MY PERSPECTIVES 4

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: P45A13

Workbook

Kod: P4ZDK1

Filmy TED TALKS

TED TALK Unit 1

Kod: P4LJDU

TED TALK Unit 2

Kod: P45U6S

TED TALK Unit 3

Kod: P4H2P1

TED TALK Unit 4

Kod: P4RPE6

TED TALK Unit 5

Kod: P48ZRM

TED TALK Unit 6

Kod: P4HZJ8

TED TALK Unit 7

Kod: P4LTDM

TED TALK Unit 8

Kod: P4ZUXU

Zasoby maturalne

Matura Bank

Kod: P4QTGV

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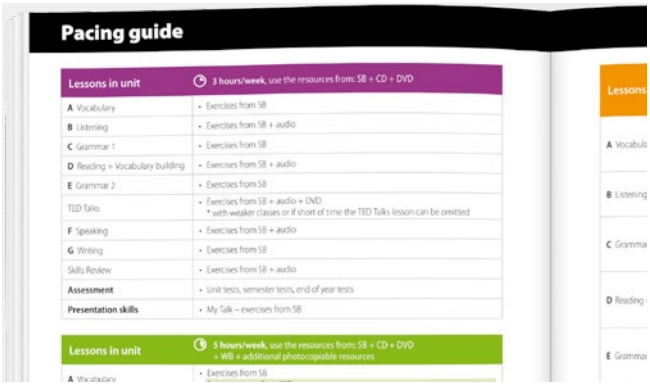
Teacher's Book elements

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:

- Building and Keeping Authority,
- TED Talks Philosophy,
- 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),
- grammar quizes (Quizizz.com),
- Matura Bank – extra materials preparing for Matura exam.

Culture guide

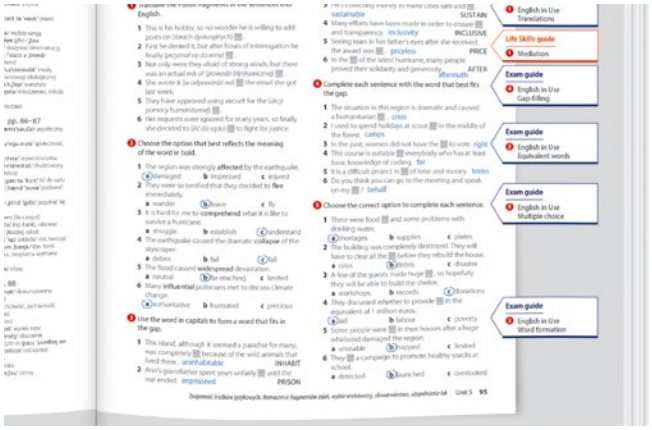
Culture guide gives extra information related to the main content:

- 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.



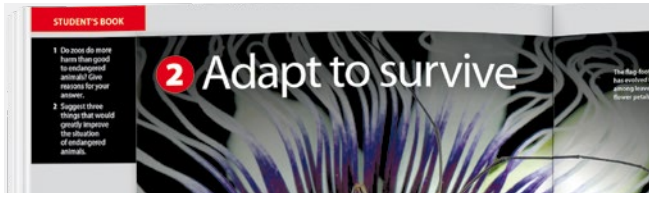
Life Skills guide

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.

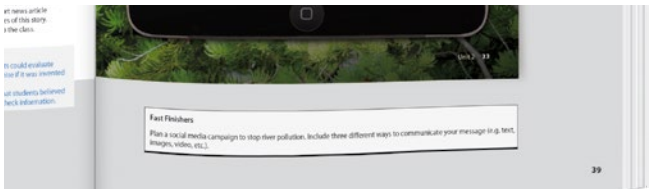
Warm-ups

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:

- Building and Keeping Authority,
- TED Talks Philosophy,
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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!

Building and Keeping Authority

Authority may be the key factor that determines the relation between the teacher and students. Building authority in classroom may be one of the most difficult tasks in a teacher's career. Not to mention the challenge of keeping it. Is it possible to be a firm and strict teacher and at the same tame conduct your lessons in a friendly and pleasant atmosphere? Hugh claims it is. And in this video you may learn how to do it.

Watch on docwiczenia.pl
Code: P44YZR

TED Talks Philosophy

My Perspectives series gives teachers the opportunity to incorporate TED Talks into their teaching routine. Hugh explains how the use of TED Talks may enrich your lessons and why they may be a perfect supplementation of your everyday classes. He also provides some inspiration on how to use TED Talks in classroom.

Watch on docwiczenia.pl
Code: P4ZVQ6

Teaching Lexis – Hugh's Method

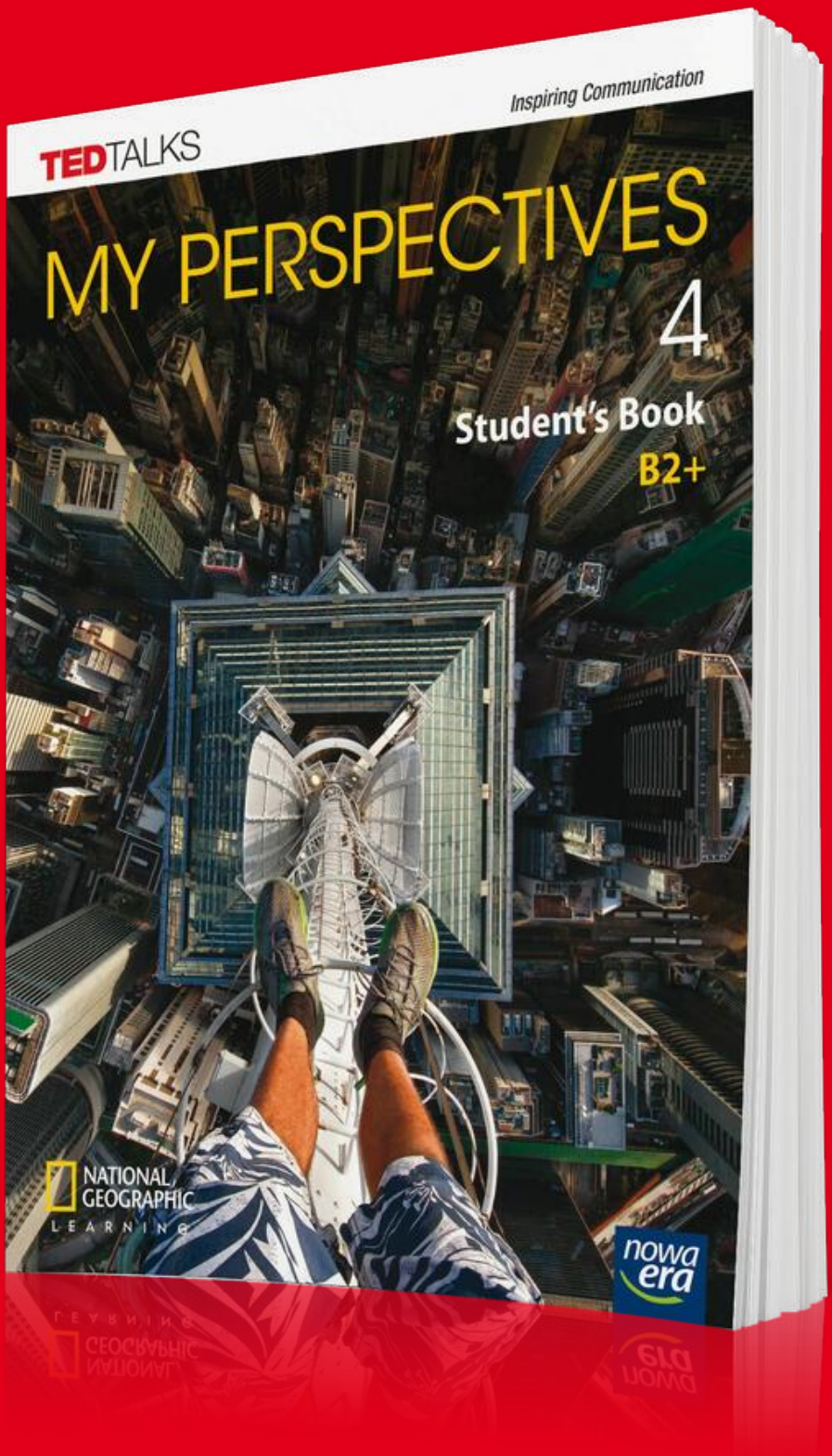
A huge part of mastering a foreign language involves learning and using vocabulary in a proper way. However, teaching vocabulary efficiently is not an easy job. With Hugh's method, it becomes very simple. In this video, we look at the triple XXX rule: explaining, exemplifying and then getting students 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

- *jobs*
- *working life*
- *types of work*
- *working and employment conditions*
- *verbs expressing ways of seeing*
- *verb patterns: gerund and infinitive*
- *present and past modal verbs*

1 Choose the correct option to complete each sentence.

1 I'm working for a fast food restaurant now but it's only *full-time* / *temporary* / *in charge* – I'm looking for something better-paid.

2 Jimmy's thinking of quitting. He sees no career *responsibilities* / *qualifications* / *prospects* in his current workplace.

3 You have to be very creative to be successful *in* / *out of* / *for* the film industry.

4 Congratulations on your new job! What are you going to spend your first *salary* / *pension* / *charge* on?

5 Old Mr Andersen wasn't *responsible* / *flexible* / *stressful* enough to adapt to the changing market, so his company soon went bankrupt.

Exam guide
5 English in Use
Transformations

2 Listen to a job advertisement and answer the questions. 2 p. 383

1 What age should the candidate be? between 18 and 24
2 What will your monthly salary be? between 60 and 90 pounds
3 How many people are there in the team? 8
4 What kind of equipment do you need to do the job? a tablet
5 How do you submit your application? by filling in the form

Exam guide
2 Listening
Open-ended questions

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

1 Layla forgot … (*send*) the info to the boss two days earlier. That's why she sent the same email to him again. sending / having sent

2 Everyone agreed on the suggestions regarding the new working hours, so the manager went on … (*discuss*) the possible pay raise. to discuss

3 I regret … (*inform*) you that your job application has been turned down. I wish you good luck with other employers. to inform

4 I tried … (*open*) the window to get some fresh air inside, but even when I did, it was still too hot in the conference room. opening

5 The bugs we found in our software meant … (*write*) most of the code from scratch. writing

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

4 Complete the sentences with the verbs in the box. Change the form if necessary. There are two verbs you do not need.

catch	glance	identify	notice
observe	recognise	watch	

1 I … a strange man trying to unlock my car, so I called the police. noticed
2 My uncle had changed so much since I last saw him that I didn't … him in the photo. recognise
3 I only … at the boys and I knew instantly that they were lying. glanced
4 If you … them for a longer time, you'll see that they have no idea what to do. observe/watch
5 The CCTV cameras recorded a man who was later … as an ex-employee of the company. identified

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 would be best if you treated your duties more seriously.
OUGHT ought to treat
You … your duties more seriously.

2 This sign means that you cannot smoke here.
ALLOWED you are not allowed
This sign means … to smoke here.

3 It's OK if you don't wear a suit in the office.
NEEDN'T needn't wear a suit
You … in the office.

4 There is a chance our competitors don't know our strategy.
MAY may not know
Our competitors … our strategy.

5 Jamie failed to pass his driving test.
MANAGE didn't manage to pass
Jamie … his driving test.

6 Work in pairs. Write a short dialogue between a job candidate and a potential employer. Think of two questions each speaker could ask at a job interview.

Have you ever done a similar job before?

Actually, not exactly this kind of job, but…

Starter 2

- *effective intercultural communication*
- *differences and stereotypes*
- *sense of identity*
- *negative prefixes*
- *reported speech*
- *verb patterns with reporting verbs*

1 Match the halves of the sentences.

1 Jack is usually quite concentrated, but he gets b
2 I tried to concentrate but it was hard to pay d
3 These photos were first posted a
4 Teachers who have good interpersonal e
5 Janet is obsessed with social media; no one shares c

a on social media by a well-known influencer.
b distracted when there is too much noise around him.
c photos as often as she does.
d attention to the lecturer because other people were talking at the same time.
e skills find it easier to have good relationships with students.

2 Listen to a student talking on the phone. Match the topics of her chat with the intentions. 3 p. 383

1 She boasts about b
2 She complains about d
3 She advises her friend about e
4 She warns her friend about a
5 She recommends c

a a boy they both know.
b the results of the competition.
c a movie at the cinema.
d one of her teachers.
e the category of the competition.

3 Listen to the recording again. Report some of Maggie's news. 3 p. 383

1 "I'm calling to tell you that I won this photo competition".
Maggie explained that she ... .

2 "I'm so glad I took part in it".
She added she ... .

3 "Will you enter the new edition planned for next month?"
Maggie asked Lucy ... .

4 "Anyway, Lucy, how's it going with you?"
Maggie wanted to know ... .

5 "I went to see it a few days ago and it's really worth watching".
Maggie said she ... .

3 1 was calling to tell her that she had won that photo competition
2 was so glad she had taken part in it
3 if she would enter the new edition which/that was planned for the following month
4 how it was going with Lucy
5 had gone to see it a few days before and it was really worth watching

4 Complete the sentences with the adjectives in the box. Add the appropriate prefixes to change the meaning of the adjectives.

aware comfortable patient possible relevant

1 There's no need to rush – we will get to the airport on time. Don't be so ... . impatient
2 Many people are still ... of the negative consequences of smoking. unaware
3 The arguments the man gave were completely ... – they did not change the situation at all. irrelevant
4 You can't have seen Jack in the city. It's ... because he's been on holiday for a week now. impossible
5 I'm glad you've thrown away those old armchairs. They were really ... . uncomfortable

5 Choose the verb which best expresses the speaker's intention.

1 It's another time Tim *promised* / *claimed* / *explained* to help us with the project and then left us all by ourselves with it. He's totally unreliable!
2 I asked Leilah what the problem was and she *admitted* / *replied* / *added* that it was none of my business. How rude!
3 It wasn't until I asked Martin to return the money that he *explained* / *told* / *admitted* spending it all.
4 Janet ordered Jason to leave her room at once and *added* / *offered* / *invited* that she didn't want to see him ever again.
5 Sandra seemed quite confused about the situation so I *suggested* / *complained* / *reminded* calling the City Council to make sure the information was true.

6 Translate the Polish fragments of the email into English.

Hi Susan,

Guess what! My parents (1) (*wreszcie zgodzili się kupić*) ... me this awesome smartphone with a personal voice assistant and top quality camera! In the shop, they (2) (*zasugerowali ściągnięcie*) ... a few extra apps for photo editing, but when I (3) (*poprosiłam ich, żeby zainstalowali*) ... these apps for me, they (4) (*zalecili zrobienie tego*) ... on my own at home. Why don't you come to my place tonight to try the phone out? (5) (*Obiecuję, że zrobię*) ... the best selfies of us we've ever had!

Love,

Cynthia

6 1 have finally agreed to buy
2 suggested downloading
3 asked them to install
4 recommended doing it
5 I promise to take / that I will take

7 Work in pairs. Share some news with each other and react to the news, expressing your sympathy, understanding, or disagreement.

I've failed the maths test again.

Oh, that's a pity.

Life Skills guide
6 Mediation

Life Skills guide
7 Communication, Creativity, Mediation, Practical skills, Self-development

Starter 3

- *art, music, cinema, theatre*
- *artists*
- *works of art, exhibitions, performances, concerts*
- *defining relative clauses*
- *non-defining relative clauses*

1 Match the halves of the sentences and complete them with the missing words from the box.

concert gallery listeners lyrics mural

1 This was one of the greatest outdoor arts projects – d
2 It's my favourite song on this album – a
3 We need to hurry up if we want to be at the stadium on time – b
4 There was a funny programme on the radio yesterday – c
5 My cousin is getting more and more famous as a painter – e

a the ... seem to tell the story of my life. lyrics
b the ... starts in 45 minutes. concert
c ... called to share their suggestions for the name of a baby seal that was born in the zoo. listeners
d the ... covered the whole wall of the highest building in my city. mural
e a ... in Warsaw has recently bought several of her portraits. gallery

Exam guide
2 Listening Matching

2 Listen to five people talking about events they took part in. Match each speaker (1–5) with the event (a–e). 4 p. 383

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

a a music festival
b a sculpture exhibition
c a TV broadcast
d a concert
e a theatre play

3 Complete each sentence (1–5) with a relative clause. Use *which/who* and the information from sentences (a–e). Decide in which sentences the relative pronoun can be omitted.

1 Roksana Węgiel is a Polish singer ... . b
2 Can you lend me the book ... ? e
3 I took autographs from the actors c
4 Futurism is an artistic movement ... . d
5 On the wall in my parents' bedroom, there is a painting ... . a

a They paid over a thousand zlotys for it.
b She won the Junior Eurovision Song Contest in 2018.
c I met them at the Sopot Film Festival.
d It started in Italy in the early 20th century.
e Our teacher recommended this book to us.

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

4 Complete the *Did you know?* section with the extra information given in sentences (a–e).

Did you know?

1 Margaret sings most of her songs in English. b
2 *Bohemian Rhapsody* is the story of Freddie Mercury. e
3 Paul Gauguin lived a very poor life. d
4 *Gangnam Style* was the first video on YouTube with more than a billion views. a
5 Van Gogh's *Sunflowers* are actually two series of paintings. c

a Korean rapper PSY released *Gangnam Style* in 2012.
b Margaret is a Polish singer.
c You can admire *Sunflowers* in the National Gallery in London.
d Few people recognised Gauguin as an artist in his times.
e Freddie Mercury was the lead singer of the band called Queen.

Exam guide
5 English in Use Transformations

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's not logical to keep such an expensive sculpture in the basement. SENSE
Keeping such an expensive sculpture in the basement ... .

2 It's hard for me to decide which exhibition will be more interesting. MIND
I can't ... which exhibition will be more interesting.

3 The details which the artist presented impressed me very much. BIG
The details which the artist presented ... on me.

4 He earns money by giving rock concerts and selling albums. LIVING
He ... from rock concerts and albums.

5 The band's new album became very popular among young people. SPLASH
The band's new album ... among young people.

6 Work in pairs. Discuss four different pieces of art (e.g. a film, painting, music video, theatre play, etc.) and recommend them to each other.

What do you think about the 'Listy do M.' film?

I don't normally like Polish films, but … . How about the Harry Potter books – are they worth reading?

3 1 who won the Junior Eurovision Song Contest in 2018
2 (which) our teacher recommended to us (*which* can be omitted)
3 (who) I met at the Sopot Film Festival (*who* can be omitted)
4 which started in Italy in the early 20th century
5 (which) they paid over a thousand zlotys for (*which* can be omitted) / for which they paid over a thousand zlotys

5 1 doesn't make (much/any) sense
2 make up my mind
3 made a big impression
4 makes/earns a living
5 made (quite) a splash

4 1 Margaret, who is a Polish singer, sings most of her songs in English.
2 *Bohemian Rhapsody* is the story of Freddie Mercury, who was the lead singer of the band called Queen.
3 Paul Gauguin, who few people recognised as an artist in his times, lived a very poor life.
4 *Gangnam Style*, which Korean rapper PSY released in 2012, was the first video on YouTube with more than a billion views.
5 Van Gogh's *Sunflowers*, which you can admire in the National Gallery in London, are actually two series of paintings.

Starter 4

- *time management*
- *phrasal verbs about time*
- *expressions with 'time'*
- *third conditional*
- *modal verbs: past speculation, deduction and regret*

1 **Choose the sentence which logically matches the information presented in the expression in bold.**

1 There are some extra classes which **I'd like to fit in** my schedule.
(**a**) I hope I'll find some time for them.
b I want to stop doing them.

2 Gina has **taken a week off** work.
(**a**) She's going on a trip to Paris.
b A group of businessmen is coming to discuss a new contract with her.

3 Mark, isn't it time you **got down to** your project?
a I'm glad I can finally see it.
(**b**) There's not much time left.

4 The meeting with the Japanese businessmen **is coming up**.
a It started about two hours ago.
(**b**) Make sure the conference hall is ready.

5 We decided to **put off** the conference.
(**a**) Otherwise, we wouldn't be able to get everything ready on time.
b There were so many questions to the lecturer that it was impossible to finish according to schedule.

2 **Listen to the teacher talking to her students. Match the people (1–4) with the sentences (a–d).** 5 p. 383

1 Lisa b	**a** has fallen behind at school.
2 Sally d	**b** is looking forward to going home.
3 Mark a	**c** can't keep up with technology.
4 The teacher c	**d** has run out of time.

3 **Complete the sentences with the phrases in the box. There are two phrases you do not need.**

ahead of his time	at one time	from time to time
in my spare time	in no time	on time
once upon a time	to pass the time	

1 My sister is quite absent-minded. She forgets to bring all her notebooks to school … . from time to time

2 The kids danced and sang in the schoolyard … while waiting for the bus to come. to pass the time

3 … , there was a genius inventor who dreamt of making people's lives easier. Once upon a time

4 I was impressed how fast my little brother was. He built the brick castle … . in no time

5 I am trying to build and programme a dancing robot … . It's my biggest hobby these days. in my spare time

6 Leonardo da Vinci designed things that were … . That's why he was so misunderstood by his contemporaries. ahead of his time

4 **Write the second sentence so that it means the same as the first.**

1 He was born in a poor family; that's why he didn't get a proper education.
If he … a proper education.

2 I didn't treat his advice seriously and now I know I was wrong.
If only … seriously!

3 They overcharged you because you didn't compare the prices with other shops.
They wouldn't … the prices with other shops.

4 Mr Burns didn't listen to the instructions carefully. Now he knows it was a mistake.
Mr Burns wishes … carefully.

5 Women were not accepted at universities in those times, so she couldn't become a doctor.
If women … a doctor.

5 **Translate the Polish fragments of the sentences into English. Use modal verbs *may*, *could*, *can't*, *should*, or *must*.**

1 It's too late to ask her for help now. (*Powinieneś był to zrobić*) … last week.

2 Let's check upstairs. Mum (*być może zostawiła*) … the keys in her bedroom.

3 It was thoughtless of you to leave the bike like that. Somebody (*mógł go ukraść*) … while you were inside the shop.

4 What a lovely dress! (*Na pewno zapłaciłaś*) … a fortune for it.

5 You (*na pewno nie zaparkowałeś*) … your car on Church Road. It's closed for traffic.

6 **Work in pairs. Discuss what improvements have been made or could be made in your school to make it more attractive for students. Explain causes and reasons for each improvement.**

The walls in our classroom have been repainted recently in order to refresh it.

Yes, but we still have uncomfortable chairs. That's why it would be good …

4 **1** hadn't been born in a poor family, he would have got / had been born in a rich/richer/wealthy family, he would have got
2 I had treated his advice
3 have overcharged you if you had compared
4 he had listened to the instructions
5 had been accepted at universities in those times, she could have become

Life Skills guide
5 Mediation

Exam guide
2 Listening
Matching

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

5 **1** You should have done it
2 may have left
3 could have stolen it
4 You must have paid
5 can't have parked

Starter 5

- *travelling*
- *means of transport*
- *trips, excursions, sightseeing*
- *safety and accidents*
- *phrasal verbs*
- *present and past tenses*
- *used to and would*

1 Complete the leaflet with the words and phrases in the box.

B&B	get a real feel	hang out with
hiking	host family	welcoming

Spend an unforgettable holiday in the Beskid Mountains

- ✓ stay in a family-run (**1**) ... in Szczawnica
- ✓ the (**2**) ... is a middle-aged couple with over 10 years' experience with tourists
- ✓ meet friendly and (**3**) ... locals who will show you around the place
- ✓ join the tour around Szczawnica to (**4**) ... for the place
- ✓ the park, the leisure centre, walking paths – lots of places to (**5**) ... local residents and other tourists
- ✓ lots of mountain trails for those who enjoy (**6**) ...

1 1 B&B 2 host family 3 welcoming 4 get a real feel 5 hang out with 6 hiking

Life Skills guide
5 Mediation

Exam guide
2 Listening
Matching

2 Listen to four people talking about their holiday experiences. Match each speaker (1–4) with the sentence (a–e). There is one extra sentence. 6 p. 383

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

a got robbed
b was left to their own devices
c got food poisoning
d got culture shock
e went off the beaten track

3 Choose the correct preposition to complete each sentence.

1 I saw a boy who was crying walking along the road, so I pulled *out* / (*up*) / *away* to ask if he needed any help.
2 The traffic jam turned *off* / *up* / (*out*) to be longer than we expected, so we arrived over half an hour late.
3 It's been quite a lazy holiday. I've spent most of my time lying *under* / (*around*) / *into*.
4 The host family picked me *in* / *on* / (*up*) straight from the railway station.
5 All these changes in the parking rules in our city come (*down*) / *in* / *back* to higher parking fees and fewer places to leave your car.

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

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

1 Give me the airport magazine. I need to check which airline ... (*offer*) regular flights to Paris. offers
2 A week later, the hotel sent me the camera which I ... (*leave*) there. had left
3 I ... (*stand*) in the queue for the flight check-in when the security officer came and asked me to open my suitcase. was standing
4 Sally ... (*learn*) to speak Croatian for over a year, so she had no problems communicating when she landed at the airport in Split. had been learning
5 I've already booked the flight to Rome for the weekend. Now I ... (*try*) to find some cheap accommodation. am trying
6 The hotel ... (*ignore*) my two messages asking about the vegetarian options at their restaurant, so I decided to stay somewhere else. ignored

5 Translate the Polish fragments of the sentences into English. Use *would* where possible; otherwise use *used to*.

1 My father (*nigdy nie rozpoczynał*) ... his vacation on Tuesday. He said it brought bad luck.
2 (*Ten hotel miewał*) ... much better opinions before the new manager appeared.
3 (*Czy oni mieli w zwyczaju*) ... go hiking in the forest when they spent their holidays in the countryside?
4 Before low-cost airlines started offering cheap flights, most people (*nie miało w zwyczaju podróżować*) ... by plane.
5 When I was in primary school, I often argued with my parents about the dangers of camping in the forest and (*mówiłem im*) ... about all the amazing experiences I'd had.

6 Work in pairs. There's a group of foreign students coming to your city for two weeks. Discuss how they could spend time depending on their preferences. Make suggestions.

If they like sports activities, they could join our gym or aerobic classes.

That's right. But if art is their thing, they should visit our Gallery of Sculpture.

5 1 would never start
2 This hotel used to have
3 Did they use to
4 didn't use to travel
5 I would tell them

Starter 6

- *social issues and events*
- *online crime*
- *responsibility in using social media*
- *skills necessary for success in business*
- *economy*
- *adjective and noun collocations*
- *present perfect forms and past simple*
- *gerund and infinitive*

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

deal	design	distribute	lend
market	negotiate	put	raise

Here's a short story about my business. First, I spent several weeks (1) ... a new type of virtual goggles which could revolutionise the video game market. I used Kickstarter to (2) ... money from investors. The production process started soon afterwards – I managed to (3) ... a good deal with the local factory. I (4) ... together a team of partners and each of them was responsible for a different part of the business – they were supposed to either (5) ... the goggles on social media or (6) ... the product to local stores. Our goggles soon became a hit among teenagers.

2 **Listen to an entrepreneur talking about his work. Decide if the sentences are true (T) or false (F).** 7 p. 383

1 The speaker put together a small team to work on the project. T
2 It didn't take long to raise money for his project. T
3 The speaker distributed the product over a large area. F
4 At first, the sales were really huge. F
5 The speaker didn't advertise the bowl well enough. T
6 It took four months before they sold all the bowls. F

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

1 How long ... (*she / run*) the café in our area?
2 They ... (*decide*) to sell the company in the early 2010s.
3 Our local electronics shop ... (*stop*) selling smartphones recently. What a pity!
4 I ... (*think*) of setting up a service point for bikers for some time. I think it's time to turn my plans into reality.
5 It's one of the oldest laptop manufacturers. They ... (*sell*) their laptops for almost two decades now.
6 This Italian restaurant round the corner ... (*just go*) out of business.

4 **Translate the Polish fragments of the sentences into English.**

1 The trip was quite expensive because of the (*luksusowe hotele*) ... we were going to stay in.
2 The letter was from my (*dalekiego krewnego*) ... I had not been in touch with for years.
3 The price for the phone was so low that my (*zdrowy rozsądek*) ... told me it was probably stolen.
4 There were a few facts in the (*oficjalnych dokumentach*) ... about the accident that I didn't think were very precise.
5 The online form asked for so many (*szczegóły dotyczące życia osobistego*) ... that I immediately became suspicious.

5 **Complete the sentences with the correct form of the verbs in brackets.**

1 The moderator refused ... (*publish*) Mike's post because of the offensive language he used. to publish
2 The developers expect ... (*earn*) more than 10,000 euros on their application. to earn
3 Many users kept ... (*use*) the program even though it was said to contain spyware. using
4 If you notice the first signs of addiction, consider ... (*reduce*) the time you spend online. reducing
5 I failed ... (*send*) the file as an email attachment because it was too large. to send

6 **Work in pairs. Persuade your partner to make some choices. Use negative questions for persuasion.**

This game must be awesome. Aren't car races your favourite kind of video game?

You should apply for this job. Wouldn't it be great to be part of this team of software developers?

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

4 1 luxurious/luxury hotels
2 distant relative
3 common sense
4 official documents
5 personal details

Exam guide
2 Listening True/false

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

3 1 has she been running
2 decided
3 (has) stopped
4 have been thinking
5 have been selling
6 has just gone

1 1 designing
2 raise
3 negotiate
4 put
5 market
6 distribute

Starter 7

- *sportspeople*
- *sport events and achievements*
- *competitions*
- *benefits and drawbacks of doing sport*
- *problems of contemporary sport*
- *synonyms*
- *determiners, possessives, quantifiers*
- *comparative and superlative structures*

1 Complete the questions with the verbs in the box. Change the form if necessary.

captain	hold	score	set	win

1 Does Usain Bolt still ... the world record for the 100-metre dash? hold
2 How many times has Real Madrid ... the Champions League? won
3 How many goals did the Polish team ... in the 2016 Euro Cup? score
4 When did Javier Sotomayor ... his world record in the high jump? set
5 Who ... the Polish team in the 2016 Euro Cup? captained

2 Listen to a person talking about a sports event. Decide if the sentences are true (T) or false (F). 8 p. 384

1 The speaker talks about the last match in the tournament. F
2 His team lost the semifinals. T
3 He scored one of the goals in the match. T
4 His rivals became the winners of the whole tournament. F
5 He couldn't play in the third place playoff. T

3 Choose the correct option to complete each sentence.

1 Wow, what a collection of trophies! Are all *this / that /* (these) medals yours?
2 James was one of the fastest men in the tournament. There have been (few) / *little / no* sprinters as good as him.
3 Will there be *none /* (any) / *much* cash prizes in this competition?
4 Curling is *a /* (an) / *the* unpopular sport, but it's been officially included in the Olympic Games since 2006.
5 My brother and I both took part in Sports Day organised by (our) / *us / we* school.

4 Replace the words or phrases in bold with the synonyms in the box. There are two extra synonyms.

amounts	connected with	elite	high hopes
natural ability	reach the goal	set up	

1 Intel Extreme Masters is an e-sport tournament for **the best** teams from all over Europe. elite
2 Schools need large **sums** of money from the government to improve their sports facilities. amounts
3 The young gymnast's success was clearly **linked to** her hard training before the tournament. connected with
4 The rivals were too good, so my local team failed to **achieve the target** and lost the game. reach the goal
5 He's got an amazing **talent** – that's something you'll never learn no matter how long you practise. natural ability

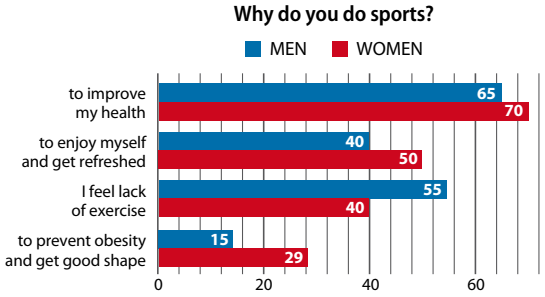
5 Complete each sentence with the words in brackets. Change their forms and add other words if necessary.

1 Our national team's recent match was ... (*far / successful*) the one they played last month.
2 ... (*advanced*) technology is used in the production of ski equipment, the better results sportspeople achieve e.g. in ski jumping or running.
3 Even though I practise swimming in a professional club, I'm ... (*not / fast*) as those who take part in national competitions.
4 In the final round, Jackie jumped ... (*slightly / far*) Suzie and won the whole tournament.
5 In order to succeed, you have to start practising ... (*much / regular*) you do now.

6 Work in pairs. Discuss the results of the survey presented in the graph.

45% of men who responded want to interact with friends.

Roughly two thirds of respondents do sports because they want to improve their health.



Exam guide
5 English in Use
Sentence formation

5 1 far more successful than
2 The more advanced
3 not as fast
4 slightly further than
5 much more regularly than

Exam guide
2 Listening
True/false

Life Skills guide
6 Critical thinking, Mediation

Starter 8

- *cultural events*
- *customs and traditions*
- *adjective and noun collocations*
- *future forms (be going to, will, be about to), present simple and continuous for future*
- *future continuous*
- *future perfect simple and continuous*

1 Choose the correct word to complete each sentence. Then answer the questions.

1 What cultural events are *held* / *involved* / *brought* regularly in your area?
2 What kind of entertainment *holds* / *attracts* / *brings* the most people during the holidays?
3 What kind of attractions *spend* / *present* / *boost* the local economy at the Polish seaside?
4 What kind of art *gets* / *generates* / *attracts* a large income for artists/performers?
5 When was the last time you *spent* / *involved* / *attracted* some money to have some fun?

2 Listen to four people commenting on the events they are taking part in. Match each speaker (1–4) with the places (a–e). There's one place you do not need. 9 p. 384

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

a museum of technology
b modern art gallery
c food festival
d cinema
e music venue

3 Complete the sentences with adjective-noun collocations in the box. There are two phrases you do not need.

diverse social backgrounds		driving ambition
hard work	leading orchestras	mixed results
private companies		strict set of rules

1 All the members of the club have to obey a ... which determine how they should behave in various situations. strict set of rules
2 Established in 1945, the Silesian Filharmonic is one of the ... in Poland. leading orchestras
3 The new leisure centre in our town has an offer for young people from ... . diverse social backgrounds
4 Amanda dreamt of being an actress as early as in primary school. That was her ... , which finally led her towards Hollywood. driving ambition
5 We wouldn't have been able to organise the festival without financial support from two ... that became our strategic sponsors. private companies

4 Choose the correct form of the verb phrase to complete each sentence.

1 A new cinema *will open* / *is about to open* in our district soon. I can't wait!
2 The Reggae Marathon *starts* / *has started* next Friday. Are you coming?
3 Once you *will buy* / *have bought* the tickets for the concert, make sure you sign up for the lottery where you can win the band's T-shirts and albums.
4 These are Premium tickets, Rosie! We *will watch* / *will be watching* the concert from the VIP lounge.
5 I *take* / *am taking* my little brother to the toy museum at the weekend. I'm sure it'll be fun.

5 Read the dialogue, then complete the story.

John: A new *Fast and Furious* film is on. I'm going to watch it next weekend. I hope the tickets will be available online. Why don't you go to the cinema with me?

Susie: I can't. I'm staying with my grandfather all weekend. He's going to have an operation on Thursday, so I'm sure he will need some help.

Last month, John told Susie that he (1) ... the following weekend because a new *Fast and Furious* film was on. He hoped the tickets (2) ... online. He invited Susie to go with him, but she couldn't. She (3) ... with her grandfather because he (4) ... an operation. She was sure he (5) ... some help.

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

The former toy factory in our city will be converted into a museum of toys soon! The work is still in progress and we expect that the main halls (1) ... (*finally / rearrange*) by May 2023. This is when the first visitors can come. We (2) ... (*complete*) the construction work by December 2023. Considering the fact that we started the project in December 2020, our people (3) ... (*redesign*) it for exactly three years. Apart from toys which were produced locally, we (4) ... (*bring*) some exhibits from other Polish factories by the time we open the museum. Oh, and we've decided to hire a former employee of this factory as a guide. He knows everything about it. After all, when the museum opens in 2023, he (5) ... (*work*) here for exactly 25 years!

7 Work in pairs. Plan a weekend together. Suggest some activities. Accept and/or refuse suggestions.

Do you feel like spending an afternoon at …?

To be honest, I don't enjoy this kind of entertainment.

Well, in that case, how about …?

5
1 was going to the cinema
2 would be available
3 was staying
4 was going to have
5 would need

Exam guide
2 Listening
Matching

6
1 will have finally been rearranged
2 will have completed
3 will have been redesigning
4 will have brought
5 will have been working

Life Skills guide
7 Collaboration, Creativity, Mediation

1 Which areas of science have seen the most rapid developments recently?

2 What kind of experiments can you remember from your chemistry, physics or biology classes?

1 It's not rocket science

Culture guide

Profile

Taylor Wilson has always been interested in nuclear physics and first got into it when he was just ten! When he was twelve, he decided he wanted to make a star and that led him to create a nuclear fusion* reactor in his garage. Taylor is from a wealthy family, but neither of his parents have a science background. His father owns a Coca-Cola bottling plant and his mum teaches yoga. He is now 22 and is working on a number of science and engineering projects. He is also a TED speaker.

* Fusion is the energy process that happens in the sun where atoms are forced together to create a new substance through which energy is released.

IN THIS UNIT YOU LEARN

VOCABULARY
- scientists, scientific discoveries and inventions
- communication technology
- scientific and technological progress
- life hacks

GRAMMAR
- passive voice
- passive reporting verbs
- causative *have* and *get*

SKILLS
Listening
- life hacks
- open questions, gap filling, matching

Reading
- why humans are curious
- adjective endings: *-ous*, *-able*, *-ive*, *-ful*, *-al*
- matching

Speaking
- preparing research questions
- hypothesising

Writing
- scientific article describing an experiment

CRITICAL THINKING
- asking critical questions

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

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

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

Taylor Wilson is the youngest person ever to produce a type of energy called nuclear fusion. He did it by building a reactor in his parents' garage.

1A Vocabulary

Science in action

Talking about science and scientific experiments

Exam guide
1 Oral Matura

Life Skills guide
1 Creativity, Critical thinking, Mediation, Self-development

Life Skills guide
2 Collaboration, Mediation

1 You're making a presentation about famous scientific inventions and discoveries. You can choose one of three areas of science:

- Biology
- Information Technology
- Physics

Choose the subject that you would like to tackle in your presentation and justify your choice. Give reasons why you reject the other two subjects. Also, answer the following questions:

1 In what ways has science made life easier or better in your lifetime?
2 What personal qualities are most important if you want to be a scientist?

2 Work in pairs. Check if you understand the words in bold. Use a dictionary if necessary.

1 **design** an experiment
2 **carry out** research
3 **form** a hypothesis and **prove** it
4 **put** a substance in water and **heat** it **up** to help it **dissolve**
5 **create** a chemical reaction that **releases** a gas
6 **track** students' progress
7 **record** the results of an experiment and **analyse** them
8 **write** a report and **add** references at the end
9 **place** something under a microscope
10 **reward** hard work
11 **get rid of** a chemical
12 **submit** an assignment

3 Complete the phrases. Add verbs from exercise 2 that are commonly used with each set of words.

1 … a theory / … an opinion to form
2 … samples / … the results to analyse
3 … an operation / … a survey to carry out
4 … chemicals into the atmosphere / … an animal to release
5 … an essay / … the project before the deadline to submit
6 … their effort / … her for her work to reward
7 … the movement of birds / … your progress to track

4 Use the verbs from exercise 2 in their correct forms to complete the sentences.

1 The institute has decided … a research team, including specialists in chemistry, toxicology, and environmental protection, to find the source of the pollution.
2 The experts need more time … the problem; the results won't be announced until next week.
3 This small GPS module … the position of the robot and sends it to our data centre.
4 The report … by the team of geologists seems to be a bit imprecise.
5 The company paid a huge fine for … toxic substances into the local river.
6 We have only … a prototype so far and are still in the process of building the first copy of our gadget, so it's not for sale yet.

4 1 to form
2 to analyse
3 tracks
4 written/submitted
5 releasing
6 designed

Life Skills guide
5 Collaboration, Creativity, Mediation

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Think of two interesting scientific experiments. Imagine you are performing the experiments in front of a group of students. Present each experiment in two language versions – one of you in Polish, the other in English.

1 What tips and advice do you usually look for on the internet? When was the last time you looked for advice on the internet?
2 What are the risks of following advice on the internet rather than getting your devices repaired at an authorised service point?

1B Listening

Listening to people talking about life hacks

1 Work in pairs. Read the definition. Then tell each other any life hacks you know for:

1 smartphones
2 computers / computer games
3 the home
4 food and drink

Life hack
A simple solution or a piece of advice that helps you solve a problem, save time or improve how something works.

2 Listen to an extract from a radio programme called *Life Hacks*. Answer the questions. 10 p. 384

1 What four life hacks are mentioned?
2 What problems do the life hacks help solve?

3 Correct the false information in each sentence. Then listen again to check your ideas. 10 p. 384

1 Marie bought herself a phone for her birthday.
2 Marie's a morning person.
3 It's best to put the paper cup right next to your bed.
4 The cup throws the sound around the room.
5 The app alters your sleep patterns.
6 Phones can be charged faster on aeroplanes.
7 When you eat spicy food, the temperature in your mouth rises.
8 The chemical in chillies is easily dissolved with water.

4 Complete the extracts with three words in each gap (contractions like *it's* count as one word). Then listen again to check your ideas. 10 p. 384

1 Well, I … this lovely new smartphone.
2 And of course it works better as an alarm if the cup … far away from your bed, as then … to get up to turn it off.
3 The cup channels the sound in one direction, whereas normally … around all over the place.
4 … to track your sleep patterns and wake you up during light sleep rather than deep.
5 If your … and you need it done ASAP, then what you need to do is put it in Airplane mode.
6 An email has … to me by Maxine, who's suggested a hack for anyone out there who likes a spicy curry from time to time.

People have created more original ways to use cups as loudspeakers.

5 Listen to four people – Adam, Marcin, Julia, and Karolina – talking about life hacks they have used. Match each sentence 1–6 with one of the speakers (one speaker may match with more than one sentence). 11 p. 384

This speaker:

1 damaged their device because of a trick they used.
2 found it more convenient to use their phone with this trick.
3 gives examples on how they benefited from using the trick.
4 wanted to improve the performance of their device.
5 is not allowed to use the life hack at home.
6 describes how to use an unrelated item as a phone accessory.

6 MY PERSPECTIVE – SPEAKING

Work in pairs. Look at the headlines of internet news. Which of these hacks could be most useful for you if it worked? Why?

„Ciągle gubisz rzeczy? Ten sposób na pewno pomoże!"

„Prosty trik, jak nauczyć się języka szybciej"

„Twój telefon też to potrafi – sprawdź te niezwykłe funkcje"

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

Exam guide
5 Listening Matching

3 Suggested answers:
1 Marie was given the phone for her birthday.
2 Marie finds it really difficult to get out of bed in the morning.
3 It's best to leave it far away from your bed as then you'll be forced to get up to turn the alarm off.
4 The phone throws the sound around the room. The cup channels the sound better.
5 The app tracks your sleep patterns.
6 Phones can be charged faster when they are in Airplane mode.
7 When you eat spicy food, the heat-detecting nerves think the temperature in your mouth rises.
8 The chemical in chillies doesn't dissolve in water.

Life Skills guide
6 Critical thinking, Mediation

4
1 was recently given
2 is then left, you'll be forced
3 it'd be thrown
4 It's been designed
5 phone's being charged
6 just been sent

5
1 Julia (speaker 3)
2 Karolina (speaker 4)
3 Adam (speaker 1)
4 Adam (speaker 1)
5 Marcin (speaker 2)
6 Julia (speaker 3)

2
1 – making a smartphone speaker louder
– an app that tracks your sleep patterns
– putting your phone into Airplane mode while charging
– consuming yoghurt after eating spicy food
2 – A louder smartphone speaker can help you get out of bed in the morning.
– The app wakes you up during light sleep, when it's easier and less traumatic for you to be woken.
– Charging a phone in Airplane mode saves energy and helps charge your phone faster.
– Consuming yoghurt stops the burning sensation in your mouth when eating spicy foods.

3h/week • Student's Book ex. 1–6 p. 14 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–5 p. 10

7h/week • Extra online resources

Fast Finishers

Imagine that you have just tried or are trying one of the life hacks described in exercise 2. Write a short dialogue (6–8 lines) that illustrates the situation.

1C Grammar 1

The passive 1

Talking about inventions using passive voice

1 Work in groups. Look at the Grammar box. Then discuss the questions.

1 Identify the object(s) in sentences (a) and (b) in the Grammar box.
2 Which object – direct or indirect – was used as a subject of the passive sentences (c) and (d) in the Grammar box?

The passive

Some verbs need two objects in a sentence.

A direct object answers the question *who / what?*.

An indirect object answers the question *to whom / for whom?*.

a *My parents recently gave me this lovely, new smartphone.*

b *Maxine has just sent an email to me.*

We make the passive by using a form of the verb *be* + past participle.

c *I was recently given this lovely, new smartphone.*

d *An email has just been sent to me by Maxine.*

More explanation in Grammar reference on p. 24.

2 Complete the blog entry with the correct passive forms.

If you're making a list of the most important inventions ever, the internet should (1) ... (*place*) right at the top! Our lives (2) ... completely ... (*transform*) since the first web page (3) ... (*create*) in 1990. It could even (4) ... (*say*) that the internet is the ultimate life hack! Of course, various linked systems of computers (5) ... (*use*) for some time before the birth of the world wide web, and early versions of what was to become the web (6) ... regularly ... (*test*) right through the 1970s and 80s. Today, though, it's rare to meet someone who has no interest in (7) ... (*connect*) and for many young people, that means more than 20 hours a week online! Indeed, the internet has become so essential to our lives that some argue it is like air and everyone should (8) ... (*give*) access to it for free.

More exercises in Grammar practice on p. 25.
Do exercises 1–2.

3 Work in pairs. You are about to write an essay about an invention which, in your opinion, has changed the modern world most. Tell your partner which option you would choose and why. Give reasons why you reject the other two. Then, answer the questions.

- 3D printing
- drones
- smartphones

1 Some people say artificial intelligence may cause more harm than good. What's your opinion?
2 Which aspects of your life would be most affected if you lost internet access for a really long time?

4 Complete the descriptions with the passive forms of the verbs in brackets. Which of the things in the box are being described?

boomerang	CAPTCHA boxes	coffee	gunpowder
paper	PIN code	tea	the yo-yo

1 The name ... (*take*) from Tagalog, a language that's spoken in the Philippines, where it ... (*use*) as a weapon for hundreds of years. It was first produced as a toy in California in the 1920s.
2 It is thought that it ... first ... (*produce*) in Mocha, Yemen, over a thousand years ago. It ... now ... (*consume*) all over the world – particularly in the morning.
3 It ... (*invent*) in Ancient China over 2,000 years ago for use by the government but ... (*not introduce*) into Europe until the 11th century.
4 You ... probably ... (*ask*) to type letters into one of these when using the web. They ... (*use*) to prevent spam and were invented by TED speaker Luis Von Ahn from Guatemala.

5 Work in pairs. Write a description of something like in exercise 4. Use the passive. Then work with another pair of students. Can they correctly guess what is being described?

1 What was the last gadget you received as a present? What was the occasion?
2 How has education been affected by technology recently?

Exam guide
3 Oral Matura

Life Skills guide
3 Critical thinking, Mediation

1 1 sentence a: *me* is the indirect object; *this lovely, new smartphone* is the direct object
sentence b: *an email* is the direct object; *me* is the indirect object
2 *I* – indirect object
An email – direct object

4 1 is taken, was used – **the yo-yo**
2 was (first) produced, is (now) consumed – **coffee**
3 was invented, wasn't introduced – **paper**
4 have (probably) been asked, are used – **CAPTCHA boxes**

2 1 be placed
2 have been (completely) transformed
3 was created
4 be said
5 had been used / were used
6 were (regularly) being tested / were (regularly) tested
7 being connected
8 be given

Life Skills guide
5 Collaboration, Creativity, Mediation

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

3h/week • Student's Book ex. 1–5 p. 15, ex. 1–2 p. 25

5h/week • Workbook ex. 1–3 p. 11

7h/week • Photocopiable grammar activities, TB pp. 294, 297 (1.1) • Extra online resources (see Technology guide)

1 What topics not related to school subjects do you find most interesting? Where do you search for information related to these topics?

2 What can teachers do to get students interested in the subject they're teaching? How can they sometimes cause students to lose interest in the subject?

1D Reading

VOCABULARY BUILDING Adjective endings

Adjectives can sometimes be recognised by their endings. Common adjective endings include:

-ous: curious, tremendous, previous
-able: reliable, treatable, adaptable
-ive: effective, innovative, imaginative
-ful: beautiful, hopeful, helpful
-al: practical, electrical, social

1 Work in pairs. Think of a noun that each adjective in the Vocabulary building box often goes with. Use a dictionary if necessary.

Life Skills guide
1 Collaboration

2 Choose four pairs of words from exercise 1. Write a sentence for each pair.

Research by scientists needs to have practical applications.

3 Choose the correct options to complete the text.

It is often thought that (1) *innovation* / *innovative* in science comes from the labour of (2) *curiosity* / *curious* geniuses: the kinds of individuals who work in isolation, find (3) *pleasure* / *pleasurable* in exploration and who don't worry too much about the (4) *practicality* / *practical* applications of their findings. While it is true that the (5) *use* / *useful* of many new discoveries is not always immediately clear, you only have to look at the results of scientific work conducted by teams to see that it is a (6) *social* / *society* process and involves far more (7) *cooperation* / *cooperative* than is often imagined. (8) *Collaborative* / *Collaboration* can not only help to speed up scientific work; it can also enhance the quality of the work and help share knowledge amongst a wider group of individuals.

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

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Answer the questions.

- What are the advantages and disadvantages for scientists/researchers working on their own, as part of a small team and in a much bigger team?
- How do you prefer to work? Why?

Life Skills guide
7 Collaboration, Critical thinking

READING

5 Read the article about curiosity. Which sentence is the best summary of the main point?

Understanding an article about the importance of curiosity

a Technology can help us become more curious, but it can also kill our curiosity.
b It's more important than ever to make sure kids learn to be curious.
c Social media doesn't really help us get to know people better.
d We run the risk of becoming less curious if we're not careful.
e Curiosity can do more harm than good.

Life Skills guide
8 Collaboration, Critical thinking

6 Read the article again. Match the headings (a–i) with the paragraphs (1–7). There are two extra headings.

a Topics too dangerous to ask about
b Too often, seeing is believing
c Great booster for scientists
d Historical background of curiosity
e Surrounded only by what's understood
f Make your life more exciting – be curious!
g The reasons we feel curious
h Will complexity kill curiosity?
i A grain of truth in what people say

CRITICAL THINKING Asking critical questions

If we want to check ideas and deepen our understanding, it is important to begin by asking questions about statements or research. For example:

Research has shown that curiosity is just as important as intelligence in determining how well students do at school.

The starting points for thinking critically about this statement might be:

How is student success measured? In what subjects?

How are curiosity and intelligence measured? And how different are they?

Can you be very intelligent without being curious and vice versa?

Can you be successful at school without one of these characteristics?

Is curiosity important for doing well in a job? What kinds of jobs?

7 Work in pairs. Think of at least two questions you would ask if you wanted to think critically about each of these statements.

- Hard work is more important for success than either curiosity or intelligence.
- There is some evidence that bees can think like humans.
- It has been shown that you can only learn seven words in a language lesson.

8 Work with another pair of students. Compare your ideas in exercise 8. How many of the questions can you already answer? What is the best question to explore each statement?

3h/week • Student's Book ex. 1–8 p. 16 • If short of time, skip ex. 4 and 8.

5h/week • Workbook ex. 1–5 p. 12

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

Back to the future?

Curious explorers make their way through Rising Star Cave in South Africa.

Curiosity allows us to embrace unfamiliar circumstances, brings excitement into our lives and opens up new possibilities. But how curious are we in the 21st century?

12 (**1**) i Perhaps you've heard the old saying that claims 'curiosity killed the cat'. It's a phrase that's often used to warn people – especially children – not to ask too many questions. Yet it's widely agreed that curiosity actually makes learning more enjoyable and effective. Indeed, research has shown that curiosity is just as important as intelligence in determining how well students do at school.

(**2**) f Curiosity also allows us to embrace unfamiliar circumstances, brings excitement into our lives and opens up new possibilities. Being curious requires us to be both humble enough to know we don't have all the answers, and confident enough to admit it. Asking the questions that help us bridge the gap between what we already know and what we'd like to know can lead us to make unexpected discoveries.

(**3**) c In science, basic curiosity-driven research – carried out without pressure to produce immediate practical results – can have unexpected and incredibly important benefits. For example, one day in 1831, Michael Faraday was playing around with a coil and a magnet when he suddenly saw how he could generate an electrical current. At first, it wasn't clear what use this would be, but it actually made electricity available for use in technology, and so changed the world.

(**4**) g Unsurprisingly, there are chemical and evolutionary theories to explain why humans are such curious creatures. When we become curious, our brains release a chemical called dopamine, which makes the process of learning more pleasurable and improves memory. It is still not known why learning gives us such pleasure, but one theory is that we may have developed a basic need to fight uncertainty – the more we understand about the world around us, the more likely we are to survive its many dangers!

(**5**) h However, curiosity is currently under threat like never before – and perhaps the biggest threat comes from technology! On one level, this is because technology has become so sophisticated that many of us are unable to think too deeply about how exactly things work anymore. While it may be possible for a curious teenager to take a toaster apart and get some sense of how it works, how far do you understand what happens when you type a website address into a browser? Where does your grasp of technology end and the magic begin for you?

(**6**) b In addition to this, there's the fact that we all now connect so deeply with technology, particularly our phones. The more we stare at our screens, the less we talk to other people directly. To make matters worse, all too often we accept the images of people that social media provides us with, and then feel we know enough about a person not to need to engage further with them.

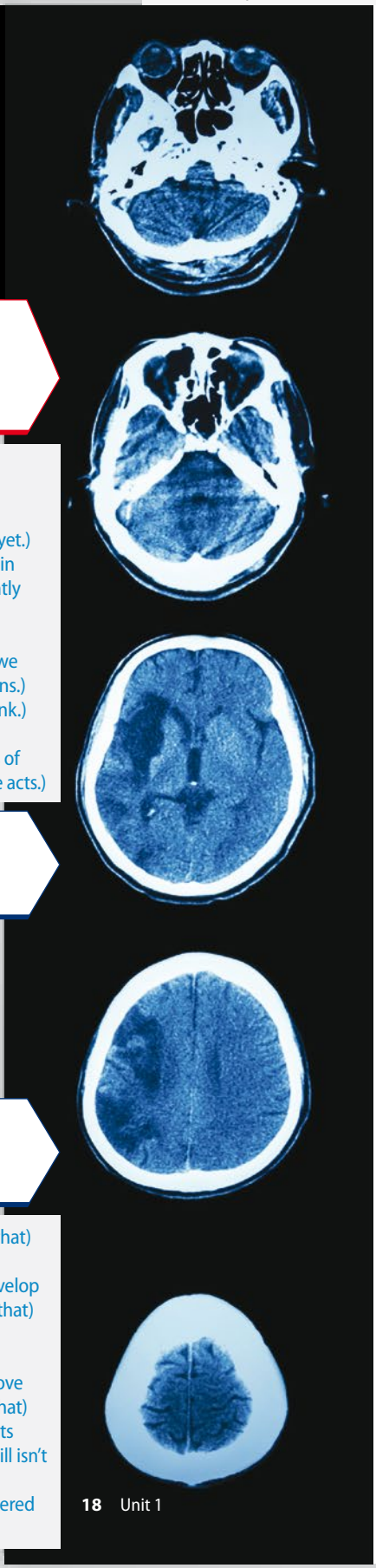
(**7**) e The final – and perhaps most worrying – way in which technology stops us asking more is to do with algorithms, the processes followed by computers. As we increasingly get our news via social media, algorithms find out what we like and push more of the same back to us, meaning we end up inside our own little bubbles, and no longer meet ideas that challenge our pre-existing beliefs. Perhaps the real key to developing curiosity in the 21st century, then, is to rely less on the tech tools of our age.

Fast Finishers

Write three questions which you'd like to find out the answers to. Each question should refer to a different school subject (history, biology, chemistry, etc.). For each question, write two hypothetical answers (they do not have to be true).

1E Cele lekcji: Stosowanie strony biernej w rozmowie o badaniach mózgu.

1 Which activities are thought to be the most stimulating for the human brain?
2 When was the last time you had some medical tests at the doctor's? Was is a regular check-up or were you ill?



Life Skills guide

1 Collaboration, Communication, Critical thinking

2 1 T
2 F (They can have a positive effect but it hasn't been proven yet.)
c F (The size of his brain was average or slightly smaller.)
d T
e F (Most of the time we use most of our brains.)
f F (They help you think.)
g T
h F (We use both sides of our brains in creative acts.)

Exam guide

2 Listening True/false

Exam guide

4 English in Use Sentence formation

4 1 was once thought (that) the brain became
3 is now known to develop
4 was once believed (that) the brain's networks became
5 are claimed to improve
6 is sometimes said (that) (the) brain size affects
7 is still not known / still isn't known
8 are generally considered to be

1E Grammar 2

The passive 2

Using passive to talk about brain research

1 Work in groups. Look at the Grammar box. Discuss whether you believe the sentences are true. Explain why by using these phrases.

I'm absolutely sure.
I'm not sure but, at a guess, I'd say …
I read about it recently. / We did it in class.
I seem to remember hearing about it.
I've got a feeling it's a bit of a myth / it's a trick question.

Passive reporting verbs

a *The heart was believed to be the centre of intelligence until the Middle Ages.* T
b *It is claimed that computer training programmes can limit the effects of ageing on the brain.* F
c *Einstein's brain was said to be bigger than average, which explains his intelligence.* F
d *It is estimated that the human brain is about 75 percent water.* T
e *It is well known that most of the time we only use ten percent of our brain capacity.* F
f *Doing exercise is thought to create chemicals that reduce your ability to think.* F
g *The part of the brain called the hippocampus is known to be connected with our sense of direction.* T
h *It has been generally accepted that creative people have a dominant right brain.* F

2 Listen and find out which sentences in the Grammar box are true. How many did you get right? 13 p. 385

3 Work in pairs. Look at the Grammar box again and:

1 identify the whole passive reporting pattern in the sentences that begin with *It*. (underlined in the sentences)
2 identify the form of the verb that follows the passive forms in sentences that do not begin with *It*. (circled in the sentences)
3 discuss what you notice about the different patterns.

More explanation in Grammar reference on p. 24.
More exercises in Grammar practice on p. 25. Do exercise 3.

4 Complete the sentences with the words in brackets. Change their form if necessary and add any missing words, but don't change their order.

1 The brain … (*estimate / contain*) around 12 percent fat.
The brain is estimated to contain around 12 percent fat.
2 It … (*once / think / the brain / become*) fully mature by the time children were six.
3 The brain … (*now / know / develop*) most during the teenage years.
4 It … (*once / believe / the brain's networks / become*) fixed as we aged.
5 Brain training activities … (*claim / improve*) listening skills and memory.
6 It … (*sometimes / say / brain size / affect*) intelligence.
7 It … (*still / not / know*) why we dream while we sleep.
8 Brain transplants … (*generally / consider / be*) impossible.

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

5h/week • Workbook ex. 1–8 pp. 14–15

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

5 Work as a class. Discuss how you think research into the brain is carried out.

6 Choose the correct options to complete the article about brain research. Does the article cover the ideas you thought of in exercise 5?

Our understanding of the brain has changed with developments in science, surgery and medical technology. For example, as new technologies were invented, the brain was thought (1) *to be* / *that it is* like a mechanical watch or telephone communication and, more recently, it (2) *has been described* / *describes* as a computer.

After Galen proved that the brain was the centre of intelligence, it was generally assumed that different parts of the brain (3) *to control* / *controlled* certain senses and functions of the body. However, the brain could only really (4) *understand* / *be understood* from the outside by studying animal brains and dissecting human bodies. Knowledge increased as a result of surgery where a patient had a tumour removed from their brain and the resulting physical change meant functions could be mapped to the part of the brain that had been operated on. This mapping came about as much through failed operations as successful ones. Now operations (5) *sometimes carry out* / *are sometimes carried out* while the patient is awake and talking, so if a part of the brain (6) *touched* / *is touched* and it affects one of their senses, they can tell the surgeon!

Since the late 1970s, medical technology such as MRI scanning (7) *has allowed* / *has been allowed* safe research into the brain without the need for surgery or X-rays. MRI uses powerful magnets and computer imaging to see high blood flows in different parts of the brain that (8) *believe* / *are believed* to show brain activity. If people (9) *have* / *are* their brains scanned while doing various thinking activities, researchers think they can (10) *identify* / *be identified* more accurately how the brain works. One result of this research is to show the limits of the brain-computer comparison. For example, it is now understood that memories are not stored in one place but are the result of activity in many parts of the brain.

Causative *have* and *get*

a *The brain scan was done by the scientist using a hi-tech device.*

b *The scientist had the brain scan done by his assistant.*

c *The scientist had the results of the brain scan stolen from his lab.*

7 Look at the Grammar box. Then match each explanation with the corresponding sentence (a–c).

1 We use the structure *have + something + done* to point to the fact that what the subject experienced was unexpected and not nice. c
2 We use regular passive voice to concentrate on the object rather than on who performed the action. a
3 We use the structure *have + something + done* so we can point to the fact that the activity / process was arranged to be done by someone other than the subject. b

More explanation in Grammar reference on p. 24.
More exercises in Grammar practice on p. 25.
Do exercises 4–5.

8 Write sentences in the passive based on these sentences.

1 They had their brains scanned while they were singing.
2 The hospital is having a new MRI scanner installed.
3 The scientists had their research evaluated.
4 My dad had his head looked at when he was in the hospital.

9 Work in pairs. Think of three different ways to complete each sentence. Use a dictionary if necessary.

1 The patient had … scanned.
2 I had … examined.
3 They should have … tested.
4 The scientists are having the laboratory … .
5 I'm going to have my injury … .
6 The research centre is going to have … .

10 Work in pairs. Describe the picture at the bottom of the page, then answer three questions.

1 How do you think the patient is feeling right now?
2 Are there any medical procedures you particularly dislike or are afraid of? Why?
3 Describe a time you or your friend had a part of your/their body scanned, tested, or treated by a doctor.

Life Skills guide
5 Creativity, Mediation

8
1 Their brains were scanned while they were singing.
2 A new MRI scanner is being installed at the hospital.
3 The scientists' research was evaluated.
4 My dad's head was looked at when he was in the hospital.

9 **Suggested answers:**
1 The patient had his liver/brain/kidneys scanned.
2 I had my eyes/head/heart examined.
3 They should have their brains / their blood / their computer system tested.
4 The scientists are having the laboratory cleaned/disinfected/sterilised.
5 I'm going to have my injury examined/treated/checked.
6 The research centre is going to have a new science lab added / half its budget cut / a new head installed.

Since the late 1970s, medical technology such as MRI scanning has allowed safe research into the brain without the need for surgery or X-rays.

Exam guide
10 Oral Matura

Life Skills guide
10 Communication, Critical thinking, Mediation

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

Fast Finishers

Write five sentences about various things that have been done, or will be done, for you. Use the causative have structure. Use the ideas below or some of your own:
• first tattoo / make • your hair / dye • eye sight / test • passport / renew • online shopping / deliver

1F Cele lekcji: Rozmawianie o eksperymentach, formułowanie pytań badawczych oraz hipotez.

1 Which experiment is the easiest to carry out – one related to chemistry, biology or physics? Why do you think so?
2 What might be the main problems or obstacles when trying to do a scientific experiment?

1F Speaking

Useful language

Staging
The first thing we'd need to do is …
We'd also need to make sure that we (didn't) …
I suppose then we'd probably be best …-ing …

Preparing research questions
I wonder if / how / why …
It'd be good to know what / whether …
We'd need to try and work out …

Hypothesising
I'd expect the results to show …
I'd imagine that the data would probably reveal …
I would / wouldn't have thought it'd be possible to prove that …

Talking about experiments, preparing research questions, hypothesising

1 Work in pairs. Look at the questions. Discuss why it might be useful to know the answer to each of them. What do you think the answers are?

- How much does homework improve exam results?
- Do goldfish only have a ten-second memory?
- How many words can you learn in an hour?
- Does going out with wet hair cause colds or flu?
- Do boys get more attention in class? And, if so, why?
- Are people who listen to pop music happier?
- What is the quickest way to have people board a plane?

2 Work in groups. If you were going to design an experiment for a question like one of those in exercise 1, what stages would you normally need to go through?

3 Listen to a short lecture on how to design experiments. Note the six main stages. Then compare your answers with a partner. Use the light bulb experiment to explain each stage. 14 p. 385

4 As a class, discuss why you think:

1 certain kinds of hypotheses are easier to prove than others.
2 proving a hypothesis wrong can be an important step towards learning.
3 it's important to record in detail how experiments are set up and data is recorded.
4 proving a hypothesis right in the way described could be seen as insufficiently scientific.

5 Work in pairs. Design an experiment to:

a find the answer to a question in exercise 1.
b see if one of the life hacks you learnt about earlier actually works.
c test another life hack you have heard about.

Use some of the language in the Useful language box. Decide:

- how you would set the experiment up.
- what kind of data you would record.
- what points of comparison you would need.
- what you would expect the results to prove.

6 Work with another pair. Explain the design of your experiment. Can your partners see any way in which it could be improved?

Life Skills guide
1 Communication, Critical thinking, Mediation

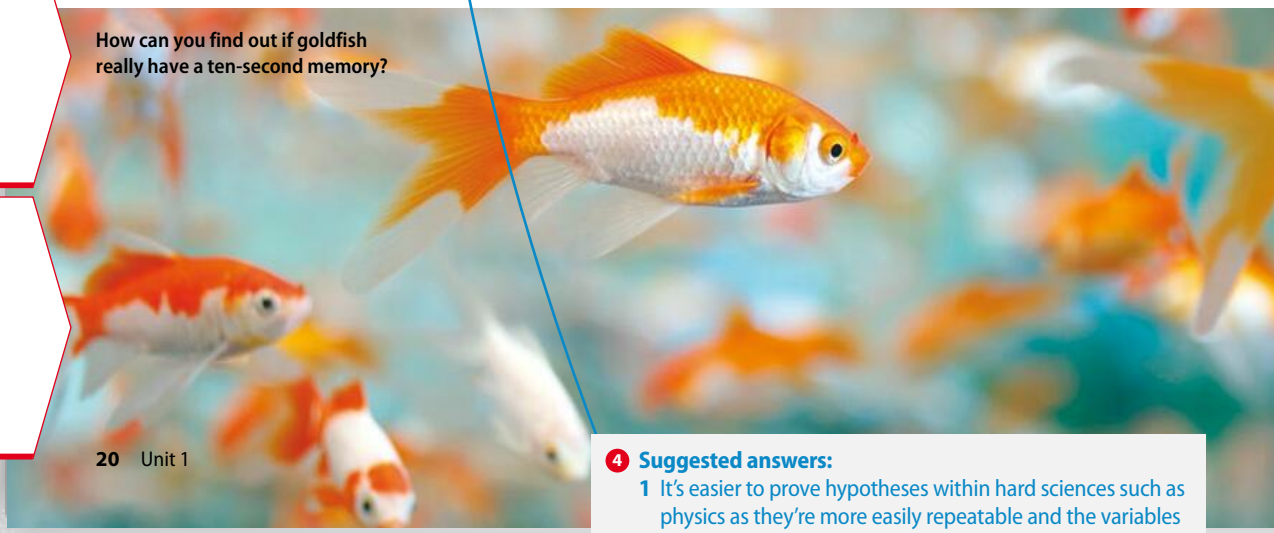
Life Skills guide
2 Collaboration, Creativity, Mediation

3 Suggested answers:
1 define the purpose of the experiment
2 do your research
3 form your hypothesis
4 design your test
5 record and analyse the data
6 draw your conclusions

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

Life Skills guide
5 Collaboration, Communication, Creativity, Critical thinking, Mediation, Practical skills, Self-development

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



How can you find out if goldfish really have a ten-second memory?

4 Suggested answers:
1 It's easier to prove hypotheses within hard sciences such as physics as they're more easily repeatable and the variables are easier to control. In softer / social sciences, there are far more variables and cause and effect is far from being established definitively.
2 You often work out what's right by a process of negative deduction.
3 Keeping a thorough record of method is crucial if the experiment is to be repeated.
4 'Proving' a hypothesis once isn't sufficient as things need to be repeatable and for the results to be regularly identical.

3h/week • Student's Book ex. 1–6 p. 20 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–5 p. 19

7h/week • Extra online resources

1G Writing

A scientific article describing an experiment

Writing a scientific article

1 WRITING TIPS Describing a process

Work in pairs. Discuss how you think writing about a process is different to telling a story. Is the guidance typical of stories (S) or scientific reports (SR)?

1 You avoid using personal pronouns *I/he/she*, etc. SR
2 You use a wide variety of words and descriptive language. S
3 You use a lot of passive sentences. SR
4 You write stages in the order they happened. SR
5 You define words you think your reader may not know. SR
6 You use idioms and colloquial language. S
7 You summarise what you are going to tell people at the beginning. SR
8 You explain the reason for doing something. SR
9 You may add a diagram of what you are describing. SR
10 You have a final sentence or comment that summarises the point of the text. SR

2 Read the article about the process that was completed in preparation for the Blackawton Bee experiment. Which of the features in exercise 1 can you identify?
1, 3, 4, 5, 8

The Blackawton Bee Experiment

An interesting experiment was once carried out by a group of young schoolchildren in Devon, England. It aimed to discover if bees could think in the same ways as humans.

The experiment was carried out using a large transparent box, called Bee Arena, which contained coloured circles representing flowers which had small holes in them that could be filled with sugar water to attract the bees. Before the experiment was started, the bees were marked individually to identify them. In order to do this, forager bees (bees that fly about looking for and collecting pollen) were let into the bee arena. Once all the bees were inside the arena, the lights were turned off in order to make them stop flying. The bees were then picked up using tweezers and put into a pot with a lid. The pot was then placed in a fridge so that the bees would fall asleep. Once they had fallen asleep, the bees were removed from the pot one at a time and painted with different coloured dots. Finally, the bees were returned to the pot and warmed up before being released back into the bee arena.

What was observed in the experiment was the fact that the bees' behavior was not determined only by the colour or position of the holes with sweet water. It was confirmed that bees were able to consider various factors and stimuli while searching for the source of food. The results might help to protect the decreasing population of bees.

Useful language

Introducing the process
The experiment aimed to show that …
The purpose of the experiment was to find out if …
The diagram illustrates the process used to …
Figure one shows how …

Linking steps
First of all, …
Before starting the experiment, …
The bees were then released …
Once the bees had been released …
After being released, the bees …
Finally, …

Explaining the steps
*They were marked **to** identify them*
*They were marked **in order to** identify them*
*They were marked **so that** they **could** be identified*
In order to do this, …

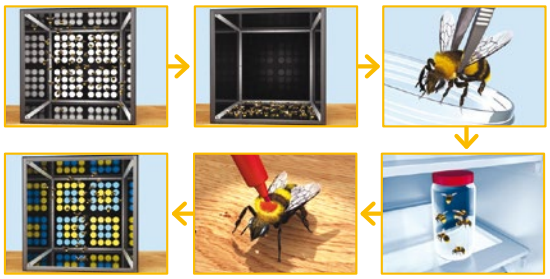
Evaluating the importance
What has been observed in the experiment might be important for …
The experiment is likely to improve …
The results may change the way scientists …

3 Look at the Useful language box. Use the language and these verbs to re-tell the process in the diagram on this page. Then look at the article in exercise 2 again and check how well you did.

let into	paint	pick up	place	put into
release	remove	return	turn off	warm up

4 You have recently carried out an experiment and its results have appeared to be worth presenting to others. Write an article for a science magazine, in which you describe the scientific method you used and present why the results are of importance for you. Write between 200 and 250 words.

