buy them with free delivery?
Woman 1: No, I'm sorry, we don't sell our gadgets online, but you can find them at your local music store for sure.

3

Girl 1: … So, when I saw this girl talking to Jim, I knew at once she must be his girlfriend!
Girl 2: But he's actually got a girlfriend already. You know, that blonde girl from Class 10.
Girl 1: Sharon? Oh, I'm not so sure about it actually. I guess she and Jim haven't been on speaking terms recently. And you know Jim – he's not the type of boy who stays alone for too long.
Girl 2: Why don't you just go and talk to him about it? He'll tell you the truth and maybe you will learn some more details about their relationship.
Girl 1: Oh, come on! No way am I going to ask him. Or wait, I've got an idea – I'll ask him who he is going to go to Lisa's party with. If he mentions this girl, then there's no doubt they're a couple!

4

Boy: … But Mum, I really need a new pair of roller skates and there are only two pairs in my size left in the shop! There's a skating competition in my school next month!
Mum: No, I don't want to see you crying again, with a broken nose or a twisted ankle.
Boy: Yes, I remember you warned me how painful it is when you fall, but I have all the protective pads so I'm not going to get hurt. Besides, I've practised enough to feel quite confident while skating.
Mum: Isn't it a bit too much? I bought you new headphones last month and now you want money again.
Boy: Oh Mum, please, let me buy them! I won't need money for anything else for the next two months, I promise.

Track 19

Interviewer: Hi, Nick. Thanks for speaking to us today. What does your company do?
Nick: We're interested in how technology is changing English language teaching and learning, and we make digital learning products.
Interviewer: Now, I know you have a new language learning app. Can you tell me a bit about it?
Nick: Yes, of course!
Interviewer: So where does the idea come from?
Nick: OK, so it works as a 'chat bot', which is software that can communicate like a human. The most famous example of this is Siri, which comes with Apple's iPhone. So you can say: 'Siri, find a good restaurant near here', and Siri will help. We wanted to know what a language-learning version of Siri would look like.
Interviewer: So, is it like a digital teacher? You ask a question and it will answer?
Nick: Exactly. A bot that helps users improve their English. But, unlike Siri, it communicates via text message, not voice.
Interviewer: Oh? Why's that?
Nick: Well, text messaging is really popular, so I thought that we should use texting as the way people communicate with the app.
Interviewer: What do users need to do if they want to use the app?
Nick: Our website says: 'Got a question about English? Text me and I'll help.' The website tells people who are interested that they can just add the app's contact details to their phone contacts.
Interviewer: And how can learners use it?
Nick: OK, so let's look at an example. Say you need to communicate in English. You're at the train station, but you don't know how to say what you want. Just text your question to the app and it will respond.
Interviewer: That sounds amazing! How does the app work?
Nick: Well, at the moment it isn't actually a chat bot, it's me.
Interviewer: Ah!
Nick: We wanted to know whether this was a product that users would be interested in.
Interviewer: And did the users know the app's secret?
Nick: I think so. A number of people asked whether a robot was answering the questions. In fact, the first person who texted, a guy called Javier, was very clever. He sent a photo of a cup and the question: 'What can you see?'. Obviously, he wanted to find out if the app was human or not. A few minutes later, Javier shared the conversation he'd had with the app on Facebook, encouraging others to try it. And that's when more users started texting.
Interviewer: So finally, Nick, will the app be available for English learners soon?
Nick: Well, at the moment, artificial intelligence apps can't answer the sort of questions I was getting. But I'm optimistic – remember to come back in five years' time because computers will keep on learning.

Track 21

1

Man 1: Hi. How can I help you?
Man 2: Oh, hello. I bought this game a couple of weeks ago, but it doesn't work on my PC.
Man 1: I'm sorry to hear that. Let's have a look. This is for the PlayStation.
Man 2: Yes, I know that now, but your colleague told me it worked on a PC.
Man 1: That's strange. It does say clearly on the box it's for PlayStation.
Man 2: The thing is, I didn't see the box when I bought it. Your colleague got one from the back of the shop and put it straight in the bag.
Man 1: Hmm, I see. Yes, that is frustrating. But you've opened the box, I'm afraid. Unfortunately, we don't normally accept returns if they've been opened.
Man 2: Yes, but I didn't notice until I opened it. I was hoping I could return it and get the right game for the PC.
Man 1: OK. I don't think I can do anything for you, but I'll check with the manager and see what she thinks.
Man 2: That would be great.
Man 1: Hold on a minute. I'll be right back …

2

Man 1: Welcome to Rail Link Web. To book a train ticket for next day travel, press '1'. For other enquiries, please hold the line.
Woman: Good morning, Rail Link Web. How can I help you?
Man 2: Oh, hello. I'm phoning about a journey I made yesterday. I wanted to buy my ticket online last week, but I couldn't use my Young Person's railcard to get a discount. The website told me I had to buy the ticket at the station.
Woman: That's right. You have to show your card.
Man 2: Right, but there was a really long queue at the ticket office. I couldn't buy a ticket …
Woman: … so you paid on the train.
Man 2: Yes, and it cost me three times what I would have paid online. So I'd like to get the money back, please.
Woman: Hmm, I see what you're saying, but there's very little I can do for you. You see, you chose to buy the ticket on the train rather than at the station.
Man 2: That was because there was only one ticket office open and I didn't want to miss the train! If the station …
Woman: I understand, but the only thing you could do is write an email to customer services.
Man 2: I think I might do that.

3

Cristina: Mr Lebowski?
Mr Lebowski: Hi, Cristina. You wanted to see me. Take a seat.
Cristina: Yes, I just wanted to ask you about my History exam.
Mr Lebowski: You got a D, didn't you?
Cristina: Exactly. I didn't understand the comment you wrote on my paper.
Mr Lebowski: Right, well, it's very simple really. I'm sorry to say you didn't answer the question.
Cristina: I thought I did.
Mr Lebowski: I did say that you needed to explain why you think the war started.
Cristina: It's just that I put so much work into it.
Mr Lebowski: Hmm, that's a shame. You're normally very good at understanding the task.
Cristina: I was hoping that you could give me until Friday to do it again.
Mr Lebowski: I'm sorry, Cristina, I can't. I would have to do the same for all the other students.
Cristina: OK. I knew you'd say that. Thank you anyway.
Mr Lebowski: I'll tell you what. Let me think about it, and I'll get back to you tomorrow, OK?
Cristina: Great! Thank you.
Mr Lebowski: I'm not promising anything!
Cristina: No, I know. Thank you anyway.

Unit 3

Track 23

1

Girl 1: Did you get my email?
Girl 2: Yes, but I haven't looked at it yet. Hold on while I find it.
Girl 1: I sent you a link to something you might like to see this weekend. It's a photo exhibit of work by an Italian artist who paints people to look like animals. His name is Johannes Stötter.
Girl 2: Like face paintings?
Girl 1: No, their whole bodies. They're like living sculptures. So, he might get two or three people standing in a certain position to create the shape of the animal, and then they're painted to look exactly like that animal. It's incredible!
Girl 2: OK, just opening the link now … Wow! Is that a person? Oh yeah! OK, so I can see someone sitting down with their knees up. I see her feet!
Girl 1: Which one are you looking at?
Girl 2: The angelfish. That's so cool!

2

Man: 'Come From Away' is the new show which opened last night on Toronto's Broadway. Deborah, you went to see it last night.
Deborah: Yes, I did. OK, so it's a moving true story of how a small town opened its doors to strangers when they needed help. The production of this musical is not big or expensive, but this reflects the small-town theme of community spirit. The script explores new relationships well, and there are some well-written songs the audience really enjoyed. As far as the acting went, everyone was good, but I particularly liked Kendra Kassebaum's performance. Tickets are on sale now.

3

Boy 1: So if you could recommend just one podcast that I should listen to, which would it be?
Boy 2: That's easy. I absolutely love a show called '99% Invisible'. It's a show that's on every week, but I've downloaded all their old episodes.
Boy 1: So what's it about?
Boy 2: It's really interesting, about all the design around us that we don't notice because it's so good. I learn so much just listening to it – it's really cool. And the editing is creative, so it's really easy to follow and understand.

4

Girl: Who are you listening to?
Boy: The Aces.
Girl: I love them! They were the first band I saw live.
Boy: Oh, did you? I'd love to see them!
Girl: Yeah, I love listening to them, but watching them on stage, the performance, the music and the lyrics – the whole thing comes alive.

Track 24

When Jurek Owsiak came up with the idea for a music festival in the 1990s, he surely didn't expect that it would evolve to become the largest open-air music festival in Europe. Let's look back at how Przystanek Woodstock started and how it grew in popularity.

Back in 1969, a music festival was organised on a farm near New York. It attracted over 400,000 participants and had such an impact on the music industry that the Rolling Stone magazine included it in the list of '50 Moments That Changed the History of Rock and Roll.' Twenty-five years later, another event was organised to commemorate the original festival. It was called Woodstock '94.

This was what inspired Jurek Owsiak to create his own music event. He used the names of Woodstock Festival and a popular TV series Alaska Station to come up with the name Przystanek Woodstock Festival, or Woodstock Station. He organised the first festival in the small village of Czymanowo in July 1995. Its motto was 'love, friendship, music,' It mostly focused on rock music and attracted 30 thousand people. The festival lasted 2 days, with about 30 bands performing on stage during that time. The following years saw the festival evolve. The length of the event grew to 3 days, up to 50 bands were invited and, most importantly, the number of visitors increased each year to reach 400,000 in 2009 and 750,000 in 2014! Since the eleventh edition, the festival has been promoted as the biggest open-air music festival in Europe. The venue has also changed a few times. Żary was the host seven times and since 2004, the event has been organised in Kostrzyn. The range of music has also changed – apart from rock, you can hear some folk, reggae, punk and electronic music as well.

You may not know it, but as a rule, the festival is a way of saying 'thank-you' to all the volunteers of the famous Polish charity event called The Great Orchestra of Christmas Charity. The event is also organised by Jurek Owsiak. That is why the festival has always been free – all the costs are paid mainly by sponsors and companies owned by Jurek Owsiak.

If you feel like taking part in the festival one day, here's some bad news and good news for you. The bad news is that Przystanek Woodstock was held in 2017 for the last time. The good news, though, is that it didn't disappear completely but only changed its name. There were some arguments between Jurek Owsiak and the man who owns the rights to the name, and the only way to avoid changing the form of the festival to a paid one was to change its name. So, if you want to take part, look out for Pol'and'Rock Festival! That's the name that has been used since 2018, but you can be sure that the atmosphere of the event has remained the same.

Track 26

Do you find yourself checking your phone in the middle of the night? Do you save articles to read later, but never get round to reading them? Perhaps you stay up late just to play the video game that everyone is talking about. If you're at home one evening after school, what do you do? You check what's on at the cinema on your phone. Oh no! It's the last night they're showing *The Last Jedi*, which you've been meaning to see for ages. Too late to go out now, you think. Let's see what's on TV. Aah! It's the final episode of the show that everyone's watching. You know that tomorrow you're going to find out what happens from your friends, who'll be watching it right now. Meanwhile, the game of League of Legends you're playing is going on without you. The problem is, of course, that there is always something going on without you. These days, there's so much good stuff happening out there that it's impossible to catch it all. And the bigger problem is that you know it's going on because you get notifications, reminders, emails and messages telling you. And this creates a worry that won't go away. It's the worry that someone else is having more fun than you. Welcome to the modern disease, Fear Of Missing Out, also known as FOMO.

Track 27

1

The next place you might like to go if the weather isn't great is the Anthropology Museum, which is all about the native people of Mexico and Central America. Now, I highly recommend this place because it's such a beautifully designed museum. There is simply so much to see! You won't want to miss the 'Stone of the Sun', which is a large stone Aztec calendar and one of the most famous sights in Mexico. There are some amazing examples of Olmec heads, the biggest statues of heads you will probably ever see, and lots of other attractions that are well worth experiencing. Make sure to plan your visit, though. You can easily spend all day there, which will appeal to the historians among you, but I have to say I got tired after about three hours. One more thing. I would recommend hiring a tour guide, who won't charge much but will make the visit much more informative. Right, the next rainy day idea is …

2

Man: Guadalupe?
Woman: Hey!
Man: You've been to the Anthropology Museum, haven't you?
Woman: Yes, I've been a couple of times. Why?
Man: We have visitors coming next week, and I'd like to take them there. Is it any good?
Woman: Oh, it's great! You'll love it!
Man: What is there to do?
Woman: All sorts of things. I don't normally like museums and that sort of thing, but there's a lot to see there.
Man: Like what?
Woman: They have the Stone of the Sun there.
Man: What's that?
Woman: You know, the Aztec calendar, you've probably seen copies around the city.
Man: Oh yeah, I know what you're talking about. And it's in Chapultepec Park, right?
Woman: Yes, not far from the centre, but it's worth getting there when it opens. If you want, I'll send you a link with directions.
Man: I'm sure I'll find it no problem. Did you pay for a tour guide?
Woman: No, I wouldn't bother if I were you. That's probably pretty expensive. I'd buy a guide book instead, which you can take home with you.
Man: Great, well thanks for that. Any other tips?
Woman: Take an umbrella if it rains because there are a lot of outdoor spaces with things to see in the gardens.
Man: Right. I'll keep my fingers crossed for sun!

Track 28

1

I could watch golf, a sport that many people think is boring, for hours. I have never played in my life, but I like being part of the audience that gathers outdoors at tournaments. I sometimes travel long distances to get to a venue. I even have a golf outfit, which is pretty fancy, that I put on when I attend. I have to admit that part of the attraction in all of this is that there are a lot of handsome golfers! It is not just a sport for old men, as some people think.

2

Ever since I can remember I have loved ants. When I was a kid, I got an ant farm for my birthday and could spend hours watching them beautifully carve out pathways in the sand. They are fascinating creatures that talk using chemicals and live in colonies, or groups with other ants. One of the things that I think is most interesting is that they can lift 20 times their body weight. Ants, which are very hard-working animals, are always picking up huge pieces of sand and rocks. Observing them is very inspiring!

3

One of the most amazing things is a job that you find fascinating. In fact, I never want to go home because I have so much fun at work! I feel that I make a big difference in people's lives. I am a mime that gives performances at hospitals for children. Sometimes it can get emotional, but I also make important connections with the children. Sometimes, they will smile for the first time in days. While I can't say I make a good living, I can afford the basics and loving my job makes up for the low wages!

4

Have you ever read a manga comic? They are Japanese comics that are based on a 19th century art form. I like to create my own stories and publish them online. I don't even remember how I got into this. Now, I spend most of my free time on my comics. I also attend comic cons whenever I can. I most recently went as Kakashi Hatake, which is a well-known personality from 'Full Metal Alchemist.' Once you grow to love manga and anime, you see it is a parallel world, which is sometimes even more fun than the real one.

Unit 4

Track 31

1

Don't take life too seriously. Even if things seem difficult, try to see the lighter side of life. When you really think about it, there's no point worrying about things that haven't happened yet because you only end up worrying about them twice!

2

I believe that questioning makes knowledge. If you keep questioning, observing and listening, you will never be lost. So, make good use of your ears and eyes, and your brain, and don't accept anything without first thinking about it and questioning it.

3

Trust me, one day you're going to say, 'I wish I had taken better care of myself in my youth.' Look after that beautiful, wonderful body of yours. It deserves it!

4

We have one life, so don't wake up and realise you haven't done the things you dreamed of doing. Nothing's impossible, but it will only become more impossible as you get older and are responsible for other people. So, go places. Do things. Even if you haven't got the money. Just pack a bag and go!

5

The last time I moved I thought: where has all this stuff come from?! When did I start owning so many possessions? I'm happy, but not because of all my expensive things, and certainly not because of all the money I owe the bank! So, I would say: 'Don't hold on to material objects, hold on to time and experiences instead. And try not to get into debt!'

6

Listen, nobody ever dies saying 'If only I hadn't worked so much.' Work hard, sure, but not at the expense of the more important things. If only someone had told me earlier not to prioritise work over family and friends, I wouldn't have wasted so much time at work.

7

Maybe this one isn't as special or meaningful as the others, but I think it's important. Brush your teeth regularly – dental problems are awful! And very, very expensive! If someone had told me this years ago, I would have saved a lot of money. And my dentist wouldn't have got so rich!

8

I would say: don't accept anyone else's advice as the truth. You can ask for advice from someone you respect, but then you must think about your own situation and come to your own decision. Basically, my advice is: 'Take your own advice.'

Track 32

When I look back upon my life, I must say that there have been many happy moments and I wouldn't change much if I could live my life again. Of course, there have been a few sad moments, but I always managed to get over them.

I studied medicine at university. I had decided to become a doctor early in high school and I knew I had to study a lot to get into university. It was a time, when only a few of the best students were accepted to study medicine. If I hadn't worked hard in high school, I wouldn't have succeeded as a medical student. And I sometimes wonder what job I would have done if I had failed my entry exams. I guess I would have become a shop assistant or maybe a soldier.

I know that when I started my career, I didn't really care much about my health and physical condition. Before I went to work in hospital, I had been going to the gym regularly. I had also done some sports like skiing and cycling. When I gave up physical exercise, I developed some problems with my weight and blood pressure. I wish I had taken more care of my stamina back then!

I met my future wife during my stay in Prague. I had never been to the Czech Republic before so I signed up when my university wanted to send some of the best students to a week-long workshop there. If I hadn't gone for a walk that evening, I would never have met this beautiful girl who later agreed to marry me. She had come to Prague on a sightseeing trip with her family and thought a walk would do her good before going to bed. It actually affected her life more than she could have ever expected. We've been together for thirty years now, can you imagine?

In my thirties I used to have a good friend called Robert. We had known each other for several years and our families spent holidays together. However, Robert had some problems at work – they accused him of things somebody else had done. He lost his job and had to move to another city. The point is, I knew who had done all these things so I could have saved Robert from those accusations. If only I had had more courage then and said everything I knew!

Generally, I always treated life quite seriously. I didn't do crazy or risky things as a young man. I concentrated on my studies, work and family. Sometimes I wish I had tried some extreme sports like bungee-jumping or parachuting. I would have known more about the adrenaline rush my friends talked about so often. Well, it's too late now. I don't regret it, though. After all, if something had happened to me because of such crazy ideas, my life would have gone in a completely different direction and I'm sure it wouldn't have been better than it was!

Track 34

1

Start revising early. Giving yourself plenty of time will build your confidence because you know you've prepared as well as you could. I should have given myself more time to revise. In the end, I did a lot of last-minute studying and had too many late nights, and this affected my results.

2

A friend of mine can't have prioritised the questions correctly because she didn't have time for all the questions and failed the exam. I spend five minutes reading through the questions, identifying the ones I can answer easily, then I answer them first.

3

I designed my own revision schedule to help me plan and check my progress. I couldn't have done it without being organised. Most of my friends didn't do anything like that. I don't know how they survived. They must have been very stressed.

4

I didn't get the results I wanted. I was so disappointed at first but then I spoke to the university and now I'm doing an English degree, which I'm really happy about. If I had passed, who knows? I may not have chosen this path. So, it's not the end of the world if you don't get what you want, as long as you know you did your best.

5

I was so worried about the exam that I couldn't sleep well. Around that time, my hair started to fall out, too, which might have been the stress! So please, make sure you allow time for some relaxation. You really don't want to risk your health like I did!

6

I was feeling OK about the exam but I made the mistake of staying to talk about it with my friends. I ended up worrying I'd failed. I shouldn't have listened to them. I felt terrible. And then it turned out I passed! So, I think you need to congratulate yourself for getting through it and then just forget about it and plan to do something nice and relaxing.

7

Stress isn't all bad. I got stuck on the train before a three-hour exam and arrived 45 minutes late. I was so stressed, I wrote really quickly … and passed the exam! Now, I might have done even better with the full three hours of course, but that's not the point. What I'm saying is that it's natural to feel some stress – and stress gives you energy. So, make it your friend. Just don't panic.