More about writing an article in Writing guide on p. 150.



1 Which animal behaviour do you think would be worthy of scientific research?
2 What might go wrong when you are carrying out experiments based on the observation of animals?

Life Skills guide
1 Collaboration, Communication, Critical thinking, Practical skills

Life Skills guide
3 Creativity, Mediation

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity, Mediation, Practical skills

3h/week • Student's Book ex. 1–4 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 We've heard from a ... source that George's business is running very badly. reliable — RELY
2 Doctors from St. Hedwig's Hospital have created an ... method of treating ulcers. innovative — INNOVATION
3 Brenda has got a lot of theoretical knowledge about running the business, but very little ... experience. practical — PRACTICE
4 ... research can be defined as researchers working together to produce new scientific knowledge. Collaborative — COLLABORATION
5 I wonder when Robert gets a chance to study with all his ... activities. social — SOCIETY
6 People regard Victor as a dedicated and ... young scientist. imaginative — IMAGINE
7 I'm ... to know which invention is regarded as the most important one ever. curious — CURIOSITY
8 I'm ... that Jack will prove he deserves the reward for his hard work. hopeful — HOPE

Exam guide
3 English in Use
Sentence formation

Exam guide
4 English in Use
Word formation

Parafrazy zdań

Exam guide
2 English in Use
Transformations

2 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 People believe professor Harris designed this experiment.
BELIEVED
Professor Harris ... this experiment.
2 Mr Williams is tracking students' progress this semester.
IS
Students' progress ... by Mr Williams this semester.
3 The doctor is going to scan Josh's brain.
HAVE
Josh is going to ... .
4 Professor Scott asked his assistant to write the report.
HAD
Professor Scott ... by his assistant.
5 You'll have to analyse the results of the experiment by the end of the week.
BE
The results of the experiment ... by the end of the week.

Exam guide
5 English in Use
Gap-filling

Uzupełnianie zdań

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

1 The brain, heart, kidneys, liver, and lungs ... (*say / be*) the five vital organs essential for human survival.
2 We ... (*just / be / tell*) when to submit the assignment.
3 You ... (*should / have / your eyes / test*) as soon as possible.
4 ... (*Mary / send*) a parcel last week, but I think she hasn't received it yet.
5 I'm scared of ... (*be / ask*) to make a speech in front of a large audience.

4 Przeczytaj zdania. Uzupełnij każdą lukę wyrazem z ramki przekształconym 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.

add analyse form generate say test use

1 It ... that when you believe in yourself your brain operates differently. is said
2 There was a power cut while the results of the experiment ... by a group of experts. were being analysed
3 The professor had all references ... at the end of the book. added
4 More clean energy could ... if there were more windmills in this area. be generated
5 Sophisticated scanners had ... to scan old photographs for printing. to be used / been used

Uzupełnianie luk

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Professor Brown is ready to help his students carry ... the research on a human brain. out
2 Since you've become the owner of these confidential documents, you should ... rid of them as soon as possible. get
3 Joan's ... of direction is poor to the point of being comical. She can hardly remember her way around. sense
4 Have you ever wondered if toxic chemicals are released ... the atmosphere in your neighbourhood? into
5 If you want to do too many things at the same time, you ... the risk of not doing them at all. run
6 Roy can take his bike ... and put it together with great ease. apart

2 1 is believed to have designed
2 is being tracked
3 have his brain scanned
4 had the report written
5 will have to be analysed

3 1 are said to be
2 have just been told
3 should have your eyes tested
4 Mary was sent
5 being asked

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)

Tłumaczenie fragmentów zdań

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 Each student (*powinno się zapewnić dostęp*) ... to the internet for free.
2 Proverbs (*są używane*) ... to instruct people for centuries.
3 (*Istnieje powszechna zgoda*) ... that cooperative learning generates better results.
4 My memory is very poor. I feel it (*musi być poprawiona*) ... .
5 Why don't you (*każesz zainstalować nowy program*) ... on your computer?

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi (1–4) dotyczące pokonywania trudności i osiągania sukcesu. Do każdej z nich dopasuj odpowiadające jej zdanie (a–e).
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 15 p. 385

This speaker

a encourages working intensively in a short period of time.
b underestimates his/her inborn abilities.
c explains why he/she has to adapt his/her own tempo of work.
d appreciates his/her unusual ability.
e makes a reference to a gradual, but regular improvement of his/her skills.

1	2	3	4
e	d	c	a

SPEAKING

8 Popatrz na zdjęcia.
Twój kolega/Twoja koleżanka przygotowuje prezentację na lekcję języka angielskiego na temat sztucznej inteligencji. Prosi cię o radę dotyczącą wyboru zdjęcia, które może wykorzystać w prezentacji.

- Wybierz zdjęcie, które jest, twoim zdaniem, najlepsze i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.

1 Will robots control the world in the future? Justify your answer.
2 Some people say there are many geniuses born around the world who can't achieve their potential because they live in poor countries. Do you agree?
3 Do you think that intelligence is only based on genetics or can the environment boost our intelligence?
4 In what way do you think artificial intelligence technology can make our lives easier?

WRITING

9 Napisz artykuł do szkolnej gazetki na temat eksperymentu, który był związany z nauką języka angielskiego i który przeprowadziliście w ramach zajęć szkolnych. Wyjaśnij, na czym on polegał i przedstaw wynikające z niego korzyści.

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

6 1 should be given access
2 have been used
3 It is widely agreed
4 must / has to be improved
5 have/get a new program installed

Exam guide
7 Listening Matching

Exam guide
8 Oral Matura

Life Skills guide
8 Creativity, Critical thinking, 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 1

GRAMMAR 1 The passive 1

Stronę bierną stosujemy, kiedy:

- nie znamy wykonawcy czynności, jest on nieistotny lub jest oczywisty,
- chcemy celowo pominąć wykonawcę czynności,
- czynność jest istotniejsza niż jej wykonawca.

Zdania w stronie biernej w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz imiesłowu przymiotnikowego biernego (*past participle*).

Przykłady zdań w poszczególnych czasach:

present simple

The cup ***is*** *then* ***left*** *far away from your bed.*

The machines ***are exported*** *all over the world.*

present continuous

If your phone ***is being charged*** *…*

The wrong questions ***are being asked****.*

present perfect

I ***have*** *just* ***been sent*** *an email by Maxine.*

It ***has been designed*** *to track your sleep patterns.*

past simple

I ***was*** *recently* ***given*** *this lovely new smartphone.*

We ***were*** *only* ***told*** *about it at the last minute.*

past continuous

There was a power cut while the experiment ***was being carried out****.*

They ***weren't being produced*** *in Mexico, so I saw an opportunity.*

past perfect

I wanted to produce them, but a patent ***had*** *already* ***been taken out****.*

po czasownikach modalnych

You ***should be*** *informed about it.*

It ***would be thrown*** *around all over the place.*

po przyimkach

I'm scared of ***being asked*** *questions I can't answer.*

Niektóre czasowniki mogą mieć dwa dopełnienia – bliższe i dalsze:

My parents gave ***me*** *a lovely new smartphone.*

Maxine sent ***me*** *an email.*

Wówczas stronę bierną możemy utworzyć na dwa sposoby:

I *was recently given this lovely new smartphone.*

A new smartphone was given ***to me****.*

I *have just been sent an email by Maxine.*

An email has just been sent ***to me*** *by Maxine.*

Ćwiczenia 1–2

GRAMMAR 2 The passive 2

Stronę bierną stosujemy także, kiedy wyrażamy ogólnie przyjęte opinie, sądy i założenia.

Istnieją dwa schematy:

- konstrukcja „*It + passive + that-clause*",
- konstrukcja „*Subject + passive + to-infinitive clause*".

It	is thought	(that) the brain works like a watch.
	is claimed	(that) the brain is like a computer.
	is assumed	(that) people know what they are doing.
	is well known	(that) smoking causes cancer.
The brain	is thought	to have 200,000 kilometres of blood vessels.
	was believed	to be controlled by four different elements or 'humours'.
	is estimated	to weigh three kilos.
	is known	to recover from serious damage.

Ćwiczenie 3

Causative *have* i *get*

Konstrukcji „*have/get + something + done*" używamy, gdy mówimy o czynnościach, które zostały dla nas lub dla kogoś wykonane przez inną osobę.

Mr Jenkins ***had*** *his blood tests done yesterday.*

Scientists ***have*** *research into the brain done by using scanners.*

Surgeons can ***get*** *complicated operations done by robots.*

Get jest zazwyczaj formą mniej formalną niż *have* i raczej nie występuje w języku pisanym.

Ćwiczenia 4–5

Grammar practice

1 Complete the sentences with the correct active or passive forms of the verbs in brackets.

1 Language (1) … obviously … (*exist*) for many thousands of years before writing (2) … (*invent*), but the existence of written records really (3) … (*mark*) the beginning of history as we know it. The earliest writing (4) … (*find*) in part of what (5) … now … (*call*) Iraq.

2 The printing press (1) … often … (*call*) one of the most important inventions of all time. Of course, books (2) … (*produce*) before Johannes Gutenberg (3) … (*present*) his first creation to the world, but always by hand! Before too long, thousands of books (4) … (*print*) and (5) … (*distribute*) all over Europe.

3 If you're worried about your phone (1) … (*steal*), here's a helpful hack. A special app can (2) … (*install*) so that you can (3) … (*track*) the phone if it's lost or stolen. You'll also be able to see if the phone (4) … (use). It can even (5) … (*wipe*) clean remotely, to stop criminals from (6) … (*get*) hold of data.

4 The first self-driving car only (1) … (*hit*) the road very recently, but it's quite possible that cars as we know them will soon (2) … (*replace*) by this new model. Over recent years, much of the research into these cars (3) … (*fund*) by Elon Musk, a TED speaker who (4) … (*start*) lots of different companies. Thousands of self-driving cars (5) … already … (*build*) – and they (6) … (*get*) more sophisticated.

2 Complete each sentence with the passive forms of the phrases in the box.

award Ahmed Zewail the Nobel prize in Chemistry
give me it
set us some tricky questions
~~show the queen one of the first telephones~~
teach us how to do it

1 In January 1878, one of the first telephones *was shown to the queen* by its inventor, Alexander Graham Bell.

2 In 1999, the Nobel prize in Chemistry … , who was the first Egyptian to receive the prize.

3 The science test was a bit of a nightmare because we … !

4 I can type quite fast because we … in primary school.

5 I had my watch stolen, and I was really upset because it … by my grandparents.

3 Complete each pair of sentences using the word in bold; one sentence should be in the active form and the other should be in the passive form.

1 accept
a It … now that increases in global temperatures are due to human activity. is (generally/widely/commonly/universally) accepted
b Most scientists … that we need to take action to reduce global warming. accept

2 not know
a We … exactly how many stars there are in the solar system. don't know
b It … exactly how stars were first formed. is not known

3 think
a Some researchers … that it could be possible to live on Mars. think
b Mars … to have water under its surface. is thought

4 believe
a In the past, many diseases … to be caused by having too much blood in the body. were believed
b Doctors in the past … that they could cure diseases by removing blood from the body. believed

4 Complete the short report with one word in each gap.

The government is (1) … air quality tested because high levels of pollution (2) … thought to (3) … increasing. The government is also having research (4) … in schools to try to find out whether air pollution is having any effect on students' performance. Air pollution is known (5) … affect health and is estimated to (6) … thousands of deaths each year. (7) … is also claimed (8) … it affects the development of the brain and young people's intelligence, but more research is needed to decide if there is a clear link.

5 Complete the second sentence so that it means the same as the first. Use the word in capitals and three other words. Do not change the form of the word given.

1 We still do not really know what the purpose of dreams is. KNOWN
It … what the purpose of dreams is.

2 In the past, people believed that dreams were warnings about the future. BE
In the past, dreams … warnings about the future.

3 We scanned the brains of the participants while they were sleeping. THEIR
Participants in the experiment … while they were sleeping.

4 We asked them to tell us about any dreams they had while they were asleep. TALK
They … about any dreams they had while they were asleep.

1
1 had (obviously) existed
2 was invented
3 marked/marks
4 was found
5 is (now) called
2
1 is (often) called / has (often) been called
2 had been produced / were produced / were being produced
3 presented
4 were being printed
5 (were being) distributed
3
1 being/getting stolen
2 be installed
3 track
4 is being used / has been used
5 be wiped
6 getting
4
1 hit
2 be replaced
3 has been funded
4 has started
5 are (already) being built / have (already) been built
6 are getting

Exam guide
4 English in Use
Gap-filling

4
1 having/getting
2 are
3 be
4 conducted/done
5 to
6 cause
7 It
8 that

Exam guide
5 English in Use
Transformations

5
1 is still not known
2 were believed to be
3 had their brains scanned
4 were asked to talk

2
1 was awarded to Ahmed Zewail
3 were set some tricky questions
4 were taught how to do it
5 had been / was given to me

Wordlist Unit 1 16

VOCABULARY p. 13

add references (phr) /ˌæd 'refrənsɪz/ dodawać źródła/referencje
analyse (v) /'ænəlaɪz/ analizować, badać
announce (v) /ə'naʊns/ ogłosić
carry out (phr v) /ˌkæri 'aʊt/ przeprowadzać (np. badanie, ankietę)
chemical (n) /'kemɪkl/ substancja chemiczna
create a chemical reaction (phr) /kri'eɪt ə 'kemɪkl ri'ækʃən/ spowodować reakcję chemiczną
deadline (n) /'ded,laɪn/ ostateczny termin
design an experiment (phr) /dɪ'zaɪn ən ɪk'sperɪmənt/ zaprojektować eksperyment
dissolve (v) /dɪ'zɒlv/ rozpuszczać (np. w wodzie)
form (v) /fɔːm/ formułować
get rid of (phr) /ˌget 'rɪd əv/ pozbywać się (kogoś, czegoś)
heat up (phr v) /ˌhiːt 'ʌp/ podgrzać, zagrzać
hypotheses (n) /haɪ'pɒθəsiːz/ hipotezy
hypothesis (n) /haɪ'pɒθəsɪs/ hipoteza
imprecise (adj) /ˌɪmprɪ'saɪs/ niedokładny, nieprecyzyjny
in one's lifetime (phr) /ɪn ˌwʌnz 'laɪftaɪm/ w całym swoim życiu
mystery (n) /'mɪstəri/ tajemnica, zagadka
pay a fine (phr) /ˌpeɪ ə 'faɪn/ płacić grzywnę, mandat
place sth under a microscope (phr) /ˌpleɪs 'sʌmθɪŋ ˌʌndər ə 'maɪkrəskəʊp/ umieszczać coś pod mikroskopem
prove (v) /pruːv/ udowadniać
record the results of an experiment (phr) /rɪ'kɔːd ðə rɪ'zʌlts əv ən ɪk'sperɪmənt/ notować wyniki eksperymentu
release (v) /rɪ'liːz/ uwalniać; wydzielać
report (n) /rɪ'pɔːt/ raport, sprawozdanie
research (n) /rɪ'sɜːtʃ/ badania naukowe
reward (v, n) /rɪ'wɔːd/ wynagradzać, nagroda
reward one's effort (phr) /rɪ'wɔːd wʌnz 'efət/ wynagradzać czyjś wysiłek
reward sb for sth (phr) /rɪ'wɔːd 'sʌmbɒdi fə 'sʌmθɪŋ/ wynagradzać kogoś za coś
rocket science (phr) /'rɒkɪt ˌsaɪəns/ wielka filozofia / wielkie rzeczy
sample (n) /'sɑːmpl/ próbka
submit an assignment (phr) /səb'mɪt ən ə'saɪnmənt/ przedkładać, dostarczać zadanie, zadaną pracę
survey (n) /'sɜːveɪ/ badanie, sondaż, ankieta
tackle (v) /'tækl/ uporać się (z czymś)
theory (n) /'θɪəri/ teoria
track (v) /træk/ śledzić (np. postępy)

LISTENING p. 14

airplane mode (n) /'eəpleɪn ˌməʊd/ tryb samolotowy (w telefonie)
alter (v) /'ɔːltə/ zmieniać, modyfikować
channel (v) /'tʃænl/ kierować, odprowadzać (np. energię)
charge (v) /tʃɑːdʒ/ ładować (np. telefon)
downwards (adv) /'daʊnwədz/ w dół, do dołu
force (v) /fɔːs/ zmuszać
go flat (phr) /ˌgəʊ 'flæt/ rozładować się
hair clip (n) /'heə klɪp/ spinka do włosów
improve (v) /ɪm'pruːv/ poprawiać, ulepszać
life hack (n) /'laɪf ˌhæk/ trik ułatwiający życie
loudspeaker (n) /ˌlaʊd'spiːkə/ głośnik
moisture (n) /'mɔɪstʃə/ wilgoć
neat (adv) /niːt/ sprytnie
paper cup (n) /'peɪpə ˌkʌp/ papierowy kubek
sensation (n) /sen'seɪʃən/ doznanie, czucie
sleep pattern (n) /'sliːp ˌpætən/ rytm snu
speed sth up (phr v) /ˌspiːd sʌmθɪŋ 'ʌp/ przyspieszać coś
stiff (adj) /stɪf/ sztywny, zdrętwiały
trick (v) /trɪk/ oszukiwać kogoś, coś
unrelated (adj) /ˌʌnrɪ'leɪtɪd/ niepowiązany
useful (adj) /'juːsfl/ użyteczny, przydatny

GRAMMAR 1 p. 15

affect (v) /ə'fekt/ mieć wpływ na
artificial intelligence (n) /ˌɑːtɪ'fɪʃəl ɪn'telɪdʒəns/ sztuczna inteligencja
boomerang (n) /'buːməræŋ/ bumerang
CAPTCHA box (n) /'kæptʃə bɒks/ pole z kodem weryfikacyjnym
essential (adj) /ɪ'senʃl/ konieczny, niezbędny
gunpowder (n) /'gʌnˌpaʊdə/ proch strzelniczy
transform (v) /træns'fɔːm/ zmieniać, przekształcać
type (v) /taɪp/ pisać (na komputerze)
ultimate (adj) /'ʌltɪmət/ najlepszy, jedyny w swoim rodzaju
version (n) /'vɜːʃn/ wersja
weapon (n) /'wepən/ broń
yo-yo (n) /'jəʊ jəʊ/ zabawka jo-jo

READING pp. 16–17

adaptable (adj) /ə'dæptəbl/ potrafiący się przystosować
algorithm (n) /'ælgərɪðəm/ algorytm
application (n) /ˌæplɪ'keɪʃn/ zastosowanie
belief (n) /bɪ'liːf/ przekonanie, pogląd
booster (n) /'buːstə/ wzmacniacz, przyspieszacz
bridge the gap (phr) /ˌbrɪdʒ ðə 'gæp/ zmniejszyć różnicę
browser (n) /'braʊzə/ przeglądarka
bubble (n) /'bʌbl/ bąbelek (np. powietrza), bańka
circumstance (n) /'sɜːkəmstəns/ fakt, okoliczność
coil (n) /kɔɪl/ cewka (np. zapłonowa)
collaboration (n) /kəˌlæbə'reɪʃn/ współpraca
collaborative (adj) /kə'læbərətɪv/ wspólny (np. wysiłek, praca)
conduct (v) /kən'dʌkt/ przeprowadzać, prowadzić (np. prace)
cooperation (n) /kəʊˌɒpə'reɪʃn/ współpraca
cooperative (adj) /kəʊ'ɒprətɪv/ chętny do współpracy, współpracujący
curiosity (n) /ˌkjʊəri'ɒsəti/ ciekawość
curiosity killed the cat (phr) /ˌkjʊəri'ɒsəti kɪld ðə 'kæt/ ciekawość to pierwszy stopień do piekła
curious (adj) /'kjʊəriəs/ ciekawy
determine (v) /dɪ'tɜːmɪn/ ustalać, określać
do more harm than good (phr) /duː ˌmɔː 'hɑːm ðən 'gʊd / robić więcej szkody niż pożytku
effective (adj) /ɪ'fektɪv/ skuteczny, efektywny
electrical current (n) /ɪ'lektrɪkl 'kʌrənt/ prąd elektryczny
embrace (v) /ɪm'breɪs/ korzystać (z czegoś)
enhance (v) /ɪn'hɑːns/ poprawiać
experiment (v) /ɪk'sperəmənt/ eksperymentować
grain of truth (n) /ˌgreɪn əv 'truːθ/ ziarenko prawdy
grasp (n) /grɑːsp/ zrozumienie, pojęcie
helpful (adj) /'helpfl/ pomocny, użyteczny
hopeful (adj) /'həʊpfl/ pełen nadziei
humble (adj) /'hʌmbl/ pokorny, skromny
imaginative (adj) /ɪ'mædʒɪnətɪv/ obdarzony wyobraźnią, twórczy, pomysłowy
innovation (n) /ˌɪnəʊ'veɪʃn/ innowacja
innovative (adj) /'ɪnəvetɪv/ innowacyjny, nowatorski
labour (n) /'leɪbə/ trud, wysiłek
magnet (n) /'mægnɪt/ magnes
measure (v) /'meʒə/ mierzyć, oceniać
open up new possibilities (phr) /ˌəʊpən 'ʌp njuː ˌpɒsə'bɪlətiz/ poszerzać wachlarz możliwości
pleasurable (adj) /'pleʒrəbl/ miły, przyjemny
pleasure (n) /'pleʒə/ przyjemność
practical (adj) /'præktɪkl/ praktyczny
practicality (n) /ˌpræktɪ'kæləti/ funkcjonalność, strona praktyczna
pre-existing (adj) /ˌpriːɪg'zɪstɪŋ/ uprzedni
pressure (n) /'preʃə/ nacisk, presja
previous (adj) /'priːviəs/ poprzedni, wcześniejszy
reliable (adj) /rɪ'laɪəbl/ solidny, niezawodny
rely on (phr v) /rɪ'laɪ ɒn/ polegać na
researcher (n) /rɪ'sɜːtʃə/ badacz, pracownik naukowy
share knowledge (phr) /ˌʃeə 'nɒlɪdʒ/ dzielić się wiedzą
social (adj) /'səʊʃl/ społeczny, towarzyski
society (n) /sə'saɪəti/ społeczeństwo
sophisticated (adj) /sə'fɪstɪˌkeɪtɪd/ zaawansowany (np. mechanizm, technologia)
to make matters worse (phr) /tə ˌmeɪk 'mætəz ˌwɜːs/ co gorsza, co gorsze
treatable (adj) /'triːtəbl/ uleczalny (o chorobie)
tremendous (adj) /trə'mendəs/ zawrotny, olbrzymi
uncertainty (n) /ʌn'sɜːtnti/ niepewność, wątpliwość
under threat (adje, adv) /ˌʌndə 'θret/ zagrożony, pod groźbą
unfamiliar (adj) /ˌʌnfə'mɪliə/ obcy, nieznany

GRAMMAR 2 pp. 18–19

age (v) /eɪdʒ/ starzeć się
capacity (n) /kə'pæsəti/ pojemność, zdolność, możliwości
die out (phr v) /ˌdaɪ 'aʊt/ wymrzeć, zaniknąć
disprove (v) /dɪs'pruːv/ obalać, zadawać kłam
dissect (v) /daɪ'sekt/ przeprowadzać sekcję

dominant (adj) /'dɒmɪnənt/ dominujący
estimate (v) /'estɪmeɪt/ oszacować
evaluate (v) /ɪ'væljueɪt/ oceniać, szacować
examination (n) /ɪgˌzæmɪ'neɪʃən/ badanie lekarskie
flow (n) /fləʊ/ przepływ (np. krwi)
hippocampus (n) /ˌhɪpə'kæmpəs/ hipokamp
hotly debated (adj) /'hɒtli dɪ'beɪtɪd/ będący przedmiotem gorących dyskusji
impact (n) /'ɪmpækt/ wpływ, efekt
mature (adj) /mə'tʃʊə/ dojrzały, fizycznie rozwinięty
Middle Ages (n) /ˌmɪdl 'eɪdʒɪz/ średniowiecze
mind-blowing (adj) /'maɪndˌbləʊɪŋ/ zadziwiający, szokujący
MRI scan (n) /ˌem ɑːr 'aɪ skæn/ rezonans magnetyczny
myth (n) /mɪθ/ mit, błędne przekonanie
sense (n) /sens/ zmysł, poczucie
surgeon (n) /'sɜːdʒn/ chirurg
surgery (n) /'sɜːdʒəri/ operacja (w szpitalu)
tumour (n) /'tjuːmə/ guz, nowotwór
X-ray (n) /'eksreɪ/ prześwietlenie, zdjęcie rentgenowskie

SPEAKING p. 20

define (v) /dɪ'faɪn/ określać, precyzować
draw conclusions (phr) /ˌdrɔː kən'kluːʒnz/ wyciągać wnioski
insufficiently (adv) /ˌɪnsə'fɪʃəntli/ niewystarczająco
keep a record of (phr) /ˌkiːp ə 'rekɔːd əv/ prowadzić rejestr
light bulb (n) /'laɪt bʌlb/ żarówka
scientific (adj) /ˌsaɪən'tɪfɪk/ naukowy
set up an experiment (phr) /ˌset 'ʌp ən ɪk'sperɪmənt/ zorganizować eksperyment
Then, comes … (phr) /ðen 'kʌmz/ w następnej kolejności

WRITING p. 21

forager (n) /'fɒrɪdʒə/ poszukiwacz
let into (phr v) /ˌlet 'ɪntə/ wpuszczać
mark (v) /mɑːk/ zaznaczać
pick up (phr v) /ˌpɪk 'ʌp/ zbierać coś, pozbierać
pollen (n) /'pɒlən/ pyłek kwiatowy
pot (n) /pɒt/ pojemnik
tweezers (n) /'twiːzəz/ pęseta
warm up (phr v) /ˌwɔːm 'ʌp/ rozgrzewać

SKILLS REVIEW pp. 22–23

come in handy (phr) /ˌkʌm ɪn 'hændi/ przydać się
dyslexia (n) /dɪs'leksiə/ dysleksja
ease (n) /iːz/ łatwość
flute (n) /fluːt/ flet
gradual (adj) /'grædʒuəl/ stopniowy
kidney (n) /'kɪdni/ nerka
liver (n) /'lɪvə/ wątroba
lungs (n) /lʌŋz/ płuca
power cut (n) /'paʊə kʌt/ przerwa w dostawie prądu
ulcer (n) /'ʌlsə/ wrzód
windmill (n) /'wɪndˌmɪl/ wiatrak

(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)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 My biology teacher gave us some slides and asked to (*umieścić je pod mikroskopem*) … .
2 In our team, this has been one of the most (*będących przedmiotem gorących dyskusji*) … topics.
3 They could not deal with my problem because there was a major (*przerwa w dostawie prądu*) … and some servers were not working.
4 I've got two weeks to (*dostarczyć zadaną pracę*) … .
5 Always remind him that (*ciekawość to pierwszy stopień do piekła*) … .
6 In my opinion, social media (*robią więcej szkody niż pożytku*) … .

2 Choose the correct option to complete each sentence.

1 When our brain … endorphins we feel happy.
a releases **b** researches **c** reports
2 I love him! He is the … skier and no one has ever broken his record.
a previous **b** ultimate **c** reliable
3 What can be done in order to … the quality of life in big cities?
a embrace **b** enhance **c** engage
4 The internet has become a/an … part of our lives.
a sophisticated **b** gradual **c** essential
5 She is … that she will win.
a hopeful **b** helpful **c** humble

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

1 After many years, he finally decided to get … of some of his old and damaged comic books. rid
2 Ann's story seemed unbelievable, but I am afraid there might be a … of truth to it, too. grain
3 Our teacher promised to reward us … our great effort in preparing the presentations. for
4 The first part of the lesson was focused on setting … the experiment to test the idea. up
5 My mum suggested throwing my tent away, but I know it will come … handy someday. in
6 This is twice as much money as he has ever earned … his lifetime. in

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

1 He wanted to … his grades before the end of the term. improve PROVE
2 Their latest … solutions can help many people. innovative INNOVATION
3 We will show you how to dance flamenco in a fun and … way. pleasurable PLEASURE
4 There are hundreds of very important developments in … every day. science SCIENTIFIC
5 She couldn't easily deal with the … of fatigue and weakness. sensation(s) SENSE
6 His new methods of learning English are very … . effective EFFECT

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

1
1 place/put them under the/a microscope
2 hotly debated
3 power cut/outage
4 submit the assignment
5 curiosity killed the cat
6 do/does more harm than good

Exam guide
2 English in Use Multiple choice

Exam guide
3 English in Use Gap-filling

Exam guide
4 English in Use Word formation

1 Do zoos do more harm than good to endangered animals? Give reasons for your answer.

2 Suggest three things that would greatly improve the situation of endangered animals.

2 Adapt to survive

IN THIS UNIT YOU LEARN

VOCABULARY
- endangered species, plants, animals
- threats and environment protection
- evolution, conservation
- natural disasters

GRAMMAR
- modal verbs and meaning
- modal verbs and infinitive forms

SKILLS

Listening
- interview about conservation, extiction and protection
- protected animals in Poland
- multiple choice, true/false, open questions

Reading
- saving endangered spieces from extinction
- compound nouns

Speaking
- telling anecdotes and responding to them
- showing surprise and disbelief

Writing
- for and against essay

TED TALK
- you have no idea where camels really come from

CRITICAL THINKING
- assessing information

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

5h/week • Workbook ex. 1–10 pp. 24–25 • If short of time, skip ex. 9–10.

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

The flag-footed bug has evolved to hide among leaves and flower petals.

2A Vocabulary

Endangered species

Talking about endangered species

Life Skills guide
1 Communication, Creativity, Mediation

1 Work in pairs. You are preparing a presentation about how different species adapt to the environment. Discuss the following aspects:

- body colour
- body shape
- extreme weather
- adaptation of plants

2 Complete the article about Madagascar with these words.

adapted	breed	conservation	died out	endangered	extinct
habitat	hunting	risk	saved	species	survival

Madagascar is an island famous for its biodiversity. Evolution has created thousands of unique (1) ... that have (2) ... to life on the island. In fact, scientists have discovered more than 600 new animals since the beginning of this century. However, while it may seem that wildlife is doing well, many animals and plants are in fact at (3) ... because tropical forests are being destroyed to make farmland. Eighty percent of Madagascar's human population live in poverty and depend on basic farming for (4) ... . The silky sifaka is one of the most (5) ... animals. There are only around 250 left in the wild. A (6) ... programme is trying to preserve its (7) ... and prevent people from (8) ... it. The national dog of Madagascar, the Coton de Tulear, was (9) ... from extinction, and now people (10) ... it in several countries. The Madagascan Elephant Bird wasn't so lucky. It became (11) ... in the 17th century. It was three metres tall and may have (12) ... because people stole its huge eggs, which were big enough to feed a family.

2 1 species
2 adapted
3 risk
4 survival
5 endangered
6 conservation
7 habitat
8 hunting
9 saved
10 breed
11 extinct
12 died out

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

3 Work in pairs. Discuss the questions.

1 What endangered species do you know?
2 Why are they endangered?
3 What animals have become extinct? Why?
4 What arguments can you think of for and against conservation?

4 Match each word with the correct group of collocations.

benefit	consequence	conservation	gene	habitat	risk	species	survival

1 destroy their ... / preserve their ... / lose its natural ... habitat
2 ... of the fittest / its long-term ... / ensure its ... survival
3 at ... of extinction / a high ... / reduce the ... of disease risk
4 work in nature ... / be involved in a ... group / improve energy ... conservation
5 an endangered ... / a ... of bird / discover a new ... species
6 bring a lasting ... / a potential ... / be of ... benefit
7 pass on their ... s / in its ... s / find a ... for cancer gene
8 as a ... / have serious ... s / consider the ... s consequence

5 Complete the gaps in the text with the phrases from exercise 4. Each square represents one word.

There are several species of animals and plants that are present in Poland and are (1) ... . The European bison is (2) ... and that is why it is strictly protected in Poland. The animal was almost extinct in the early 20th century (3) ... of war activities. Then, serious measures were taken to (4) ... . First of all, all the remaining bison were taken under the legal protection scheme. A lot of effort has been made to (5) ... , the Białowieża Forest. Owing to all these steps, the population of the European bison in Poland has grown to about 1,500 animals.

5 1 at risk of extinction
2 an endangered species
3 as a consequence
4 ensure its survival
5 preserve their habitat

2B Cele lekcji: Rozumienie nagrania o wymieraniu gatunków i ochronie środowiska naturalnego.

1 Are there any campaigns or programmes aimed at protecting the environment organised in your neighbourhood (school, town, community)?
2 What is the most unusual animal you have ever seen in real life? Where/ When was it?

2B Listening

Listening to people talking about conservation, extinction and protection of natural environment

1 Listen to the interview with a conservationist. Choose the correct answer to each question. 17 p. 385

1 What inspired the interviewer to invite Paloma Sanchez to the studio?
a an exhibition about endangered animals
b possible destruction of the world
c the fact that most species that have appeared on earth are extinct by now

2 How does Paloma explain the idea of evolution as 'the survival of the fittest'?
a People shouldn't try to preserve weaker species.
b The evolutionary changes that help the species to survive are passed on in genes.
c There's high competition among individual animals of the same species.

3 What does Paloma suggest as the reason for mass extinctions like that of dinosaurs?
a negative genetic changes that killed them
b disappearance of the habitat they were able to live in
c presence of a stronger species in the same environment

4 What does Paloma mean by saying that 'humans are now the equivalent of Ice Age'?
a Humans kill too many animals, including those that are dying out.
b Humans have taken care of endangered species in order to preserve as many as possible.
c The environmental changes caused by humans are too rapid for animals.

5 Which is NOT Paloma's point of view on people's role in conservation?
a The costs of conservation are so low that they should encourage conservation.
b Our own survival might be at risk if we don't protect other species.
c We can, and even should, change the way we influence the environment.

2 What reasons for possible human extinction did you hear in the interview? Listen again and check. 17 p. 385

3 Work in pairs. Discuss the questions.

- Do you like exhibitions or television programmes about the natural world? What was the last one you saw? What was it about?
- Have you studied anything about conservation at school? What other things did you learn?
- Would you like to be a conservationist? What might be good or bad about the job?
- Have you ever taken part in action to protect something? What did you do?

4 Listen to the recording about protected animals in Poland. Decide if the statements below are true (T) or false (F). 18 p. 386

1 Mammals take up most of the list of endangered species in Poland. F
2 The list of protected birds includes several species of bats. F
3 A bat's sense of hearing is much better than their vision. T
4 They rest in an unusual position. T
5 A bat seldom lives away from a group. T

5 Listen to the news report about a zoo. Your English-speaking friend asks you a few questions about it. Answer the questions. 19 p. 386

1 Why can't we go and watch the birds next Thursday?
2 Where did they get the baby orangutan from?
3 What food for gorillas can we take with us?

Exam guide
1 Listening
Multiple choice

2 Suggested answer:
Considering the cost of conservation as too expensive and the killing of plants that could be cures for cancers are reasons for possible human extinction.

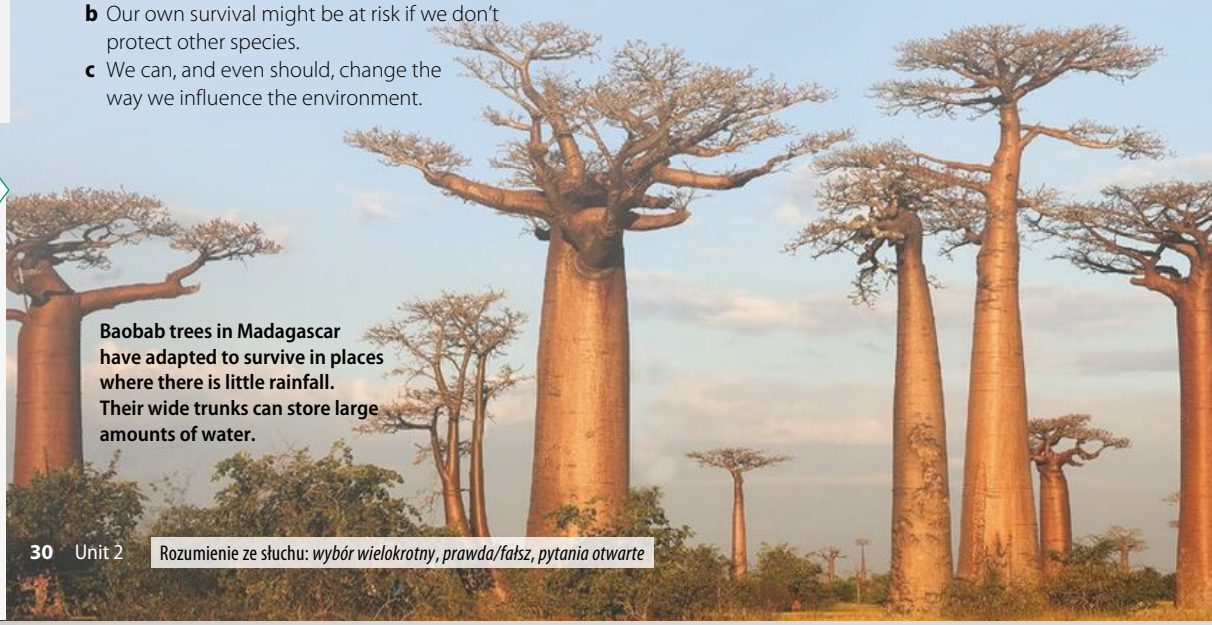
Exam guide
4 Listening
True/false

Exam guide
5 Listening
Open-ended questions

5 Suggested answers:
1 The bird sector does not open until two weeks from now.
2 It was born in the zoo.
3 You can't bring any food for animals.

Culture guide
Interesting facts

There are nine different species of baobab trees, six of which are found in Madagascar, two in Africa and one in Australia. A baobab tree can be 25 metres tall and 20 metres wide, and it can live for over a thousand years. Baobabs have flowers that bloom at night and fall within 24 hours. They are also called 'upside down trees' because the top of a baobab tree looks like a root system.



Baobab trees in Madagascar have adapted to survive in places where there is little rainfall. Their wide trunks can store large amounts of water.

Rozumienie ze słuchu: *wybór wielokrotny, prawda/fałsz, pytania otwarte*

3h/week • Student's Book ex. 1–5 p. 30
5h/week • Workbook ex. 1–6 p. 26
7h/week • Extra online resources

Fast Finishers

Make a list of five animals with features that are so outstanding that they are easily distinguishable from other species. Write the features alongside the names of the animals (e.g *a giraffe – has a neck which is unusually long compared to the rest of the body*).

2C Grammar 1

Modal verbs and meaning

Using modal verbs to talk about protecting natural environment

1 Look at the Grammar box. Then compare the first sentences in 1–5, which contain a modal verb, with the changes in the second sentences. What are the differences in meaning?

1 You might stop weak species going extinct, which could be a bad thing.
You will stop weak species going extinct, which is a bad thing.

2 Maybe we shouldn't interfere.
We mustn't interfere.

3 'The survival of the fittest' can suggest evolution is a kind of competition.
'The survival of the fittest' suggests evolution is a kind of competition.

4 If that habitat disappeared for whatever reason, they'd easily die out.
When the habitat disappears, the animals die out.

5 Shall we leave it there?
Could we leave it there?

Modal verbs and meaning

A modal verb (*would, will, may, might, could, can, should, shall, must*) adds a general meaning to another verb to show a speaker's attitude or intention.

The first thing that ***will strike*** *people is …*
= I am certain it strikes people.

The first thing that ***should strike*** *people is …*
= I believe it strikes people, but I'm not certain.

Modal verbs can also be used to express: certainty, uncertainty, obligation, permission, suggestion, possibility and frequency (habit).

More explanation in Grammar reference on p. 42.
More exercises in Grammar practice on p. 43.
Do exercises 1–2.

2 Read about National Geographic explorer Çağan Şekercioğlu. Choose the correct modal verb.

Growing up in Turkey, Çağan Şekercioğlu was once taken to a child psychologist because he (1) *would* / *might* bring back small animals and insects to his house. Fortunately, it didn't end his interest in wildlife, and now he's a professor of biology working to protect birds in countries such as Costa Rica, Australia, Ethiopia, the USA, and Turkey. He says we (2) *should* / *may* lose 25 percent of all bird species this century, and whatever happens to birds (3) *would* / *will* happen to other animals and even people. The question is not if we (4) *can't* / *should* do something about it, but when we will decide to do something and what we (5) *would* / *will* decide to do.

In Costa Rica, he's found that species (6) *can* / *should* sometimes become endangered because the area of forest they live in shrinks as it becomes surrounded by agriculture. The birds are so well adapted to a certain part of the forest that they refuse to move although bigger areas of forest (7) *would* / *might* be close by. Çağan says that conservationists (8) *can* / *should* work with local people to improve the situation by explaining to farmers why they (9) *will* / *must* be better off encouraging bird diversity. For example, if farmers encourage birds to live in their areas of land, the birds (10) *can* / *should* eat insects that destroy their crops, which could possibly increase farmers' profits.

3 Complete the second sentence so that it means the same as the first. Decide which word in capitals to use.

1 We risk losing some species of fish because of river pollution. MAY / SHOULD
… some species of fish because of river pollution.

2 I'm sure these birds don't live in our climate zone. CAN'T / MUSTN'T
… in our climate zone.

3 There is no reason to keep some species of animals in zoos. MIGHT NOT / SHOULD NOT
Some species of animals … in zoos.

4 I worked in the conservation area for a year and I often had the chance to take photos of foxes and wolves. WOULD / WILL
I worked in the conservation area for a year, where … photos of foxes and wolves.

5 We have to keep some natural areas free from any kind of business or industrial activity. COULD / MUST
Some natural areas … free from any kind of business or industrial activity.

4 **MY PERSPECTIVE**

Make a poster (in Polish!) presenting an animal, job, business, language, custom, or activity that is at risk of dying out. Write some catchy slogans encouraging the reader to protect it. Then present your poster to the class and describe (in English!) the contents of your poster. Use as many modal verbs as possible.

3
1 We may lose
2 These birds can't live
3 should not be kept
4 I would take
5 must be kept

1 Do you think that the regulations for keeping pets at home, or for rearing farm animals, should be changed? What changes would you like to see introduced?

2 Which animals are currently believed to be most at risk of extinction?

Life Skills guide
1 Critical thinking

1 **Suggested answers:**
1 You *might* stop weak species going extinct, which *could* be a bad thing. (*might* = possible) (*could* = possible)
You *will* stop weak species going extinct, which *is* a bad thing. (*will* = definite) (*is* = fact)
2 *Maybe* we *shouldn't* interfere. (= possibly a bad idea)
We *mustn't* interfere. (= vital / very important)
3 'The survival of the fittest' *can* suggest evolution is a kind of competition. (= sometimes possible)
'The survival of the fittest' *suggests* evolution is a kind of competition. (= fact, it's always true)
4 If that habitat *disappeared* for whatever reason, *they'd* easily die out. (= hypothetical/imaginary)
When the habitat *disappears*, the animals die out. (= an inevitable consequence)
5 *Shall we* leave it there? (= suggestion)
Could we leave it there? (= question to ask if it's possible)

Life Skills guide
4 Creativity, Mediation

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

3h/week • Student's Book ex. 1–4 p. 31, ex. 1–2 p. 43

5h/week • Workbook ex. 1–5 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 zagrożonym zwierzęciu.

1 Are Polish authorities concerned about environmental protection? How is the natural world currently protected by legislation in Poland?
2 What animals are natural enemies? Which of them pose a risk to humans?

2D Reading

VOCABULARY BUILDING Compound nouns

We often use two or more nouns together to create a new meaning. The first noun acts like an adjective. It describes the type of thing, its use, the material it is made from or other aspects of the second noun, such as where it is found.

***Ice ages** caused the extinction of many species.*
***Bookshops** are dying out in our country because people are buying books online.*

1 Match a word/phrase from A with a word from B. Then complete the sentences with a compound noun.

A	B
rain	campaigns
leather	products
social media	Mountains
Olympic	shoes
science	creatures
sea	fall
animal	teacher

1 We often go skiing in the ... north of here.
2 On average there is 20 centimetres of ... here in March.
3 Many environmental charities run ... .
4 Scientists believe there might be many ... that still have not been discovered.
5 I really like our ... . She brings the subject to life.
6 I avoid all ... . I don't even wear ... .

2 Work in groups. Starting with these compound nouns, how many other compound nouns can you create by changing one word each time? Use a dictionary if necessary.

farm animal | leather shoes | rainfall | science teacher

ice age: ice cream; cream cheese; cheesecake; cake tin; tin opener

READING

Understanding a text about an endangered animal

3 Work in pairs. Look at the photo on page 33 and discuss the questions.

1 Where do you think this animal is found?
2 What is unusual about it?
3 How do you think the photographer was able to get the shot?

4 Read the text. Match the headings (a–f) with the paragraphs (1–5). There is one extra heading.

a Far from quiet, safe existence
b Natural enemies and companions
c Not to be found elsewhere
d Different stages of life in different environments
e Can't hide their feelings
f Become an activist

5 Which statements are supported by the article? Which parts of the article help you decide your answers?

1 The tree octopus is the most endangered creature in the USA.
2 Washington State is one of the wettest places in the USA.
3 The tree octopus may provide clues about how early sea creatures adapted to live on land.
4 The animals often live in small groups.
5 Many companies that cut down trees in the forests are not doing enough to protect octopuses.

6 Work in groups. Discuss the questions.

- Did you know about the tree octopus before? If not, what surprised you most?
- Which of the threats to the tree octopus do you think is the most serious? Why?
- Which of the different kinds of activism do you think are the most effective? Why?

7 Look at the source for the article. Do you think it is reliable? What other sources could you check to make sure the information is accurate?

8 Listen to a news extract about the tree octopus story. Answer the questions. 21 p. 386

1 Why is the story mentioned?
2 What do the findings seem to suggest?

CRITICAL THINKING Assessing information

You will often see information or read something that is unfamiliar. You need to do further reading or check if the information is from a reliable source.

9 Work in pairs. Discuss the questions.

- Why do you think so many people believe this story?
- Looking back, is there anything in the story that should have made you more suspicious?
- Can you think of any other examples of fake internet stories like this?

10 **MY PERSPECTIVE – SPEAKING**

Work in pairs. One of you should write a fake news story, the other should write a short news article describing some bad consequences of this story. Present the story and the article to the class.

8 Suggested answers:
1 It was designed to see if students could evaluate information (online) and recognise if it was invented or fictitious.
2 The findings seem to suggest that students believed it. They weren't taught how to check information.

1 1 Olympic Mountains 2 rainfall 3 social media campaigns 4 sea creatures 5 science teacher 6 animal products, leather shoes

Life Skills guide
6 Critical thinking, Mediation

Life Skills guide
7 Critical thinking

Life Skills guide
2 Collaboration, Creativity

Life Skills guide
9 Communication, Critical thinking, Mediation

Life Skills guide
3 Critical thinking, Mediation

Exam guide
4 Reading
Matching headings

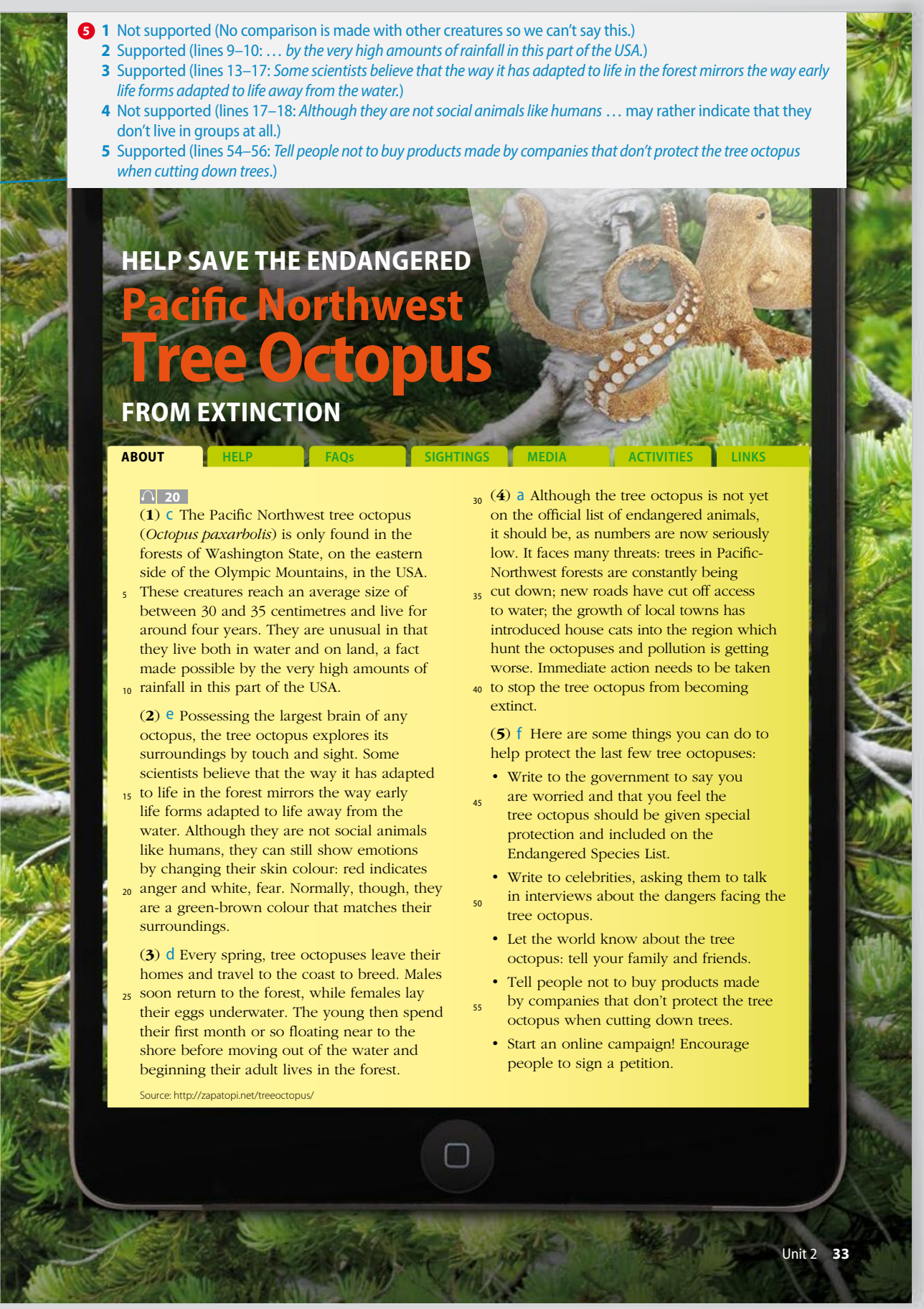
Life Skills guide
10 Collaboration, Creativity, Critical thinking, Mediation

3h/week • Student's Book ex. 1–10 p. 32 • If short of time, skip ex. 10.

5h/week • Workbook ex. 1–5 p. 28

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

5 **1** Not supported (No comparison is made with other creatures so we can't say this.)
2 Supported (lines 9–10: … *by the very high amounts of rainfall in this part of the USA.*)
3 Supported (lines 13–17: *Some scientists believe that the way it has adapted to life in the forest mirrors the way early life forms adapted to life away from the water.*)
4 Not supported (lines 17–18: *Although they are not social animals like humans …* may rather indicate that they don't live in groups at all.)
5 Supported (lines 54–56: *Tell people not to buy products made by companies that don't protect the tree octopus when cutting down trees.*)



HELP SAVE THE ENDANGERED

Pacific Northwest Tree Octopus

FROM EXTINCTION

ABOUT | HELP | FAQs | SIGHTINGS | MEDIA | ACTIVITIES | LINKS

20

(**1**) c The Pacific Northwest tree octopus (*Octopus paxarbolis*) is only found in the forests of Washington State, on the eastern side of the Olympic Mountains, in the USA. These creatures reach an average size of between 30 and 35 centimetres and live for around four years. They are unusual in that they live both in water and on land, a fact made possible by the very high amounts of rainfall in this part of the USA.

(**2**) e Possessing the largest brain of any octopus, the tree octopus explores its surroundings by touch and sight. Some scientists believe that the way it has adapted to life in the forest mirrors the way early life forms adapted to life away from the water. Although they are not social animals like humans, they can still show emotions by changing their skin colour: red indicates anger and white, fear. Normally, though, they are a green-brown colour that matches their surroundings.

(**3**) d Every spring, tree octopuses leave their homes and travel to the coast to breed. Males soon return to the forest, while females lay their eggs underwater. The young then spend their first month or so floating near to the shore before moving out of the water and beginning their adult lives in the forest.

Source: http://zapatopi.net/treeoctopus/

(**4**) a Although the tree octopus is not yet on the official list of endangered animals, it should be, as numbers are now seriously low. It faces many threats: trees in Pacific-Northwest forests are constantly being cut down; new roads have cut off access to water; the growth of local towns has introduced house cats into the region which hunt the octopuses and pollution is getting worse. Immediate action needs to be taken to stop the tree octopus from becoming extinct.

(**5**) f Here are some things you can do to help protect the last few tree octopuses:

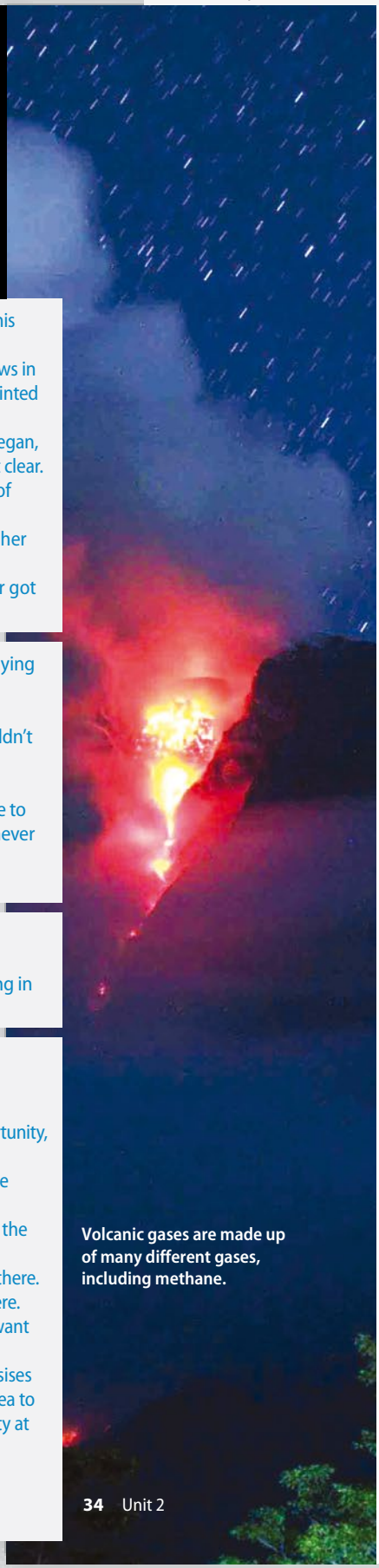
- Write to the government to say you are worried and that you feel the tree octopus should be given special protection and included on the Endangered Species List.
- Write to celebrities, asking them to talk in interviews about the dangers facing the tree octopus.
- Let the world know about the tree octopus: tell your family and friends.
- Tell people not to buy products made by companies that don't protect the tree octopus when cutting down trees.
- Start an online campaign! Encourage people to sign a petition.

Fast Finishers

Plan a social media campaign to stop river pollution. Include three different ways to communicate your message (e.g. text, images, video, etc.).

2E Cele lekcji: Stosowanie czasowników modalnych przy użyciu różnych czasów.

1 What things do you think you ought to have done differently on your last school trip or family outing?
2 How should your parents adjust their current behaviour/ lifestyle?



Volcanic gases are made up of many different gases, including methane.

2E Grammar 2

Modal verbs and infinitive forms

Using modal verbs in different tenses

1 Listen to three people. What did they change their minds about? Why? 22 p. 386

2 Listen to the people again. Complete the sentences. 22 p. 386

1a I … attention when I read about it.
1b All the links about the different kinds of tree octopuses go to the same page. I really … that.
1c Even my little brother … me that the photos were fake.
2a I mean, you … me how cruel it was, and I honestly … .
2b I don't know, but if it was that, it … an impact because I've been vegan for quite some time now.
3a I … touch one or pick one up if the chance had arisen.
3b I … certainly … about owning one, that's for sure.
3c Our favourite is a python called Monty. We … him for three years this November.

3 Look at the sentences in exercise 2. Answer the questions.

1 Which sentence describes a period leading up to a future point?
2 Are the other sentences about the past, the present or the future?
3 Which modal verb form emphasises that an action was in progress at the same time as another?

Modal verbs and infinitive forms

Modal verbs can be followed by different kinds of infinitive forms.

*I **can't see** it.*
*We **should be doing** more to help.*
*It **wouldn't have made** any difference.*
*You **can't have been listening** properly.*
*More attention **must be paid** to this issue.*
*The eggs **must have (must've) been moved** from the nest.*

4 Work in groups. Look at the Grammar box. Decide if each pair of sentences has the same meaning or not. Discuss any differences.

1a They can't have been serious.
1b They must have been joking.
2a I should have helped him.
2b I would have helped him.
3a It must have been really interesting.
3b It was really interesting.
4a I guess that might have been the reason.
4b I guess that could have been the reason.
5a You shouldn't have texted me.
5b You shouldn't have been texting me.
6a It should've arrived by now.
6b It will have arrived by now.

More explanation in Grammar reference on p. 42.
More exercises in Grammar practice on p. 43. Do exercises 3–4.

5 Find sentences in exercise 4 that could follow each sentence 1–6.

1 Your message was very rude. 5a
2 The kids were watching the movie in complete silence. 3a
3 It's a pity no one told me that Peter was left downstairs with those huge suitcases. 2b

1
1 Speaker 1 changed his mind about the tree octopus after the flaws in the website were pointed out to him.
2 Speaker 2 became vegan, but the reason is not clear. It could be because of something she read.
3 Speaker 3 changed her mind about snakes because her brother got one.

2
1a can't have been paying
1b should've noticed
1c could've told
2a could've told, wouldn't have cared
2b must've had
3a might've been able to
3b would (certainly) never have thought
3c will have had

3
1 3c
2 the past
3 (can't) have been -ing in sentence 1a.

4
The same meaning:
1a–1b; 4a–4b
Different meaning:
2a They had the opportunity, but didn't help.
2b They didn't have the opportunity or are imagining being in the situation.
3a The person wasn't there.
3b The person was there.
5a The person didn't want the text.
5b The person emphasises that it was a bad idea to be doing the activity at the same time as something else.
6a less certain
6b more certain

3h/week • Student's Book ex. 1–10 pp. 34–35, ex. 3–4 p. 43 • If short of time, skip ex. 10 p. 35.

5h/week • Workbook ex. 1–9 pp. 30–31

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

4 The teachers have announced that from now on, students can wear their pyjamas to school on Fridays. 1a/1b
5 First-graders have staged a funny parody of our school life. Most students liked it a lot. 3b
6 I posted the parcel a week ago and the lady at the post office told me it would be delivered within three or four days. 6a

6 **Complete the summary using the modal verbs and the correct form of the verbs in brackets. Make one modal verb negative.**

Reported sightings of the Loch Ness monster (1) ... soon ... (*will / go on*) for a century! In 1933, a man named George Spicer reported seeing something that looked like a plesiosaur, a kind of long-necked marine dinosaur. Some people think such a creature (2) ... very easily ... (*could / survive*) in the quiet Scottish waters, away from people, while others are convinced that Spicer (3) ... (*must / lie*) or that he (4) ... (*might / see*) a piece of wood covered in green water plants. Most scientists question the whole story and claim that a creature like this (5) ... (*can / live*) in the loch* for so long without any real human contact. If it was real, they say, it (6) ... (*would / capture*) by now – or at least caught on film. Others, though, suspect that the monster (7) ... (*might / develop*) special skills that help it to hide from those hunting it. Even today true believers can be found on the shores of the loch trying to spot a beast that (8) ... (*should / die out*) 65 million years ago.

loch *a Scottish word for a lake*

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

1 I'm sure the tiger has hidden behind this tree and is still there. HIDING
The tiger ... behind this tree.

2 You made the wrong decision when you moved that nest onto another tree. SHOULD
You ... onto another tree.

3 It is necessary for the mother to feed the baby racoons every six hours. MUST
The baby racoons ... every six hours.

4 I don't believe you took these photos in our forest. BEEN
These photos ... in our forest.

5 There is a chance that there are still some wolves left in this area. MIGHT
Some ... left in this area.

8 **Work in pairs. Read the two paragraphs about mysteries of the natural world. Then discuss what you think happened. Use modal verbs where necessary.**

The Great Dying
Around 250 million years ago, long before dinosaurs roamed the Earth, about 95 percent of all species were suddenly wiped out. This was by far the biggest mass extinction the world has ever seen and the event – widely known as the Great Dying – came close to ending

Dinogorgon became extinct a quarter of a billion years ago, long before dinosaurs roamed the earth.

all life on the planet. Everything alive today comes from the five percent of species that survived back then.

The Bloop
The Bloop was an extremely low and very powerful underwater sound first detected at points across the vast Pacific Ocean by NOAA, the National Oceanic and Atmospheric Administration. The Bloop was significantly different from other previously recorded sounds and many theories emerged to explain the mysterious noise.

9 **Read about what really happened. Student A: read about the Great Dying; Student B: read about the Bloop. See if you guessed correctly. Then report back to your partner.**

Student A: The Great Dying
Many theories to explain the Great Dying have been put forward – everything from asteroids from space hitting Earth to huge volcanic eruptions. Volcanoes did in fact play a part in the event. At the time, Siberian volcanoes were erupting almost constantly, sending out huge quantities of a gas called methane. This resulted in the seas and the atmosphere being poisoned and many species dying out.

Student B: The Bloop
Theories put forward to explain the Bloop ranged from the sensible to the strange. Some people thought the noise must be from an unknown deep-sea creature while others thought it could be mermaids or voices from a lost city. In the end, it turned out that the sound was actually made by an icequake. A large mass of ice in Antarctica was slowly breaking up and was picked up by NOAA.

10 **CHOOSE**

1 Work in groups. Prepare a short presentation about a mystery you have read about or know. Include at least four different modal verbs.

2 Write a story about something you regret doing – or not doing. Include at least four different modal verbs.

3 Work in pairs. Write a conversation between two people about an influential and inspiring person. Include at least four different modal verbs.

Fast Finishers

Think about your teacher. Write a complete sentence about:
- what he/she might have been doing at this time on Sunday;
- how much he/she thinks he/she should be paid for his/her job;
- what book he/she might be reading at the moment;
- what other languages he/she may be able to speak.

6 1 will (soon) have been going on
2 could (very easily) have survived
3 must have been lying / must have lied
4 might have seen
5 can't have been living / can't have lived
6 would have been captured
7 might have developed
8 should have died out

Life Skills guide
9 Communication

Exam guide
7 English in Use Transformations

7 1 must be hiding
2 shouldn't have moved that nest
3 must be fed (by the mother)
4 can't/couldn't have been taken
5 wolves might still be

Life Skills guide
10 Collaboration, Communication, Creativity, Mediation

Life Skills guide
8 Communication, Creativity, Critical thinking

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

Cele lekcji: Rozumienie szybkich wypowiedzi.

Technology guide

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

LearningApps.org

Matura exercises to TED Talks video

TEDTALKS You have no idea where camels really come from

"I've learnt that, actually, a lot of scientists are historians, too. They make sense of the past."

LATIF NASSER

Life Skills guide

3 Communication, Critical thinking

AUTHENTIC LISTENING SKILLS

Understanding fast speech

When phrases are spoken very quickly, it can be difficult to hear individual words because words get shortened or sound as one.

1 Look at the Authentic listening skills box. Then listen to these extracts from the TED Talk where people speak quickly. Try to write down what you hear. 23

1 … she thought it was just a splinter of wood, because … at the Fyles Leaf Bed before – prehistoric plant parts.
2 How certain were you that you had it right, like … that … , like?
3 … something like a cow or a sheep. But … . It was just too big.
4 … you're going to have different body sizes. … , so they're actually functionally like giraffes.
5 And, as a historian, you start with an idea … .

1
1 that's the sort of thing people had found
2 you had put it together in the right way
3 it couldn't have been either of those
4 You're going to have some with really long necks
5 in your mind of how the story goes

Life Skills guide

2 Collaboration, Mediation

BEFORE YOU LISTEN

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

rusty	splinter	putty	cloven-hoofed
singed flesh	hump	tromp over	snout
boreal forest	blizzard	scarce	retrofit
insulation	dissipate	marvel at	shard	upend

3 Work in groups. Do you think the sentences are true (T) or false (F)? Why?

1 Camels have been around for about a million years.
2 The first camels were only found in North America.
3 Giraffes and llamas are in the same family as camels.
4 The hump on a camel's back contains water.
5 Camels have evolved to walk on sand.

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 2.0

branch	fragments	fossils	Arctic Circle	reframed

5 Listen to part 1 of the talk. Complete the summary with one to three words in each gap. TED 2.1 p. 406

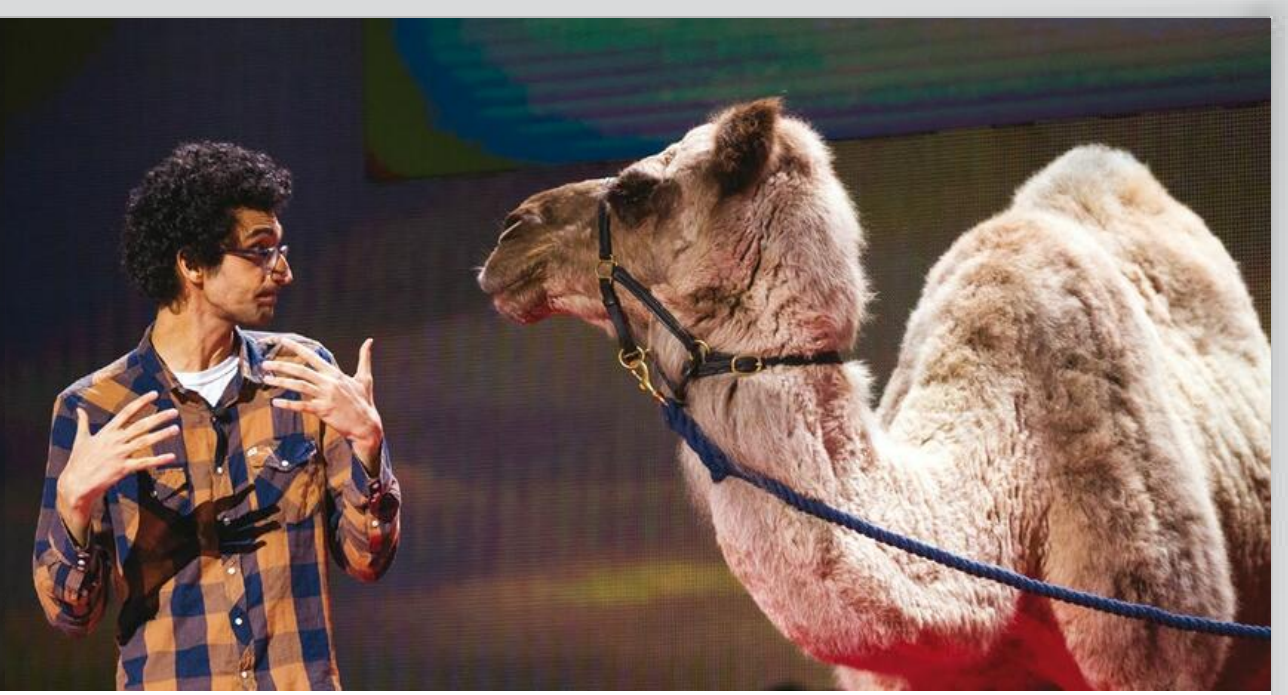
One day in 2006, Natalia Rybczynski was digging at a site less than (1) … south of the North Pole when she found a strange object. To begin with, she thought it was a piece of (2) … . She collected more fragments over the next four years and eventually used a (3) … to find out that it was a (4) … of a huge mammal. When they cut a piece off one fragment, they (5) … collagen, which is a substance found in bones and which (6) … in the ice. A couple of years later, she sent the fragments to a colleague who had invented a technique called (7) … , which can identify an animal from a bone. They discovered it was a(n) (8) … million-year-old camel and that it must have weighed (9) … , which is (10) … than camels today.

5
1 10 degrees
2 wood
3 3D (surface) scanner
4 (leg) bone / tibia
5 smelled
6 had been preserved
7 collagen fingerprinting
8 3.5
9 around a tonne
10 30% heavier

3h/week • Student's Book ex. 1–10 pp. 36–37 + DVD

5h/week • Workbook ex. 1–4 p. 32

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



6 Listen to part 2 of the talk. Check your answers in exercise 3. Correct the false answers. TED 2.2 p. 406

Camels have been around longer than a million years. According to Latif, they have been around for 45 million years.

7 Listen to part 2 of the talk again. Choose the correct options. TED 2.2 p. 406

1 Scientists believe that at first, camels were only found in *hot places* / *cold places*.
2 They also believe that 40 million years ago, there were around *20* / *24* different species of camels.
3 They say that some early camels were as small as *dogs* / *rabbits*.
4 They also say that one branch of camels became *llamas* / *giraffes*.
5 Some scientists believe that a camel's hump helped it to survive *long walks* / *winters*.
6 It is believed that three and a half million years ago, the weather was significantly *warmer* / *cooler* than today.

8 Listen to part 3 of the talk. Which sentence best summarises the point Latif is making? TED 2.3 p. 407

a It's important to change your mind about things.
b Scientists should also study history.
c Much of what we think we know might be wrong.
d Camels are well suited to different environments.

9 VOCABULARY IN CONTEXT

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

surface camp spot hit a wall proof willingness

10 Work in pairs. Discuss the questions.

- Have you ever experienced *hitting a wall*? Why? How did you overcome it?
- What scientific theories still have no *proof*?
- What good *spots* do you know to:
  - have a picnic?
  - see wildlife?
  - hang out with friends?
  - watch the world go by?
- What things would you be *willing* or *unwilling* to do to be successful in life?

Life Skills guide

10 Communication, Mediation

AFTER YOU LISTEN

CHALLENGE

Think of a time in your life when you have had to rethink what you thought you knew about something – or someone.

- What did you use to believe? Why?
- What caused you to rethink your beliefs?
- Did you develop your new ideas quickly or slowly?
- How do you feel about the thing or person now?

Work in groups. Tell each other your experiences. Ask and answer questions about the changes. Decide who experienced the biggest change.

Life Skills guide

Communication, Critical thinking, Mediation

6 1 F (Camels have been around for between 40 and 45 million years.)
2 T
3 F (Llamas are related, but the speaker doesn't say giraffes are – just that some early camels were functionally like giraffes.)
4 F (The hump on a camel's back contains fat.)
5 F (It is a theory that camels evolved to walk on snow and it just so happens that this adaptation worked for sand.)

1 What was the most intriguing anecdote you heard this week? Who said it?
2 Who tells the funniest stories in your family?

2F Speaking

Telling anecdotes and responding to them

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

Speaking strategy

Telling anecdotes

Anecdotes are short real-life stories. When we want to tell an anecdote, we often give a very short summary of what we are going to say. We might also add a comment or say how we felt in order to make it sound interesting.

Useful language

Responding to anecdotes

If the listener is interested, they will say things like:

Really? Why was that?

Wow! What happened?

Really? They have foxes there?

Showing surprise and disbelief

Oh, did/do/have you?