8

Think about where you're going to study. I need to take regular, short breaks – otherwise I lose concentration – so I worked at home, where I could go into the garden or watch TV for a few minutes. Unfortunately, most of the time I just ate snacks from the kitchen and put on lots of weight! If I'd studied at the library, I could have avoided that!

Track 37

Alper: In Turkey, where I'm from, we can learn to drive when we're 18 years old.

Jimena: That's very late. It's 16 in Colombia.

Alper: 16?! That's crazy! If I could choose, I wouldn't let anyone drive until they're twenty at least.

Jimena: Really? Why?

Alper: Do you know how many accidents are caused by teenagers? Everyone knows people tend to make dangerous decisions and take risks when they're young. That's why it's so expensive to get insurance when you're young.

Jimena: Isn't one of the main reasons people learn young so that they learn well? Driving is about picking up good habits.The earlier you learn, the better you learn. At least, that's what I think.

Alper: OK, but 20 isn't too old to learn, is it? Otherwise, what's the point of going to university in your twenties?

Jimena: That's different. You're not learning a skill like driving at university.

Alper: Hmm, I don't know. Anyway, what about voting? How old do you have to be to vote in elections in Colombia?

Jimena: 18. Is it the same in Turkey?

Alper: Yes, I think it's the same in most places. But that's too old, I think.

Jimena: I agree. I don't see why we can't vote when we're 16. It's partly because of that that young people aren't interested in politics.

Alper: Absolutely! And the whole purpose of voting is to help to decide the future of the country – our futures.

Jimena: Right. I mean, you can leave school at 15 – therefore, you should be able to make other big decisions then.

Alper: You can leave school at 15?!

Jimena: Yes, it happens.

Alper: Wow! I think it's 17 or 18 in Turkey.

Unit 5

Track 39

Hi there, and welcome back to another one of our weekly podcasts. Today we're talking about study-abroad programmes, which, as you probably know, allow secondary school or university-level students to go and study abroad for anything from a week to a year. What you may not know, though, is that the roots of the present system date back to the end of the Second World War, when it was hoped that the experience of living overseas would increase participants' understanding and tolerance of other cultures whilst also improving their language. So is this really what happens?

Well, we decided to talk to four students who have taken part in study-abroad programmes to find out what their experiences were. First we'll hear from Kenji in Tokyo, Japan and then Catalina, who's in Buenos Aires, Argentina. Last, but not least, Ania and Maja, both from Katowice, Poland will share their view on the programme they took part in.

Track 40

1

My name's Kenji. I spent six months in Germany last year. I'd been to the US with my family a few times, but I hadn't travelled on my own before. I was actually thinking about cancelling my trip before I left. I remember as my departure day got nearer, I got really nervous, but I'm so happy I didn't cancel because it completely changed my life. I stayed with a host family in Munich and they were really welcoming. When I wasn't in school, they showed me all the sights, took me hiking and skiing, and really helped me get a feel for the country. I have become far more fluent in German and feel as though I have matured a lot. I miss my host family, but we still talk a lot online and I'm actually planning to visit again in the summer.

2

My name is Catalina. I went to Italy last year as part of the Summer Explorer programme. I have an Italian grandmother, so I'd been longing to go there for ages. I'd never left Argentina! I'll never forget the feeling I had as I was stepping off the plane and into Palermo airport! It all took a while to get used to and I got a bit of a culture shock to begin with, but I soon started making new friends. After the first month, I could get by in Italian and, by the end of the second month, it had got way better. By the third, I didn't want to leave as my Italian was really improving, and I'd made loads of new friends. All in all, it was a great experience and I'm keen to go back sometime in the future to live and work for a few years.

3

I'm Ania. My parents always taught me that you wouldn't get a good job if you didn't speak English, so the idea of staying abroad for some time first came to my mind as early as when I was in primary school. But it wasn't until I started high school that I decided to apply for a study in the US programme. I was so happy when I was accepted! I spent a year in the USA, which was an amazing time in my life. While I was staying with an American family, I went to a local high school and met lots of new friends there. Everything was so different for me – the school rules, the culture, the people! I even got a boyfriend there, but, sadly, we broke up soon after I came back home. America is a really multicultural country, so it was a great lesson in tolerance, understanding and open-mindedness for me.

4

Hi, my name is Maja. I must say I was pretty shy and didn't feel too comfortable about contact with people from other countries. I don't think I would have ever decided to take part in an exchange programme if it hadn't been for Ania. She had spent a year in the USA and when she came back, she was so enthusiastic and positive about her experience that I finally decided to give it a go, too. Of course, a year was way too long for me, but I found a nice exchange programme which allowed students to stay with local families and go to school in Romania for two months. I absolutely loved it there! For a few weeks after coming home, I only talked about all the things I had been doing in Romania. I'm definitely going on another exchange in two or three years, but I'll choose a longer one this time.

Track 41

Agent: Good afternoon, this is Jane Goldsmith speaking, how can I help you?

Piotr: Hello, my name is Piotr Makowski. I'd like to learn something about the exchange programmes that you offer for this year.

Agent: Certainly, Piotr. Before I give you the necessary information, can you tell me some details about yourself so that I can find the most appropriate offer for you?

Piotr: Yes, of course. I'm sixteen and I'm from Poland. I'm at high school here in Poland and I thought I could spend a few months, up to half a year, abroad as an exchange student. I'm particularly interested in an English-speaking country as I want to practise my English as much as possible.

Agent: Oh I see, thank you for all the information. Well, we have a few offers in Scotland, but they are all for students over eighteen. The same is in Ireland … Oh, this one might be good for you: four months with a family in Massachusetts, USA.

Piotr: Do you need a visa to apply? You know, I don't have one and I may not get it on time.

Agent: Yes, a visa is necessary. OK, so let's skip the USA. Now, are you sure this must be an English-speaking country? We have a range of exchange programmes in Scandinavia. People speak their own languages there, but they all speak English and many classes at schools are in English. I'm sure you'll have plenty of opportunities to practise the language.

Piotr: Well, that sounds great. Are there any exchanges starting in October?

Agent: There's a school in Stockholm, Sweden, which accepts students aged fifteen to eighteen. They offer programmes that last four, six or eight months.

Piotr: Oh, four months would be great for me. Where are students accommodated?

Agent: All exchange students stay with families that have children in the same school. It really helps students get used to the new environment.

Piotr: What are the costs of this programme?

Agent: Most costs are paid from a special European fund, so you don't pay anything for accommodation or any activities organised by your host school. However, you will have to pay for your journey to Sweden. Of course, if you decide to travel to Poland within these four months, for example for Christmas, you will also have to pay for it. There's also a one-time entry fee when you submit your application, but we keep it very low.

Piotr: It all sounds exciting. How do I apply for the programme then?

Agent: You'll find the application form on our website. If you want to apply for October, we need your application by the end of this month. And don't forget to ask your parents to sign the form.

Piotr: Sure, I'll remember about it! Thank you for all this information!

Track 43

Boy: I'm thinking of seeing some sights today. Can you recommend anywhere?

Girl: Well, the Old Town is well worth a visit. There are some amazing buildings there.

Boy: OK. Well, I'll check that out this morning, then. And do you know anywhere good to have lunch?

Girl: Well, there's a great steak place down by the river.

Boy: Oh, right. Well, actually, I don't eat meat, so …

Girl: In that case, you'd be best off going to Madragora – a nice little vegetarian place near the park.

Boy: Great. Thanks for the tip.

Track 44

Man: Hello! In our studio today we'll be talking to Tracy Weaver, a girl from the Philippines, who gave up her comfortable life to travel the world. Recently she spent almost six months exploring South America. So, Tracy how did it all start? Who inspired you to start travelling?

Girl: Well, when I was at university, one of my teachers suggested I go to the US on a student exchange programme. And there I met two young people, a boy and a girl, who actually spent life travelling. They moved from one country to another every month. At first I thought it was crazy. Their lifestyle was so different from the life I had with my family in the Philippines. But after listening to stories about their exciting journeys I thought I might try travelling the world myself.

Man: You've just finished a trip around South America. What made you go there?

Girl: Well, of course, my biggest dream is to explore Europe. Although it's more expensive than South America, I hope I'll go there some day. But I chose South America this year for reasons that had nothing to do with money. In Europe, Filipinos can only visit one country without a visa. South America allows us to travel freely

to 6 out of 13 countries. That's why this year I decided to explore this continent's amazing culture and beauty.

Man: How can you afford to travel? You aren't rich, are you?

Girl: I wish I were. Unfortunately, my family has no funds to sponsor my travels. At first, I had the idea to teach English abroad. I'd even passed a special exam to be able to do it. But later I learnt to keep a blog, which I transformed into an online business. Thanks to the posts about my experiences, money's stopped being a problem.

Man: Tell us some impressions of South America.

Girl: Well, as I said, I gave up the idea of working as a teacher there. However, I had the opportunity to spend some time with students as I was invited to one school to talk about my travels. My listeners were fantastic, open-minded young people. They asked me lots of questions about the places I'd seen and the adventures I'd had. I was pleased to see how relaxed they were with me and their teacher. Young Filipinos seem so stressed and tense at school. Yet, what surprised me even more in South America was what I saw while observing boys and girls in the street. I saw them holding hands and hugging each other. It is definitely not common and acceptable where I come from.

Man: Thank you, Tracy for coming to us. I hope your next trip will also be exciting and you will have a chance to come and tell us about it.

Girl: I'd love to. Thank you.

Unit 6

Track 46

The number of entrepreneurs has been growing ever since the arrival of new technology and online services. This new technology has reduced the barriers that previously discouraged people from setting up a business. Now, a company does not have to be based in an impressive office or employ lots of people. It can be just one person at home with a computer – like Nick D'Aloisio. He created an app in his bedroom to summarise news articles and then sold it to Yahoo for $30 million – all before he reached his 18th birthday! Or, it could be someone like the best-selling author Amanda Hocking. Rather than finding a publisher to market and distribute her work, she self-published her fantasy thrillers as e-books. She has since sold over a million copies of them on Amazon. This new style of business particularly benefits people like Nick and Amanda: young people or people from other groups who have been under-represented in corporate leadership.

Technology has also changed how businesses are funded. Previously, people trying to raise money to develop their ideas had to go to a bank or negotiate a deal with an investor. Bankers and investors often only supported people like themselves – older, wealthy men in suits. In contrast, D'Aloisio's first investor contacted him by email from Hong Kong and had no idea that the company was run by a 15-year-old boy out of his bedroom. Crowdfunding websites such as Kickstarter allow entrepreneurs to avoid banks or having to sell part of their business to an investor. They provide a place for anyone in the world to give small or large amounts of money to a project in return for the future product, a gift, or even a simple 'thank you.'

While traditional banks focus on future profits, many Kickstarter entrepreneurs and investors are more interested in having a positive impact on the world. Kickstarter has been running for several years now and has raised over $2 billion to develop more than 300,000 projects that include everything from hi-tech smart watches to Oscar-winning films and projects to save the rainforests of the world.

So, the new entrepreneurs may be younger, more diverse and more socially aware than in the past, but there are some things that don't change. 50% of new businesses never make money. Over half of the campaigns on Kickstarter don't receive any funding because they fail to reach their set target. Most successful entrepreneurs have failed at least once: Amanda Hocking had 17 books rejected by publishers before she found success herself. Entrepreneurs have always needed the confidence to recover from failure and maintain a passion for what they do – and it's still key.

Track 47

1

The idea for a cocktail machine came to my mind quite by accident. It was during one of the family parties that I thought: 'Oh, I wish the host could make me a drink exactly as I like it – with my favourite proportions of fruit, juice, sugar and ice in it.' Later, I found out it wouldn't be too hard to build a kitchen robot that would make sure your drink is as perfect as it should be. I have even made a prototype and tested it several times. Believe me, you get the drink of your dreams every time you press the correct ingredient buttons! Of course, you can skip sugar or ice if that's what you prefer. I've placed my project on Kickstarter and I hope I will get enough money to start production soon!

2

I've often been told not to give up too soon. Now, I'm glad that I've followed this advice. This is my fourth attempt at collecting money on Kickstarter. I must say I failed three previous times trying to get enough funds to publish a book with my poems. I was just about to let go, but then I thought I might give it one more try. This time, I've changed from paperback to hardcover to make it a bit more luxurious, and that was it! The sum of money that I've collected is growing quite fast, so this time I believe my poetry will finally get published!

3

In my opinion, no one gives you money for nothing. OK, I know it isn't actually for nothing, but I don't believe people are so eager to pay in advance for something they don't know when they will receive. But I have a friend who has financed her business through crowdfunding, so I've put my project on Kickstarter too and I'm waiting for the results. It's been on for just a week so far, so it's hard to predict what I will end up with. Anyway, if I'm as successful as my friend was, I'm sure you'll hear about me again!

4

Next time you hear someone mention a TrackBackPack, think of the wonderful idea of crowdfunding. I came up with an idea for a leather backpack with several waterproof pockets and a built-in tracking system more than two years ago. It took me some time before I designed all the details and then I soon got stuck trying to get somebody to support the business financially. I wouldn't have gone any further without Kickstarter. When I first advertised my project, people were quite sceptical, but to my surprise, I had collected enough by the end of the same month to start production. Since then, I've sold over a thousand backpacks and new orders are coming every day.

Unit 7

Track 51

1

She's retired now, but I've always really admired Mia Hamm. She used to be a forward in the US women's football team, and she's one of the most successful football players ever! I mean, she's won Olympic medals, World Cup medals … She played for her country 275 times – and scored over 150 international goals! No man has ever managed that! And they were some of the best goals I've ever seen as well. She really had everything: perception, technique, skill, stamina! And she was so consistent too – always an eight or nine out of ten performer.

2

Not many people can claim to have made a sport popular more or less on their own, but Valentino Rossi is one of them. In my eyes, he's the greatest MotoGP racer of all time and, without him, fewer people would watch motorcycle road racing. And I'm not just saying that because we're both Italian! He's won the World Championship nine times, but I won't bore you with the details because actually what I love most about him is both his passion for racing and the fact he seems so decent and humble. He doesn't have a huge ego and he has a great personality. I love watching him ride and the celebrations when he wins are always really entertaining as well.

3
I love diving! A great hero of mine is Joaquín Capilla because he was Mexico's most successful diver. He competed in three Olympic Games and won many medals, including one gold. And, you know, that was at a time when there were few competitors in the Olympics from Mexico, and very little support for them. My coach has shown me some videos of Joaquín when he was at his best. Obviously, things have moved on and the dives we do now are more difficult, but you can still appreciate his amazing technique. I also admire him for the personal problems he later overcame. I think he serves as a great lesson about what you can achieve in both sports and life.

4
Susi Susanti was a national hero when my father was at high school. Ask any Indonesian of his generation, and they'll know her. Before the 1992 Olympics in Barcelona, we'd never won any gold medals. I guess you could say we were lucky the International Olympic Committee decided to introduce badminton as an Olympic sport that year because Susi won the women's singles. Her future husband, Alan Budikusuma, won the men's. Susi is not very tall – maybe 160 cm or so – but she was so energetic and determined, always moving, almost floating! Another thing I love about her is her attitude. She always fought right to the end, even when it seemed there was no hope, and I admire that.

Track 52

If you think skiing is an easy and boring sport, think again. Or at least think of Andrzej Bargiel, who has pushed skiing to new, absolutely extreme levels. He's the only person who has skied down the highest mountains in the world. His most recent achievement was a ride down K2, from an altitude of 8,611 metres above sea level. The challenge took place in July 2018, and K2 was the fourth eight-thousander that Bargiel had conquered that way.

It must have been a tough day for Andrzej. He had been climbing up for over four hours before he stood on the summit. Then, he had to wait for a while for the weather conditions to improve, as the clouds made it impossible to ski down safely. Giving up, however, was out of the question for Andrzej. When he reached 8,000 metres above sea level, he took an hour-long break, waiting for the clouds to clear up, and then successfully continued skiing through the hardest part of the descent. No one had done it before him, as K2 is considered to be the world's most difficult peak.

Bargiel was not an amateur when he accomplished this fantastic feat. He had completed his first ski descent down an eight-thousander in 2013, when he descended Shishapangma. Then, he climbed and skied down Manaslu in 2014 and Broad Peak a year later. He also attempted a ski ride down K2 in 2017, but had to give up due to unfavourable weather conditions. Will this be his last achievement then? Probably not. After all, there are still a few other high peaks he hasn't conquered, including the highest one, Mount Everest.

These successes wouldn't have been possible without a team of people who supported Andrzej in his expeditions. In his K2 challenge, there were four people who waited for him in the camps below the summit. One of them was his brother Bartek, who was operating a drone to record Andrzej's amazing ride. One other interesting fact is that Andrzej comes from a really big family – he has ten brothers and sisters altogether. However, only two of them are as fascinated with high mountains as Andrzej.

Track 54

1
I've just returned from another cycling tour. This time it was in Laos, a country with beautiful views and hospitable people. However, we mainly rode off the beaten track so we hardly ever met any locals. When we had problems with our bikes, we solved them ourselves. Also, riding was hard. Roads and paths in Laos have many bumps and holes. Though I have lots of experience, I needed to ride carefully. It was easy to lose one's balance and fall down. In fact, it happened to a friend of mine who rode into a hole. He damaged his bike, but what's worse, he had to go to hospital with a serious injury.

2
The New York City Marathon is the world's largest long distance running event. I am its regular participant and this year I attempted it with success. I had difficult moments, of course. For example, a really hard one was after the midpoint when I was running across the long Queensboro Bridge. I was exhausted and my legs were so painful. I thought I'd drop out. But then, I ran into the street with the crowds of spectators on both sides. They were cheering the runners on. Their encouragement gave me strength again. I forgot about my exhaustion and reached the finish line.

3
Skiing could either be easy or hard. It really depends on a person's abilities. I just went skiing for the first time in my life last weekend. I'd never taken a lesson or anything. What's more, some of my friends who were experienced skiers tried to discourage me. 'It is easy to fall down and get injured while skiing for the first time,' they warned me. But once I was there, on the mountain slope, I tried it and to my surprise, I went down effortlessly. I then practised a few times and tried a harder route. I had to ski faster there but I didn't fall down. Those who knew it was my first time were really impressed by my flair for skiing.

4
At the age of 15, I started judo. The first two years were hard and lessons were a challenge. The judo movements and strikes gave me some wounds and a lot of bruises. I considered giving it up – a sensible decision which, I believe, lots of people would certainly support. But I was persistent and went on training. And somewhere between the green and the blue belt, I started to feel a difference. Suddenly, I was able to throw opponents and get out of pins and armlocks. And although it has never been an easy discipline for me, I managed to become a good judo fighter. Now, not only do I practise judo, but I also teach others.

Unit 8

Track 57

Presenter: Today on Arts Spot, we're looking at some art projects aiming to make a difference. I'm here with my usual guests, Holly and Mark. So Holly, if we can start with you … I think you wanted to talk about the Favela Painting Foundation, right?

Holly: Yeah. You may have seen these guys Haas and Hahn give a TED Talk on their project in Rio.

Mark: Yeah, they're very cool guys. They created an incredible work of art by painting an entire neighbourhood.

Holly: Exactly. So their latest project is something similar, but in Port-au-Prince, the capital of Haiti, which, as you know, has suffered a lot over the last few years from an earthquake in 2010 and a hurricane in 2016.

Presenter: OK. So these paintings have a big impact on the eye – I mean, they're really colourful and beautiful, but what about their impact on the community?

Holly: That's a difficult one. I mean, I think they have a positive impact. They certainly get local people involved very early on, so the community really supports the projects. And in Haiti, the project is certainly going to create jobs and employ local artists. I don't think that work will last, but I think the locals are hoping the project will attract interest in the area and bring in more investment long term.