No way you did/have/do!

Life Skills guide
3 Communication

Life Skills guide
4 Communication, Creativity, Mediation

Life Skills guide
5 Collaboration, Communication

Culture guide

Interesting facts

The photo (taken in July 2012) shows a gorilla whose mother had recently been killed by poachers (hunters). The man in the photo is Patrick Karabaranga, a warden at the Virunga National Park in the Democratic Republic of the Congo. Patrick has such a close relationship with the gorillas he is actually comforting the sad animal. Despite this sad case, the work of Patrick and others like him has led to an increase in gorilla populations in recent years. The Virunga National Park is home to some 210 mountain gorillas, approximately a quarter of the world's population.

1 Work in pairs. Describe the photo at the bottom of the page and then answer the questions.

1 How might the gorilla be feeling? What makes you think so?
2 Would you be the right person to look after wild animals? Why?/Why not?
3 Tell your partner about a time when you or your friend had a chance to see an unusual animal.

2 Read the opening lines of six different anecdotes. Which sounds most interesting to you? What would you ask about it?

a I once saw a polar bear in a zoo. It was really sad.
b I almost stepped on a scorpion once.
c My brother once tracked a group of gorillas in Africa.
d When I went to the city, I saw lots of foxes in the street.
e Where my gran lives, there are vultures. We once climbed up to their nests.
f I hate cows. I was chased by some once. It was really scary!

3 React to the sentences in exercise 2 using structures from the Useful language box.

4 You are going to tell an anecdote about the biggest animal you have ever touched. Make notes using these questions and think of a sentence you will say to start the anecdote to get people interested.

- When did it happen? How old were you?
- Where was it?
- What happened?
- What was the animal doing?
- How did it make you feel?
- Did you expect it to be that big?

5 Work in pairs. Tell your anecdotes. Your partner should show interest and ask questions to help you.

Some people have a special connection with animals.

3h/week • Student's Book ex. 1–5 p. 38 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–5 p. 33

7h/week • Extra online resources

2G Writing

A for and against essay

Writing a for and against essay

1 Tigers are endangered in the wild. Do you think having them in zoos and parks is good for their survival? Why?/Why not? What other things could help them?

2 **WRITING TIPS** Topic sentences

Read the essay discussing the good and bad effects zoos have on wild animals. Put the topic sentences (a–d) in the gaps (1–4).

(1) c It has long been widely disputed whether this kind of place brings more good or harm to the animal world.

(2) b It is often claimed by environmentalists that zoos may help protect species which are rare or in danger of extinction. Furthermore, it's easier to carry out scientific research and observations on animals in zoos than in the wild. Zoos are also used for educational purposes – lots of school trips are organised for students, who can observe species they would never have a chance to see in their natural environment.

(3) d David Hancock, a former zoo director, claims that zoos and conservation have little in common. The main claim is that most large animals like elephants or big cats do not have enough room. What's more, thousands of visitors every day make the area noisy. All these factors mean that many species suffer from serious stress, live much shorter than in the wild, or are unable to reproduce.

(4) a Zoos may have lots of benefits for scientists and even the animals themselves, but there are also threats that should be considered so as to avoid doing harm to animals.

a All things considered, the idea of zoological gardens has both supporters and opponents.
b There are a number of arguments in favour of zoological gardens that their supporters put forth.
c According to the Association of Zoos and Aquariums, there are approximately ten thousand zoos in the world.
d On the other hand, opposing views on zoos are often expressed.

3 In the essay, the writer refers to an organisation and a specialist. Answer the questions.

1 Why does the writer do this?
2 Do you think they are good sources of reference? Why?/Why not?
3 What other information would be good to know or what other sources could you look for?

4 Work in pairs. Discuss the advantages and disadvantages of each phenomenon (1–3). Then decide if you are in favour or against and choose arguments to support your view.

1 Circuses are places where animals perform tricks and entertain the public.
2 Each country has strict regulations regarding which species of animals cannot be kept at home as pets.
3 Hunting is a popular hobby, in some communities it is treated as a sport.

5 Match the hints (a–c) with the paragraph they belong to. Then, using your notes, write a *for* and *against* essay on one of the topics in exercise 4. Write between 200 and 250 words.

Paragraph 1 a
Paragraph 2 c
Paragraph 3 b

a Outline the situation or phenomenon you are going to discuss. Mention that it has both good and bad sides.
b Sum up your discussion, referring to the arguments you have used. You can present your personal opinion here, too.
c Mention two or three advantages and disadvantages that the situation may have. List them in order of importance.

More about *for* and *against* essay in Writing guide on p. 151.

6 Exchange your essay with a partner. Read your partner's work and comment on:

- the structure and the strength of the argument,
- the use of sources,
- the use of language.

Writing Strategy

Structure of a for and against essay:

1 **Paragraph 1**: Describe the situation and present the thesis statement without giving your opinion.
2 **Paragraph 2**: Discuss possible advantages and disadvantages. Base your arguments on facts, available data or opinions of other people, but do NOT present you point of view.
3 **Paragraph 3**: Sum up your arguments and give a balanced consideration of the topic or state your opinion.

Useful language

According to [name/organisation/book, etc.]
The [job title], [name], *says that* …
It is claimed by [specialist] *that* …
I agree with [job title], [name], *when she/he says that* …

Life Skills guide
1 Creativity, Critical thinking, Mediation

Life Skills guide
4 Communication, Critical thinking, Mediation

Life Skills guide
5 Creativity, Mediation, Practical skills

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

Life Skills guide
3 Critical thinking, Mediation, Practical skills

1 Do you think it would be possible to shut every zoo in Poland? Why/Why not?
2 What is your opinion about hunting? Should it remain legal or be banned?

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

Skills Review 2

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 ... of tropical forests is of utmost importance nowadays. conservation CONSERVE
2 Strength in numbers is the most known ... strategy for penguins. It allows them to fight off some predators that inhabit Antarctica. survival SURVIVE
3 With the help of local celebrities, we started a campaign to ... people to get involved in protecting the natural environment. encourage COURAGE
4 What can an individual do to help those who live in extreme ... ? poverty POOR
5 Bees are said to use scent, rather than ... , to find flowers from a distance. sight SEE
6 Conservationists are trying to save the Amur leopard from ... . extinction EXTINCT
7 The European mink is listed as a critically ... species due to its rapidly decreasing population size. endangered DANGER

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Only the weakest animals die ... ; the stronger ones will survive. out
2 Life expectancy is rising. Scientists have calculated that people born in 2016 will, on ... , live seven years longer than those born 25 years ago. average
3 A chameleon is a unique species of lizard famous for ... its skin colour to camouflage into its surroundings. changing
4 Hyperion, Helios, and Icarus, remarkable redwoods measuring over 113 metres, are by ... the tallest trees in the world. far
5 Actions need to be ... to stop the giant panda from becoming extinct. taken

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 Perhaps the government has taken steps to control illegal hunting of deer.
MIGHT
The government ... steps to control illegal hunting of deer.
2 It was Mary's duty to water the plants while her parents were away. She didn't do it.
SHOULD
Mary ... the plants while her parents were away.
3 I don't believe Peter was chased by a gorilla on his trip to Africa.
CAN'T
Peter ... by a gorilla on his trip to Africa.
4 I'm sure Ted was joking when he said there was a sequoia tree in his garden.
MUST
Ted ... when he said there was a sequoia tree in his garden.
5 It's possible there is a strange creature living at the bottom of the lake, but it hasn't been found yet.
MAY
A strange creature ... at the bottom of the lake, but it hasn't been found yet.

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 Brenda ... (*might / tell / I*) she wasn't going to take our dog to the vet. I would've done it.
2 I wonder where Sam is. He ... (*should / feed*) the animals now, but he isn't.
3 I'm sure the birds' nest in the park ... (*must / be / destroy*) by the massive storm last week.
4 Rare plants ... (*should / give*) special protection. Otherwise, they will disappear soon.
5 Carl ... (*can't / be / involve*) in the conservation group 'Let Them Live' when he was at school, because this group didn't exist at that time.

Exam guide
5 English in Use
Word formation

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazem z ramki przekształconym 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.

adapt feed involve joke live make protect

1 When we were at school we ... in wildlife conservation. were involved
2 By 2030, there may be no Florida panthers ... in the wild. living
3 You must ... when you said you wanted to buy an ostrich. have been joking
4 People are not doing enough ... trees from being cut down. to protect
5 You should ... the dog! I don't understand why you didn't. have fed

4 1 might have told me
2 should be feeding
3 must have been destroyed
4 should be given
5 can't have been involved

3 1 might have taken
2 should have watered
3 can't have been chased
4 must have been joking
5 may be living / may live

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. 201, 307, 312–315 (2.5–2.8) • Extra online resources (see Technology guide)

Tłumaczenie fragmentów zdań

6 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski.**

1 Soon, this puppy (*osiągnie rozmiar*) … a big dog.
2 Pigeons have just started (*składać jaja*) … .
3 If bees disappeared off the surface of the globe, then man (*miałby tylko*) … four years of life left.
4 (*Co zrobimy*) … about the ever-increasing population of rats in our neighbourhood?
5 A new legislation (*powinna być wprowadzona*) … to stop using animals for medical research.
6 (*Mogłeś mi powiedzieć*) … there was a documentary on unsolved mysteries. Why didn't you do that?

READING

7 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (a–e) tak, aby otrzymać spójny i logiczny tekst.**
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

An extinct aquatic mammal

The Steller's sea cow was discovered in 1741 by the German naturalist, Georg Wilhem Steller, in the Bering Sea between Alaska and Russia. Just several decades later it became extinct. The animals were huge, with adults measuring up to 9 metres in length. This made them perfect for hunting, as one of the cows could feed an entire ship for 30 days. (1) e This meant that it was difficult to escape from the humans that wanted to hunt them.

The amazing animals were part of the *Dugongidae* family and the closest surviving relative is the *Dugong dugon*. Scientists believe that the sea cow formed social and family groups and communicated in snorts and sighs sort of like horses. The older animals protected the young and the sea cows are believed to have mated for life and to have been monogamous. (2) d They hit them with their noses to try and save their friends.

Steller's sea cow basically ate all day long, with short breaks to breathe. They used their front fins, which resembled stumps, to keep themselves in place and eat without being taken away by the water's current. The animals had quite a large layer of fat on their bodies to keep them warm in the cold waters. Being 2.5 cm thick, it probably prevented the animal from drying out when it was above water. (3) b Two chewing pads inside its mouth helped it to eat as well. To help give you some perspective on how big this animal was, its heart alone weighed around 16 kilograms!

Nowadays, it is hard to find bones belonging to this animal, especially a complete skeleton. If you want to see one, you need to go to the Bering Island in Russia to the Aleutian Museum of Natural History at Nikolskoye, where the last full remains of this majestic animal is on display. (4) a We can only hope that scientists have missed a few of these gentle sea cows and that maybe they will resurface at some time in the future, like the Coelacanth fish, the Gracilidris ant, or the Lord Howe Island stick insect.

a It is truly a pity that humans have destroyed natural habitats and hunted so fiercely that such sweet animals are now gone from the face of the earth forever.
b The cow had no teeth but instead had bristles to devour kelp and seaweed.
c They floated at the surface but had little ability to submerge and therefore were extremely easy targets for harpooning by hunters.
d When hunters started to kill the animals and capture them, the sea cows left behind often followed the boats to shore.
e The animals also behaved very much like land cows, moving quite slowly and travelling in herds close to the water's surface.

SPEAKING

8 **Opisz zdjęcie i odpowiedz na pytania.**

1 Who is the person feeding the serval? Why do you think so?
2 Would you like to take care of animals as a profession? Why?/Why not?
3 Tell me about something you or somebody you know did to help animals.

WRITING

9 **W ostatnich latach coraz częściej jest poruszany temat ochrony środowiska. Napisz rozprawkę, w której przedstawisz przykłady związane z negatywnym i pozytywnym wpływem człowieka na środowisko. Wyjaśnij też, w jaki sposób osiągnięcia nauki mogą się przyczynić do rozwiązania problemu negatywnego wpływu człowieka na otoczenie.**

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

6 1 will reach the size of
2 laying (their) eggs
3 would only have / would have only
4 What will/shall we do
5 should be introduced
6 You might/could have told me

Exam guide
7 Reading
Missing sentences

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

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 2

GRAMMAR 1 Modal verbs

Czasowniki modalne nie wyrażają czynności, ale dodają znaczenia czasownikom, które poprzedzają. Czasowniki modalne nigdy nie zmieniają swojej formy. Czasownik, który po nich występuje ma formę bezokolicznika bez *to*.

Will / would

Will stosujemy, aby wyrazić naszą pewność, że dana sytuacja będzie miała miejsce, a także w odniesieniu do obietnic, propozycji, nawyków i odmowy.

*From now on I **will** only use reusable bags. I promise.*

*I **will** help you clean up the aquarium if you like.*

*They **will** tell you all about ecology even if you're not interested.*

*No, I **won't** buy you fast food.*

Would stosujemy w odniesieniu do hipotetycznych sytuacji w przyszłości oraz w odniesieniu do czyichś stałych zachowań, nawyków w przeszłości.

*If the habitat disappeared, they **would** die out.*

*As an active ecologist he **would** regularly organise meetings to protect forests.*

Should / shall

Should stosujemy w odniesieniu do powinności, obowiązku oraz oczekiwań dotyczących przyszłości.

***Should** we be trying to conserve these species?*

Shall stosujemy, kiedy wyrażamy sugestie lub o nie prosimy, a także kiedy składamy propozycje dotyczące chwili obecnej lub przyszłości.

*What **shall** we do about it?*

***Shall** we start anti-smog campaigh soon?*

Can / could

Can stosujemy, aby nazwać umiejętność lub wyrazić możliwość zrobienia czegoś. *Can* stosujemy również w odniesieniu do sytuacji, które są możliwe tylko czasami (z wyjątkiem zdań przeczących).

*They **can** be difficult to see in the wild.*

Could stosujemy, aby nazwać umiejętność lub wyrazić możliwość zrobienia czegoś w odniesieniu do sytuacji, które miały miejsce w przeszłości, a także kiedy chcemy powiedzieć, że coś jest teoretycznie możliwe. Ponadto *could* stosujemy, wyrażając uprzejme prośby.

*I **couldn't** swim until I was in my twenties.*

*We **could** take part in that eco campaign. We need to think.*

***Could** you help me distribute the leaflets, please?*

May / might / must

May/might stosujemy, aby wyrazić, że nie ma pewności, iż dana sytuacja będzie miała miejsce, choć jest to prawdopodobne.

*These changes **may** bring benefits.*

*You **might** stop weak species going extinct.*

May stosujemy dodatkowo w pytaniu o pozwolenie i w udzielaniu zgody.

***May** I feed these animals?*

*You **may** taste this plant. It's not poisonous.*

Must stosujemy aby wyrazić konieczność/nakaz/przymus zrobienia czegoś oraz aby wyrazić naszą pewność co do zaistnienia jakiejś sytuacji w oparciu o nasze doświadczenia.

*These changes **must** bring benefits.*

Ćwiczenia 1–2

GRAMMAR 2 Modal verbs and infinitive forms

Po czasownikach modalnych mogą występować różne formy bezokoliczników.

- Konstrukcji „czasownik modalny + bezokolicznik bez *to*" używamy w odniesieniu do czynności w znaczeniu ogólnym.

  *As you **can see**, it does look quite professional.*

- Konstrukcji „czasownik modalny + *be* + *ing*" używamy w odniesieniu do czynności trwających w określonym momencie lub obejmujących pewien okres.

  *We **should be doing** more to protect them.*

- Konstrukcji „czasownik modalny + *have* + *past participle*" używamy w odniesieniu do przeszłości.

  *You **could have (could've) told** me how cruel it was and I honestly wouldn't have cared.*

- Konstrukcji „czasownik modalny + *have been* + *-ing*" używamy, aby podkreślić, że dana czynność trwała, kiedy wydarzyła się inna.

  *I **can't have been paying** attention when I read about it.*

- Czasowniki modalne mogą występować także z formami biernymi.

  *More **should be done** to reduce the suffering of animals.* (= ogólnie)

  *I got really sick after eating that meat. It **can't have been cooked** properly.* (= w przeszłości)

Ćwiczenia 3–4

Grammar practice

1 Choose the correct modal verb to complete the text.

Juliana Machado Ferreira is a conservation biologist who is trying to stop illegal wildlife trade in Brazil. People in Brazil (1) *will* / *shall* often keep wild birds as pets, but Machado says they (2) *shouldn't* / *couldn't*. Taking animals from nature (3) *can* / *should* have a terrible impact on the habitat and other animals there. For example, if a large proportion of the wild birds that are captured are female, this (4) *might* / *will* inevitably reduce future populations. The birds (5) *may* / *would* also be predators for other animals or consume particular plants, so a reduction in the bird numbers (6) *can* / *can't* have an impact on the rest of the ecosytem. She believes the public (7) *must* / *might* be educated about these effects. In the past, she worked with the police to help return birds to their original habitat. The problem is that they (8) *could* / *shall* be from any number of different places, so Machado used a genetic test to decide where the birds (9) *must* / *will* be from. She developed her ideas at the US Fish and Wildlife Service Forensics Laboratory. She got an internship there because she (10) *would* / *could* write regularly to them asking if she (11) *would* / *could* become a volunteer until eventually they said yes! And now, Juliana shows the same determination in her work. She has a very varied work life but, in the next few years, she (12) *may* / *can* spend more time in her home office. She also says that if she (13) *can* / *could* talk to her younger self she (14) *would* / *should* tell herself to learn something about finance and marketing. This is because she is now in a management position, and students aren't taught how to deal with money in biology classes.

2 Choose the best self-follow-up comment to each question.

1 Would I ever do it?
a Only if I had no other option.
b Of course I can.

2 Shall I do it for you?
a I still haven't decided.
b It's no trouble.

3 Must I do it?
a It'll be fun.
b Can't someone else?

4 Should I really do it?
a There's no other option.
b I'm not sure it'll improve things.

5 Will I do it at some point?
a I still haven't decided.
b I don't mind if you don't want to.

6 Can I do it?
a I'd really like to try.
b I might not.

3 Choose the correct option to complete each sentence.

1 New research has shown that there *can't* / *might* once have been a creature similar to a unicorn.

2 I can't believe how little he ate. He *can't be feeling* / *can't have been feeling* very hungry.

3 I can't believe you thought that story was true. You *should* / *must* have checked it on some other sites!

4 I'm not surprised his parents were angry. He *shouldn't have kept* / *shouldn't have been keeping* snakes without telling them!

5 Surely there *would* / *will* have been more in the papers about the tree octopus if it were true.

6 I'm guessing that you *might* / *should* have heard about the tree octopus, right?

7 We promise that any cat you buy from us *will have been being* / *will have been* thoroughly checked by a vet.

8 You *shouldn't have scared* / *shouldn't scare* the dog. He *wouldn't* / *couldn't* have barked at you otherwise.

4 Complete the second sentence. Use the appropriate modal verb and two or three other words in each gap.

1 It's just not possible for the Loch Ness monster to have survived that long without being found.
The Loch Ness monster ... that long without being found. It's impossible.

2 It's possible that Loch Ness was once connected to the sea.
Loch Ness ... connected to the sea.

3 I can't believe I didn't realise the film was a fake. I'm so stupid. I really ... the film was a fake.

4 If there really was a monster, why aren't there more photos of it?
People ... more photos of the monster if it really existed!

5 It's impossible to get near the loch now without being filmed by security cameras.
By the time you get to the edge of the loch, you ... by security cameras.

6 There's no way he was telling the truth about what he saw.
If you ask me, he ... about what he saw.

7 Loch Ness is only 10,000 years old. Plesiosaurs died out 60 million years ago.
Loch Ness ... around when plesiosaurs still existed.

8 I swear I saw something. Honestly, if only I'd had my camera with me!
I ... my camera with me. I ... what I saw if I'd had it.

4
1 couldn't/can't have survived
2 may/might/could have (once) been
3 should have realised
4 would have taken
5 will have been filmed
6 must have been lying
7 can't/couldn't have been
8 should have had/taken, could've/would've filmed/photographed

Wordlist Unit 2 24

VOCABULARY p. 29

adapt (v) /ə'dæpt/ przystosowywać się, dostosowywać się
adaptation (n) /ˌædæp'teɪʃn/ przystosowanie, adaptacja
as a consequence (conj) /əz ə 'kɒnsɪkwəns/ w rezultacie
at risk of (phr) /ət 'rɪsk əv/ narażony na
be of benefit (phr) /ˌbiː əv 'benəfɪt/ przynosić korzyści
biodiversity (n) /ˌbaɪəʊdaɪ'vɜːsəti/ bioróżnorodność, zróżnicowanie biologiczne
bison (n) /'baɪsən/ bizon
breed (v) /briːd/ hodować (np. zwierzęta)
bring a lasting benefit (phr) /ˌbrɪŋ ə 'lɑːstɪŋ 'benəfɪt/ przynosić trwałą korzyść
conservation (n) /ˌkɒnsə'veɪʃn/ ochrona (np. zagrożonych gatunków)
consider the consequences (phr) /kən'sɪdə ðə 'kɒnsɪkwənsɪz/ pomyśleć o konsekwencjach
die out (phr v) /ˌdaɪ 'aʊt/ wymrzeć, zaniknąć
discover new species (phr) /dɪs'kʌvər ˌnjuː 'spiːʃiːz/ odkryć nowe gatunki
endangered (adj) /ɪn'deɪndʒəd/ zagrożony
ensure (v) /ɪn'ʃɔː/ zapewniać, zagwarantować
evolution (n) /ˌiːvə'luːʃn/ rozwój, ewolucja
evolve (v) /ɪ'vɒlv/ rozwijać się, zmieniać
extinct (adj) /ɪk'stɪŋkt/ wymarły
extinction (n) /ɪk'stɪŋkʃn/ zagłada, wyginięcie
farmland (n) /'fɑːmlænd/ grunty rolne
find a gene for cancer (phr) /ˌfaɪnd ə 'dʒiːn fə 'kænsə/ znaleźć gen odpowiedzialny za raka
gene (n) /dʒiːn/ gen
habitat (n) /'hæbɪtæt/ środowisko życia
have serious consequences (phr) /həv 'sɪəriəs 'kɒnsɪkwənsɪz/ mieć poważne konsekwencje
high risk (n) /haɪ 'rɪsk/ wysokie ryzyko
hunting (n) /'hʌntɪŋ/ myślistwo, polowanie
improve energy conservation (phr) /ɪm'pruːv 'enədʒi ˌkɒnsə'veɪʃn/ poprawiać efektywność energetyczną
in genes (phr) /ɪn 'dʒiːnz/ w genach
long-term (adj) /ˌlɒŋ'tɜːm/ długoterminowy
pass on one's genes (phr) /ˌpɑːs 'ɒn wʌnz 'dʒiːnz/ przekazywać geny
petal (n) /'petl/ płatek
poverty (n) /'pɒvəti/ bieda, ubóstwo
preserve (v) /prɪ'zɜːv/ ochraniać, zabezpieczać
protection scheme (n) /prə'tekʃn ˌskiːm/ program ochrony
reduce the risk of disease (phr) /rɪ'djuːs ðə ˌrɪsk əv dɪ'ziːz/ zmniejszać ryzyko choroby
save (v) /seɪv/ ratować, ocalić
silky sifaka (n) /'sɪlki sə'fakə/ jedwabista sifaka (gatunek małpiatki)
species (n) /'spiːʃiːz/ gatunek
survival (n) /sə'vaɪvl/ przetrwanie
survive (v) /sə'vaɪv/ przetrwać, przeżyć
wildlife (n) /'waɪldlaɪf/ dzika przyroda

LISTENING p. 30

at an incredible rate (adv) /ət ən ɪn'kredɪbl 'reɪt/ w niewiarygodnym tempie
by chance (adv) /ˌbaɪ 'tʃɑːns/ przypadkiem, przypadkowo
competition (n) /ˌkɒmpə'tɪʃn/ zawody, rywalizacja
conservationist (n) /ˌkɒnsə'veɪʃənɪst/ ekolog
equivalent (n) /ɪ'kwɪvələnt/ odpowiednik
have a duty (phr) /ˌhæv ə 'djuːti/ mieć obowiązek
interfere (v) /ˌɪntə'fɪə/ wtrącać się, mieszać się
lynx (n) /lɪŋks/ ryś
mammal (n) /'mæml/ ssak
occur (v) /ə'kɜː/ zdarzać się, występować
purely (adv) /'pjʊəli/ tylko, wyłącznie
rapid (adj) /'ræpɪd/ gwałtowny, szybki
short-term (adj) /ˌʃɔːt'tɜːm/ krótkoterminowy
strike (v) /straɪk/ zadziwiać, razić
trunk (n) /trʌŋk/ pień drzewa
vision (n) /'vɪʒn/ wzrok, widzenie

GRAMMAR 1 p. 31

agriculture (n) /'agrɪˌkʌltʃə/ rolnictwo
be better off (phr) /biː ˌbetə 'ɒːf/ będzie lepiej dla kogoś, jeśli
climate zone (n) /'klaɪmət zəʊn/ strefa klimatyczna
crops (n) /krɒps/ plony, zbiory
diversity (n) /daɪ'vɜːsəti/ różnorodność, rozmaitość
explorer (n) /ɪk'splɔːrə/ badacz, odkrywca
industrial activity (n) /ɪn'dʌstriəl æk'tɪvəti/ działalność przemysłowa
psychologist (n) /saɪ'kɒlədʒɪst/ psycholog
shrink (v) /ʃrɪŋk/ kurczyć się, zmniejszać
surrounded (adj) /sə'raʊndɪd/ otoczony

READING pp. 32–33

anger (n) /'æŋgə/ złość
animal product (n) /ˌænɪməl 'prɒdʌkt/ produkt pochodzenia zwierzęcego
aware (adj) /ə'weə/ świadomy
clue (n) /kluː/ wskazówka
companion (n) /kəm'pænjən/ towarzysz/ towarzyszka
cut down (phr v) /ˌkʌt 'daʊn/ ścinać (np. drzewa)
cut off (phr v) /ˌkʌt 'ɒːf/ odciąć (np. dostęp)
enemy (n) /'enəmi/ wróg
face dangers (phr) /ˌfeɪs 'deɪndʒəz/ stawiać czoła niebezpieczeństwom
fake (adj) /feɪk/ fałszywy, nieprawdziwy
float (v) /fləʊt/ unosić się na wodzie
ice age (n) /'aɪs eɪdʒ/ epoka lodowcowa
indicate (v) /'ɪndɪkeɪt/ wskazywać, oznaczać
lay eggs (phr) /leɪ 'egz/ składać jaja
octopus (n) /'ɒktəpəs/ ośmiornica
on average (adv) /ɒn 'ævərɪdʒ/ przeciętnie, średnio
polluted (adj) /pə'luːtɪd/ zanieczyszczony, skażony
rainfall (n) /'reɪnˌfɔːl/ opady deszczu
reveal (v) /rɪ'viːl/ ujawniać
sea creature (n) /'siː ˌkriːtʃə/ zwierzę morskie
shore (n) /ʃɔː/ brzeg (morza, jeziora)
shot (n) /ʃɒt/ fotka, ujęcie
sight (n) /saɪt/ wzrok
sign a petition (phr) /ˌsaɪn ə pə'tɪʃn/ podpisać petycję
surroundings (n) /sə'raʊndɪŋz/ otoczenie, okolica
suspicious (adj) /sə'spɪʃəs/ podejrzliwy
tin opener (n) /'tɪnˌ əʊpənə/ otwieracz do konserw
touch (n) /tʌtʃ/ dotyk

GRAMMAR 2 pp. 34–35

arise (v) /ə'raɪz/ pojawiać się
beast (n) /biːst/ bestia
capture (v) /'kæptʃə/ schwytać, złapać
catch on (phr v) /ˌkætʃ 'ɒn/ zrozumieć, pojąć
first-grader (n) /'fɜːstgreɪdə/ uczeń pierwszej klasy
influential (adj) /ˌɪnflu'enʃl/ wpływowy, ważny
loch (n) /lɒx/ jezioro (Scottish English)
marine (adj) /mə'riːn/ morski
mass (adj, n) /mæs/ masowy; masa
mermaid (n) /'mɜːmeɪd/ syrenka (z bajki)
nest (n) /nest/ gniazdo
parody (n) /'pærədi/ parodia
put forward (phr v) /ˌpʊt 'fɔːwəd/ proponować coś, poruszać jakiś temat
racoon (n) /rə'kuːn/ szop pracz
raise cattle (phr) /ˌreɪz 'kætl/ hodować bydło
roam (v) /rəʊm/ błąkać się, włóczyć się
significantly (adv) /sɪg'nɪfɪkəntli/ znacząco, znacznie
spot (v) /spɒt/ zauważyć
wipe out (phr v) /ˌwaɪp 'aʊt/ zmieść z powierzchni ziemi

TED TALK pp. 36–37

Arctic Circle (n) /ˌɑːktɪk 'sɜːkl/ koło podbiegunowe północne
boreal (adj) /bɔːrɪəl/ północny
branch (n) /brɑːntʃ/ gałąź (drzewa, nauki, rodu)
camp (n) /kæmp/ obóz, obozowisko
clime (n) /klaɪm/ strefa
cloven-hoofed (adj) /'kləʊvənhuːft/ parzystokopytne
counterintuitive (adj) /ˌkaʊntərɪn'tjuːɪtɪv/ sprzeczny z intuicją
demo (v) /'deməʊ/ zaprezentować
dig (v) /dɪg/ kopać, wykopać
dissipate (v) /'dɪsəpeɪt/ oddawać (tu: ciepło)
dromedary (n) /'drɒmədəri/ dromader
dune (n) /djuːn/ wydma
fingerprint (v) /'fɪŋgəˌprɪnt/ zdejmować odcisk palca
flesh (n) /fleʃ/ ciało; tkanka
fossil (n) /'fɒsl/ skamieniałość

hit a wall (phr) /ˌhɪt ə 'wɔːl/ dotrzeć do ściany (przenośnie - stanąć w miejscu)
hump (n) /hʌmp/ garb
insulation (n) /ˌɪnsjə'leɪʃn/ izolacja
jigsaw puzzle (n) /'dʒɪgsɔ ˌpʌzl/ układanka
keyhole (n) /'kiːhəʊl/ dziurka od klucza
latitude (n) /'lætɪtjuːd/ szerokość geograficzna
lens (n) /lenz/ soczewka
line-up (n) /laɪnʌp/ skład, układ
llama (n) /'lɑːmə/ lama
make sense of sth (phr) /ˌmeɪk 'senz əv 'sʌmθɪŋ/ zrozumieć coś
marvel (v) /'mɑːvəl/ zdumiewać, zachwycać się
mysterious (adj) /mɪ'stɪəriəs/ tajemniczy
niche (adj) /niːʃ/ niszowy
overcome (v) /ˌəʊvə'kʌm/ pokonywać, przezwyciężać
palm (n) /pɑːm/ dłoń (jej wewnętrzna część)
parakeet (n) /'pærəkiːt/ papuga aleksandretta
piece sth together (phr v) /ˌpiːs 'sʌmθɪŋ tə'geðə/ składać coś w całość
preservation (n) /ˌprezə'veɪʃn/ utrwalenie, zachowanie (czegoś bez zmian)
proof (n) /pruːf/ dowód
putty (n) /'pʌti/ kit
quintessential (adj) /ˌkwɪntə'senʃl/ typowy
readjust (v) /ˌriːə'dʒʌst/ dostosowywać się do (nowej sytuacji)
reframe (v) /ˌriː'freɪm/ przeformułować
reimagine (v) /ˌriːɪ'mædʒɪn/ wyobrazić sobie na nowo
rethink (v) /ˌriː'θɪŋk/ przemyśleć ponownie
retrofit (v) /'retrəʊfɪt/ zmodernizować, unowocześnić
rust (n) /rʌst/ rdza
saw (n) /sɔː/ piła
shard (n) /ʃɑːd/ skorupka, odłamek
ship (v) /ʃɪp/ wysyłać, dostarczać
shorten (v) /'ʃɔːtn/ skracać
singe (v) /sɪndʒ/ przypalić, osmalić
skull (n) /skʌl/ czaszka
snout (n) /snaʊt/ ryj (np. świni)
splinter (n) /'splɪntə/ drzazga
spot (n) /spɒt/ miejsce
stick to sth (phr) /ˌstɪk tə 'sʌmθɪŋ/ trzymać się czegoś (np. planu)
surface (n) /'sɜːfɪs/ powierzchnia
tibia (n) /'tɪbiə/ piszczel
tromp (v) /trɒmp/ wędrować, włóczyć się
unwilling (adj) /ʌn'wɪlɪŋ/ niechętny, wymuszony
upend (v) /ʌp'end/ przewracać do góry nogami
willing (adj) /'wɪlɪŋ/ chętny, ochoczy
willingness (n) /'wɪlɪŋnəs/ chęć, ochota
ziploc bag (n) /'zɪplɒkˌbæg/ woreczek strunowy

SPEAKING p. 38

anecdote (n) /'ænɪkdəʊt/ anegdota
chase (v) /tʃeɪs/ ścigać, gonić
encounter (v) /ɪn'kaʊntə/ napotykać, spotykać
vulture (n) /'vʌltʃə/ sęp

WRITING p. 39

community (n) /kə'mjuːnəti/ społeczność
perform tricks (phr) /pə'fɔːm trɪks/ pokazywać sztuczki
put forth (phr v) /ˌpʊt 'fɔːθ/ przedstawić, ujawnić
reference (n) /'refərəns/ odniesienie, źródło

SKILLS REVIEW pp. 40–41

bristle (n) /'brɪsl/ kolec
camouflage (n) /'kæməflɑːʒ/ kamuflaż
chameleon (n) /kə'miːliən/ kameleon
fin (n) /fɪn/ płetwa
float (v) /fləʊt/ unosić się, płynąć
herd (n) /hɜːd/ stado
kelp (n) /kelp/ krasnorosty morskie
mink (n) /mɪŋk/ norka
monogamous (adj) /mə'nɒgəməs/ monogamiczny
parasite (n) /'pærəsaɪt/ pasożyt
predator (n) /'predətə/ drapieżnik
redwood (n) /'redwʊd/ sekwoja
scent (n) /sent/ zapach
seaweed (n) /'siːwiːd/ wodorost
sigh (n) /saɪ/ westchnienie
snort (n) /snɔːt/ parsknięcie
stump (n) /stʌmp/ pień
submerge (n) /səb'mɜːdʒ/ zanurzać
utmost (adj) /'ʌtməʊst/ największy

(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)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 My boyfriend called me to say I'd (*lepiej mi będzie*) ... without him.
2 The prices were, (*średnio*) ... , 7% lower than in our local shop.
3 Some people decide to make changes in their diets and reduce the amount of (*produktów pochodzenia zwierzęcego*) ... .
4 The disease has been developing (*w niewiarygodnym tempie*) ... .
5 Being late to the lectures usually has (*poważne konsekwencje*) ... .
6 My friend asked me to (*podpisać petycję*) ... to protect the albino narwhal.

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

1 Some species have this incredible ability to ... to extreme changes in the environment. ADAPTATION
2 He really cares for our planet, and I think he will sooner or later become a devoted ... . CONSERVATION
3 Primates ... a lot, and their genetic code is still being studied in great detail. EVOLUTION
4 Our ... as human creatures depends on how successful we are in protecting our planet. SURVIVE
5 Our teacher is planning a trip to an exhibition about the most ... species of animals. DANGER
6 This is not a ... problem and we will have to deal with the problem of waste for many years. TERM

Exam guide
1 English in Use Translations

Life Skills guide
1 Communication, Mediation

Exam guide
2 English in Use Word formation

1
1 be better off
2 on average
3 animal products
4 at an incredible rate
5 serious consequences
6 sign a petition

2
1 adapt
2 conservationist
3 evolve
4 survival
5 endangered
6 short-term

1 When are you more creative – in the morning or in the evening? When you still have plenty of time or are getting close to the deadline? When working alone or as part of a group?

2 What useful gadgets have become available recently? How often do you use them?

3 Outside the box

IN THIS UNIT YOU LEARN

VOCABULARY
- using creativity
- learning new skills
- gaining experience
- life-long learning

GRAMMAR
- conditionals (0, 1, 2, 3 and mixed)
- *I wish*, *if only*, *would rather*

SKILLS

Listening
- importance of creativity
- multiple choice, matching

Reading
- testing creative thinking
- noun forms
- open questions

Speaking
- offering solutions
- raising concerns
- giving reasons

Writing
- article

CRITICAL THINKING
- fact and opinion

3h/week • Student's Book ex. 1–6 p. 47 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–9 pp. 38–39 • If short of time, skip ex. 7.

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

The members of the band A-WA are three Israeli sisters who mix traditional Yemenite music with modern electronic dance music.

3A Vocabulary

Breaking the mould

Talking about creativity

1 Work in pairs. How many different words based on the root word *create* can you think of? Think of at least two collocations for each.

create *create a group, create excitement*

2 Complete the sentences with words based on the root word *create*. You can use the same word only once.

1 Everyone should learn a musical instrument in their spare time to encourage ... . creativity
2 Students don't have to memorise facts since the ... of the internet. creation
3 The old photos the city council had, made it possible to ... the chapel in its original shape. recreate
4 You need to study a lot and copy other people before you can be ... yourself. creative
5 There aren't many people who actually ... something completely new. create
6 People who can think ... do better at school. creatively
7 Whoever was the ... of this sofa should get the Designer of the Year award. creator

3 Identify the collocations with the different forms of *create* in exercise 2. Were they the same as the ones you thought of in exercise 1?

4 Work in pairs. Do you agree with the sentences in exercise 2? Why?/Why not?

5 Complete the phrases with the pairs of words in the box. Use a dictionary if necessary.

approaches + solution	comes up with + adapts
invents + follows	makes up + writes
obeys + breaks	writes + scores

1 someone who does what they are told and ... the rules or someone who ... them
2 someone who ... a test or someone who ... highly on a test
3 someone who ... a new word or someone who ... word definitions
4 someone who comes up with a wide variety of ... to a problem or someone who analyses things and comes up with a simple ...
5 someone who ... something or someone who ... a set of rules to make something
6 someone who ... new ways of doing things or someone who ... existing ways of doing things

6 MY PERSPECTIVE – SPEAKING

Work in pairs. Which person in each phrase in exercise 5 do you think is more creative? Explain your ideas.

1 Suggested answers:
create (v): create jobs / chaos / a new file / confusion / problems
creative (adj): creative thinking/writing, a creative person, a creative use of something, creative industries
creativity (n): develop your creativity / kill/stifle/stop/ encourage/discourage creativity
creation (n): digital/ literary/new/recent creation, job/wealth creation, the creation of a new school / new jobs / a new department
creator (n): the creator of a TV show / a character / a game / an app
creatively (adv): think/ write creatively

Life Skills guide
4 Critical thinking

5 1 obeys, breaks
2 writes, scores
3 makes up, writes
4 approaches, solution
5 invents, follows
6 comes up with, adapts

Life Skills guide
6 Communication, Critical thinking

1 Which school subjects require greater creativity from students? Give reasons for your answers.

2 When you are working in a group, do you prefer to persuade others to do things your way or are you happy to accept others' ideas and suggestions?

3B Listening

Listening to people talking about the importance of creativity

1 Listen to an extract from a podcast. Decide which sentence best summarises the main point. 25 p. 386

a You can only be truly creative if you think like a child.
b The best monsters are usually created by children.
c Schools could do more to encourage creativity.
d In the future, there will be lots of new kinds of jobs.

2 Listen again. Choose the correct option to complete each sentence. 25 p. 386

1 *The Monster Engine*
a exists across a range of different formats.
b has only been around for a few years.
c was created by Dave Devries and his children.

2 Dave Devries started working on *The Monster Engine*
a to make one of his relatives happy.
b because he illustrates comic books.
c after being inspired by a young child.

3 Sir Ken Robinson claimed that
a drawing cartoons makes you more creative.
b if you're creative, you're more likely to do well in the future.
c people will need to work harder in the next 20 or 30 years.

4 The speaker thinks that, at its heart, creativity is about
a playing games.
b listening to young people more.
c not giving up and learning from mistakes.

3 Work in groups. Discuss whether you agree with the statements.

1 It's sometimes useful to see the world like a child.
2 Jobs will be very different in the future.
3 Skills are becoming more important than knowledge.
4 Trying and failing are important parts of the creative process.

Dave Devries applies colour and shading to children's artwork (top) to bring their pictures to life.

4 Listen to four people talking about what creativity means to them. Match each speaker with the sentence that summarises their view. There is one extra sentence. 26 p. 386

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

a how a creative person will act differently from others.
b how two people can inspire each other with their creativity.
c particular people whose creativity made them well-known.
d how creativity can help in everyday situations.
e the effects of the creative approach of other people on our lives nowadays.

5 Listen to the speakers again. For each situation (1–4), decide which speaker would consider it an example of creativity. 26 p. 386

1 Layla and her friends made a big poster about earth pollution for a competition. Instead of drawing or describing types of waste people produce, they stuck small pieces of metal, paper, plastic, and glass trash onto the poster. Speaker 1
2 Scientists are testing a new type of paint. Its structure makes it possible to wash off any kind of dirt from the surface it covers. It would be an excellent remedy for areas where graffiti appears in the form of vandalism rather than art. Speaker 3
3 Dan is going to his first job interview tomorrow. His friend Lisa gives him some advice about what to expect, what to say, how to behave and how to cope if anything goes wrong. Speaker 4
4 The boys were allowed to take as many strawberries from the field as they could carry with them. One of them took off his shirt and tied the sleeves together so as to make a kind of sack from it. Speaker 2

6 Work in pairs. Which speaker's opinion in exercise 4 is the closest to your view on creativity? Why?

Exam guide
2 Listening
Multiple choice

Exam guide
4 Listening
Matching

Life Skills guide
3 Creativity, Critical thinking, Mediation, Self-development

Life Skills guide
6 Critical thinking

3h/week • Student's Book ex. 1–6 p. 48 • If short of time, skip ex. 6.

5h/week • Workbook 1–5 p. 40

7h/week • Extra online resources

Fast Finishers

Suggest 5–6 ideas for a *Creativity Guidebook for Teachers*, which could make lessons more attractive for students. You can either think of general ideas suitable for any lesson or more specific ideas that are aimed at particular subjects.

3C Grammar 1

Zero, first, second, third and mixed conditionals

Using conditionals to talk about alternative results

1 Work in pairs. Look at the Grammar box. Discuss what forms you can see in the *if* clauses and result clauses in each of the five sentences.

Zero, first, second, third and mixed conditionals

Zero conditionals
a *If you are creative, you look for new ways of expression.*

First conditionals
b *If you're at school today, you'll probably start working sometime in the 2020s.*

Second conditionals
c *If these drawings were painted more realistically, they would look amazing.*

Third conditionals
d *If Dave Devries hadn't spent a day with his niece back in 1998, The Monster Engine would never have happened.*

Mixed conditionals
e *If their schools had encouraged unusual ways of seeing the world, lots of adults would be more creative.*

2 Decide which kind of conditional sentences we use to talk about:

1 an imaginary past situation and an imaginary present result.
2 an imaginary situation and result now or in the future.
3 an imaginary situation and result in the past.
4 a possible situation and result now or in the future.
5 a general connection between a situation and the result that may regularly be true.

More explanation in Grammar reference on p. 58.
More exercises in Grammar practice on p. 59.
Do exercises 1–3.

3 Complete the conditional sentences by using the correct forms of the verbs in brackets.

Many people think of creativity as chance Eureka moments*. The mathematician and inventor who coined the term *Eureka*, Archimedes, discovered that the weight of an object floating on water is the same as the amount of water it displaces. He made this discovery by chance. If he **(1)** … (*pay*) more attention to the amount of water in his bathtub, he **(2)** … (*not step*) into it and spilt water over the side. Apparently, we **(3)** … (*not have*) penicillin today if Alexander Fleming **(4)** … (*be*) a bit tidier and washed his petri dishes before he went on holiday. On his return, he discovered the penicillin mould had killed bacteria on the dishes. What **(5)** … (*our world / be*) like now without these discoveries?

The book *Inside the Box* by Drew Boyd and Jacob Goldenberg suggests that such moments are rare and if we **(6)** … (*rely*) on these 'methods', we would not get very far. In fact, the authors say, most inventions come from following a limited set of rules. The rules can help failing schools and companies: if they **(7)** … (*integrate*) the rules into their teaching and product development, they **(8)** … (*become*) more successful. The implication of their argument is that it's not all up to luck.

Eureka moment *sudden understanding of a solution to something that was previously unknown*

4 Complete the sentences with the correct forms of the verbs in brackets. Decide which conditional structure should be used in each sentence.

1 This red lamp … (*light*) up when the engine … (*overheat*). Each machine here has this kind of protection.
2 I … (*know*) what he's talking about if I … (*speak*) German. But I can only understand a few words.
3 What you told Rita was rude. If you … (*not call*) her an idiot, she … (*not get*) offended.
4 Take the phone with you. Uncle Sam … (*have*) a chance to call you when his plane … (*land*) at the airport.
5 There's no chance to find Mr Black in this crowd. If you … (*take*) a photo of him with you, we … (*recognise*) him without any problems. Now it's going to be more like a guessing game.

5 Work in pairs. Read the story and complete the conditional sentences basing on the information from the text.

A group of schoolchildren were waiting outside before lunch. That was their regular gathering place as the space inside was limited. There was snow on the ground. The teacher who usually supervises the children arrived late because of a meeting. The students were pushing each other and playing around. Two students slipped on the ice and one ended up in hospital. The treatment cost a lot of money. A group of inspectors has been assigned to decide if the school is to blame for what has happened and whether it should refund all the related costs to the parents. The inspectors will probably find some areas that need improvement. In that case, the school is ready to take steps to deal with the problems immediately.

1 If the supervising teacher … at the meeting, the students wouldn't have started pushing each other.
2 If there had been no snow, the ground … slippery.
3 In most cases, when a student slips on ice, they … in hospital.
4 If the school had more space inside, the students … to wait outside.
5 If the inspectors decide that the school is to blame, it … all the costs to the parents.
6 If the inspectors … areas that need improvement, the school will deal with the problems at once.

1 How would you react if you had to do a task which required more time than you had?
2 If you had chosen to attend a different high school, how might your life be different now?

4 1 lights up, overheats (zero conditional)
2 would know, spoke (second conditional)
3 hadn't called, wouldn't have got (third conditional)
4 will have, lands (first conditional)
5 had taken, would recognise (mixed conditional)

2 1 mixed conditionals
2 second conditionals
3 third conditionals
4 first conditionals
5 zero conditionals

5 1 hadn't been
2 wouldn't have been
3 end up
4 wouldn't have
5 will refund
6 find

3 1 had paid / had been paying
2 wouldn't have stepped
3 wouldn't have
4 had been
5 would our world be
6 relied
7 integrate
8 will/can become

Technology guide

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

3h/week • Student's Book ex. 1–5 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 testach sprawdzających kreatywność.

1 Do you like solving puzzles based on logic? How good are you at such puzzles?
2 How can you recognise a creative person? Do they behave, act or talk differently?

3D Reading

VOCABULARY BUILDING Noun forms

1 Look at these pairs of words. How are the nouns formed from verbs and adjectives?

Verb	Noun	Adjective	Noun
analyse	analysis	concerned	concern
assess	assessment	intelligent	intelligence
conclude	conclusion	flexible	flexibility
know	knowledge	fluent	fluency
publish	publication	logical	logic
vary	variety	useful	usefulness

2 Choose the correct words from exercise 1 to complete the sentences.

1 I know a lot of words in English, but I need to become more ... in using them!
2 My main ... when I do anything in English is not to make any mistakes.
3 I don't like it when there is a huge ... of options on a menu.
4 I got a good grade in the last ... I did for English.
5 I'd like to write a novel some day and ... it myself.
6 I like to do things in a(n) ... order from A to B to C.

2 1 fluent 2 concern 3 variety 4 assessment 5 publish 6 logical

3 For each pair of sentences use the verb/noun or adjective/noun combination from the table in exercise 1.

1 The ... in my study schedule allows me to study when I feel most productive.
My schedule is ... enough for me to study when I feel most productive.
2 Psychological tests are often ... in recruitment in all kinds of emergency-related jobs.
The ... of psychological tests has often been proven in the recruitment of all kinds of emergency-related jobs.
3 After just a few weeks of studying medicine, Jack came to the ... that his choice had been a mistake.
Just a few weeks of studying medicine were enough for Jack to ... that his choice had been a mistake.
4 I must say there's some ... in your reasoning.
I must say your reasoning is quite ... .

3 1 flexibility, flexible 2 useful, usefulness 3 conclusion, conclude 4 logic, logical

Life Skills guide
7 Critical thinking

READING

Understanding a text about creativity tests

4 Work in groups. Discuss the questions.

1 What do you think it means to be creative?
2 Do you think creativity is only connected to the arts? Why?/Why not?
3 How important is creativity these days? Why?
4 Do you think it is possible to assess levels of creativity? Why?/Why not?
5 Who is the most creative person you know? Why?

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

Life Skills guide
4 Creativity, Critical thinking, Mediation

5 Read about a set of tests commonly used to assess creativity. Think about the questions as you read.

1 What do the tests involve?
2 Does the author think they are good tests of creativity?

5 Suggested answers:
1 The tests involve doing tasks such as finding lots of uses for a brick, creating drawings or imagining the consequences of something strange.
2 Yes, because they predict creative success in the future and are important for business and education.

6 Work in pairs. Answer the questions and discuss your ideas. Then read about the tests again to check.

1 When were the tests first published?
2 How are the tests scored?
3 How are divergent and convergent thinking different?
4 Why were people worried about children's test scores?
5 What are the possible causes for the drop in test scores?
6 What is problem-based learning? How does it encourage creativity?

6 Suggested answers:
1 over 50 years ago
2 according to fluency, flexibility, originality and how detailed an explanation is
3 Divergent thinking involves coming up with as many ideas and solutions as possible. Convergent thinking involves reducing the many ideas down to one.
4 Because they were falling and test scores closely match success in later life.
5 too much time spent watching TV and playing video games; not enough freedom to make choices; too much focus on exam results and learning by heart
6 It is learning through solving problems. You have to think about lots of solutions and then come to a conclusion using your knowledge (of different subjects) and logic.

CRITICAL THINKING Fact and opinion

Facts are statements that are true. **Opinions** are statements showing what people believe.

7 Look at these statements about Torrance's *Tests of Creative Thinking*. Decide if they present facts (F) or opinions (O). Does each fact or opinion support the value of the tests as a test of creativity? Why?/Why not?

1 Torrance found that people often scored very differently in the different parts of the tests. F
2 Torrance believed you could teach creativity and the tests were originally teaching tools. F
3 The tests give the idea that creativity is all one thing. Fail the tests and you are not creative. O
4 The way Torrance collected information about adults' creative success was to ask them to fill in a form to report what they had achieved creatively. F
5 Learning to solve one problem rarely helps to solve another kind of problem. O
6 It's difficult to see how the tests measure creativity in science or mathematics. O

8 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 After reading about the tests, would you change any of your answers in exercise 4?
2 Would you like to use the problem-based way of learning? Why?/Why not?
3 How is creativity encouraged in your education system or school? Can you think of ways to increase it?

3h/week • Student's Book ex. 1–8 p. 50 • If short of time, skip ex. 8.

5h/week • Workbook ex. 1–7 p. 42

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 322 (3.4)

Testing creative thinking

27 It is now over 50 years since the first publication of E.P. Torrance's *Tests of Creative Thinking*, and they continue to be used worldwide as standard assessments of creativity.

The tests typically consist of 'divergent thinking' tasks – the ability to generate a wide variety of solutions that are then scored on fluency, flexibility, originality and how fully explained they are. For example:

- Ways to improve: What could you do to make a toy truck more fun to play with?
- Imagine consequences: How would the world be different if everyone had an eye in the back of their head?
- Alternative uses: How many unusual uses for a brick can you think of?
- Make drawings from a shape: Turn the Xs into pictures people might be surprised by. The X can be in any part of the picture. Add details to tell complete stories and give each picture a title.

Some question if the tests fully assess creativity because they say creativity is about originality and usefulness. Creativity not only requires divergent thinking but also 'convergent thinking' where you find one single solution that you feel is the best for the problem you are trying to solve.

Torrance followed the lives of children who first took his tests to see if they predicted creative achievements as adults. Analyses of these studies suggest they do. In fact, his tests are better at judging future creative success than intelligence tests. This is why they are frequently used to identify top managers in business and children for special educational programmes. It is also why there was concern in the USA when the magazine *Newsweek* reported that children's scores on the tests were falling.

Some have argued that this drop is because of children's lifestyles: too many video games, too much TV and too little freedom to make choices. Others have suggested that education in the USA has become too focused on exam results, so teachers use fewer creative activities and favour more traditional learning by heart. This is in contrast to countries with a history of more traditional activities like memorisation and practice drills such as China, which are doing the opposite and encouraging creativity through techniques such as problem-based learning.

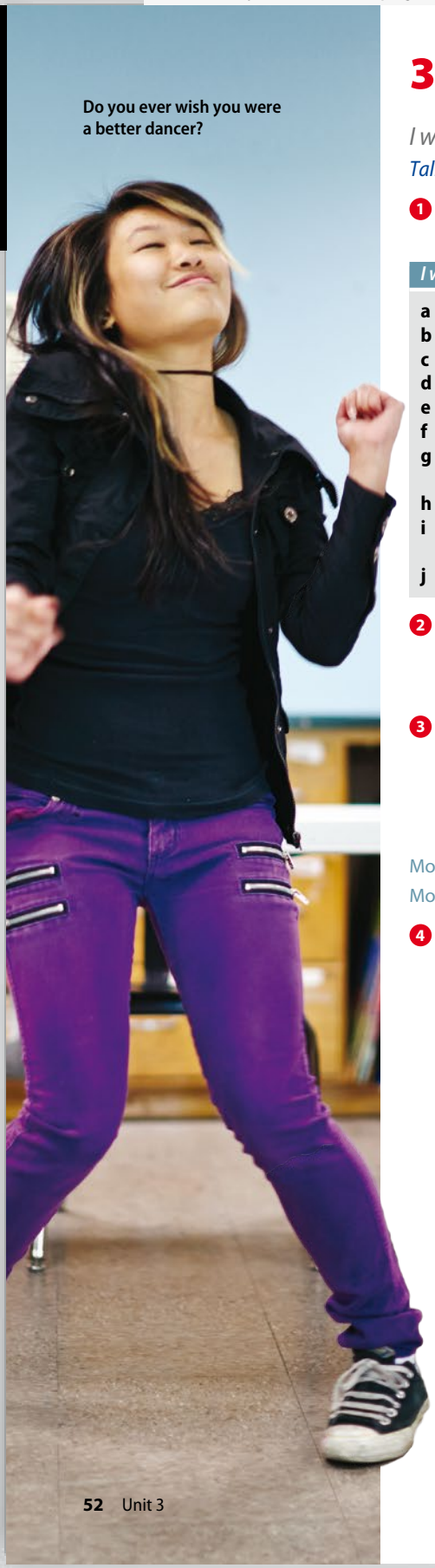
Problem-based learning involves setting a genuine problem such as reducing noise in a school library or deciding on a week's menu of meals for an athlete. In reaching a conclusion, students have to do research across several subjects and be creative in the fullest sense. No doubt Torrance would have approved if he was still alive.

One of the tests for creative thinking involves making drawings from a shape.

Fast Finishers

Write 6 sentences describing your school. Include three facts and three opinions. Read them out to another student and see whether they can tell the facts from the opinions.

1 Is there anything you wish your teachers or parents did more often?
2 What skills or abilities do you sometimes wish you possessed?



Do you ever wish you were a better dancer?

3E Grammar 2

I wish, if only, would rather

Talking about wishes

1 Work in pairs. Look at the Grammar box. Discuss which of the statements are true for you.

I wish, if only, would rather

a *I wish I could draw better.*
b *I wish I was a better dancer.*
c *I wish my parents hadn't forced me to learn Latin.*
d *I sometimes wish my classmates wouldn't make so much noise.*
e *I wish I didn't have to do arts subjects.*
f *I'd rather the teacher didn't set us any homework.*
g *My parents would rather I studied something else at university instead of what I want.*
h *If only I had an eye in the back of my head!*
i *I often say to myself 'If only I'd spent more time thinking about this before I started.'*
j *If only I wasn't sitting here now!*

2 Look again at the sentences in the Grammar box and find examples of:

1 the past simple. b, e, f, g, h
2 the past forms of *can* and *will*. a, d
3 the past continuous. j
4 the past perfect. c, i

3 Which sentences in the Grammar box refer to:

1 a wish about a present situation? a, b, d, e, f, g, h, j
2 a wish about a past situation? c, i
3 a wish or preference for someone to do something differently in the present or the future? d, f, g

More explanation in Grammar reference on p. 58.

More exercises in Grammar practice on p. 59. Do Exercises 4–6.

4 Complete the mini-dialogues with the correct forms of the verbs in the box. Use each verb only once.

be | can | finish | hate | have to | hear | know | relax

1 A: Don't you ever wish you … sleep? Imagine what you could do with all those extra hours. didn't have to
B: Stop it! You're making me feel tired, talking about sleep!

2 A: I wish I … that song. I can't get it out of my head now. hadn't heard
B: I know. It's incredibly catchy, isn't it?

3 A: With those grades, maybe you should study medicine.
B: Yeah, if only I … the sight of blood or needles! Honestly, I could never work as a doctor. didn't hate

4 A: Shall we stop now and do the rest tomorrow?
B: I'd rather we … it today. It'll bother me all night if we leave it. finished

5 A: You four should start a band. You could be really big!
B: Yeah, if only we … how to get the money to buy proper equipment – and the ideas! knew
B: You have lots of good ideas! I wish I … do such creative things as you! could

6 A: I wish you … there. You would've loved it. had been
B: Yeah, I know. I wish my parents … a bit and let me go out more.
A: Well, maybe next time. would relax

3h/week • Student's Book ex. 1–9 pp. 52–53, ex. 4–6 p. 59 • If short of time, skip ex. 8–9 p. 53.

5h/week • Workbook ex. 1–8 pp. 44–45

7h/week • Photocopiable grammar games and activities, TB pp. 316, 320 (3.2) • Extra online resources (see Technology guide)

5 Translate the Polish fragments of the sentences into English.

1 I sometimes (*żałuję, że nie mieszkam*) ... at the seaside. The sea is the most relaxing view for me.

2 I've forgotten my key again. If only (*gdybym nie zostawił*) ... it on the kitchen cupboard!

3 I'd rather (*żebyś nie nazywał*) ... me 'Lil Bro'. It's a bit embarrassing.

4 Robert (*żałował, że siedzi*) ... right in front of that woman in the compartment. She was talking nonstop and he could not concentrate at all.

5 I wish (*żebyś zwracał*) ... more attention to your sister next time you go shopping together.

6 Danny (*żałuje, że kupił*) ... this painting. It turned out to be a worthless copy rather than an 18th-century piece of art.

6 We often add comments to statements with *wish*, *if only* and *would rather*. Match the statements (1–5) with the pairs of follow-up comments (a–e). Decide whether each comment refers to an imagined consequence (IC) or the actual situation (AS).

1 I wish you'd told me earlier. *c*
2 If only he was taller. e
3 I'd rather we didn't talk now. a
4 I wish they would do more to help. b
5 I wish I didn't have to go. d

a People might hear. IC
I need to think more carefully about it. AS
b The place is a mess. AS
We could get things done a lot quicker. IC
c It would've saved me a lot of effort. *IC*
I don't have time to do it now. *AS*
d I don't really like meetings. AS
Unfortunately, he's expecting me to be there. AS
e He could have become a model. IC
He would probably get in the school basketball team. IC

7 Write 5 sentences about yourself, using '*I wish*' or '*If only*'.

1 an artistic skill you would like to have
2 a purchase you're not satisfied with
3 something you don't like about your city
4 the last thing your parents were angry with you about
5 an event that you believe your school should organise

8 Read the poem. What do you think happened?

Regrets

I wish I could tell you how I really feel
And say what's on my mind.
I wish I hadn't done what I did
Or had thought before I acted.
I wish I was spending my time with you
Instead of sitting here all alone.

9 CHOOSE

1 Write a similar poem to the one in exercise 8 about regrets. Write it from the perspective of another person such as a parent, a student, a teacher, a sportsperson, etc.

2 Write a list of eight sentences like those in the Grammar box for your classmates to discuss.

3 Write five things you would wish for if anything was possible. Discuss your ideas with a partner.

I wish money grew on trees.

Do you ever wish you were taller?

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

5 **1** wish I lived / regret that I don't live
2 I hadn't left
3 you didn't call
4 wished he wasn't sitting / regretted he was sitting
5 you would pay
6 wishes he hadn't bought / regrets he had bought

Life Skills guide
7 Mediation

Life Skills guide
9 Creativity

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

Fast Finishers

Are you satisfied with your education? Write three things you regret having done (or not having done) and three improvements you would like to see introduced in your school. Use *I wish* and *If only*.

3F Cele lekcji: Sugerowanie lepszych rozwiązań.

1 If you need some advice or help while trying to solve a problem, who do you turn to for help?
2 How often do you give advice to your friends if, for example, they've done something wrong?

3F Speaking

Exam guide
1 Oral Matura

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

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

Life Skills guide
3 Communication, Critical thinking, Self-development

Useful language

Raising concerns
I can't see how that would work.
The issue with that is …
If we did that, wouldn't … ?
As a consequence, there could / would be …

Suggesting a better approach
Wouldn't it be better to … ?
If you ask me, I think we should …
If I were to decide, I'd …

Giving reasons
That way you could …
That allows / enables …
If we do that, …
This would make it possible to …

Offering solutions, suggesting a better approach

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

1 In what ways is this class similar to yours? In what ways is it different?
2 How do you think your learning environment could be improved?
3 Tell your partner about a time when a solution introduced by your school impressed you greatly.

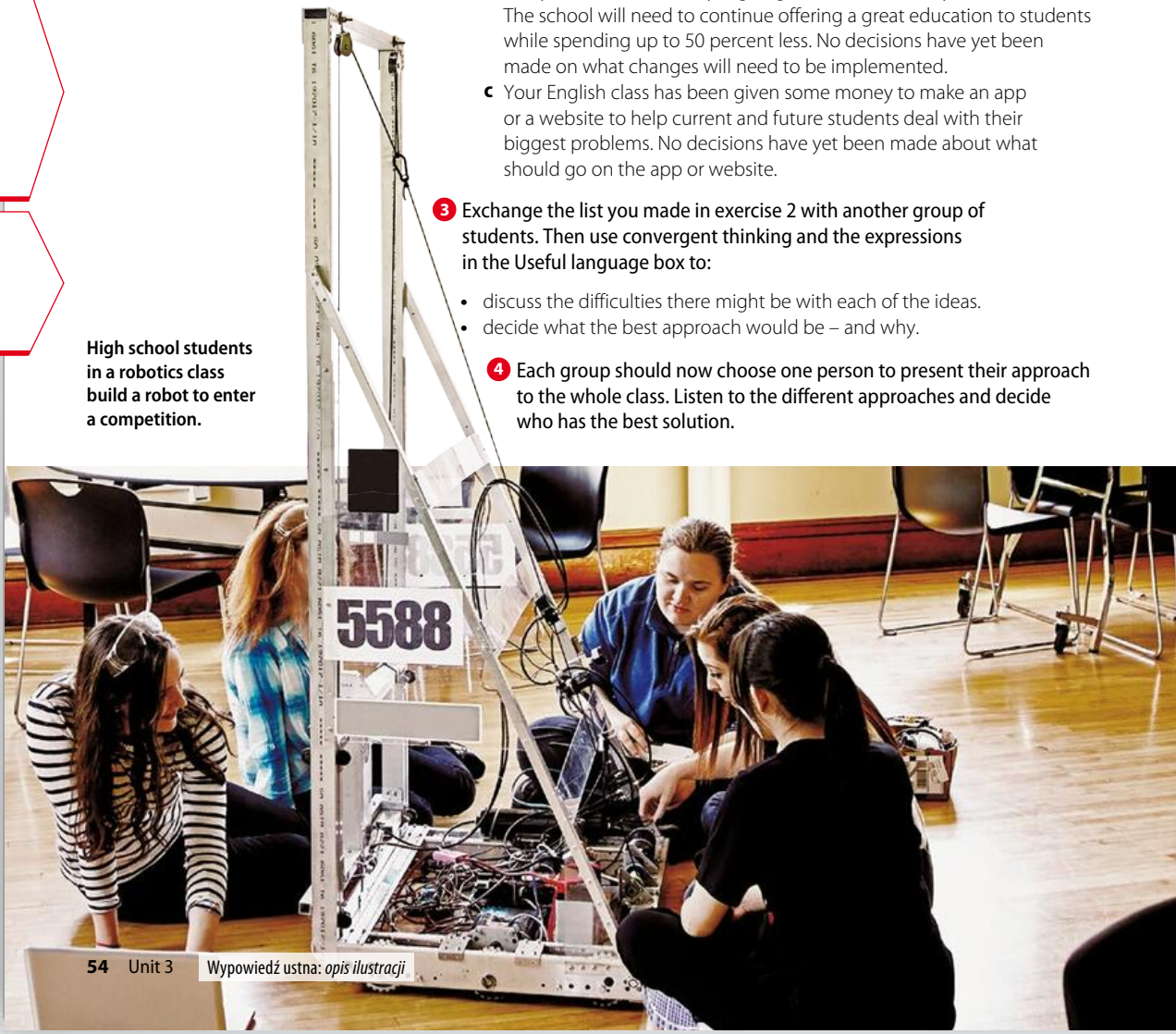
2 Read the situations (a–c). As a class, vote to choose the situation you want to resolve. Then work in groups and:

1 discuss what additional facts you would like to find out about the situation.
2 use divergent thinking to make a list of as many different ways of approaching the situation as you can.
   a Your town or city wants to attract more tourists. It is planning to spend a lot of money on advertising, but no decisions have yet been made about how best to sell the town or city – or what kind of advertisements might work best.
   b This year, a lot less money is going to be available for your school. The school will need to continue offering a great education to students while spending up to 50 percent less. No decisions have yet been made on what changes will need to be implemented.
   c Your English class has been given some money to make an app or a website to help current and future students deal with their biggest problems. No decisions have yet been made about what should go on the app or website.

3 Exchange the list you made in exercise 2 with another group of students. Then use convergent thinking and the expressions in the Useful language box to:

- discuss the difficulties there might be with each of the ideas.
- decide what the best approach would be – and why.

4 Each group should now choose one person to present their approach to the whole class. Listen to the different approaches and decide who has the best solution.



High school students in a robotics class build a robot to enter a competition.

 Wypowiedź ustna: *opis ilustracji*

3h/week • Student's Book ex. 1–4 p. 54
5h/week • Workbook ex. 1–5 p. 49
7h/week • Extra online resources

3G Writing

An article with a report

Writing an article

1 Read the report below. Identify the two suggestions made by students for reducing external noise in the school library. Can you think of any other possible approaches?

Improving learning in the library

Recently, there have been several complaints from students regarding excessive noise in the school library coming from outside. We decided to analyse what might be causing the problem and also make some recommendations on how to reduce noise and create a better atmosphere to study in.

In order to better understand the issues, we started our investigation with a series of interviews with the students who reported the problem. Next, we visited the library twice and read about how sound travels through different materials. We then explored a range of possible solutions before making our own models, which we used to test our ideas.

The library windows face a public space and, even when closed, let too much noise through. This problem is made worse by the fact that the curtains in the room are made of a thin material that does not stop sound in any way. To solve this problem, we would recommend installing two sheets of glass in each window. Perhaps we could also consider filling the space between the glass with water. This would prevent up to 75 percent of the outside noise from entering the room.

As you can see, excessive noise can be avoided in our library. We will try to test our recommendations in the nearest future. Regardless of whether we manage to improve the situation or not, we will surely inform all the interested students about the results.

a install two sheets of glass in each window to stop 75 percent of the water coming in from outside
b install two sheets of glass in 75 percent of the windows to reduce the noise coming in from outside
c install two sheets of glass in each window to reduce the noise coming in from outside
d fill two sheets of glass with water to reduce the noise by 75 percent

2 **WRITING TIPS** Cohesion

Look at the Writing strategy box. Find examples of guidance for structuring articles with reports in the model in exercise 1.

3 Work in pairs. Rewrite the sentences, using the sentence starters in bold.

1 I suppose we could invest in some new, heavier curtains.
We might consider … .
2 It would be much better if we moved the library to another room.
I would strongly recommend … .
3 Maybe we could play quiet music to cover the noise from outside.
We would suggest … .
4 If we put more plants in the library, they would stop some of the sound.
I propose … .

4 Write an article with a report about the situation your class chose in exercise 2 on p. 54. Write between 200 and 250 words.

- Follow the guidance in the Writing strategy box.
- Make your recommendations using some of the language in exercise 3.

More about writing an article in Writing guide on p. 152.

Writing strategy

Structuring articles with reports

Begin with a title to show what the report is about. Give a general description of the problem in the introduction. Also, write how the article will tackle the topic.

In the article, we decided to…
The purpose of this article is to …
We also want to make recommendations on …

Have clear paragraphs:
introduction (1),
methods of tackling the problem (2),
findings and recommendations (3),
summary (4).

Use full forms (*it is*, *they will*, etc.) instead of contractions like *it's* and *they'll*.

Make recommendations.

We believe that the best solution to this problem would be to …
Perhaps we could also consider …

Avoid expressing personal feelings or opinions.

1 Does your school administration listen to students' suggestions and requests? What suggestions do students usually make?
2 If you could suggest three improvements to your school, what would they be? Are they likely to be accepted and introduced?

3 1 We might consider investing in some new, heavier curtains.
2 I would strongly recommend moving the library to another room.
3 We would suggest playing quiet music to cover the noise from outside.
4 I propose putting more plants in the library to stop some of the sound.

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity,
Mediation,
Practical skills

3h/week • Student's Book ex. 1–4 p. 55
5h/week • Workbook ex. 1–4 p. 50
7h/week • Extra online resources

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 The people in the audience clapped their hands with ... when they heard the first notes of the new song. excitement EXCITE
2 Walt Disney's ... resulted in the production of some marvelous animated films. creativity CREATE
3 The lecturer emphasised the ... of reference books while preparing for the test. usefulness USEFUL
4 You can't expect to make progress if you lack ... . flexibility FLEXIBLE
5 The ... of your skills is another point on the agenda. assessment ASSESS
6 The ... of your achievements should be more accurate. analysis ANALYSE
7 I've always admired Arthur's ... in speaking and writing a foreign language. fluency FLUENT

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Alexander Fleming didn't try to discover penicillin. He discovered it by ... . chance/accident
2 Why not talk to our teacher? She will certainly ... up with a solution to our problem. come
3 Sandra always makes ... her own set of rules she then doesn't follow. up
4 The final test I'm taking soon ... of four parts: listening, reading, writing, and speaking. consists
5 Do you agree with the opinion that children don't have enough freedom to ... their own choices? make
6 The song is so catchy that once you hear it, you can't get it ... of your head. out

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 John's teachers felt some concern for his progress at school.
WERE
John's teachers ... his progress at school.

2 Betty's friends know how intelligent she is and admire her for that.
HER
Betty's friends admire her for ... .

3 There isn't any logic in studying four foreign languages at the same time.
IS
Studying four foreign languages at the same time ... .

4 The reference books the school library offers to its students vary greatly.
GREAT
There is a ... of reference books the school library offers to its students.

5 My brother memorises dates easily.
GOOD
My brother has ... for dates.

Exam guide
4 English in Use
Transformations

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

1 Try harder or you'll never succeed.
If you ... harder, you'll never succeed.

2 Barbara speaks so fast that I can't understand her.
If Barbara ... slower, I would understand her.

3 Mark was too lazy, that's why he didn't join this venture.
If Mark weren't too lazy, he ... this venture.

4 We didn't have enough knowledge then to solve the mystery.
If we ... enough knowledge then, we would have solved the mystery.