Presenter: That's always hope, isn't there? Mark, you have another city that is hoping to put itself on the world cultural map – Birmingham!

Mark: Yeah, well that's what they say.

Presenter: They're looking for an artist to create a big, innovative piece of public art, aren't they?

Mark: That's the plan. It's part of the continuing redevelopment of the city. The idea is it'll be part of a space local people can

enjoy – a place they can hold events to attract tourists and boost their economy.

Presenter: That's quite ambitious! So, how much is it all going to cost?

Mark: Well, the budget for the selection process and the cost of installing the piece they choose is set at two million pounds.

Presenter: Wow, and what about once it's been completed?

Mark: Who knows? I mean, the idea is that the piece should be low maintenance, so they won't be spending thousands of pounds every year to keep it in good condition.

Presenter: Yeah, that's important. Part of me wonders about that with the Haiti painting. What'll happen when the paint fades?

Holly: I don't know. Does it matter? I think in that case what matters is it's bringing people together and restoring pride in their community.

Mark: You're probably right, but aren't there cheaper ways to do that? For example, we're about to put on a community arts festival. We're holding various shows and events over a week with local people volunteering.

Presenter: That sounds interesting, but I'm afraid we've run out of time. You can continue the discussion on the Arts Spot website and get information on Mark's festival, which starts on the 24th, is that right?

Mark: Yep.

Presenter: OK. So thanks to Mark and Holly. Until next time.

Track 59

1

The Guggenheim Museum in Bilbao, Spain, is a piece of art in itself. You have a chance to admire a real masterpiece without even getting inside. Designed by American architect Frank Gehry, the museum catches the eye of every visitor with its unusual shape. It represents the late twentieth-century style called deconstructivism, which is characterised by the lack of symmetry or harmony. It looks like a collage of shapes and materials that do not typically go with one another. You won't find straight walls there; instead, expect curved surfaces. You can walk all the way around the museum, which is advisable for two reasons: you will see how different the building looks from various perspectives and you will see several attractive pieces of art installed outside.

2

I used to consider visual arts quite boring until I visited the Guggenheim Museum in Bilbao. I didn't expect to enjoy the place too much, so I rushed through most exhibitions without paying much attention to them and then I walked into the rooms with the video and sound installations by Bill Viola. I had never been so thrilled by any kind of art before! Bill Viola's artwork is a unique combination of videos presenting amazing scenes. Most of it is related to water. Sometimes, there are images of people floating just under the surface of a lake or pool. Sometimes, they show the destructive power of large masses of water. It was a temporary exhibition only, so I was extremely lucky to have been there at that time. I haven't seen anything even remotely as impressive as this since then!

3

The museum in Bilbao is not the only one established by the Guggenheim Foundation. The Foundation has also built museums in New York, Venice, and Berlin and is building another one in Abu Dhabi soon. It's a non-profit organisation, which collects and researches pieces of contemporary art. The foundation has taken good care of the popularisation of art on the internet. They photographed and filmed all the most important spots and artworks of their museums and created a breathtaking site where you can take a virtual tour of the place. It is a must-see, especially if you are into art but you aren't going to visit the museums on your own. If you visit the website, you will see short videos presenting each of the museum sites both from outside and inside, and selected works exhibited there. It's also worth visiting for those who are paying a visit to the museum – you can check what the opening times and entrance fees are, as well as when a new exhibition starts.

Track 61

1

My parents took me to see 'The Mousetrap' while we were on vacation. I don't know if you know it or not, but apparently it's the world's longest-running play. My dad said it'll soon have been running for seventy years, and over ten million people will have seen it, which is pretty amazing, really. Anyway, I wasn't expecting much because I don't usually like murder mysteries, but it was way better than I thought it would be.

2

We were hoping to get tickets to see a show at the local comedy club, but we left it too late, so on the spur of the moment we decided to go to a concert instead. We saw a French band called The Arrogants. I don't know if you know them or not. I'd heard their record and quite liked it, but the show was a real letdown. They were nowhere near as good as I was expecting.

3

I was just going to stay at home and have a quiet night in, to be honest, but a friend called me and said she was going to see this new Japanese horror movie, so I decided to go with her. I'm not usually a big fan of that kind of thing, and I honestly wasn't expecting it to be very scary, but it was actually totally terrifying. Honestly, it gave me nightmares.

Track 63

Girl: So, hey, listen, I was wondering … um … Do you fancy going out somewhere with me tomorrow?

Boy: Yeah, OK. Why not? Where did you have in mind? Anywhere in particular?

Girl: Well, there's this new exhibition on in town that I'd quite like to go and see.

Boy: OK. What kind of thing is it? I'm not really into art, so …

Girl: No, it's all about technology and how it's changing the world. You know – 3D printers and all that.

Boy: Ah, it doesn't sound like my kind of thing, to be honest.

Girl: No worries. It'll be running for a while, so I can always go and see it on my own some time.

Boy: Cool. Hey. How about checking out this band that are playing in the park tomorrow night?

Girl: Umm … maybe. Who are they?

Boy: They're called Moral Panic. They've got this sort of alternative, hardcore, metal sound.

Girl: OK. Doesn't really sound like my kind of music, I'm afraid. Metal just does nothing for me.

Boy: Hmmm. OK. Well, we're a bit stuck then, really, aren't we?

Girl: I don't know. What about just going to see a film? Would you be up for that?

Boy: Yeah. Maybe. Do you know what's on?

Girl: Well, there's The Gift, this new thriller that's supposed to be really good.

Boy: Oh yeah! I was going to go and see that last week but couldn't get tickets in the end. It looks amazing, though.

Girl: So how about that, then? Let me just check. Yeah. There's a showing at quarter past four. And another one at quarter to seven.

Boy: Let's go for the later one but meet a little bit earlier.

Girl: OK. Shall we say six in the café so we can get a coffee first? And I'll book tickets right now, just to be safe.

Boy: Brilliant! I'll see you there, then. Bye.

Unit 1

Track 2

1
I work in a hospital with patients. I take blood, give medicines and assist the doctors.
2
I love maths and my job is to explain it so that other people can understand.
3
I trained for a long time to do my job. I give legal advice to people who need it.
4
I work in a restaurant, where I'm in charge of the kitchen. I make sure all the food we serve is excellent.
5
I've always been good with numbers. My job is to help people manage their finances.
6
I help people build their perfect home. I listen to what they need and I design a house that is good for their family.

Track 3

1
I used to have a parrot when I was younger. You can imagine why – we all know that parrots can learn to talk and that they're very clever. Well, I tried my best for over a year to get my pet to speak using every trick I could think of. I must have spent a fortune on snacks as rewards, but in the end my parrot refused to say a single word. Maybe I was just unlucky and got a really dumb bird, or maybe the stories about talking parrots are not all completely true.
2
I've had a number of different pets over the years, but I never realised that animal training could be applied to people too. It seems a bit unusual, but it really works. If you want your husband or kids to clean up after themselves or help out a bit more, you can use a system of rewards to gradually change their behaviour without them realising. It has certainly made my life a lot easier!
3
My father has a farm with quite a lot of animals and I help him out, especially in the summer months. One thing I noticed is that farm workers spend a lot of time getting animals to do what they want. I decided to try and train the animals to do it themselves when they get a signal, and it worked! Cows and sheep may not be very intelligent, but ours now know when they should come in from the fields. As a result, we save a lot of precious time.
4
When it comes to training animals, I think I must have the easiest life of any pet owner. My dog Charlie seems to know just what is expected of him and how to behave. Dog owners often have to give a lot of rewards to their pets to teach them certain behaviours, but not me. I just go through the routine once or twice with Charlie, and he knows exactly what to do.

Track 5

When Cesar Millan walked into the home of Kisses the Maltese, the world turned pink. Pink floors. Pink walls. Pink ceilings. Even Kisses' owner, Kitten, was head-to-toe pink. And Kisses? Rather than snowy white, Kisses was nose-to-tail candyfloss pink. It was hard to tell Kisses and Kitten apart! Cesar Millan does not have a conventional job.
Kisses is just one of the dogs Millan has met on his television show, *The Dog Whisperer*. A 'whisperer' is someone who is able to communicate well with animals – as in the title of the 1995 novel, *The Horse Whisperer*. The show features Millan's unique approach as he fixes all kinds of behaviour challenges with a human's best friend.
Millan believes that often a dog's behavioural problems actually come from the behaviour of the owner. 'It's the owner who creates a good dog,' Millan says. 'I'm not a dog trainer. I train people.' Millan often has to get creative when training pet owners. People are sometimes resistant to change and not always willing to take responsibility. But he also knows the secrets to raising a happy dog. 'Feed its body, mind and heart with exercise, mental stimulation, rewards and affection.'

Track 6

Now let's learn more about what happened in the case of Kisses the pink dog. Who could forget Kisses and her owner Kitten, right?
Kisses' problem wasn't that her life was pink. Kisses is a Maltese. Generally, Maltese are sweet, friendly little dogs that love people. But when visitors came to her home, she'd get overexcited and have, uh, an 'accident'. Inappropriate urination is not an uncommon response by young female dogs. Most grow out of it, but sometimes it becomes a learnt response, or habit, to a specific situation. Kisses meant it as an expression of respect, but that's just not a great way to greet guests. With Millan's help, owner Kitten taught Kisses to greet people calmly at the door, accident-free.
Millan always tries to teach a lesson to his audience from the dogs and humans he trains. For example, whenever a dog's behaviour is unwanted, teach it a new response to that situation. Say a dog that loves people has been mistakenly rewarded for jumping on them. Rather than letting the dog jump to get attention, teach it to sit instead. Reward it when it's seated calmly. Through repetition and rewards, the dog learns the new appropriate response. Be patient. It takes practice and treats, and the whole family must be willing to help.

Track 7

When we think about work and jobs, we probably first think about people. Almost every human has some kind of work or job and many people make career changes at different points in their lives. But we're not alone in the working world. There are many animals all around the world that work every day.
One of the most obvious examples is service dogs who assist blind or deaf people. Monkeys do the same work in some countries. Dogs also work on farms to control sheep and other animals. Dogs even work for the police and military. In Asia and Africa, elephants are used for transport, farming and even logging trees. There are so many animals that do so many jobs that it's hard to imagine life without them.
Which brings us back to another very memorable case from *The Dog Whisperer*. Gavin, a Labrador retriever and military service dog, had just returned from his tour of duty overseas. He needed to find a new job as a family pet. But changing roles from soldier to civilian wasn't easy. Gavin was afraid of loud sounds and other things he related to being in a war zone. 'Gavin was a workaholic,' Millan says. 'So I gave him a new job.' Gavin started caring for a female rescue dog and spent his first few months as a civilian watching over the mummy pooch and her pups. Soon he was adopted by a human family that he could care for.
A dog without purpose will find one. Unfortunately, it might be a shoe shredder, hole digger or couch chewer. But with the proper training, a family dog's job can include positive activities, such as chasing a Frisbee or taking its owner for a daily walk.

Track 14

I'm usually quite good at languages and I've always wanted to work in another country for a year or two, so I think English will be very useful for me in the future. I enjoy helping people and I like to think that I'm not afraid to deal with problems, so working in a hotel in London or Edinburgh could be a possibility. I think a job like that would give me a lot of useful experience and so I'm working on my English for that reason too. I know I can sometimes make mistakes, but I'm willing to learn from them and improve, and working in the tourism industry, you get lots of opportunities to practise talking to people and learn new vocabulary. I'd say I was quite an adventurous person and that speaking English is a part of that, so yes, I hope that using English at work will be a big part of my future.

Unit 2

Track 15

Boy: I'm sorry to say that I won't be coming to your party this weekend.
Girl: Oh, come on. Why not?
Boy: Well, I heard that Tom will be there. I can't stand him and I don't want to be around him.
Girl: I understand, but it's me who's inviting you – not Tom.
Boy: I really don't want to disappoint you, but, you see, the thing is, the last time we saw each other he told me that I was selfish.
Girl: Oh, wow, that is rather impolite.
Boy: It's more than impolite. It's rude!
Girl: OK, well, listen, if you do change your mind, you're always welcome.
Boy: Thank you, but please don't expect me.

Girl: Hey, how are you? I'm so sorry that we won't see you at the party tonight.
Boy: That's why I wanted to talk to you. I've been thinking about it and, in spite of what Tom said to me, I'm not going to let him win.
Girl: Win?
Boy: If I don't show up, he'll think he's won – you know, kept me away from the party. Even though I can't stand him, I'm coming.
Girl: That's great! Good for you. To be honest, I'd rather have you there than Tom, but I have to invite him.
Boy: Don't worry. I'll try to avoid him and, if I do see him, I'll try to be polite.
Girl: You be however you need to be. I'm just glad you're coming.
Boy: Thanks so much. I'll see you later.
Girl: See you tonight!

Track 16

The Maasai people of Kenya and Tanzania live a peaceful life, moving from place to place looking for fresh grass and building fences to protect their cows. For cultural anthropologists who wonder how these people are being changed by a world of screens, Internet and fast communication, the Maasai are an ideal test case.

Tim Baird is observing the transformation in progress. 'Phones are a profound new tool for them,' says Baird, a geography professor who has studied Maasai mobile phone culture. Instant connectivity where none existed before has changed the type of people a Maasai person can communicate with, he says, and the type of information shared. That includes weather data for farmers, market prices for animals and – even though tradition sometimes controls arranged marriages between young girls and older men – ways for girls to talk to boys their own age. After all, Baird notes, even some older-model mobile phones can access Facebook.

Phones can also store money, which has introduced Maasai to mobile banking. Business transactions are faster and more efficient when they don't have to happen face-to-face. When Baird brought groups of Maasai together to discuss phone culture, men always mentioned two things they photograph: women and cows.

Baird has heard the criticism that 21st-century technology is interfering with the traditional Maasai culture. But that opinion rarely comes from Maasai themselves, who, according to Baird's findings, generally see mobile phones as a tool that's useful, rather than damaging. '… they're using phones in ways that are relevant to their lives,' he says. 'Phones help them solve their problems.'

Track 17

1

I'm very active online, but not on sites like Facebook. I prefer chat apps, where I can talk to people from other countries and they sometimes have totally different opinions than mine. In fact, I often end up quarrelling with them if I think their views are wrong. Most of the time people are OK, but sometimes they get very annoyed and use incredibly bad language.

2

I use my phone a lot because I have so many people I like to be in contact with. With mobile internet, I can use different apps whenever I want. One thing that's not for me though is sending messages. I think they're so impersonal – if someone has time to message me, why don't they call? Actually, I think fewer and fewer people are using them, so maybe one day they will disappear completely.

3

There's so much technology around us today that I think people are forgetting how to talk to other people face to face. I know I don't meet people to chat very often, but I think I'm still a normal person. So maybe it's not that important. I'm on social media so much that I don't have time to meet up with people. I would have to arrange to meet somewhere, get the bus and then walk. It wastes a lot of time, when I could be communicating with 10 or 20 people.

4

For me, one of the best things about the internet is the opportunity to exchange opinions. For example, before I buy anything I check to see what people are saying about it on forums. Nobody wants to waste money on something that doesn't work properly. I also write my own comments regularly about things I have bought. You can usually find a lot of useful information, although I know you have to be careful about what you read. The posts could be written by someone at the company itself. This goes for any form of social media as well.

Track 24

a

Girl: Hello, sir. How can I help?
Boy: Hi. I bought these last week and the right headphone's broken. It makes a strange buzzing noise and then stops working.
Girl: I see. I'm sorry to hear that. And do you have the receipt?
Boy: Err, you see, the thing is I've lost it.
Girl: Well, I'm afraid that I can't give you a refund without proof of purchase.
Boy: But I only bought them last week. Can't you do something?
Girl: I'm sorry to say that's the company policy. How did you pay? Perhaps it's on your bank statement?
Boy: No, I paid cash.
Girl: Oh, dear, that is frustrating. There's nothing I can do.
Boy: Right, OK. Can I speak to the manager then?

b

Girl: Err, excuse me.
Boy: Yes, madam?
Girl: You see, the thing is, this isn't what I ordered. I wanted the chocolate cake. And we've been waiting ages.
Boy: I see. Just let me check this for you.
Girl: It's just that we've been waiting for over half an hour and you've brought the wrong thing. And my friend is still waiting for her sandwich.
Boy: I understand what you're saying, madam, but I'm afraid I only have an order of cake and a coffee for this table, that's all.
Girl: The order must be wrong then. What a pity. I really like the food here, but the service is terrible sometimes!
Boy: Unfortunately, we're very busy today. I do apologise for the mistake.
Girl: I understand, but this isn't the first time. Last week, I waited twenty minutes for a cup of coffee.
Boy: I see, madam, that's such a shame. We're sorry you've had this experience. I'll get your order sorted immediately.

c

Megan: Hi, Fran. It's Megan.
Fran: Hi, Megan! How was your trip? All ready for tomorrow?
Megan: Listen, the thing is, I'm not going to be back to give our presentation tomorrow.
Fran: Oh, no! How come?
Megan: Well, I'm at the airport, it's just that they've cancelled my flight. And the next one isn't until tomorrow morning.
Fran: I see. But we need you here.
Megan: I understand, but I've asked about an earlier flight and they're all fully booked, so I won't be back until tomorrow evening. Unfortunately, I think you'll have to give the presentation without me.
Fran: Oh, that's such a shame. Can't we delay it?
Megan: I don't think the tutor would be happy about that.
Fran: I'm sorry to say you're right there.
Megan: So, I'm going to email you all my notes and you should be able to do it with Sarah and Chris.
Fran: OK … but what a pity!
Megan: I know. I'll send you everything now.
Fran: OK. See you when you're back.
Megan: Bye then.

Track 25

There is an interesting problem with the stereotypical notion that British people don't like to complain. Let me ask you this: have you ever spoken to someone from the UK about the weather? Complaining about the weather is practically a national sport in Britain! But that's the problem with stereotypes, isn't it? One story is not the only story. Would you be surprised to learn that a recent survey showed that Britons are more likely to complain than Americans? Well, when there is a reason to complain, statistics for a one-year period showed 61% of UK consumers likely to do so, versus 50% of US consumers. 61% to 50%; pretty amazing.
Firstly, the British complain a great deal about service. According to one UK study, one of the most common causes of daily frustration and anger is poor customer service. Rather astonishingly, this ranked higher than worries about work or money, or even family. So, we move from the picture of someone too embarrassed or polite to make any kind of complaint, to the reality of a huge number of formal complaints.
Secondly, the Internet has given British people more confidence to complain. It has helped them to expect a satisfactory solution. As almost all businesses now have an online presence, and with so many goods and services now purchased online, Britons are used to making formal complaints online. In the past, an unhappy customer had to make a difficult phone call or send a formal letter of complaint in the post and wait weeks or months to get a reply. Nowadays, we can instantly email a complaint to a customer service desk. And when the follow-up is unsatisfactory, we can take our complaint to social media. As companies rely on maintaining a good reputation and keeping their customers satisfied, they generally react quickly to deal with any negative publicity.
Finally, based on new surveys, it turns out that the British are experts at complaining. They know what to say and how to say it, in order to get the results they want. So, it seems that methods of communication have improved Britain's relationship with complaining.

Track 26

1

I am hard of hearing. Unfortunately when I was 4, I got into a bad car accident. Now, I can't hear most sounds around me. I have learnt to communicate using sign language with my family and close friends, and can read lips most of the time. My sister says that when I speak, it is hard to understand. My doctor is planning to give me implants in the future, but I am kind of afraid. I know I should consider it, but I was in and out of hospitals for three years and have had quite enough of them!

2

I have been travelling around the world for two years on an extended gap year. One of the most interesting things I have discovered is that gestures mean very different things depending on the country. For example, if you wiggle your index finger to ask someone to come over in the Philippines, you could be arrested! Also, make sure you don't make the same mistake Richard Nixon did in the 1950s when he made an OK sign with his fingers in Brazil! Brazilians consider it offensive! These are just some of the many communication mistakes you can make while travelling!

3

If you were to see me on my horse, you might think it's just one-way communication, with me telling it what to do. This is actually completely incorrect! I always know what sort of mood my horse is in the moment I see him. When his ears are back, I know he's mad and when he swishes his tail, he doesn't like something I've done. When I'm sitting on him, I can feel the slightest tension in his body. And when I get scared of a really big jump, for example, he feels my stress. We don't need words to talk to each other.

4

Being a police officer means that I need to be able to communicate well. My favourite part of the job is when I work overtime and get to guard the park. I get to know interesting characters! Yesterday, I met a young woman who is hard of hearing. I had to use sign language to tell her how to get home since she couldn't hear a word. And last week, the city brought in a horse and a trainer to give rides to some of the city's children! The children and horse seem to understand each other without words.

Unit 3

Track 27

And here, ladies and gentlemen, as I'm sure you all know, is the Mona Lisa. The portrait, which we believe was painted between 1503 and 1506, is the work of the Italian artist Leonardo da Vinci. The subject of the portrait is Lisa Gherardini, the wife of an Italian official. The painting is owned by the French government and is on permanent display here at the Louvre. Many people consider the painting to be da Vinci's masterpiece and the most famous painting in the world.
And here, ladies and gentlemen, we have The Winged Victory. It is a marble sculpture of Nike, the Greek goddess of victory, from about the second century BC. Even with the significant damage of her missing head and arms, the sculpture is still considered to be a masterpiece. It is one of the most celebrated sculptures in the world. Unfortunately, the sculptor is unknown.
And now, ladies and gentlemen, we are standing in front of Notre-Dame de Paris, in English, Our Lady of Paris. It is one of the most well-known churches in the world. It is also considered to be one of the finest examples of French Gothic architecture. It is built from limestone that was dug from tunnels beneath the city. I'll have more to say about the building later, but right now we're going inside to listen to a wonderful organ concert. I think you'll be amazed by the fantastic sound. So if you'll please follow me.

Track 28

The air is chilly in the tunnels. Suddenly a ghoulish-looking skull, the bones of a head, appears in the dark. It's gazing out from a wall of human bones, arranged as if an artist was creating a masterpiece. The skull seems to be asking, 'Has anyone seen the rest of my bones?'
Rather than running away screaming, most visitors keep walking through the creepy tunnels. What is this place? It's the catacombs of Paris, France, a sort of underground art gallery made from the bones of about six million people.
Centuries of death from diseases, war and France's infamous guillotine resulted in the city's cemeteries being too full, putting people at risk of disease. In 1785, the French government needed to relocate the bodies, but where?
The solution: tunnels under the city that had been dug for limestone to build famous buildings such as Notre-Dame Cathedral and the Louvre. In 1786, the city began throwing carts of bones into the tunnels to create the catacombs.
Around 1810, Napoleon the first ordered the bones to be arranged into the artistic patterns we can still see today. Since then, visitors have been queuing up to see this strange piece of Paris history.
The catacombs are entered through a dark, threatening door. Visitors then

go down a spiral staircase for about twenty metres. A sign greets them in the dark, saying: 'Arrête, c'est ici l'empire de la mort.' Translation: 'Stop, this is the empire of death.'

Anyone with the courage to continue follows seventeen stops along the tunnels. Walls of arm bones reach out, a frightening welcome. Leg bones arranged with other types of bones create beautiful patterns, as if they're saying that death doesn't have to be completely lifeless. At the Sacellum Crypt, hundreds of smiling skulls placed within a pile of bones seem to stare at visitors.

Most tourists are soon ready to leave this spooky gallery, but before they can, their bags must be checked. Believe it or not, some visitors think human bones make great souvenirs!

Track 29

If you're interested in visiting museums, there are a few strange ones that you might want to try. In the US, there is actually a bad art museum where you can view work by amateurs. Some paintings are weird, some are ugly and some are ridiculous, but all of them are definitely bad art. The interesting question is why someone created a gallery like this? That's a very good question, but there isn't a clear answer.

Maybe you would prefer something more realistic and technical? What about the British lawnmower museum? A lawnmower is the machine you use to cut your grass. But aren't they all the same? Definitely not, and this museum will show you how different they are. There are all types of the machine, some of which are not used for cutting grass. The museum has some of the fastest racing lawnmowers in the world, as well as examples of the most expensive machines. There is even a DVD you can buy about lawnmowers to watch at home.

On to another museum now, this time in Germany. In a small town in Saxony there is a museum all about bread. If you don't speak German you might have a problem, but there is still a lot of equipment to look at. You can also make your own bread and see the many different ways that bread is made around the world. The museum also organises group classes for children with guides dressed up in regional and historical costumes. So if you want to find out more about the bread you have for breakfast every day, this museum is for you.

Track 31

Norway is a country that gets relatively little media coverage. Even the elections this past week passed without much drama. And that's the Norwegian media in a nutshell: not much drama. A few years back, Norway's public TV channel NRK decided to broadcast live coverage of a seven-hour train ride – seven hours of simple footage, a train rolling down the tracks. Norwegians, more than a million of them according to the ratings, loved it.

Track 32

A few years back, Norway's public TV channel NRK decided to broadcast live coverage of a seven-hour train ride – seven hours of simple footage, a train rolling down the tracks. Norwegians, more than a million of them according to the ratings, loved it. A new kind of reality TV show was born, and it goes against all the rules of TV engagement.

And now we thought, yes, we have a brilliant programme. It will fit for the 2,000 trainspotters in Norway. We brought it on air in November 2009. But no, this was far more attractive. This is the five biggest TV channels in Norway on a normal Friday, and if you look at NRK2 over here, look what happened when they put on the Bergen Railway show: 1.2 million Norwegians watched part of this programme.

So just a week after the Bergen Railway, we called the Hurtigruten company and we started planning for our next show. Why stop at 436 when you can expand that to 8,040, minute by minute, and do the iconic journey in Norway, the coastal ship journey Hurtigruten from Bergen to Kirkenes, almost 3,000 kilometres, covering most of our coast.

But five and a half days in a row, and live, we wanted some help. And we asked our viewers out there, what do you want to see? What do you want us to film? How do you want this to look like? Do you want us to make a website? What do you want on it? And we got some answers from you out there, and it helped us a very lot to build the programme. So, in June 2011, 23 of us went on board the Hurtigruten coastal ship and we put off.

Executives at Norway's National Broadcasting Service are now considering broadcasting a night of knitting nationwide.

And we also, on the web, during this week we streamed more than 100 years of video to 148 nations, and the websites are still there and they will be forever, actually, because Hurtigruten was selected to be part of the Norwegian UNESCO list of documents. And it's also in the Guinness Book of Records as the longest documentary ever.

So, we were allowed to be part of people's living room with this strange TV programme, with music, nature, people. And Slow TV was now a buzzword, and we started looking for other things we could make Slow TV about. So, we could either take something long and make it a topic, like with the railway and the Hurtigruten, or we could take a topic and make it long. This is the last project. It's the peep show. It's fourteen hours of birdwatching on a TV screen, actually 87 days on the web.

So, we think that Slow TV is one nice way of telling a TV story, and we think that we can continue doing it, not too often, once or twice a year, so we keep the feeling of event, and we also think that the good Slow TV idea, that's the idea when people say, 'Oh no, you can't put that on TV.'

Track 35

a

Girl 1: Have you seen that new horror film?
Boy: No. Is it any good?
Girl 1: It's supposed to be really scary.
Girl 2: I wouldn't bother if I were you. I saw it and it was so bad.
Boy: Yeah? Actually, my brother didn't think it was that great.
Girl 1: What about the new musical everyone's talking about?
Boy: Oh, yes. They say that's a must-see!
Girl 2: I saw it last weekend and really, you won't want to miss it.
Girl 1: I don't normally like musicals, but if you recommend it so much, I'll give it a try.
Girl 2: Great! I'll get us some tickets. It was so good I'd like to see it again.

b

Boy: It's so great you've said you'll DJ at my party. What kind of music should I have?
Girl: Well, it's important that there's something for everyone to enjoy. Most people like pop music so I'll play a lot of that. It'll appeal to anyone who enjoys dancing.
Boy: Great! So don't you always play pop music then?
Girl: Well, not really, but it's not my party. I'd recommend it to people who aren't really that into music – like some of your friends!
Boy: Hey! Anyway, would you play some of your favourite music then?
Girl: Well, maybe. What do you think about having some hip hop? If people enjoyed the music at Sam's party, then they'll love it.
Boy: Great! Can you send me some stuff to listen to?
Girl: Yeah, I'll send you the link to some tracks on the Internet.
Boy: Awesome!

c

Girl 1: Is it worth visiting that new shopping centre that's opened?
Boy: Well, there's loads of shops and a big food court, pretty standard really. You might like it if you've got nothing else to do.
Girl 2: Hey, Joe, what are you talking about? Sarah, it's like, oh, wow, well worth going to! We went there last weekend. There's a lovely indoor market and so many different clothes shops.
Girl 1: Is it any good, Joe?
Boy: Yeah, it's OK, I suppose. Look, if you enjoy shopping, you'll love it.
Girl 2: Sarah, you must go! I'll come with you this weekend. We can get something to eat there too!
Girl 1: Great! Let's go on Saturday!

Track 36

So, my favourite place to go and relax is definitely the beach. I find the waves and looking at the sea very relaxing.
In summer, it's well worth spending the day there with friends. I highly recommend having a barbecue. And you must take some music to create a fun holiday feeling. We go swimming, play games on the beach and stay there in the evening chatting and laughing.
In the winter, I also think the beach is a must-see, but for different reasons. The waves are bigger, it's colder and the wind is stronger, but it's worth going to get some fresh air and think about things. The sunsets in the winter are wonderful too.
I think the beach appeals to anyone who needs to relax. You can watch the waves for ages. I'd recommend it to anyone who likes being outdoors. If you enjoy time to yourself or time with friends, you'll love spending time by the water. However, I wouldn't bother if you're someone who likes to be energetic and keep moving. It's OK for some sports in the summer, but the best thing is just watching the sea, the birds and the sky.

Track 37

While the radio may have suffered a decline some decades ago, it has enjoyed a renewed popularity in more recent years.
The radio is an excellent example of successfully adapting to changing times. Instead of being killed off by new technologies, it has found ways of working with them. For example, digital radio (DAB) is now used in over 40 countries worldwide. Launched in the 1990s, some satellite radio stations teamed up with major celebrities and have enjoyed tremendous popularity in the US in particular.
Secondly, choice is a wonderful thing. Thousands of online radio stations mean that people all over the world can find and listen to exactly the kind of broadcasting that suits them. And an interesting thing has started to happen. We are actually seeing a return to traditional radio at the moment. Music lovers are going back to stations where they can enjoy a sense of community because of a shared interest. In fact, when plans were announced some years ago to close down the BBC channel '6 Music', the public complained so much that the plan was dropped.
But radio stations are more than ways to play music. With the surprising popularity of podcasts over the past ten years or so, radio has found a new energy. To be clear, podcasts don't strictly need radio stations. A podcast is simply an audio show that can be created and distributed by anyone. But radio stations have identified a winning opportunity to offer their own programmes as podcasts, which listeners can access and play at their own convenience. Like *This American Life*, a weekly programme broadcast on National Public Radio in the US to over 2 million listeners every week, and then downloaded by close to 2.5 million more people and listened to as a podcast. For free. Suddenly radio is exciting again!

Unit 4

Track 38

1
As a teacher, it's hard to get round to planning for five classes.
2
I'm a doctor and my surgery is really busy, I can never wait around for patients who are late.
3
It's difficult to take time off from my job as an actor – we have performances almost every night.
4
As an accountant, people rely on me to manage their money, so I can never fall behind with my work.
5
I'm very busy with my job as a chief executive, so I often have to ask people to bring appointments forward to suit my schedule.
6
As a paramedic, families are always asking me what's wrong with patients. I have to tell them to hold on until the doctor can give them more information.

Track 39

Boy: Hey! When did you get back? How was your trip?
Girl: Yesterday morning. I'm still exhausted. I've got terrible jet lag.
Boy: I bet. That's a long flight. You were in China, right?
Girl: I was. Everything went really well and the food was absolutely fantastic, but the craziest thing …
Boy: What?
Girl: Well, the flight left Shanghai on Friday afternoon at 1. And the flight took 11 hours to Los Angeles.
Boy: Ouch! That's brutal. I hope you were able to sleep.
Girl: Not much. But like I was saying, we left China at 1 o'clock Friday afternoon and landed in Los Angeles at 9 o'clock Friday morning.
Boy: Wait. What?
Girl: We arrived in Los Angeles 4 hours before we took off from China.
Boy: Oh, that's right, the different time zones.
Girl: Yeah, but you also cross the International Date Line in the middle of the Pacific. If you cross it travelling west, the date becomes one day later. If you cross it travelling east the date becomes one day earlier.
Boy: I think I knew that, but not exactly. It must have been very disorienting, I mean, arriving before you left.
Girl: Yeah, it hurts my head to even think about it. Time zones are so weird. It's gonna take me a while to recover.
Boy: You know, it's almost like time travel – like going back in time. I mean, on the one hand you had a crazy long flight, but on the other hand you gained four extra hours in your life. If you kept flying around the world without stopping, would you actually get younger?
Girl: Very funny. I don't want to think about it. All I want to do right now is take a nap. I'll talk to you later.
Boy: OK, sweet dreams. Talk to you later.

Track 40

A 46 Hour Birthday?
Guinness World Records is a book published annually which lists world records of achievements by humans and in the natural world. For example, there are world records for both the tallest man and the fastest car. There is also a world record for the longest birthday ever.
While most of us have a birthday that lasts 24 hours, Sven Hagemeir from Germany had his birthday last 46 hours. How did he do it? He used time zones. Hagemeier flew from New Zealand to Australia and then to Hawaii in the United States. He crossed the International Date Line in the middle of the Pacific Ocean and started his birthday all over again. The previous record for longest birthday ever was held by Nargis Bhimji of Karachi, Pakistan. She made her birthday last 35 hours and 25 minutes by flying from Karachi to Singapore and then to San Francisco.
Hagemeir was greeted in Honolulu, the capital of Hawaii, by his wife. Honolulu is twenty hours behind Brisbane. Talking of his new world record Hagemeir said, 'I have known Guinness World Records since my childhood and I am a huge fan … I always asked myself if it would be possible to set a record myself. After I found the perfect record for me, I felt confident I could become a record holder.'
Are there other ways to take advantage of time zone differences? Well, in 2013, a private jet company offered passengers the chance to celebrate the New Year twice. Passengers first celebrated in Sydney, Australia, before then boarding a flight to Los Angeles. Two New Year's celebrations for the price of one!

Track 41

1
My week is quite busy because I have my studies to do and I also work for a few hours part-time. I have some free time though, so I do find time for my hobbies. I try not to waste time on the internet, because then I often have problems writing my essays on time. The only thing is that I don't wear a watch, so I'm never sure what time it is. I don't always have my phone with me either, so I often have to ask other people what the time is.

2
I can tell you exactly what I do at every moment during the week. I have a busy schedule, but I plan everything very carefully and know how much time I have for each activity. Punctuality is also very important to me and I make sure that I am never late. I couldn't live without my watch and I am always checking what the time is. I even plan my free time, which my friends think is weird.

3
The only problem I have with time is that it seems to go by so quickly. I sit down at my computer and suddenly it is 10 pm! I usually have enough time to complete my homework, but I should really use my free time for something useful. Playing online games is fun, but it isn't very productive. I know I should watch the time and be more punctual, but I can't seem to get organised.

4
I'm studying chemistry and there is so much to learn that I'm always in a hurry. I don't waste time on useless activities, and I still don't know where the time goes. I complete my assignments on time, but I need more time for reading the books we have for our studies. Maybe I should try wearing a watch to help me organise my time.

Track 42

Do you feel more sleepy in the autumn as the days get shorter? This, of course, is because there is less sunlight as we get closer to the shortest day on December 21st. Some countries change the clocks so that there is some extra light in the morning, but is this a good idea? Some people say that the change just confuses our body and is bad for us. Small children can sometimes take a whole week to get used to the new time. Adults don't usually have this problem, but it can still affect us for a couple of days. In fact, the idea of changing the clocks was first thought of during the First World War. It was started so we could have more daylight hours for production in factories and also so people used less electricity for lighting. Today, this is not as important because we work different hours and there isn't a problem with electricity. Some people think we should stop changing the clocks, but is this a good idea?
The problem is that it depends on where you live. If you live in the east, the sun rises and goes down at different times of day than for someone who lives in the west. So some people might be happy to have more light in the morning, but others would prefer more light in the evening. Your lifestyle also influences your opinion. Some people start work at 6 am., others start at 9 am. Whatever you do, you can't please everyone. One thing is certain, it is much easier knowing what time it is in Europe than in America or Russia. We only have one time zone, not three or five.

Track 43

1
Here is some important information about the train service, so please listen carefully. This is an announcement for all passengers waiting for the 10.30 train to Manchester. We are sorry to inform you that the train will be delayed by at least 30 minutes. This is because of a problem on the track north of London. There will be another announcement in 15 minutes with more information. Anyone waiting for the train from Manchester should go to platform 4, where the train will be arriving in 10 minutes.

2
My name's Ben and today I'm going to give you a few tips on time management. We all know how difficult it is to keep up with everything we need to do during the week. However, there are a few ways you can make your life easier. The first is to always do short tasks immediately. If something is only going to take a few minutes, it is better to do it as soon as possible. That way you have fewer things to remember and you can concentrate on the bigger, more important tasks.

3
We are pleased to announce the start of new dance classes at the cultural centre. The sessions will take place twice a week on Tuesdays and Thursdays at 6 pm. The classes are open to everyone aged 12 and above, with at least six months' previous dance experience. At the moment, no beginner classes are planned, but if there is enough interest, we will start a new group next semester. There is no upper age limit, but anyone who wants to attend must be fit and healthy, as the classes are physically demanding. Please phone us for more information or check out our website.

Track 48

Girl: Have you read the announcement about exams in the school paper?
Boy: Yeah, I know! Why are they changing things like that? I hate exams!
Girl: I don't think it's the school's decision. The government fix the school curriculum and they changed the assessment rules. That's why we've got more exams!
Boy: Well, I can't wait to be eighteen to vote them out of power and change this. Why have they done it?
Girl: They say it's in order to make qualifications more challenging. One of the main reasons is the rising student grades.
Boy: Well, I know standards are important, but I don't see what that's got to do with cutting coursework. It just makes more stress for us.
Girl: And we already have enough of that. I am concerned that if I do badly in an exam, that's it. It could affect my chances of going to university or getting the right career. I think it's irresponsible.
Boy: Well, I'm not so worried about going to university, but I do think that you learn more through doing coursework, and that it actually tests and develops your ability to use your knowledge rather than just writing about it in a two-hour exam.
Girl: Yeah, it's going to be a hard summer taking all those exams.

Track 49

1
They say time management is a skill that can be learnt, but I don't think this is true. I've just started working for a new company and they hired me a time management coach. I had several meetings with her and I don't think that any of her tips are useful! She told me to plan ahead, but that's impossible because I like to live spontaneously! Another bad piece of advice she gave me was to say no sometimes. That's rubbish! I don't want to disappoint anyone.

2
I have been helping people manage their time for years. Most of the people that hire me have serious problems dealing with daily activities. Over the years, I have developed fantastic tools such as a phone app that helps people prioritise their tasks and keep track of how much they've done. One of the biggest obstacles for people to make changes is that they can't admit they have a very big problem. After one meeting with me, they see they need to change.

3
It's been hard financially for me to be on my own while studying. My family can't afford to help me out, so I have been supporting myself since I was 18. That hasn't stopped me from going to university! I have two jobs and one of them is full-time. All of my obligations mean I have to be really good with my time. I don't have any to waste! I prepare my meals for the week on Sundays, so that's always one less task I have to deal with later!