5 It's a pity I didn't take the intelligence tests.
I wish I ... the intelligence tests.

6 Ann is not studying hard enough to memorise all the details.
If only Ann ... hard enough to memorise all the details.

Uzupełnianie zdań

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 I'd rather my younger brother ... (*not / watch*) so much TV. It kills creativity.
2 What do you think the world would be like today if the wheel ... (*not / invent*) thousands of years ago?
3 If only Jack's parents ... (*not / ignore*) what he was saying!
4 David ... (*act / differ*) if he hadn't been under a lot of pressure from his boss.
5 I sometimes wish my teacher ... (*give / I / much*) than one hour to write my essay.

3
1 were concerned about
2 her intelligence
3 is illogical / is not logical
4 great variety
5 a good memory

4
1 don't try
2 spoke
3 would have joined
4 had had
5 had taken
6 was studying

5
1 didn't watch
2 hadn't been invented
3 hadn't ignored
4 would have acted differently
5 would give me more

3h/week • Student's Book ex. 1–10 pp. 56–57 • If short of time, assign ex. 10 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.

coin encourage fight get give have vary

1 *Staycation* is a newly-... term to describe a vacation at home or in the immediate local area. coined
2 I wish my professor ... me to write my PhD thesis. I wonder why he didn't do it. had encouraged
3 Students generated a wide ... of other correct solutions to the test that were not included in the key. variety
4 What would the world be like today if people ... so many wars in the past? hadn't fought
5 If only I ... to take so many subjects at school! It's really exhausting. didn't have

Tłumaczenie fragmentów zdań

7 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Gdybyś poślizgnął się na lodzie*) ..., you could break your arm.
2 If only (*oni odkryli*) ... sooner how talented he was!
3 We'd rather (*aby Jane studiowała*) ... medicine, which gives more opportunities than studying law.
4 I wish (*abyś pomyślał dwa razy*) ... before you act.
5 (*Jeśli Martin skończy*) ... the project before the deadline, he'll get paid for it earlier.

LISTENING

8 Usłyszysz dwukrotnie wywiad z wynalazcą. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. 28 p. 387

1 What do we learn about Nikola's childhood?
a His parents suffered from a fatal disease.
b His parents hoped he would have the same job as his father.
c His father wanted him to be an engineer.

2 When talking about his mother, Nikola
a mentions an unusual ability inherited from his mother.
b appreciates her ability to create new things.
c encourages other women to become inventors.

3 Which is true about Nikola?
a He graduated from the Austrian Polytechnic in Graz.
b He lost a job at the Telephone Exchange due to mental problems.
c He had to bear the consequences of his addiction.

4 What happened after Nikola started working for himself?
a He was cheated and left penniless.
b He created the unprofitable Tesla Electric Company.
c He failed to license his first patents.

SPEAKING

9 Wraz z kolegą/koleżanką z grupy językowej przygotowujecie prezentację na temat wynalazku, który ułatwiłby codzienne życie uczniów. Poniżej podane są cztery kwestie, które musicie omówić w rozmowie:

- rodzaj wynalazku,
- jego zastosowanie,
- łatwość użycia,
- możliwość udoskonalenia wynalazku.

WRITING

10 Napisz artykuł na stronę internetową szkoły. Przedstaw w nim wyniki ankiety dotyczącej zainteresowania młodzieży uczestnictwem w kołach naukowych w twojej szkole oraz zaproponuj, w jaki sposób można zachęcić młodzież do udziału w tego typu zajęciach.

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
9 Oral Matura

Life Skills guide
9 Communication, Creativity, Mediation

Exam guide
7 English in Use
Translations

Life Skills guide
7 Mediation

Exam guide
10 Writing
An article

Life Skills guide
10 Creativity, Mediation, Practical skills

Exam guide
8 Listening
Multiple choice

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

7 1 If you slipped on (the) ice
2 they had discovered / found out
3 Jane studied
4 you thought / would think twice
5 If Martin finishes / has finished

Grammar reference 3

GRAMMAR 1 Conditionals

Zero conditional

Zerowego trybu warunkowego używamy do wyrażania ponadczasowych prawd oraz opisywania zjawisk, które są stałe, jeśli spełnione są określone warunki.

If you're creative, you look for new ways of expression.

If you practise every day, your results are getting better.

First conditional

Pierwszego trybu warunkowego używamy, gdy mówimy o sytuacjach i wydarzeniach, które mogą się wydarzyć w przyszłości, jeśli zostanie spełniony określony warunek.

If you pass all exams, you'll probably start working sometime in the 2020s.

I'm going to take the test again if I fail.

Second conditional

Drugiego trybu warunkowego używamy, gdy mówimy o sytuacjach i wydarzeniach, które są mało prawdopodobne, nierealne lub niemożliwe do spełnienia obecnie lub w przyszłości.

If these drawings were painted more realistically, they would look amazing.

I wouldn't joke about it if I were you.

Third conditional

Trzeciego trybu warunkowego używamy w odniesieniu do przeszłości, kiedy mówimy o sytuacjach, które mogły się zdarzyć, ale się nie zdarzyły.

If he hadn't spent that day with his niece, the Monster Engine would never have happened.

If she had wanted pictures, she would have told us.

Mixed conditional

Mieszane tryby warunkowe stosujemy, kiedy sytuacja z przeszłości ma wpływ na sytuację w teraźniejszości:

I wouldn't be here now if she hadn't helped me.

If their schools had encouraged unusual ways of seeing the world, lots of adults would be more creative.

W zdaniach warunkowych w zdaniu nadrzędnym (głównym) mogą wystąpić czasowniki modalne.

If I do OK in my exams, I might / may try to study fine art at university. = Maybe I will study fine art.

If I get really good grades, I can go and study abroad. = It will be possible for me to study abroad.

If he had been a bit taller, he could have become a really great basketball player. = It would have been possible for him to become a great player.

Ćwiczenia 1–3

GRAMMAR 2 *I wish, if only, would rather*

I wish, if only, would rather

Konstrukcji „*I wish, if only* and *would rather* + czas gramatyczny" używamy, aby wyrazić pragnienie, żal, ubolewanie. W tych konstrukcjach możemy używać następujących czasów:

- past simple (w odniesieniu do teraźniejszości w ujęciu ogólnym):

  I wish I was better with words.

  I wish I was as creative as her / him.

  I wish I didn't have to do arts subjects.

  If only I had an eye in the back of my head!

  I'd rather the teacher didn't set homework.

- past continuous (w odniesieniu do czynności, która odbywa się w chwili mówienia):

  If only I wasn't sitting here now!

  I wish I was doing something else. This is boring.

- past perfect (w odniesieniu do przeszłości – często, aby wyrazić żal):

  I wish my parents hadn't forced me to learn an instrument.

  I often say to myself, 'If only I'd spent more time thinking about this before I started.'

oraz czasowników modalnych:

- *could* (aby wyrazić żal, że nie posiadamy pożądanej umiejętności):

  I wish I could draw better.

  I wish I could help you, but I just can't.

- *would* (aby wyrazić niezadowolenie, irytację daną sytuacją):

  I sometimes wish my classmates wouldn't make so much noise.

  I wish she would speak more slowly. I can't understand anything she says.

Uwaga:

Jeśli w konstrukcji *I'd rather* występuje jeden podmiot, zdanie ma postać:

„podmiot + *would rather* + bezokolicznik":

I'd rather do it myself.

Jeśli w tej konstrukcji występują dwa różne podmioty, zdanie ma postać:

„podmiot + *would rather* + podmiot + past simple":

I'd rather you did it.

Ćwiczenia 4–6

Grammar practice

1 Choose the correct option to complete each sentence.

1 If you *will want* / *want* to study abroad, you'll need to save some money first.
2 I wouldn't play this instrument well if my dad *hadn't helped* / *doesn't help* me when I first started.
3 If I *would have* / *had* more time, I'd love to learn how to paint with watercolours.
4 It's your fault! If you hadn't been late, everything *would've been* / *was* fine.
5 The test's next week and you *don't* / *are not going to* do well if you don't work more!
6 If we hadn't changed things when we did, the situation *would* / *will* be worse now.
7 It might not have worked if we *tried* / *had tried* it that way.
8 If I spoke to my mum like that, she really *won't* / *wouldn't* be happy!

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

1 If I ... (*not ask*) lots of questions when I was at school, I wouldn't be a scientist now.
2 If you ... (*create*) a culture that encourages creativity, people will be happier.
3 I don't think I ... (*start*) painting if my parents hadn't encouraged me.
4 If I ... (*be*) fluent in English, life would be so much easier!
5 Just think! Things ... (*be*) very different today if ways of writing hadn't developed.
6 If you don't practise, you ... (*never get*) better at it.
7 I ... (*not do*) that if I were you.
8 If it ... (*not be*) so noisy in the exam room, I would've done better.

3 Make conditional sentences based on the information.

1 They only realised how talented she was after giving all the children tests to assess creativity levels.
They wouldn't have realised how talented she was if they hadn't given all the children tests to assess creativity levels.
2 Follow the rules or fail the course. It's your choice!
3 I can't really play this. I haven't practised recently, you see.
4 Some universities don't value creativity. That's why they don't really help students develop it.
5 She didn't obey the rules when she started her business. That's why she's successful today.
6 Creativity in children is like anything else: encourage it or be prepared for it not to grow.

4 Choose the correct option to complete each sentence.

1 A: This is taking ages to do.
B: Yeah, sorry. I thought it was a good idea at the time, but I wish I *hadn't suggested* / *didn't suggest* it now.
2 A: Shall I ask my mum or dad if they can take us there?
B: I'd rather we *go* / *went* on our own.
3 A: I'd like to study abroad somewhere.
B: Me too. If only I *can* / *could* speak Chinese! I'd love to go to Shanghai.
4 A: I wish the teacher *would* / *wouldn't* make us copy everything from the book.
B: I know. It's a bit boring, isn't it?
5 A: Did you go to the gig yesterday?
B: No, but I wish I *had* / *did*. I heard it was great.
6 A: If only I *didn't have to* / *wouldn't have to* leave. I'd love to talk more.
B: Don't worry. I need to be home before 12, anyway.

5 Complete the second sentence so that it means the same as the first. Use the word in capitals and three other words. Do not change the form of the word given.

1 I'm afraid we can't do anything more to help.
ONLY
If ... more to help.
2 My brother is so negative. It's quite annoying.
WOULD
I wish my brother ... about things.
3 I wanted to walk here, but we came by car.
RATHER
I ... the car at home.
4 We should have done a better analysis of the problem.
WISH
I ... the problem better.

6 Complete each sentence with one word. Contractions count as one word.

1 A: Is it OK if I put some music on?
B: I'd rather you ... . I'm trying to study. didn't
2 A: Do you want to go to the shopping centre?
B: I'd rather ... somewhere else. I don't like the shops there. go
3 A: I wish we ... asked someone to help us. had
B: Really? I'd rather ... and do it myself first, even if I make a mistake. try
4 A: I'd rather you ... this a secret between us. It's a bit embarrassing. kept
B: Don't worry. I'd rather ... knew what happened! no-one/nobody
If ... I could forget it myself! only

Exam guide
6 English in Use
Gap-filling

2
1 hadn't asked
2 create
3 would have started
4 was/were
5 would be
6 will never get / are never going to get
7 wouldn't do
8 hadn't been

5
1 only we could do
2 would be more positive
3 would rather have left
4 wish we had analysed

3
2 If you don't follow the rules, you'll / you're going to fail the course.
3 If I'd practised (it) recently, I could play it (better) OR I would / might be able to play it (better).
4 If universities valued creativity, they would help students develop it (more).
5 She wouldn't be successful / She wouldn't have become successful if she'd obeyed the rules.
6 If you don't encourage creativity in children, it won't grow.

Wordlist Unit 3 29

VOCABULARY p. 47

adapt (v) /ə'dæpt/ przystosowywać się, dostosowywać się
analyse (v) /'ænəlaɪz/ analizować, badać
approach (n) /ə'prəʊtʃ/ metoda, podejście
break the mould (phr) /ˌbreɪk ðə 'məʊld/ zerwać z rutyną; wyjść poza szablon
break the rules (phr) /ˌbreɪk ðə 'ruːlz/ złamać zasady
chapel (n) /'tʃæpl/ kaplica
city council (n) /ˌsɪti 'kaʊnsl/ rada miasta
come up with a solution (phr v) /ˌkʌm 'ʌp wɪð ə sə'luːʃn/ znaleźć, wymyślić rozwiązanie
create (v) /kri'eɪt/ tworzyć, wymyślać
creation (n) /kri'eɪʃn/ tworzenie, utworzenie
creative (adj) /kri'eɪtɪv/ kreatywny, twórczy
creatively (adv) /kriː'eɪtɪvli/ kreatywnie
creativity (n) /ˌkriːeɪ'tɪvəti/ inwencja twórcza, kreatywność
creator (n) /kri'eɪtə/ twórca/twórczyni
follow a set of rules (phr) /ˌfɒləʊ ə ˌset əv 'ruːlz/ przestrzegać zasad
invent (v) /ɪn'vent/ wynaleźć
make up sth (phr v) /ˌmeɪk 'ʌp ˌsʌmθɪŋ/ wymyślać coś
memorise (v) /'meməraɪz/ uczyć się na pamięć
mould (n) /məʊld/ szablon, forma
obey the rules (phr) /əʊ'beɪ ðə 'ruːlz/ przestrzegać zasad
score highly on a test (phr) /ˌskɔː 'haɪli ɒn ə 'test/ odnieść sukces na teście

LISTENING p. 48

artwork (n) /'ɑːtwɜːk/ dzieło sztuki
at heart (adv) /ət 'hɑːt/ naprawdę; w głębi duszy
cartoon (n) /kɑː'tuːn/ kreskówka
comic book (n) /'kɒmɪk bʊk/ komiks
competition (n) /ˌkɒmpə'tɪʃn/ konkurs
desire (v) /dɪ'zaɪə/ pragnąć, życzyć sobie
detailed (adj) /'diːteɪld/ dokładny, szczegółowy
do well (phr) /duː wel/ dobrze sobie radzić
extreme (adj) /ɪk'striːm/ ekstremalny
feature (v) /'fiːtʃə/ przedstawiać, prezentować (np. film)
foresee (v) /fɔː'siː/ przewidywać
foresight (n) /'fɔːsaɪt/ przezorność, zapobiegliwość
format (n) /'fɔːmæt/ format
in an attempt to (conj) /ɪn ən ə'tempt tə/ aby, chcąc …
relative (n) /'relətɪv/ krewny/krewna
remedy (n) /'remədi/ remedium, lekarstwo
riddle (n) /'rɪdl/ zagadka
sack (n) /sæk/ worek
safety pin (n) /'seɪfti pɪn/ agrafka
set about (phr v) /ˌset ə'baʊt/ rozpocząć, zaczynać
sketch (n) /sketʃ/ szkic
sleeve (n) /sliːv/ rękaw
stick (v) /stɪk/ przyklejać
stimulate (v) /'stɪmjʊleɪt/ pobudzać
think outside the box (phr) /ˌθɪŋk aʊt'saɪd ðə 'bɒks/ myśleć kreatywnie, nieszablonowo
tie (v) /taɪ/ zawiązywać
truly (adv) /'truːli/ prawdziwie, naprawdę
wash off (phr v) /ˌwɒʃ 'ɒf/ zmywać
workplace (n) /'wɜːkˌpleɪs/ miejsce pracy

GRAMMAR 1 p. 49

apparently (adv) /ə'pærəntli/ najwidoczniej, najwyraźniej
assign (v) /ə'saɪn/ przypisać, przydzielić
coin a term (phr) /ˌkɔɪn ə 'tɜːm/ ukuć termin
displace (v) /dɪs'pleɪs/ wypierać (np. wodę)
eureka moment (n) /jʊ'riːkə 'məʊmənt/ nagłe olśnienie
imaginary (adj) /ɪ'mædʒɪnri/ wymyślony
implication (n) /ˌɪmplɪ'keɪʃn/ konsekwencja
integrate (v) /'ɪntɪˌgreɪt/ wcielać (np. zasady w życie)
light up (phr v) /ˌlaɪt 'ʌp/ rozbłysnąć, zapalić się
mould (n) /məʊld/ pleśń
outcome (n) /'aʊtkʌm/ wynik, rezultat
overheat (v) /ˌəʊvə'hiːt/ przegrzewać się
penicillin (n) /ˌpenɪ'sɪlɪn/ penicylina
realistically (adv) /ˌrɪə'lɪstɪkli/ realistycznie
related (adj) /rɪ'leɪtɪd/ związany, powiązany
slip (v) /slɪp/ pośliznąć się
slippery (adj) /'slɪpəri/ śliski
supervise (v) /'suːpəvaɪz/ pilnować (kogoś); nadzorować
treatment (n) /'triːtmənt/ leczenie, opieka medyczna

READING pp. 50–51

analyse (v) /'ænəlaɪz/ analizować
analysis (n) /ə'næləsɪs/ analiza
assess (v) /ə'ses/ oceniać
assessment (n) /ə'sesmənt/ ocena
brick (n) /brɪk/ cegła
by heart (adv) /ˌbaɪ 'hɑːt/ na pamięć
concern (n) /kən'sɜːn/ niepokój, obawa
concerned (adj) /kən'sɜːnd/ zaangażowany, zainteresowany
conclude (v) /kən'kluːd/ wywnioskować
conclusion (n) /kən'kluːʒn/ wniosek
convergent (adj) /kən'vɜːdʒnt/ zbieżny
divergent (adj) /daɪ'vɜːdʒnt/ rozbieżny
drill (n) /drɪl/ metoda wielokrotnego powtarzania
drop (n) /drɒp/ spadek
flexibility (n) /ˌfleksɪ'bɪləti/ elastyczność
flexible (adj) /'fleksɪbl/ giętki, elastyczny
fluency (n) /'fluːənsi/ biegłość, płynność
fluent (adj) /'fluːənt/ biegły, płynny
freedom (n) /'friːdəm/ wolność, swoboda
genuine (adj) /'dʒenjuɪn/ prawdziwy
intelligence (n) /ɪn'telɪdʒəns/ inteligencja
intelligent (adj) /ɪn'telɪdʒnt/ inteligentny
knowledge (n) /'nɒlɪdʒ/ wiedza, znajomość
lifestyle (n) /'laɪfˌstaɪl/ styl życia
logic (n) /'lɒdʒɪk/ logika
logical (adj) /'lɒdʒɪkl/ logiczny
publication (n) /ˌpʌblɪ'keɪʃn/ wydanie
publish (v) /'pʌblɪʃ/ publikować
score (v) /skɔː/ zdobywać (punkt, wynik)
task (n) /tɑːsk/ zadanie
test score (n) /ˌtest 'skɔː/ wynik testu
toy truck (n) /'tɔɪ ˌtrʌk/ zabawkowa ciężarówka
useful (adj) /'juːsfl/ użyteczny
usefulness (n) /'juːsflnəs/ użyteczność
variety (n) /və'raɪəti/ różnorodność
vary (v) /'veəri/ różnić się
worldwide (phr) /ˌwɜːld'waɪd/ na całym świecie

GRAMMAR 2 pp. 52–53

catchy (adj) /'kætʃi/ chwytliwy
compartment (n) /kəm'pɑːtmənt/ przedział (np. w pociągu)
cupboard (n) /'kʌbəd/ szafka kuchenna, kredens
effort (n) /'efət/ wysiłek
needle (n) /'niːdl/ igła
piece of art (n) /ˌpiːs əv 'ɑːt/ dzieło sztuki
preference (n) /'prefrəns/ preferencja
proper (adj) /'prɒpə/ właściwy, odpowiedni
purchase (n) /'pɜːtʃəs/ zakup
regret (n) /rɪ'gret/ żal, smutek; ubolewanie
safety (n) /'seɪfti/ bezpieczeństwo
turn out (phr v) /ˌtɜːn 'aʊt/ okazać się
worthless (adj) /'wɜːθləs/ bezwartościowy

SPEAKING p. 54

additional (adj) /ə'dɪʃnl/ dodatkowy
allow (v) /ə'laʊ/ pozwalać, zezwalać
approach a situation (phr) /ə'prəʊtʃ ə ˌsɪtʃu'eɪʃn/ podejść do sytuacji
enable (v) /ɪ'neɪbl/ umożliwiać
learner (n) /'lɜːnə/ uczeń
resolve (v) /rɪ'zɒlv/ rozwiązywać (np. problem)

WRITING p. 55

atmosphere (n) /'ætməsfɪə/ nastrój, atmosfera
curtain (n) /'kɜːtn/ zasłona; firanka
excessive (adj) /ɪk'sesɪv/ nadmierny
external (adj) /ɪk'stɜːnl/ zewnętrzny
face (v) /feɪs/ wychodzić na (o oknach)
recommendation (n) /ˌrekəmen'deɪʃn/ rekomendacja, zalecenie
sheet of glass (n) /'ʃiːt əv ˌglɑːs/ tafla szkła
tackle (v) /'tækl/ uporać się z, stawiać czoła

SKILLS REVIEW pp. 56–67

bear the consequence (phr) /ˌbeə ðə 'kɒnsəkwəns/ ponosić konsekwencję
cheat (v) /tʃiːt/ oszukiwać
clap (v) /klæp/ klaskać
coil (n) /kɔɪl/ cewka
dabble (v) /'dæbl/ parać się
emphasise (v) /'emfəsaɪz/ podkreślać, akcentować
fatal (adj) /'feɪtl/ śmiertelny
gamble (v) /'gæmbl/ uprawiać hazard

inherit (v) /ɪn'herɪt/ dziedziczyć
keep a low profile (phr) /ˌkiːp ə ləʊ 'prəʊfaɪl/ nie wychylać się
marvellous (adj) /'mɑːvələs/ cudny, wspaniały
namesake (n) /'neɪmseɪk/ imiennik
note (n) /nəʊt/ nuta
patent (n) /'peɪtnt/ patent
penniless (adj) /'penɪləs/ bez grosza (przy duszy)
PHD thesis (n) /ˌpiː eɪtʃ 'diː 'θiːsɪs/ doktorat, praca doktorska
reference book (n) /'refərəns bʊk/ materiał źródłowy
venture (n) /'ventʃə/ przedsięwzięcie

(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)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct options to complete each sentence.

1 The results of the test are *truly* / *imaginary* spectacular.
2 Working in a group requires *convergent* / *divergent* thinking and cooperation.
3 For many teenagers, not having a smartphone is a/an *excessive* / *genuine* problem.
4 His grandparent died from a/an *additional* / *fatal* disease.
5 Is there a/an *remedy* / *approach* to the problem of vandalism in cities?
6 If you want to prepare for the lecture, make sure you have the *reference book* / *thesis* the teacher told us about.

2 Translate the Polish fragments of the sentences into English.

1 They had a meeting to focus on how to (*podejść do tej sytuacji*) ... .
2 My grandfather found his lost keys (*przypadkiem*) ... .
3 We need to look for somebody who can (*myśleć nieszablonowo*) ... .
4 If you want to join the club you need to (*przestrzegać zasad*) ... .
5 I think he (*zmyślił tę historię*) ... .

3 Choose the correct option to complete each sentence.

1 The situation in the region requires a lot of attention, so let's meet to ... all the options.
a analyse
b analysis
c concern

2 After hours of discussion, they finally ... up with a solution.
a concluded
b came
c went

3 When you put it in water, it will quickly become ... .
a worthless
b penniless
c catchy

4 This new ... is keeping him really busy, and sometimes even frustrated.
a venture
b patent
c outcome

5 He played the song to the very last ... .
a effort
b note
c tune

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

1 He made a mistake when he was young and now he needs to ... the consequences. bear
2 Tom's one of the best in the group and scored highly ... the test. on
3 They were opening the new store and a lot of people were queuing ... . up
4 For many years he worked as a mayor in the city ... . council
5 Congratulations, you did really ... on the test! well

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

1 Teachers should focus more on fostering ... in the classroom. CREATIVE
2 They seem to be really ... and care for the environment. CONCERN
3 The situation requires a ... approach. FLEXIBIILITY
4 In my opinion, one of the best ways of achieving ... in a foreign language is to travel to the country and live there for some time. FLUENT
5 His recent ... was distributed to most prominent politicians. PUBLISH
6 They came up with a ... of solutions to this problem, so I am no longer worried. VARY

Exam guide
4 English in Use
Gap-filling

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Multiple choice

2
1 approach this/the situation
2 by chance/accident
3 think outside the box
4 obey/follow the rules
5 made the story up / made up the story

5
1 creativity
2 concerned
3 flexible
4 fluency
5 publication
6 variety

1 How are the conversations you have with your friends different from those you have with your parents or teachers? Why are they different?

2 When was the last time you misunderstood someone while talking to them? How serious was the misunderstanding?

4 Common ground

Culture guide

Global context

A *kunik* is a traditional Inuit way of expressing affection, usually between loved ones. It involves pressing the nose and upper lip against the other person's skin (commonly of the cheeks or forehead) and breathing in, causing their skin or hair to be suctioned against the nose and upper lip. When the early explorers of the Arctic first saw this behaviour, they named it 'Eskimo kissing'. Many people believe that the kunik is a way for the Inuit to kiss without their mouths freezing together. Actually, it's due to the fact that when Inuits meet outside in the cold, often the only part of their body that's exposed is their nose and eyes.

IN THIS UNIT YOU LEARN

VOCABULARY
- interpersonal and intercultural communication
- subcultures
- social issues, discrimination
- personal and social values

GRAMMAR
- reported speech
- patterns after reporting verbs

SKILLS

Listening
- intercultural communication
- customs
- true/false
- matching

Reading
- different subcultures
- compound adjectives
- open questions, matching

Speaking
- agreeing and disagreeing
- challenging ideas and assumptions

Writing
- letter of complaint

TED TALK
- why I keep speaking up, even when people mock my accent

CRITICAL THINKING
- understanding other perspectives

62 Unit 4

3h/week • Student's Book ex. 1–6 p. 63 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–10 pp 54–55 • If short of time, skip ex. 7–8.

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 332 (4.3) • Extra online resources

A *kunik* is a traditional Inuit greeting between family members and loved ones.

4A Vocabulary

Identity and communication

Talking about identity and communication

Life Skills guide
1 Communication, Mediation

1 Work in groups. Look at the photo and discuss the questions.

1 Could this be a typical scene where you are from? Why?/Why not?
2 How do you normally greet the people in the box? Does it vary at all?
3 Does everyone in the group greet each other in the same way? Why?/Why not?

friends	friends' parents	shop assistants
teachers	visitors from another country	your parents

Life Skills guide
2 Critical thinking, Mediation

2 MY PERSPECTIVE

In addition to greetings, are there any rules you think it would be important for a foreign visitor to your country to know? Do you always follow these rules yourself?

3 Complete the sentences with these pairs of words.

awkward + compliment	get offended + suggested
conscious + discrimination	discourage + reaction
misunderstanding + sort it out	response + negative comments

1 If my friends have a(n) ... or a big argument, I'm good at helping them ... .
2 I usually feel a bit ... if someone pays me a(n) ... or praises what I've done.
3 I would ... if someone ... that I looked older than I really am.
4 I think the best ... to things like ... is to challenge them.
5 If someone tries to ... me from doing something, my initial ... is to want to do it more!
6 I think I'm quite ... of how to avoid ... and upsetting people.

3 1 misunderstanding, sort it out
2 awkward, compliment
3 get offended, suggested
4 response, negative comments
5 discourage, reaction
6 conscious, discrimination

Life Skills guide
4 Communication, Mediation

4 Work in pairs. Read out the sentences in exercise 3. Say if they are true or false for you. Explain why. Modify the false sentences so that they are true for you.

5 Complete the collocations with the correct forms based on the word families.

1 pay me a big **compliment** / (v) ... me on my work / be very **complimentary** about it
2 (v) ... against young people / fight **discrimination** / **discriminatory** rules
3 avoid (v) ... people / a negative (n) ... / a **stereotypical** person
4 took (n) ... at what he said / didn't mean to **offend** anyone / use (adj) ... language
5 respond (adv) ... to questions / an **awkward** silence / a sense of **awkwardness** in social settings
6 (v) ... the instructions / a silly **misunderstanding**

5 1 compliment
2 discriminate
3 stereotyping, stereotype
4 offence, offensive
5 awkwardly
6 misunderstand

6 Match each sentence with a collocation from exercise 5 which best describes it.

1 (Teacher to student) I'm impressed with your progress – your recent project was perfect!
2 You're so stupid! You can't even play a simple game!
3 Store the dish in a cool place. Great, I'll keep it in my bedroom.

6 1 pay me a big compliment / compliment me on my work
2 use offensive language
3 misunderstand the instructions / a silly misunderstanding

4B Cele lekcji: Rozumienie wypowiedzi o komunikacji międzykulturowej.

1 Which basic cultural expressions do you know in languages other than Polish and English? Which of them have you had a chance to use in real life?

2 Are there any customs in Poland which you think might be surprising for foreigners?

4B Listening

Listening to people talking about intercultural communication

Life Skills guide
1 Communication, Mediation, Self-development

Life Skills guide
2 Communication, Creativity, Mediation

Exam guide
4 Listening True/false

Exam guide
5 Listening Matching

Life Skills guide
6 Communication, Mediation

1 Work as a class. Discuss the questions.

- How might you define *intercultural communication*?
- In what situations is it necessary to be considerate of other cultures?

2 Work in pairs. What can cause communication to break down in the situations in the box? What might you do if this happens? How could you avoid it?

greeting people	making plans
ordering food	trying to get somebody's attention

3 Listen to an interview about travel and intercultural communication. What is normal for people from these countries that may be different elsewhere? 30 p. 387

China Germany Russia USA

4 According to the conversation, are the sentences true (T), false (F) or not stated (NS)? Listen again and check your answers. 30 p. 387

1 Stacey's parents are diplomats. NS
2 The German girl who Stacey spoke to was deliberately rude to her. F
3 If a Russian person smiles at another Russian they don't know, they may be seen as untrustworthy. T
4 Stacey's Korean friend was confused by people in the USA asking 'How're you doing?' T
5 In Chinese, a common greeting can be translated as *Have you eaten*? T
6 Courses on intercultural communication are very effective. NS

5 Listen to four people talking about customs that surprised them while they were staying in Poland. Match each speaker (1–4) with the correct sentence (a–e) which best describes them. There is one extra sentence. 31 p. 282

This speaker:

a refused to follow the custom.
b was surprised to see their local custom in Poland as well.
c had known about the custom before visiting Poland.
d continued the custom after returning home.
e experienced an unknown custom during a religious holiday.

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

6 Work in pairs. Discuss the customs mentioned by the speakers. Do you follow any of them? Should they be continued in Poland or should they disappear?

3 China:
People may ask, 'Have you eaten?' (in Chinese) as a greeting. It's not a real question – just a way of saying 'Hello'.
Germany:
Saying 'of course' instead of 'yes' or 'absolutely' when speaking English is common for Germans.
Russia:
Not smiling at strangers is common. People may see smiling for no reason as a sign of dishonesty or stupidity.
USA:
Americans often ask, 'How're you doing?' as a basic way of saying 'Hi'. It's normal to respond by just saying 'Hi' or 'Hey'. It's not expected that you'll give a longer, more detailed answer.

3h/week • Student's Book ex. 1–6 p. 64 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–6 p. 56

7h/week • Extra online resources

Fast Finishers

Write 3–4 sentences (in Polish) that include examples of youth slang which you think would be hard for your teachers to understand. Write (in English) what the sentences actually mean.

4C Grammar 1

Reported speech

Using reported speech to talk about misunderstandings, interpretations and different meanings

1 Look at the Grammar box. Try to complete the sentences. Listen again and check your ideas. 30 p. 388

Reported speech

a *I asked a German girl from my class if she … the train station.*

b *And I thought, 'That … rude.'*

c *I said I … something and … go back to school.*

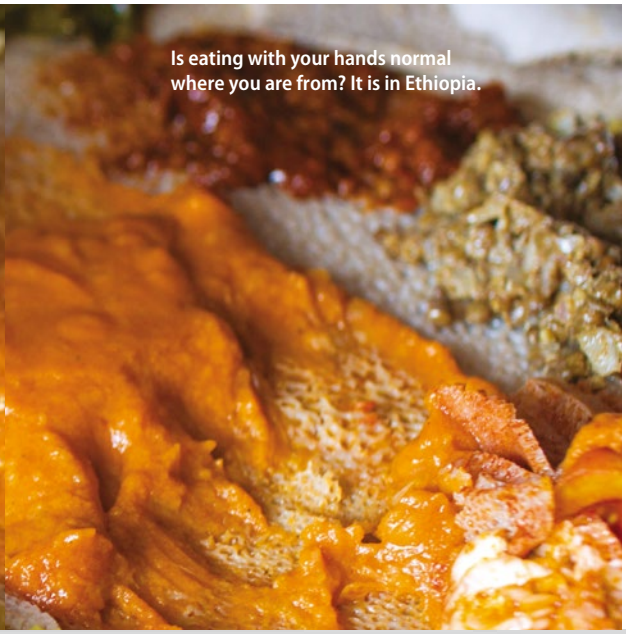
d *That evening I told my dad what had happened and he said that I … be so sensitive.*

e *A Russian friend told me their parents kind of … them from smiling at strangers. There … a Russian proverb that says, 'Laughter for no reason is a sign of stupidity'.*

More explanation in Grammar reference on p. 76.
More exercises in Grammar practice on p. 77.
Do exercises 1–2.

2 Match the sentences in the Grammar box with these points.

1 The sentence includes the actual words that were spoken or thought. b
2 The sentence includes advice or instruction the speaker was given. d
3 The sentence includes a question (or plan) about an action in progress at the time. a
4 The sentence includes a statement about a previous action and consequence. c
5 The sentence includes a statement about something which is still generally true. e



3 Complete the responses to the statements that are correcting misunderstandings.

1 A: We're meeting on Tuesday.
B: Really? I thought you said we … on Thursday!

2 A: I got a B for the science essay.
B: Oh, that's quite good! I thought you said you … a D!

3 A: I'm interested in seeing the new *Star Wars* film.
B: Really? I'm sure you told me you … interested!

4 A: I'll bring you all the stuff you need next week.
B: You haven't got it? I thought you … it today.

5 A: I'm going to my dance class later.
B: I didn't know you … dancing. How long have you been doing that?

6 A: We have to leave at 11 o'clock.
B: I thought we … leave at 12 o'clock.

4 Think of two situations when you might hear these expressions. How might they possibly have different meanings / interpretations?

1 I've been waiting here for ages.
Someone in a queue advising someone not to wait.
Someone you had arranged to meet being very annoyed because you were late.

2 Don't be silly!
3 Are you going to eat that?
4 What did you do that for?
5 You'll be sorry.

5 Use your ideas from exercise 4 to tell a short story. Report what was said, how you replied and what you did next.

I went to buy tickets for a concert, but when I got to the theatre there was a huge queue. Someone there said they'd been waiting for ages, so I decided to forget it and just went home.

6 MY PERSPECTIVE – SPEAKING

Think about the last time someone said these things to you (or you said them to others).
Tell the class what one person said and what the other person said in response. Use reported speech.

- last time someone paid you a compliment
- last time someone took an offence at you
- last time someone tried to discourage you from doing something

1 What have your parents told you to do today? How did you respond?
2 What was your excuse the last time that you had no homework or were late for a lesson?

1 **a** was going to
b 's
c 'd forgotten, had to
d shouldn't
e discouraged, 's also

3 **Suggested answers:**
1 were/are meeting
2 had got / got
3 weren't
4 were bringing / were going to bring
5 went / took up / had taken up / started / had started
6 had to / were going to

Life Skills guide
4 Creativity

Life Skills guide
5 Creativity

Life Skills guide
6 Communication, Mediation

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

3h/week • Student's Book ex. 1–6 p. 65, ex. 1–2 p. 77 • If short of time, skip ex. 6 p. 65.

5h/week • Workbook ex. 1–5 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 tekstu pisanego o subkulturach.

1 Do you identify with any specific group of teenagers? What helps you stay together as a group?
2 How do young people tend to express themselves nowadays? What do they do to stand out from the crowd?

4D Reading

VOCABULARY BUILDING Compound adjectives

Compound adjectives are made up of more than one word. As with single-word adjectives, it is important to learn not only the meanings but also the nouns that they most commonly describe.

1 Match these compound adjectives with their meanings.

cost-effective	deep-rooted	heartbroken
highly respected	like-minded	long-lasting
open-minded	two-faced	well-mannered	worldwide

1 sharing tastes, interests and opinions like-minded
2 dishonest and not to be trusted two-faced
3 admired by lots of people because of qualities or achievements highly respected
4 willing to consider new ideas/ways of thinking open-minded
5 existing or happening everywhere worldwide
6 behaving in a polite way well-mannered
7 firmly fixed; strong and hard to change deep-rooted
8 providing good value for the amount of money paid cost-effective
9 continuing for a long period of time long-lasting
10 extremely sad and upset heartbroken

2 Complete the sentences with compound adjectives from exercise 1.

1 She achieved ... fame when a video she posted online went viral. worldwide
2 Everybody around here knows she does good work. She's a ... figure. highly respected
3 My little brother was absolutely ... when his team lost in the final! heartbroken
4 The problems are too ... for there to be any real hope of a quick fix. deep-rooted
5 If you only ever spend time talking to ... people, you don't get to hear different points of view. like-minded

3 Work in groups. Use five of the adjectives in exercise 1 to describe people or things from your own experience.

I generally cycle everywhere. It's the most cost-effective way of getting around.

READING

Understanding a text about subcultures

4 Work in pairs. Look at the photo which shows a subculture. Predict:

1 where the subculture originated.
2 what members of the subculture have in common.
3 what kind of music – if any – is associated with this subculture.

5 Read the article and find the answers to the questions in exercise 4 for all of the subcultures mentioned.

6 What reasons for joining subcultures are mentioned in the article? What downside is mentioned?

7 Decide which of the four subcultures:

1 is more of a virtual than real-world phenomenon.
2 became known worldwide thanks to a music video.
3 is a combination of the ultra-modern and the old.
4 includes members who identify with animals.
5 can trace its origins back the furthest.
6 involves a form of recycling.
7 rejects a common belief about their characteristics.
8 involves regional rivalries.

8 Read the text again. Match each paragraph (1–5) with the most appropriate heading (a–g). There are two extra headings.

a Ride with (outstanding) style!
b Two sides of one phenomenon
c Two fighting subcultures finally united
d A subculture that grows virtually
e Dangerous styles and attitudes
f Combination of own style in clothes, music, and dance
g Not as dark and gloomy as they're said to be

CRITICAL THINKING Understanding other perspectives

Learning to think more critically sometimes requires us to suspend our own judgement and instead, to try and see things from other points of view.

9 Work in groups. For each of the four subcultures mentioned in the article, decide:

1 what the appeal might be for those who get involved.
2 what common ground might exist with other groups.
3 what concerns parents might have.
4 whether it is common or has some kind of a local equivalent where you live.

10 MY PERSPECTIVE – SPEAKING

Discuss one of the following topics:

- The article is written from the point of view of someone who is not involved in any of the subcultures mentioned. Do you think people who are part of the subcultures might want to change any of the details? Why?
- Which information do you think members of the groups described in the article would want to present in other words? What would they want to add to help others understand the subculture?

6 Reasons:
- offer young people the opportunity to explore who they are and what they stand for
- allow young people to start defining themselves outside their immediate family circle
- can provide both a sense of identity and of belonging

Downside: you may get abused or bullied

7
1 Otherkin
2 Scraper bikers
3 Tribal Guarachero
4 Otherkin
5 Goth
6 Scraper bikers
7 Goth
8 Tribal Guarachero

Exam guide
8 Reading
Matching headings

Life Skills guide
9 Critical thinking

Life Skills guide
10 Creativity, Critical thinking, Mediation

Life Skills guide
4 Creativity, Critical thinking, Mediation

3h/week • Student's Book ex. 1–10 p. 66 • If short of time, skip ex. 10.

5h/week • Workbook ex. 1–5 p. 58

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 333 (4.4) • Extra online resources

A PLACE TO BE

32 (1) b During adolescence, teenagers start to form independent adult identities of their own, and for many young people around the world, this means experimenting with different social groups. Deciding to join a particular group or subculture offers young people the opportunity to explore who they are and what they stand for. It allows them to start defining themselves outside their immediate family circle, and can provide both a sense of identity and of belonging too. In our increasingly interconnected world, membership of particular groups can mean contact not only with other like-minded people locally but also globally. However, while being part of a group can be an extremely positive thing, it can also attract abuse and bullying, especially of those who insist on challenging social norms. Here we look at four of the more remarkable youth cultures out there.

(2) g Some claim that the roots of Goth can be found in such 19th century literary classics as *Dracula* and *Frankenstein*, but the dyed black hair and black clothes, dark eyeliner and fingernails and intense dramatic post-punk music originated in England in the late 1970s. The style and sound have had a long-lasting appeal and nowadays there are large communities of goths everywhere from Chile to China. Many goths resent being stereotyped as sad or angry, and instead see themselves as romantic, creative, open-minded and able to find beauty in what others may see as dark or ugly.

(3) f Over recent years, a far more localised subculture has been developing in Mexico, where a style of music known as *Tribal Guarachero* has evolved, complete with its own remarkable fashions. More commonly known just as *Trival*, the hugely popular sound mixes traditional regional folk music with electronic dance. Young fans often identify themselves by combining futuristic elements with a basic farm worker look … and wearing extremely long, pointy boots when dancing, often competitively against groups from other local towns. Believe it or not, some items of footwear have apparently reached one and a half metres in length!

(4) a Of course, subcultures that develop in a particular area can spread like wildfire in a matter of moments these days, thanks to the internet. This is what's happened with the Scraper Biker subculture. Originally the obsession of a small group of young people in the San Francisco Bay area, scraper bikes are simply ordinary bicycles that have been modified by their owners, typically with decorated wheels and bright body colours. Much of the decoration is done very cheaply, using tin foil, reused cardboard, sweet wrappers and paint! The craze went global after a hip-hop video featuring these creations went viral and scraper bikes can now be seen in cities all over the world.

(5) d If the internet helps some subcultures grow, for others it's their main home. Otherkin – people who identify to some degree as non-human – have a massive online presence that's growing all the time. While some otherkin believe themselves to actually be, say, dragons or lions or foxes, others simply feel special connections to certain creatures – and have found a space within which to explore these feelings.

It seems that, whatever you're going through and whatever your own personal enthusiasms, there's a worldwide community out there just waiting for you to find them – and to assure you that you belong!

5 **Goth**
1 England
2 dyed black hair and black clothes, dark eyeliner and fingernails; intense dramatic post-punk music
3 post-punk music

Tribal Guarachero
1 Mexico
2 like Trival music, dress in a mix of futuristic clothes and old-fashioned farm wear, wear long pointy boots
3 Trival music

Scraper Biker
1 San Francisco Bay area
2 obsession with modified bicycles with decorated wheels and bright body colours
3 hip-hop

Otherkin
1 online
2 they believe they're non-human or have special connections to certain creatures
3 (not mentioned)

Fast Finishers

Describe the features of an actual subculture that you know something about (or think of an imaginary one). Give information on hairstyle, clothes, music, etc.

4E Cele lekcji: Stosowanie czasowników wprowadzających mowę zależną w rozmowie o dyskryminacji.

1 What was the last thing you either agreed or refused to do when someone asked you for help?
2 Do your parents usually try to convince you to do something, or do they prefer a more authoritarian approach?

Iceland was the first European country to elect a female president. Vigdis Finnbogadóttir was elected in 1980.

4E Grammar 2

Patterns after reporting verbs

Using reporting verbs to talk about discrimination

1 Look at the Grammar box. Match the patterns and sentences (1–7) with the examples (a–g) that have the same pattern.

1 verb + infinitive (with *to*)
The government **intends to introduce** new laws to tackle the problem. a
2 verb + someone + infinitive (with *to*)
I **reminded you all to bring** letters of permission from your parents. f
3 verb + preposition + *-ing*
They **apologised for doing** what they had done. g
4 verb + (*that*) clause
She **argued (that)** things really need to change. d
5 verb + *-ing*
He **denied answering** the question. c
6 verb + someone + (*that*) clause
He **promised me (that)** he'd never do anything like that again. e
7 verb + that + someone + (*should*) infinitive (without *to*)
The instructor **recommended that each student (should) contact** him about the details of the project. b

Patterns after reporting verbs

a *Deciding **to join** a particular group offers young people the opportunity to explore who they are.*
b *Leaders **suggest that members should always wear** black clothes at their meetings.*
c *Many goths **resent being** stereotyped as sad or angry.*
d *Some **claim that** the roots of the goth movement can be found in 19th century literary classics.*
e *There's a worldwide community out there just waiting to **assure you that** you belong!*
f *It **allows one to start** defining themselves outside their immediate family circle.*
g *It can also attract abuse and bullying of those who **insist on challenging** social norms.*

More explanation in Grammar reference on p. 76.
More exercises in Grammar practice on p. 77. Do exercises 3–5.

2 Work in pairs. Decide which patterns in exercise 1 these verbs use. Some verbs use more than one pattern.

acknowledge admit advise agree be accused be blamed
convince imagine insist invite persuade pretend state suggest

3 Choose the correct options to complete the text.

Many governments have been criticised (**1**) *of / in /* (*for*) turning a blind eye to racism and some have even been accused (**2**) (*of*) */ for / from* encouraging it when it suits them. However, the Bolivian government recently announced (**3**) *to launch / launching /* (*that it's launching*) an app designed to encourage citizens (**4**) *that they should report /* (*to report*) */ reporting* any incidents of racism or discrimination that they encounter. The app is called No Racism. Reports can be submitted 24 hours a day and the government has promised (**5**) *responding / for responding /* (*to respond*) to all complaints and take legal action, where appropriate.

2 1 verb + infinitive (with *to*): agree, pretend
2 verb + someone + infinitive (with *to*): advise, convince, invite, persuade
3 verb + preposition + *-ing*: advise against, agree to, be accused of, be blamed for
4 verb + (*that*) clause: acknowledge, advise, agree, imagine, pretend, state, suggest
5 verb + *-ing*: acknowledge, advise, imagine, suggest
6 verb + someone + (*that*) clause: advise, convince, persuade

3h/week • Student's Book ex. 1–9 pp. 68–69 , ex. 3–5 p. 77 • If short of time, skip ex. 9 p. 69.

5h/week • Workbook ex. 1–9 pp. 60–61

7h/week • Photocopiable grammar games and activities, TB pp. 327, 331 (4.2) • Extra online resources (see Technology guide)

4 **There have been a lot of attempts to develop an app similar to No Racism. In pairs, discuss who could be the most successful in producing an effective racism-fighting application:**

- governments
- individual developers
- international companies

Then, answer the questions:

1 What should the main features and functions of an anti-racism app be?
2 What other ways of tackling racism do you think could be most effective?

5 **Complete the report with the correct forms of the verbs in brackets. Add prepositions where necessary.**

It has been recently announced that Iceland (**1**) … (*be*) now the best place in the world to be female. However, young Icelandic women have previous generations to thank (**2**) … (*fight*) for their rights. On October 24th, 1975, fed up with their status as second-class citizens, 90 percent of all women in the country refused (**3**) … (*work*). Their goal was to remind men that the success of the nation (**4**) … (*depend*) women and to urge them (**5**) … (*accept*) greater equality. They threatened (**6**) … (*continue*) their general strike until changes were made. Men listened and within five years the country had become the first to elect a female president: Vigdis Finnbogadóttir. Iceland can now claim (**7**) … (*have*) one of the highest proportions of female politicians – over 40 percent – in Europe. In the spring of 2017, a law was passed (**8**) … (*require*) employers to prove that their companies are free from gender-based salary discrimination.

6 **Rewrite sentences 1–5 using the reporting verbs in the box, so that the meaning is the same.**

be blamed	deny	invite	pretend	state

1 The school only claimed that it cared for ethnic minorities, while in fact it didn't.
The school only … .
2 The city council announced that it would be good if students took part in the debate on tolerance.
The city council … .
3 People criticized the President because he didn't support the new antidiscrimination law.
The President … .
4 The commission confirmed the discrimination of women in the corporation.
The commission … .
5 The football fans said they hadn't shouted racist slogans during the match
The football fans … .

7 **Complete the short news article with the correct forms of these pairs of linked verbs.**

accuse + discriminate	agree + examine	decide + make
deny + be	force + change	insist on + have

A 13-year-old girl in South Africa has been (**1**) … schools three times because of her hair. Zulaikha Patel has (**2**) … her current school, Pretoria High School for Girls, of … against black pupils through its uniform policies that (**3**) … students … a 'neat, conservative appearance'. Angry that this was being interpreted as meaning that she couldn't wear her hair in her natural afro style, she launched a silent protest, which attracted the attention of the national media. The school (**4**) … discriminatory in any way but (**5**) … its policies before (**6**) … whether or not … any significant changes.

8 **Work in pairs. Describe the photo below, then answer the questions.**

1 How is the girl feeling right now? What makes you think so?
2 What are the things you usually refuse to do?
3 Tell your partner about a time when you had to apologise for acting in the wrong way.

9 **Work in groups. Think of the school of your dreams. What would the rules for teachers and students be? Use at least 5 verbs from the list below:**

demand, insist, acknowledge, advise, encourage, decide, refuse, agree

Zulaikha Patel and her classmates are fighting for rights that go beyond the style of their hair. They are standing up against racism.

Life Skills guide
4 Creativity, Critical thinking, Mediation

Culture guide
5 Profile

Vigdís Finnbogadóttir was the first woman in the world to be elected head of state in a national election over three male opponents in the 1980 elections in Iceland. At the time, she was also a divorced single mother. Before her retirement in 1996, she was elected president three more times (1984, 1988 and 1992).

5
1 is
2 for fighting
3 to work
4 depended on
5 to accept
6 to continue
7 to have
8 requiring

7
1 forced to change
2 accused, discriminating
3 insist on, having
4 denied being / denies being
5 agreed to examine / has agreed to examine
6 deciding, to make

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

Life Skills guide
9 Collaboration, Creativity, Mediation

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

6
1 pretended to care for ethnic minorities
2 invited students to take part in the debate on tolerance
3 was blamed for not supporting the new antidiscrimination law
4 stated that women were / had been discriminated in the corporation
5 denied shouting racist slogans during the match

Fast Finishers

Report an imaginary conversation with a friend. Use the following verbs: *decide*, *insist*, *apologise*, *convince* and *suggest*.

Cele lekcji: Rozumienie słów w różnych kontekstach.

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

LearningApps.org
Matura exercises to TED Talks video

TEDTALKS Why I keep speaking up, even when people mock my accent

> "Normal is simply a construction of what we've been exposed to, and how visible it is around us."

SAFWAT SALEEM

Life Skills guide
3 Critical thinking, Mediation

AUTHENTIC LISTENING SKILLS

Just

Just has several meanings – *only, simply, exactly, soon/recently* – and is also used to emphasise a statement or soften a request, to make it sound smaller or politer.

1 Look at the Authentic listening skills box. Listen to these extracts from the TED Talk and add *just* in the correct place. 33

1 I had to grunt a lot for that one.
2 I sat there on the computer, hitting 'refresh'.
3 This was the first of a two-part video.
4 I could not do it.
5 If I stutter along the way, I go back in and fix it.
6 And the year before, that number was about eight percent.
7 Like the colour blue for Ancient Greeks, minorities are not a part of what we consider 'normal'.

Exam guide
5 Listening True/false

Life Skills guide
2 Collaboration, Mediation

BEFORE YOU LISTEN

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

recurring	awkward	unison	voice-over
fumble	suck	spelling errors	callbacks
minority		favourism	at stake

1 1 I **just** had to grunt a lot for that one.
2 I **just** sat there on the computer, hitting 'refresh'.
3 This was **just** the first of a two-part video.
4 I **just** could not do it.
5 If I stutter along the way, I **just** go back in and fix it.
6 And **just** the year before, that number was about eight percent.
7 **Just** like the colour blue for Ancient Greeks, minorities are not a part of what we consider 'normal'.

3 Work in pairs. Discuss the questions.

- In what ways do people make fun of others?
- In what ways might people react to being made fun of?
- Why do you think people make fun of others?

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 4.0

stutter	mock	feedback	notion	pre-existing

5 Listen to part 1 of the talk. Are the sentences true (T) or false (F)? TED 4.1 p. 408

1 People have sometimes joked, 'Have you forgotten your name?' because of Safwat's stutter. T
2 Safwat is interested in video games. T
3 The video Safwat posted only got negative feedback. F
4 The negative comments were mainly about Safwat's stutter. F
5 The incident led Safwat to do more voice-overs in order to prove his critics wrong. F
6 In the past, Safwat used video and voice-overs to become more confident in speaking. T
7 Safwat practised to improve his voice and accent to sound more normal. F

3h/week • Student's Book ex. 1–9 pp. 70–71 + DVD • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–4 p. 62

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

6 Put the sentences in order. The first one is given. Then listen to part 2 of the talk and check your answers. TED 4.2 p. 408

1 Few colours are mentioned in ancient literature. Why?
4 **a** In the same way, narrators with strong accents are not part of people's 'normal'.
6 **b** People discriminate because they don't 'see' or relate to people who are different to themselves.
9 **c** Should Safwat accept or challenge ideas of normality?
3 **d** Blue was 'invisible' and not part of ancient people's 'normal', unlike red.
8 **e** Minorities are not part of society's 'normal' like the colour blue wasn't for the Greeks.
2 **f** One theory is that colours weren't named or 'seen' until people could make them.
10 **g** This is why Safwat has gone back to using his voice in his work.
7 **h** People learn not to relate to minorities because there are few images of minorities in books.
5 **i** People's ideas of 'normal' can lead to discrimination, such as offering fewer interviews to people with black-sounding names.

7 **VOCABULARY IN CONTEXT**

Listen to the sentences from TED Talk. Check if you know the meaning of the words and phrases in the box. TED 4.3

humorous	self-conscious	somewhat
constructive	around	huge step
breakdown		

8 Work in pairs. Tell each other about:

- something *humorous* you have seen or read recently.
- a time you felt a bit *self-conscious*.
- a time you took *a big step*.

Life Skills guide
8 Communication, Mediation

AFTER YOU LISTEN

9 **MY PERSPECTIVE – SPEAKING**

Work in pairs and discuss the questions.

1 How do you feel about your own accent in English?
2 Would you like to change it at all?
3 What would be a 'normal' accent for you?

Life Skills guide
9 Critical thinking, Mediation

CHALLENGE

Work in groups. You are going to discuss a video you could make about ONE of these topics. Choose a topic and follow the steps (1–5).

- Challenge the idea of what is 'normal'
- Raise awareness of discrimination
- Discourage bullying
- Show how different groups share experiences, likes and dreams
- Encourage people to do activities with different groups of people

1 Decide on one aspect of the topic to focus on.
2 Think of two or three different messages for the campaign.
3 Brainstorm some ideas to illustrate these messages.
4 Choose the best idea and develop it further.
5 Share your idea with the rest of the class.

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

4F Cele lekcji: Przyznawanie racji i nie zgadzanie się, kwestionowanie pomysłów i założeń.

1 When was the last time you disagreed with a friend? What was the reason?
2 What are some of the sources of conflict between teenagers and adults?

4F Speaking

Life Skills guide
1 Communication, Critical thinking, Mediation

Exam guide
2 Listening True/false

Useful language

Identify yourself
As a … / someone who …
Speaking as …
If you look at it from … point of view …

Agree or disagree
I totally support it.
I'm in favour.
I'm (totally) for / against the idea.
It's crazy.
I don't get it.

Challenge ideas and assumptions
Just because …, (it) doesn't mean …
… are we supposed to …?

Give examples
I mean, …

Agreeing and disagreeing, challenging ideas and assumptions

1 Work in pairs. Look at the photo and discuss the questions.

- Where was the photo taken?
- What are the people doing? What else might they do?
- How do you think others might react to these people? Why?

2 Listen to five people giving opinions about a policy. Decide if the following statements are true (T) or false (F). What do you think the policy is about? 34 p. 388

The policy is about banning teenagers from the shopping centre unless they are with an adult.

1 Speaker 1 suggests that teenagers spend quite a lot of money in his shop. F
2 Speaker 2 suggests that teenagers have few better places to hang out than shops. T
3 Speaker 3 suggests that groups of loud teenagers may scare away other customers. T
4 Speaker 4 concludes that teenagers stop shoplifting as they become adults. F
5 Speaker 5 believes teenagers are not as they are depicted in the media. T

3 Listen to the five people again. Decide: 34 p. 388

a who is speaking in each case.
b if they are for or against the policy – and why.

4 Complete the sentences by adding two words in each gap – contractions count as one word. Then listen again and check your answers. 34 p. 388

1 We've lost a bit of stock recently, which I think might be … them.
2 I mean, where else are we … go? Or are we just … to hang out at all?
3 As … goes there quite a lot, I … the idea.
4 … one or two misbehave … they all do. … , adults shoplift and cause problems too.
5 If I look … from my grandpa's … view, I can kind of understand it.

5 Work in pairs. Look at these opinions. Which of them are common in your country? Which ones do you agree or disagree with? Why? Use some of the expressions in the Useful language box to discuss them.

1 Teenagers shouldn't hang out without a responsible adult around.
2 Everyone should wear a school uniform.
3 Boys and girls should be educated separately.
4 Men are better at certain subjects or in certain jobs than women.
5 You can only get a good job if you go to university.
6 Students need to do lots of homework to succeed.

6 Work in pairs. Choose three statements in exercise 5 and think of two different social groups that would have opposing opinions about them. Exchange arguments which would support views of each group.

businessperson | parent | politician | teacher

Just hanging out?

Life Skills guide
5 Communication, Critical thinking, Mediation

Life Skills guide
6 Communication, Creativity, Critical thinking

3 a
1 a shopkeeper
2 a teenager
3 an older person / a parent
4 a teacher
5 a teenager
b
1 for; They think it will reduce theft.
2 against; They believe the mall is safe and dry.
3 for; They think teenagers are threatening.
4 against; They do not believe all teenagers deserve the same treatment and that they need to become independent.
5 against; They believe the media generalises the problem.

4 1 down to
2 supposed to, not supposed
3 someone who, totally support
4 Just because, doesn't mean, I mean
5 at it, point of

3h/week • Student's Book ex. 1–6 p. 72 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–5 p. 63

7h/week • Extra online resources

4G Writing

A letter of complaint

Writing a letter of complaint

1 One of the speakers in exercise 2 on p. 72 mentioned negative stereotypes about teenagers in the media. What stereotypes do you think you fit? How does that make you feel? Why?

2 Do you think there are any stereotypes in the media about these groups of people? Are they positive, negative or neither?

boys	businesspeople	girls
old people	people from your country	students

3 Read the letter of complaint below and answer the questions.

Dear Sir/Madam,

I am writing to complain about the recent reporting on the issue of immigration in your paper. The opinions presented in the report are highly biased and may cause a lot of harm to the ethnic minorities in our neighbourhood.

In your reports, you frequently suggest that migrants who come to this country are looking for benefits and are involved in crime. While there are obviously unemployed people or criminals among the migrant population, official statistics show that there is a larger percentage among people who were born here. You have also used language such as 'swarm' and 'flood', which suggests migrants are not human and are a dangerous problem.

As the granddaughter of an immigrant, I find the use of this language very upsetting and I think that if a paper uses it, it often makes other people feel they can say similar things. My grandfather worked hard to make a home here. And for me it IS my home, but your reporting makes me feel I am not a normal citizen.

As much as I agree that everyone has a right to their point of view, I strongly object to presenting such one-sided views on a crucial social issue. Therefore, I expect you to stop using these stereotypes and generalisations to make your point. We are all individuals, but migrants are also individuals – just born in a different place. I would like you to treat them with the same respect as you treat the citizens of our country.

Yours faithfully,

Lyudmila Koncheva

1 Who is the person writing to and why?
2 How does she feel? Why?
3 What does she want to happen? Why?

Writing strategy

When we write to complain about something, we:

- say what the general problem is in the first sentence.
- give details of the problem (including times and examples).
- explain more about how the problem has affected us.
- ask for some kind of action.
- sometimes say what we will do next if we are unsatisfied with the response.

The writing is more effective if it:

- is polite.
- is fairly formal.
- uses linkers such as *however* and *while*.

4 **WRITING TIPS** Using appropriate tone

Work in pairs. Read the complaint in exercises 3 again. Discuss the questions.

1 How far does the writer follow the advice in the Writing strategy box?
2 What other details could the writer give, if any?
3 Do you think complaints are worth writing? Why?/Why not?

5 Work in groups. Think of reports, policies, rules, TV programmes, or films you know about. Discuss the questions.

1 Have you read or seen anything that you thought was untrue, unfair, or stereotyped people?
2 What was the problem and why was it harmful?
3 What steps could be taken to improve the situation? Who should take these steps?
4 Whom could you contact to present your views in that regard?

6 Write a letter of complaint about one of the ideas you discussed in exercise 5. Think of an appropriate recipient of your letter. Focus on the aspects of the situation which you do not approve of and present your expectations in that regard. Follow the structure of the writing model in exercise 3. Try to use some of the language from this unit. Write between 200 and 250 words.

More about writing a letter of complaint in Writing guide on p. 153.

1 What are some of the stereotypes about young people nowadays?
2 How do you react when you witness others being treated unfairly as a result of stereotypes?

Life Skills guide
1 Mediation

Life Skills guide
2 Critical thinking, Mediation

Life Skills guide
4 Critical thinking

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

Exam guide
6 Writing
A formal letter

Life Skills guide
6 Creativity, Mediation, Practical skills

3 1 to the editor of a newspaper, to complain about how the newspaper reports the issue of immigration
2 upset, particularly because she is a granddaughter of an immigrant
3 She wants the newspaper to stop using stereotypes and over-generalisations about immigrants. She thinks the newspaper should recognise that migrants are individuals who were simply born in another place.

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 John's parents tried to … him from mixing with a group of people they didn't like. Now they see they were wrong. discourage — COURAGE
2 Jill didn't expect such a rude … to her question. response — RESPOND
3 Some people find it difficult to avoid … on their first meeting with strangers. awkwardness — AWKWARD
4 My guest from Great Britain made some … remarks about the hospitality they were shown during their stay in Poland. complimentary — COMPLIMENT
5 If you want to join the club, you must fill out the … application. membership — MEMBER

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 Stanley criticised Max … (*be / rude*) to him.
2 The Wilsons … (*consider / move*) to France, but they gave this idea up.
3 First, he … (*admit / hear*) the latest news, and then he denied it.
4 Matthew asked his friend how long she … (*think / start*) an independent life.
5 She claimed … (*she / never / see*) such a two-faced man as Jack.

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 wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

allow belong examine heartbreak leave meet world

1 We were … at having to leave the place where we had so many friends.
2 Anita has gained … fame and recognition for her work.
3 Mr Willis told me he … to many subcultures when he was young.
4 As Lenny was busy on Friday, we decided that we … on Saturday.
5 Mark said he … the case as soon as he had time.

5 1 heartbroken
2 worldwide
3 (had) belonged
4 would meet / were going to meet / were meeting
5 would examine

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I'm convinced we can sort this argument … like adults. out
2 How can I … a compliment to someone on how they look in Italian? pay
3 I've always been quite conscious … how to avoid problems. of
4 The maid confessed … revealing confidential information to media. to
5 I disapprove of what they are doing and everything they stand … . for

Uzupełnianie zdań

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Being able to … the rules in a foreign country is a key factor in not making any blunders.
a set **c** play
b follow **d** stick

2 Does the way you greet different people … at all or do you greet them in the same way?
a vary **c** exchange
b shift **d** differ

3 Martin was … of launching a protest against the newly-elected president.
a blamed **c** criticised
b threatened **d** accused

4 I … being stereotyped as melancholic.
a object **c** resent
b resign **d** mean

Exam guide
6 English in Use
Transformations

Parafrazy zdań

6 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 'Do you belong to any subcultures?' my neighbour asked me.
IF
My neighbour wanted to know … to any subcultures.
2 'I'm sorry I interrupted your presentation,' Mike said.
FOR
Mike … presentation.
3 'I'll respond to your complaint as soon as possible,' the official said.
PROMISED
The official … complaint as soon as possible.
4 'Don't leave the meeting yet,' the chairman said to me.
TO
The chairman told … the meeting yet.

6 1 if I belonged
2 apologised for interrupting / having interrupted my
3 promised to respond to my
4 me not to leave

4 1 for being rude / having been rude
2 were considering / (had) considered moving
3 admitted that he had heard / to having heard / to hearing
4 had thought / had been thinking about starting
5 (that) she had never seen

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)

READING

7 Przeczytaj teksty (A–C) oraz dotyczące ich pytania (1–4). Do każdego pytania dopasuj właściwy tekst. Uwaga: jeden tekst pasuje do dwóch pytań.

In which paragraph does the author

1	suggest being very careful when using body language so as not to offend anyone?	B
2	remind us to follow a strict dress code in particular places?	B
3	explain how to behave to avoid an embarrassing moment in a social situation?	A
4	advise against disturbing somebody's privacy?	C

A

If you decide to visit Poland, there are several things you should know before you do. Some of this you just won't find in a guidebook! First of all, never give someone an even number of flowers because you only do even numbers at funerals. This may make them feel awkward. Second of all, always take your shoes off when visiting someone's home. Also, when visiting, never come without a small gift for someone – this can be a cake, a bunch of flowers, or a small toy for their child. If you want to catch a cab, you won't do it with a thumbs up, but extend your arm and wave your hand up and down. There are many more suggestions, but with just these few, you will get far!

B

When travelling to Thailand, there are some rules you should know. Thais hold the King and Royal Family in very high regard, so make sure not to say or do anything disrespectful towards them. This includes stepping on a coin, as all coins have a picture of them on it. Also, when trying to catch a taxi or get someone's attention, never use the thumbs up sign, as it is considered rude. Instead extend your arm and flatten your palm and wave it up and down.

If you decide to go to a temple, women should cover themselves completely and try to wear white. Take off your shoes before you enter temples and never point your feet at anything, as it's considered rude.

C

While Dubai is a lot of fun, there are some rules that you need to stick to when you are there. During the holy month of Ramadan, make sure that you don't eat, drink, or smoke in public during the day. Also, don't take pictures of locals without asking, especially of women and children, as it's considered very rude and intruding on their lives. If you take any medication, check if it's legal for you to bring it with you because the law forbids many prescription drugs. Locals are also quite conservative and being affectionate in public isn't tolerated. Keep the kissing and hand holding to a bare minimum. There are many more rules, so make sure to read up before travel.

SPEAKING

8 Popatrz na zdjęcia.
Twój kolega/Twoja koleżanka przygotowuje lekcję na temat subkultur. Na lekcję zamierza zaprosić przedstawiciela jednej z nich. Prosi cię o radę dotyczącą wyboru:

- Wybierz propozycję, która jest, twoim zdaniem, najlepsza i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 How are youth subcultures perceived by society?
2 What kind of youth is influenced by subcultures?
3 In what way might a subculture be seen as beneficial to the dominant culture?
4 What are some things that define a culture?

WRITING

9 Napisz list do redakcji popularnego czasopisma. Wyraź w nim swoją negatywną opinię na temat stereotypów panujących we współczesnym świecie oraz przedstaw sposób, w jaki można wpłynąć na bardziej obiektywne postrzeganie świata przez ludzi.

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

Exam guide
7 Reading
Matching paragraphs

Exam guide
8 Oral Matura

Life Skills guide
8 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 4

GRAMMAR 1 Reported Speech

Użycie mowy zależnej.

Kiedy opowiadamy anegdotę lub historię, często przytaczamy czyjeś słowa. W tym celu możemy zastosować:

- mowę niezależną:

  *She said, 'I **love** you' and then he said, '**Will** you marry me?'*

- mowę zależną:

  *She said she **loved** him and he then asked (her) if she **would** marry him.*

- jednocześnie mowę niezależną i zależną:

  *She said, 'I **love** you' and then he asked if she **would** marry him.*

Kiedy stosujemy mowę zależną, wykorzystujemy zasadę następstwa czasów.

Porównaj zdania w mowie niezależnej (pierwsze zdanie) i zależnej (drugie zdanie):

I said, 'I need to go back to school'.

*I said I **needed** to go back to school.*

She said, 'I'm going to the station'.

*She said she **was going** to the station.*

He said, 'I've forgotten my money'.

*He told me he'**d forgotten** his money.*

I asked and they said, 'We'll try!'

*They said they **would try**.*

Zasada następstwa czasów nie obowiązuje w przypadku, kiedy przytaczana wypowiedź jest prawdziwa:

*Miriam told me to tell you she'**ll be** late.* = She's not here yet so she still will be late.

*He told me he'**s never had** tea.* = As far as I know, he still hasn't had tea.

Kiedy dokonujemy sprostowania nieporozumienia, możemy zastosować zasadę następstwa czasów:

A: We are meeting at 10.

*B: I thought we **were** meeting at 11.*

Kiedy przytaczamy czyjeś/własne pytanie, stosujemy szyk zdania twierdzącego:

*I said, '**What are you doing** here?'*

*I asked her **what she was doing** there.*

*I thought, '**Why did you ask** that?'*

*I wondered **why she'd asked** me that.*

Kiedy przytaczamy pytanie, na które odpowiedź brzmi tak/nie, stosujemy spójnik *if* lub *whether* jako odpowiednik polskiego *czy*:

*She said, '**Do you need** any help?'*

*She asked **if I needed** any help.*

Kiedy mówimy o sytuacjach i czynnościach, które już się wydarzyły bądź nie są już aktualne, zmianie ulegają także określenia miejsca i czasu:

*They said, 'Can we wait until **tomorrow**?'*

*They asked if they could wait until **the next day**.*

*He said, 'I talked to her **yesterday**'.*

*He said he'd talked to you **the day before**.*

*I told them, 'I was **here last Tuesday**!'*

*I told them I'd been **there the previous Tuesday**.*

Inne określenia czasu stosowane w mowie zależnej:

today	***that day***
now / immediately	***at that moment / right away***
tomorrow	***the next day***
next week	***the next week / the following week***
last week	***the week before / the previous week***

Ćwiczenia 1–2

GRAMMAR 2 Patterns after reporting verbs

verb + infinitive (with *to*):

agree, arrange, claim, decide, intend, offer, pretend, promise, refuse, threaten

verb + *-ing*:

admit, avoid, carry on, consider, deny, imagine, resent, recommend, suggest

verb + (*that*) clause:

acknowledge, announce, argue, claim, confess, declare, deny, insist, recommend, state

verb + someone + (*that*) clause:

assure, convince, notify, persuade, promise, remind, tell, warn

verb + someone + infinitive (with *to*):

advise, ask, encourage, force, invite, persuade, remind, tell, urge, warn

verb + preposition + *-ing*:

accuse somebody of, admit / confess to, apologise for, blame somebody for, criticise somebody for, forgive somebody for, insist on, thank somebody for

Ćwiczenia 3–5

Grammar practice

1 Choose the correct form to complete the sentences.

A few years ago, a Chinese friend of my parents asked if I (1) *want* / *wanted* to visit (2) *the following summer* / *this summer* to spend time with their daughter, who was my age. It was a great opportunity, so I agreed to go. I had to fill out a long visa application. My father and I took it to the Chinese embassy and they told us to come back (3) *next week* / *the next week* to collect the visa. When we went back, there was a long queue for some reason. My dad explained to the security people that we had been (4) *here* / *there* (5) *the previous week* / *last week* and we were just collecting a visa, but he was told that we (6) *have to* / *had to* queue up like everyone else. So we stood there and started chatting to the man in front of us. He asked my dad where (7) *I was* / *was I* going and it turned out it was the same place where he lived. 'What (8) *were* / *are* you doing there?' he asked. My dad told him I (9) *was going to* / *will* stay with a friend of his from university. Then the man asked, 'What university?' When my dad told him, the man said one of his best friends (10) *had been* / *be* at the same university a few years previously. He said his friend's name – and it was actually my dad's friend, too! It was an amazing coincidence!

2 Complete the story with the correct form of the verbs in brackets and the correct modal verbs where necessary.

Yesterday, I was trying to get to sleep when I heard my dog barking. I got up and my dog was there with some paper in his mouth. I told him (1) ... (*let*) it go. I pulled, and the piece of paper tore. I suddenly realised it was my maths homework and asked my mum (2) ... (*come*) and have a look. When she saw what had happened, she just laughed. I said it (3) ... (*be not*) funny and I (4) ... (*have to*) do it all over again, but my mum said it (5) ... (*be*) too late. She promised she (6) ... (*write*) a note to the teacher in the morning and said I (7) ... (*not worry*). However, the next morning my mum got a call from work before I got up. They told her someone (8) ... (*call*) in sick and asked her if she (9) ... (*go*) in early. She completely forgot about the note. So of course, in my maths class, when the teacher asked why I (10) ... (*not do*) my homework and I explained, he didn't believe me! His exact words were, 'Do you (11) ... (*think*) I was born yesterday?' But I swear that (12) ... (*be*) exactly what happened!

2
1 to let
2 to come
3 wasn't
4 would have to
5 was
6 would write
7 shouldn't worry
8 had called
9 could/would go
10 hadn't done
11 think
12 was

3 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the correct form of the verb in capitals.

1 My mum said I should write to the TV company and complain about it.
My mum *suggested writing* to the TV company to tell them how I felt. SUGGEST

2 They said that they'd meet me to explain their decision.
After I complained, they ... me and explain their decision. AGREE

3 I felt terrible for what I said, so I wrote to say sorry.
I wrote them a letter ... such awful things. APOLOGISE

4 Of course, they reject all accusations and claim that they're in the right.
Naturally, they ... anything wrong. DENY

5 The goal of the rule was prevention of discrimination.
The rule ... discrimination. INTEND

6 There has been a lot of pressure on the school to change its dress code.
The school ... its dress code. URGE

7 He knew what the rules were, but he decided to ignore them!
He basically just ... the rules! REFUSE

8 They have an employment policy that prioritises total gender equality.
The school ... an equal number of male and female teachers. INSIST

3
2 agreed to meet
3 apologising / to apologise for saying
4 deny doing / deny having done
5 was intended to prevent
6 has been urged to change
7 refused to obey / follow / stick to
8 insists on employing

4 Decide which two options are possible in each sentence.

1 My parents *advised* / *recommended* / *urged* my sister to complain to her boss about it.
2 He's been *blamed* / *accused* / *criticised* for not employing enough staff from minority backgrounds.
3 We've been trying to *tell* / *warn* / *state* them that there will be problems if things don't change!
4 I read online that she'd *admitted* / *apologised* / *denied* sending racist emails.
5 They've *avoided* / *promised* / *refused* to tackle the problem.

5 Rewrite each sentence in exercise 4 using one of the verbs with a different verb pattern.

1 *My parents recommended that my sister complain to her boss about it.*

Wordlist Unit 4 35

VOCABULARY p. 63

awkward (adj) /'ɔːkwəd/ niezręczna (sytuacja), uciążliwy, trudny
awkwardly (adv) /'ɔːkwədlɪ/ niezręcznie, z zakłopotaniem
awkwardness (n) /'ɔːkwədnəs/ niezręczność (o sposobie zachowania)
be complimentary about sth (phr) /bi ˌkɒmplɪ'mentəri ə'baʊt ˈsʌmθɪŋ/ wyrażać się pochlebnie o czymś
challenge (v) /'tʃælɪndʒ/ podważać, kwestionować
compliment (v) /'kɒmplɪmənt/ gratulować, komplementować
conscious (adj) /'kɒnʃəs/ świadomy
discourage (v) /dɪs'kʌrɪdʒ/ zniechęcać
discriminate against (phr) /dɪ'skrɪmɪneɪt ə'genst/ dyskryminować
discrimination (n) /dɪˌskrɪmɪ'neɪʃn/ dyskryminacja
discriminatory (adj) /dɪ'skrɪmənətri/ dyskryminacyjny
get offended (phr) /get ə'fendɪd/ obrazić się
have an argument (phr) /həv ən 'ɑːgjəmənt/ posprzeczać się
hint (v) /hɪnt/ sugerować
identity (n) /aɪ'dentɪti/ tożsamość
initial reaction (n) /ɪ'nɪʃl riˈækʃn/ wstępna reakcja
misunderstand (v) /ˌmɪsʌndə'stænd/ źle zrozumieć
misunderstanding (n) /ˌmɪsʌndə'stændɪŋ/ nieporozumienie
offensive (adj) /ə'fensɪv/ obraźliwy
pay a compliment (phr) /ˌpeɪ ə 'kɒmplɪmənt/ powiedzieć komuś komplement
praise (v) /preɪz/ chwalić
response (n) /rɪ'spɒns/ reakcja, odpowiedź
sort out (phr v) /ˌsɔːt 'aʊt/ rozwiązywać (np. problem)
stereotype (n, v) /'steriəˌtaɪp/ stereotyp, szufladkować (kogoś, coś)
take offence at (phr) /ˌteɪk ə'fens ət/ obrazić się na
upset (v) /ʌp'set/ zmartwić, zasmucić

LISTENING p. 64

Absolutely! (phr) /'æbsəluːtli/ Jak najbardziej!
assumption (n) /ə'sʌmpʃn/ przypuszczenie
barefoot (adv) /'beəfʊt/ na bosaka, boso
beach paravan (n) /ˌbiːtʃ 'pærəvæn/ parawan plażowy
breakdown (n) /'breɪkˌdaʊn/ fiasko, niepowodzenie
come about (phr v) /ˌkʌm ə'baʊt/ zdarzyć się
custom (n) /'kʌstəm/ zwyczaj, tradycja
deliberately (adv) /dɪ'lɪbrətli/ umyślnie, celowo
dishonesty (n) /dɪs'ɒnɪsti/ nieuczciwość
elsewhere (phr) /els'weə/ gdzie indziej
festive (adj) /'festɪv/ uroczysty
get sb's attention (phr) /get 'sʌmbɒdiz ə'tenʃn/ zwrócić czyjąś uwagę
greet (v) /griːt/ witać, przywitać
grip (n) /grɪp/ chwyt
in all walks of life (phr) /ɪn ˌɔːl 'wɔːks əv 'laɪf/ we wszystkich środowiskach (społecznych)
intercultural (adj) /ˌɪntəkʌltʃrəl/ międzykulturowy
interpretation (n) /ɪnˌtɜːprɪ'teɪʃn/ interpretacja, sposób rozumienia
loosen (v) /'luːsən/ poluźnić
make plans (phr) /ˌmeɪk 'plænz/ snuć plany
miscommunication (n) /ˌmɪskəmjuːnɪ'keɪʃn/ błędy komunikacji, nieporozumienia
order food (phr) /'ɔːdə fuːd/ zamawiać jedzenie
plot (n) /plɒt/ ogródek; działka
slipper (n) /'slɪpə/ kapeć
untrustworthy (adj) /ʌn'trʌstˌwɜːðɪ/ niewiarygodny, niegodny zaufania

GRAMMAR 1 p. 65

Don't be silly! (phr) /'dəʊnt bi 'sɪli/ Nie bądź niemądry!
queue (n) /kjuː/ kolejka (np. w sklepie, na przystanku)
You'll be sorry. (phr) /juːl bi 'sɒri/ Pożałujesz.

READING pp. 66–67

abuse (n) /ə'bjuːs/ znęcanie się
adolescence (n) /ˌædə'lesəns/ okres dojrzewania
appeal (n) /ə'piːl/ urok, czar
associate with (phr v) /ə'səʊsiˌeɪt wɪð/ utożsamiać z
assure (v) /ə'ʃɔː/ zapewniać
bully (v) /'bʊli/ zastraszać, znęcać się nad
cardboard (n) /'kɑːdˌbɔːd/ tektura, karton
combine (v) /kəm'baɪn/ łączyć, mieszać
common belief (n) /'kɒmən bɪ'liːf/ powszechne przekonanie
cost-effective (adj) /ˌkɒst ɪ'fektɪv/ wydajny, opłacalny
craze (n) /kreɪz/ moda, szał
deep-rooted (adj) /ˌdiːp'ruːtɪd/ głęboko zakorzeniony (np. nawyk)
dyed (adj) /daɪd/ farbowany
equivalent (n) /ɪ'kwɪvələnt/ odpowiednik
fingernail (n) /'fɪŋgəˌneɪl/ paznokieć u ręki
firmly (adv) /'fɜːmli/ mocno, pewnie
gloomy (adj) /'gluːmi/ ponury
go viral (phr) /ˌgəʊ 'vaɪərl/ pójść w świat, zyskać popularność za pośrednictwem internetu
heartbroken (adj) /'hɑːtˌbrəʊkən/ zrozpaczony, załamany
highly respected (adj) /ˌhaɪli rɪs'pektɪd/ wysoce szanowany, ceniony
insist on (v) /ɪn'sɪst ˌɒn/ nalegać na, domagać się czegoś
intense (adj) /ɪn'tens/ intensywny, głęboki
like-minded (adj) /ˌlaɪk'maɪndɪd/ o podobnych upodobaniach
long-lasting (adj) /ˌlɒŋ'lɑːstɪŋ/ długotrwały
massive (adj) /'mæsɪv/ ogromny, duży
open-minded (adj) /ˌəʊpən'maɪndɪd/ otwarty, wolny od uprzedzeń
otherkin (n) /'ʌðəkɪn/ część internetowej subkultury elfów
phenomenon (n) /fɪ'nɒmɪnən/ zjawisko, fenomen
pointy (adj) /'pɔɪnti/ spiczasty
quick fix (n) /ˌkwɪk 'fɪks/ doraźne rozwiązanie, prowizorka
rivalry (n) /'raɪvəlri/ rywalizacja
spread like wildfire (phr) /ˌspred laɪk 'waɪldfaɪə/ szerzyć się w zastraszającym tempie
stand for (phr v) /ˌstænd 'fɔː/ znaczyć coś
subculture (n) /'sʌbˌkʌltʃə/ subkultura
sweet wrapper (n) /ˌswiːt 'ræpə/ papierek po cukierku
tin foil (n) /tɪn 'fɔɪl/ folia aluminiowa
two-faced (adj) /ˌtuː'feɪst/ obłudny, dwulicowy
ultra-modern (adj) /ˌʌltrə'mɒdn/ ultranowoczesny, bardzo nowoczesny
unite (v) /juː'naɪt/ zjednoczyć
well-mannered (adj) /ˌwel'mænəd/ dobrze wychowany
worldwide (phr) /ˌwɜːld'waɪd/ na całym świecie

GRAMMAR 2 pp. 68–69

acknowledge (v) /ək'nɒlɪdʒ/ przyznawać, uznawać
citizen (n) /'sɪtɪzn/ obywatel
conservative (adj) /kən'sɜːvətɪv/ konserwatywny, zachowawczy
current (adj) /'kʌrənt/ obecny, bieżący
elect (v) /ɪ'lekt/ wybierać (np. urzędnika)
encounter (v) /ɪn'kaʊntə/ napotykać
equality (n) /ɪ'kwɒləti/ równość, równouprawnienie
ethnic minority (n) /ˌeθnɪk maɪ'nɒrəti/ mniejszość etniczna
fed up (adj) /ˌfed 'ʌp/ znudzony, mający dość
gather (v) /'gæðə/ zbierać, gromadzić (np. informacje)
gender (n) /'dʒendə/ płeć
go beyond (phr v) /ˌgəʊ bɪ'jɒnd/ wykraczać poza coś
neat (adj) /niːt/ schludny
proportion (n) /prə'pɔːʃn/ odsetek
resent (v) /rɪ'zent/ nie cierpieć, nienawidzić
silent protest (n) /'saɪlənt 'prəʊtest/ milczący protest
stand up against (phr v) /ˌstænd 'ʌp ə'genst/ przeciwstawić się
take legal action (phr) /ˌteɪk 'liːgəl 'ækʃn/ wystąpić na drogę sądową
trace (v) /treɪs/ namierzać, wyśledzić
turn a blind eye to sth (phr) /ˌtɜːn ə 'blaɪnd 'aɪ tə 'sʌmθɪŋ/ przymykać na coś oko
urge (v) /ɜːdʒ/ nawoływać do

TED TALK pp. 70–71

breakdown (n) /'breɪkdaʊn/ załamanie (nerwowe)
call-back (n) /'kɔːlbæk/ oddzwonienie
chant (n) /tʃɑːnt/ hasło powtarzane chórem
echo (n) /'ekəʊ/ echo
equality (n) /ɪ'kwɒləti/ równość
exposed to (adj) /ɪk'spəʊzd tə/ wystawiony na
extent (n) /ɪk'stent/ zakres, rozmiar
fairly easy (adj) /'feəli 'iːzi/ względnie łatwy
favouritism (n) /'feɪvərətɪzm/ faworyzowanie, protekcjonizm
feedback (n) /'fiːdbæk/ informacja zwrotna

fumble (v) /'fʌmbl/ nieporadnie coś robić
grunt (v) /grʌnt/ chrząkać
hit (v) /hɪt/ kliknąć (np. przycisk)
hummus (n) /'huːməs/ hummus (pasta z ciecierzycy)
humorous (adj) /'hjuːmərəs/ dowcipny, żartobliwy
in unison (adv) /ɪn 'juːnɪsən/ jednogłośnie, zgodnie
invisible (adj) /ɪn'vɪzəbl/ niewidoczny
make fun of (phr) /ˌmeɪk 'fʌn əv/ żartować lub kpić sobie z kogoś/czegoś
minority (n) /maɪ'nɒrəti/ mniejszość (np. narodowa)
mock (v) /mɒk/ drwić, szydzić
mutual love (n) /'mjuːtʃuəl lʌv/ wzajemna miłość
notion (n) /'nəʊʃn/ pojęcie, wyobrażenie
peanut butter (n) /'piːnʌt 'bʌtə/ masło orzechowe
prove sb wrong (phr) /ˌpruːv 'sʌmbɒdi rɒŋ/ udowodnić, że ktoś się myli
raise one's hand (phr) /ˌreɪz wʌnz 'hænd/ podnosić rękę (np. na lekcji)
recurring (adj) /rɪ'kɜːrɪŋ/ powracający, powtarzający się
refresh (v) /rɪ'freʃ/ odświeżać (np. obraz na ekranie komputera)
relate (v) /rɪ'leɪt/ odnosić się (do czegoś)
self-conscious (adj) /ˌself'kɒnʃəs/ skrępowany, zakłopotany
spelling error (n) /'spelɪŋ 'erə/ błąd w pisowni
stutter (v, n) /'stʌtə/ jąkać się; jąkanie
take a big step (phr) /ˌteɪk ə bɪg 'step/ zrobić ważny krok naprzód
visible (adj) /'vɪzəbl/ widoczny
voice-over (n) /vɔɪs'əʊvə/ głos lektora

SPEAKING p. 72

accompany (v) /ə'kʌmpəni/ towarzyszyć
be in favour of (phr) /ˌbiː ɪn 'feɪvə əv/ być za czymś, popierać
disrespectful (adj) /ˌdɪsrɪ'spektfl/ nieokazujący szacunku
give sb a break (phr) /ˌgɪv 'sʌmbɒdi ə 'breɪk/ dać komuś święty spokój
kind of (conj) /'kaɪnd əv/ tak jakby, poniekąd
misbehave (v) /ˌmɪsbɪ'heɪv/ źle się zachowywać
policy (n) /'pɒləsi/ polityka, zasady
scare away (phr v) /ˌskeə ə'weɪ/ odstraszyć
shoplift (v) /'ʃɒpˌlɪft/ kraść w sklepie
stock (n) /stɒk/ towar, asortyment

WRITING p. 73

appropriate (adj) /ə'prəʊpriət/ odpowiedni, właściwy
biased (adj) /'baɪəst/ stronniczy, uprzedzony
recipient (n) /rɪ'sɪpiənt/ odbiorca, adresat
stereotype (v) /'steriətaɪp/ szufladkować
swarm (n) /swɔːm/ rój, chmara
untrue (adj) /ʌn'truː/ nieprawdziwy
upsetting (adj) /ʌp'setɪŋ/ przykry, przygnębiający

SKILLS REVIEW pp. 74–75

affectionate (adj) /ə'fekʃnət/ czuły, uczuciowy
blunder (n) /'blʌndə/ gafa, nietakt
cab (n) /kæb/ taksówka
flatten (v) /'flætn/ rozpłaszczyć
funeral (n) /'fjuːnrəl/ pogrzeb
melancholic (adj) /ˌmelən'kɒlɪk/ melancholijny
newly-elected (adj) /'njuːlɪ'lektɪd/ nowo wybrany
palm (n) /pɑːm/ dłoń
temple (n) /'templ/ świątynia
thumb (n) /θʌm/ kciuk

(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)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 I felt I had to apologise. My (*wstępna reakcja*) ... was not fair or right.
2 We should never (*przymykać oka na*) ... any violation of democracy.
3 In this area, many dangerous diseases (*szerzą się w zastraszającym tempie*) ... .
4 The girl was desperately trying to (*zwrócić na siebie uwagę swojej mamy*) ... .
5 It is a (*powszechne przekonanie*) ... that new technological products are very important for our country.
6 I thought you were (*wolny od uprzedzeń*) ... .

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

1 Her mum insisted ... her having a medical check-up. on
2 They met in order to sort this argument ... . out
3 Who are you most in favour ... ? of
4 Don't ... silly! You should go to bed! be/act/behave
5 The problem is quite serious, so I don't think there will be a ... fix. quick
6 I am sure his new post will go ... on social media and in a matter of a few minutes, millions of people will see it. viral

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

1 He gave a fabulous speech and then there was an ... silence. awkward AWKWARDNESS
2 The new rules enforced by the manager seem to be a little bit ... . discriminatory DISCRIMINATION
3 The situation turned out to be just a silly ... . misunderstanding MISUNDERSTAND
4 I felt a little bit ... you had not invited me to your house-warming party. offended OFFENCE
5 He was surprisingly ... about my new dress. complimentary COMPLIMENT
6 I don't mean to be ... , so please accept my apologies for the questions. disrespectful RESPECT

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Word formation

Exam guide
2 English in Use Gap-filling

1 1 initial reaction
2 turn a blind eye to
3 spread like wildfire
4 grab/get her mum's/mother's attention
5 common belief
6 open-minded

1 Is the region where you live threatened in any way by a natural disaster? What have been the most serious disasters to affect Poland in recent years?

2 Does your school teach you how to react in the event of a natural disaster? Can you give any examples?

5 Lend a helping hand

Culture guide

Global context

The photo shows people being evacuated in a flood-hit area at the Fenghuang Ancient Town in 2014. The town, which is a popular tourist destination, is located in the Hunan province in southeast China. Within 48 hours, severe storms caused floods and power cuts affecting 720,000 people in the region. More than 50,000 people had to leave their homes. The Fenghuang Ancient Town was submerged under water when the Tuojiang river, which runs through the town, burst its banks.

IN THIS UNIT YOU LEARN

VOCABULARY
- natural disasters
- ecological catastrophies
- climate changes
- international organisations
- youth crime and dealing with it
- global economy

GRAMMAR
- defining and non-defining relative clauses
- participle clauses
- adverbial clauses

SKILLS

Listening
- disasters
- rescue services
- open questions, gap filling

Reading
- the youth perspective
- the + adjective
- open questions, multiple choice

Speaking
- countering opposition

Writing
- letter of application

CRITICAL THINKING
- detecting bias

3h/week • Student's Book ex. 1–4 p. 81

5h/week • Workbook ex. 1–9 pp. 68–69 • If short of time, skip ex. 7 and 9.

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 343 (5.3) • Extra online resources

Rescuers evacuate local people from their homes in China.

5A Vocabulary

Dealing with disaster

Talking about natural disasters

Exam guide

1 Oral Matura

Life Skills guide

1 Communication, Critical thinking, Mediation

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

1 How do you think the child in the bowl is feeling right now?
2 If you were to work for emergency services, which service would you choose? Why?
3 Tell your partner about a time when you or someone you know was in an emergency and needed help.

2 Check if you understand these pairs of words. Use a dictionary if necessary. Then complete the series of events following an earthquake.

appealed + aid	blocked + supplies
debris + task	earthquake + devastation
infrastructure + flee	launched + evacuate
rise + crisis	shortages + limited

1 The … struck coastal areas just after midnight and caused widespread … .
2 Much of the … was damaged or destroyed, and thousands of people started to … the worst-affected areas.
3 As the number of injuries continued to … , it became clear that a humanitarian … was starting to unfold.
4 There were food … and a … amount of clean drinking water.
5 The government … to the international community for … .
6 The roads were … so they had to use helicopters to drop … to people.
7 They … a relief effort and started to … people from the disaster zones.
8 They finally managed to clear the … and started the huge … of rebuilding.

2 1 earthquake, devastation
2 infrastructure, flee
3 rise, crisis
4 shortages, limited
5 appealed, aid
6 blocked, supplies
7 launched, evacuate
8 debris, task

3 Work in pairs. Discuss the questions.

1 In addition to earthquakes, what else can cause **widespread devastation**?
2 What kind of systems form the **infrastructure** of a town or city?
3 What else might there be **shortages of** after a disaster?
4 What else might **rise** after a natural disaster?
5 What kind of **aid** can the international community provide in crises?
6 How is **debris** usually cleared?
7 How are people usually **evacuated from disaster zones**?
8 What other reasons are there that roads may be **blocked**?

4 Complete the text with the words or phrases in the box.

collapse detect magnitude Richter scale seismographs tectonic plates

Earthquakes are often caused by the movement of (1) … . In most cases, this motion isn't strong enough to have any effect on the region where it occurs. Sometimes, however, the plates collide and the (2) … of such a collision causes the ground to shake and buildings to (3) … . People in the zone affected by an earthquake are in danger. That's why many countries are developing more and more advanced earthquake early warning (EEW) systems which are aimed at informing people about potential danger at the earliest possible stage of an earthquake. Devices like (4) … are designed to (5) … this movement and record it for further analyses. When the strength of the shaking reaches a certain level (usually 6 or more on the (6) …), the system sends out a warning message that allows for the early evacuation of people from an affected area.

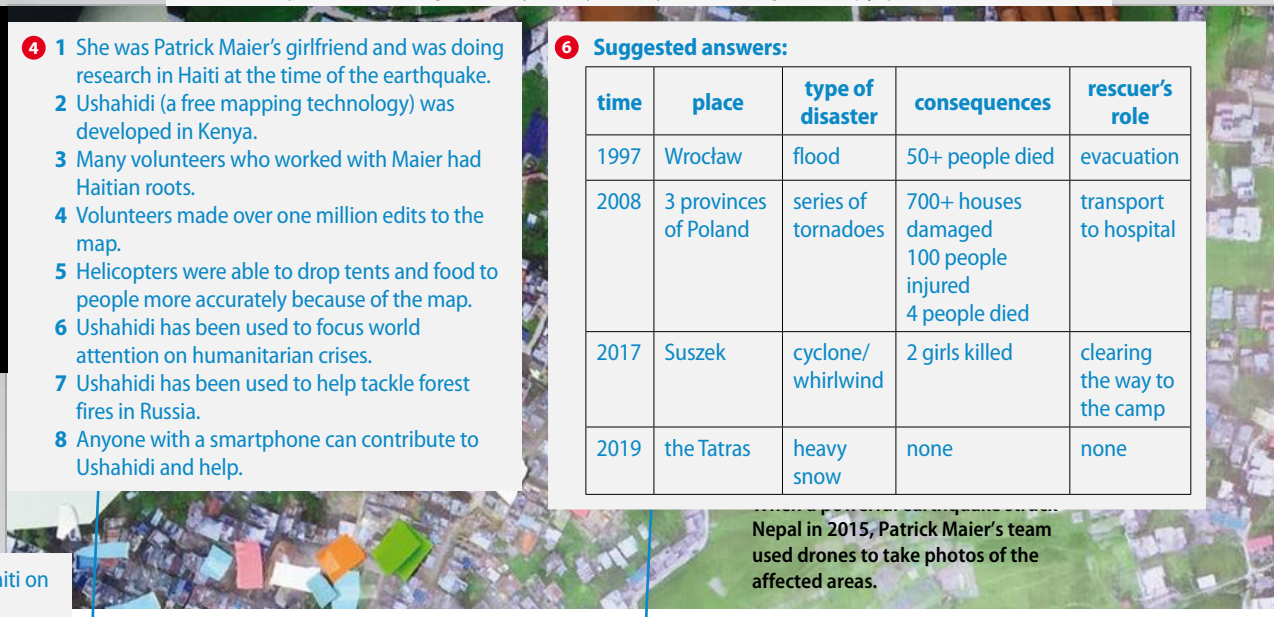
4 1 tectonic plates
2 magnitude
3 collapse
4 seismographs
5 detect
6 Richter scale

3 Suggested answers:

1 Any other natural disaster can cause widespread devastation, e.g. floods, forest fire, etc.
2 The infrastructure of a place is usually made up of transport systems, hospitals, roads, schools, computer networks, telecommunications networks, etc.
3 After a disaster, there may be shortages of food, water, medical supplies, shelter and/or bedding.
4 After a disaster, there may be a rise in the number of injuries, the amount of money received from charities, the number of foreign aid workers, etc.
5 In a time of crisis, the international community can provide food, tents, shelters, medical supplies, money, military support, helicopters, expert advice, etc.
6 Debris is usually removed by bulldozers or by hand – by big groups.
7 People are usually evacuated from disaster zones by ship, bus or helicopter.
8 Other reasons why roads may be blocked might include a fallen tree, sporting events, etc.

5B Cele lekcji: Rozumienie nagrania o klęskach żywiołowych i technologii ułatwiającej radzenie sobie z nimi.

1 Have you, or your parents, ever phoned the emergency services? What was the reason?
2 Which rescue service do you think requires the most skill and knowledge? Why?



Nepal in 2015, Patrick Maier's team used drones to take photos of the affected areas.

4
1 She was Patrick Maier's girlfriend and was doing research in Haiti at the time of the earthquake.
2 Ushahidi (a free mapping technology) was developed in Kenya.
3 Many volunteers who worked with Maier had Haitian roots.
4 Volunteers made over one million edits to the map.
5 Helicopters were able to drop tents and food to people more accurately because of the map.
6 Ushahidi has been used to focus world attention on humanitarian crises.
7 Ushahidi has been used to help tackle forest fires in Russia.
8 Anyone with a smartphone can contribute to Ushahidi and help.

6 Suggested answers:

time	place	type of disaster	consequences	rescuer's role
1997	Wrocław	flood	50+ people died	evacuation
2008	3 provinces of Poland	series of tornadoes	700+ houses damaged 100 people injured 4 people died	transport to hospital
2017	Suszek	cyclone/ whirlwind	2 girls killed	clearing the way to the camp
2019	the Tatras	heavy snow	none	none

1
1 an earthquake in Haiti on January 12th 2010
2 It caused widespread devastation and people struggled to cope.

Life Skills guide
5 Creativity, Critical thinking, Mediation

Life Skills guide
2 Creativity, Critical thinking, Mediation

Exam guide
3 Listening
Open-ended questions

3
1 Patrick Maier got the information to update the online maps on Ushahidi from social media.
2 The information helped people affected by the disaster because aid could be provided to those most in need of it.
3 Ushahidi has helped people elsewhere in the world because it has been used to tackle humanitarian crises, forest fires and floods.

5B Listening

Listening to people talking about natural disasters and technology to deal with them

1 Listen to the first part of a radio programme. Find out: 36 p. 388

1 what the disaster was, where it happened and when.
2 what the impact of the disaster was.

2 Work in groups. Discuss the questions.

- What steps are the most important in the first minutes/hours/days after a disaster?
- How do you think social media, maps and photographs, such as the one above, could help in this situation?

3 Listen to the second part of the radio programme about how Patrick Maier first used an online mapping technology called Ushahidi in Haiti. Answer the questions. 37 p. 388

1 How did he get information to update the online maps on Ushahidi?
2 How did this information help the people affected by the disaster?
3 How else has Ushahidi helped people elsewhere in the world?

4 Work in pairs. Try to remember what was said about the following. Then listen again and check your ideas. 37 p. 388

1 Christine Martin
2 Kenya
3 Haitian roots
4 one million
5 helicopters
6 world attention
7 Russia
8 a smartphone

5 Patrick Maier calls the work he does *crisis mapping*. Over recent years, crisis mappers have started using more technological tools in their work. How might these tools be useful to them? Can you think of anything else that might help?

3D modelling technology | artificial intelligence | drones | GPS | hashtags | satellites

Hashtags might be useful for crisis mappers because they can use social media to see where the most requests for aid are coming from.

6 Listen to the interview with a member of a rescue service. Complete the table in your notebook. 38 p. 389

time	place	type of disaster	consequences	rescuer's role
1997	…	…	…	…
2008	…	…	…	…
2017	…	…	…	…
2019	…	…	…	…

7 Listen to four situations. Match each situation with the appropriate emergency service and its phone number. 39 p. 389

situation	emergency service	emergency number
3	fire brigade	998
2	water emergency	601 100 100
4	police	997
1	ambulance	999

3h/week • Student's Book ex. 1–7 p. 82
5h/week • Workbook ex. 1–5 p. 70
7h/week • Extra online resources

Fast Finishers

Plan an early warning system (5–6 sentences) for your area which would be useful in the event of a natural disaster. Think of the people, devices, institutions and communication systems that should be involved.

5C Grammar 1

Relative clauses

Using relative clauses to describe disasters and their consequences

1 Look at the sentences in the Grammar box. Answer the questions.

1 What are the relative pronouns in each sentence?
2 When do you think each one is used?
3 In which sentence can the relative pronoun be left out? Why?
4 Look at sentence *e*. Where does the preposition go in relation to the verb? How else could you write this clause?
5 Which clauses cannot be omitted because they tell us exactly which object, person, or place the sentences refer to?

Relative clauses

Defining relative clauses

a *The earthquake that struck Haiti measured seven on the Richter scale.*
b *The devastation which it caused was simply staggering!*
c *Helicopters were able to drop tents and food to desperate people whose homes had been destroyed and evacuate people who were trapped or injured.*

Non-defining relative clauses

d *The country, which has long been one of the poorest in the world, struggled to cope.*
e *The seaport, which supplies would normally have been delivered to, was also unusable.*
f *Watching all of this in his Boston home was Patrick Maier, who decided that he had to do something to help.*
g *Maier, whose girlfriend was doing research in Haiti at the time, came up with the idea of using technology to create an interactive online map.*
h *He was having to reach out for volunteers, many of whom had Haitian roots and were only too happy to help.*

More explanation in Grammar reference on p. 92.
More exercises in Grammar practice on p. 93.
Do exercises 1–2.

2 Complete part 1 of the summary with a relative pronoun in each gap. Can any of the gaps contain a different word or be left blank? If so, which ones? Explain your choices.

The year 1945 was an important one for Europe. Some people see it as the date (1) … the modern world started. Europe was in a mess, the kind of mess (2) … is almost impossible for people today to imagine. Six years of war had devastated the continent. Tens of millions had died; millions more had been forced to move from the places (3) … they had previously lived – and life was unbelievably hard for those (4) … had survived. The majority of the survivors were women and children (5) … husbands and fathers had been killed or imprisoned.

Nobody had anything (6) … they could sell, and men with weapons wandered the land, taking whatever they wanted. How was the task of rebuilding achieved?

3 In part 2 of the summary, complete each gap (1–5) with the relative clause (a–e).

Well, most importantly, Harry Truman, (1) d put into place systems (2) c . In 1947, the US Secretary of State General George Marshall, (3) a , announced massive amounts of aid for war-torn countries, (4) e . The Marshall Plan ran for over ten years and paid for the rebuilding of infrastructure, (5) b .

a whose name was given to the plan
b which provided employment and sped up the return to normal life
c which were intended to help all states regarded as allies
d who was then President of the United States
e much of which was to be used for reconstruction

4 Work in pairs. Add relative clauses to the sentences – each of you in a different position marked with an asterisk (*).

1 Crisis mapping* has been used in many countries*.
2 At 4:35 am local time* , the hurricane hit the coastal town*.
3 The International Red Cross and Red Crescent* have over 50 million volunteers* .
4 Donations* have now topped ten million dollars*.
5 People* are taking shelter in the local school*.

5 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

- Have any natural disasters affected your country? In what way?
- Was there a need for any rebuilding after the disaster(s)? How was this done?

2 1 when 2 that/which 3 where 4 who/that 5 whose 6 that/which/–

1 Which natural disaster causes the greatest damage?
2 What details do you usually have to report to the rescue services when calling for help?

1 1 **a** that **b** which **c** whose; who **d** which **e** which **f** who **g** whose **h** whom
2 *that*: qualifies nouns that describe things and people
which: qualifies nouns that describe things
who / whom: qualify nouns that describe people
whose: qualifies nouns that describe possession / connections
3 The pronoun can be left out of sentence b because it's defining and because the relative pronoun is the object of the clause.
4 The preposition goes at the end of the relative clause in sentence e. In formal English, the preposition can come before the relative pronoun.
5 a, b, c

Life Skills guide
5 Mediation

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

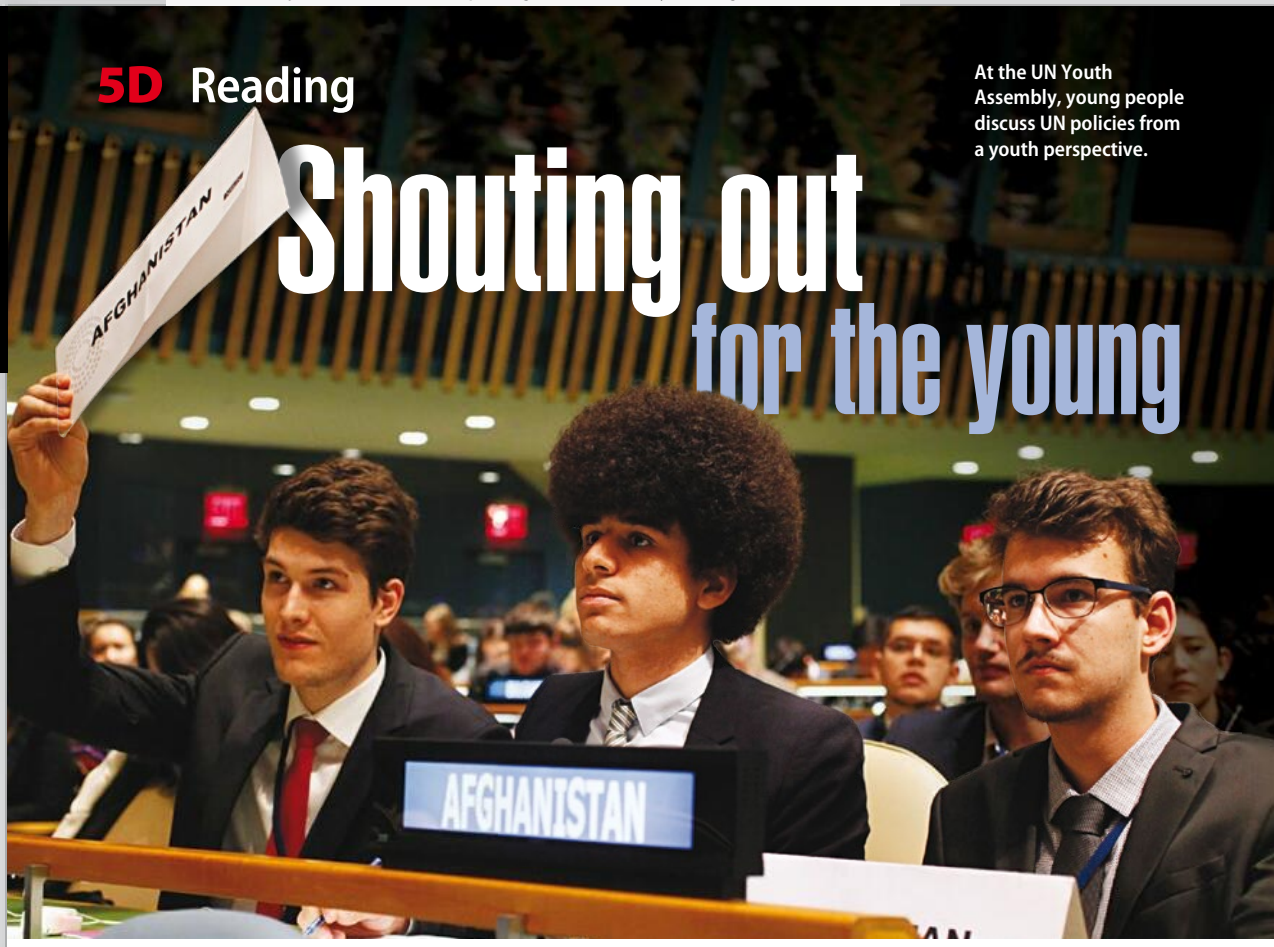
3h/week • Student's Book ex. 1–5 p. 83, ex. 1–2 p. 93 • If short of time, skip ex. 5 p. 83.
5h/week • Workbook ex. 1–5 p. 71
7h/week • Photocopiable grammar games and activities, TB pp. 338, 341 (5.1) • Extra online resources (see Technology guide)

5D Cele lekcji: Rozumienie tekstu pisanego o Młodzieżowych Delegatach do ONZ.

1 What areas of life are young people more skilled or better at than their parents?
2 How could youth councils help the work of the authorities in towns and cities? What problems could they help resolve?

5D Reading

Shouting out for the young



At the UN Youth Assembly, young people discuss UN policies from a youth perspective.

Life Skills guide
4 Critical thinking, Mediation

Life Skills guide
1 Communication, Critical thinking

Exam guide
5 Reading Open-ended questions

VOCABULARY BUILDING *The* + adjective

We sometimes talk generally about groups of people using *the* + adjective.
These days, ***the young*** *face many challenges that didn't exist in the past.*

1 Work in pairs. Discuss whether you agree or disagree with the sentences.

- The old need to listen to the young more.
- There is one set of rules for the rich and another for the poor.
- The loud and outgoing get too much attention.
- Only the brave or the stupid would believe they could change the world.
- Only the best get to the top.

2 Write your own sentence starting *Only the*. Then share your idea with the class and discuss what it means.

READING

Understanding a text about UN Youth Assembly

Life Skills guide
3 Critical thinking, Mediation

3 Look at the photo and discuss the questions.

- Who do you think the people are?
- Would you like to take part in something like this?

4 Work in pairs. Discuss the problems that young people would like to tackle in these areas and what institutions or organisations they could join to have an impact on these areas

- the world
- your country
- your school
- your town

5 Read the article and answer the questions.

1 Which country has given young people a certain right on its own, not as part of UN activities? What was that right about?
2 What was Dzitka Samkova's contribution to the UN's activities?
3 How does UNICEF make use of the internet in its activities?

6 Read the article again. Which is true about the following?

1 UNICEF
a was set up by the United Nations
b was set up by the Convention of the Rights of the Child

5 **Suggested answers:**
1 Argentina – people aged sixteen can vote.
2 The picture by Dzitka was made into a greeting card which was sold worldwide to collect money for children in need.
3 Voice of Youth – a website for young bloggers with online discussion boards.

3h/week • Student's Book ex. 1–11 pp. 84–85 • If short of time, skip ex. 11.

5h/week • Workbook ex. 1–5 p. 72

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 344 (5.4) • Extra online resources

40 Almost half of the world's seven billion citizens are under the age of 25, and they have huge potential to shape the countries they live in. A few countries, such as Argentina, have tried to empower their youth by giving them the right to vote at the age of 16, but it still seems that in many places young people's opinions are often overlooked or simply not heard. However, one organisation that has a long history of giving a voice to young people is the United Nations (UN).

In 1946, the UN created a fund called UNICEF to support the millions of children affected by World War II thanks to the leadership of the Polish medical scientist Ludwik Rajchman. The fund distributed aid without discrimination because, as its director Maurice Pate said, 'There are no enemy children.' One of those helped by the fund was seven-year-old Dzitka Samkova from Czechoslovakia, as it was known then. She painted a picture of five dancing girls as a thank you and it was turned into a greeting card, the first of many such cards sold to raise money for millions more children.

Having campaigned on behalf of young people, UNICEF also had a key part in the creation of the UN's Convention on the Rights of the Child (CRC) in 1989, now signed by more countries than any other convention. The 54 articles of the CRC declare different rights connected to housing, health, the economy, culture and politics, including such things as the right to a safe home, the right to play and rest and a child's right to choose their own friends.

In recent years, the UN has opened up new ways to address Article 12 of the CRC, which states that children have the right to give their views, and for adults to listen and take them seriously. UNICEF's Voices of Youth website brings together young bloggers and activists working on development issues to share their ideas and successful projects for change in a huge range of countries from Sierra Leone to the Philippines. Using online discussion boards as a 'meeting place', the initiative provides a space for youngsters who care.

The UN also established the Youth Assembly in 2002 and a network of Youth Observers. Since starting, the assembly has brought around 20,000 people between the ages of 16 and 28 from over 100 countries to its headquarters in New York. Through workshops, panel discussions and networking events, these young people discuss UN policies from a youth perspective. The assembly also helps to build friendships across different cultures and give political experience to those who can bring change for children. One of its graduates, Ahmad Alhendawi of Jordan, became the UN Secretary General's first ever representative for youth and the youngest ever senior official in the UN.

Of course, the Youth Assembly and its delegates are only a tiny number of those three and a half billion young people, but they are important role models. It can be easy to find reasons not to act, but as Nicol Perez, a youth observer to the UN General Assembly says, 'I have a voice, and I'm going to use it. I'm going to shout it out till somebody hears me.'

2 CRC
a defines the rights of children
b defines how UNICEF works

3 Article 12 of the CRC
a describes what children have to do
b describes what adults have to do

4 The Youth Assembly
a elects the UN's Secretary General
b supports young people's involvement in politics

5 Nicol Perez
a claims it's worth speaking your mind loud
b claims that it's reasonable for some young people not to act

7 In your opinion, how influential were these people from the article? Put them in order from most influential to least influential. Then work in small groups. Compare your answers and discuss your choices.

Ahmad Alhendawi	Dzitka Samkova
Ludwik Rajchman	Maurice Pate
Nicol Perez	Voices of Youth bloggers

CRITICAL THINKING Detecting bias

Even though articles give a lot of factual details, the way that the arguments are organised and the vocabulary that is used can show if the writer has an underlying opinion.

8 What do you think the author's general opinion is about the UN and young people? Why?

9 Identify the words and phrases in the opening paragraph which reveal the author's opinion. How does the structure of the paragraph reinforce these opinions?

10 Rewrite the first paragraph so that it is neutral. Change words and the structure of the paragraph. Remove words or phrases as necessary.

11 Work in pairs. Read the UN 2030 goals. Choose one which you believe is the most urgent to tackle and justify your opinion. Also give reasons why you consider the other two to be of less importance.

- End poverty in all its forms everywhere
- Achieve gender equality
- Make cities inclusive, safe, resilient, and sustainable

9 The author's opinion is reinforced because he uses pieces of factual information.

Life Skills guide
8 Critical thinking

Life Skills guide
9 Critical thinking

Life Skills guide
7 Critical thinking

Life Skills guide
11 Collaboration, Critical thinking, Mediation

10 Suggested answer:
The United Nations (UN) has a long history of giving young people a voice. Almost 50 percent of the world's population is under the age of 25. There are a few countries, such as Argentina, that have made an effort to empower young people in their countries by allowing them to vote at the age of 16.

Fast Finishers

Plan a visit of UNICEF representatives in your city. Write about the places you would show them, the people you would introduce them to, and the problems you would want them to tackle.

5E Cele lekcji: Stosowanie zdań imiesłowowych w rozmowie o zwalczaniu przestępczości młodzieży.

1 Are there any groups or clubs in your school that are involved in community projects? What do they do?
2 Suggest ideas for a campaign that would promote your school and encourage more students to enrol.

Malala Yousafzai is a young activist for female education who spoke at the United Nations on her 16th birthday.

Culture guide

Profile

Malala Yousafzai is a Pakistani girl who was shot by a fanatic in 2012 because she had spoken out about the rights of girls to go to school. She was given a life-saving operation in Birmingham, UK, where she settled and continued her education and campaigning, which has included addressing the UN assembly. She won the Nobel Peace Prize for her work, becoming the youngest person ever to do so.

5E Grammar 2

Participle clauses

Using participle clauses to talk about dealing with youth crime

1 Identify all the relative clauses in a–c that are correct and could have the same meaning as the corresponding reduced clause in the Grammar box.

1 The UN created a fund
- **a** *who is called UNICEF.*
- **b** *which was called UNICEF.*
- **c** *that is called UNICEF.*

2 The fund supported millions of children
- **a** *who were affected by World War II.*
- **b** *which affected World War II.*
- **c** *that had been affected by World War II.*

3 The CRC declares different rights
- **a** *where connected to housing, health, the economy and politics.*
- **b** *which the UN connected to housing, health, the economy and politics.*
- **c** *which are connected to housing, health, the economy and politics.*

4 The CRC declares different rights
- **a** *which include such things as the right to a safe home.*
- **b** *that are included such things as the right to a safe home.*
- **c** *that include such things as the right to a safe home.*

5 The Voices of Youth website brings together young bloggers and activists
- **a** *who work on development issues.*
- **b** *who have been working on development issues.*
- **c** *that are working on development issues.*

Reduced relative clauses

a *In 1946, the UN created a fund (1) called UNICEF to support the millions of children (2) affected by World War II.*

b *The 54 articles of the CRC declare different rights (3) connected to housing, health, the economy, culture and politics, (4) including such things as the right to a safe home and the right to play.*

c *The Voices of Youth website brings together young bloggers and activists (5) working on development issues to share their ideas.*

2 When do we use an *-ing* participle and when do we use an *-ed* participle to shorten a relative clause?

More explanation in Grammar reference on p. 92.
More exercises in Grammar practice on p. 93. Do Exercise 3.

3 Read about some research findings and projects available to young people. Complete the article with the correct participle of each verb.

Research has found that the number of young people (1) … (*involve*) in dangerous behaviour has fallen greatly over recent years and youths are actually far more likely to be victims of crime rather than criminals. Yet most people think that the amount of youth crime and anti-social behaviour is getting worse. The suggestion is that this may be because media reports still focus on youngsters (2) … (*misbehave*), (3) … (*ignore*) the many community projects (4) … (*reduce*) crime. These community projects involve such things as cafés (5) … (*set up*) for teenagers to meet after school, community gardens (6) … (*teach*) teens about sustainability and a 'time bank' (7) … (*design*) by young people (8) … (*allow*) them to earn rewards for doing voluntary work.

2 Present (*-ing*) participles replace relative clauses which use an active verb. Past (*-ed*) participles replace relative clauses which use a passive verb. Emphasis that the participles are not connected to tense.

3
1 involved
2 misbehaving
3 ignoring
4 reducing
5 set up
6 teaching
7 designed
8 allowing

3h/week • Student's Book ex. 1–8 pp. 86–87, ex. 3–4 p. 93 • If short of time, skip ex. 4 p. 87.

5h/week • Workbook ex. 1–9 pp. 74–75

7h/week • Photocopiable grammar games and activities, TB pp. 338, 342 (5.2) • Extra online resources (see Technology guide)

5 Suggested answers:
a After campaigning on behalf of young people, UNICEF also had a key part in the creation of the UN's Convention on the Rights of the Child (CRC) in 1989.
b Because of using online discussion boards as a 'meeting place', the initiative provides a space for youngsters who care.

4 Work in pairs. Discuss how community projects can help in reducing youth crime in your region. Include the following aspects in your discussion:

- type of community work,
- most common youth crimes and offences,
- institutions to be involved,
- possible effects.

5 Participle clauses can add information about time or reason/method the same way as clauses with linking words like *because*, *after*, *while*, etc. Rewrite the sentences from the Grammar box using clauses with linking words.

Adverbial participle clauses

a ***Having campaigned*** *on behalf of young people, UNICEF also had a key part in the creation of the UN's Convention on the Rights of the Child (CRC) in 1989.*

b ***Using*** *online discussion boards as a 'meeting place', the initiative provides a space for youngsters who care.*

6 Look at the sentences in the Grammar box. Choose the correct options to complete the rules.

1 The subject of the participle clause is *the same as* / *different from* the subject of the verb in the main clause.

2 The present participle (*Using*) shows the action happened *at the same time as* / *before* the action in the main clause.

3 A perfect participle (*Having campaigned*) shows the action happened *at the same time as* / *before* the action in the main clause.

More explanation in Grammar reference on p. 92.
More exercises in Grammar practice on p. 93.
Do exercise 4.

7 Complete the story about a criminal by using the verbs in brackets as correct participles.

(1) … (*walk*) home from school one day with a friend, we came across a man on his bike. He started asking us where we were going and what phones we had. We just ignored him, but then he blocked us off, (2) … (*shout*) at us to give him our phones. (3) … (*not want*) to get into a fight, we just handed them over and he cycled off. (4) … (*get*) home, I told my mum what had happened and we reported the incident to the police.

A week or so later, (5) … (*arrest*) someone, the police asked us to go and see if we could identify him. Unfortunately, it wasn't the man who had robbed us and we left a bit frustrated. But then, two days later, my friend's mum got a WhatsApp message from my friend's stolen phone! The robber had actually sent her a message, (6) … (*think*) it was his own mum – and he had his picture on the account he was using!

Even after (7) … (*see*) the evidence against him, the robber still tried to tell the police he was innocent! I think he was hoping we wouldn't go to court, but (8) … (*face*) with us actually giving evidence, he changed his mind and pleaded guilty.

8 Translate the Polish parts of the sentences into English.

1 The police officer noticed (*samotną kobietę szukającą czegoś*) … in her purse.
2 (*Opuściwszy więzienie*) … after five years, the man found it difficult to adapt to the new reality.
3 I decided not to take part in the discussion, (*nie wiedząc*) … if my opponents were really who they claimed to be.
4 Our community centre has started (*nowy program społeczny zaprojektowany*) … for young people who have been sentenced to community work for their offenses.
5 (*Zebrawszy dość pieniędzy*) … from those who believed his story, the fraudster disappeared from the city.

Life Skills guide
4 Creativity, Critical thinking, Mediation

7
1 Walking
2 shouting
3 Not wanting
4 Having got
5 having arrested
6 thinking
7 seeing
8 faced

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

8
1 a lonely woman looking for something
2 Having left (the) prison
3 not knowing
4 a new social programme designed
5 Having collected enough money

Young people volunteer to serve food to less fortunate people in their community.

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

Fast Finishers

Write a report made by a police officer who has just arrested a young criminal. Use the following phrases as participle clauses in your report:
• having checked • patrolling • destroyed.

5F Cele lekcji: Rozmawianie o zawodach potrzebnych w czasie kryzysu lub katastrofy.

1 Which jobs do you think bring most benefits to the community? Give reasons for your answers.
2 What types of jobs require people to be constantly on duty (ready to react whenever there is an emergency)?

5F Speaking

Life Skills guide
1 Creativity, Critical thinking, Mediation

4 1 She is talking about professional footballers.
2 Footballers make a lot of money, so they have a lot to donate. They are role models, so they set a good example for others to follow. They are strong and fit and could be a great help in clearing debris. They can lift the spirits of people affected by a disaster.

Life Skills guide
5 Critical thinking

5 1 The student began with the negative ways in which footballers are often talked about or portrayed. This gets them out into the open and allows them to be countered. It's also an acknowledgement of the fact it's a controversial choice of job.

Exam guide
6 Oral Matura

Life Skills guide
6 Collaboration, Critical thinking, Mediation

Useful language

Countering possible opposition
Now, I know what you might be thinking.
I realise there's a perception that …
I'm obviously not denying that …
Admittedly, …

Listing
To begin with, consider the fact that …
On top of that, …
Let's not forget that …
And finally, it's important to note that …
What's also worth taking into account is …
Last, but not least, …

Talking about jobs that might be useful in a crisis or a disaster

1 Work in pairs. Look at these jobs. Discuss how they might be useful in a crisis or disaster. How might they generally be good for society?

actor | banker | chemistry teacher | computer programmer | cosmetic surgeon | photo retoucher | politician | street cleaner

2 Work in pairs. Discuss which job in exercise 1 you think each sentence describes. Do you agree?

1 They are often criticised for creating false images, but they can also help restore things which are very precious to people. photo retoucher
2 Some people say they're only motivated by greed and self-interest, but they generate jobs, and business couldn't work without them. banker
3 Without them, we'd be surrounded by piles of litter and dirt. street cleaner
4 They can transform the lives of people who have been injured. cosmetic surgeon

3 Still in pairs, write similar descriptions for the remaining jobs in exercise 1. Write positive opinions for two of these jobs and balanced opinions with 'but' for the other two.

4 Listen to a student explaining a job she thinks is important for society. Answer the questions. 41 p. 389

1 What job is she talking about?
2 What reasons does she give?

5 Work in pairs. Answer the questions.

1 What did the student mention before listing positive aspects of the job? Why?
2 Which aspects of her argument do you agree and disagree with? Explain why.

6 Work in pairs. You're planning to get students in your school involved in volunteer projects. You are preparing a presentation to show them the benefits of volunteering. Look at the three photos and captions on pages 86, 87, and 88. Which one would you use in your presentation and why? Also, give your reasons for rejecting the other two.

After an oil spill, people volunteer to help with the clean-up operation which can involve helping wildlife.

3h/week • Student's Book ex. 1–6 p. 88 • If short of time, skip ex. 6.
5h/week • Workbook ex. 1–5 p. 79
7h/week • Extra online resources

5G Writing

A letter of application

Writing a letter of application

1 Read the advertisement. Discuss the questions.

Spend your winter holidays this year doing something different. We're looking for volunteers aged between 16 and 21 to rebuild a school in Belize that was destroyed in a hurricane last year. You will learn traditional building methods to provide a great space where learning can take place. For more details, write to us – describe your experience and qualifications and let us know what you would bring to the project.

1. What do you think daily life for volunteers on this project would involve?
2. What problems might they face?
3. What kind of skills do you think would be required to do this work?
4. What kind of experience might be useful for the project?
5. How do you think any volunteers who take part might benefit?
6. Would you be interested in doing something like this? Why?/Why not?

2 WRITING TIPS Structuring an application

If you were writing in response to an advertisement, in which order would you write these features? Compare your ideas with a partner.

a Refer to the advert that you saw 1
b List the skills and abilities you have 4
c Describe who you are and where you are from 3
d Write your expectations in response to your letter 6
e Outline your possible contribution to the project 5
f Explain why you are writing 2

3 Work in pairs. Read the letter of application and check which order the writer chose. Do you think this person would be a suitable volunteer? Why?/Why not?

Dear Sir / Madam,

I am writing in response to your advertisement looking for volunteers to rebuild a school in Belize. It has interested me greatly and I have decided to apply for this post. My name is Amelia Sadowska and I am 17 years old. I am from Bielsko-Biała in Poland. I am currently in my last year of high school and will be taking my final exams next spring.

I have some experience both gardening and farming, as my grandparents live on a farm and I usually spend the summers helping out there. In addition, I have proved to be an excellent team player with good social skills, being a member of a charity which helps children from the local orphanage.

In terms of what I would bring to the project, I already have a good level of both Spanish and English, and having travelled widely, I am used to being around people from other cultures. I am also prepared to get my hands dirty and help out in any way I can. I do a lot of sports and would say I have a good level of fitness, so I feel confident that I would be able to cope with the manual labour.

I believe you will find me suitable for the post. I would be most grateful if you could send me more information about this opportunity. I look forward to hearing from you soon.

Yours faithfully,

Amelia Sadowska

Useful language

Introducing subjects that you want to discuss

In terms of my experience, I have …
As regards / With regard to qualifications, I have …
As far as language skills go, I can …

Explaining your suitability

I feel I would be suitable because …
I'm prepared to …
I feel confident that I'd be able to …

4 Complete the sentences by adding the correct prepositions from the letter.

1. I'm writing … response to your recent letter. in
2. Please send me more information … the post. about
3. I'm currently … my last year of high school. in
4. … terms of my experience, I have a part-time job. In
5. … addition, I have experience working with animals. In
6. I feel that I would be suitable … the post. for
7. I look forward … hearing from you soon. to

5 Look at the advertisement. List the skills and abilities you have that might make you a suitable volunteer.

Spend your summer in Mexico helping to preserve some of the world's most endangered species by participating in wildlife volunteer projects. Depending on where you're placed, you may care for animals, conduct research or help in community programmes. You may also be asked to teach basic English to local guides. You may find yourself working with dolphins or even jaguars. Contact us for details.

6 Write a letter of application in response to the advertisement in exercise 5. Use the Useful language box to help you. Write between 200 and 250 words.

More about a letter of application in Writing guide on p. 154.

1. If you were to apply for a summer job, who would you send your application letter to?
2. What is the information that must always be included in a letter of application?

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

Life Skills guide
3 Critical thinking

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

Exam guide
6 Writing
A formal letter

Life Skills guide
6 Creativity, Mediation, Practical skills

3h/week • Student's Book ex. 1–6 p. 89
5h/week • Workbook ex. 1–5 p. 80
7h/week • Extra online resources

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 Satellite images show the ... caused by the devastation earthquake that struck the city. DEVASTATE
2 Officials admit there is a massive ... of food three weeks after the hurricane devastated the island. shortage SHORT
3 The houses in the area are at risk from flooding or ... erosion. coastal COAST
4 Experts believe that the only way to change policies is to encourage all parties to show ... in negotiations. determination DETERMINE
5 The new laws will ... the police to take steps in case of emergency. empower POWER
6 As yet, many issues such as racial ... still haven't been resolved. (in)equality EQUAL
7 Revitalisation activities are believed to be tools to shape a ... city. sustainable SUSTAIN

Uzupełnianie luk

Exam guide
4 English in Use
Word formation

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 In times of crisis people lose their heads and don't know who to appeal ... support. for
2 ... rich find it hard to comprehend what it is like to live in poverty. The
3 I would like to invite you to the conference on ... of my colleagues. behalf
4 As the ... of crimes committed by the underage is on the increase, steps should be taken to lower it. number
5 ... wanting to take shelter in the local school after the volcanic eruption, the Wilsons joined their family in another state. Not
6 Having ... smashed by a powerful cyclone, the area is uninhabitable. been/got

Uzupełnianie zdań

Exam guide
5 English in Use
Transformations

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 The tornado damage was so bad that snow plows were used to ... debris from the affected area.
a clear **c** bring
b clean **d** empty

2 Natural disasters can have a long-term ... on the individuals fortunate enough to survive them.
a knock **c** strike
b impact **d** hit

3 How do natural disasters ... the economy of a country?
a effect **c** affect
b drive **d** pick

4 As the level of water kept rising, most people started to ... the flood-affected area.
a run **c** flee
b return **d** drop

5 There are different ways in which we can ... money to help the flood victims.
a rise **c** pay
b draw **d** raise

4 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.

analyse employ leave name rise search short

1 Known as the European Recovery Program, the Marshall Plan ... after General George Marshall, offered help to rebuild Western European economies after World War II.
2 ... all the data carefully, the professor wrote a detailed report.
3 ... so many local people in the new company, its owner improved their standard of life significantly.
4 Jack found a stranger ... the drawers in his office.
5 We can save electricity by reducing the number of computers ... on overnight.

Parafrazy zdań

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

1 If Chris is given a position of responsibility, he always performs his tasks with extreme devotion.
..., Chris always performs his tasks with extreme devotion.
2 After the rescue team had searched for possible survivors of the dramatic collapse of the bridge, they surrounded the affected area with a fence.
... for possible survivors of the dramatic collapse of the bridge, the rescue team surrounded the affected area with a fence.

4 1 named
2 Having analysed
3 Employing / Having employed
4 searching (through)
5 left

5 1 Given a position of responsibility
2 Having searched
3 who witnessed
4 whose dog I rescued
5 Hiding behind a tree

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)

3 A friend of mine witnessed an earthquake in Italy.
I've got a friend … an earthquake in Italy.

4 I rescued the woman's dog, but she never thanked me.
The woman … never thanked me.

5 John was hiding behind a tree and observing a thief taking a wallet out of a man's pocket.
…, John was observing a thief taking a wallet out of a man's pocket.

Tłumaczenie fragmentów zdań

6 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski.**

1 (*Blokując*) … the access to the trapped citizens, the onlookers made their situation much worse.

2 (*Wysłuchawszy*) … to the final verdict, the accused lowered his eyes.

3 Hundreds of people were evacuated from the disaster zone, (*z których wielu*) … suffered serious injuries.

4 The town (*w którym*) … I grew up has been recently renovated.

5 It's good that (*młodzi*) … have a voice in deciding about current affairs.

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 42 p. 389

Tekst 1

1 The text is about
a steps that should be taken in case of an earthquake.
b an earthquake which has threatened the life of the local people.
c a set of rules to follow in the aftermath of an earthquake.

Tekst 2

2 The talk is directed to people who
a live in an area that may be affected by flooding.
b have left their homes to avoid serious flooding.
c must bear the consequences of devastating floods.

Tekst 3

3 Which is the thing Martin worries about the most?
a Shortages of food in the affected area.
b Being unable to return home.
c Having problems with breathing.

Tekst 4

4 In the interview, Renata
a enumerates possible reasons for global warming.
b outlines how governments can deal with extreme weather effects.
c mentions the consequences of climate change.

SPEAKING

8 **Opisz zdjęcie i odpowiedz na pytania.**

1 What do you think is the topic of the meeting?

2 How do you help people deal with their problems?

3 Tell me about the last time you helped someone who needed help.

WRITING

9 **W lokalnej prasie ukazało się ogłoszenie dotyczące pracy charytatywnej na terenie dotkniętym klęską żywiołową. Napisz list, w którym wyrazisz chęć podjęcia tej pracy. W liście napisz o swoim doświadczeniu w tego rodzaju działaniu oraz opisz cechy charakteru, które predysponują cię do wykonywania tego typu pracy.**

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

6 **1** Blocking
2 Having listened
3 many of whom
4 in which / where
5 the young / youth

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

Exam guide
7 Listening
Multiple choice

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 5

GRAMMAR 1 Relative clauses

Zdania względne (podrzędne) dostarczają dodatkowej informacji na temat podmiotu lub dopełnienia w zdaniu głównym. W zdaniach względnych stosujemy różne zaimki względne, w zależności od rzeczownika, do którego się odnoszą, lub informacji, która po nich występuje.

Defining and non-defining relative clauses (zdania względne definiujące i niedefiniujące)

Zdania względne definiujące określają podmiot lub dopełnienie, a zatem zawierają informację niezbędną do zrozumienia, o kim lub o czym jest mowa. W takich zdaniach:

- nie stosujemy przecinków,
- możemy opuścić zaimek względny *who*, *which*, *that*, jeśli pełni funkcję dopełnienia.

*The devastation (**which**) it caused was simply staggering!*

Zdania względne niedefiniujące nie określają podmiotu lub dopełnienia; zawierają dodatkową informację, która nie jest konieczna do zrozumienia, o kim lub o czym jest mowa. Bez tych informacji wypowiedź jest nadal zrozumiała. W tych zdaniach:

- stosujemy przecinki (zdania względne oddzielamy przecinkami od zdania głównego),
- nie stosujemy zaimka względnego *that*,
- nie możemy opuścić zaimka względnego.

*The country, **which** has long been one of the poorest in the world, descended into chaos.*

W języku formalnym w zdaniach względnych może wystąpić konstrukcja „przyimek + *which/whom*".

***To whom** it may concern.*

Zazwyczaj jednak przyimek występuje na końcu zdania.

*Which crisis are you talking **about**?*

Ponadto w konstrukcji "przyimek + *which*" zaimek *which* możemy zastąpić zaimkiem *where* lub *when*.

*Crisis mapping brought about change in the place **in which/where** I was born.*

Ćwiczenia 1–2

GRAMMAR 2 Participle clauses

Zdania względne możemy skrócić do konstrukcji imiesłowowej.

Imiesłów czasu przeszłego może zastąpić zdanie względne, w którym pojawia się strona bierna, bez względu na użyty czas:

*The UN created a fund **called** UNICEF.*

*= The UN created a fund **which was called** UNICEF.*

Imiesłów czasu teraźniejszego może zastąpić zdanie względne, w którym pojawia się czasownik w stronie czynnej, bez względu na użyty czas:

*The CRC declares different rights **including** such things as the right to a safe home.*

*= The CRC declares different rights **which include** such things as the right to a safe home.*

Przeczenie tworzymy, stawiając *not* przed imiesłowem:

*Students **not wearing** the correct uniform will be punished.*

Ćwiczenie 3

Konstrukcje z imiesłowami przysłówkowymi

Konstrukcje imiesłowowe często stosujemy, aby rozwinąć informację zawartą w zdaniu głównym. Podmiot w obydwu zdaniach musi być taki sam.

***Having campaigned** on behalf of young people, UNICEF also had a key part in the creation of the UN's Convention on the Rights of the Child (CRC) in 1989.*

= After UNICEF had campaigned on behalf of young people, UNICEF also had a key part in the creation of the UN's Convention on the Rights of the Child (CRC) in 1989.

***Using** online discussion boards as a 'meeting place' the initiative provides a space for youngsters who care.*

= The initiative uses online discussion boards as a 'meeting place' through which the initiative provides a space for youngsters who care.

***Having seen** the robbery, I had to go to court to give evidence.*

= Because I had seen the robbery I had to go to court to give evidence.

W tego typu zdaniach częściej są używane imiesłowy z końcówką *-ing*, ale możliwe jest użycie także imiesłowów z końcówką *-ed*.

***Faced** with a robber in the street, I would give them whatever they wanted.*

= If I was faced with a robber in the street, I would give them whatever they wanted.

Imiesłów czasu teraźniejszego stosujemy w odniesieniu do czynności odbywającej się w tym samym czasie co czynność w zdaniu głównym.

***Working** as a policeman, my dad sees a lot of scary things.*

= My dad is a policeman and while he's at work, he sees a lot of scary things.

Imiesłów czasu przeszłego (*having* + *-ed*) stosujemy w odniesieniu do czynności, która wydarzyła się wcześniej niż czynność w zdaniu głównym:

Having just closed the door, I realised I didn't have my keys.

= I had just closed the door when I realised I didn't have my keys.

Ćwiczenie 4

Grammar practice

1 Complete the sentences with the relative pronouns in the box.

most of which	none of whom	that	where
which	which is when	who	whose

1 One of the first major events to utilise crisis mapping was the 2010 Haiti earthquake, ... killed and injured hundreds of thousands of people. which

2 Technology is particularly relevant in places ... official government is limited, or no longer fully functions. where

3 More than 40 percent of the population now receives some form of international aid, ... is food assistance. most of which

4 Many local people, ... lands have been ruined by illegal mining, are now turning to technology to tackle the problem. whose

5 The plane crashed in thick fog with 87 people on board, ... is thought to have survived. none of whom

6 The volunteers, ... come from all across the region, quite literally put roads, buildings and highways onto the map. who

7 The amount of data available via social media increased dramatically in October, ... the flooding reached the capital. which is when

8 Online mapping ... relies on volunteers with varying skills to interpret satellite images obviously has its limitations. that

2 Rewrite the sentences in a more informal manner with the prepositions at the end of the clauses. Leave out the relative pronouns where appropriate.

1 The town in which we were staying narrowly missed being hit by the hurricane.

The town we were staying in narrowly missed being hit by the hurricane.

2 It's an achievement of which we are all very proud.

3 The following day, a second, smaller earthquake hit the town from which the aid was being distributed.

4 As we fled the city, we encountered an elderly man with whom my son insisted we shared our food.

5 The roads out of the west of the city, from where many thousands fled, were largely blocked by debris.

6 The experience varies wildly, depending on the charity with which we're working.

7 On her arrival, Ms. Wilson, with whose approach I totally agreed, took control of the situation.

8 The book to which you're referring was the very first on the subject to be published.

2 2 It's an achievement we are all very proud of.
3 The following day, a second, smaller earthquake hit the town the aid was being distributed from.
4 As we fled the city, we encountered an elderly man who/that my son insisted we shared our food with.
5 The roads out of the west of the city, where many thousands fled from, were largely blocked.
6 The experience varies wildly, depending on the charity we're working with.
7 On her arrival, Ms Wilson, whose approach I totally agreed with, took control of the situation.
8 The book you're referring to was the very first on the subject to be published.

3 Rewrite the following sentences using a participle clause.

1 The policeman who dealt with my case was very helpful.
The policeman ... my case was very helpful. dealing with

2 The man who was arrested after the incident last night has not been charged.
Police have not charged the man ... incident last night. arrested after the

3 The number of young people who are not working or in education is rising.
There has been a rise in the number of young people ... or in education. not working

4 The number of people who have personally experienced a crime has actually gone down.
The number of people ... a crime has actually gone down. personally experiencing

5 I think that children who are exposed to lots of violent films often become violent themselves.
I think that children ... lots of violent films often become violent themselves. exposed to

6 Anyone that the train strike tomorrow will seriously affect can stay at home.
Anyone seriously ... by the train strike tomorrow can stay at home. affected

4 Reduce the underlined clauses.

Police are searching for a man (1) <u>who has been accused</u> of attempting to rob a bank in Vienna today. A man wearing a bright red scarf (2) <u>which was wrapped</u> around his face approached a cashier and told her he wanted money. (3) <u>Because she didn't realise</u> that the man was actually demanding money, the clerk simply said that she didn't deal with cash enquiries, (4) <u>and at the same time directed</u> him to the next counter. Apparently, (5) <u>because he was put off</u> by the long queue at the next counter and the clerk's calm reply, the man dropped the box he was carrying and ran off. (6) <u>After she had seen</u> the man run off, the cashier suddenly realised what had happened. (7) <u>Because they were concerned</u> that the box looked suspicious, the bank called the police and evacuated the building. The package was found to be harmless and the robber rather useless.