4
Hi! My name is Andrea and I'm here today to tell you about our state-of-the-art mobile app to help you manage your time! Once you try it, you'll wonder how you ever managed without it! It's very simple to use. Once every day, you have to spend around an hour putting in your activities and then it takes another hour or two to process the information. It then prints out a schedule for the day, and that's it! Have you ever heard of such an amazing tool!?

Unit 5

Track 50

1
I always thought backpacking was a bit risky, so I didn't go when I was a student. After I finished college though, a friend suggested going to Asia. It was great fun. We flew from London and then travelled all over Thailand by bus, visiting lots of amazing places. We only had a problem once, when we got lost. We were supposed to walk through a few local villages, but we must have made a mistake and spent hours trying to find our way back. In the end we got back to our hotel safely.

2
We spent two weeks in Brazil last year and it was the most incredible holiday I've ever had. We flew to Rio de Janeiro and then almost missed our connecting flight. Anyway, we got there as planned and found our hotel. It was in a great location right in the city centre, however, it turned out that there was no room for us. Someone had made a mistake and our room had been given to other guests. In the end, they took us by bus to a second hotel for one night and gave us a free meal, so everything turned out fine.

3
We wanted to visit somewhere a bit special, so we took a flight to Morocco. It was difficult finding a hotel that wasn't fully booked, but eventually we found a room. The next day, we set off into the hills and found a magical place really off the beaten track. Getting there wasn't easy and we had to follow our map carefully, but when we got there it was worth it. There was nobody around and so we could enjoy being right in the heart of nature.

4
We originally planned to go to Greece, but everywhere was fully booked in the place we chose. We then thought of Turkey and managed to find a small hotel next to the beach. It wasn't really a quiet location, but it wasn't bad. Anyway, when we left home, we almost got on the wrong bus to the airport. We found the right one, but unfortunately there was a huge traffic jam and we didn't get to the airport on time. In fact, we arrived just in time to see our plane taking off in the distance. We were so angry and disappointed.

Track 51

The Taj Mahal in India is one of the world's most famous landmarks. It is the tomb, or burial place, of the emperor Shah Jahan's favorite wife, Mumtaz Mahal. She passed away giving birth to their fourteenth child. The beautiful white marble attracts millions of visitors every year.
But this white monument, the symbol of India's rich cultural history, has given up some of its shine over the past few decades. As the population of the surrounding city of Agra grew rapidly and air pollution grew worse, the white marble of the Taj Mahal began to darken. It took on a brownish yellow look. No one knew exactly what the cause of the discoloration was though. Was it manufacturing? Transportation? Construction? Or some other activity in the rapidly growing industrial city?
Now, a study carried out by scientists from India and the United States has found two causes. The first is dust, probably stirred up by the traffic on dirt roads. And the second is soot, a powder, like ash, that is produced when something burns. Soot comes from burning trash, agricultural waste, fossil fuels like oil, and the animal waste and wood that the local people use in fires for cooking and heat.
The national and local government took the report very seriously, and responded quickly. 'Our paper came out, and within two weeks it was being discussed in the Indian Parliament,' said environmental engineer Mike Bergin. Authorities in the nearby city of Agra also decided to deal with the problem. They adopted plans to improve air quality, which include giving people propane to cook with and switching several thousand trucks from diesel fuel to cleaner natural gas. It is clear that the people of India recognise just how special the Taj Mahal is and have every intention of looking after their national treasure.

Track 53

1
They'd walk and use horses and carriages to get around.
2
She'd send me a letter or come to see me if she wanted to talk.
3
I'd left my homework at home.
4
When we were in high school, we'd eat lunch in the school cafeteria.
5
After he'd gone home, some of the guests commented on how friendly he was.
6
When I had an early class, I'd usually eat my breakfast on the train.

Track 57

Welcome to another edition of travel world, and today we're in the stunning city of Barcelona. Barcelona truly is one of the world's best-loved destinations.
If you're only staying here for a short while, you should probably hop on the Bus Turistic and see all the most famous attractions from an open-top double-decker bus. And if you ask me, the one place you really have to go to is the Sagrada Familia. The nature-inspired cathedral designed by Antoni Gaudí is still being built more than 135 years later.
If you'd rather try something outside, Park Guell will definitely be worth a visit. This sculpted garden is a favorite with locals and tourists alike. If sport is your thing, then the best place to go is the Olympic stadium. Home to the 1992 Games, this beautiful stadium also has great views over the city.
Barcelona is famous for its cuisine, but if you want to buy some fresh food, I wouldn't bother going to the supermarkets, personally. You'd be best off going to La Boqueria, one of the last covered markets in Europe, and sampling the wonderful range of food and drink on offer.
If you want to experience a genuine local night out, I'd suggest starting with some traditional tapas in a restaurant in the Raval district. Then, head down La Rambla to the Plaça Reial to enjoy some amazing tapas in one of the many small and friendly cafés, before finding a club to dance the night away.

Track 58

Girl: I can't decide where to go for my gap year! I want it to be somewhere hot, but also somewhere cultural.
Boy: Well, one place there's always sun and history is India. It's got so many different cultures and temples, and the sea, mountains and the Ganges.
Girl: Hmm, I know, it's just it's so big! And my sister went there a few years ago and she got quite sick and had to come home early.
Boy: Well, what do you want to do on your trip?
Girl: I think I'd like to see lots of different places, but then experience the culture in one place for longer, maybe a month or two.
Boy: Well, if you want to experience genuine local culture, I'd suggest trying Vietnam. It's a very welcoming place and there are lots of things you can do there.
Girl: Hmm, that sounds like a good idea.
Boy: Then if sightseeing's your thing too, then the best place to go's Europe. It's not always hot, but there are so many great countries to visit and places to see. If you're only staying in each country for a short while, you should probably just visit the capital and one other place famous for its amazing scenery.
Girl: I like the sound of that. I can keep to the south if I get too cold then.
Boy: But, if you'd rather try something different, volunteering might be worth a shot.
Girl: Oh, yeah? Like what?
Boy: Well, you sign up with an organisation like the Red Cross or WaterAid, and you go and help a remote community somewhere in Africa, Asia, or South America where they need help with basic infrastructure and education. You work closely with a group of people and get to know them and the villagers really well.

Girl: Oh, I hadn't thought about that, really. I might find out more about it. Any other tips?
Boy: Well … I suppose I wouldn't bother going to the USA, personally.
Girl: Oh really? Why's that?
Boy: Well, we see so much of it on TV and in movies, so you're best off going when you're a bit older and have more money to spend.

Track 59

The student is concerned about making the right choice in where to spend her gap year. She's only had some basic ideas and the school counselor tries to suggest a variety of places to go and ways to spend the year. He covers various options from sightseeing and culture to volunteering. The student takes the advice away to think about, but in my opinion volunteering would be the best way to spend the time. There are always opportunities to visit countries as a tourist, but if you ask me, the one thing that you can only really do when you're young is volunteering, before you have a job and lots of responsibilities. She's only going to be young for a little while, so she should take that opportunity.

Unit 6

Track 60

One of the biggest problems facing the world today is the lack of fresh drinking water. The population of the planet is growing and this, combined with climate change, is making it more and more difficult to provide clean, fresh water for everybody. There are a few different ways this can be solved, even including bringing icebergs from the Arctic to Africa. One inventor, however, has come up with a very simple solution.
We normally think of getting water from lakes, rivers and streams. There are man-made lakes, called reservoirs, all over the planet that store water. But these depend on rain, and when it is dry, the level of the water can drop dramatically. There is also water underground, and millions of people use wells to bring water up from deep under the surface. You can even get drinking water from sea water, but this is expensive to do and uses a lot of energy to filter the water.
However, there is one thing we haven't used yet – the air. Well, that's not exactly true. There are some mountain communities that hang material outside to collect water, but this is not very effective. The latest invention is actually very simple. It is a big container that blows air through a special device and makes water out of nothing. It seems incredible, but the machine can make fresh, safe drinking water just from the air around us. Of course, it works better in some climates than others. The more water there is in the air, the better the result. For some people this could make a huge difference to their everyday lives.

Track 61

Can good design save the world? It just might, one new idea at a time. Designers have always dreamed up innovative goods for the luxury market. New products include solar roof tiles, electric motorcycles, and more. Through programs such as the Entrepreneurial Design for Extreme Affordability course at Stanford University's Institute of Design, some designers are taking a look at the concerns of people in developing countries as well. Keeping local culture in mind, designers are creating products to meet communities' particular needs. It turns out that even the most pressing problems, from healthcare to clean drinking water, can have affordable – and beautifully designed – solutions.

Track 62

1
Around 19 million underweight babies are born every year in developing countries. Often these tiny babies cannot keep their body temperatures high enough. This is a dangerous condition. The Embrace is a product that helps to warm these infants. A special pouch slips into the Embrace to give hours of safe heat, while allowing for the parents to hold and feed the babies.

2
Children with the breathing problem asthma often aren't able to use inhalers properly. The Respira spacer is a different kind of inhaler. It's made of paper, and folded in a way that holds the medicine around the mouth so that it can be inhaled more easily. Other devices like the Respira spacer can cost $20 or more. That's too high in the developing world, where asthma rates are rising. The Respira spacer costs around a dollar.

3
In poor, rural areas, clean water is often miles away from the people who need it. The strong Q Drum holds almost 50 litres of water. The container rolls, which makes it easy to move. The Q Drum helps people bring safe drinking water to their homes, and store it.

4
Some 900 million people do not have access to safe drinking water. One product, the LifeStraw, filters water as a person drinks from it. The LifeStraw stops harmful bacteria and viruses. Each LifeStraw filters about 600 liters of water. A new shorter model filters about 1,000 liters!

Track 63

An important trend is taking place around the globe: communities and conservation entrepreneurs are creating private nature reserves, from coral lagoons in Asia to animal sanctuaries in the Americas. Travellers to Africa will find more and more private nature reserves near national parks. For example, South Africa's Grootbos Private Nature Reserve, which manages more than 6,000 acres of plant and animal habitat. This includes the rare, native Fynbos plant. These plants attract large numbers of orange-breasted sunbirds. The area has a unique diversity of bird species.
Two hours southeast of Cape Town, Grootbos used to be a collection of abandoned farms and damaged lands. That was until Michael Lutzeyer first saw the place in 1991. 'Here was one of the Earth's rarest ecosystems, what botanists call the Cape Floral Kingdom, with no protection,' says the Cape Town native. 'My wife and I pulled together what cash we could to conserve it ourselves.'
Today Grootbos is an important example of sustainable eco-tourism. The reserve employs people from the local village who understand that a healthy reserve that attracts tourists means more economic opportunity for them. The reserve also funds community programs like the Green Futures Horticultural and Life Skills College. This college focuses on horticulture, the environment and conservation as well as life skills, like business skills, computers, and health education. Job training for unemployed youth is a great benefit for the community. Grootbos joins a worldwide trend of private reserves that are producing conservation success stories; a good thing for our natural world, the people in the area, and curious travellers too.

Track 64

1
I set up my business two years ago and it is now doing quite well. It has been a very stressful time for me. I have been working 12 hours a day or more ever since I started, which hasn't been good for my health. However, the company is now increasing sales and I have decided to employ an external firm to manage all my finances. I basically don't have time to check all the financial details and remember about salaries, taxes and other issues. I'm going to start a new production line soon and I need to focus on that.

2
The service I provide is very specific and it's quite expensive. Firms are often surprised when they hear the cost, but then they realise that it will actually save them money. At the moment we are growing very fast and I need to buy more equipment for our workshop. Unfortunately, it's very expensive, so I'm trying to attract some investment. I haven't found anyone yet, but I'm sure it won't be too difficult. When I get enough financing, the business will definitely get a lot bigger.

3

There is a good market for our products now because there is a lot of new construction work in the country. We supply materials that our customers know very well and are used to. There haven't really been any new inventions in the field, so the products are pretty standard. We send our products all over the country, sometimes directly to clients and sometimes to our local partners. They are often the ones who have direct contact with the actual customers.

4

We are currently in the process of trying to develop our business by entering new markets, and we already have a lot of distributors that we cooperate with in several countries. At the moment, I'm spending most of my time in meetings because we are having talks with a Japanese company that might want to invest in our firm. Money isn't really a big issue for us now, but having a strong partner may be useful in the future.

Track 68

Girl: So, let's look at banning USB drives first.
Boy: Yes. Well, I in my opinion this would make it very difficult for students to work on their projects at school. And teachers need to use USBs to transfer work too.
Girl: I see what you mean, but wouldn't they be able to use the internet and put stuff on the cloud?
Boy: Well, I suppose that's ok when you're dealing with small files, but big documents would take time to download. Isn't it much easier to have them on a USB drive?
Girl: Hmm, that's a good point.
Boy: OK, well let's move on to the white list. I think it might be a good idea to keep the network safe.
Girl: I totally disagree. Isn't it like censorship restricting which websites you can go to?
Boy: I'm not sure I agree. Don't you think the school has to protect the network from cyber attacks? Students often go to unsafe websites searching for music and films.
Girl: That's true, but shouldn't they have a blacklist instead of just banning almost all websites?
Boy: Yeah, perhaps you're right. Why don't we move on to the next point, backing up machines every hour?
Girl: Well, I think this might be a good idea. You can always get back the work you've done then.
Boy: But won't that make the network really slow, with all that data transferring all the time?
Girl: I hadn't thought about that. It's so frustrating when the connection's slow. But at least it would keep all the school's records safe.
Boy: Well, what about the next point, permanently logging all user activity. Shouldn't they keep basic records anyway?
Girl: Yes, I think this means they know everything that everyone does on the computers though. Doesn't that sound a bit like spying? And they'd keep those records for ever.
Boy: Well, perhaps, but the security agencies already do this.
Girl: Yes, but aren't they a bit more responsible than the school?
Boy: I think you might be right.
Girl: Let's look at the final point. What do you think about this?
Boy: I suppose this idea's quite good. Don't you think it would make students more responsible?
Girl: That's a really good point. I know I'm always more careful with my own laptop than school computers.
Boy: Yes, however, isn't there more of a risk with personal devices when they access a network? A worm could migrate from someone's laptop and spread over the network.
Girl: Oh, yeah. I guess the school would need top anti-virus software in that case.

Track 69

We hear so many negative things about today's world. The 21st century seems to have made us greedier, more self-serving, and more competitive. Some believe we are now more disconnected from other people because of modern technology. So I thought it would be good to focus on a positive development.

Kickstarter, the crowdfunding platform, is what I want to talk about. The premise is that people who have creative ideas, but need funds to develop them, simply ask the public to give them the money. It sounds great … and maybe a little crazy. I mean, what are the odds that anyone would just hand over their hard-earned money to a complete stranger? But that's exactly what's happening!

First of all, what I like about the Kickstarter model is that it's for everyone. It's like a great democracy where the range of ideas is vast, from small projects that need little more than a thousand dollars, to projects associated with big names in music and film, to multi-million-dollar product designs like smartwatches and games and even a 21st-century cool-box … really!

Next, Kickstarter has helped to successfully fund well over a hundred thousand projects with cash from people like you and me. In fact, millions of backers worldwide have made millions of pledges that amount to over 3 billion dollars so far. I find that astonishing, and very encouraging because the system is purely based on trust. It's a good-news story that proves people are more generous than greedy.

Finally, the important point is that backers have literally nothing to gain, other than the satisfaction of knowing they helped someone to realise their dream. OK, sometimes they receive token gestures; small rewards like a DVD or a book. But backers are not like investors, they don't profit in any way from successful projects. They help because they want to feel part of an idea they like, which is wonderful. See, we are not so disconnected from each other after all.

Track 70

Man: Hey, everyone. So, we're here today with someone I've been dying for you to meet. Her name is Anne Finnoque.
Anne: Thanks for having me!
Man: So, can you tell us about your business?
Anne: Well, my business is called Rent Your Fashion and we rent out high-end, designer clothing and accessories for women. You can either have a subscription or you can just do a one-time rental. When we started, it wasn't always easy.
Man: Can you tell us about the beginnings of the business? How did you come up with this?
Anne: Well, it all happened when I started my career, which was initially in advertising. I wanted to have something pretty to wear, but I couldn't Anneford a nice bag or suit jacket. I thought it would be fantastic if I could rent a bag, but there wasn't a service like that. So, I called my friend from university and asked her what she thought about my concept as a business idea.
Man: And what did she say?
Anne: She loved the idea, but neither of us had extra cash. However, we had a teacher at university who did some angel investing, so we gave her a call. She asked us to do a business plan and send it over to her.
Man: And was it as simple as that?
Anne: Well, no. We sent her the plan and she said she wasn't interested. So we went online to search for some other investors, since we were ready with the idea. We found a guy in San Francisco who wanted to meet us, so we flew there. I was literally eating pasta for a week to pay for that plane ticket.
Man: And what happened when you met him?
Anne: He wrote us a check for $100,000 on the spot. We didn't even have to say much.
Man: So, what did that money go towards and was that all the money you needed?
Anne: Well, that money went to designing the website and investing in some merchandise. At first, we were really small, but it was a start. The first two months were slow, but when things started to pick up, it went so fast that it was hard to keep up with. Anneter about a year, we had a lot of customers, but no cash.
Man: Yeah, that seems to be a problem for many businesses.
Anne: We didn't understand what was happening. Business was good, but we couldn't pay the bills.

Man: So, did you need more money?
Anne: Yes, we did! And for the next round, we raised 60 million dollars! When we closed that deal, I literally did a dance of joy. That was two years ago. We have now grown 100-fold and are looking into entering new markets.
Man: Well, that all sounds amazing. We wish you the best of luck!

Unit 7

Track 71

1
I started playing ice hockey a few years ago and it turned out I was quite good. After my first season, I was already the best player and I was hoping to captain the team for the next tournament. I tried as hard as I could to show my skills, but in the end the coach chose someone else. It didn't worry me because the other guy is really good at motivating people and we still have a chance to win a medal next spring.

2
Last Sunday's match was really important because if we won we would go to the next round of the competition. Our captain didn't seem very optimistic so we all felt unsure of the result. It was a hard match, but we ended up winning 2:1, which was great. In fact, I got the second goal only 10 minutes before the end. The coach joked that I should get a medal for saving the team's honour. Actually, I was just very lucky, but I didn't say it!

3
I joined the school cycling team a few years ago and I think I have ridden more than 5,000 kilometres since I began. For me it's a real feeling of freedom when you have the wind in your face and the countryside is flashing by. We often do races against the clock and I have the best time of anyone in the club. In fact, they're the best result in the club's history, so I'm very proud of that. There's a race next month and I'm hoping to get on the podium and maybe even win the gold medal.

4
My hobby is karate and I spend most of my free time going to training and taking trips to competitions. It takes up a lot of time, but for me it's worth it. I like facing my opponents and calculating what techniques I should use to beat them. I came second in the last regional championships, which was very satisfying. Our club captain, as we call him, is always encouraging us to do our best, but sometimes it's really hard when you're tired. The best motivation for me is looking at the silver medal from that championships hanging on my wall at home.

Track 72

The word *pentathlon* comes from the Greek. It combines the words *pente*, meaning *five*, and *athlon*, meaning *competition*. The pentathlon is a competition with five events. The fact that the pentathlon continues in our modern Olympics shows the lasting influence of ancient Greece on our interest in sporting events. We also have the decathlon, a competition with ten events. The Greek word *deca* means *ten*.
In ancient Greece, the pentathlon consisted of discus throwing, sprinting – or short-distance running – jumping, javelin throwing, and wrestling. The modern pentathlon consists of fencing, shooting, swimming, horseback riding, and cross-country running.
Athletes competing in the pentathlon or decathlon score points in each event. After all the events are completed, the athlete with the highest total number of points is the winner. The winner receives the Olympic gold medal, second place gets a silver medal, and third gets a bronze medal.