4 1 accused
2 wrapped
3 Not realising
4 directing
5 put off
6 Having seen
7 Concerned

Wordlist Unit 5 43

VOCABULARY p. 81

affected (adj) /əˈfektɪd/ dotknięty (np. klęską)
aid (n) /eɪd/ pomoc, wsparcie
appeal (v) /əˈpiːl/ zwracać się (do kogoś w jakimś celu)
blocked (adj) /blɒkt/ zablokowany
bowl (n) /bəʊl/ miska
challenge (n) /ˈtʃælɪndʒ/ wyzwanie (coś trudnego)
coastal (adj) /ˈkəʊstl/ przybrzeżny, nadmorski
collapse (v) /kəˈlæps/ zawalić się, runąć
collide (v) /kəˈlaɪd/ zderzać się
crisis (n) /ˈkraɪsɪs/ kryzys
debris (n) /ˈdebriː/ gruzy, rumowisko
detect (v) /dɪˈtekt/ wykrywać
devastation (n) /ˌdevəˈsteɪʃn/ dewastacja, pustoszenie
disaster (n) /dɪˈzɑːstə/ katastrofa
drop (v) /drɒp/ zrzucać
earthquake (n) /ˈɜːθˌkweɪk/ trzęsienie ziemi
evacuate (v) /ɪˈvakjueɪt/ ewakuować
flee (v) /fliː/ uciekać, umykać
humanitarian crisis (n) /hjuːˌmænɪˈteəriən ˈkraɪsɪs/ kryzys humanitarny
launch (v) /lɔːntʃ/ rozpoczynać (np. akcję)
limited (adj) /ˈlɪmɪtɪd/ ograniczony
magnitude (n) /ˈmægnɪtjuːd/ skala, ogrom
motion (n) /ˈməʊʃn/ ruch
overcome (v) /ˌəʊvəˈkʌm/ pokonać
positive development (n) /ˈpɒzətɪv dɪˈveləpmənt/ pozytywna zmiana
relief effort (n) /rɪˈliːf ˈefət/ akcja pomocy humanitarnej
Richter scale (n) /ˈrɪktə ˌskeɪl/ skala Richtera
rise (v) /raɪz/ powstawać
seismograph (n) /ˈsaɪzməgrɑːf/ sejsmograf
shortage of (n) /ˈʃɔːtɪdʒ ɒv/ brak (czegoś)
strike (v) /straɪk/ uderzyć
supplies (n) /səˈplaɪz/ zaopatrzenie
tectonic plate (n) /tekˈtɒnɪk ˌpleɪt/ płyta tektoniczna
unfold (v) /ʌnˈfəʊld/ rozwijać się, toczyć się
widespread (adj) /ˈwaɪdspred/ powszechny, rozległy
zone (n) /zəʊn/ strefa, obszar

LISTENING p. 82

3D modelling (n) /ˌθriːˈdiː ˈmɒdlɪŋ/ modelowanie przestrzenne
absence (n) /ˈæbsəns/ nieobecność, brak
car plates (n) /ˈkɑː pleɪts/ tablice rejestracyjne
cope (v) /kəʊp/ dać sobie radę, poradzić sobie
crowdsource (v) /ˈkraʊdˌsɔːs/ pozyskiwać informacje za pomocą danych z mediów społecznościowych
cyclone (n) /ˈsaɪkləʊn/ cyklon
drone (n) /drəʊn/ dron
flood (n) /flʌd/ powódź
forest fire (n) /ˌfɒrɪst ˈfaɪə/ pożar lasu
hashtag (n) /ˈhæʃtæg/ wyrażenie lub słowo poprzedzone symbolem #
injured (adj) /ˈɪndʒəd/ ranny
life-saver (n) /ˌlaɪfˈseɪvə/ wybawienie (np. z kłopotów)
life-threatening (adj) /ˈlaɪfˌθretnɪŋ/ zagrażający życiu
rescuer (n) /ˈreskjuː/ ratownik
roots (n) /ruːts/ korzenie (historyczne, rodzinne)
row (v) /rəʊ/ wiosłować
satellite (n) /ˈsatəlaɪt/ satelita
scout camp (n) /ˈskaʊt kæmp/ obóz harcerski
staggering (adj) /ˈstægərɪŋ/ zdumiewający, szokujący
struggle (v) /ˈstrʌgl/ borykać się, starać się
tent (n) /tent/ namiot
trapped (adj) /træpt/ uwięziony w pułapce
unusable (adj) /ˌʌnˈjuːzəbl/ bezużyteczny
update (v) /ʌpˈdeɪt/ aktualizować
utilise (v) /ˈjuːtəlaɪz/ wykorzystywać
volunteer (n) /ˌvɒlənˈtɪə/ ochotnik, wolontariusz
whirlwind (n) /ˈwɜːlˌwɪnd/ trąba powietrzna
world attention (n) /ˌwɜːld əˈtenʃn/ centrum światowej uwagi

GRAMMAR 1 p. 83

ally (n) /ˈalaɪ/ sojusznik
donation (n) /dəʊˈneɪʃn/ datek, darowizna
hurricane (n) /ˈhʌrɪkən/ huragan
imprisoned (adj) /ɪmˈprɪzənd/ uwięziony
interactive (adj) /ˌɪntərˈaktɪv/ interaktywny, współdziałający
majority (n) /məˈdʒɒrəti/ większość
mess (n) /mes/ bałagan
rebuild (v) /riːˈbɪld/ odbudować
reconstruction (n) /ˌriːkənˈstrʌkʃn/ odbudowa
Red Crescent (n) /ˌred ˈkresənt/ Czerwony Półksiężyc
Red Cross (n) /ˌred ˈkrɒs/ Czerwony Krzyż
shelter (n) /ˈʃeltə/ schronienie
speed up (phr v) /ˌspiːd ˈʌp/ przyspieszać
survivor (n) /səˈvaɪvə/ osoba, która ocalała (z katastrofy, w wypadku)
top (v) /tɒp/ przewyższać (jakąś kwotę)
unbelievably (adv) /ˌʌnbəˈliːvəbli/ niewiarygodnie
wander (v) /ˈwɒndə/ wędrować, włóczyć się

READING pp. 84–85

assembly (n) /əˈsembli/ zebranie, zgromadzenie
benefit (v) /ˈbenəfɪt/ przynosić korzyści
bring together (phr v) /ˌbrɪŋ təˈgeðə/ łączyć kogoś, zbliżać kogoś
campaign (v) /kæmˈpeɪn/ prowadzić kampanię, walczyć (o coś)
convention (n) /kənˈvenʃn/ kongres, zjazd
delegate (n) /ˈdelɪgət/ delegat, przedstawiciel
discussion board (n) /dɪˈskʌʃən ˈbɔːd/ forum dyskusyjne
empower (v) /ɪmˈpaʊə/ upoważniać
enemy (n, adj) /ˈenəmi/ wróg; wrogi, nieprzyjacielski
establish (v) /ɪˈstæblɪʃ/ założyć, utworzyć
found (v) /faʊnd/ zakładać (organizację)
graduate (n) /ˈgradʒuət/ absolwent
headquarters (n) /ˈhedˌkwɔːtəz/ główna siedziba, centrala
housing (n) /ˈhaʊzɪŋ/ domy mieszkalne
inclusive (adj) /ɪnˈkluːsɪv/ niejednolity, zawierający wszystkich
inclusivity (n) /ɪnˈkluːsɪvɪti/ inkluzja (włączanie do życia społecznego)
influential (adj) /ˌɪnfluˈenʃl/ wpływowy
initiative (n) /ɪˈnɪʃətɪv/ inicjatywa
lifelong learning (n) /ˌlaɪflɒŋ ˈlɜːnɪŋ/ kształcenie ustawiczne
networking event (n) /ˈnetwɜːkɪŋ ɪˈvent/ wydarzenie networkingowe
on behalf of (phr v) /ˌɒn bɪˈhɑːf ɒv/ w czyimś imieniu
overlook (v) /ˌəʊvəˈlʊk/ przeoczyć
panel (n) /ˈpænl/ zespół, panel
poverty (n) /ˈpɒvəti/ bieda, ubóstwo
provide aid (phr) /prəˈvaɪd eɪd/ zapewniać pomoc
record (n) /ˈrekɔːd/ record, najlepszy wynik
representative (n) /ˌreprɪˈzentətɪv/ przedstawiciel, reprezentant
resilient (adj) /rɪˈzɪliənt/ prężny (o gospodarce)
right to vote (n) /ˌraɪt tə ˈvəʊt/ prawo wyborcze
senior (adj) /ˈsiːniə/ wyższy rangą
show determination (phr) /ˌʃəʊ dɪˌtɜːməˈneɪʃn/ okazywać determinację
start a trend (phr) /ˈstɑːt ə ˌtrend/ rozpocząć nowy trend
sustainable (adj) /səˈsteɪnəbl/ trwały, nienaruszający równowagi ekologicznej
workshop (n) /ˈwɜːkʃɒp/ warsztaty
youngster (n) /ˈjʌŋstə/ młodzieniec, młoda osoba
youth (n) /juːθ/ młodzież

GRAMMAR 2 pp. 86–87

anti-social (adj) /ˌæntɪˈsəʊʃəl/ aspołeczny, antyspołeczny
community (n) /kəˈmjuːnəti/ społeczność, wspólnota
fraudster (n) /ˈfrɔːdstə/ oszust/oszustka
frustrated (adj) /frʌˈstreɪtɪd/ sfrustrowany
fund (n) /fʌnd/ fundusz
go to court (phr) /ˌgəʊ tə ˈkɔːt/ iść do sądu
hand over (phr v) /ˌhænd ˈəʊvə/ podawać coś komuś
plead guilty (phr) /ˌpliːd ˈgɪlti/ przyznać się do winy
right (n) /raɪt/ prawo (do czegoś)
rob (v) /rɒb/ okradać (np. bank), rabować
robber (n) /ˈrɒbə/ złodziej, rabuś
set up (phr v) /ˌset ˈʌp/ zakładać coś, tworzyć
time bank (n) /ˈtaɪm ˌbæŋk/ tzw. bank czasu (samopomoc, bezpłatna wymiana usług)
victim (n) /ˈvɪktɪm/ ofiara

SPEAKING p. 88

corrupt (adj) /kəˈrʌpt/ skorumpowany
dirt (n) /dɜːt/ brud
greed (n) /griːd/ chciwość, zachłanność
joy (n) /dʒɔɪ/ radość
litter (n) /ˈlɪtə/ śmieci
oil spill (n) /ˈɔɪl spɪl/ wyciek ropy
outrage (n) /ˈaʊtreɪdʒ/ oburzenie
pass sth on to sb (phr v) /pɑːs ˈsʌmθɪŋ ɒn tə ˈsʌmbɒdi/ przekazać coś komuś
pile (n) /paɪl/ stos
pitch (n) /pɪtʃ/ boisko
precious (adj) /ˈpreʃəs/ cenny

priceless (adj) /'praɪsləs/ bezcenny
restore (v) /rɪ'stɔ:/ odbudować, przywrócić
self-interest (n) /ˌself'ɪntrəst/ własny interes
spirit (n) /'spɪrɪt/ nastrój

WRITING p. 89

care for (phr v) /'keə ˌfɔ:/ troszczyć się o, zależeć na
conduct research (phr) /kən'dʌkt rɪ'sɜ:tʃ/ przeprowadzać badanie/badania
details of (n) /'di:teɪlz əv/ szczegóły (czegoś)
in addition (phr) /ɪn ə'dɪʃn/ dodatkowo
in response to (adv) /ɪn rɪ'spɒns tə/ odpowiadając na
in terms of (conj) /ɪn 'tɜ:mz əv/ biorąc pod uwagę
jaguar (n) /'dʒægjuə/ jaguar
manual labour (n) /ˌmænjuəl 'leɪbə/ praca fizyczna
orphanage (n) /'ɔ:fənɪdʒ/ dom dziecka, sierociniec
post (n) /pəʊst/ stanowisko, posada
suitable for (adj) /'su:təbl fə/ odpowiedni dla

SKILLS REVIEW pp. 90–91

collapse (n) /kə'læps/ zawalenie się
comprehend (v) /ˌkɒmprɪ'hend/ rozumieć, pojmować
doorway (n) /'dɔ:weɪ/ otwór drzwiowy
flash flooding (n) /ˌflæʃ 'flʌdɪŋ/ nagła powódź
in the aftermath of (phr) /ɪn ðɪ 'ɑ:ftəmæθ əv/ w następstwie
onlooker (n) /'ɒnˌlʊkə/ obserwator, widz
plow (n) /plaʊ/ pług
revitalisation (n) /ri:'vaɪtəlaɪzeɪʃn/ rewitalizacja, ożywienie
underage (adj) /ˌʌndər'eɪdʒ/ niepełnoletni
uninhabitable (adj) /ˌʌnɪn'hæbɪtəbl/ nienadający się do zamieszkania

(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)	conjunction – spójnik
(prep)	preposition – przyimek

1 1 discussion boards/forums
2 pleaded guilty
3 flash flooding
4 in response to
5 relief effort
6 go to court

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 This is his hobby, so no wonder he is willing to add posts on (*forach dyskusyjnych*) ... .
2 First he denied it, but after hours of interrogation he finally (*przyznał się do winy*) ... .
3 Not only were they afraid of strong winds, but there was an actual risk of (*powodzi błyskawicznej*) ... .
4 She wrote it (*w odpowiedzi na*) ... the email she got last week.
5 They have approved using aircraft for the (*akcji pomocy humanitarnej*) ... .
6 Her requests were ignored for many years, so finally she decided to (*iść do sądu*) ... to fight for justice.

2 Choose the option that best reflects the meaning of the word in bold.

1 The region was strongly **affected** by the earthquake.
(a) damaged **b** impressed **c** injured
2 They were so terrified that they decided to **flee** immediately.
a wander (b) leave **c** fly
3 It is hard for me to **comprehend** what it is like to survive a hurricane.
a struggle **b** establish (c) understand
4 The earthquake caused the dramatic **collapse** of the skyscraper.
a debris **b** fail (c) fall
5 The flood caused **widespread** devastation.
a neutral (b) far-reaching **c** limited
6 Many **influential** politicians met to discuss climate change.
(a) authoritative **b** frustrated **c** precious

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

1 This island, although it seemed a paradise for many, was completely ... because of the wild animals that lived there. uninhabitable INHABIT
2 Ann's grandfather spent years unfairly ... until the war ended. imprisoned PRISON
3 He's collecting money to make cities safe and ... . sustainable SUSTAIN
4 Many efforts have been made in order to ensure ... and transparency. inclusivity INCLUSIVE
5 Seeing tears in her father's eyes after she received the award was ... . priceless PRICE
6 In the ... of the latest hurricane, many people proved their solidarity and generosity. aftermath AFTER

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

1 The situation in this region is dramatic and caused a humanitarian ... . crisis
2 I used to spend holidays at scout ... in the middle of the forest. camps
3 In the past, women did not have the ... to vote. right
4 This course is suitable ... everybody who has at least basic knowledge of coding. for
5 It is a difficult project in ... of time and money. terms
6 Do you think you can go to the meeting and speak on my ... ? behalf

5 Choose the correct option to complete each sentence.

1 There were food ... and some problems with drinking water.
(a) shortages **b** supplies **c** plates
2 The building was completely destroyed. They will have to clear all the ... before they rebuild the house.
a crisis (b) debris **c** disaster
3 A few of the guests made huge ... , so hopefully they will be able to build the shelter.
a workshops **b** records (c) donations
4 They discussed whether to provide ... in the equivalent of 1 million euros.
(a) aid **b** labour **c** poverty
5 Some people were ... in their houses after a huge whirlwind damaged the region.
a unusable (b) trapped **c** limited
6 They ... a campaign to promote healthy snacks at school.
a detected (b) launched **c** overlooked

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 Equivalent words

Exam guide
5 English in Use Multiple choice

Exam guide
3 English in Use Word formation

1 What are some of the typical injuries you may pick up when on holidays?
2 How are school regulations aimed at reducing the risk of injury or illness to students?

6 Life changing

Culture guide

Interesting facts

The da Vinci surgical system is a robotic surgical system made by an American company and designed to carry out complex surgery using only a minimally invasive approach. This means only making the smallest cuts in the body possible. It's controlled by a surgeon from a console. There are many advantages to this way of working such as: shorter hospitalisation, reduced pain and discomfort, faster recovery time and return to normal activities, smaller incisions resulting in reduced risk of infection, reduced blood loss and transfusions, minimal scarring. This system is used quite a lot for heart repair operations and is called 'da Vinci' because Leonardo da Vinci's study of human anatomy eventually led to the design of the first known robot in history!

IN THIS UNIT YOU LEARN

VOCABULARY
- recovering from illnesses and accidents
- common health problems
- disabilities
- new technology to help overcome health problems

GRAMMAR
- expressing past ability
- emphatic structures
- stylistic inversion

SKILLS

Listening
- radio programme about inspiring films
- recovering from health problems
- open questions, gap filling, matching

Reading
- fight against superbugs
- dependent prepositions
- true/false, gap filling, open questions

Speaking
- reporting stories
- responding to good news
- showing sympathy
- expressing surprise

Writing
- article with a success story

TED TALK
- a broken body isn't a broken person

CRITICAL THINKING
- thinking through the consequences

The da Vinci surgical system allows surgeons to carry out difficult procedures from a console.

3h/week • Student's Book ex. 1–4 p. 97 • If short of time, skip ex. 4.

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, 354–355 (6.3) • Extra online resources

6A Vocabulary

Illness and injury

Talking about illnesses and injuries

Life Skills guide

1 Creativity, Critical thinking, Mediation

1 Work in pairs. Look at the photo and discuss the questions.

- What do you think is happening?
- What do you think has happened to the patient?
- How might an operation like this have been carried out in the past?

2 Complete the sentences with the words in bold.

1 action / fitness / leg
I slipped on the stairs and broke my *leg*, so I was out of *action* for a while, but I'm back to full *fitness* now.

2 cure / drugs / symptoms
There's no for it, but she takes to control the and she leads a fairly normal life.

3 injury / operation / physiotherapy
It was quite a serious wrist, but thanks to the and all the I had, it's almost as good as new.

4 detected / made / spread
Luckily, they the cancer early before it to his lungs and he a full recovery.

5 bleeding / damage / intensive care
They managed to stop the, but he was then in for days. Thankfully, it didn't leave any permanent brain.

6 normal / therapy / stroke
He couldn't really speak after the, but he had a lot of speech and he's more or less back to now.

7 lost / think / trapped
I the tip of my finger after I it in a car door. To be honest, I hardly about it now.

8 car crash / waist / wheelchair
He started playing basketball after he was left paralysed from the down in a.

9 antibiotics / chest / prescribed
She said I just had a infection and nothing life-threatening! She me some and it cleared up after a week.

10 feel / had / keep down
I an upset stomach and I could hardly any food. It was horrible, but I a lot better now.

3 Work in groups. Look at your completed sentences in exercise 2. Find:

1 eight parts of the body,
2 at least five nouns that are medical problems,
3 four adjectives describing illnesses or injuries,
4 at least five phrases which show that someone has recovered from an illness or injury.

Life Skills guide

4 Communication, Critical thinking, Mediation

4 Work in pairs. Discuss the questions.

1 Have you ever broken any bones? What happened?
2 When was the last time you had a day off school due to illness? Why?
3 What do you do to recover from illness? Are you a good patient?
4 What stories have you heard of people recovering from illnesses or injuries? What happened?

3 1 brain, chest, finger, leg, lungs, stomach, waist, wrist
2 bleeding, brain damage, cancer, infection, injury, stroke
3 life-threatening, paralysed, permanent, serious
4 a full recovery, feel a lot better, back to full fitness, back to normal, cleared up, as good as new, leads a fairly normal life

2 2 There's no **cure** for it, but she takes **drugs** to control the **symptoms** and she leads a fairly normal life.
3 It was quite a serious wrist **injury**, but thanks to the **operation** and all the **physiotherapy** I had, it's almost as good as new.
4 Luckily, they **detected** the cancer early before it **spread** to his lungs and he **made** a full recovery.
5 They managed to stop the **bleeding**, but he was then in **intensive care** for days. Thankfully, it didn't leave any permanent brain **damage**.
6 He couldn't really speak after the **stroke**, but he had a lot of speech **therapy** and he's more or less back to **normal** now.
7 I **lost** the tip of my finger after I **trapped** it in a car door. To be honest, I hardly **think** about it now.
8 He started playing **wheelchair** basketball after he was left paralysed from the **waist** down in a **car crash**.
9 She said I just had a **chest** infection and nothing life-threatening! She **prescribed** me some **antibiotics** and it cleared up after a week.
10 I **had** an upset stomach and I could hardly **keep down** any food. It was horrible, but I **feel** a lot better now.

6B Cele lekcji: Rozumienie wypowiedzi o inspirujących filmach na temat powrotu do zdrowia po chorobie.

1 Are books or films about people with health problems popular? Do you know of any?
2 How do you react to the first symptoms of an illness? Do you ignore them, take medicine without consulting a healthcare specialist, or do you immediately make an appointment to see a doctor?

6B Listening

Listening to people talking about inspiring films about recovering from health problems

1 Listen to James and Clara talking about films. Answer the questions. 44 p. 390

1 What four films do they talk about?
2 What is the connection between the films?
3 What doubts do they have about recommending the first three films?

2 Work in pairs. Complete each sentence with three words. Listen again and check your answers. 44 p. 390

1 He was in the … and no-one could help because he hadn't told anyone where he was going.
2 It is horrible, but they managed to film it in a way which isn't … .
3 It's the same with that film about the guy who had a stroke and was left completely paralysed and … .
4 It's based on his book which he actually … by only moving his eye.
5 Yeah, it is incredible, but sorry, the movie didn't … me.
6 This is about Frida Kahlo, the Mexican artist who … all her life after a terrible bus accident.
7 A: I guess it depends if you're into art.
B: It's … then.
8 His first job is with a teenage boy who has a disease that weakens his muscles and has … a wheelchair.
9 He learns to … of his life. In fact, they *both* do.

3 Work in pairs. Discuss the questions.

- Have you seen any of the films James and Clara talked about? If yes, what do you think of them? If no, would you like to see them? Why?/Why not?
- Can you think of any other films that could fit the same category as those discussed? Are they based on true stories? What happened?

Exam guide
1 Listening
Open-ended questions

1
1 Jaime and Clara talk about *127 Hours*, *The Diving Bell and the Butterfly*, *Frida* and *The Fundamentals of Caring*.
2 The connection between the four films is that they are all inspiring films about recovering from or dealing with illness and injury.
3 The doubts they have about recommending the first three films involve them being about pain and misery/suffering.

Life Skills guide
3 Critical thinking, Mediation

2
1 middle of nowhere
2 over the top
3 unable to speak
4 managed to dictate
5 do it for
6 suffered intense pain
7 not your thing
8 left him in
9 make the most

4 Listen to four people talking about recovering from various health problems. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence. 45 p. 390

This speaker:

a managed to recover from their problem on their own.
b hasn't fully recovered yet.
c misinterpreted the symptoms at first.
d was born with a problem doctors weren't able to diagnose.
e improved their health with an experimental treatment.

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

5 Work in pairs. Which of the problems described by the four speakers could have been avoided? What could the speakers have done to minimise the risks? Discuss.

6 MY PERSPECTIVE – SPEAKING

Think again about what you do when you are recovering from something. Discuss the questions.

- Would these stories inspire you to act differently? Why?/Why not?
- What things might you do to overcome any challenges you face?

Frida Kahlo managed to deal with her pain and turn it into art that is admired by people all around the world.

Exam guide
4 Listening
Matching

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

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

3h/week • Student's Book ex. 1–6 p. 98 • If short of time, skip ex. 5–6.

5h/week • Workbook ex. 1–5 p. 86

7h/week • Extra online resources

Fast Finishers

Make a dialogue (6–8 lines) between a patient with some unusual symptoms and a doctor who is trying to diagnose the patient's condition.

6C Grammar 1

Expressing past ability

Using modal verbs to express past ability

1 Look at the sentences in the Grammar box. Answer the questions.

1 What forms of the verb follow *could*, *manage*, *be able* and *succeed in*?
2 How do you make negatives in the past with *could*, *able* and *manage*?
3 Which sentences describe a general ability/inability?
4 Which sentences describe success in a task in the past?

Expressing past ability

a *He couldn't move his arm.*
b *No one could help.*
c *She managed to deal with that pain in the end and was able to turn it into incredible art.*
d *She succeeded in becoming a world-renowned artist.*
e *He was unable to speak.*
f *They weren't able to do anything about it.*
g *I didn't manage to see it when it was on at the cinema.*

More explanation in Grammar reference on p. 110.
More exercises in Grammar practice on p. 111.
Do exercises 1–3.

2 For each sentence (1–5), write another sentence with the same meaning. Use the word in capitals, but don't change its form.

1 It was too hard for me to go upstairs because of my leg injury.
MANAGE
I … upstairs because of my leg injury.

2 Mrs Jenkins couldn't say a word for a few minutes when she saw the surprise we had organised for her.
UNABLE
Mrs Jenkins … for a few minutes when she saw the surprise we had organised for her.

3 After a few failed attempts to walk without crutches, he tried again and finally did it.
IN
After a few failed attempts, he finally … crutches.

4 There was no chance for us to avoid the collision.
ABLE
We … the collision.

5 My attempt to recover from the injury before the tournament was successful.
MANAGED
… the injury before the tournament.

3 Discuss how you think the paralysed man Clara and James talk about, managed to dictate his book. Then, complete the summary with the words in the box.

could	couldn't	was able
was unable	managed	succeeded

Although his mind was working perfectly, his thoughts were locked inside him. He (1) … to move a muscle in his body. He (2) … make a sound or even see clearly. So how did the ex-actor and magazine editor Jean-Dominique Bauby write a whole book? Well, first the nurses started communicating with him by asking a question and him saying 'yes' or 'no'. Bauby (3) … to indicate his answer by using the only part of his body he (4) … move – his left eye. Then his speech therapist invented a way of arranging the alphabet in the order of the most frequent letters in French. She pointed to each letter and Bauby blinked at the correct one so she (5) … to spell the word. Claude Mendible, an editor, then took up the job of writing with Bauby. Together, they (6) … in completing a 120-page book about Jean-Dominique's life and his experience of 'locked in' syndrome. After its publication, Bauby's memoir became a bestseller.

4 Work in pairs. Think of an inspiring story about someone who survived an accident or managed to deal with an illness. Spend a few minutes preparing the story. Think about:

- who it happened to and how old they were.
- how the accident happened or the person got ill.
- what the consequences were.
- how they survived and recovered.
- what the lessons from the story are.

5 Tell your stories you came up with in exercise 4 to each other in groups or as a class.

1 What are some of the things you couldn't do when you were 5?
2 What are two of the things you succeeded in doing last year? Can you describe one thing that you were unsuccessful at?

1 1 *could* + infinitive
manage and *able* + *to* infinitive
succeed in + *-ing* form
2 *could – couldn't*
able – was/were unable to or *wasn't/weren't able to*
manage – didn't manage to
3 a, b, e, f
4 c, d, g

Life Skills guide
3 Creativity, Critical thinking, Mediation

3 1 was unable
2 couldn't
3 was able / managed
4 could
5 managed / was able
6 succeeded

Exam guide
2 English in Use Transformations

2 1 didn't manage to go
2 was unable to speak / say a word
3 succeeded in walking without
4 weren't able to avoid
5 I managed to recover from

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

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

3h/week • Student's Book ex. 1–5 p. 99, ex. 1–3 p. 111 • If short of time, skip ex. 4–5 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 bakteriach odpornych na antybiotyki.

1 Which diseases and health conditions are still the hardest – or impossible – to cure?
2 What was your last visit to the doctor's like?

6D Reading

VOCABULARY BUILDING Dependent prepositions

Certain verbs, adjectives and nouns are often followed by specific prepositions, which we call dependent because their choice depends on the particular word and its meaning. There are no fixed rules about which dependent prepositions go with which words, so it is important to pay attention to them as you learn them.

*She was **diagnosed with** a rare eye disease.*
*I'm **allergic to** nuts.*
*The drug offers at least some **protection from** disease.*

1 Complete the sentences with the correct prepositions. Use a dictionary if necessary.

1 I would love it if more time was **devoted** to physical education at school.
2 I would be very **capable** of living on my own on a desert island.
3 Most fast-food advertising is **aimed** at children.
4 We're all **exposed** to far too much air pollution.
5 A lot is done to raise **awareness** of health issues – especially among young people.
6 Any **investment** in health care has to be a good thing.
7 I think I have a good **chance** of living until I am 100 years old.
8 It's natural for people to be **resistant** to change.
9 I can't remember the last time I needed a **prescription** for anything.

2 Work in pairs. Do you agree or disagree with the sentences in exercise 1? Why?

Life Skills guide
7 Critical thinking, Mediation

Life Skills guide
2 Communication, Critical thinking, Mediation

READING

Understanding a text about superbugs

3 Work in groups. Look at the title of the article you are going to read. Then discuss:

- how antibiotics appeared in medicine – who discovered them and when?
- why antibiotics are important – how do they generally work?
- what antibiotics are generally used for – what kind of illnesses and how are they used?
- what the 'apocalypse' in the title might refer to – what will be the consequences and how can it be avoided?

Life Skills guide
3 Creativity, Critical thinking, Mediation

4 Read the article. Find out what the 'antibiotic apocalypse' is and how it can be avoided.

Exam guide
5 Reading True/false

5 Read the article again. For each paragraph (1–7), decide if the given sencence is true or false. Justify your answer with the appropriate information from the text.

Para 1 A superbug has appeared to kill large numbers of people. F
Para 2 Alexander Fleming soon knew that his discovery might lead to negative consequences. T
Para 3 The first cases of successful treatment with penicillin were reported within ten years after the discovery. F
Para 4 Fleming realised that if penicillin was not used appropriately, bacteria would become resistant to it. T
Para 5 The market of antibiotics is not controlled strictly enough. T
Para 6 Mr Zorawi has developed a method of identifying new types of bacteria. F
Para 7 It's now illegal for farmers in the Netherlands to use antibiotics on animals. F

6 Use the words and expressions which are in bold in the text to complete the sentences.

1 The virus, which initially caused little harm, mutated to become the cause of a … disease. fatal
2 The research showed an increased number of breathing problems in people … toxic fumes from the local factory. exposed to
3 The hospital is testing a new generation of … for patients suffering from high blood pressure. medication
4 One of the side effects of these drugs might be … , so it is important to follow a strict diet during the therapy. weight gain
5 Take these pills only if your headache is really bad, as … of painkillers might lead to addiction. overuse

Life Skills guide
8 Collaboration, Creativity, Critical thinking, Mediation

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- What's the general message of the article like? Is it optimistic or worrying? Why do you think so?
- What health or medicine-related issues are usually widely discussed in the media? What is your opinion on these issues?

CRITICAL THINKING Thinking through the consequences

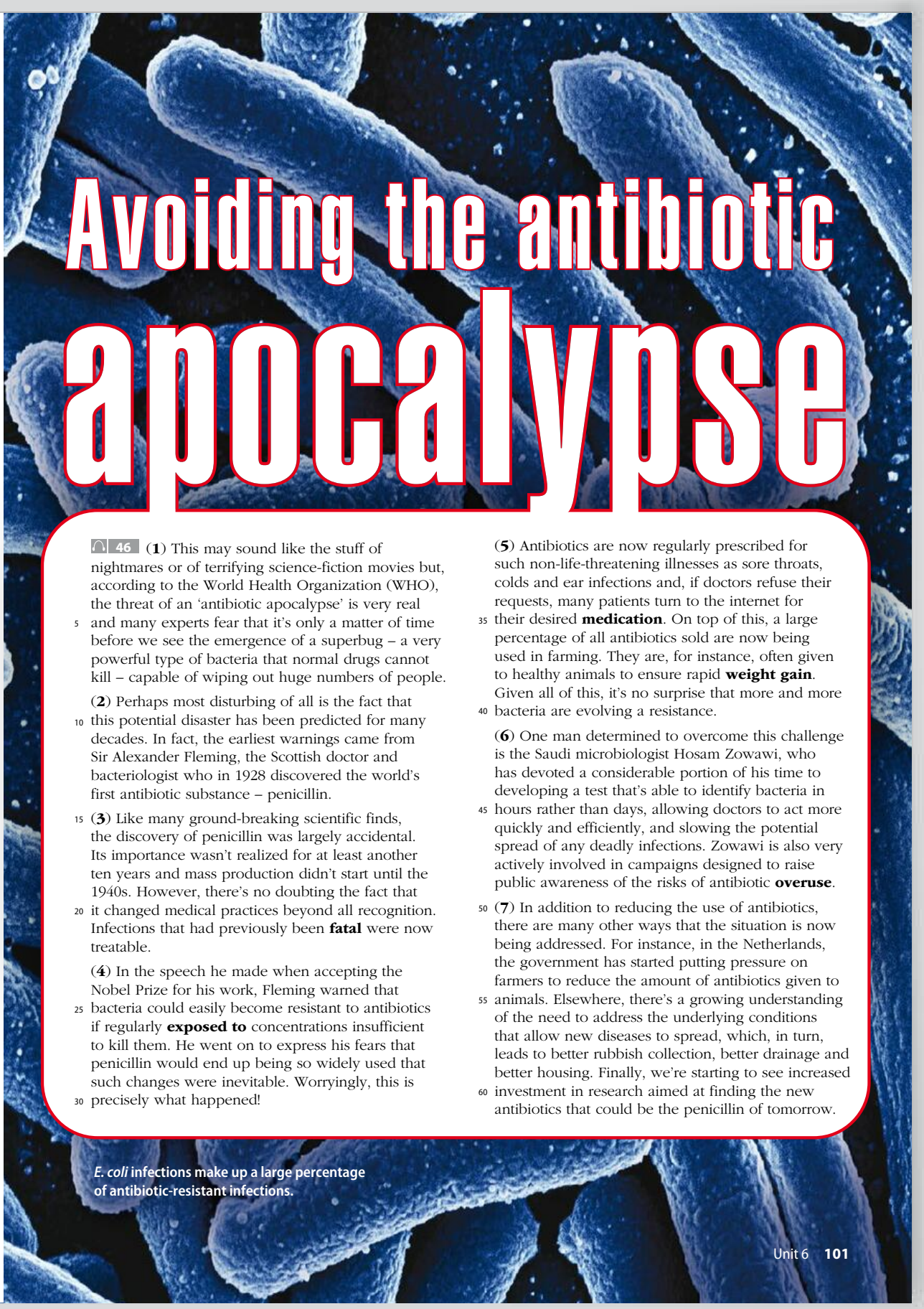
The consequences of an action are the results or effects that the action produces. One element of reading critically is being able to see possible consequences of actions mentioned in a text.

8 Work in groups. How many possible consequences of these actions can you think of?

1 Drug-resistant diseases spread as a result of international air travel.
2 Antibiotics can no longer be used in hospitals.
3 Online sites selling antibiotics are closed down.
4 The use of antibiotics in farming is banned.
5 The government decides to massively increase investment in medical research.

4 Suggested answer:
The 'antibiotic apocalypse' is an epidemic caused by the failure of current antibiotics / resistance to antibiotics developed by bacteria. It can be avoided by reducing antibiotic use, improving prevention and developing new antibiotics.

3h/week • Student's Book ex. 1–8 p. 100 • If short of time, skip ex. 7.
5h/week • Workbook ex. 1–4 p. 88
7h/week • Photocopiable vocabulary activities, TB pp. 350, 356 (6.4) • Extra online resources



Avoiding the antibiotic apocalypse

46 (**1**) This may sound like the stuff of nightmares or of terrifying science-fiction movies but, according to the World Health Organization (WHO), the threat of an 'antibiotic apocalypse' is very real and many experts fear that it's only a matter of time before we see the emergence of a superbug – a very powerful type of bacteria that normal drugs cannot kill – capable of wiping out huge numbers of people.

(**2**) Perhaps most disturbing of all is the fact that this potential disaster has been predicted for many decades. In fact, the earliest warnings came from Sir Alexander Fleming, the Scottish doctor and bacteriologist who in 1928 discovered the world's first antibiotic substance – penicillin.

(**3**) Like many ground-breaking scientific finds, the discovery of penicillin was largely accidental. Its importance wasn't realized for at least another ten years and mass production didn't start until the 1940s. However, there's no doubting the fact that it changed medical practices beyond all recognition. Infections that had previously been **fatal** were now treatable.

(**4**) In the speech he made when accepting the Nobel Prize for his work, Fleming warned that bacteria could easily become resistant to antibiotics if regularly **exposed to** concentrations insufficient to kill them. He went on to express his fears that penicillin would end up being so widely used that such changes were inevitable. Worryingly, this is precisely what happened!

(**5**) Antibiotics are now regularly prescribed for such non-life-threatening illnesses as sore throats, colds and ear infections and, if doctors refuse their requests, many patients turn to the internet for their desired **medication**. On top of this, a large percentage of all antibiotics sold are now being used in farming. They are, for instance, often given to healthy animals to ensure rapid **weight gain**. Given all of this, it's no surprise that more and more bacteria are evolving a resistance.

(**6**) One man determined to overcome this challenge is the Saudi microbiologist Hosam Zowawi, who has devoted a considerable portion of his time to developing a test that's able to identify bacteria in hours rather than days, allowing doctors to act more quickly and efficiently, and slowing the potential spread of any deadly infections. Zowawi is also very actively involved in campaigns designed to raise public awareness of the risks of antibiotic **overuse**.

(**7**) In addition to reducing the use of antibiotics, there are many other ways that the situation is now being addressed. For instance, in the Netherlands, the government has started putting pressure on farmers to reduce the amount of antibiotics given to animals. Elsewhere, there's a growing understanding of the need to address the underlying conditions that allow new diseases to spread, which, in turn, leads to better rubbish collection, better drainage and better housing. Finally, we're starting to see increased investment in research aimed at finding the new antibiotics that could be the penicillin of tomorrow.

E. coli infections make up a large percentage of antibiotic-resistant infections.

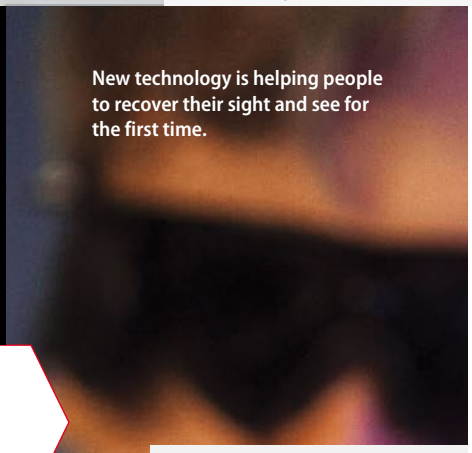
Fast Finishers

Write a short press report that describes the outbreak of a dangerous disease and how it was dealt with. Write 6–8 sentences.

6E Cele lekcji: Rozmawianie o nowych technologiach pomagających ludziom odzyskać wzrok.

1 Is there any health advice that you dislike following? What is it and why?

2 *Little do young people realise …* – how would you finish this sentence about the lifestyle of teenagers?



New technology is helping people to recover their sight and see for the first time.

6E Grammar 2

Emphatic structures

Talking about new technology helping people to recover their sight

1 Work in groups. The photos show different ways that technology is helping to improve vision. Discuss what you think each photo shows and how it might work.

2 Listen to an extract from a radio programme. Find out: 47 p. 285

1 which of the photos is being discussed. The photo of the Argus II (page 102).
2 if the technology is expensive. Yes – it costs well over $100,000.

3 Work in pairs. Explain how the technology works using these words. Listen again and check your answers. 47 p. 285

camera	cells	chip	electrical signals

3 **Suggested answer:**
The technology works by using a **chip** that is implanted into the back of the eye which receives its visual information from a tiny **camera** fixed on a pair of glasses. The images from the camera are converted into **electrical signals** and sent to the chip, where they stimulate **cells** that then send the information to the brain.

4 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Think of as many different ways to fund medical research and treatments as you can. Then discuss these questions with another pair of students.

- What is the best way to fund medical research and treatment?
- How might a health service decide whether a treatment is too expensive?
- How might a health service decide between two very expensive treatments?

5 As well as using pronunciation to add emphasis, we can also use grammar. Look at the Grammar box and answer the questions.

1 How is emphasis added in sentences *a* and *b*?
2 What phrases are used in sentences *c–f* to introduce the point being emphasised?
3 What happens to the order of the words (auxiliary verb / subject) that follow these phrases?

Emphatic structures

Emphatic structures with auxiliary verbs

a *While surgical options did exist before, none were nearly as effective.*
b *While each bionic eye does cost a lot, reports from users have been incredibly positive.*

Emphatic structures with stylistic inversion

c *We're all used to hearing news about terrible things, but rarely do we hear much about exciting new developments.*
d *When Second Sight started experimenting, little did they know that they were on their way to revolutionizing the treatment of blindness!*
e *Not only will the patients benefit from the hi-tech equipment, but they will also be treated by the best specialists available.*
f *Only by keeping a strict diet could he avoid putting on weight again.*

More explanation in Grammar reference on p. 110.
More exercises in Grammar practice on p. 111.
Do exerices 4–5.

5 1 *Did/Does* are added to the sentences.
2 *rarely / little / not only / only*
3 The subject and verb are reversed.

Life Skills guide

1 Creativity, Critical thinking, Mediation

Culture guide

1 Interesting facts

Photo on page 102: This photo shows the CEO of Second Sight Medical Products Inc. Dr Robert Greenberg holding a set of bionic eyes called 'Argus II'. The Argus II is a device designed for blind people by retinitis pigmentosa, an inherited disorder which changes how the retina responds to light and causes patients to lose their vision slowly over time. In February 2013, the FDA (Food and Drug Administration in the US) approved the Argus II.

Photo on page 103: This photo, taken in 2013, shows a woman undergoing an eye examination at a temporary clinic by International Centre for Eye Health near Kenya's capital Nairobi. A smartphone is used for the eye examination. The International Centre for Eye Health was running clinics for 5,000 eye patients at the time using a new app called 'Peek Vision'. With this app, the phone diagnoses and conducts cataract scans, basic eye tests, and uses the phone's flash to illuminate the back of the eye for signs of disease. It also sends all recorded data of a patient along with their location to a doctor for analysis.

Life Skills guide

4 Creativity, Critical thinking, Mediation

3h/week • Student's Book ex. 1–9 pp. 102–103, ex. 4–5 p. 111 • If short of time, skip ex. 9 p. 103.

5h/week • Workbook ex. 1–8 pp. 90–91

7h/week • Photocopiable grammar activities, TB pp. 349, 353 (6.2) • Extra online resources (see Technology guide)

6 Rewrite the sentences in a more emphatic style, using the words in brackets. Then listen and check your answers. 48

1 Some doctors read research about new medicine, but too many just accept what big drug companies tell them. (*do*)
2 While caffeine increases energy levels, in large doses it can actually prove fatal. (*does*)
3 In the old days, doctors sometimes removed arms or legs without using any painkillers! (*did*)
4 When the patient started having terrible headaches, she didn't know it was because a spider was living in her ear. (*little*)
5 No research suggests there is anything unhealthy about a vegetarian diet. (*in no way*)
6 Doctors didn't often cut people open in the days before penicillin. (*rarely*)
7 You don't fully become an adult until the age of 24. (*only after*)
8 In the Middle Ages, doctors were never in doubt that releasing blood from the body kept people healthy. (*at no time*)
9 Plastic surgery didn't become very popular until the 1980s, despite having been around for over 200 years before then. (*not until*)
10 People in the USA do less exercise than anyone else in the world. (*nowhere*)

7 Complete the article with single words.

There are 39 million blind people in the world. But (1) ... do people realise that perhaps half of those affected by blindness could be cured, simply by removing the cataract* which causes it. Many people (2) ... already have surgery to remove cataracts. In fact, it is a very common operation in many countries, and only very (3) ... does the patient fail to recover good sight. However, until recently the procedure (4) ... cost quite a lot and was too expensive for sufferers in developing countries. That was until Dr Sanduk Ruit, a doctor from Nepal, created a new system for conducting cataract surgery. (5) ... only did he manage to reduce the cost of the operation to around $25 per patient, he reduced the time it took and developed a production-line approach. In fact, (6) ... in the world do they carry out the operation more efficiently and successfully than in Nepal. The result makes a huge difference to thousands of lives. Not only (7) ... the operation bring sight back, it (8) ... brings back the ability to farm and do similar work, which in turn helps to reduce poverty.

Dr Ruit has now set up a project with Dr Geoffrey Tabin to train doctors from other developing countries to use the new system and help some of the other 20 million blind people with curable cataracts.

cataract *a medical condition which causes the lens of the eye to become cloudy resulting in blurred vision*

7 1 little 2 do 3 rarely 4 did 5 Not 6 nowhere 7 does 8 also

8 For each sentence (1–5), write another sentence with the same meaning. Use the word in capitals.

1 I used the suncream on my face, but I still got sunburnt a bit. DID
... on my face, but I still got sunburnt a bit.

2 Dr Martens explained all the risks of the treatment to the family. Additionally, he gave some tips on how to minimise side effects of the therapy. ONLY
Not ... all the risks of the treatment to the family, but he also gave some tips on how to minimise side effects of the therapy.

3 Follow the dietician's advice. Otherwise, you won't get rid of your obesity. WILL
Only by following the dietician's advice ... of your obesity.

4 First, the symptoms got really bad. Then, I decided to consult my doctor. DID
Not until the symptoms got really bad ... my doctor.

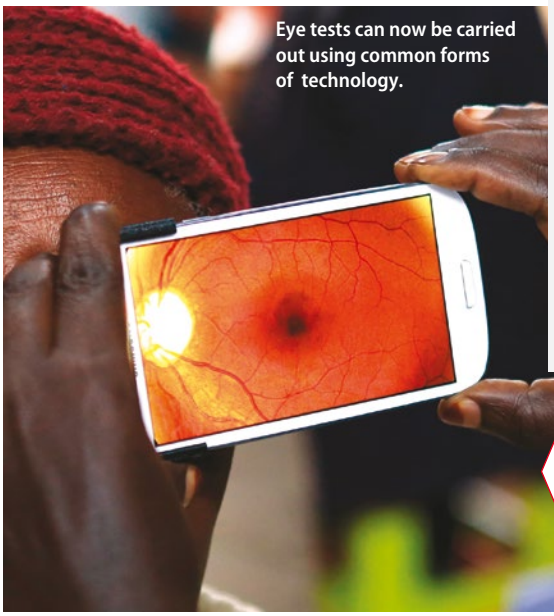
5 As a rule, I don't eat out in fast food restaurants. That's an unhealthy habit. DO
Never ... in fast food restaurants. That's an unhealthy habit.

8 1 I did use the suncream
2 only did dr Martens explain
3 will you get rid
4 did I decide to consult
5 do I eat out

9 CHOOSE

1 Work on your own. Find out about an amazing development in medical history. Write a summary of your findings explaining what happened and why it was important.

2 Work in pairs. Decide what you think the biggest health risk facing your country is. Think of five ways it could be tackled.



Eye tests can now be carried out using common forms of technology.

Exam guide

8 English in Use Transformations

6 1 Some doctors do read research about new medicine, but too many just accept what big drug companies tell them.
2 While caffeine does increase energy levels, in large doses it can actually prove fatal.
3 In the old days, doctors did sometimes remove arms or legs without using any painkillers!
4 When the patient started having terrible headaches, little did she know it was because a spider was living in her ear.
5 In no way does research suggest there is anything unhealthy about a vegetarian diet.
6 Rarely did doctors cut people open in the days before penicillin.
7 Only after the age of 24 do you fully become an adult.
8 At no time in the Middle Ages were doctors in doubt that releasing blood from the body kept people healthy.
9 Not until the 1980s did plastic surgery become very popular, despite having been around for over 200 years before then.
10 Nowhere in the world do people do less exercise than in the USA.

Life Skills guide

9 Collaboration, Creativity, Critical thinking, Mediation

Technology guide

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

Fast Finishers

Prepare a speech that illustrates how successful you are (you can show off a little!). Use emphatic structures to increase the effect that your speech will have.

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 A broken body isn't a broken person

"When you let go of what you are, you become what you might be."

JANINE SHEPHERD

AUTHENTIC LISTENING SKILLS

Collaborative listening

Fast speech can be difficult to understand. Focus on what you did hear. Think about the context and what you know about the subject or situation to guess what might have been said. If you are with someone, compare what you heard; you may hear different things.

Exam guide

6 Listening True/false

1 Look at the Authentic listening skills box. Then work in groups. Listen to the extract from the beginning of the TED Talk. 49 p. 391

- Student A: Listen and note the nouns / things you hear.
- Student B: Listen and note the verbs / actions you hear.
- Student C: Listen and note whatever you want.
- Student D: Listen carefully without taking notes.

Life Skills guide

2 Collaboration

2 Work in your groups. Write a complete text based on your combined notes. Your text does not have to be exactly the same as the extract you heard in exercise 1.

3 Listen to the extract again and compare it with what you wrote in exercise 2. In what ways is your text different to the extract? 49 p. 391

BEFORE YOU LISTEN

Life Skills guide

4 Collaboration, Mediation

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

bliss	utility truck	airlift	spinal ward	collarbone
massive blood loss		internal bleeding		vertebra
innermost thoughts		plaster body cast		soak it up
rock bottom		the tarmac		runway

WHILE YOU LISTEN

5 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 6.0

sudden partially spinal cord embarked embraced

6 Listen to part 1 of the talk. Are the sentences true (T) or false (F)? TED 6.1 p. 410

1 The accident took place at the time of the Olympics. F
2 The vehicle that hit Janine was going fast. T
3 Janine's cycling helmet protected her head from any damage. F
4 Janine had an out-of-body experience as she was fighting for her life. T
5 Janine had no movement below her waist after the operation. F
6 The doctor said the result of the operation meant Janine would eventually be as good as new. F

7 Work in pairs. Listen to part 2 of the talk. Complete the sentences together. Then listen again and check your answers. TED 6.2 p. 410

1 Janine did not know what the other people in the spinal ward ... .
2 Janine felt the friendships she made there were unusual because they were ... .
3 The other people in the ward shared their hopes and ... rather than ... .
4 When Janine left the ward and first saw the sun again, she felt ... for her life.
5 The head nurse had told Janine she would ... but she did not believe her.
6 Janine wanted to give up because she was in ... .

7 1 looked like
2 judgement-free / based purely on spirit
3 fears; superficial conversations
4 (so incredibly) grateful
5 get depressed
6 a wheelchair

3h/week • Student's Book ex. 1–14 pp. 104–105 + DVD • If short of time, skip ex. 14.

5h/week • Workbook ex. 1–4 p. 92

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

8 She took up flying and ended up becoming a pilot and an instructor.

8 Look at these phrases. How do you think they are connected? What new activity and job do you think Janine took up?

buttons and dials	get a licence
learn to navigate	pass a medical
sense of freedom	slide up on the wing
take the controls	teach other people

9 Listen to part 3 of the talk. Was your answer to exercise 8 correct? TED 6.3 p. 410

10 Work in pairs. Explain what happened to Janine using the phrases in exercise 8.

11 Listen to part 4 of the talk. Decide what you think Janine's message is for people. Discuss your idea with a partner. TED 6.4 p. 411

12 **VOCABULARY IN CONTEXT**

Listen to the sentences from TED Talk. Check if you know the meaning of the words and phrases in the box. TED 6.5

extensive	grasp	superficial
nickname	set	out of my comfort zone

13 Work in pairs. Discuss the questions.

- What might be something that is difficult to *grasp*? Have you ever experienced this?
- Do you think it is good to get *out of your comfort zone*? Why?/Why not? Have you ever been in that situation? What happened?
- Do any of your friends or family have a nice *nickname* you like? Why do they have it?

AFTER YOU LISTEN

14 Work in pairs. Discuss the questions.

- Did you enjoy Janine's talk? Why?/Why not?
- Do you think you could have overcome something like Janine's experience? Why?/Why not?
- What judgements do people make when they meet others for the first time?
- Have your friends ever helped you overcome a problem or difficulty? How?
- Is there something you would like to do but have not? What's stopping you?

CHALLENGE

Work in pairs. Discuss what challenges these situations might create for a person and what opportunities might be created. Then work with another pair of students. Put your challenges in order from the most difficult to the easiest. Discuss your reasons.

- Having a serious accident like Janine's
- Moving to a new country because of a parent's job
- Failing your final exams at school
- Going to university in a new city

Life Skills guide

14 Critical thinking, Mediation, Self-development

11 **Suggested answer:**
The most important thing in life is not what you look like, where you're from or what you do; it's what you are.

Life Skills guide

Creativity, Critical thinking, Mediation

Life Skills guide

13 Critical thinking, Mediation

10 **Suggested answer:**
She saw a plane overhead one day and decided she wanted to fly, so she set about learning how to fly and **getting a pilot's licence**. She couldn't climb into the plane, so they had to **slide her up on the wing** and then lift her into the cockpit. There were **buttons and dials** everywhere in the cockpit and she was amazed her instructor knew what they were all for. As soon as the plane was in the air, she had an incredible **sense of freedom**. As her instructor pointed towards the Blue Mountains, she **took the controls** and started flying the plane. She had no idea how she was going to get well enough to **pass a medical**, but eventually she managed to pass! She **learnt to navigate** and flew friends around Australia. Just a year and a half after she left the spinal ward, she was a qualified instructor and was **teaching other people** how to fly.

1 What was the last story you heard that was so incredible that you couldn't believe it?
2 Have you ever told your friends a story which was completely made up?

6F Speaking

Life Skills guide
1 Communication

3 **Conversation 1:** *You're kidding!; Apparently, …; Poor guy!; He must be fed up!*
Conversation 2: *Oh no!; Apparently, …; Say 'hi' from me.*

Life Skills guide
4 Communication

Life Skills guide
5 Communication

Speaking strategy

Developing the conversation

When we respond to news, we don't just show sympathy or surprise. We often add a further comment or a question to keep the conversation going.

You're joking! When did he do that?
Poor guy. So is he OK?

Useful language

Reporting stories / news
Apparently, …
I heard (that) …

Expressing surprise
You're kidding!
Oh no!

Showing interest or disbelief
He's been in hospital for a month now.
Oh, has he?

Responding to good news
Wow! That's great!
Awesome!

Showing sympathy
Poor guy / girl!
He must be fed up!

Passing on a message
Say 'hi' from me.
Tell him to get well soon.
Tell her I'm thinking of her.

Developing conversations

1 Work in pairs. What would you say or ask if you heard that someone you knew:

- got good marks in their exams?
- was moving from where they live?
- had been kicked out of school?
- was ill or had an accident?

2 Listen to two conversations between friends. Answer the questions. 50 p. 391

1 Who are they talking about? Why?
2 What happened to the person they are talking about?

3 Which of the phrases in the Useful language box did you hear in each conversation? Listen again and check. 50 p. 391

4 Work in pairs. Take turns saying the sentences. Your partner should respond and add a further question or comment.

1 Apparently, he'll have to have an operation.
2 Her mum said she was grounded.*
3 I saw him yesterday and he said he was feeling a lot better.
4 Apparently, it's a really bad cold. He's going to be off all week.
5 Did I tell you? My older sister's going to have a baby!

grounded *not allowed to go out as a punishment for doing something wrong*

5 Practise having conversations based on your ideas in exercise 1. Use the Useful language box to help you.

2 1 **Conversation 1:** The speakers are talking about a friend of theirs called Mike. They are talking about him because one of the speakers thought he was joining them and did not show up.
Conversation 2: The speakers are talking about the first speaker's friend, Ewa. They are talking about her because one of the speakers thought she was joining them and did not show up.
2 **Conversation 1:** The person tripped when he was running for the bus and broke his leg.
Conversation 2: The person is ill. She's got a virus. She's been up all night. She's been sick. She has a fever.

Have you ever overcome a fear?

106 Unit 6

3h/week • Student's Book ex. 1–5 p. 106
5h/week • Workbook ex. 1–5 p. 93
7h/week • Extra online resources

6G Writing

An article with a success story

Writing an article

1 Work in groups. Can you think of a time you overcame one of these things? Tell each other your success stories.

a difficulty	a fear	an illness
an inability	an opponent	disgust

2 Work in pairs. Read the article below. Discuss the questions:

1 Which of the things mentioned in exercise 1 did the writer overcome?
2 What did the writer finally manage to do?

Overcoming my own fears

Have you ever faced an unexpected problem which required you to overcome your own weakness and prove your determination? It happened to me last summer; I got struck with fear during a seemingly easy trek with my friends.

I was on an activity holiday. This is what I had wanted to do – walking, climbing, camping. We were doing a walk along a narrow coastal path, but it soon turned into a kind of cliff we had to climb along. We finally came to a point where we had to hold a piece of rock and jump over a small gap to get to the rest of the path. Everyone else had done it and I was the last one. I looked down at the water and the waves crashing against the rocks. Never had I been so scared before. My legs started to shake. It wasn't far, maybe just a metre and a half. But I was just sure I was going to fall. I was stuck.

Someone shouted, 'Come on, you can do it!'. Then the rest of the group joined him: 'You can do it! You can do it!'. I grabbed the rock and leapt to the other side. Success! Everyone cheered. I had managed to do it and it felt like I was champion of the world.

That's a good lesson for everyone – never lose faith in your skills and abilities. You can do it, just try!

3 1 Have you ever faced an unexpected problem which required you to overcome your own weakness and prove your determination?
2 Never had I been so scared before.
3 'Come on, you can do it!', 'You can do it! You can do it!'
4 shake, shout, grab, leap

3 Read the article in exercise 2 again. Can you find these features in the article?

1 An interesting opening sentence that grabs the reader's attention.
2 Inversion to make part of the story more emphatic.
3 Examples of direct speech.
4 Descriptive verbs that make the story more exciting.

4 **WRITING TIPS** Using descriptive verbs

Complete each sentence with the correct form of these descriptive verbs.

creep	grab	leap	peer	rush	scream	slam	stare

1 They … me to hospital and we got there just in time!
2 I … the top of the table and pulled myself up.
3 'Watch out!' she … as the motorbike came speeding towards me.
4 I could hear a strange noise, but as I … into the darkness, I couldn't see anything!
5 When I heard the scream, I … out of my chair and ran into the kitchen to see what the problem was.
6 I … at the letter in complete amazement! I just couldn't believe my eyes!
7 I … downstairs, trying hard not to make a sound!
8 I ran out of the room … the door shut behind me.

5 Write an article with a success story, in which you describe a problem you faced and how you managed to overcome it. Use the phrase *I finally managed to …* somewhere in the story. Write between 200 and 250 words.

More about writing an article in Writing guide on p. 155.

Useful language

Explaining how you felt before you succeeded

I was absolutely terrified.
I was sure I was going to fall / fail / lose!
I'd tried absolutely everything.
I was ready to just give up.

Explaining how you felt in the end

It was the best day / one of the best days of my life.
It was a moment I'll never forget.
It was a truly memorable experience.
It was a day that changed my life.

1 Which of your recent actions could you describe as having been a success?
2 In which of these areas is success valued more – science, sports, the arts or entertainment?

Life Skills guide

1 Communication, Mediation

4 1 rushed
2 grabbed
3 screamed
4 peered
5 leapt
6 stared
7 crept
8 slamming

Exam guide

5 Writing
An article

Life Skills guide

5 Creativity, Mediation, Practical skills

3h/week • Student's Book ex. 1–5 p. 107

5h/week • Workbook ex. 1–5 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 The more antibiotics we take, the more ... to certain drugs bacteria become. resistant RESIST
2 A ... for blood pressure medications is a must. Otherwise, you won't get them. prescription PRESCRIBE
3 Dr Hanks has written an interesting article on ... from infectious diseases. protection PROTECT
4 I know a few people who are ... to dust. They sneeze all the time. allergic ALLERGY
5 Don't you think Mr Jackson is too sick to be ... of taking care of himself? capable ABLE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Due to a serious leg injury, Peter is out of ... and won't be able to play the league matches for a while. action
2 My younger sister was diagnosed ... an allergy to seafood. with
3 The doctors' efforts are aimed ... improving the quality of service in their clinic. at
4 The campaign is aimed at ... awareness of the problems associated with mental health disorders. raising
5 It took him five months to ... from his illness. Now he is feeling good. recover

Uzupełnianie zdań

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 After the accident, Frank was paralysed from ... down.
a chest **c** belly
b hip **d** waist

2 I couldn't eat for three days because of a(n) ... stomach.
a poor **c** upset
b ache **d** pain

3 The immediate use of antibiotics prevented the disease from ...
a widening **c** broadening
b spreading **d** stretching

4 Few people know that Sir Alexander Fleming ... penicillin in 1928.
a discovered **c** created
b invented **d** produced

5 Some antibiotics are particularly effective because bacteria never develop ... to them.
a overdose **c** opposition
b refusal **d** resistance

Exam guide
4 English in Use
Word formation

4 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.

advance	bleed	change	emerge
prescribe	spread	weak	

1 Fortunately, the paramedics stopped the ... in time, otherwise the injured man wouldn't have survived.
2 The ... of a new cancer-killing drug has given hope for a quick recovery to millions of sufferers.
3 My friend, who is a doctor, believes that these days antibiotics are ... too often.
4 I sympathise with people who have a disease that ... their muscles and have to spend most of their lives in a wheelchair.
5 Medical ... have changed the way most incurable diseases are treated.

Parafrazy zdań

Exam guide
5 English in Use
Transformations

5 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 Anthony was proud of his discovery. His colleagues also respected him for it.
RESPECT
Not only ... him for his discovery, but he was also proud of himself for it.

2 After the accident, Lanny couldn't open his left eye.
UNABLE
After the accident, Lanny ... his left eye.

3 Doctors hardly ever diagnose a disease without having the results of a blood test.
DO
Hardly ... a disease without having the results of a blood test.

4 They weren't able to do anything to save his life.
COULD
There ... to save his life.

5 We don't know much about treating certain diseases, like multiple sclerosis.
LITTLE
... about treating certain diseases, like multiple sclerosis.

4
1 bleeding
2 emergence
3 prescribed
4 weakens
5 advances/advancements

5
1 did Anthony's colleagues respect
2 was unable to open
3 ever do doctors diagnose
4 was nothing they could do
5 Little do we know

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, 357–360 (6.5–6.8) • Extra online resources (see Technology guide)

Tłumaczenie fragmentów zdań

6 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski.**

1 The driver sustained many injuries, luckily there was no (*stałego uszkodzenia mózgu*) ... .
2 To delay the decision to introduce the new medicine can (*okazać się śmiertelna*) ... for the patient.
3 This type of bacteria (*jest zdolny do*) ... becoming even more powerful.
4 I'm undergoing regular physiotherapy, so I hope to (*wrócić do pełnej sprawności*) ... soon.
5 Luckily, many diseases that used to be fatal in the past are now (*w dużej mierze uleczalne*) ... .

READING

7 **Przeczytaj cztery teksty. Z podanych odpowiedzi wybierz właściwą (a–c), zgodną z treścią tekstu.**

Text 1

I used to love peanut butter, until I found out that peanuts can be a source of what is known as an aflotoxin, a substance that can cause cancer! Aflotoxins are a type of mold or funghi that grow when the conditions in the soil are just right. Of all the aflotoxins, the most dangerous one is known as B1 and it can lead to liver disease and cancer and, sometimes even, death. While peanuts are often contaminated with it in less developed parts of Asia and Africa, it is still a problem in more advanced societies. I prefer to be safe than sorry and just say no to peanuts.

1 The author of the text
a draws readers' attention to beneficial properties of peanuts.
b advises on how to consume peanuts reasonably so as to avoid diseases.
c explains why the consumption of peanuts should be reduced.

Text 2

Last night's game between the Chickens and the Skeets was one of the most incredible in history – and not just because the score was tied until the last second. When the game ended, the star players from each of the teams got into such an argument on the field that they started to hit each other. One of them ended up with a broken nose. The other tripped over a bench while they were fighting and banged his head very hard. He ended up with a serious concussion and has been in the hospital since yesterday. He is in stable condition, but is expected to remain under doctor's care until Wednesday.

2 The text is
a an account of a violent incident resulting in injuries.
b a detailed review of a sporting event.
c a report of an accident that stopped the game.

Text 3

When it comes to treating a stroke, the difference between life and death can come down to minutes. If there is a suspicion that you or someone you know might have had a stroke, it is necessary to seek immediate medical attention. There is also a simple test you can do. First of all, look in a mirror and smile to see if one side of your face hangs down. Second, raise both your arms to see if one of them is lower than the other. Finally, try saying something to see if your words come out slurred. If any of these three mini tests point to a stroke, call emergency services immediately.

3 The text is about
a different ways of preventing a stroke.
b steps one can take to diagnose a stroke.
c actions taken to minimise the effect of a stroke.

Text 4

Sandra Ellis has been blind ever since she was a child. She is now 35 and lives a fuller life than most other people her age. She spends her time campaigning for the rights of those with disabilities, but she also spreads information about the realities of living with blindness. In addition, she works with youth and people who have recently lost their sight to help them learn what is called echolocation. This is a process used by bats and dolphins, where they use sound waves to construct a mental picture of their surroundings. In fact, people who are skilled at this are able to pretty accurately describe the size, shape, and location of nearby objects!

4 Which is true about Sandra Ellis?
a She has invented an effective method of supporting the blind.
b She engages animals to help the blind live a better life with their disability.
c She helps the blind determine the location of items around them.

SPEAKING

8 **Podczas badań lekarskich rozmawiasz z lekarzem/lekarką na temat nowoczesnego sprzętu medycznego, w który wyposażona jest w klinika. Poniżej podane są cztery kwestie, które musisz z nim/nią omówić:**

- rodzaj sprzętu,
- obsługa,
- zastosowanie w klinice,
- cena.

WRITING

9 **Napisz artykuł, w którym opiszesz przypadek nastolatka ratującego życie człowieka dzięki wiedzy z zakresu udzielania pierwszej pomocy zdobytej w szkole oraz przedstawisz pomysł na praktyczne zajęcia rozwijające wiedzę uczniów z zakresu medycyny.**

Wypowiedź powinna zawierać 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

6 1 permanent brain damage
2 prove fatal
3 is capable of
4 be back to full fitness
5 largely/mostly treatable

Exam guide
7 English in Use Multiple choice

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 6

GRAMMAR 1 Expressing past ability

Aby wyrazić możliwość lub brak możliwości zrobienia czegoś w przeszłości, stosujemy następujące wyrażenia: *could*, *be able to*, *manage to* lub *succeed in*.

- *Could* stosujemy zazwyczaj do wyrażania ogólnej zdolności/możliwości zrobienia czegoś w przeszłości:

  *As a child, she **could** speak three languages.*

- *Could/couldn't* stosujemy do wyrażania możliwości/braku możliwości zrobienia czegoś w danej sytuacji:

  *He **couldn't** move his arm because it was trapped by a rock.*

Could może występować także w zdaniach o charakterze przeczącym:

__No-one could__ send for help.

__All__ he __could__ do was wait.

I was so nervous I __could hardly__ say a word.

- *Was/were able to* stosujemy w odniesieniu do konkretnej sytuacji z przeszłości:

  She managed to deal with the pain, and in the end, __was able to__ turn it into great art.

Przeczenia tworzymy za pomocą: *not able to*, *unable to* or *couldn't*:

I __wasn't able__ / __was unable to__ / __couldn't__ feel or say anything, I was in such shock.

- *Be able to* stosujemy także w sytuacjach, kiedy nie możemy użyć *could*, czyli w pozostałych czasach, oprócz past simple, oraz z czasownikami modalnymi:

  At least ~~we've could~~ we__'ve been able to__ agree on one film.

- *Manage to* stosujemy, kiedy mówimy o wykonaniu czegoś, co było trudne.

  We __managed to__ cover the whole distance in three hours.

  When it rained, he ~~could catch~~ __managed to__ catch some water to drink.

Manage to nie stosujemy w odniesieniu do ogólnej umiejętności/możliwości zrobienia czegoś:

As a child, she __could__ ~~managed to~~ speak three languages.

Manage to często występuje z wyrażeniami, takimi jak *finally* / *in the end* / *eventually*.

W zdaniach przeczących *manage to* funkcjonuje w podobny sposób jak *couldn't*:

I looked for ages but I __didn't manage to__ / __couldn't__ find it.

- Czasami zamiast *manage to* używamy wyrażenia *succeed in* + *-ing*, jednak *manage to* jest znacznie bardziej powszechne.

  She __succeeded in__ making it as a professional.
  = She __managed to__ make it as a professional.

Ćwiczenia 1–3

GRAMMAR 2 Emphatic structures

Aby uzyskać efekt emfazy:

- możemy zaakcentować czasowniki posiłkowe, np.: *is*, *have*:

  She __is__ a good doctor.

- w przypadku czasów *present simple* i *past simple*, stawiamy *do/does/did* przed bezokolicznikiem:

  It __did make__ a huge difference to my quality of life, having the implant.

Taki rodzaj emfazy często stosujemy, aby zaprzeczyć temu, co ktoś powiedział:

X: He hasn't undergone any surgery in his life.

Y: Oh yes, he __did undergo__ a very serious heart surgery last year, but he's completely recovered now.

lub dla wzmocnienia kontrastu wyrażonego w zdaniu:

While surgical options __did exist__ before, none were nearly as effective.

Aby uzyskać efekt emfazy, możemy także zastosować inwersję stylistyczną – konstrukcja „przysłówek lub wyrażenie o charakterze negatywnym *rarely*, *not only* itd. + orzeczenie + podmiot", czyli szyk zdania pytającego:

We're all used to hearing news about terrible things, but rarely __do we hear__ much about exciting new developments.

When Second Sight started experimenting, __little did they know__ that they were on their way to revolutionising the treatment of blindness!

Only after the Second World War __were antibiotics__ more widely available to the general public.

Inwersja stylistyczna jest charakterystyczna dla języka akademickiego oraz literackiego. Ponadto jest stosowana w formalnym języku mówionym oraz jako zabieg stylistyczny zwiększający dramaturgię opowiadanej historii czy relacjonowanego zdarzenia.

Ćwiczenia 4–5

Grammar practice

1 **Complete the text with one word in each gap.**

If the story of Aron Ralston's escape from a canyon was remarkable, what happened next is no less so. Immediately after freeing himself, he still had to return to safety. With only one arm and still bleeding, he (1) ... to get down a 20-metre cliff and then walk several kilometres in the burning sun. By luck, he met a family walking in the valley who (2) ... able to give him something to eat and drink and then look for help. Then, a helicopter which was out searching for him was (3) ... to pick him up. This all happened within four hours and saved his life. Following the accident, the park authorities (4) ... only remove the rock that had trapped Aron's arm by using a machine and several men. While medics were (5) ... to save Aron's arm, he otherwise made a full recovery and returned to full fitness. Amazingly, since then he's (6) ... able to do pretty much all the things he did before the accident. He has since rafted down the Grand Canyon, skied down a volcano in Ecuador and, in 2011 he (7) ... in climbing all the mountains in Colorado that are over 14 thousand feet. He also now works as a motivational speaker.

2 **Complete the sentences with the correct forms of the verbs in the box. You can use some verbs more than once.**

be able to	manage to	succeed in

1 I twisted my ankle quite badly, but I still ... walk home. It was really painful, though.
I twisted my ankle quite badly, but I still managed to walk home. It was really painful, though.

2 Following physiotherapy, Janine Shepherd ... walk again with the help of a stick.

3 Doctors have been looking for a cure for motor neurone disease but they ... find one yet.

4 After years of research, scientists believe they have finally ... developing a treatment for diabetes which avoids the need to inject insulin.

5 I wish I ... meet my grandfather before he died. He sounded like an amazing person.

3 **Rewrite the second sentences using the word in capitals and the correct form of *could*, *be able to*, *manage to* or *succeed in*.**

1 Bethany Hamilton became a world champion surfer despite losing her arm in an accident. BECOMING
Bethany Hamilton lost her arm in an accident but still ... a world champion surfer.

2 Luckily, we stopped the bleeding and he was fine. STOP
We ... the bleeding and he was fine.

3 After the accident, it was only because of the surgery that he didn't lose his eyesight. SAVE
He damaged his eye in the accident, but the surgeon ... his eyesight.

4 She lost most of her hearing after the accident, but she seems to be back to normal now. HEAR
She's recovered really well, considering she ... a thing after the accident.

4 **Make complete sentences by matching the halves.**

1 While they do remove the immediate pain, f
2 I do think that medical research is incredibly important, c
3 Don't get me wrong. The operation did help – h
4 Only after several tests did they d
5 At no time during my stay in hospital did I a
6 Nowhere else in the world do you e
7 Let's be clear about this. In no way does this development g
8 We read a lot about medical developments, but rarely do we b

a think I wouldn't make a complete recovery.
b hear about the psychological advances in managing disease.
c but I don't see why it can't all be privately funded.
d diagnose the problem.
e find so many 100-year olds as in Okinawa, Japan.
f drugs are not the only solution and can create problems of their own.
g mean the disease has been cured, but it's a step in the right direction.
h just not as much as I was hoping it would.

5 **Complete the sentences with the words in the box.**

at no time	little	not only	not until	only	rarely

1 What made things even worse was the fact that ... did doctors ever admit they'd made a mistake. at no time

2 In the days before antibiotics, only very ... did children survive serious lung infections. rarely

3 ... after the Second World War did penicillin become widely available. Not until

4 When the doctor first suggested it, ... did I realise that the treatment was actually centuries old. little

5 ... do we need a massive increase in investment, but we also need to rethink the way we educate the young about physical and mental well-being. Not only

6 ... in this country do people go bankrupt from trying to pay their medical bills! Only

1
1 managed
2 were
3 able
4 could
5 unable
6 been
7 succeeded

2
2 was able to
3 haven't been able to / haven't managed to
4 succeeded in
5 had been able to / had managed to

3
1 succeeded in becoming
2 managed to stop / were able to stop
3 managed to save / was able to save
4 wasn't able to hear / couldn't hear / could hardly hear

Wordlist Unit 6 51

VOCABULARY p. 97

antibiotic (n) /ˌæntibaɪ'ɒtɪk/ antybiotyk
back to full fitness (phr) /ˌbæk tə ˌfʊl 'fɪtnəs/ z powrotem w pełni sił
back to normal (phr) /ˌbæk tə 'nɔːməl/ wrócić do normy
bend over (phr v) /ˌbend 'əʊvə/ schylać się, pochylać
bleeding (n) /'bliːdɪŋ/ krwawienie
bone (n) /bəʊn/ kość
brain damage (n) /'breɪn ˌdæmɪdʒ/ uszkodzenie mózgu
break one's leg (phr) /ˌbreɪk 'wʌnz leg/ złamać sobie nogę
cancer (n) /'kænsə/ nowotwór, rak
car crash (n) /'kɑː kræʃ/ wypadek samochodowy
carry out (phr v) /ˌkæri 'aʊt/ przeprowadzać, wykonywać
chest (n) /tʃest/ klatka piersiowa
clear up (phr v) /ˌklɪə 'ʌp/ wyleczyć, znikać (o chorobie)
cure for (n) /'kjʊə fə/ lekarstwo na
detect (v) /dɪ'tekt/ wykrywać (chorobę)
drug (n) /drʌg/ lek, lekarstwo
have a day off school (phr) /ˌhəv ə 'deɪ ɒf ˌskuːl/ nie być w szkole
illness (n) /'ɪlnəs/ choroba
in intensive care (phr) /ɪn ɪn'tensɪv 'keə/ na oddziale intensywnej opieki medycznej
injury (n) /'ɪndʒəri/ uraz, uszkodzenie
keep down (phr v) /ˌkiːp 'daʊn/ powstrzymywać wymioty
lead a fairly normal life (phr) /ˌliːd ə feəli ˌnɔːməl 'laɪf/ prowadzić w miarę normalne życie
life-threatening (adj) /ˌlaɪf'θretənɪŋ/ zagrażający życiu
lung (n) /lʌŋ/ płuco
make a full recovery (phr) /ˌmeɪk ə 'fʊl rɪ'kʌvəri/ całkowicie wyzdrowieć
operation (n) /ˌɒpə'reɪʃn/ operacja (w szpitalu)
out of action (adj) /ˌaʊt əv 'ækʃn/ nieczynny, wyłączony
paralysed (adj) /'pærəlaɪzd/ sparaliżowany
permanent (adj) /'pɜːmənənt/ stały, trwały
physiotherapy (n) /ˌfɪziəʊ'θerəpi/ fizjoterapia
prescribe (v) /prɪ'skraɪb/ przepisać lekarstwa
recover from (v) /rɪ'kʌvə frəm/ wyzdrowieć
recovery (n) /rɪ'kʌvəri/ powrót do zdrowia
speech therapy (n) /ˌspiːtʃ 'θerəpi/ terapia logopedyczna
spread (v) /spred/ szerzyć się, roznosić (o chorobie)
stroke (n) /strəʊk/ udar
symptom (n) /'sɪmptəm/ symptom
take drugs (phr) /ˌteɪk 'drʌgz/ brać lekarstwa
thankfully (adv) /'θæŋkfli/ na szczęście, szczęśliwie
therapy (n) /'θerəpi/ terapia
tip (n) /tɪp/ koniuszek, czubek
trap (v) /træp/ przytrzasnąć (np. palec)
upset stomach (n) /ˌʌp'set 'stʌmək/ rozstrojony żołądek
waist (n) /weɪst/ talia, pas
wheelchair (n) /'wiːltʃeə/ wózek inwalidzki

LISTENING p. 98

come round (phr v) /ˌkʌm 'raʊnd/ dochodzić do siebie, odzyskiwać przytomność
concussion (n) /kən'kʌʃn/ wstrząs mózgu
cut off (phr v) /ˌkʌt 'ɔːf/ odciąć
cyber-junky (n) /ˌsaɪbə'dʒʌŋki/ maniak komputerowy, osoba uzależniona od świata cyfrowego
disease (n) /dɪ'ziːz/ choroba
face (v) /feɪs/ stawiać czoła, mierzyć się z czymś
fracture (v) /'frækʧə/ złamać (np. rękę)
free (v) /friː/ uwalniać
gripping (adj) /'grɪpɪŋ/ wciągający, porywający (film)
hearing aid (n) /ˌhɪərɪŋ 'eɪd/ aparat słuchowy
hooked (adj) /hʊkt/ uzależniony
insect bite (n) /'ɪnsekt baɪt/ ukąszenie owada
make the most of (phr) /ˌmeɪk ðə 'məʊst ɒv/ czerpać garściami (z czegoś)
mess up (phr v) /ˌmes 'ʌp/ zrujnować, sknocić
misery (n) /'mɪzəri/ nędza, nieszczęście
misinterpret (v) /ˌmɪsɪn'tɜːprɪt/ mylnie, błędnie interpretować
muscle (n) /'mʌsl/ mięsień
over the top (adj) /ˌəʊvə ðə tɒp/ przesadzony, wyolbrzymiony
pass out (phr v) /ˌpɑːs 'aʊt/ zemdleć
trap (v) /træp/ utknąć
weaken (v) /'wiːkən/ osłabiać

GRAMMAR 1 p. 99

blink (v) /blɪŋk/ mrugać (oczami)
crutch (n) /krʌʧ/ kula inwalidzka, ortopedyczna
inability (n) /ˌɪnə'bɪləti/ niezdolność, brak możliwości
lock (v) /lɒk/ zamykać (się)
memoir (n) /'memwɑː/ pamiętnik, życiorys
speech therapist (n) /'spiːtʃ ˌθerəpɪst/ logopeda
to the side (adv) /tə ðə 'saɪd/ na jedną stronę

READING pp. 100–101

accidental (adj) /ˌæksɪ'dentl/ przypadkowy
actively (adv) /'aktɪvli/ aktywnie, czynnie
address (v) /ə'dres/ adresować, zajmować się (jakąś sprawą)
aim at (phr v) /'eɪm ət/ kierować coś do
allergic to (phr v) /ə'lɜːdʒɪk tə/ uczulony na
awareness of (n) /ə'weənəs əv/ świadomość, wiedza (na temat czegoś)
bacteria (n) /bæk'tɪəriə/ bakterie
ban (v) /bæn/ zakazać, zabronić
be capable of (phr) /ˌbi 'keɪpəbl əv/ być zdolnym do
beyond all recognition (phr) /bɪ'jɒnd ɔːl ˌrekəg'nɪʃn/ nie do poznania
chance of (n) /'ʧɑːns əv/ szansa na
close down (phr v) /ˌkləʊz 'daʊn/ zamykać, zakończyć działalność
concentration (n) /ˌkɒnsən'treɪʃn/ zagęszczenie, skupienie
considerable (adj) /kən'sɪdərəbl/ znaczny, niemały
contribute to (phr) /kən'trɪbjuːt tə/ przyczyniać się do
deadly (adj) /'dedli/ śmiertelny, śmiercionośny
dependent (adj) /dɪ'pendənt/ zależny
determined (adj) /dɪ'tɜːmɪnd/ zdecydowany, zdeterminowany
devote time to (phr) /dɪ'vəʊt 'taɪm tə/ poświęcać czas (komuś, czemuś)
diagnose with (phr) /'daɪəgnəʊz wɪð/ rozpoznać (np. chorobę)
disturbing (adj) /dɪ'stɜːbɪŋ/ niepokojący, zatrważający
drainage (n) /'dreɪnɪdʒ/ system kanalizacji
emergence (n) /ɪ'mɜːdʒəns/ pojawienie się
evolve (v) /ɪ'vɒlv/ rozwijać się, zmieniać
expose to (phr v) /ɪk'spəʊz tə/ narażać na
fatal (adj) /'feɪtl/ śmiertelny
fume (n) /fjuːm/ opary
ground-breaking (adj) /'graʊnd,breɪkɪŋ/ przełomowy
health campaign (n) /ˌhelθ kæm'peɪn/ kampania na rzecz zdrowia
health care (n) /'helθ ˌkeə/ opieka zdrowotna
inevitable (adj) /ɪn'evɪtəbl/ nieunikniony
infectious (adj) /ɪn'fekʃəs/ zakaźny
insufficient (adj) /ˌɪnsə'fɪʃnt/ niewystarczający
investment in (n) /ɪn'vestmənt ɪn/ inwestycja w
likelihood (n) /'laɪklihʊd/ prawdopodobieństwo
massively (adv) /'mæsɪvli/ znacznie, ogromnie
multiply (v) /'mʌltɪplaɪ/ rozmnażać się, mnożyć
mutate (v) /mjuː'teɪt/ mutować
overuse (n) /'əʊvə'juːs/ nadużywanie
painkiller (n) /'peɪn,kɪlə/ środek przeciwbólowy
portion (n) /'pɔːʃn/ część, fragment
precisely (adv) /prɪ'saɪsli/ dokładnie
prescription for (n) /prɪ'skrɪpʃn fə/ recepta lekarska na
protection from (n) /prə'tekʃn frəm/ ochrona przed
put pressure on sb (phr) /pʊt 'preʃə ɒn sʌmbɒdi/ wywierać na kogoś presję, nacisk
rapid (adj) /'ræpɪd/ szybki, gwałtowny
refuse (v) /rɪ'fjuːz/ odmawiać, nie zgodzić się
resistant to (adj) /rɪ'zɪstənt tə/ odporny na (np. chorobę)
rubbish collection (n) /'rʌbɪʃ kə'lekʃn/ wywóz śmieci
slow (v) /sləʊ/ spowolnić
spread (n) /spred/ rozprzestrzenianie
superbug (n) /'suːpəbʌg/ bakteria odporna na antybiotyki
the worst-case scenario (phr) /ðə ˌwɜːstkeɪs sə'nɑːriəʊ/ w najgorszym wypadku
think through (phr v) /ˌθɪŋk 'θruː/ przemyśleć coś
treat (v) /triːt/ leczyć
treatable (adj) /'triːtəbl/ uleczalny (o chorobie)
turn to (phr v) /'tɜːn tə/ zwrócić się do
underlying (adj) /ˌʌndə'laɪŋ/ zasadniczy, podstawowy
weight gain (n) /'weɪt ˌgeɪn/ przybranie na wadze
WHO (n) /'dʌbəlju eɪtʃ əʊ/ Światowa Organizacja Zdrowia
wipe out (phr v) /ˌwaɪp 'aʊt/ zmieść coś z powierzchni ziemi

GRAMMAR 2 pp. 102–103

award (v) /əˈwɔːd/ nagradzać
bionic (adj) /baɪˈbɒnɪk/ sztuczny
blind (adj) /blaɪnd/ niewidomy
blindness (n) /ˈblaɪndnəs/ ślepota
blurred (adj) /blɜːd/ rozmyty, zamazany
cataract (n) /ˈkætərækt/ zaćma, katarakta
cell (n) /sel/ komórka (w organizmie)
civilizational disease (n) /ˌsɪvəlaɪˈzeɪʃənl dɪˈziːz/ choroba cywilizacyjna
consciousness (n) /ˈkɒnʃəsnəs/ świadomość
curable (adj) /ˈkjʊərəbl/ uleczalny
cure (v) /kjʊə/ wyleczyć
dose (n) /dəʊs/ dawka
efficiently (adv) /ɪˈfɪʃntli/ wydajnie, sprawnie, efektywnie
honour (n) /ˈɒnə/ wyróżnienie (np. tytuł, nagroda)
obesity (n) /əʊˈbiːsəti/ otyłość
procedure (n) /prəˈsiːdʒə/ zabieg, badanie
production-line (n) /prəˈdʌkʃn,laɪn/ linia produkcyjna
prove (v) /pruːv/ okazywać się
release (v) /rɪˈliːs/ upuszczać (tu: krew)
side effect (n) /ˌsaɪd ɪˈfekt/ skutek uboczny
surgery (n) /ˈsɜːdʒəri/ operacja (w szpitalu)
vision (n) /ˈvɪʒn/ wzrok, widzenie
visual (adj) /ˈvɪʒʊəl/ wizualny, wzrokowy

TED TALK pp. 104–105

airborne (phr) /ˈeəbɔːn/ w powietrzu (o samolocie)
bliss (n) /blɪs/ rozkosz, szczęście
blood loss (n) /ˈblʌd lɒs/ utrata krwi
button (n) /ˈbʌtn/ przycisk
cast (n) /kɑːst/ gips
collarbone (n) /ˈkɒləbəʊn/ obojczyk
comfort zone (n) /ˈkʌmfət ˌzəʊn/ strefa komfortu
cord (n) /kɔːd/ rdzeń
crush (v) /krʌʃ/ miażdżyć, przygnieść
dial (n) /daɪəl/ panel kontrolujący, tarcza
embark on (phr v) /ɪmˈbɑːk ˌɒn/ wyruszać, rozpoczynać (np. podróż)
fan the flame (phr) /ˌfæn ðə ˈfleɪm/ podsycać ogień
fracture (n) /ˈfræktʃə/ złamanie
get out of (phr v) /ˌget ˈaʊt əv/ opuszczać, wyjeżdżać
grasp (v) /grɑːsp/ pojmować, rozumieć
gravel (n) /ˈgrævl/ żwir
helmet (n) /ˈhelmɪt/ kask
infinite (adj) /ˈɪnfɪnət/ nieskończony
inner strength (n) /ˈɪnə ˌstreŋθ/ wewnętrzna siła
innermost (adj) /ˈɪnəməʊst/ najskrytszy
let go of (phr) /ˌlet ˈgəʊ əv/ zapominać
nickname (n) /ˈnɪkˌneɪm/ ksywa
overalls (n) /ˌəʊvərˈɔːlz/ kombinezon
partially (adj) /ˈpɑːʃəlɪ/ częściowo
rating (n) /ˈreɪtɪŋ/ uprawnienia
rib (n) /rɪb/ żebro
rip (v) /rɪp/ rozdzierać, roztrzaskiwać
rudder (n) /ˈrʌdə/ ster
runway (n) /ˈrʌnweɪ/ pas startowy
sense of (n) /sens əv/ poczucie (np. wolności)
slide (v) /slaɪd/ ślizgać (się), usuwać
spinal ward (n) /ˌspaɪnl ˈwɔːd/ oddział chorób kręgosłupa
spinal cord (n) /ˌspaɪnl ˈkɔːd/ rdzeń kręgowy
spiritual (adj) /ˈspɪrɪtʃuəl/ duchowy
suck in (phr v) /ˌsʌk ˈɪn/ wciągać (np. powietrze do płuc)
superficial (adj) /ˌsuːpəˈfɪʃl/ pobieżny, powierzchowny
take the controls (phr) /ˌteɪk ðə ˌkənˈtrəʊlz/ przejąć stery
tarmac (n) /ˈtɑːmæk/ asfalt
taxiing (n) /ˈtæksɪŋ/ kołowanie (o samolocie)
ultimate (adj) /ˈʌltɪmət/ najlepszy, nadzwyczajny
utility truck (n) /juːˈtɪləti trʌk/ furgonetka serwisowa
vertebra (n) /ˈvɜːtɪbrə/ krąg
ward (n) /wɔːd/ odział szpitalny
wipe off (phr v) /ˌwaɪp ˈɒf/ wycierać, usuwać, wymazywać

SPEAKING p. 106

apparently (adv) /əˈpærəntli/ najwyraźniej, najwidoczniej
bench (n) /bentʃ/ ławka
cheer (v) /tʃɪə/ przyjąć z aplauzem
disgust (n) /dɪsˈgʌst/ niesmak, wstręt
grounded (adj) /ˈgraʊndɪd/ uziemiony (tu: mający szlaban)
kick out of (phr v) /ˌkɪk ˈaʊt əv/ wyrzucić (kogoś skądś)
punishment (n) /ˈpʌnɪʃmənt/ kara
sympathy (n) /ˈsɪmpəθi/ współczucie
trip (v) /trɪp/ potknąć się
What a drag! (phr) /ˌwɒt ə ˈdræg/ Co za męka!

WRITING p. 107

amazement (n) /əˈmeɪzmənt/ zdumienie, osłupienie
coastal path (n) /ˈkəʊstl pɑːθ/ nadbrzeżna ścieżka
crash (v) /kræʃ/ rozbijać się (o falach)
creep (v) /kriːp/ skradać się
grab (v) /græb/ chwytać
leap (v) /liːp/ przeskakiwać, podskakiwać
lose faith (phr) /ˌluːz ˈfeɪθ/ tracić wiarę
peer (v) /pɪə/ przyglądać się badawczo
rush (v) /rʌʃ/ pędzić, gonić
seemingly (adv) /ˈsiːmɪŋli/ pozornie, na pierwszy rzut oka
slam (v) /slæm/ trzaskać (drzwiami)
sweat (v) /swet/ pocić się
trek (n) /trek/ wyprawa, wędrówka piesza
Watch out! (phr v) /ˌwɒtʃ ˈaʊt/ Uważaj!

SKILLS REVIEW pp. 108–109

aflatoxin (n) /ˌæfləˈtɒksɪn/ aflotoksyna
concussion (n) /kənˈkʌʃən/ wstrząs mózgu
echolocation (n) /ekəʊˌləʊˈkeɪʃən/ echolokacja
incurable (adj) /ɪnˈkjʊərəbl/ nieuleczalny
mold (n) /məʊld/ grzyb, pleśń
multiple sclerosis (n) /ˈmʌltɪpl sklɪˈrəʊsɪs/ stwardnienie rozsiane
paramedic (n) /ˌpærəˈmedɪk/ ratownik medyczny
sympathise (v) /ˈsɪmpəθaɪz/ rozumieć, współczuć

(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)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 I hope they will soon find the (*lekarstwo na*) ... my disease.
2 The situation was (*zagrażająca życiu*) ... , so it's good they finally called the firefighters for help.
3 I think you (*poświęcasz za dużo czasu na*) ... social media.
4 My mum needed a (*receptę na*) ... her medicine so she went to see the doctor.
5 My boyfriend is a famous guitarist, but he leads a (*w miarę normalne życie*) ... .
6 It took me a few weeks to be (*wrócić do normy*) ... after this injury.

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

1 I had an upset stomach, so my mum allowed me to have a day ... school. off
2 She can't eat this cake because she is allergic ... nuts. to
3 When you are on holidays in Greece, try to make the ... of it and take as many wonderful pictures as you can. most
4 There are more and more types of bacteria that are resistant ... modern antibiotics. to
5 I don't want to ... pressure on you, but I think the exams are in sight and you should study more. put

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
2 English in Use Gap-filling

1
1 cure for
2 life-threatening
3 devote too much time to / spend too much time on
4 prescription for
5 fairly/pretty normal life
6 back to normal

1 What dreams do you have that are unlikely to come true?
2 What is the difference between dreams and plans? When does a dream start to become a plan?

7 Hopes and dreams

Culture guide

Interesting facts

Kyle Hemes and Stew Motta are National Geographic Young Explorers. Exercise 4 has a short text detailing more about their trip. They wanted to experience and write about how the landscape changes between lowlands and highlands. They were also interested in the potential impact of a new high-speed railway, so they decided to cycle along the whole of the proposed route.

IN THIS UNIT YOU LEARN

VOCABULARY
- goals
- dreams and ambitions
- achievements
- career aspirations and prospects
- employment
- voluntary work

GRAMMAR
- review of tenses: future forms, present and past tenses
- continuous and perfect aspects

SKILLS

Listening
- dreams and ambitions
- voluntary work
- matching, multiple choice

Reading
- children's dream jobs
- employment collocations

Speaking
- talking about success and achievements

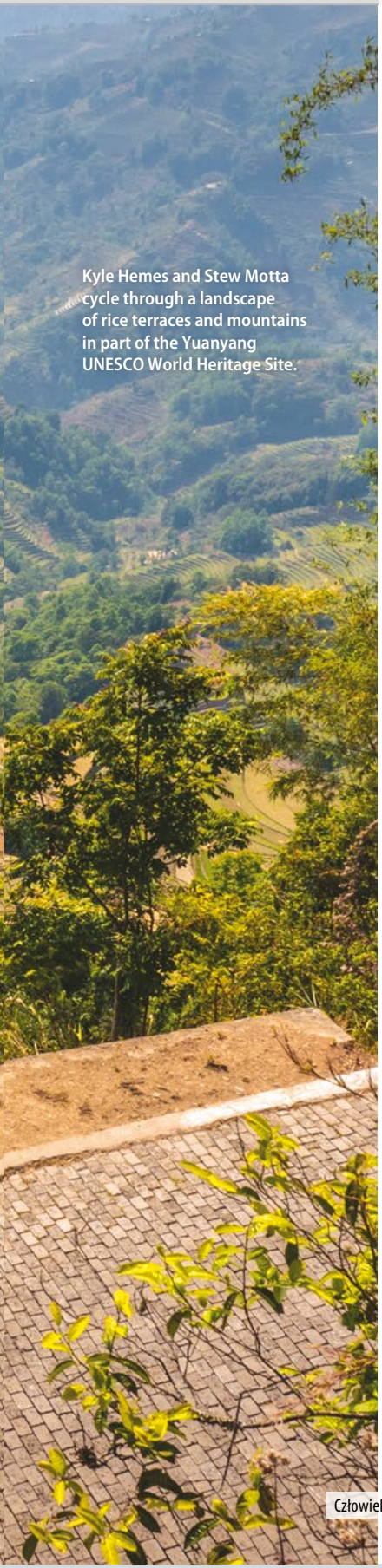
Writing
- opinion essay

CRITICAL THINKING
- understanding attitude

3h/week • Student's Book ex. 1–5 p. 115 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–12 pp. 98–99 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 362, 366 (7.3) • Extra online resources



Kyle Hemes and Stew Motta cycle through a landscape of rice terraces and mountains in part of the Yuanyang UNESCO World Heritage Site.

7A Vocabulary

Dreams and ambitions

Talking about dreams and ambitions

Life Skills guide
1 Mediation, Self-development

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

- Which have you already achieved?
- Which appeal to you? Which don't appeal to you?
- Are there any you are not sure about?

be famous	be successful	do voluntary work	go to college	make a difference
pass my driving test	raise a family	see the world	set up a business	

Life Skills guide
2 Mediation, Self-development

2 Think of three more dreams or ambitions of your own. Work in pairs. Discuss how important these factors are to achieve your goals:

- luck
- people's support
- money
- skills and effort

Exam guide
3 Oral Matura

3 Work in pairs. Describe the photo and answer the questions:

1 How hard is the ride for the cyclists? What makes you thinks so?
2 When you set a goal, are you ambitious enough to strive to achieve it?
3 Tell your partner about a time when you or somebody you know helped someone else make their dream come true.

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

4 Complete the phrases in bold in the text with these words. There may be more than one possible answer.

achieve	ambitions	broaden	fulfil	grab	obstacles
pursue	realise	target	true	undertake	wildest

With the help of a National Geographic Young Explorer's grant, Kyle Hemes and Stew Motta were able to (1) ... an ambitious **goal**: to (2) ... a 900-mile **cycle ride** across parts of China and Laos to study the impact of a planned railway line on local communities. Trips like these also enable young people to (3) ... **their horizons,** by understanding the challenges of modern life in traditional societies.

Marc Evans had to **overcome** many (4) ... : learning problems, homelessness, and a difficult family life, before he was able to (5) ... **his ambition** of going to university at the age of 30. Now he is hoping to (6) ... **his dream** of working to help disadvantaged young people succeed in education. His advice to young people is to **set a** (7) ... , no matter how big or small, as it's never too late **to** (8) ... **your potential**.

When Erika Bergman was offered the chance, the day after graduating, to train as a submersible (submarine) pilot, she immediately decided to (9) ... **the opportunity**. When she qualified in 2013, it was a **dream come** (10) ... . As a National Geographic Young Explorer, she can now engage in exciting projects that she had **never in her** (11) ... **dreams** imagined possible. Erika's **burning** (12) ... **are** to climb Mount Everest and to encourage girls to pursue careers in science.

4 1 achieve/pursue/realise
2 undertake
3 broaden
4 obstacles
5 achieve/fulfil/pursue/realise
6 achieve/fulfil/pursue
7 target
8 achieve/fulfil/realise
9 grab/pursue
10 true
11 wildest
12 ambitions

Exam guide
5 Oral Matura

5 MY PERSPECTIVE – SPEAKING

Work in pairs. You're going to give a lecture titled 'Never give up your dreams'. Choose one story in exercise 4 as an example of an unusual dream. Justify your choice. Also, say why you reject the other two stories.

Then, answer the questions:

1 What advice do others give you about achieving goals? Do you follow it?
2 Are there any obstacles that exist to young people making the best of their potential? How could these obstacles be removed?

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

7B Cele lekcji: Rozumienie nagrania o marzeniach, ambicjach oraz pracy charytatywnej.

1 Do you think it is possible to plan our whole futures? Why/ Why not?
2 What do sick or poor children usually dream about? Is It hard to make their dreams come true?

7B Listening

Listening to people talking about dreams and ambitions and charity work

1 Listen to four people talking about a dream or ambition. What dream or ambition is each one talking about? 52 p. 391

1 **Speaker 1:** starting one's own restaurant
Speaker 2: running a marathon
Speaker 3: seeing a meteor shower
Speaker 4: going to music college

2 Work in pairs. Which of the speakers (1–4) mentions the following? There may be more than one correct answer. Listen again and check your ideas. Note any words or phrases that support your answers. 52 p. 391

a developing a talent recognised by others 4
b setting targets to achieve their goal 2, 4
c a problem with a life-work balance 1
d disappointment at not realising a dream 3
e working with other people 1
f having to wait patiently to reach their goal 3
g realising there will be hard work ahead 2, 4
h being tested 4
i determination to realise a dream 3

Exam guide
3 Listening
Multiple choice

3 Listen to an interview with a volunteer. Choose the correct answer for each question. 53 p. 391

1 How does the foundation help children?
a It funds their rehabilitation.
b It provides financial support to their parents.
c It buys them things they would like to have.
d It is responsible for providing necessary medicine for them.

2 Which dream is the easiest to fulfil?
a a gadget
b a pet
c a meeting with a celebrity
d taking part in an event or activity

3 Which of these will the foundation accept as a dream?
a a wild animal
b a motorcycle
c a real firearm for a week
d a high-speed computer with a package of the latest video games

4 Which method of gathering funds is NOT mentioned in the interview?
a sponsoring from private companies
b donations from the government
c individual money transfers
d taxpayers donating part of their tax to *Mam Marzenie* foundation

5 Which is true about the *Mam Marzenie* foundation?
a It has just started its activities, but is very successful.
b It specialises in one particular type of support for ill and disabled children.
c It has been 100% successful in making the kids' dreams come true so far.
d Its rules make some types of wishes and dreams unacceptable.

4 Check if you understand the phrases in the box. Use them to complete the sentences below.

all it takes	going from strength to strength
got into a routine	grabbed the opportunity
make it work	

1 It's so easy to do well in life – … is a bit of good will and time to spare.
2 The idea behind our project was simple – we wanted to help poor kids from the neighbourhood, but we needed more volunteers to … .
3 When I saw the advertisement looking for those who wanted to join the expedition, I … and sent my application right away.
4 We have been … recently – we've achieved every goal that we set for ourselves.
5 It took me a month or so before I finally … of jogging around the neighbourhood before breakfast.

4 **1** all it takes
2 make it work
3 grabbed the opportunity
4 going from strength to strength
5 got into a routine

Perseid meteors streak across the sky during the annual Perseid meteor shower in eastern Turkey.

3h/week • Student's Book ex. 1–4 p. 116
5h/week • Workbook ex. 1–4 p. 100
7h/week • Extra online resources

Fast Finishers

Make some predictions about your future. Include details on whether you think it will include the standard *rites of passage* (i.e. get a job, get married, build a house, etc.).

7C Grammar 1

Review of tenses

Using future forms to talk about achieving goals

Future forms

a *He and his partner **are opening** a new restaurant next month.*
b *Even a half marathon is difficult for me, so it's **going to be** tough …*
c *… but **hopefully** I'**ll be able to** manage it.*
d *… I'**m definitely going to try** again next time.*
e *The course **starts** next September …*
f *… so I'**ll be practising** hard all next summer.*
g *… as soon as I've started the course I'**ll have** the chance to take up another instrument.*
h *It'**ll probably** be the piano …*

1 Look at the sentences in the Grammar box. Match the sentences (a–h) with their uses (1–8).

1 a prediction based on something you know in the present b
2 a firm intention d
3 an action that will be in progress at a point in the future f
4 a fixed arrangement, often involving other people a
5 a timetabled future event e
6 a prediction of something certain g
7 a prediction of something possible h
8 a hope or belief for the future c

More explanation in Grammar reference on p. 126.
More exercises in Grammar practice on p. 127.
Do exercise 1.

2 Work in pairs. Read the text and choose the most appropriate option.

I've always had a fascination with books and have admired writers. Since primary school my ambition has been to write, and now it appears that my dream (1) *will come / comes / is going to come* true. After winning first prize in a short story competition for a national magazine, I was approached by an editor who encouraged me to develop the story into a novel, which I did. The editor loved it and my first novel (2) *is going to be / is / will be being* published! It (3) *is / will be / is being* the publishing company's tenth anniversary next month and the book is being released online on the first of the month. The main annual book fair (4) *is going to take / is taking / takes* place in October, and the company (5) *will probably print / is probably printing / probably prints* the book for that. (6) *I meet / I'll meet / I'm meeting* my editor next week to talk about translations. The company (7) *will be translating / is translating / will translate* the book into Spanish for their sister company – they do that with all their books – and there are several other possibilities. Once the promotion of this book is over, (8) *I'll start / I'm starting / I'm going to start* thinking about my next one – I can't wait!

Present and past tenses

a *… my dad **had been working** in a really stressful job …*
b *… every day he **was leaving** home at six in the morning …*
c *… the business **is going** from strength to strength.*
d *And they'**re** absolutely **loving** it!*
e *Running **is becoming** really popular where I live …*
f *I'**d** never **been** particularly sporty before …*
g *I'**ve** always **been** interested in stargazing …*
h *I'**ve been taking** cello lessons since I was a kid.*
i *And then the chance **came up** … so I **grabbed** the opportunity.*
j *… as soon as I'**ve started** the course …*

3 Look at the sentences in the Grammar box above. Answer the questions.

1 Which sentence describes a series of actions in the past?
2 Which sentence describes repeated actions in the past?
3 Sentences c, d and e are all in the present continuous. What does it express in each case? Which one might be considered unusual? Why?
4 Which four sentences describe an action starting in one time and continuing up to another?
5 Which one is followed by a future if the sentence is complete?

More explanation in Grammar reference on p. 126.
More exercises in Grammar practice on p. 127.
Do exercises 2–3.

4 Complete the text with the verbs in brackets in the correct tense.

Im Dong-Hyun is a perfect example of following your life's ambition. The South Korean archer (1) *was targeting* (*target*) gold at the London Olympics of 2012, and it (2) … (*look*) for a while as though this was a distinct possibility when Im (3) … (*break*) the world record in the qualification round, and was ranked first going into the knock-out rounds. In fact, he (4) … (*already / help*) his national archery team to golden glory in the 2004 and 2008 Olympics, but (5) … (*miss*) out on an individual medal both times. So Im (6) … (*anticipate*) this moment for years, but unfortunately, his final attempt in London was not to be: despite being ranked first, Im (7) … (*be knocked out*) before he (8) … (*even / reach*) the quarter-final stage. So why is this story so unusual? Im Dong-Hyun is registered blind and (9) … (*struggle*) even to read a newspaper, yet his disability (10) … (*never / prevent*) him from trying to achieve his goal.

5 Make a timeline of something you have achieved in your life – it could be a sporting achievement, an academic achievement, something you have done for your community – and what you might do in the future (connected with it). Then discuss your timelines in groups.

1 Where will you be working 10 years from now?
2 Are you and your friends doing anything interesting this weekend?

3 **1** i
2 b
3 c – a temporary ongoing action
d – a temporary ongoing state
e – a trend
d could be considered unusual because we don't normally use the continuous with state verbs, although it is becoming increasingly common.
4 g, j, a, f
5 j

4 **2** looked (*was looking* if the focus is on the duration of the action)
3 broke
4 had already helped
5 had missed / missed (after a past perfect starting a sequence of actions, it is possible to use the past simple)
6 had been anticipating / had anticipated (the continuous is more likely because of the focus on duration)
7 was knocked out
8 had even reached
9 struggles
10 has never prevented

Technology guide

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

3h/week • Student's Book ex. 1–5 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. 361, 364 (7.1) • Extra online resources (see Technology guide)

7D Cele lekcji: Rozumienie tekstu pisanego o wymarzonych zawodach.

1 What new jobs do you think may appear or grow in importance in the nearest future?
2 What are the three main questions you would ask when applying for a job in the future?

7D Reading

VOCABULARY BUILDING Employment collocations

1 Complete the bold phrases with the words in the box. Which sentences describe problems, and which describe opportunities?

apprenticeship	early	glass	minimum
parental	state	unemployment	voluntary

1 School-leavers who do not go to university can apply to work on vocational [...] **schemes**.
2 The [...] **rate** is rising, especially among young people who leave school without qualifications.
3 There are no [...] **benefits** to help people who are out of work.
4 Household incomes are low, because there is no **legal** [...] **wage**.
5 Mothers and fathers can **take** [...] **leave** to spend more time with their babies.
6 There is a(n) [...] **ceiling** that stops women being promoted to top jobs.
7 Some people **take** [...] **redundancy** if their company is downsized.
8 Nowadays more and more people are **taking** [...] **retirement** and living off their pensions.

2 Work in pairs. Choose one of the problems in exercise 1 and discuss what can be done to improve the situation. Then, choose one of the opportunities and discuss how it is beneficial to employees.

READING

Understanding a text about dream jobs

3 Work in pairs. Discuss the questions.

1 What job(s) did you dream of doing as a child? Why?
2 What job do you hope to do nowadays? Why?
3 If the job is different, why have you changed your mind?

4 Read the article. How many different surveys are mentioned? What was the focus of each?

5 Match the infographics with:

1 paragraphs 1 and 2
2 paragraph 3
3 paragraph 4
4 paragraph 5

6 Match each paragraph (1–6) with one of the sentences (a–f).

This paragraph tells the reader that

a … even if your dream job doesn't turn into the one you decide to do, it may give you some hints as to what type of work you will enjoy. 6
b … aspirations vary depending on gender, and so do opportunities. 4
c … for most people, their dream jobs and real jobs are worlds apart. 1
d … dreams and aspirations also depend on how wealthy and economically developed a country is. 5
e … the job that is chosen most often and is the most wanted in many countries is associated with financial status and social prestige. 3
f … there are multiple reasons why people abandon their dreams and decide to take up another job. 2

7 Find words or phrases in the article that match the definitions.

1 ambitions (paragraph 1)
2 wanting to become (paragraph 1)
3 imagine (paragraph 4)
4 inequality between men and women (paragraph 4)
5 rich (paragraph 5)
6 unrealistic ambitions (paragraph 6)
7 natural (paragraph 6)
8 think about (paragraph 6)

8 MY PERSPECTIVE – SPEAKING

Work in pairs. Decide which of the graphs on page 119 presents the most important information or appears the most surprising to you. Justify your opinion. Then, answer the questions:

- What were the differences between boys' and girls' career aspirations in the survey? Do you think this is true for your age group?
- What do you think children in Poland dream of doing nowadays? What inspires them to choose these jobs?

CRITICAL THINKING Understanding attitude

Writers sometimes reveal their attitude (or feelings) towards the facts or events they are writing about, for instance by using adjectives (e.g. *impressive*, *surprising*) or adverbs (e.g. *fortunately*, *sadly*, *strangely*). In academic articles, writers do not normally express a personal attitude in this way.

9 Work in pairs. Find these words and phrases in the article. Discuss which of the attitudes (a–d) they express.

1 in a lucky minority (line 6) c
2 needless to say (line 7) b
3 at least (line 11) c*
4 makes depressing reading (line 30) a
5 No surprises there. (line 38–39) b
6 fascinating (line 50) c, d
7 hardly surprising (line 57) b

a This is bad.
b This is not surprising.
c This is good.
d This is interesting.

**At least* is kind of good, but only in the context of everything else being so bad.

Life Skills guide
8 Critical thinking, Mediation

Life Skills guide
2 Creativity, Critical thinking

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

Life Skills guide
9 Critical thinking

Exam guide
6 Reading Matching paragraphs

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1 1 *apprenticeship* – opportunity
2 *unemployment* – problem
3 *state* – problem
4 *minimum* – problem
5 *parental* – opportunity
6 *glass* – problem
7 *voluntary* – opportunity
8 *early* – opportunity

4 LinkedIn: asking adults if they've fulfilled their childhood career ambitions
ChildFund: asking children between ten and twelve what their career ambitions are

7 1 aspirations (line 6)
2 would-be (line 7)
3 envisage (line 33)
4 gender gap (line 39)
5 affluent (line 58)
6 wishful thinking (line 61)
7 inherent (line 66)
8 reflect on (line 67)

5 1 Adult professionals and childhood dream jobs
2 Childhood dreams of adult professionals
3 Career aspirations by gender
4 Aspirations across the world

3h/week • Student's Book ex. 1–9 p. 118 • If short of time, skip ex. 2 and 8.

5h/week • Workbook ex. 1–5 p. 102

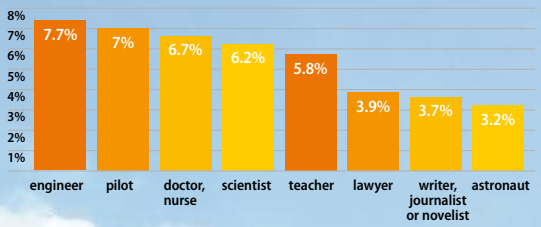
7h/week • Photocopiable vocabulary games and activities, TB pp. 362, 367 (7.4) • Extra online resources

Living the dream

ASPIRATIONS ACROSS THE WORLD

	doctor	teacher	Olympic athlete
all	19%	16%	10%
developed countries	8%	5%	19%
developing countries	27%	24%	4%

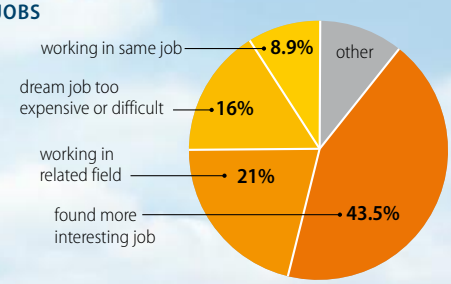
CHILDHOOD DREAMS OF ADULT PROFESSIONALS



CAREER ASPIRATIONS BY GENDER

	boys	girls
president, prime minister or secret agent	13%	8%
pilot, mechanic, or racing car driver	15%	2%

ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS



54 (**1**) What did you want to be when you were younger? A firefighter? A ballet dancer? A train driver? And did you end up in your dream job? According to research carried out by the online professional network LinkedIn, people who fulfil their childhood aspirations are in a lucky minority. And needless to say, few would-be astronauts or prime ministers ever achieve their ambitions. In fact, fewer than one in ten are currently earning a living from their dream job, though just over one in five has at least found work in a related field.

(**2**) LinkedIn surveyed over 8,000 professionals in fifteen different countries, including Brazil, Singapore, Sweden, the UAE and the US. The survey revealed that almost half of those who did not end up in their dream jobs had been attracted to a different career path as they grew up, while just over one in ten discovered that their original dream was too difficult or expensive to pursue.

(**3**) The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and acrobats. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not to mention the growing job opportunities, job security and social status of the profession, have something to do with its popularity.

(**4**) The survey makes depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envisage themselves in top jobs; more than 13% of boys aspired to be president, prime minister or secret agent, as opposed to 8% of girls. Girls, by contrast, nurtured more modest ambitions of achieving success as teachers, vets, singers, or nurses – being a writer was among the most ambitious goals. No surprises there. The gender gap was even more noticeable in science and engineering: machine-operated jobs like pilot, mechanic, and racing car driver were favoured by 15% of boys but only 2% of girls.

(**5**) Another survey, conducted by the children's charity ChildFund, asked over 6,000 ten- to twelve-year-olds, in 47 countries around the world, about their career goals. The most popular job, for just under a fifth of children worldwide, was doctor, followed closely by teacher, for 16%. But the survey also revealed some fascinating global contrasts. In developing countries, just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively. Being a professional or Olympic athlete was the dream of 19% of children in the developed world; it is hardly surprising that only 4% of people in less affluent countries could allow themselves the luxury of such aspirations.

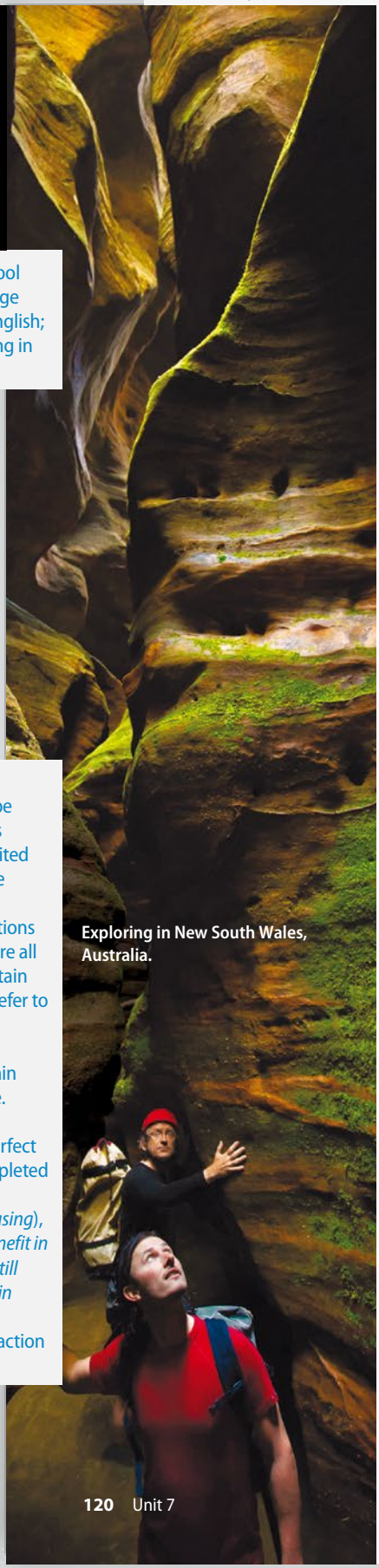
(**6**) So should we take our earliest dreams seriously, or are they merely wishful thinking? 'The dream jobs we aspire to as children are a window into our passions and talents', says Nicole Williams, career expert for LinkedIn. 'We don't generally enjoy doing what we don't have an inherent ability to do'. So when choosing a career path, perhaps young people should reflect on their dream career and ask themselves, 'What does this tell me about who I am, and what I could do in the future?'

Fast Finishers

Make a list of five jobs you might be interested in the future. For each job, write one thing that makes it attractive for you and one possible disadvantage it might have.

7E Cele lekcji: Rozmawianie o roku przerwy przed pójściem na studia.

1 How long had you been studying English before you started high school?
2 What interesting things have you learnt at school this month?



Exploring in New South Wales, Australia.

7E Grammar 2

Continuous and perfect aspects

Talking about gap year

1 Work in pairs. Read the text and answer the questions.

1 What is a gap year?
2 What activities are Susie Q and Enrique doing on their gap years?

Gap year dreams

Have you ever dreamt of taking time out to see the world or doing something completely different? These days, more and more young people are taking a gap year between school and college. The idea of the gap year started in the UK in the 1960s and its popularity is still growing, and not only in the UK: the number of students in the US taking time out has been increasing since 2006, and gap years are known in countries as diverse as Venezuela and Ghana. It is commonly believed that a gap year helps young people broaden their perspectives and gain maturity. What do you think?

COMMENTS:

Susie Q I'm currently working in Costa Rica for three months as part of my gap year, helping young schoolchildren with their English. I feel as though I've grown up a lot and I'm sure my studies will benefit from it.

Enrique I'm at the end of a few months in Shanghai, China. I've been volunteering in an Anglo-Chinese law firm. I'd been studying law for a year before I came here but this has made law real for me. I've also made some good friends, and we'll definitely keep in touch.

2 Look at the Grammar box. Match the sentences (a–g) with the questions (1–5). You can match the sentences more than once.

Continuous and perfect aspects

a … *more and more young people* ***are taking*** *a gap year* …
b … *the number of students in the US* … ***has been increasing*** *since 2006* …
c *I'**m** currently* ***working*** *in Costa Rica* …
d *I feel as though I'**ve grown up** a lot and I'm sure my studies will benefit from it.*
e *I'**ve been volunteering** in an Anglo-Chinese law firm.*
f *I'**d been studying** law for a year before I came here* …
g *I've also* ***made*** *some good friends, and we'll definitely keep in touch.*

Which sentence(s)

1 describe temporary actions or situations? c, e, f
2 describe actions in progress or situations? a, b, c, e, f
3 describe a completed action or situation? d, g
4 describe a past action that links with the present / future? b
5 describes a past action which relates to a more recent past action? f

3 Choose the correct option to complete the descriptions of the continuous and perfect aspects.

The continuous aspect describes actions or situations that are (1) *in progress* / *finished*, and usually that are (2) *permanent* / *temporary*.

The perfect aspect can describe an action that comes (3) *before* / *after* another action, and creates a link between two (4) *states* / *times*.

More explanation in Grammar reference on p. 126.
More exercises in Grammar practice on p. 127. Do exercises 4–5.

1 1 a year between school and university/college
2 Suzie Q: teaching English; Enrique: volunteering in a law firm

2 1 c, e, f (These three examples all describe situations or actions happening for a limited period of time in the speakers' lives.)
2 a, b, c, e, f (These actions or situations are/were all continuing for a certain time. a and b both refer to actions that are happening more frequently at a certain time than before, i.e. trends.)
3 d, g (The present perfect here expresses completed actions.)
4 b (*and it is still increasing*), d (*my studies will benefit in the future*), e (*and I still am*), g (*we will keep in touch in the future*)
5 f (more recent past action = came here)

3h/week • Student's Book ex. 1–8 pp. 120–121, ex. 4–5 p. 127 • If short of time, skip ex. 7–8 p. 121.

5h/week • Workbook ex. 1–8 p. 104–105

7h/week • Photocopiable grammar games and activities, TB pp. 361, 365 (7.2) • Extra online resources (see Technology guide)

4 Work in pairs. Read these sentences from a gap year student. Decide which options are possible, and discuss the difference in meaning, if any.

1 This is the first time I *work* / *'ve worked* / *'d worked* abroad.
2 I *'ve wanted* / *'ve been wanting* / *'d wanted* to experience a different culture for ages.
3 The last group of volunteers *were leaving* / *had left* / *left* when we arrived.
4 I *'m working* / *'ve worked* / *'ve been working* here for almost four months now.
5 Every day I *experience* / *'m experiencing* / *'ve experienced* something new.
6 I *'ve made* / *'ve been making* / *'m making* two very good friends while I've been here.

5 Complete the sentences with the pairs of verbs in the box. Use a suitable present or past form.

apply + increase	be + grow	match + grant
fall + start	take + rise	

1 In the United States each year around 8,000 students … a gap year. The figure … steadily for the last few years.
2 Until 2012, the most popular destination for the US gap year student … South-East Asia. The popularity of South America as a destination … until it finally took over in that year.
3 To date this year more students in the UK … to study medical subjects at university than anything else. Applications … by four percent since last year.
4 In some countries, the number of students taking gap years … for some time. In Denmark, for example, in 2009, the government … to reward students who go straight into higher education after school.
5 The growth in Chinese students applying for visas to study in Australia … by the number of visas the Australian authorities … – an increase of over 22 percent since 2016.

6 Make notes about these things. Then discuss them in groups.

1 something I've done that I'm proud of
2 something I've been doing for the past few years
3 something I do regularly that I'd rather not do
4 something that's changing in my life
5 something I think I'll be doing in two years' time

7 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Are gap years something that school leavers in your country often consider? Why?/Why not?
2 Do you know anyone who has taken a gap from studying? Would you like to take one?
3 Do you think that young people can benefit from a break between school and higher education, or is it more likely to be a disadvantage?

8 **CHOOSE**

1 Choose a country you'd like to visit. Research 'gap year in [country]' online and find as much information as you can. Present it to your classmates.
2 Work in pairs. Imagine being a foreign student spending a gap year in Poland. Prepare two blog entries – one describing a typical day during your stay, the other summing up the whole experience at the end of your stay. Include the following information:
   - what you are working on
   - what you have done recently
   - how long you have been doing things (learning / working / travelling etc.)
   - what you have learnt
   - where you are staying
   - who you have met

Life Skills guide

7 Critical thinking, Mediation, Self-development

Life Skills guide

8 Collaboration, Creativity, Critical thinking, Mediation, Self-development

5 1 take, has been rising
2 was, had been growing
3 have applied, have increased
4 has been falling, started
5 has been matched, have granted

High school teenager works with younger children in an educational after school programme.

Life Skills guide

6 Mediation, Self-development

Technology guide

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

Fast Finishers

Write about three activities you have been doing for some time (learning a language, collecting something, practising a sport, etc.). Write how long you have been doing them and what you have achieved in each of them.

7F Cele lekcji: Rozmawianie o wyzwaniach, osiągnięciach i sekretach sukcesu.

1 What has been your greatest educational challenge recently?
2 Which do you think is more important if you want to be successful: skills or innate abilities?

7F Speaking

Talking about challenges, achievements and secrets of success

Exam guide
1 Listening
Open-ended questions

Culture guide
1 Profile

Born in 1990, Bethany Hamilton is an American professional surfer. In 2003, she survived a shark attack, in which her left arm was bitten off. She was only thirteen when this happened! She later returned to professional surfing and was very successful. She wrote about her experience in the 2004 autobiography *Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board*. In April 2011, a film based on the book was released.

1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions. 55 p. 392

1 What has Bethany Hamilton achieved?
2 What setbacks did she face?
3 What could be the secrets of her success?

2 Listen again. Complete the sentences by adding one to three words in each gap. 55 p. 392

1 She lost her arm when she was thirteen … she still managed to win surfing competitions. and yet
2 But amazingly, she made a complete recovery, … losing a lot of blood. despite
3 She was determined to keep on surfing, … she'd lost her arm. even though
4 I think the secret of her success is her passion for surfing. … , all her family were crazy about surfing. Still
5 True. You have to have a natural talent to win competitions, … . though
6 … , self-belief isn't enough on its own. All the same

3 Complete the sentences with your own ideas. Make sure your sentences are logically justified by the phrases in bold.

1 **Even though** … , the ambitious athlete didn't give up his sports career.
2 It's an expensive sport and the risk of injury is quite high. **All the same**, …
3 **Despite** … , Robert Kubica is still a recognised rally driver.
4 Maria had been practising hard for several months before the world cup. **And yet**, … .
5 I don't think FC Barcelona will win the cup this year. **Mind you**, … .

4 Work in groups. Talk about friends, family, or other people you know. Talk about the challenges and setbacks they overcame, and the secret of their success. Use concession expressions from the Useful language box.

5 Work in pairs. Listen to four statements and respond with a counter-argument. Use a counter-argument expression from the Useful language box. 56 p. 392

Training alone isn't enough, though. You need exceptional ability too.

Useful language

Concession
Although / Even though …,
In spite of -ing, …
Despite -ing, …
Even so, … / Nevertheless, … / And yet, …

Counter-arguments
Still, … / All the same, … / Mind you, …
… , though.

1 1 Despite losing an arm, she has managed to win surfing competitions.
2 She was attacked by a shark, which bit off her arm. Initially after the attack, she kept getting knocked off her surfboard by the waves.
3 Her family were crazy about surfing. She must have a natural talent and self-belief.

Life Skills guide
4 Communication, Critical thinking, Mediation

Life Skills guide
5 Communication, Critical thinking

Bethany Hamilton surfing at the US Open at Huntington Beach, California.

3h/week • Student's Book ex. 1–5 p. 122
5h/week • Workbook ex. 1–5 p. 109
7h/week • Extra online resources

7G Writing

An opinion essay

Writing an opinion essay

1 Work in pairs. Do you know any athletes with disabilities who have been successful in sport recently? Discuss which sports can be done or played by people with various kinds of disabilities.

2 Read the essay on participation of people with disabilities in sports. Answer the questions.

Nowadays, (a) **a number of events are organised** worldwide aimed solely at sportspeople with different types of disabilities. (b) **Even though** (c) **it is** a noble idea that brings about a lot of good, it also raises some controversies and doubts. (d) **Let us** discuss if the disabled should compete in sports in separate events or along with those without disabilities.

Events like Paralympics surely help the disabled believe in their abilities and skills. (e) **Furthermore**, having such a huge goal to shoot for can be very motivational. (f) **It should be also mentioned** that in many cases a person with a disability would have no chance to compete with a person without disabilities; (g) **therefore**, a Paralympic competition gives the disabled equal chances to win.

(h) **However**, (i) **it is often claimed** that the disabled might feel discriminated by the fact that separate sports events are held for them. There are also opinions that psychologically, a person with a disability would benefit more from the fact that they could compete with those without disabilities than from winning in a separate event. Finally, the technology used in helping people with some disabilities may, paradoxically, improve a sportsperson's performance. The case of Pistorius and his hi-tech artificial legs shows best that the disabled (j) **do not** always need special conditions.

To sum up, separate sports competitions for the disabled might bring some benefits, but may also be discriminative. Personally, I believe the disabled would feel more comfortable at separate sports events.

1 What are the two alternatives the writer discusses in their essay?
2 How many arguments does the writer give in favour of each alternative?
3 How are the arguments organised in the essay?
4 Where does the author give their own point of view on the problem?

3 **WRITING TIPS** Formal style of an essay

Find examples in the essay of phrases in bold (a–j) that:

1 are passive voice
2 are more formal equivalents of *and*, *but* and *so*
3 are examples of a formal style where no contractions are used

2 **1** Should the disabled compete in sports events in separate events or along with those without disabilities?
2 The author gives three arguments in favour of each alternative.
3 In the second paragraph there are arguments in favour of the thesis statement, in the third paragraph there is the opposing viewpoint.
4 In the last paragraph.

4 Rewrite the following sentences in a more formal style using hints in exercise 3.

1 People believe boxing is too dangerous, so we shouldn't include it in the Olympic Games.
2 She's been in a wheelchair for all her life, but it doesn't stop her from doing some physical activities.
3 He'd have won the whole tournament if they hadn't disqualified him.
4 The new sports centre already offers classes in six different sports. And they'll open new ones soon.

5 Work in pairs. Discuss. Make a list of arguments to support your view.

- What kind of success is more impressive – success in sports or in showbusiness?
- Which should be treated as the Polish national sport – football or ski-jumping?

6 Choose a topic in exercise 5. Write an opinion essay. Follow the structure presented in the Writing strategies box. Write between 200 and 250 words.

More about writing an opinion essay in Writing guide on p. 156.

Writing strategies

Structure of an opinion essay:

1 **Paragraph 1**: Describe the situation and present the thesis statement with your opinion.
2 **Paragraph 2**: Discuss the arguments in favour of the thesis statement. Base your arguments on facts and available data.
3 **Paragraph 3**: Discuss the opposing viewpoint. Give two or three arguments.
4 **Paragraph 4**: Sum up and restate your opinion stated in the introduction using different words.

Useful language

Giving additional arguments:
Moreover, … / Furthermore, … / Likewise, …

Contrasting arguments:
Nevertheless, … / On the other hand, … /

Showing result:
Thus, … / Therefore, … / Consequently, …

Wrapping up the essay:
All things considered, … / To sum up, … / All in all, …

Presenting own opinion:
As far as I am concerned, … / Personally, I believe …

1 What obstacles do people with disabilities have to overcome in order to succeed?
2 How long do you think it takes to become a professional athlete or footballer?

4 Suggested answers:
1 People believe boxing is too dangerous; therefore, it should not be included in the Olympic Games.
2 She has been in a wheelchair for all her life. However, it does not stop her from doing some physical activities.
3 He would have won the whole tournament if he had not been disqualified.
4 The new sports centre already offers classes in six different sports. Furthermore, new ones will be opened soon.

Life Skills guide
5 Critical thinking, Mediation

Exam guide
6 Writing
An essay

Life Skills guide
6 Creativity, Critical thinking, Mediation, Practical skills

3 **1** a number of events are organised, it should be also mentioned, it is often claimed
2 even though, furthermore, therefore, however
3 it is, let us, do not

3h/week • Student's Book ex. 1–6 p. 123
5h/week • Workbook ex. 1–4 p. 110
7h/week • Extra online resources

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 International studies can not only improve your CV but also ... your horizons. BROAD
2 A group of celebrities set up an organisation whose aim is to help ... young people overcome barriers they face in their lives. ADVANTAGE
3 The newspaper carried out a survey on what our greatest ... is. ACHIEVE
4 What does lack of ... guidance result in? PARENT
5 While most of Betty's friends passed their driving test, she was among the ... who had to repeat it. MINOR
6 John took a woodworking ... to learn the skills necessary to become a carpenter. APPRENTICE
7 What is EU policy in the field of ... education and training? VOCATION

1 1 broaden
2 disadvantaged
3 achievement
4 parental
5 minority
6 apprenticeship
7 vocational

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The idea of taking a gap year and doing nothing doesn't appeal ... me. to
2 It doesn't make a ... whether you stay with us or go. Both options are acceptable. difference
3 Set ... your own business and you'll see what the pros and cons of being your own boss are. up
4 Parents always do their best to make their children's dream ... true. come
5 All my friends got diplomas and, ... to say, they found lucrative jobs. needless
6 The survey revealed that girls dreamt of having well-paid jobs; boys, ... contrast, wanted to start a family life. by
7 ... a professional football player is the dream of many young boys in Brasil. Being/Becoming

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 trzy wyrazy.

1 Margaret started working at nine. She was still working at eight in the evening when I saw her.
When I saw Margaret at eight in the evening, she ... for eleven hours.

3 1 had been working / had worked
2 have been doing
3 I graduate / have graduated
4 has lost
5 are you doing

2 It's been five years now since we got involved in doing voluntary work.
We ... voluntary work for five years.
3 I'll get a job in my dream company, but first I will graduate from university.
I'll get a job in my dream company when ... from the university.
4 Sandra's handbag is missing.
Sandra ... her handbag.
5 Do you and your sister have any plans for this weekend?
What ... this weekend?

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 As soon as my car ... (*drive / thousand / mile*), I will have it checked.
2 Taking two courses at university ... (*become*) more and more popular among young people these days.
3 The number of Polish students studying abroad ... (*increase / 2010*).
4 How much ... (*you / pay*) the car? I assume it wasn't expensive.
5 This time next year ... (*I / hopefully / lie*) on a sunny beach.

Exam guide
5 English in Use
Word formation

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazem z ramki przekształconym 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.

have jog learn leave love make set

1 Don't bother to visit Sue tomorrow afternoon.
She ... her piano lesson then.
2 This show is fantastic! I ... every minute of it!
We can't wait to see the next act.
3 Her clothes were wet because she ... in the rain.
4 I don't know what's wrong with Robert. He slammed the door and ... without saying anything.
5 When you ... about ten thousand words, you'll be able to say you know the language quite well.

4 1 has driven one/a thousand miles
2 is becoming
3 has increased / has been increasing since 2010
4 did you pay for
5 I will hopefully be lying

5 1 will be having
2 am loving
3 had been jogging
4 left
5 have learnt / learn

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. 363, 368–371 (7.5–7.8) • Extra online resources (see Technology guide)

Tłumaczenie fragmentów zdań

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 The academic year (*rozpoczyna się*) … in October.
2 Look at the traffic! We (*spóźnimy się*) … late.
3 (*Czy Mary kiedykolwiek chciała*) … take part in a talent show?
4 By the time Monica decided on the title, Jane (*już napisała*) … her whole story.
5 Tom was very tired when I saw him in the morning. (*On tłumaczył*) … a book into French all night.

LISTENING

7 Usłyszysz dwukrotnie wypowiedzi czterech osób na temat ich działań po zakończeniu edukacji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 57 p. 392

This speaker

a feels one can realise their dreams without being well-educated.
b says that following somebody's advice may complicate one's life.
c appreciates the support of other people in making our own decisions.
d expresses an opinion that our fate is predetermined.
e believes that different circumstances help us decide what we do in life.

1	2	3	4
e	a	d	b

SPEAKING

8 Popatrz na zdjęcia.
Twój kolega/Twoja koleżanka przygotowuje prezentację na lekcję języka angielskiego dotyczącą realizacji marzeń i ambicji po zakończeniu nauki w szkole. Prosi cię o radę w wyborze zdjęcia, które może wykorzystać w prezentacji.

- Wybierz zdjęcie, które jest, twoim zdaniem, najlepsze i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 What can people do now to be successful in the future?
2 How do you think people feel when they fail to realise their dreams or ambitions? Justify your answer.
3 Do you believe that people must work hard to be successful? Why?/Why not?
4 Is it important to have dreams and ambitions? Why?/Why not?

WRITING

9 W ostatnich latach wielu nastolatków decyduje się na realizację swoich marzeń i ambicji poprzez udział w różnego rodzaju programach telewizyjnych. Napisz rozprawkę, w której wyrazisz swoją opinię na ten temat oraz przedstawisz korzyści i zagrożenia wynikające z podjęcia takiej decyzji przez osoby niepełnoletnie.

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

6 **1** begins/starts/commences
2 are going to be
3 Has Mary ever wanted to
4 had already written
5 He had been translating

Exam guide
7 Listening
Matching

Exam guide
8 Oral Matura

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

Exam guide
9 Writing
An essay

Life Skills guide
9 Creativity,
Critical thinking
Mediation,
Practical skills

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

Grammar reference 7

GRAMMAR 1 Review of tenses

Wyrażanie przyszłości

Aby wyrazić przyszłość w języku angielskim, możemy użyć:

- czasu *present simple* (w odniesieniu do czynności/wydarzeń, które będą się odbywały w określonej przyszłości, zgodnie z harmonogramem), np.:

  *The course **starts** next September.*

- czasu *present continuous* (w odniesieniu do zaplanowanej, niedalekiej przyszłości), np.:

  *They**'re opening** a new restaurant next month.*

- konstrukcji *be going to* (w odniesieniu do planów i zamierzeń dotyczących przyszłości oraz przewidywania bliskiej przyszłości na podstawie obecnej sytuacji lub istniejącej przesłanki), np.:

  *A half marathon is difficult for me so **it's going to be** tough.*

- czasu *future simple* (w odniesieniu do wydarzeń, które są pewne lub możliwe, często po takich czasownikach, jak: *think*, *believe*, *be sure*, *expect*, itd. oraz wyrazach takich, jak: *probably*, *maybe*. Ponadto czasu *future simple* używamy do wyrażania przypuszczeń/przewidywań na podstawie wcześniejszych doświadczeń, np.:

  *I **will have** the chance to take another instrument.*
  *It **will be** easier the second time.*

- czasu *future continuous* (w odniesieniu do czynności, które będą trwały w określonym momencie w przyszłości), np.:

  *I**'ll be practising** hard all next summer.*

Uwaga:
Wybór konkretnej formy przyszłej jest często subiektywny i zależy od stosunku osoby mówiącej do danego wydarzenia.

Formom przyszłym omówionym powyżej często towarzyszą określenia czasu: *tonight*, *(by) next week*, *month*, *year*, *in five years' time* itd.

Ćwiczenie 1

Czasy teraźniejsze i przeszłe

- Czasu *present continuous*, poza przypadkami omówionymi we wcześniejszych częściach podręcznika, używamy w odniesieniu do zmieniających się trendów, np.:

  *People **are becoming** more aware of the need to keep fit.*

- Czasu *past simple* używamy w odniesieniu do sekwencji zdarzeń z przeszłości, np.:

  *The chance **came up** so I **grabbed** the opportunity.*

- Czasu *past continuous* używamy w odniesieniu do czynności przeszłych o charakterze przejściowym/tymczasowym, np.:

  *We **were feeding** the neighbour's cat while she was on holiday.*

- Czasów *present simple/present perfect* używamy w odniesieniu do przyszłości, po określeniach czasu: *when*, *after*, *as soon as*, *once*, np.:

  ***As soon as I've started** the course …*

- Czasów *present perfect simple* i *present perfect continuous* używamy w odniesieniu do czynności, które rozpoczęły się w przeszłości i trwają (niemalże) do chwili obecnej, lub mają bezpośredni wpływ na chwilę obecną, np.:

  *I**'ve** always **lived** in a big city.*

  *I**'ve been learning** Chinese for the last three years.*

- Czasów *past perfect simple* i *past perfect continuous* używamy w odniesieniu do czynności, które odbyły się/trwały w przeszłości i poprzedzały inną czynność w przeszłości, np.:

  *I **had never been** particularly interested in cycling (before).*

  *My dad **had been working** in the family business (up to that time).*

Niektóre czasowniki funkcjonują zarówno jako czasowniki statyczne, jak i dynamiczne (czyli mogą występować w czasach ciągłych – *continuous*). Zmienia się wówczas ich znaczenie, np.:

*We **have** a chain of language schools* (*have* = posiadać – czasownik statyczny).

*I've been **having** cello lessons* (*have* = brać – czasownik dynamiczny).

Czasami, szczególnie w języku mówionym, można użyć czasowników statycznych w czasie ciągłym, żeby podkreślić tymczasowy charakter czynności, np.:

*They**'re** absolutely **loving** it.*

Ćwiczenia 2–3

GRAMMAR 2 Continuous and perfect aspects

Aspekt niedokonany wyrażamy, stosując formy ciągłe czasownika. Podkreślamy wówczas:

- tymczasowy charakter danej czynności, np.:

  *I **am** currently **working** in Costa Rica.* (w chwili obecnej, okresowo).

  *I **work** in Costa Rica.* (na stałe)

Typowe określenia czasu to: ***currently***, ***at the moment***.

- fakt, że czynność trwa/trwała przez jakiś czas, np.:

  *We **have been staying** with our aunt while our parents are away.*

  *I**'ve been reading** the book for tomorrow's class for three hours now but there's no chance I'll finish it in time.*

  *I **had been studying** law for a year before I came here.*

Porównaj aspekt niedokonany z aspektem dokonanym:

*We **have stayed** here a couple of times.*

*I**'ve read** the book for tomorrow's class.* (= *completed*; *I won't read any more*).

Ćwiczenia 4–5

Grammar practice

1 Choose the best option to complete the sentences.

1 It's always been my dream to train as a ballet dancer and I think that next summer
a I'm finally making it happen!
b I'm finally going to make it happen!

2 I'm applying for a place at a university in London and hopefully
a I won't meet too many obstacles.
b I don't meet too many obstacles.

3 Applications have to be in by early May, then the first interviews are in June and the final selection
a takes place at the end of August.
b is taking place at the end of August.

4 The course starts in October, so I'll know in early September if I've got a place and, if I have,
a I'm moving to London during that month.
b I'll move to London during that month.

5 So, if all goes well, by this time next year
a I'll be trying hard to realise my potential.
b I'll try hard to realise my potential.

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

1 It was clear after only a couple of hours that he ... (*undertake*) too much.

2 As soon as I ... (*achieve*) my goal of running ten kilometres a day, I will start training for a marathon.

3 The recent report shows that more students in the UK currently ... (*take*) full-time rather than part-time courses.

4 We arrived at the summer camp last week and so far we ... (*love*) every minute.

5 Large numbers of people ... (*walk or cycle*) to work every day because of the bus strike.

6 Excuse me. I ... (*want*) to go to the health centre. Is this the correct road?

7 This piano piece is really difficult – I ... (*practise*) it for weeks now and I'm still making mistakes.

8 Let me tell you, if you want to realise your potential here, you certainly ... (*not/try*) hard enough up to now.

3 Complete the text with these verb phrases.

did not | do not | had emerged | had initially shown | has become | lost | managed to | was pursuing

Stephen Hawking is a name that few people (1) ... instantly recognise and his life story (2) ... even more famous since the release of the 2014 film, *The Theory of Everything*. Born in 1942, Hawking had an uneventful early life. Although he (3) ... little academic talent at school, he (4) ... stay at school as long as most students, leaving at the age of 17 to study physics and chemistry at Oxford. It was while he (5) ... his postgraduate studies at Cambridge that he developed motor neurone disease, a condition in which all muscle control is eventually (6) ... , and he became very depressed. Once he (7) ... from the depression, Hawking (8) ... continue his studies, becoming a brilliant physicist.

4 Choose the correct response to each question.

1 So, you're without a job at the moment. Is that right?
a Yes, I'm looking for something new for three months now.
b Yes, I've been looking for something new for three months now.

2 You lost your job a few months ago. Are you on state benefits?
a Well, I've only received one payment so far.
b Well, I've only been receiving one payment so far.

3 Has your brother found a job yet? He left college a while ago.
a No, he looked all through the summer, with no luck.
b No, he was looking all through the summer, with no luck.

4 Are you getting the minimum wage in your job?
a Yes, but I only do it for the summer.
b Yes, but I'm only doing it for the summer.