Track 73

From the earliest times of which we have any record, the Ancient Greeks were enthusiastic about athletic games. They were particularly interested in track and gymnastic sports. Three-thousand-year-old stories tell of sports including jumping, discus throwing, wrestling, and boxing. Both high and distance jumping were popular, although only the latter was included in the Olympic contests.
We know that it was normal to use weights, called halters, to help the jumpers build up momentum for this leap. Some of these objects made of stone or bronze have been found, and many representations of them appear on Greek vase paintings.
The foot races were several different lengths. A short race was one stadion, a measurement the ancient Greeks used which is about 180 metres in length. In several of the old stadiums there are still rows of stone blocks at either end, with grooves cut in them to give the runners' feet a firm hold for take-off. There was also a distance race, which at Olympia was about three miles.
Throwing the discus, a heavy disc, and the javelin, a spear, were part of the standard pentathlon contest. The pentathlon consisted of five events. In addition to discus and javelin, it included the long jump, the short running race, and wrestling.
Two types of wrestling were popular. In one, the object was to throw the opponent so that his shoulder touched the ground, while the wrestler remained on his feet. The other was more forceful, and the match continued until one wrestler gave up.
Boxing was a sport preferred by athletes who wanted to win special prizes in the games. In ancient times, skill counted more than strength and force, and the hands were wrapped in soft leather for protection.

Track 78

We reviewed some data from the FBI to investigate the levels of cybercrime in the US. The data we obtained was for 2015. The main thing we discovered was that cybercrime targets most age groups evenly, with only a small variation in the number of victims between age brackets. There were between 50 and 60 thousand victims in each age group except the under 20s, which you won't be surprised to hear had a far lower number of victims, around 10 thousand. But one thing that was interesting was that cybercrime victims in the over 60s age bracket was as high as all the other ages. Considering that fewer older people use online payment options, this indicates that this age group might be more likely to be victims of cybercrime than younger people who spend more of their lives online.
By far the most common cybercrime was people not paying for or not delivering goods bought online. This crime was experienced by almost 70 thousand people in the USA in that year alone. Apart from that, we found that the USA had over 20 thousand victims of identity theft in 2015, and that credit card fraud was still a significant cybercrime, with just under 20 thousand victims that year. The most surprising thing we found was that auction fraud has its own category of cybercrime and accounts for over 20 thousand crimes per year, meaning that online auction websites are a relatively dangerous place compared to traditional shopping. Another thing that was interesting was that malware only accounted for a tiny percentage of the cybercrimes committed. One other thing worth mentioning is that phishing was relatively less common, with only just over 15 thousand victims, which may mean that email servers are doing a good job of filtering out suspicious emails.

Track 79

A very typical sport in England is cricket. The main thing about cricket is that it takes a long time to play. A normal match lasts the whole afternoon and consists of two teams who take turns batting and bowling. You won't be surprised to hear that the game involved a bat and a ball. But one thing that is interesting is that the batsman has to protect three sticks with a bat to stop the ball from hitting them. Another thing that is interesting is that a player can be out of the game in many different ways, including putting your leg in front of the target. This is called *leg before wicket* or *LBD*. By far the most popular kind of cricket today is a 20/20 match which has a limit on the number of balls bowled so that the match ends more quickly. Cricket was invented in England and is only popular in a few countries that have a historical connection with Britain, such as Australia, India, and Pakistan. Apart from that, you'll find that the rules of cricket are extremely complicated and take a very long time to understand well. Some other things worth mentioning are that during the match, there are breaks for lunch and tea, where sandwiches and scones are usually served.

Unit 8

Track 80

1
My friend and I went to the Fun in the Sun festival last weekend and it was great. Of course, there wasn't much sun – it rained almost all weekend. That didn't matter, though, because we saw some of our favourite bands. The quality of the music was excellent so we didn't mind paying quite a lot for the tickets. Unfortunately, there was a lot of confusion at the entrance because some people were trying to get in without tickets. The location of the stages also wasn't very good so you had to walk around a lot. I think they could have done it much better.

2
Well, I don't think I'll be going there again! For that money I expect a lot more than they had on offer. There were a few good bands, but the organisers set the price much too high. I heard a lot of people complaining about it and saying they wouldn't come back next year. It's a shame really, people are always looking for something new and we need a good festival in this area. Maybe they will realise and make some changes to the pricing next time.

3
For me, this was the best way to spend a warm summer's evening. Outdoor concerts like these are really relaxing and it changes people's opinion of the music as being boring and only for old people. We sat on the grass and had champagne and strawberries. It was a great evening and the ending was really impressive, with fireworks exploding above the trees to accompany the orchestra on stage.

4
That's the last time I'm going to do something like that! I was only helping a friend who asked me to give her a hand, but I never imagined it would be so much work. I was in charge of arranging the catering and it was very difficult trying to contact all the different suppliers and telling them when to arrive and where to park. People did enjoy the concert, though, and I think the music was fantastic, but next time I'll just come to listen.

Track 81

We arrived at the recording studio shortly after nine in the morning, ready to spend a whole day there if necessary. Luckily for us, no other band had booked time there, so we had the place to ourselves all day. Trevor, the sound engineer was really professional and he gave us lots of advice about mixing the music and how to get the best sound out of the instruments. He wasn't sure about my voice, though, and said I needed to work more on some lyrics. I hadn't really practised much, so I wasn't at my best.
The only drawback to the studio is that it is quite close to a small, local airport. Although the recording room is underground in the basement, you could still hear some of the planes as they flew overhead. This meant we had to re-record some of the tracks, although Trevor said he could remove the noise from some parts using his computer. It's amazing how you can cut up a recording into small parts and delete anything you don't want.
Anyway, we had managed to record the whole album by the time we finished at 6 pm. It wasn't perfect, but we were pretty tired and needed a break. My voice was starting to sound a little strange too, so we all agreed to come back again later in the week and have another session. All in all, it was a very satisfying experience and we really enjoyed ourselves.

Track 82

1
There's a special exhibition on right now. It's a collection of many of Degas' most famous works, including both paintings and sculpture. It's so popular that you need to get tickets in advance. I've got two for next Thursday. My friend Paul said he would go with me.

2
I just couldn't stop laughing. There were three different comedians and each one was funnier than the next. The place was packed, but that didn't matter. Everyone was in a great mood and having a great time. You should really come with me.

3
It was really quite amazing. There were all these incredible floats and people wearing elaborate costumes. Some people were riding the floats, but many were dancing in the street. There were a bunch of different marching bands playing great music. I don't know if there's a better way to spend the day.

4
I just love this painting and it wasn't very expensive. I found it in a little shop in the east end. The original price was too high for me, but the woman was willing to negotiate. I know exactly where I'm going to put it. I'm so excited.

5
She said she was going to meet me in front of the building at 7.45. The play started at eight. The weather was terrible – pouring rain. I waited and waited and finally I called her. Turns out the weather was so bad that the subway closed and she wasn't able to get a bus or taxi either.

6
Oh you can't even believe the smell of the place – all different kinds of spices in the air. It makes my mouth water just thinking about it. I said I would control myself, but I ended up trying just about everything and stuffing myself. I don't feel guilty though. I'm going dancing tonight and will work some of it off.

7
The hall was amazing. It has a gorgeous ceiling. There were more than 90 musicians on the stage. There wasn't an empty seat in the place. Everyone was completely focused on the conductor. Places like that make you forget about the rest of the world.

8
The place was so crowded, but we didn't care. There were four different stages with different performers all day long. I saw one of my favourite bands play. That was great. The only thing I wish is that there were better toilets and more food and drink available.

Track 83

There are many reasons why one would want to visit Edinburgh. The capital of Scotland is one of the most artistically interesting cities in the world, in the same league as Venice or Florence. It sits between rolling hills and the east coast of Scotland. It is a place known for its cultural festivals, and particularly for the Edinburgh International Festival and its Fringe Festival, which for one exciting month each summer makes it an artistic centre of the world.
Edinburgh is divided into the Old Town and the New Town. Old Town is a network of narrow streets and alleyways that date from the city's official founding in the 12th century. The creation of New Town was a response to the overcrowded and unclean conditions that had become a problem there. There was land between Old Town and the sea that was an obvious place for expanding the city. A competition was held and James Craig, an untrained architect still in his 20s, came up with an elegant design for the New Town. That design remains, in the largest body of unspoiled Georgian architecture in the British Isles. The New Town is like an architectural museum, but one in which people still live and work – some in the city's many museums, including the Scottish National Portrait Gallery on Queen Street.
Scotland Street, at the eastern end of the New Town, is a residential area made of the stone used to construct all of New Town. The style is classic Georgian, with an emphasis on regularity and uniformity. That is the key to the aesthetic appeal of New Town – the beauty lies in the clean lines of doors and windows that are the same pleasing proportions, house after house.
Dundas Street, not far from Scotland Street, is a lively area where many go to pass the time in a lovely café or browse in an art gallery. The Scottish Gallery is run by Guy Peploe, the grandson of one of Scotland's best-known painters, S.J. Peploe. You can also see the home of the great 19th-century Scottish writer Robert Louis Stevenson.
The development of the New Town brought a cultural transformation to this city. Edinburgh is a place where the imagination seems to thrive. In fact, Edinburgh has been called a dream in stone.

Track 87

Well, lots of people my age play video games, but to be honest, it's not really my kind of thing. I prefer drawing and I really enjoy sketching people. I can do it for hours every day without getting bored. I'm also keen on comics, and I usually talk to my friends about the latest comics that I've read. We were wondering about going to the local arts festival next weekend because there's a section on graphic novels.

Track 88

1

Ever since I first visited Hawaii, I have been so interested in the history of its native people. The first people to live on the islands brought ancient Polynesian culture with them around the 5th century AD. They adapted the way they lived to fit with the island lifestyle. Native Hawaiians grew to have a very distinct culture, but through contact with the West, it became influenced by other nations. In fact, many Europeans in the 19th century were amazed by how well-educated the Hawaiians were, as they learnt things that only a small group of Europeans were able to!

2

Interviewer: So, tell me about what you do!
Man: I work for an organisation in the US called Veloz and we are trying to accelerate the wide use of electric vehicles.
Interviewer: What are some of the obstacles you see in doing this?
Man: It really requires widespread cultural change to make this happen – from electric highways, supermarket charging stations, to nice tax benefits for those people who go electric.
Interviewer: It sounds like a very ambitious plan!
Man: It is. Electric cars are still much more expensive than traditional cars, which means many people are waiting for them to get cheaper. We are working hard to make this happen!

3

One of the inventions that had the greatest impact on culture as a whole was the wheel! It is hard to imagine a time without it, but indeed, there was a time when you couldn't drive a car, bike, or even cart. The wheel was invented in Mesopotamia and it was very important in battles, and allowed certain groups to gain territories. Not only that, the invention opened up a completely new means of trading, as well as allowed for the transportation of people. Many people argue that it was, after fire, one of the greatest finds for mankind.

4

Interviewer: So what exactly is it that you do?
Woman: I study how languages and cultures interact.
Interviewer: Ok, that sounds simple enough.
Woman: Well, I actually spend a lot of time studying one language in particular – Montana Salish in the US.
Interviewer: Why did you pick that language?!
Woman: Well, it is one of the only ones in the world that doesn't borrow or get influenced by surrounding culture. French, for example, has borrowed so many words from English. Well, Montana Salish is a language all its own. If they need a new word for something, they prefer to make one up before being influenced by another language!
Interviewer: Well, that's fascinating! Thank you!

UNIT 1

1.1 TED Talk Part 1

Your company launches a search for an open position. The applications start rolling in, and the qualified candidates are identified. Now the choosing begins. Person A: Ivy League, 4.0, flawless résumé, great recommendations. All the right stuff. Person B: state school, fair amount of job hopping, and odd jobs like cashier and singing waitress. But remember – both are qualified. So, I ask you: who are you going to pick?
My colleagues and I created very official terms to describe two distinct categories of candidates. We call A 'the Silver Spoon', the one who clearly had advantages and was destined for success. And we call B 'the Scrapper', the one who had to fight against tremendous odds to get to the same point.

1.2 TED Talk Part 2

A résumé tells a story. And over the years, I've learnt something about people whose experiences read like a patchwork quilt, that makes me stop and fully consider them before tossing their résumés away. A series of odd jobs may indicate inconsistency, lack of focus, unpredictability. Or, it may signal a committed struggle against obstacles. At the very least, the Scrapper deserves an interview. To be clear, I don't hold anything against the Silver Spoon; getting into and graduating from an elite university take a lot of hard work and sacrifice. But if your whole life has been engineered toward success, how will you handle the tough times?
One person I hired felt that because he attended an elite university, there were certain assignments that were beneath him, like temporarily doing manual labour to better understand an operation. Eventually, he quit. But, on the flip side, what happens when your whole life is destined for failure and you actually succeed?
I want to urge you to interview the Scrapper. I know a lot about this because I am a Scrapper.
I'm the fourth of five children raised by a single mother in a rough neighbourhood in Brooklyn, New York. We never owned a home, a car, a washing machine, and for most of my childhood, we didn't even have a telephone. So, I was highly motivated to understand the relationship between business success and Scrappers, because my life could easily have turned out very differently. As I met successful business people and read profiles of high-powered leaders, I noticed some commonality.
Many of them had experienced early hardships, anywhere from poverty, abandonment, death of a parent while young, to learning disabilities, alcoholism and violence.
Take this résumé. This guy's parents give him up for adoption. He never finishes college. He job-hops quite a bit, goes on a sojourn to India for a year, and to top it off, he has dyslexia. Would you hire this guy? His name is Steve Jobs.

1.3 TED Talk Part 3

In a study of the world's most highly successful entrepreneurs, it turns out a disproportionate number have dyslexia. In the US, 35% of the entrepreneurs studied had dyslexia. What's remarkable – they now view their learning disability as a desirable difficulty which provided them an advantage because they became better listeners and paid greater attention to detail. They don't think they are who they are in spite of adversity, they know they are who they are because of adversity. They embrace their trauma and hardships as key elements of who they've become, and know that without those experiences, they might not have developed the muscle and grit required to become successful.
Scrappers are propelled by the belief that the only person you have full control over is yourself. When things don't turn out well, Scrappers ask, 'What can I do differently to create a better result?' Scrappers have a sense of purpose that prevent them from giving up on themselves, kind of like if you've survived poverty, a crazy father and several muggings, you figure, 'Business challenges? Really? Piece of cake. I got this.'
And that reminds me – humour. Scrappers know that humour gets you through the tough times, and laughter helps you change your perspective.
And finally, there are relationships. People who overcome adversity don't do it alone. Somewhere along the way, they find people who bring out the best in them and who are invested in their success. Having someone you can count on no matter what, is essential to overcoming adversity. I was lucky. In my first job after college, I didn't have a car, so I carpooled across two bridges with a woman who was the president's assistant. She watched me work and encouraged me to focus on my future and not dwell on my past. Along the way, I've met many people who've provided me brutally honest feedback, advice and mentorship. These people don't mind that I once worked as a singing waitress to help pay for college.
So back to my original question. Who are you going to bet on: Silver Spoon or Scrapper? I say choose the underestimated contender, whose secret weapons are passion and purpose.
Hire the Scrapper.

UNIT 2

2.1 TED Talk Part 1

All right, I want to see a show of hands: how many of you have unfriended someone on Facebook because they said something offensive about politics or religion, childcare, food?
And how many of you know at least one person that you avoid because you just don't want to talk to them?
You know, it used to be that in order to have a polite conversation, we just had to follow the advice of Henry Higgins in My Fair Lady: Stick to the weather and your health. But these days, with climate change and anti-vaxing, those subjects are not safe either. So, this world that we live in, this world in which every conversation has the potential to devolve into an argument, where our politicians can't speak to one another and where even the most trivial of issues have someone fighting both passionately for it and against it, it's not normal. Pew Research did a study of 10,000 American adults, and they found that at this moment, we are more polarized, we are more divided, than we ever have been in history. We're less likely to compromise, which means we're not listening to each other. And we make decisions about where to live, who to marry and even who our friends are going to be, based on what we already believe. Again, that means we're not listening to each other. A conversation requires a balance between talking and listening, and somewhere along the way, we lost that balance.
Now, part of that is due to technology. The smartphones that you all either have in your hands or close enough that you could grab them really quickly. According to Pew Research, about a third of American teenagers send more than a hundred texts a day. And many of them, almost most of them, are more likely to text their friends than they are to talk to them face to face. There's this great piece in The Atlantic. It was written by a high school teacher named Paul Barnwell. And he gave his kids a communication project. He wanted to teach them how to speak on a specific subject without using notes. And he said this: 'I came to realize …'
'I came to realize that conversational competence might be the single most overlooked skill we fail to teach. Kids spend hours each day engaging with ideas and each other through screens, but rarely do they have an opportunity to hone their interpersonal communication skills.'
Now, I make my living talking to people. I talk to people that I like. I talk to people that I don't like. I talk to some people that I disagree with deeply on a personal level. But I still have a great conversation with them. So, I'd like to spend the next ten minutes or so teaching you how to talk and how to listen.
Many of you have already heard a lot of advice on this, things like look the person in the eye, think of interesting topics to discuss in advance. Look, nod and smile to show that you're paying attention. Repeat back what you just heard or summarize it. So I want you to forget all of that.
There is no reason to learn how to show you're paying attention if you are in fact paying attention.
Now, I actually use the exact same skills as a professional interviewer that I do in regular life. So, I'm going to teach you how to interview people, and

that's actually going to help you learn how to be better conversationalists. Learn to have a conversation without wasting your time, without getting bored, and, please God, without offending anybody.

2.2 TED Talk Part 2

So I have ten basic rules. I'm going to walk you through all of them, but honestly, if you just choose one of them and master it, you'll already enjoy better conversations.

Number one. Don't multitask. And I don't mean just set down your cell phone or your tablet or your car keys or whatever is in your hand. I mean, be present. Be in that moment. Don't be thinking about your argument you had with your boss. Don't be thinking about what you're going to have for dinner. If you want to get out of the conversation, get out of the conversation, but don't be half in it and half out of it.

Number two. Don't pontificate. If you wanted to state your opinion without any opportunity for response or argument or pushback or growth, write a blog.

Now, there's a really good reason why I don't allow pundits on my show: Because they're really boring. And you don't want to be like that. You need to enter every conversation assuming that you have something to learn. The famed therapist M. Scott Peck said that true listening requires a setting aside of oneself. And sometimes that means setting aside your personal opinion.

Bill Nye: 'Everyone you will ever meet knows something that you don't.' I put it this way: everybody is an expert in something.

Number three. Use open-ended questions. In this case, take a cue from journalists. Start your questions with who, what, when, where, why or how. If you put in a complicated question, you're going to get a simple answer out. If I ask you, 'Were you terrified?' you're going to respond to the most powerful word in that sentence, which is 'terrified', and the answer is 'Yes, I was' or 'No, I wasn't.' 'Were you angry?' 'Yes, I was very angry.' Let them describe it. They're the ones that know. Try asking them things like, 'What was that like?' 'How did that feel?' Because then they might have to stop for a moment and think about it, and you're going to get a much more interesting response.

Number four. Go with the flow. That means thoughts will come into your mind and you need to let them go out of your mind. We've heard interviews often in which a guest is talking for several minutes and then the host comes back in and asks a question which seems like it comes out of nowhere, or it's already been answered. That means the host probably stopped listening two minutes ago because he thought of this really clever question, and he was just bound and determined to say that. And we do the exact same thing.

And we stop listening. Stories and ideas are going to come to you. You need to let them come and let them go.

Number five. If you don't know, say that you don't know. Now, people on the radio are much more aware that they're going on the record, and so they're more careful about what they claim to be an expert in and what they claim to know for sure. Do that. Err on the side of caution. Talk should not be cheap.

Number six. Don't equate your experience with theirs. If they're talking about having lost a family member, don't start talking about the time you lost a family member. If they're talking about the trouble they're having at work, don't tell them about how much you hate your job. It's not the same. It is never the same. All experiences are individual. And, more importantly, it is not about you.

Number seven. Try not to repeat yourself. It's condescending, and it's really boring, and we tend to do it a lot. Especially in work conversations or in conversations with our kids, we have a point to make, so we just keep rephrasing it over and over. Don't do that.

Number eight. Stay out of the weeds. Frankly, people don't care about the years, the names, the dates, all those details that you're struggling to come up with in your mind. They don't care. What they care about is you. They care about what you're like, what you have in common. So, forget the details. Leave them out.

Number nine. This is not the last one, but it is the most important one. Listen. I cannot tell you how many really important people have said that listening is perhaps the most, the number one most important skill that you could develop. Buddha said, and I'm paraphrasing, 'If your mouth is open, you're not learning.'

Why do we not listen to each other? Number one, we'd rather talk. When I'm talking, I'm in control. I don't have to hear anything I'm not interested in. I'm the centre of attention. I can bolster my own identity. But there's another reason – we get distracted. The average person talks at about 225 words per minute, but we can listen at up to 500 words per minute. So our minds are filling in those other 275 words.

One more rule. Number ten, and it's this one. Be brief. Be interested in other people.

2.3 TED Talk Part 3

You know, I grew up with a very famous grandfather, and there was kind of a ritual in my home. People would come over to talk to my grandparents, and after they would leave, my mother would come over to us, and she'd say, 'Do you know who that was? She was the runner-up to Miss America. He was the mayor of Sacramento. She won a Pulitzer Prize. He's a Russian ballet dancer.' And I kind of grew up assuming everyone has some hidden, amazing thing about them.

You do the same thing. Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.

Thanks.

UNIT 3

3.1 TED Talk Part 1

Let's start with a clip from Al Jazeera's Listening Post.

Richard Gizbert: Norway is a country that gets relatively little media coverage. Even the elections this past week passed without much drama. And that's the Norwegian media in a nutshell: not much drama. A few years back, Norway's public TV channel NRK decided to broadcast live coverage of a seven-hour train ride – seven hours of simple footage, a train rolling down the tracks. Norwegians, more than a million of them according to the ratings, loved it. A new kind of reality TV show was born, and it goes against all the rules of TV engagement. There is no storyline, no script, no drama, no climax, and it's called Slow TV. For the past two months, Norwegians have been watching a cruise ship's journey up the coast, and there's a lot of fog on that coast. Executives at Norway's National Broadcasting Service are now considering broadcasting a night of knitting nationwide. On the surface, it sounds boring, because it is, but something about this TV experiment has gripped Norwegians. So, we sent the Listening Post's Marcela Pizarro to Oslo to find out what it is, but first a warning: viewers may find some of the images in the following report disappointing.

3.2 TED Talk Part 2

How did we get there? We have to go back to 2009, when one of my colleagues got a great idea. So, he said, why don't we make a radio programme marking the day of the German invasion of Norway in 1940? We tell the story at the exact time during the night. Wow. Brilliant idea, except this was just a couple of weeks before the invasion day. So, we sat in our lunch room and discussed what other stories can you tell as they evolve? What other things take a really long time?

So one of us came up with a train. The Bergen Railway had its 100-year anniversary that year. It goes from western Norway to eastern Norway, and it uses exactly the same time as it did 40 years ago, over seven hours. So we called our commissioning editors in Oslo, and we said, we want to make a documentary about the Bergen Railway, and we want to make it in full-length, and the answer was, 'Yes, but how long will the programme be?' 'Oh,' we said, 'full-length.' 'Yes, but we mean the programme.' And back and forth.

Luckily for us, they met us with laughter, very, very good laughter, so one bright day in September, we started a programme that we thought should be seven hours and four minutes.

Train announcement: We will arrive at Haugastøl Station.

And now we thought, yes, we have a brilliant programme. It will fit for the 2,000 trainspotters in Norway. We brought it on air in November 2009. But no, this was far more attractive. This is the five biggest TV channels in Norway on a normal Friday, and if you look at NRK2 over here, look what happened when they put on the Bergen Railway show: 1.2 million Norwegians watched part of this programme.

So, that's strong and living TV. 436 minute by minute on a Friday night, and during that first night, the first Twitter message came: Why be a chicken? Why stop at 436 when you can expand that to 8,040, minute by minute, and do the iconic journey in Norway, the coastal ship journey Hurtigruten from Bergen to Kirkenes, almost 3,000 kilometres, covering most of our coast. So just a week after the Bergen Railway, we called the Hurtigruten company and we started planning for our next show.

We wanted to do something different. The Bergen Railway was a recorded programme. So, when we sat in our editing room, we watched this picture – it's Ål Station – we saw this journalist. We had called him, we had spoken to him, and when we left the station, he took this picture of us and he waved to the camera, and we thought, what if more people knew that we were on board that train? Would more people show up? What would it look like? So, we decided our next project, it should be live. We wanted this picture of us on the fjord and on the screen at the same time.

But five and a half days in a row, and live, we wanted some help. And we asked our viewers out there, what do you want to see? What do you want us to film? How do you want this to look like? Do you want us to make a website? What do you want on it? And we got some answers from you out there, and it helped us a very lot to build the programme. So, in June 2011, 23 of us went on board the Hurtigruten coastal ship and we put off.

3.3 TED Talk Part 3

I have some really strong memories from that week, and it's all about people. They made all the stories. This is Karl. He's in the ninth grade. It says, 'I will be a little late for school tomorrow.' He was supposed to be in school at 8 am. He came at 9 am, and he didn't get a note from his teacher, because the teacher had watched the programme.

We also could take pictures of people waving at us, people along the route, thousands of them, and they all had a phone in their hand. And when you take a picture of them, and they get the message, 'Now we are on TV, Dad,' they start waving back. This was waving TV for five and a half days, and people get so extremely happy when they can send a warm message to their loved ones.

It was also a great success on social media. On the last day, we met Her Majesty the Queen of Norway, and Twitter quite couldn't handle it. And we also, on the web, during this week we streamed more than 100 years of video to 148 nations, and the websites are still there and they will be forever, actually, because Hurtigruten was selected to be part of the Norwegian UNESCO list of documents. And it's also in the Guinness Book of Records as the longest documentary ever. Thank you.

So, we were allowed to be part of people's living room with this strange TV programme, with music, nature, people. And Slow TV was now a buzzword, and we started looking for other things we could make Slow TV about. So, we could either take something long and make it a topic, like with the railway and the Hurtigruten, or we could take a topic and make it long. This is the last project. It's the peep show. It's fourteen hours of birdwatching on a TV screen, actually 87 days on the web.

So, we think that Slow TV is one nice way of telling a TV story, and we think that we can continue doing it, not too often, once or twice a year, so we keep the feeling of an event, and we also think that the good Slow TV idea, that's the idea when people say, 'Oh no, you can't put that on TV.' When people smile, it might be a very good slow idea, so after all, life is best when it's a bit strange.

Thank you.

UNIT 4

4.1 TED Talk Part 1

So in college, I was a government major, which means I had to write a lot of papers. Now, when a normal student writes a paper, they might spread the work out a little like this. So, you know – you get started maybe a little slowly, but you get enough done in the first week that, with some heavier days later on, everything gets done, things stay civil.

And I would want to do that like that. That would be the plan. I would have it all ready to go, but then, actually, the paper would come along, and then I would kind of do this. And that would happen every single paper.

But then came my 90-page senior thesis, a paper you're supposed to spend a year on. And I knew for a paper like that, my normal work flow was not an option. It was way too big a project. So I planned things out, and I decided I kind of had to go something like this. This is how the year would go. So I'd start off light, and I'd bump it up in the middle months, and then at the end, I would kick it up into high gear just like a little staircase. How hard could it be to walk up the stairs? No big deal, right?

But then, the funniest thing happened. Those first few months? They came and went, and I couldn't quite do stuff. So we had an awesome new revised plan. And then . . .

But then those middle months actually went by, and I didn't really write words, and so we were here. And then two months turned into one month, which turned into two weeks. And one day I woke up with three days until the deadline, still not having written a word, and so I did the only thing I could: I wrote 90 pages over 72 hours, pulling not one but two all-nighters – humans are not supposed to pull two all-nighters – sprinted across campus, dove in slow motion, and got it in just at the deadline.

I thought that was the end of everything. But a week later I get a call, and it's the school. And they say, 'Is this Tim Urban?' And I say, 'Yeah.' And they say, 'We need to talk about your thesis.' And I say, 'OK.' And they say, 'It's the best one we've ever seen.'

That did not happen. It was a very, very bad thesis.

I just wanted to enjoy that one moment when all of you thought, 'This guy is amazing!'

No, no, it was very, very bad.

4.2 TED Talk Part 2

Anyway, today I'm a writer-blogger guy. And a couple of years ago, I decided to write about procrastination. So, here's the brain of a non-procrastinator.

Now . . . here's my brain.

There is a difference. Both brains have a Rational Decision-Maker in them, but the procrastinator's brain also has an Instant Gratification Monkey. Now, what does this mean for the procrastinator? Well, it means everything's fine until this happens.

So the Rational Decision-Maker will make the rational decision to do something productive, but the Monkey doesn't like that plan, so he actually takes the wheel, and he says, 'Actually, let's read the entire Wikipedia page of the Nancy Kerrigan/Tonya Harding scandal, because I just remembered that that happened.

Then . . .

Then we're going to go over to the fridge, to see if there's anything new in there since ten minutes ago. After that, we're going to go on a YouTube spiral that starts with videos of Richard Feynman talking about magnets and ends much, much later with us watching interviews with Justin Bieber's mum.

All of that's going to take a while, so we're not going to really have room on the schedule for any work today. Sorry!'

4.3 TED Talk Part 3

Well, turns out the procrastinator has a guardian angel, someone who's always looking down on him and watching over him in his darkest moments – someone called the Panic Monster.

Now, the Panic Monster is dormant most of the time, but he suddenly wakes up any time a deadline gets too close or there's danger of public embarrassment, a career disaster or some other scary consequence. And importantly, he's the only thing that the Monkey is terrified of. Now, he became very relevant in my life pretty recently, because the people of TED reached out to me about six months ago and invited me to do a TED Talk. Now, of course, I said yes. It's always been a dream of mine to have done a TED Talk in the past.

But in the middle of all this excitement, the Rational Decision- Maker seemed to have something else on his mind. He was saying, 'Are we clear on what we just accepted? Do we get what's going to be now happening one day in the future? We need to sit down and work on this right now.' And the Monkey said, 'Totally agree, but let's just open Google Earth and zoom in to the bottom of India, like 200 feet above the ground, and we're going to scroll up for two and a half hours till we get to the top of the country, so we can get a better feel for India.'

So that's what we did that day.

As six months turned into four and then two and then one, the people of TED decided to release the speakers. And I opened up the website, and there was my face staring right back at me. And guess who woke up?

So the Panic Monster starts losing his mind, and a few seconds later, the whole system's in mayhem.

And the Monkey – remember, he's terrified of the Panic Monster – boom, he's up the tree! And finally, finally, the Rational Decision-Maker can take the wheel and I can start working on the talk.

4.4 TED Talk Part 4

And this entire situation, with the three characters – this is the procrastinator's system. It's not pretty, but in the end, it works. And this is what I decided to write about on the blog just a couple of years ago.

When I did, I was amazed by the response. Literally thousands of emails came in, from all different kinds of people from all over the world, doing all different kinds of things. These are people who were nurses, and bankers, and painters, and engineers and lots and lots of PhD students.

And they were all writing, saying the same thing: 'I have this problem too.'

But what struck me was the contrast between the light tone of the post and the heaviness of these emails. These people were writing with intense frustration about what procrastination had done to their lives, about what this Monkey had done to them. And I thought about this, and I said, well, if the procrastinator's system works, then what's going on? Why are all of these people in such a dark place?

Well, it turns out that there's two kinds of procrastination. Everything I've talked about today, the examples I've given, they all have deadlines. But there's a second kind of procrastination that happens in situations when there is no deadline. So, if you wanted a career where you're a self-starter – something in the arts, something entrepreneurial – there's no deadlines on those things at first, because nothing's happening at first, not until you've gone out and done the hard work to get some momentum, to get things going.

Now, if the procrastinator's only mechanism of doing these hard things is the Panic Monster, that's a problem, because in all of these non-deadline situations, the Panic Monster doesn't show up. He has nothing to wake up for, so the effects of procrastination, they're not contained; they just extend outward forever. And it's this long-term kind of procrastination that's much less visible and much less talked about than the funnier, short-term deadline-based kind. It's usually suffered quietly and privately. And it can be the source of a huge amount of long-term unhappiness, and regrets. The frustration was not that they couldn't achieve their dreams; it's that they weren't even able to start chasing them.

I don't think non-procrastinators exist. That's right – I think all of you are procrastinators.

And some of you may have a healthy relationship with deadlines, but remember: the Monkey's sneakiest trick is when the deadlines aren't there.

We need to think about what we're really procrastinating on, because everyone is procrastinating on something in life. We need to stay aware of the Instant Gratification Monkey. That's a job for all of us. And it's a job that should probably start today.

Well, maybe not today, but … You know. Sometime soon. Thank you

UNIT 5

5.1 TED Talk Part 1

I want to tell you the story about the time I almost got kidnapped in the trunk of a red Mazda Miata. It's the day after graduating from design school and I'm having a yard sale. And this guy pulls up in this red Mazda and he starts looking through my stuff. And he buys a piece of art that I made. And it turns out he's alone in town for the night, driving cross-country on a road trip before he goes into the Peace Corps.

I make the mistake of asking him, 'So where are you staying tonight?' And he makes it worse by saying, 'Actually, I don't have a place.' And I'm thinking, 'Oh, man! What do you do?' We've all been there, right? Do I offer to host this guy? But, I just met him – I mean, he says he's going to the Peace Corps, but I don't really know if he's going to the Peace Corps and I don't want to end up kidnapped in the trunk of a Miata. That's a small trunk!

So then I hear myself saying, 'Hey, I've got an airbed you can stay on in my living room.' And the voice in my head goes, 'Wait, what?'

That night, I'm laying in bed, I'm staring at the ceiling, I'm thinking, 'Oh my God! What have I done? There's a complete stranger sleeping in my living room. What if he's psychotic?'

My anxiety grows so much, I leap out of bed, I sneak on my tiptoes to the door, and I lock the bedroom door.

It turns out he was not psychotic. We've kept in touch ever since. And the piece of art he bought at the yard sale is hanging in his classroom; he's a teacher now.

This was my first hosting experience and it completely changed my perspective. Maybe the people that my childhood taught me to label as strangers were actually friends waiting to be discovered. The idea of hosting people on airbeds gradually became natural to me and when I moved to San Francisco, I brought the airbed with me.

So now it's two years later. I'm unemployed, I'm almost broke, my roommate moves out and then the rent goes up. And then I learn there's a design conference coming to town and all the hotels are sold out. And I've always believed that turning fear into fun is the gift of creativity.

So here's what I pitch my best friend and my new roommate Brian Chesky: 'Brian, thought of a way to make a few bucks – turning our place into 'designers' bed and breakfast' – offering young designers who come to town a place to crash, complete with wireless internet, a small desk space, sleeping mat and breakfast each morning. Ha!'

We built a basic website and Airbed and Breakfast was born.

Here's what we pitched investors: 'We want to build a website where people publicly post pictures of their most intimate spaces – their bedrooms, the bathrooms – the kinds of rooms you usually keep closed when people come over. And then, over the internet, they're going to invite complete strangers to come sleep in their homes. It's going to be huge!'

We sat back and we waited for the rocket ship to blast off. It did not. No one in their right minds would invest in a service that allows strangers to sleep in people's homes. Why?

Because we've all been taught as kids: strangers equal danger.

Now, when you're faced with a problem, you fall back on what you know and all we really knew was design. In art school, you learn that design is much more than the look and feel of something – it's the whole experience. We learnt to do that for objects, but here, we were aiming to build Olympic trust between people who had never met. Could design make that happen? Is it possible to design for trust?

5.2 TED Talk Part 2

I want to give you a sense of the flavour of trust that we were aiming to achieve. I've got a 30-second experiment that will push you past your comfort zone. If you're up for it, give me a thumbs-up. OK, I need you to take out your phones. Now that you have your phone out, I'd like you to unlock your phone. Now hand your unlocked phone to the person on your left.

That tiny sense of panic you're feeling right now …

… is exactly how hosts feel the first time they open their home. Because the only thing more personal than your phone is your home. People don't just see your messages, they see your bedroom, your kitchen, your toilet. Now, how does it feel holding someone's unlocked phone? Most of us feel really responsible. That's how most guests feel when they stay in a home. And it's because of this that our company can even exist.

Now what if we changed one small thing about the design of that experiment? What if your neighbour had introduced themselves first, with their name, where they're from, the name of their kids or their dog? Imagine that they had 150 reviews of people saying, 'They're great at holding unlocked phones!'

It turns out, a well-designed reputation system is key for building trust. And we didn't actually get it right the first time. It's hard for people to leave bad reviews. Eventually, we learnt to wait until both guests and hosts left the review before we revealed them.

The more different somebody is, the less we trust them. Now, that's a natural social bias. But what's interesting is what happens when you add reputation into the mix – in this case, with reviews.

Now, if you've got less than three reviews, nothing changes. But if you've got more than ten, everything changes. High reputation beats high similarity. The right design can actually help us overcome one of our most deeply-rooted biases.

Now we also learnt that building the right amount of trust takes the right amount of disclosure. This is what happens when a guest first messages a host. If you share too little, like, 'Yo' acceptance rates go down. And if you share too much, like, 'I'm having issues with my mother, …'

… acceptance rates also go down. But there's a zone that's just right, like, 'Love the artwork in your place. Coming for vacation with my family.' So how do we design for just the right amount of disclosure? We use the size of the box to suggest the right length and we guide them with prompts to encourage sharing.

5.3 TED Talk Part 3

Obviously, there are times when things don't work out.

Guests have thrown unauthorised parties and trashed homes. Hosts have left guests stranded in the rain.

In the early days, I was customer service and those calls came right to my cell phone. I was at the front lines of trust breaking. And there's nothing worse than those calls – it hurts to even think about them. And the disappointment in the sound of someone's voice was and, I would say, still is our single greatest motivator to keep improving.

Thankfully, out of the 123 million nights we've ever hosted, less than a fraction of a percent have been problematic. Turns out people are justified in their trust. And when trust works out right, it can be absolutely magical.

We had a guest stay with a host in Uruguay and he suffered a heart attack. The host rushed him to the hospital. They donated their own blood for his operation. Let me read you his review.

'Excellent house for sedentary travellers prone to myocardial infarctions. The area is beautiful and has direct access to the best hospitals. Javier and Alejandra instantly become guardian angels who will save your life without even knowing you. They will rush you to the hospital in their own car while you're dying and stay in the waiting room while the doctors give you a bypass. They don't want you to feel lonely, they bring you books to read and they let you stay at their house extra nights without charging you. Highly recommended!'

Of course, not every stay is like that. But this connection beyond the transaction is exactly what the sharing economy is aiming for.

Now, when I heard that term, I have to admit, it tripped me up. How do sharing and transactions go together? So let's be clear; it is about commerce. But, if you just called it the rental economy, it would be incomplete. The sharing economy is commerce with the promise of human connection. People share a part of themselves and that changes everything.

What if cities embraced a culture of sharing? I see a future of shared cities that bring us community and connection instead of isolation and separation.

In South Korea, in the city of Seoul, they've actually even started this. They've repurposed hundreds of government parking spots to be shared by residents. They're connecting students who need a place to live with empty-nesters who have extra rooms. And they've started an incubator to help fund the next generation of sharing economy start-ups.

Tonight, just on our service, 785,000 people in 191 countries will either stay in a stranger's home or welcome one into theirs.

Design can overcome our most deeply-rooted strangerdanger bias. And that's amazing to me. It blows my mind. I think about this every time I see a red Miata go by.

Now, we know design won't solve all the world's problems. But if it can help out with this one, if it can make a dent in this, it makes me wonder, what else can we design for next?

Thank you.

UNIT 6

6.1 TED Talk Part 1

A few years ago, I got one of those spam emails. And it managed to get through my spam filter. I'm not quite sure how, but it turned up in my inbox, and it was from a guy called Solomon Odonkoh. I know.

It went like this, it said: 'Hello James Veitch, I have an interesting business proposal I want to share with you, Solomon.' Now, my hand was kind of hovering on the delete button, right? I was looking at my phone. I thought, I could just delete this. Or I could do what I think we've all always wanted to do.

And I said, 'Solomon, your email intrigues me.' And the game was afoot.

He said, 'Dear James Veitch, we shall be shipping gold to you. You will earn ten percent of any gold you distribute[s].'

So I knew I was dealing with a professional. I said, 'How much is it worth?'

He said, 'We will start with smaller quantity', – I was like, aww – and then he said, 'of 25 kilograms. The worth should be about 2.5 million.'

I said, 'Solomon, if we're going to do it, let's go big. I can handle it. How much gold do you have?'

He said, 'It is not a matter of how much gold I have, what matters is your capability of handling. We can start with 50 kilograms as a trial shipment.'

I said, '50 kilograms? There's no point doing this at all unless you're shipping at least a metric tonne.'

He said, 'What do you do for a living?' I said, 'I'm a hedge fund executive bank manager.' This isn't the first time I've shipped bullion, my friend, no no no.

Then I started to panic. I was like, 'Now look, where are you based? I don't know about you, but I think if we're going via the postal service, it ought to be signed for.' Right? That's a lot of gold.

He said, 'It will not be easy to convince my company to do [a] larger quantity shipment.'

I said, 'Solomon, I'm completely with you on this one. I'm putting together a visual for you to take into the board meeting. Hold tight.' This is what I sent Solomon.

I don't know if we have any statisticians in the house, but there's definitely something going on.

I said, 'Solomon, attached to this email you'll find a helpful chart. I've had one of my assistants run the numbers. We're ready for shipping as much gold as possible.'

There's always a moment where they try to tug your heartstrings and this was it for Solomon. He said, 'I will be so [much] happy if the deal goes [well] because I'm going to get a very good commission as well.' And

I said, 'That's amazing! What are you going to spend your cut on?' And he said, 'On real estate, what about you?'
I thought about it for a long time. And I said, 'One word: Hummus. It's going places. I was in Sainsbury's the other day and there were, like, 30 different varieties. Also you can cut up carrots and you can dip them. Have you ever done that, Solomon?'
He said, 'I have to go bed now. Till morrow. Have sweet dream.'
I didn't know what to say! I said, 'Bonsoir, my golden nugget, bonsoir.'
Guys, you have to understand, this had been going for, like, weeks, albeit hitherto the greatest weeks of my life, but I had to knock it on the head. It was getting a bit out of hand.
So I figured I had to knock it on the head. I had to take it to a ridiculous conclusion. So I thought … I concocted a plan. I said, look, 'Solomon … Solomon, I'm concerned about security. When we email each other, we need to use a code.' And he agreed.
And I said, 'Solomon, I spent all night coming up with this code we need to use in all further correspondence:
Lawyer: Gummy Bear
Bank: Cream Egg
Legal: Fizzy Cola Bottle
Claim: Peanut M&Ms
Documents: Jelly Beans
Western Union: [guys] A Giant Gummy Lizard.'
I knew these were all words they use, right? I said, 'Please call me Kitkat in all further correspondence.'
I didn't hear back. I thought, I've gone too far. I've gone too far. So I had to … I had to backpedal a little. I said, [look] 'Solomon, is the deal still on? KitKat.'
Because you have to be consistent. Then I did get an email back from him. He said, 'The business is on and I am trying to blah blah blah …'
I said, 'Dude, you have to use the code!' What followed is the greatest email I've ever received.
I'm not joking: this is what turned up in my inbox. This was a good day. 'The business is on, and I am trying to raise the balance for the Gummy Bear …
… so he can submit all the needed Fizzy Cola Bottle Jelly Beans to the Cream Egg, for the Peanut M&Ms process to start.
Send £1,500.00 via a Giant Gummy Lizard.'

6.2 TED Talk Part 2

And that was so much fun, right, that it got me thinking: like, what would happen if I just spent as much time as I could replying to as many scam emails as I could? And that's what I've been doing for three years on your behalf. Yeah!
Let me tell you. Crazy stuff happens when you start replying to scam emails. It's really difficult, and I highly recommend we do it. I don't think what I'm doing is mean. Right? I … You know, there are a lot of people who do mean things to scammers. I don't think what I'm doing … All I'm doing is wasting their time. And I think any time they're spending with me is time they're not spending scamming vulnerable adults out of their savings, right?
And if you're going to do this – and I highly recommend you do – get yourself a pseudonymous email address. Don't use your own email address because that's exactly what I was doing at the start and it was a nightmare.

6.3 TED Talk Part 3

I tell you what: any day is a good day, any day is a good day if you receive an email that begins like this:
'I AM WINNIE MANDELA, THE SECOND WIFE OF NELSON MANDELA THE FORMER SOUTH AFRICAN PRESIDENT.' I was like, oh! – that Winnie Mandela. I know so many.
'I NEED TO TRANSFER $45 MILLION OUT OF THE COUNTRY BECAUSE OF MY HUSBAND NELSON'S HEALTH CONDITION.'
Let that sink in. She sent me this, which is hysterical. And this. And this looks fairly legitimate – this is a letter of authorization. But, to be honest, if there's nothing written on it, it's just a shape!
I said, 'Winnie, I'm really sorry to hear of this. Given that Nelson died three months ago, I'd describe his health condition as [fairly serious].' That's the worst health condition you can have – not being alive.
She said, 'KINDLY COMPLY WITH MY BANKERS INSTRUCTIONS. ONE LOVE.'
I said, 'Of course. NO WOMAN, NO CRY.'
She said, 'MY BANKER WILL NEED TRANSFER OF 3000 DOLLARS. ONE LOVE.'
I said, 'no problemo. I SHOT THE SHERIFF'
Thank you.

UNIT 7

7.1 TED Talk Part 1

The Olympic motto is 'Citius, Altius, Fortius'. Faster, Higher, Stronger. And athletes have fulfilled that motto rapidly. The winner of the 2012 Olympic marathon ran two hours and eight minutes. Had he been racing against the winner of the 1904 Olympic marathon, he would have won by nearly an hour and a half. Now, we all have this feeling that we're somehow just getting better as a human race, inexorably progressing, but it's not like we've evolved into a new species in a century. So what's going on here? I want to take a look at what's really behind this march of athletic progress.

7.2 TED Talk Part 2

In 1936, Jesse Owens held the world record in the 100 metres. Had Jesse Owens been racing last year in the World Championships of the 100 metres, when Jamaican sprinter Usain Bolt finished, Owens would have still had 14 feet to go. That's a lot in sprinter land. To give you a sense of how much it is, I want to share with you a demonstration conceived by sports scientist Ross Tucker. Now, picture the stadium last year at the World Championships of the 100 metres: thousands of fans waiting with bated breath to see Usain Bolt, the fastest man in history; flashbulbs popping as the nine fastest men in the world coil themselves into their blocks. And I want you to pretend that Jesse Owens is in that race. Now close your eyes for a second and picture the race. Bang! The gun goes off. An American sprinter jumps out to the front. Usain Bolt starts to catch him. Usain Bolt passes him and, as the runners come to the finish, you'll hear a beep as each man crosses the line. [Beeps] That's the entire finish of the race. You can open your eyes now. That first beep was Usain Bolt. That last beep was Jesse Owens. Listen to it again. [Beeps] When you think of it like that, it's not that big a difference, is it? And then consider that Usain Bolt started by propelling himself out of blocks down a specially fabricated carpet designed to allow him to travel as fast as humanly possible. Jesse Owens, on the other hand, ran on cinders - the ash from burnt wood – and that soft surface stole far more energy from his legs as he ran. Rather than blocks, Jesse Owens had a gardening trowel that he had to use to dig holes in the cinders to start from. Biomechanical analysis of the speed of Owens's joints shows that had he been running on the same surface as Bolt, he wouldn't have been 14 feet behind, he would have been within one stride. Rather than the last beep, Owens would have been the second beep. Listen to it again. [Beeps] That's the difference track surface technology has made, and it's done it throughout the running world.
Throughout sports, technology has changed the face of performance. In 1972, Eddy Merckx set the record for the longest distance cycled in one hour at 30 miles, 3,774 feet. Now that record improved and improved as bicycles improved and became more aerodynamic all the way until 1996, when it was set at 35 miles, 1,531 feet, nearly five miles farther than Eddy Merckx cycled in 1972. But then, in 2000, the International Cycling Union decreed that anyone who wanted to hold that record had to do so with essentially the same equipment that Eddy Merckx used in 1972. Where does the record stand today? 30 miles, 4,657 feet, a grand total of 883 feet farther than Eddy Merckx cycled more than four decades ago. Essentially, the entire improvement in this record was due to technology.

7.3 TED Talk Part 3

Still, technology isn't the only thing pushing athletes forward. While indeed we haven't evolved into a new species in a century, the gene pool within competitive sports most certainly has changed. In the early half of the 20th century, physical education instructors and coaches had the idea that the average body type was the best for all athletic endeavours: medium height, medium weight, no matter the sport. And this showed in athletes' bodies. In the 1920s, the average elite high-jumper and average elite shot-putter were the same exact size. But, as that idea started to fade away, as sports scientists and coaches realized that, rather than the average body type, you want highly specialized bodies that fit into certain athletic niches, a form of artificial selection took place, a self-sorting for bodies that fit certain sports, and athletes' bodies became more different from one another. Today, rather than the same size as the average elite high jumper, the average elite shot-putter is two and a half inches taller and 130 pounds heavier. And this happened throughout the sports world. In fact, if you plot on a height versus mass graph one data point for each of two dozen sports in the first half of the 20th century, it looks like this. There's some dispersal, but it's kind of grouped around that average body type. Then that idea started to go away and, at the same time, digital technology – first radio, then television and the internet – gave millions, or in some cases billions, of people a ticket to consume elite sports performance. The financial incentives and fame and glory afforded elite athletes skyrocketed and it tipped toward the tiny upper echelon of performance. It accelerated the artificial selection for specialized bodies. And if you plot a data point for these same two dozen sports today, it looks like this. The athletes' bodies have gotten much more different from one another. And because this chart looks like the charts that show the expanding universe, with the galaxies flying away from one another, the scientists who discovered it call it 'The Big Bang of Body Types'.

So, in sports where large size is prized, the large athletes have gotten larger. Conversely, in sports where diminutive stature is an advantage, the small athletes got smaller. The average elite female gymnast shrunk from 5'3" to 4'9" on average over the last 30 years, all the better for their power-to-weight ratio and for spinning in the air. And while the large got larger and the small got smaller, the weird got weirder. The average length of the forearm of a water polo player in relation to their total arm got longer, all the better for a forceful throwing whip. As the large got larger, small got smaller, and the weird weirder. In swimming, the ideal body type is a long torso and short legs. It's like the long hull of a canoe for speed over the water. And the opposite is advantageous in running – you want long legs and a short torso. And this shows in athletes' bodies today. Here you see Michael Phelps, the greatest swimmer in history, standing next to Hicham El Guerrouj, the world record holder in the mile. These men are seven inches different in height, but because of the body types advantaged in their sports, they wear the same length pants. Seven inches difference in height, these men have the same length legs. Now, in some cases, the search for bodies that could push athletic performance forward ended up introducing into the competitive world populations of people that weren't previously competing at all, like Kenyan distance runners. But we think of Kenyans as being great marathoners. Kenyans think of the Kalenjin tribe as being great marathoners. The Kalenjin make up just 12% of the Kenyan population but the vast majority of elite runners. And they happen, on average, to have a certain unique physiology: legs that are very long and very thin at their extremity, and this is because they have their ancestry at very low latitude in a very hot and dry climate, and an evolutionary adaptation to that is limbs that are very long and very thin at the extremity for cooling purposes. It's the same reason that a radiator has long coils, to increase surface area compared to volume to let heat out, and because the leg is like a pendulum, the longer and thinner it is at the extremity, the more energy-efficient it is to swing. To put Kalenjin running success in perspective, consider that 17 American men in history have run faster than two hours and ten minutes in the marathon. That's a 4-minute-and-58-second-per-mile pace. 32 Kalenjin men did that last October. That's from a source population the size of metropolitan Atlanta.

7.4 TED Talk Part 4

Still, even changing technology and the changing gene pool in sports don't account for all of the changes in performance. Athletes have a different mindset than they once did. Have you ever seen in a movie when someone gets an electrical shock and they're thrown across a room? There's no explosion there. What's happening when that happens is that the electrical impulse is causing all their muscle fibres to twitch at once, and they're throwing themselves across the room. They're essentially jumping. That's the power that's contained in the human body. But normally we can't access nearly all of it. Our brain acts as a limiter, preventing us from accessing all of our physical resources, because we might hurt ourselves, tearing tendons or ligaments. But the more we learn about how that limiter functions, the more we learn how we can push it back just a bit, in some cases, by convincing the brain that the body won't be in mortal danger by pushing harder. Endurance and ultra-endurance sports serve as a great example. Ultra-endurance was once thought to be harmful to human health, but now we realize that we have all these traits that are perfect for ultra-endurance: no body fur and a glut of sweat glands that keep us cool while running; narrow waists and long legs compared to our frames; large surface area of joints for shock absorption. We have an arch in our foot that acts like a spring, short toes that are better for pushing off than for grasping tree limbs, and when we run, we can turn our torso and our shoulders like this while keeping our heads straight. Our primate cousins can't do that. They have to run like this. And we have big old butt muscles that keep us upright while running. Have you ever looked at an ape's butt? They have no buns because they don't run upright. And as athletes have realized that we're perfectly suited for ultra-endurance, they've taken on feats that would have been unthinkable before – athletes like Spanish endurance racer Kílian Jornet. Here's Kílian running up the Matterhorn. With a sweatshirt there tied around his waist. It's so steep he can't even run here. He's pulling up on a rope. This is a vertical ascent of more than 8,000 feet, and Kílian went up and down in under three hours. Amazing. And, talented though he is, Kílian is not a physiological freak. Now that he has done this, other athletes will follow, just as other athletes followed after Sir Roger Bannister ran under four minutes in the mile.

Changing technology, changing genes and a changing mindset. Innovation in sports, whether that's new track surfaces or new swimming techniques, the democratization of sport, the spread to new bodies and to new populations around the world, and imagination in sport, an understanding of what the human body is truly capable of, have conspired to make athletes stronger, faster, bolder, and better than ever. Thank you very much.

UNIT 8

8.1 TED Talk Part 1

The High Line is an old, elevated rail line that runs for a mile and a half right through Manhattan. And it was originally a freight line that ran down 10th Avenue. And it became known as 'Death Avenue' because so many people were run over by the trains that the railroad hired a guy on horseback to run in front, and he became known as the 'West Side Cowboy'. But even with a cowboy, about one person a month was killed and run over. So they elevated it. They built it 30 feet in the air, right through the middle of the city. But with the rise of interstate trucking, it was used less and less. And by 1980, the last train rode. It was a train loaded with frozen turkeys – they say, at Thanksgiving – from the meatpacking district. And then it was abandoned.

And I live in the neighbourhood and I first read about it in the New York Times, in an article that said it was going to be demolished. And I assumed someone was working to preserve it or save it and I could volunteer but realized no one was doing anything. I went to my first community board meeting – which I'd never been to one before – and sat next to another guy named Joshua David, who's a travel writer. And at the end of the meeting, we realized we were the only two people that were sort

of interested in the project; most people wanted to tear it down. So we exchanged business cards and we kept calling each other and decided to start this organization, Friends of the High Line. And the goal at first was just saving it from demolition, but then we also wanted to figure out what we could do with it.

And what first attracted me, or interested me, was this … this view from the street – which is this, you know, steel structure, sort of rusty, this industrial relic. But when I went up on top, it was a mile and a half of wildflowers running right through the middle of Manhattan, you know, with views of the Empire State Building and the Statue of Liberty and the Hudson River. And that's really where we started … the idea coalesced around … 'let's make this a park, and let's have it be sort of inspired by this wildscape.'

8.2 TED Talk Part 2

At the time, there was a lot of opposition. Mayor Giuliani wanted to tear it down. I'm going to fast-forward through a lot of lawsuits and a lot of sort of community engagement. Mayor Bloomberg came in office; he was very supportive, but we still had to make the economic case. You know, this was after 9/11; the city was in tough times. So we commissioned an economic feasibility study to try to make the case. And it turns out, we got those numbers wrong. We thought it would cost 100 million dollars to build. So far it's cost about 150 million. And the main case was: this is going to make good economic sense for the city. So we said over a 20-year time period, the value to the city in increased property values and increased taxes would be about 250 million. That was enough. It really got the city behind it. It turns out we were wrong on that. Now people estimate it's created about a half a billion dollars, or will create about a half a billion dollars, in tax revenues for the city. We did a design competition, selected a design team. We worked with them to really create a design that was inspired by that sort of wildscape.

8.3 TED Talk Part 3

We opened the first section in 2009. It's been sort of successful beyond our dreams. Last year we had about two million people, which is about ten times what we ever estimated. This is one of my favourite features in section one. It's this amphitheatre right over 10th Avenue. And the first section ends at 20th Street right now. The other thing, it's generated, obviously, a lot of economic value; it's also inspired, I think, a lot of great architecture. There's a point where you can stand – here – and see buildings by Frank Gehry, Jean Nouvel, Shigeru Ban, Neil Denari. And the Whitney is moving downtown and is building their new museum right at the base of the High Line. And this has been designed by Renzo Piano. And they're going to break ground in May.

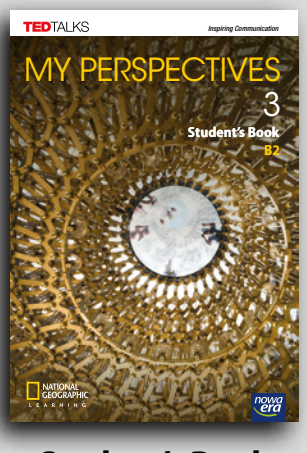
And we've already started construction on Section Two. This is one of my favourite features, this flyover where you're eight feet off the surface of the High Line, running through a canopy of trees. The High Line used to be covered in billboards, and so we've sort of taken a playful take where, instead of framing advertisements, it's going to frame people and views of the city. This was just installed last month. And then the last section was going to go around the rail yards, which is the largest undeveloped site in Manhattan. And the city has planned – for better or for worse – 12 million square feet of development that the High Line is going to ring around.

But you know, what really, I think, makes the High Line special is the people. And honestly, even though I love the designs that we were building, I was always frightened that I wouldn't really love it, because I fell in love with that wildscape – and how could you recreate that magic? But what I found is it's in the people and how they use it that, to me, makes it so special. Just one quick example is I realized right after we opened that there were all these people holding hands on the High Line. And I realized New Yorkers don't hold hands; we just don't do that outside. But you see that happening on the High Line, and I think that's, you know, the power that public space can have to transform how people experience their city and interact with each other. Thanks.

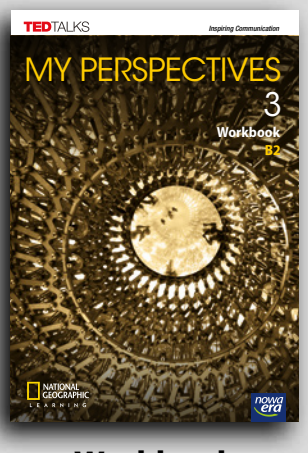
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