5 Complete the sentences in each pair with the same verb, in the forms indicated.

1 *work* – past perfect/past continuous
a My mother ... as a nurse for the first few years of her career, before she had children. had worked
b My mother ... as a nurse when she met my father. was working

2 *try* – present continuous/present perfect continuous
a Working women ... to break the glass ceiling since the 1970s. have been trying
b Working women ... to break the glass ceiling with ever more enthusiasm. are trying

3 *put* – present perfect simple/present perfect continuous
a The government ... training schemes in place for many years now. has been putting
b The government ... a new series of training schemes in place. has put

4 *spend* – present continuous/present perfect continuous
a Both of us ... more time at home since the baby was born. have been spending
b Both of us ... more time at home at the same time. are spending

2
1 had undertaken
2 have achieved / achieve
3 are currently taking
4 we've been loving
5 are walking or cycling
6 want
7 have been practising
8 haven't been trying

3
1 do not
2 has become
3 had initially shown
4 did not
5 was pursuing
6 lost
7 had emerged
8 managed to

Wordlist Unit 7 58

VOCABULARY p. 115

achieve one's ambition (phr) /ə'tʃiːv wʌnz æm'bɪʃn/ zrealizować ambitny plan
achieve one's dream (phr) /ə'tʃiːv wʌnz 'driːm/ spełnić swoje marzenie
be famous (phr) /ˌbi 'feɪməs/ być sławnym
be successful (phr) /ˌbi sək'sesfl/ odnosić sukces
burning ambition (n) /'bɜːnɪŋ æm'bɪʃn/ rozpierająca, płonąca ambicja
come true (phr) /ˌkʌm 'truː/ spełniać się (o marzeniu)
disadvantaged (adj) /ˌdɪsəd'vɑːntɪdʒd/ pokrzywdzony
do voluntary work (phr) /ˌduː 'vɒləntri ˌwɜːk/ pracować w ramach wolontariatu
fulfil one's ambition (phr) /fʊl'fɪl wʌnz æm'bɪʃn/ zaspokajać swoją ambicję
fulfil one's dream (phr) /fʊl'fɪl wʌnz 'driːm/ spełniać swoje marzenie
go to college (phr) /ˌgəʊ tə 'kɒlɪdʒ/ iść na studia
goal (n) /gəʊl/ cel
grab an opportunity (phr) /ˌgrab ən ˌɒpə'tjuːnəti/ łapać, chwytać okazję, szansę
grant (n) /grɑːnt/ dotacja, stypendium
make a difference (phr) /ˌmeɪk ə 'dɪfrəns/ stanowić różnicę, zmieniać coś
never in one's wildest dreams (phr) /ˌnevə ɪn wʌnz 'waɪldɪst 'driːmz/ nigdy w czyiś najśmielszych snach
obstacle (n) /'ɒbstəkl/ przeszkoda
overcome (v) /ˌəʊvə'kʌm/ pokonywać, przezwyciężać
pass my driving test (phr) /ˌpɑːs maɪ 'draɪvɪŋ test/ zdawać egzamin na prawo jazdy
pursue (v) /pə'sjuː/ dążyć do; realizować
raise a family (phr) /ˌreɪz ə 'fæməli/ zakładać rodzinę
realise (v) /'rɪəlaɪz/ realizować, wykonywać (np. plan)
see the world (phr) /ˌsiː ðə 'wɜːld/ zobaczyć świat
set a target (phr) /ˌset ə 'tɑːgɪt/ ustalać, określać cel
set up a business (phr) /ˌset 'ʌp ə 'bɪznəs/ zakładać firmę
strive (v) /straɪv/ usiłować, starać się
undertake (v) /ˌʌndə'teɪk/ podjąć się

LISTENING p. 116

all it takes (phr) /ˌɔːl ɪt 'teɪks/ wystarczy
beat (v) /biːt/ pokonywać
catch sight of (phr) /ˌkætʃ 'saɪt əv/ dostrzegać coś
cello (n) /'tʃeləʊ/ wiolonczela
devastated (adj) /'devəsteɪtɪd/ zdruzgotany, załamany
do an audition (phr) /ˌduː ən ɔː'dɪʃən/ wziąć udział w przesłuchaniu, castingu
dreamer (n) /'driːmə/ marzyciel
excel (v) /ɪk'sel/ wyróżniać się, celować w czymś
firearm (n) /'faɪərɑːm/ broń palna
go from strength to strength (phr) /ˌgəʊ frəm 'streŋθ tə 'streŋθ/ odnosić coraz większe sukcesy
income tax (n) /'ɪŋkʌm ˌtæks/ podatek dochodowy
life-work balance (n) /ˌlaɪfwɜːk 'bæləns/ równowaga pomiędzy pracą a życiem osobistym
make it work (phr) /ˌmeɪk ɪt 'wɜːk/ udawać się, zadziałać
meteor shower (n) /'miːtiə ˌʃaʊə/ rój meteorytów
premises (n) /'premɪsɪz/ nieruchomość
put one's mind to sth (phr) /ˌpʊt wʌnz 'maɪnd tə 'sʌmθɪŋ/ starać się
reckon (v) /'rekn/ myśleć, sądzić
scholarship (n) /'skɒləʃɪp/ stypendium naukowe
self-employed (adj) /ˌselfɪm'plɔɪd/ samozatrudniony
stargazing (n) /'stɑːˌgeɪzɪŋ/ obserwowanie gwiazd, amatorska astronomia
taxpayer (n) /'tæksˌpeɪə/ podatnik
tough (adj) /tʌf/ trudny

GRAMMAR 1 p. 117

anniversary (n) /ˌænɪ'vɜːsəri/ rocznica
annual (adj) /'ænjuəl/ doroczny
anticipate (v) /æn'tɪsɪpeɪt/ spodziewać się, przewidywać
archer (n) /'ɑːtʃə/ łucznik
book fair (n) /bʊk feə/ targi książki
disability (n) /ˌdɪsə'bɪləti/ inwalidztwo
distinct (adj) /dɪ'stɪŋkt/ nieodparty
glory (n) /'glɔːri/ chwała, sława
go into (phr v) /ˌgəʊ 'ɪntʊ/ znaleźć się w
knock out (phr v) /ˌnɒk 'aʊt/ wylądować na deskach
knock-out round (n) /'nɒkaʊt ˌraʊnd/ ostatnia runda
promotion (n) /prə'məʊʃn/ promocja
publishing company (n) /'pʌblɪʃɪŋ ˌkʌmpəni/ wydawnictwo
qualification round (n) /ˌkwɒlɪfɪ'keɪʃn ˌraʊnd/ runda kwalifikacyjna
rank (v) /ræŋk/ klasyfikować
sister company (n) /'sɪstə ˌkʌmpəni/ siostrzana spółka
take up (phr v) /ˌteɪk 'ʌp/ zainteresować się czymś

READING pp. 118–119

a glass ceiling (phr) /ə ˌglɑːs 'siːlɪŋ/ szklany sufit (bariera uniemożliwiająca, np. kobietom, dotarcie do wysokiego szczebla kariery)
abandon (v) /ə'bændən/ porzucać, opuszczać
affluent (adj) /'æfluənt/ zamożny, bogaty
aspire to sth (phr) /ə'spaɪə tə ˌsʌmθɪŋ/ dążyć do
developed country (n) /dɪ'veləpt ˌkʌntri/ kraj rozwinięty
developing country (n) /dɪ'veləpɪŋ ˌkʌntri/ kraj rozwijający się
downsize (v) /'daʊnsaɪz/ redukować zatrudnienie
earn a living (phr) /ˌɜːn ə 'lɪvɪŋ/ utrzymywać się, zarabiać na życie
encompass (v) /ɪn'kʌmpəs/ obejmować
envisage (v) /ɪn'vɪzɪdʒ/ wyobrażać sobie
favour (v) /'feɪvə/ upodobać sobie, preferować
field (n) /fiːld/ dziedzina
fulfil one's childhood aspiration (phr) /fʊl'fɪl wʌnz 'tʃaɪldhʊd ˌæspɪ'reɪʃn/ realizować aspiracje z dzieciństwa
gender (n) /'dʒendə/ płeć
hardly surprising (phr) /'hɑːdli sə'praɪzɪŋ/ raczej nie dziwi
household income (n) /'haʊshəʊld ˌɪŋkʌm/ dochód gospodarstwa domowego
inequality (n) /ˌɪnɪ'kwɒləti/ nierówność
inherent (adj) /ɪn'hɪərənt/ wrodzony; nieodłączny
legal minimum wage (phr) /ˌliːgl ˌmɪnɪməm 'weɪdʒ/ ustawowa płaca minimalna
makes depressing reading (phr) /ˌmeɪks dɪ'presɪŋ 'riːdɪŋ/ jest przygnębiające
minority (n) /maɪ'nɒrəti/ mniejszość
needless to say (phr) /ˌniːdləs tə 'seɪ/ nie trzeba dodawać, że
No surprises there. (phr) /ˌnəʊ sə'praɪzɪz ðeə/ Nie ma żadnych niespodzianek.
noticeable (adj) /'nəʊtɪsəbl/ zauważalny, wyraźny
nurture modest ambitions (phr) /ˌnɜːtʃə 'mɒdɪst æm'bɪʃnz/ pielęgnować skromne ambicje
pension (n) /'penʃn/ emerytura (pieniądze)
prestige (n) /pre'stiːʒ/ prestiż, renoma
presumably (adv) /prɪ'zjuːməbli/ przypuszczalnie, prawdopodobnie
respectively (adv) /rɪ'spektɪvli/ odpowiednio (w wymienionej kolejności)
school-leaver (n) /'skuːlˌliːvə/ absolwent
state benefit (n) /ˌsteɪt 'benɪfɪt/ zasiłek
survey (n, v) /'sɜːveɪ/ sondaż, ankieta, przeprowadzać sondaż
take early retirement (phr) /teɪk ˌɜːli rɪ'taɪəmənt/ przechodzić na wcześniejszą emeryturę
take parental leave (phr) /ˌteɪk pəˌrentl 'liːv/ wziąć urlop rodzicielski
take voluntary redundancy (phr) /ˌteɪk 'vɒləntri rɪˌdʌndənsi/ zwolnić się dobrowolnie z pracy
unemployment rate (n) /ˌʌnɪm'plɔɪmənt ˌreɪt/ stopa bezrobocia
vocational apprenticeship scheme (phr) /vəʊˌkeɪʃnəl ə'prentɪsʃɪp skiːm/ system praktyk zawodowych; staż
wishful thinking (phr) /ˌwɪʃfʊl 'θɪŋkɪŋ/ pobożne życzenie

GRAMMAR 2 pp. 120–121

bridge the gap (phr) /ˌbrɪdʒ ðə 'gæp/ wypełnić lukę, zmniejszyć różnicę
diverse (adj) /daɪ'vɜːs/ różnorodny, rozmaity
grant a visa (phr) /ˌgrɑːnt ə 'viːzə/ przyznawać wizę
maturity (n) /mə'tʃʊərəti/ dojrzałość
take a gap year (phr) /ˌteɪk ə 'gæp jɪə/ zrobić sobie rok przerwy przed studiami
to date (phr) /tə 'deɪt/ do dzisiaj, do teraz
volunteer (v) /ˌvɒlən'tɪə/ udzielać się jako ochotnik

SPEAKING p. 122

be not all down to (phr) /ˌbi nɒt ɔːl 'daʊn tə/ nie zależy tylko od

breaker (n) /'breɪkə/ bałwan, duża fala morska
dedication (n) /ˌdedɪ'keɪʃn/ oddanie, poświęcenie
exceptional (adj) /ɪk'sepʃnəl/ wyjątkowy, wybitny
have a head start (phr) /ˌhəv ə 'hed stɑ:t/ mieć przewagę na starcie
knock off (phr v) /ˌnɒk 'ɒf/ przewracać
make a complete recovery (phr) /ˌmeɪk ə kəm'pli:t rɪ'kʌvəri/ całkowicie wyzdrowieć
rally driver (n) /'ræli ˌdraɪvə/ kierowca rajdowy
self-belief (n) /ˌselfbɪ'li:f/ wiara w siebie
setback (n) /'setbæk/ problem
stay on (phr v) /ˌsteɪ 'ɒn/ pozostać
upbringing (n) /'ʌpˌbrɪŋɪŋ/ wychowanie

WRITING p. 123

hi-tech (adj) /ˌhaɪ'tek/ nowoczesny, najnowszy
likewise (adv) /'laɪkwaɪz/ także, również, podobnie, tak samo
noble (adj) /'nəʊbl/ imponujący, szlachetny

SKILLS REVIEW pp. 124–125

bartender (n) /'bɑ:ˌtendə/ barman/barmanka
carpenter (n) /'kɑ:pəntə/ stolarz
contract (v) /'kɒntrækt/ nabawić się, zarazić się
fate (n) /feɪt/ los, fortuna
for the world (phr) /fə ðə 'wɜ:ld/ za nic w świecie
good riddance to (phr) /gʊd 'rɪdns tə/ krzyżyk na drogę (potocznie)
lucrative (adj) /'lu:krətɪv/ zyskowny, intratny
overcome barierrs (phr) /ˌəʊvə'kʌm bæriəz/ pokonywać bariery
predetermined (adj) /ˌpri:dɪ'tɜ:mɪnd/ określony z góry, ustalony zawczasu
slam (v) /slæm/ trzaskać
trade (v) /treɪd/ przehandlować, zamienić
wait tables (phr) /ˌweɪt 'teɪbəlz/ pracować jako kelner/kelnerka

(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)	conjunction – spójnik
(prep)	preposition – przyimek

1 1 in my wildest dreams
2 set up / establish / start a business/company
3 earn/make a living
4 make a complete recovery / recover completely
5 needless to say

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 Never (*w moich najśmielszych snach*) ... did I think that I could publish my own book.
2 She is entrepreneurial. I am sure that one day she will simply (*założy firmę*) ... instead of working for somebody else.
3 When you want to emigrate, make sure you know how you will (*zarobisz na życie*) ... there.
4 The doctors were optimistic and said he would soon (*całkowicie wyzdrowieje*) ... .
5 Well, (*nie trzeba dodawać, że*) ... Adam's also very good at other sports such as running or swimming.

2 Choose the correct option to complete each sentence.

1 He is doing interesting research on how people's financial ... influences their health.
a pension **b** prestige **c** status
2 After years of working as a miner, he decided to take early ... and spend some years just taking care of his garden.
a retirement **b** leave **c** redundancy
3 If you want to ... your dream, you need to work really hard.
a overcome **b** strive **c** achieve
4 Offering any kind of shelter to homeless people, especially during Christmas time, is definitely a/an ... idea.
a noble **b** lucrative **c** affluent
5 This project was very ambitious and challenging to ... , but luckily they will get continued financial support.
a excel **b** beat **c** pursue

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

1 Mary really wants to ... a difference in the world of medicine and chose to study genetics. make
2 A lot can still be done to ... the gender gap in our company. bridge
3 Luis is a talented dancer and I think he should ... this audition and take his chances. do
4 Being successful in public presentations is not always ... to your slides. down
5 His parents are dentists, so everybody thought he would have a head ... at university but it turned out to be exactly the opposite. start

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

1 A lot of people struggle to make a living, even in ... countries. developed DEVELOP
2 This is ... very similar to what we have already done so far. presumably PRESUME
3 There is a ... growth in obesity among teenagers. noticeable NOTICE
4 Even at our school, I can often see examples of ... and injustice. inequality EQUAL
5 After years of working for big corporations she finally decided to become a ... IT specialist. EMPLOY self-employed
6 I am sure this will significantly improve the opportunities for those ... people who also need a lot of support from the government. ADVANTGE disadvantaged

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 are the most prestigious awards for books and films?
2 Which famous people or celebrities have had books published recently?

8 Reading the world

Culture guide

Global context

The photo shows a bookshop in Yangzhou, China, which opened in 2016. It has been designed to create optical illusions and give a sense of height and space, and mirrors, glass, white and dark walls, lights and pillars have all been used to add to the effect. The designers were inspired by a classic Chinese romance novel and the shop flows like a river through a city of books. In the different departments, bookshelves are designed differently, so the children's department, for example, is laid out as a 'book playground' to inspire young readers and provide an enjoyable experience as they explore the shelves.

To find more images of the bookshop online, use the search term 'Yangzhou bookshop'.

IN THIS UNIT YOU LEARN

VOCABULARY
- books, films
- reviews
- authors
- creative reading projects
- media

GRAMMAR
- modyfing adjectives
- gradable and ungradable adjectives
- adverbs of degree
- narrative tenses
- future in the past

SKILLS

Listening
- description of books
- different literary genres
- gap filling, matching, open questions

Reading
- thought-provoking attitudes to travel
- phrasal verbs with two particles
- matching, open questions

Speaking
- telling and responding to a story
- showing interest

Writing
- letter with a story

TED TALK
- my year reading a book from every country in the world

CRITICAL THINKING
- figurative language – similes and metaphors

3h/week • Student's Book ex. 1–5 p. 131 • If short of time, skip ex. 4–5.

5h/week • Workbook ex. 1–10 pp. 114–115 • If short of time, skip ex. 8–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 373, 377 (8.3) • Extra online resources

A modern bookshop in Yangzhou, China.

8A Vocabulary

Adjectives describing books or films

Talking about books and films

Life Skills guide
1 Critical thinking, Mediation

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- What is a book to you? Is it entertainment or an effort when you read one? What does it depend on and why?
- Have your reading habits and preferences changed over time? How?
- What book or film has made a huge impact on you?

2 Look at the adjectives. Answer the questions.

accessible	dull	entertaining	gripping
intriguing	moving	overrated	predictable
sentimental	slow-moving	thought-provoking	witty

1 Which of these adjectives have a positive meaning?

2 Which have a negative meaning?

3 Do you think any could have both?

2 Suggested answers:
1 accessible, entertaining, gripping, intriguing, moving, thought-provoking, witty
2 dull, overrated
3 predictable, sentimental, slow-moving

3 Match the comments about books and films with the words in exercise 2. More than one answer may be possible.

1 I was in tears at the end when the boy was reunited with his father. moving

2 It got five-star reviews, but to be honest, I found it rather disappointing. overrated

3 I was yawning all the way through. I prefer action movies – something with a bit more pace. slow-moving/dull

4 It was so boring and predictable that I lost interest halfway through and walked out. dull

5 I really enjoyed it. Great acting, fabulous photography, and the plot was very interesting. All in all, a fun evening. entertaining

6 The author is very clever with words. I kept laughing out loud – it was absolutely hilarious! witty

7 It was quite a difficult topic, but the narrator put the facts across really clearly, and made it easy to understand. accessible

8 It grabbed my attention from the opening scene and from then on, I was on the edge of my seat. gripping

9 I loved the bit where the boy gave his friend his paper plane. It was so sweet. sentimental

10 It opened my eyes to why people might turn to crime. It really made me think. thought-provoking

11 The title caught my eye and I wanted to find out more, so I watched the trailer. intriguing

12 A typical blockbuster. No depth to the characters, and a happy ending that quite frankly left me cold. predictable

4 Look at the comments in exercise 3 again. Which of the comments refer to a book, which refer to a film, and which could refer to either?

4 Films: 3, 4, 5, 11, 12
Books: 6
Either: 1, 2, 7, 8, 9, 10

5 Work in pairs. Find two or three books you have both read, or films you have both seen. Which adjectives would you use to describe them? Why?

Life Skills guide
5 Communication, Critical thinking, Mediation

1 Are there any set books for school which you could honestly recommend to younger friends? What are they about?

2 What style of writing discourages you from finishing a book? What style encourages you to keep reading?

8B Listening

Listening to the description of books and identifying literary genres

1 Listen to two descriptions of books. Complete the table. 59 p. 393

	Lucas	Beatriz
Title of book	*The Blue Sky*	*The House of the Spirits*
Author	Galsan Tschinag	Isabel Allende
Type of book	semi-autobiographical	family saga
Would the speaker recommend the book?	Yes	Yes

2 Listen again. Complete the summary using a word or short phrase in each gap. 59 p. 393

Lucas talks about *The Blue Sky*, which is (1) … Mongolia. The main character is a small boy who lives with his family in a yurt. The book describes his experiences working as a (2) … after he comes of age. It describes his everyday (3) … , both the good and the bad. Lucas thought it was a bit (4) … but overall he enjoyed it and recommends it.

Beatriz has just read *The House of the Spirits* which is a (5) … saga. It has quite a complex (6) … . It describes the lives of (7) … of the same family in twentieth-century Chile. Allende uses magical realism which is a mixture of real and fantasy events which Beatriz loved. Clara is one of the (8) … and can see into the future.

3 Work in pairs. Answer the questions.

- Do either of the books in exercise 1 appeal to you? Why?/Why not?
- Ask and answer questions about some of the books or films you mentioned in exercise 5 on page 131. Use different adjectives to describe them.

Who's the author? Does it have a good plot? Who's the main character? What are the characters like? Is it realistic? Where / When is it set? Is it any good?

4 Listen to four extracts from different books. Match each extract (1–4) with the genre it represents (a–e). There is one extra genre. 60 p. 393

1 extract 1 d
2 extract 2 b
3 extract 3 e
4 extract 4 a

a political fiction
b love story
c historical novel
d biography
e detective story

5 What facts do you remember from the extracts which prove that Karol:

1 was a successful scholar?
2 and Monika were close friends?
3 might be involved in a crime?
4 had some problems at work?

6 Work in pairs. Choose one of the stories and think how it could unfold. Write 8–10 sentences of a continuation of the story. Then, share your stories with the class.

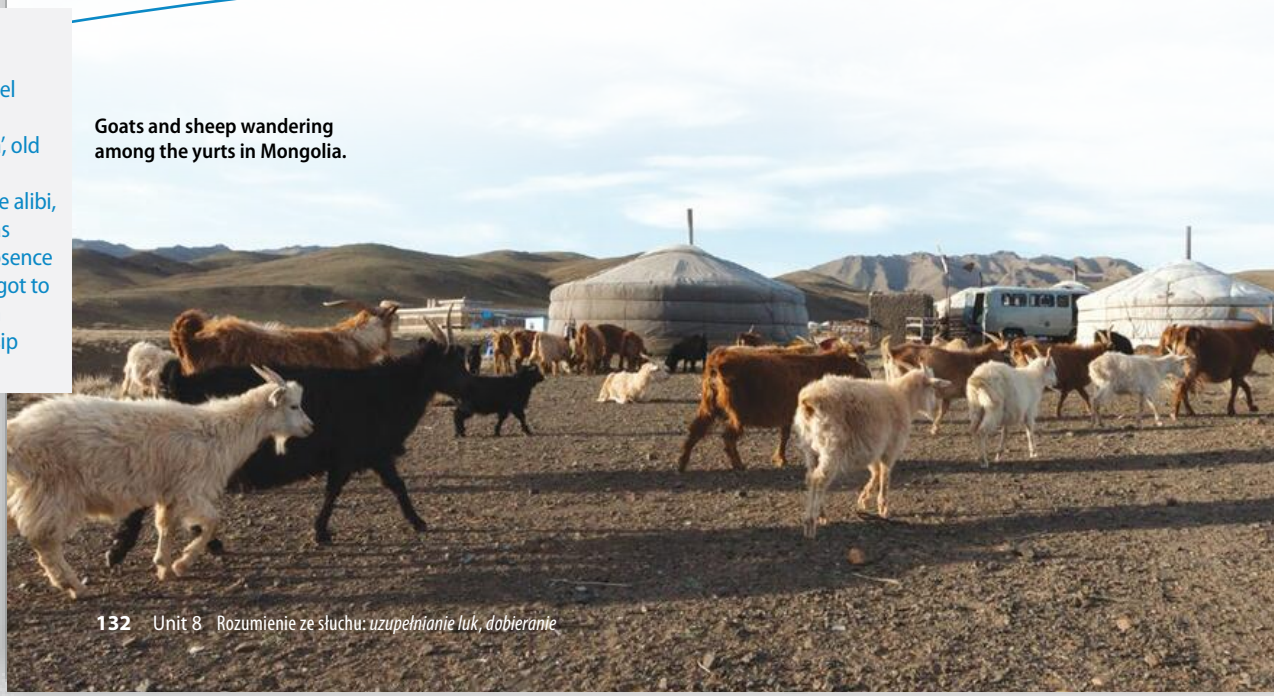
Life Skills guide
3 Communication, Critical thinking, Mediation

Exam guide
4 Listening Matching

2
1 set in
2 shepherd
3 experiences
4 slow-moving
5 family
6 plot
7 four generations
8 main characters

Life Skills guide
6 Creativity

5 Suggested answers:
1 Student of the Year, nomination for Nobel Prize
2 a 'shoulder to cry on', old feeling of affection
3 planned a believable alibi, Sergeant Ludlow has doubts about his absence
4 furious minister, forgot to pass on information about the visit, gossip about fraud



Goats and sheep wandering among the yurts in Mongolia.

3h/week • Student's Book, ex. 1–6 p. 132 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–4 p. 116

7h/week • Extra online resources

Fast Finishers

In 5–6 sentences, write a short summary of a book. Don't state what genre it is, but include some clues. Read your summary to another student and see if they can guess the genre.

8C Grammar 1

Modifying adjectives

Using modifying adjectives and adverbs to describe books and films

1 Read the text and find the adjectives.

Gravity is a film by highly acclaimed film director Alfonso Cuarón. This incredibly exciting film, starring George Clooney and Sandra Bullock, centres on two astronauts. As an absolutely terrifying situation develops in space, a very moving drama also unfolds inside the space capsule, which makes it totally gripping. The very long opening, seventeen minutes in length, is visually amazing. It's an outstanding piece of cinema – not to be missed.

Gradable and ungradable adjectives

a *Her descriptions are incredibly **vivid**.*
b *It sounds absolutely **fascinating**.*
c *… an absolutely **terrifying** situation develops in space …*
d *… which makes it totally **gripping**.*

2 Look at the examples in the Grammar box. Answer the questions.

1 The adjectives (1–4) have similar meanings to the adjectives in bold in the Grammar box. Match 1–4 with an adjective in the Grammar box.
1 frightening 2 interesting 3 intriguing 4 lifelike
2 What is the difference between the adjectives in the Grammar box and the adjectives in 1–4 above? Which ones feel more extreme?
3 The more extreme adjectives are also called ungradable. Look at the other adjectives in the text in exercise 1. Which do you think are gradable and which ungradable?

More explanation in Grammar reference on p. 144.
More exercises in Grammar practice on p. 145.
Do exercise 1.

3 Match the gradable adjectives in A with the ungradable adjectives in B with similar meanings.

A	angry pleased	clever sad	funny scared	interesting surprising

B	amazing furious	brilliant heartbroken	delighted hilarious	fascinating terrified

4 Complete the sentences with the correct adjectives from exercise 3.

1 We were very … to get tickets for the first night of the Harry Potter play! pleased
2 I find historical novels absolutely … – history is one of my main interests. fascinating
3 Ben Stiller's new comedy is quite … but not as good as his last. funny
4 Sara was completely … when her favourite actor said he was retiring. heartbroken
5 I was totally … by the end of James Patterson's new thriller – it's really frightening. terrified

Adverbs of degree

A
It's really moving.
It's quite slow-moving at times.
The plot's rather complex.

B
It's pretty accessible.
An absolutely terrifying situation develops …
… which makes it totally gripping.
It's a film by highly acclaimed director, Alfonso Cuarón.

5 Look at the sentences in the Grammar box. Find the adverbs. Then answer the questions.

1 Which adverbs are usually used with gradable adjectives? Which are used with ungradable?
2 Which of these adverbs would you put under A? Which would you put under B? Which can be used in both? Try putting them in these sentences.
It's … difficult. It's … impossible.

a bit / a little	completely	extremely	fairly	
nearly	not very	really	slightly	very

More explanation in Grammar reference on p. 144.
More exercises in Grammar practice on p. 145.
Do exercise 2.

6 Work in pairs. Find one incorrect option in each sentence.

1 I think current affairs programmes are *rather / somewhat / ~~absolutely~~* dull.
2 I'm a huge fan of thrillers and horror films – I find them *totally / ~~slightly~~ / absolutely* gripping.
3 Film adaptations of novels can often be *rather / quite / ~~fairly~~* disappointing.
4 I find alternative comedy *absolutely / ~~nearly~~ / really* hilarious.
5 Hollywood blockbusters tend to leave me cold – they are *so / ~~not all that~~ / really* predictable.
6 I enjoy watching independent movies – they are *often pretty / ~~a bit~~ / really* intriguing.

7 Are the sentences in exercise 6 true for you? Choose three of them and discuss your point of view with your partner.

A: *I agree that current affairs programmes can be a bit dull. What do you think?*
B: *Well, I think some of them can be quite interesting – I saw one about the election that was absolutely fascinating.*

1 Have you ever read a book or watched a film which had a plot that was absolutely gripping? What was it about?
2 What situations make you feel slightly angry or totally furious?

5 1 **Gradable:** A (really, quite, rather, pretty)
Ungradable: B (absolutely, totally, highly)
2 **A:** a bit* / a little, extremely, fairly, not very, really, slightly, very
*Note that we often use a bit with negative adjectives rather than positive adjectives:
The exam was a bit difficult.
The film was a bit moving.
B: completely, extremely, nearly, really
Both: really, extremely

2 1 1 c (terrifying)
2 b (fascinating)
3 d (gripping)
4 a (vivid)
2 The adjectives in the Grammar box are the more extreme ones.
3 **gradable:** exciting, moving, long;
ungradable: acclaimed, amazing, outstanding

Life Skills guide

7 Communication, Critical thinking, Mediation

Technology guide

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

3h/week • Student's Book ex. 1–7 p. 133, ex. 1–2 p. 145 • If short of time, skip ex. 7 p. 133.

5h/week • Workbook ex. 1–5 p. 117

7h/week • Photocopiable grammar games and activities, TB pp. 372, 375 (8.1) • Extra online resources (see Technology guide)

1 What is the strangest idea your friends have come up with recently?
2 Do you think it is a good idea to write a memoir (a kind of a diary)?

8D Reading

VOCABULARY BUILDING Phrasal verbs with two particles

Life Skills guide
6 Critical thinking

1 Complete the sentences with the words in the box to express the meaning of the words in brackets.

away with	down to	out of
round to	up to	up with x 2

1 In my opinion, e-readers will eventually *do* ... the need for books. (*remove*) away with
2 I have so much homework that I don't often *get* ... reading for pleasure. (*find time for*) round to
3 I love making up stories – I sometimes *come* ... a good idea for a plot for a book or a film. (*think of*) up with
4 If I miss an episode of my favourite TV programme, I usually *catch* ... it online. (*do what I could not do earlier*) up with
5 I think fewer and fewer children are reading books. I *put* it ... the influence of the internet. (*believe it is due to*) down to
6 I often find that sequels *don't live* ... the original film. (*are not as good as*) up to
7 I used to like reading comics when I was a child but *I've grown* ... them now. (*am too old for*) out of

Life Skills guide
7 Creativity, Critical thinking, Mediation

2 Look at exercise 1 again. What is the normal position for the object with the verbs in italics? Which verb is different?

2 The object usually comes after these verbs. The only exception here is *put (it) down to*.

Life Skills guide
3 Critical thinking, Mediation

3 Work in pairs. Discuss whether the sentences in exercise 1 are true for you. Why?/Why not?

READING

Understanding a fragment of a memoir and a novel

Exam guide
4 Reading
Matching paragraphs

4 Work in pairs. Read extracts from a memoir and from a novel. Which extract (A–C) mentions:

1 an attempt to understand another person's thoughts? C
2 the birth of an ambition? A
3 a new experience? B

4 1 C (line 50: *Maybe she meant …*, line 73: *I suspect that whatever … I have heard.*)
2 A (line 21: *Was it the author's praise … that word was Greenland.*)
3 B (line 38: *When I first walked out … and frightening.*)

5 Find words or phrases in the extracts that mean:

1 approached (extract A) went up to (line 11)
2 impressed (extract A) struck (line 14) / attracted by (line 11)
3 caused (extract A) triggered (line 22)
4 deep desire (extract A) longing (line 22)
5 produce an emotional response (extract A) resonate (line 24)
6 storm with snow and wind (extract B) blizzard (line 29)
7 broke into small pieces (extract B) shattered (line 29)
8 walked confidently with long steps (extract B) strode (line 40)
9 complete uselessness (extract C) futility (line 55)
10 survive (extract C) get by (line 57)

Life Skills guide
8 Critical thinking

Life Skills guide
9 Critical thinking

6 Read the extracts again. Find evidence for these statements. The fragments are underlined in the text.

Extract A
1 The author was a child when the event took place.
2 He found the book visually appealing.
3 The book had a powerful effect on him.

Extract B
4 It took time for the sea to freeze over.
5 Watching the sea freeze over reminded the author of an earlier experience.
6 The author had mixed feelings about walking on the ice.

Extract C
7 Marta felt that there is no point in leaving home.
8 Marta believed that travel distracts people from seeing the world.
9 Marta thought that you can learn more about the world by staying at home.

7 Work in pairs. You're buying a book to read during your long journey on holiday. Choose one of the books presented in the text. Explain what makes it a better choice. Also, give reasons for rejecting the other option. Then, answer the two questions:

1 How do you think the story in the book you've chosen continues?
2 To what extent do you agree with the popular saying 'Don't judge a book by its cover'?

CRITICAL THINKING Figurative language

Writers, especially writers of fiction, sometimes make comparisons using *similes* and *metaphors*. *Similes* **compare** one thing to another (e.g. using *like*, *as if*); metaphors say that one thing **actually is** another thing.

8 Look at these sentences from extract B. Find the similes and the metaphors. What effect do they have on the writing?

I kept a keen watch on this furious battle of cold and waves and ice. … Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with numerous black or blue patches that made it look rather like marble.

9 Read these extracts from the books. Use a dictionary if necessary. Find metaphors and similes. How does each one make the writer's meaning more vivid?

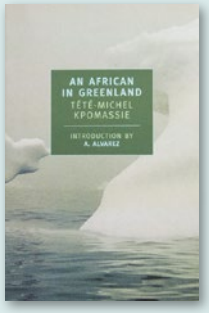
1 The orchard stretched down to the forest, stopping at a dark wall of spruces, standing there like soldiers.
2 The windmill stood down below, its restless arms a landmark for the village.
3 The great feather dusters of the coconut trees … were swaying above our heads like gigantic parasols.

9 1 Metaphor and simile. This makes the forest seem more dangerous.
2 Metaphor. This makes the windmill seem like an important person in the village.
3 Metaphor and simile. It is unusual and funny to think of the trees as feather dusters or parasols.

3h/week • Student's Book ex. 1–9 p. 134
5h/week • Workbook ex. 1–5 p. 118
7h/week • Photocopiable vocabulary games and activities, TB pp. 373, 378 (8.4) • Extra online resources

61 An African in Greenland

A



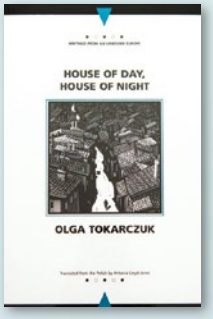
One morning, when my brothers had left early for the coconut plantation, and there was no-one left at home to take me for a walk along the seashore, I went out alone and visited the Evangelical Bookshop. Inside there were two shelves against the walls on either side of the counter. I went up to one of these, attracted by a book laid flat on a half-empty shelf, with a cover showing a picture of a hunter dressed in clothes made of animal skins and leaning on a spear*. I was struck at once by the title: *The Eskimos* from Greenland to Alaska* by Robert Gessain. The book was illustrated with photographs and engravings*: I liked the look of it, bought it, then went on my way to the beach. By noon, I had finished my new book, the first I had read about the life of the little men of the north. Was it the author's praise of their hospitality that triggered my longing for adventure, or was it fear of returning to the sacred forest? I hardly remember. But when I had finished reading, one word began to resonate inside me until it filled my whole being. That sound, that word was Greenland. In that land of ice, at least, there would be no snakes!

B

During the previous two weeks, ice had started to build up each day, but each time a blizzard shattered it. … That was my first sight of the sea freezing over, and I kept a keen watch on this furious battle of cold and waves and ice. It was the same fascination I had felt in my childhood when, hidden behind a tree, I'd watch a battle to the death between two snakes. Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with* numerous black or blue patches that made it look rather like marble. When I first walked out on the frozen sea, it gave me an unforgettable sensation, at once pleasant and frightening. While others strode out firmly, I planted my feet with care. I was scared but refused to show it. What if the ice, which was not supported by anything underneath, should suddenly break?

House of Day, House of Night

C



'You don't have to leave home to know the world', said Marta suddenly, as we were shelling peas* in the steps in front of her house.

I asked how. Maybe she meant by reading books, watching the news, listening to the radio, surfing the internet, or going to the shop for gossip. But what she had in mind was the futility of travel.

When you're travelling you have to take care of yourself in order to get by, you have to keep an eye on yourself and your place in the world. It means concentrating on yourself, thinking about yourself and looking after yourself. So when you're travelling all you really encounter is yourself, as if that were the whole point of it. When you're at home you simply are, you don't have to struggle with anything or achieve anything. You don't have to worry about railway connections and timetables, you don't need to experience any thrills or disappointments. You can put yourself to one side – and that's when you see the most.

She said something like that and fell silent. It surprised me, because Marta has never been further than Wambierzyce, Nowa Ruda and Wałbrzych.

Some of the peas were maggoty* so we threw them into the grass. Sometimes I suspect that whatever Marta has said is completely different from what I have heard.

spear *a long pointed stick used as a weapon*
Eskimos *natives of Greenland today known as Inuits*
engravings *types of printed pictures*
strewn with *covered with*

shelling peas *taking peas out of their natural covering*
maggoty *full of insects*

Frozen sea in East Greenland.

8 Metaphors:
I kept a keen watch on this furious battle of cold and waves and ice.
Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with numerous black or blue patches
Simile:
numerous black or blue patches that made it look rather like marble.

The *battle* refers back to the snake battle. The idea of pavement and marble make you think of the ice as solid and beautiful. The figurative language makes it more interesting and helps the reader to imagine the storm and the ice and see them in a new way.

Culture guide

Global context

Students are going to read extracts from two books. The first is a memoir (a book based on the writer's personal knowledge and experience of famous people, places or events) and the second is a novel:

***An African in Greenland* by Tété-Michel Kpomassie**
Kpomassie was a teenager in Togo when he discovered a book about Greenland – and knew that he must go there. Working his way north over nearly a decade, he finally arrived in the country of his dreams. This brilliantly observed and superbly entertaining record of his adventures among the Inuit is a testament both to the wonderful strangeness of the human species and to the surprising sympathies that bind us all.

***House of Day, House of Night* by Olga Tokarczuk**
Nowa Ruda is a small town in Silesia, an area that has been a part of Poland, Germany and the former Czechoslovakia in the past. When the narrator of this novel moves into the area, she discovers everyone – and everything – has its own story.

Fast Finishers

Write 7–8 sentences to continue one of the stories in the Reading Section. Try to make your writing mirror the original style of the story.

8E Cele lekcji: Stosowanie czasów narracyjnych w rozmowie o projekcie kreatywnego czytania.

1 What was the last thing you were about to do, but didn't?
2 When you were a child, who did you think you would be in the future? Do you still think it will come true?

Exam guide
1 Oral Matura

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

Brooklyn Bridge was one of the locations where artist Shaheryar Malik left a pile of books in 2015.

Exam guide
3 Oral Matura

Life Skills guide
3 Critical thinking, Mediation

4 1 came (up with), was, struck, went, selected, carried, left
2 was walking
3 had done, had taken, had ended up
4 had been going (to)
5 as he was walking, when a thought suddenly struck him, he then left piles of books
6 on completing, after leaving

5 a 1 the past simple
b 3 the past perfect simple
c 2 the past continuous
d 4 the past perfect continuous

8E Grammar 2

Narrative tenses and future in the past

Using narrative tenses to talk about creative reading project

1 Work in pairs. Look at the photo and the caption. Describe the photo and answer three questions:

1 Why do you think the artist left books on the bridge?
2 Do you think actions that promote reading are necessary? Why?/Why not?
3 Tell your partner about a time you were going to do something important but had to change your plans at the last moment.

2 Read about the Reading Project.

Artist Shaheryar Malik came up with the idea for the Reading Project one day in 2015, as he was walking across Brooklyn Bridge in New York. He had been going to take a selfie and was just about to get out his mobile phone to share the moment with his friends when a thought suddenly struck him. Instead of doing something that people had done a million times before, he would share something different with the world. So he went back home, selected 40 books from his bookshelves ranging from fiction to gardening guides and history books, and carried them back to the bridge. He then left piles of books with a note encouraging passers-by to take a book for free, read it and on completing the book, email him to let him know which books they had taken and where the books had ended up. The Reading Project would become famous all over New York. Months later, after leaving a total of 250 books in eight different locations in New York, he had received more than 60 emails from people in more than 30 different countries, from Belgium to Singapore.

3 Read the text again. Discuss the questions.

1 Have you heard of the Reading Project or any similar schemes? What do you think of schemes like this?
2 What do you think the most interesting aspect of the project is?
3 Would you pick up a book that had been left on the street?
4 Which books would you like to leave for others to read? Why?

4 In the text in exercise 2 find examples of:

1 the past simple.
2 the past continuous.
3 the past perfect simple.
4 the past perfect continuous.
5 time conjunctions followed by a verb tense.
6 time prepositions followed by the *-ing* form of the verb.

5 Which of the tenses (1–4) in exercise 4 are used to describe:

a completed actions in the past?
b completed actions in the past that happened before another past action?
c an action in progress at a time in the past?
d an action in progress up to or before another past action?

More explanation in Grammar reference on p. 144.
More exercises in Grammar practice on p. 145. Do exercise 3.

Future in the past

There are different ways to talk about a future action or event, as seen from the past.
a *He … was just about to get out his mobile phone … when a thought suddenly struck him.*
b *He had been going to take a selfie …*
c *The Reading Project would become famous all over New York.*

3h/week • Student's Book ex. 1–13 pp. 136–137, ex. 3–5 p. 145 • If short of time, skip ex. 12–13 p. 137.

5h/week • Workbook ex. 1–7 pp. 120–121

7h/week • Photocopiable grammar games and activities, TB pp. 372, 376 (8.2) • Extra oline resources (see Technology guide)

6 Look at the Grammar box. There are other ways of expressing the future in the past. Which of these are most similar to sentences a, b and c?

1 was going to b
2 was on the verge of a
3 was to c

More explanation in Grammar reference on p. 144.
More exercises in Grammar practice on p. 145.
Do exercises 4–5.

7 Which of the sentences in the Grammar box could suggest the following? Read the sentences in the text again as well.

1 that the action actually happened in the future
2 that the action may not have happened
3 that the action was imminent

8 Translate the Polish fragments of the sentences into English. Use the words in capitals.

1 As a young boy, the artist hid all his paintings in the cellar. He had no idea that one day each of them (*będzie warty*) ... thousands of euros. WOULD

2 A brilliant idea struck me when I (*miałem właśnie wysłać*) ... my resignation. ABOUT

3 The project (*miał ostatecznie przynieść nam*) ... lots of money, but at that time, we were absolutely pessimistic about it. WOULD

4 (*Już mieliśmy przyznać*) ... that the challenge exceeded our abilities, when our leader suggested a completely new approach to the problem. VERGE

5 (*Chciała zareagować*) ... in a more explicit way, but something in his voice made her decide to keep her thoughts to herself. GOING

9 Read about how author JK Rowling started writing about Harry Potter. Choose the correct option.

JK Rowling (1) *came* / *had come* up with the idea of Harry Potter while (2) *travelled* / *travelling* on a delayed train from Manchester to London. At that time she (3) *was living* / *had lived* in London but she (4) *had spent* / *was spending* the weekend in Manchester where she (5) *looked* / *had been looking* for a flat. As she (6) *was looking* / *had been looking* out of the window at some cows, she (7) *suddenly thought* / *would suddenly think*: 'Boy doesn't know he's a wizard – goes off to wizard school.' She (8) *had been writing* / *was writing* since she was six, but she (9) *was never* / *had never been* as excited before about a potential book. She (10) *forgot* / *had forgotten* to bring a pen and as she was too shy to ask anyone for one on the train, she (11) *spent* / *had spent* the entire four-hour journey thinking up all the ideas for the book. On (12) *arriving* / *arrived* at her London flat, she (13) *began* / *was beginning* to write 'Harry Potter And The Philosopher's Stone' immediately, although it (14) *would take* / *had taken* several years to reach completion.

10 Complete the sentences with the correct form of the verbs in brackets. More than one answer may be possible.

1 On ... (*complete*) her first book, JK Rowling ... (*begin*) to look for a publisher.
2 She decided she ... (*not / give up*) until she found a publisher.
3 After ... (*approach*) twelve publishers, she ... (*eventually / find*) one that ... (*want*) to publish it.
4 She ... (*think*) of writing for adults but ... (*decide*) to write for children instead.
5 She ... (*never / imagine*) that the book ... (*become*) the best-selling children's book of all time.

11 Work in pairs. Complete the sentences in an interesting way.

1 I was going to … but I realised I had no money.
2 I was on the point of … when all of a sudden the lights went out.
3 I was just about to … when my friend called.
4 I was on the verge of … when my friend told me how much it was worth!
5 When I caught the train, I never imagined I would …

12 MY PERSPECTIVE – SPEAKING

Work in pairs. Imagine a new Harry Potter story has just been released as a book, film, and video game. Which of the three would you decide to buy first? Justify your choice. Also, explain why you reject the other two options. Then, answer the following questions:

1 What is the key to a successful film adaptation of a book?
2 If you were to create a video game for people your age, where would you seek inspiration?

13 Work with a partner. Write a summary about a book or a film that inspired you or may inspire others to change the way of doing things or thinking about things. Then discuss what difference it has made or may make.

JK Rowling reading from one of the Harry Potter books.

7 **1** sentence c *would* and *was/were to* + infinitive suggest that the action probably happened in the future
2 sentence b *had been / was going to* suggest that the ction may not have happened
3 sentence a *was about to / on the verge of* (+ verb *-ing*) suggest that the action is imminent
Note that it is important to read the context with these structures to work out whether the action happened or not.

10 **1** completing, began
2 would not give up / was not going to give up
3 approaching / she had approached, eventually found / would eventually find, wanted
4 thought / had thought / been thinking, decided
5 never imagined / had never imagined, would become / was going to become

Life Skills guide
8 Mediation

8 **1** would be worth
2 was just about to send
3 would finally/eventually bring us
4 We were on the verge of admitting
5 She was going to react

Exam guide
12 Oral Matura

Life Skills guide
12 Critical thinking, Mediation

Life Skills guide
13 Collaboration, Creativity, Critical thinking, Mediation

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

Fast Finishers

Make a list of five scientific predictions for the 2020s which were made at the beginning of the 21st century. Which of them have come true, and which haven't?

Cele lekcji: Rozumienie dłuższych zdań w opisie wydarzeń.

Technology guide

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

LearningApps.org

Matura exercises to TED Talks video

TEDTALKS My year reading a book from every country in the world

"The stories I read that year made me more alive than ever before to the richness, diversity and complexity of our remarkable planet."

ANN MORGAN

Life Skills guide

3 Collaboration, Critical thinking, Mediation

AUTHENTIC LISTENING SKILLS

Following a narrative

Speakers often use longer sentences when they are narrating events, especially in more formal or scripted speech. When you hear words and phrases like *when, as soon as, while,* or *after,* be ready for what comes in the next part of the sentence.

1 Look at the Authentic listening skills box. Then look at some sentence beginnings from the TED Talk. Which ending is not likely? Listen and check. 62 p. 393

1 Discovering this massive, cultural blind spot in my reading came as quite a shock. And when I thought about it, *it made sense / it seemed like a real shame / I wasn't surprised.*
2 When I looked back at much of the English-language literature I'd grown up with, for example, *I bought an e-reader / I began to see quite how narrow a lot of it was / I remembered how much I enjoyed it.*
3 These days, when I look at my bookshelves or consider the works on my e-reader, *they tell a rather different story / I read them enthusiastically / I see how I have changed.*

BEFORE YOU LISTEN

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

real shame	encounter	time frame	novel
short story collection		memoire	upshot
clueless	literary xenophobe		appeal
detours	richness	diversity	complexity
connect us across different divides			incentive

3 Work in pairs. Discuss the questions.

- Make a list of writers you have heard of from countries other than your own.
- Make a list of books you have read by foreign writers (either in the original language or in translation).
  - How many different countries are on your list?
  - Do you have a favourite book by a foreign writer?
- What can you learn from reading books by foreign writers?
- What is on your bookshelf? What does your bookshelf say about you?

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

blind spot	quest	rounded	dubious
enlightening	mindset	worldview	testament

5 Listen to part 1 of the talk. Answer the questions. TED 8.1 p. 412

1 What did Ann discover about herself when she studied her bookshelves?
2 What kind of books did she mainly have?
3 Why did 2012 feel like a good year to start her project?
4 What exactly did she decide to read during the year?

6 Listen to part 2 of the talk. Complete the summary with a number or percentage. TED 8.2 p. 412

Ann calculated that she would have to read approximately (1) ... books a week in addition to working about (2) ... days a week. She was afraid she might not find enough books because roughly (3) ... of books published in the UK are translated from another language.

Exam guide

5 Listening Open-ended questions

Life Skills guide

2 Collaboration, Mediation

1 1 it made sense (Ann says *it seemed like a real shame.*)
2 I bought an e-reader (Ann says *I began to see how narrow a lot of it was.*)
3 I read them enthusiastically (Ann says *they tell a rather different story.*)

5 1 She wasn't as cultured or cosmopolitan as she liked to think.
2 She mainly had books written by British or North American authors.
3 Because it was the year of the London Olympics and so it was going to be a very international year for the UK.
4 She decided to read a novel, a short story collection or a memoir from every country in the world.

6 1 4
2 5
3 4.5 percent

3h/week • Student's Book ex. 1–11 pp. 138–139 + DVD • If short of time, skip ex. 11.

5h/week • Workbook ex. 1–4 p. 122

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

7 Listen to part 3 of the talk. Label the events in the order (1–7) they happened. TED 8.3 p. 412

a She appealed for translators. 6
b A team of people translated an entire book for her. 7
c She asked for help on a blog. 1
d Many people all over the world became involved in selecting books. 2
e She could not find a book in translation. 5
f A woman offered to select books for her. 3
g She received two books from a distant country. 4

8 Listen to part 4 of the talk. Read some opinions about reading books from all over the world. Which point does Ann not make? TED 8.4 p. 412

1 It helps you see the world from other people's point of view.
2 It can sometimes be difficult to accept different viewpoints from your own.
3 It can make you question your own ideas and realise what you don't know.
4 It gives you a clear understanding of the way of life in another country.
5 It can help to create greater harmony and understanding between cultures.
6 The more people start asking for books in translation, the more books will become available.

9 VOCABULARY IN CONTEXT

Listen to the sentences from TED Talk. Check if you know the meaning of the words and phrases in the box. TED 8.5

face up to	went out of their way	get hold of
from scratch	stuck to their word	wrestling with

10 Think of a time when the following things happened to you. Then work in pairs and compare your examples.

- somebody *went out of their way* to help you or make you feel welcome
- you had to start learning or doing something *from scratch*
- you had difficulty *getting hold* of something you needed
- you *stuck to your word*, even though it was difficult

Life Skills guide
10 Communication, Mediation

AFTER YOU LISTEN

11 MY PERSPECTIVE – SPEAKING

Work in pairs. Which book from your country would you recommend if someone wanted a) to know more about your culture? b) an interesting read?

Life Skills guide
11 Critical thinking, Mediation

CHALLENGE

Choose a book written in your language and find a paragraph or short extract to translate into English. Use dictionaries and other reference books (e.g. a thesaurus, dictionary of collocations) to help you. Then work in groups.

1 Read your groups' translations. Compare the similarities and differences.
2 What were the most interesting and most difficult parts of doing the translation?
3 What has the experience taught you about translation and what can get 'lost in translation'?

Life Skills guide
Creativity, Critical thinking, Mediation

8F Cele lekcji: Opowiadanie oraz reagowanie na słyszaną opowieść.

1 What do you think are the main ingredients for an interesting story?
2 What kind of experience do you usually tell your friends about – successes or failures?

8F Speaking

Exam guide
1 Listening
Open-ended questions

Useful language

Starting a story
Have I told you about the time when …?
Have I told you about my (trip to … / holiday in …)?
I had the most (embarrassing / amazing) experience when …

Responding
How annoying!
What a nightmare!
Oh no!
How scary!
Poor you!
What a relief!
Sounds great!
Wonderful!
That was lucky!
That's too bad!

Showing interest
Oh right.
Uhuh.
Yeah.
Really / Is it / Did he?

Ending
Anyway, to cut a long story short, …
Luckily, it all worked out in the end.
It was a really terrifying / hilarious experience.

Telling and responding to a story

1 Listen to someone telling a friend a story. Then answer the questions. 63 p. 393

1 How does the speaker describe the experience?
2 Where and when did the story take place?
3 What had happened before the story?
4 What exactly happened?
5 What were the consequences of the story?

2 Work in pairs. Can you remember:

1 how the speaker starts the story?
2 how the listener responds to the story?
3 how the speaker ends the story?

3 Listen again and check your answers. 63 p. 393

4 Listen to some short extracts from stories. Respond using an expression from the Useful language box. 64 p. 394

5 Prepare to tell a story about something that happened to you, a friend, or a family member on a holiday, a day trip, or a journey. It could be a true story or one you have made up. Make notes under these headings.

- What kind of experience it was.
- Where and when the story took place.
- What you had done or had been doing before the story started.
- What you were doing and / or what was happening when the story started.
- What exactly happened and how you felt at the time.
- How the whole situation ended.

6 Work in pairs. Tell each other your stories and respond appropriately.

7 Now work with another partner and repeat your story. Was it better the second time? If so, how exactly?

Life Skills guide
4 Communication

Life Skills guide
5 Mediation

Life Skills guide
6 Communication

Life Skills guide
7 Communication, Critical thinking

Munich airport, Germany.

1 1 The speaker says it was a bit of a disaster / it started off in a disastrous way.
2 At the airport before a flight to Munich, last month.
3 The speaker had been revising and had taken exams.
4 They arrived at the airport a day late. They had to buy new tickets and travel on a later flight.
5 They arrived at 10:30pm and lost most of the first day. But they had a great holiday.

3h/week • Student's Book ex. 1–7 p. 140 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–6 p. 123

7h/week • Extra online resources

8G Writing

A letter with a story

Writing a letter

1 Read the letter with the story below. Put these stages of the story (a–f) in order (1–6).

a something that went wrong 3
b a planned action 2
c how the situation was resolved 5
d a new plan for the future 6
e the setting (time, place, protagonist) 1
f how the protagonist reacted 4

To the editor,

I have recently read your article that asked readers to share stories of people who changed their mishaps into something positive and I'd like to tell you about my friend Michał.

One sunny morning, Michał was sitting on the terrace behind his house, observing the birds chirping happily. He was sipping his morning coffee and pondering his life. He had been hoping to study medicine at university, so he needed top grades, but the final exams he had just taken had not gone well, he feared.

At that moment, his mother stepped out onto the terrace and handed him a large brown envelope. Michał tore it open impatiently. He stared at the results and his heart sank. To his utter dismay, he had barely scored 30% in two subjects – the worst possible result. He would never get a place at university now. He crumpled the result slip into a ball and hurled it to the ground.

Just then, a bird swooped down and landed on the terrace beside him. In an instant, it snatched the ball of paper in its beak and soared into the air and out of sight. A sudden thought came into Michał's mind. He would retake his exams next year and then go to university. But before that, he would travel and see the world. He drank his coffee and opened the door to his house.

This story proves your point that even failures can inspire positive outcomes.

Regards,

Adam Woźniak

2 **WRITING TIPS** Using colourful language

Find synonyms for these words in the story. Do the synonyms improve the story? If so, how?

1 singing chirping
2 drinking sipping
3 thinking about pondering
4 walked stepped
5 gave handed
6 opened tore it open
7 looked stared
8 made crumpled
9 threw hurled
10 flew swooped
11 took snatched
12 flew up soared

These verbs improve the story by making it more vivid.

3 Find an expression in the story that means *he was unhappy to find that*. Then write three more sentences of your own using the words describing reactions in the Useful language box. To his utter dismay

4 Match these emotions with the expressions describing emotion in the Useful language box.

a embarrassment
b anger
c surprise
d amusement
e unhappiness
f disappointment
g relief
h fear

5 Choose three or four expressions of emotion. Write a sentence that could come before or after each one.

6 Create a story about kind strangers who helped you in a difficult moment. Make sure it includes:

- the different elements in exercise 1.
- the correct use of tenses.
- a range of time expressions.
- colourful language and expressions.

7 You have recently read an article in a magazine which encouraged people to be kind to one another. Write a letter to the editor telling a story about the kindness you (or somebody else) experienced from a stranger. Include the information about the problem you had and how the stranger's kindness helped you. Write between 200 and 250 words.

Useful language

Describing reactions

I saw to my utter horror / embarrassment / relief / astonishment / delight / dismay / disappointment …

Expressions describing emotion

My heart sank.
I could hardly believe my eyes.
I was speechless with rage.
I couldn't help laughing.
I felt like bursting into tears.
I went bright red.
I heaved a sigh of relief.
I was shaking like a leaf.

1 What is the longest story you have shared with someone in writing?
2 What kind of stories do you prefer reading – those with or without a happy end? Why?

4 **a** I went bright red.
b I was speechless with rage.
c I could hardly believe my eyes.
d I couldn't help laughing.
e I felt like bursting into tears.
f My heart sank.
g I heaved a sigh of relief.
h I was shaking like a leaf.

Life Skills guide
6 Creativity, Mediation, Practical skills

Exam guide
7 Writing
A formal letter

Life Skills guide
7 Creativity, Mediation, Practical skills

3h/week • Student's Book ex. 1–7 p. 141
5h/week • Workbook ex. 1–5 p. 124
7h/week • Extra online resources

Skills Review 8

ENGLISH IN USE

Słowotwórstwo

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

1 I didn't enjoy the film I watched yesterday. The plot was ... . PREDICT
2 The book you gave me turned out to be so ... that I read it from cover to cover over the weekend. GRIP
3 I have always found Greg ... , but he's too bitter a critic. WIT
4 The director of the film presented the heroine as an ... trustworthy individual. INCREDIBLE
5 A group of tourists was extremely ... because their flight had been cancelled. FURY

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The film was sentimental and deeply moving, which made Janet leave the cinema ... tears. in
2 We were on the ... of our seats yesterday evening until the very end of this fantastic film. edge
3 It's obvious that William has literary talent. I've told him many times to ... round to writing his first novel. get
4 Fewer and fewer people are going to the theatre these days. I ... it down to expensive tickets. put

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 took his mobile out of his pocket to call his friend when he noticed that the battery was discharged.
ABOUT
He ... his friend when he noticed the battery was discharged.

2 I asked you to buy the cinema tickets and you didn't do it.
WERE
You ... the cinema tickets and you didn't do it.

3 George was rumoured to become the leader of a popular pop group very soon.
VERGE
George was ... the leader of a popular pop group.

4 Stephen was going to take a photo of a famous actor when suddenly someone knocked the camera off his hand.
POINT
Stephen was ... a photo of a famous actor when suddenly someone knocked the camera off his hand.

Uzupełnianie zdań

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

1 The dialogues ... (*be / absolute / fascinate*). They kept the audience laughing all the way through the performance.
2 The open-air film festival ... (*be / take place*) in Warsaw last weekend, however, it was cancelled due to heavy rainfalls.
3 By the time the film ended, she ... (*already / fall / asleep*).
4 Ann is very talented. She ... (*write / five / short story*) by the age of thirteen.
5 When Andy finished reading the book, he knew he ... (*have / read*) it again sometime in the future.

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazem z ramki przekształconym 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.

disappoint enjoy go long many put utter

1 The opening scene was too long. However, it was funny enough to make us sure we ... the whole performance. would enjoy / were going to enjoy
2 Jack Smith's performance in last Saturday's show turned out to be ... disastrous. utterly
3 I paid a lot for the theatre tickets and didn't get what I had expected. The play was terribly ... . disappointing
4 I think you should watch the trailer, it's only five minutes in ... . length
5 While the usher was escorting us to our seats, the lights ... off. went

Tłumaczenie fragmentów zdań

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 When he began making a documentary about the Academy Awards, he didn't expect it (*zajmie mu*) ... so much time.
2 It was (*raczej nudny film*) ... , so we walked out of the cinema as we lost interest half way through.
3 (*Po odwiedzeniu*) ... her relatives in Ireland, Vicky decided to return there the following year.
4 *The Secret Life* is a (*wysoko ceniony*) ... series, particularly because of the very interesting plot.
5 (*Kiedy obejrzałem ten film*) ... twice, I adopted a different attitude to life.

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Transformations

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

1 predictable
2 gripping
3 witty
4 incredibly
5 furious

3 1 was (just) about to call
2 were (supposed) to buy
3 on the verge of becoming
4 on the point of taking

4 1 were absolutely fascinating
2 was (supposed) to take place
3 had already fallen asleep
4 had written five short stories
5 would have to read

6 1 would take him / to take
2 rather a boring/dull film
3 After visiting / Having visited
4 highly acclaimed
5 When I had watched the/this film / Having watched the/this film

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. 374, 379–382 (8.5–8.8) • Extra online resources (see Technology guide)

READING

7 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

Born to Read and Write

I was born and raised in a family that didn't think much of books. In fact, my two brothers and even my father used to laugh and say 'Cindy, you're a real bookworm'. They would repeat that books never got anyone anywhere. I used to run to the local library after school and check out as many books as I could hide under my bed at a time. I would read all the time – in the shower, while brushing my teeth, on the bus, walking along the street. Somehow I felt that reading would teach me about the world in a way that my family couldn't. I knew that reading was my ticket out of our small town and into the great world beyond.

It was Ms Sophia, my 3rd grade homeroom teacher, who noticed that I was different from other students. Instead of being interested in the newest toy fad, I liked… you guess it... books. Instead of playing at breaks, I wanted to read. One day after school, she called me into her office and told me that she had been observing me for some time and could see that I had a gift. She asked me if I had ever tried writing something of my own. I said that I hadn't, but that I would happily give it a try.

Over the next 9 years, Ms Sophia became my guide into the world of the written word. What I couldn't learn on my own or in school, she taught me after the lessons. I was ten when I decided to take part in my first literary competition. I won it and when I was sixteen I published my first book. My first book, which became a bestseller, was written when I was twenty-two and I dedicated it to Ms Sophia. I later learnt that she was a famous author herself! I know that if I hadn't read all of those books, I would have never learnt how to write well. And if someone hadn't noticed my talent, I would never have done anything with it.

That's why, today, I work with small towns and communities to create outdoor libraries so that everyone, children especially, can have easy access to books and inspiration. I raise money from corporate sponsors to purchase hundreds of books at a time and we work with local architects to design the outdoor spaces. The project is called 'Outdoor Libraries For All' and so far, we have established 205 such libraries. I continue to write and, of course, read but my greatest passion is giving children support that I never had as a child. If you ever see one of our libraries, pop in and say 'hello' and if you have books you don't want anymore, donate them so that they can be put to good use!

1 What do we learn about Cindy from the opening paragraph?
- **a** She wished her family would take up reading regularly.
- **b** Her father bought her the books she asked for.
- **c** She used to read books secretly in the library.
- **d** Her siblings ridiculed her passion for books.

2 Which of the following statements is **true**?
- **a** Cindy hesitated whether to start writing on her own.
- **b** Ms Sophia noticed Cindy's talent for reading immediately when she met her.
- **c** Cindy was unaware of the talent she displayed.
- **d** Ms Sophia wondered why Cindy wasn't like other students.

3 Cindy appreciated working with Ms Sophia at school because
- **a** she knew Ms Sophia was a well-known writer.
- **b** Ms Sophia devoted a lot of her private time to help her.
- **c** she received Ms Sophia' bestselling book as a gift.
- **d** Ms Sophia motivated her to participate in literary competitions.

4 In the closing paragraph, Cindy
- **a** gives examples of how she promotes reading.
- **b** enumerates the benefits resulting from reading.
- **c** compares people's attitude to reading today and in the past.
- **d** describes her action plan concerning reading in the future.

SPEAKING

8 **Opisz zdjęcie i odpowiedz na pytania.**

1 What is the girl on the left telling the other girls? Why do you think so?
2 What stories do you like listening to?
3 Tell me about the last time you told someone a story that scared them.

WRITING

9 **Jak wykazują badania, nawyk czytania literatury pięknej zanika. Napisz list do redakcji, w którym przedstawisz treść książki wartej, twoim zdaniem, przeczytania oraz wyjaśnisz, czym powinna charakteryzować się dobra książka.**

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

Exam guide
7 Reading
Multiple choice

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Creativity, 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 8

GRAMMAR 1 Modyfing adjectives

Przymiotniki możemy określać za pomocą przysłówków, np.: *really*, *absolutely* oraz wyrażeń przysłówkowych, np.: *a bit*, *at all*.

*He's a **really** slow reader and he's **a bit** distracted this morning.*

Gradable and ungradable adjectives (przymiotniki stopniowalne i niestopniowalne)

Przymiotniki stopniowalne wyrażają stopień natężenia danej cechy, np.: *interesting*, *cold*, *tired*, *angry*, *scared*, *sad*. Takie przymiotniki mogą występować w stopniu wyższym i najwyższym.

*His latest book is **more interesting** than his others.*

Przymiotniki niestopniowalne wyrażają maksymalne natężenie danej cechy, np.: *fascinating*, *freezing*, exhausted, *furious*, *terrified*, *heartbroken*.

*He was so **furious** that he couldn't utter a word.*

Zazwyczaj przymiotniki te nie występują w stopniu wyższym i najwyższym.

*~~It's **much more freezing** in the library today than usual.~~*

Adverbs of degree (przysłówki stopnia)

Typowe przysłówki, które:

- wzmacniają znaczenie przymiotników stopniowalnych, to: *very*, *really*, *so*, *pretty*, *extremely* oraz *terribly*.

  *You should see that film. It's **extremely funny**.*

- wzmacniają znaczenie przymiotników niestopniowalnych, to: *really*, *absolutely* oraz *completely*.

  *You must see that film. It's **absolutely hilarious**!*

- wzmacniają znaczenie zarówno przymiotników stopniowalnych, jak i niestopniowalnych, to: *really* oraz *extremely*:

  *It was a **really good** film. It was a **really fascinating** story.*

Z niektórymi przymiotnikami niestopniowalnymi stosujemy przysłówki, takie jak: *utterly*, *totally* oraz *highly*, np.: *utterly disastrous*, *totally deaf*, *highly acclaimed*.

Typowe przysłówki, które:

- osłabiają znaczenie przymiotników stopniowalnych, to: *a bit/a little*, *slightly*, *fairly*, *not very/not all that*, *somewhat*.

  *It's **a bit warm** in here.*

- osłabiają znaczenie przymiotników niestopniowalnych, to: *nearly*, *almost* lub *practically*.

  *These two books are **practically identical**.*

Ponadto:

- Przysłówek *quite* występuje z przymiotnikami stopniowalnymi i niestopniowalnymi.

  *His behaviour was **quite bad**.*

  *His behaviour was **quite unacceptable**!*

- Przysłówki *rather* oraz *quite* występują przed konstrukcją „przymiotnik + rzeczownik".

  It was rather a boring book. / It was quite an interesting film.

Ćwiczenia 1–2

GRAMMAR 2 Narrative tenses and future in the past

Czasy narracyjne

Czas *past simple* stosujemy, aby zrelacjonować ciąg zdarzeń, które odbyły się w przeszłości.

Czas *past continuous* stosujemy, kiedy mówimy o:

- wydarzeniach, które stanowiły tło dla innych wydarzeń w przeszłości,
- czynnościach, które trwały w określonym momencie w przeszłości.

  They were preparing for the Book Prize ceremony when it was announced that it was cancelled.

Czas *past perfect* stosujemy w odniesieniu do czynności, która wydarzyła się wcześniej niż inna czynność w przeszłości.

Kiedy dana czynność trwała do określonego momentu w przeszłości, stosujemy czas *past perfect continuous*.

*We **had been wondering** if it was possible for readers to put their thoughts about the book on a website once they **had finished** it.*

Ćwiczenie 3

Future in the past

Kiedy mówimy o przyszłości, rozpatrywanej z perspektywy czasu przeszłego, możemy zastosować następujące formy:

- *was/were*, *had been* i *going to* + infinitive (kiedy wydarzenie w rzeczywistości nie miało miejsca)
- czas *past continuous*

  *We **were going to (intending to / hoping to) book** tickets for the literary festival this year, but we left it too late and they'd sold out.*

- *was/were about to* + infinitive
- *was/were on the point/verge of* + *-ing* (kiedy wydarzenie było nieuchronne i mogło się wydarzyć lub nie)

  *I was **about to buy** the book (**was on the verge/point of buying** the book) when I realised I didn't have my wallet.*

- *would* + infinitive lub *was/were* + infinitive (język formalny) – kiedy sytuacja, o której mowa, zaistniała faktycznie:

  *When writing the book, she had no idea that it **would/was to become** the work that made her name known all over the world.*

- *was/were* + infinitive (kiedy wydarzenie nie miało miejsca)

  *The book launch **was to take place** at the festival in July (but the book wasn't ready in time).*

Ćwiczenia 4–5

Grammar practice

1 **Put the adjectives in the box into the correct category: gradable or ungradable.**

angry	big	boiling	cheap	cold	difficult
disgusting	enormous	exhausted	free	freezing	
furious	hot	impossible	priceless	scared	
terrified	tired	unpleasant	valuable		

2 **Choose the correct option to complete the sentences.**

1 Jo Nesbo's latest thriller is absolutely *interesting* / *fascinating* but the ending gets a bit *unpleasant* / *disgusting*.
2 A: What did you think of that new comedy?
B: I thought it was quite *funny* / *hilarious* – I couldn't stop laughing.
3 This old first edition of 'The Hobbit' is more *valuable* / *priceless* than I thought.
4 Have you read this book? I found it practically *difficult* / *impossible* to understand.
5 Gina was absolutely *angry* / *furious* when her friend told her the ending of the book she was reading.
6 It's very *cheap* / *free* to go to the local cinema on Monday evenings, so we go every week, even if we're totally *tired* / *exhausted*.

3 **Complete the text with the verbs in brackets in the past simple, past continuous, past perfect simple or the *-ing* form.**

I (1) ... (*start*) studying literature at college last month. I didn't know anyone there so I decided to join a club. One day, after my class (2) ... (*finish*), I (3) ... (*walk*) past the literature department noticeboard when a small piece of paper (4) ... (*catch*) my eye. It (5) ... (*advertise*) a book group. What's the point of a book group when you're already studying literature, you might think, as did I, but I was intrigued so decided to follow it up. After (6) ... (*call*) the number on the advert and (7) ... (*chat*) to the organiser, it was agreed that I'd go to the next meeting, a few days later. It soon (8) ... (*become*) apparent that this was no ordinary book group: each member (9) ... (*bring*) along their choice of book for the following meeting and the one rule was that the choices (10) ... (*must*) be books that weren't on the literature course, so there were biographies, histories, travel books – you name it. It's turned out to be the most interesting club I've ever joined!

4 **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 They announced that they would reveal the identity of the new James Bond after the ceremony. WAS
They announced that the identity of the new James Bond ... after the ceremony.

2 You've taken that book by Paulo Coelho back to the library. I wanted to start reading it this evening! ABOUT
You've taken that book by Paulo Coelho back to the library, but I ... it.

3 Luis had the pen in his hand to sign the contract when he noticed that there was a spelling mistake in his name. VERGE
Luis was ... the contract when he noticed that there was a spelling mistake in his name.

4 I took the Suzanne Collins trilogy to read on holiday, but we hardly had any time for reading. THINKING
I ... the Suzanne Collins trilogy on holiday, but we hardly had any time for reading.

5 We had intended to visit the book festival as usual this year, but it fell on the weekend of Marta's wedding. GOING
We ... the book festival as usual this year, but it fell on the weekend of Marta's wedding.

5 **Choose the correct option to complete the text.**

I (1) *was dusting* / *dusted* my bookshelves about a year ago when I started to wonder why I (2) *accumulated* / *had accumulated* so many books. Did I need them? I was (3) *on the point of* / *about to* getting rid of some of them at the local recycling centre, but something stopped me. I (4) *had also been considering* / *also considered* selling some of them, but started to wonder if there was a better way. That was when I (5) *had discovered* / *discovered* BookCrossing. This was set up in 2001 by Americans Ron and Kaori Hornbaker and Bruce and Heather Pedersen after Ron (6) *had noticed* / *was noticing* that there was no website dedicated to tracking books through their life, unlike dollar bills, for example. The four then (7) *had come up* / *came up* with the idea of a website that allowed used books to be distributed, then followed, simply by allocating each book a unique number, which can then be tracked online. I joined the scheme immediately and started registering my books. After (8) *doing* / *done* that, I distributed them – to friends, family, strangers on buses, leaving them in cafés, etc., and then I tracked their progress, to discover that within a few months my books (9) *had travelled* / *had been travelling* to several different countries and had had many readers – it's fascinating to follow them. When I started out with BookCrossing, I had no idea that it (10) *was becoming* / *would become* such an interesting part of my life.

1 **Gradable:**
angry, big, cheap, cold, difficult, hot, scared, tired, unpleasant, valuable
Ungradable:
boiling, disgusting, enormous, exhausted, free, freezing, furious, impossible, priceless, terrified

3
1 started
2 had finished / finished
3 was walking
4 caught
5 was advertising
6 calling
7 chatting
8 became
9 had brought / brought
10 had to

Exam guide
4 English in Use
Transformations

4
1 was (going) to be revealed
2 was about to start reading
3 on the verge of signing
4 was thinking about/of reading
5 were going to visit

Wordlist Unit 8 65

VOCABULARY p. 131

accessible (adj) / əkˈsesəbl/ dostępny, przystępny
be clever with words (phr) /bi ˈklevə wɪð ˈwɜːdz/ stosować grę słów
be in tears (phr) /ˌbi ɪn ˈtɪəz/ być zapłakanym
blockbuster (n) /ˈblɒkˌbʌstə/ hit kinowy, przebój
catch one's eye (phr) /ˌkætʃ wʌnz ˈaɪ/ spostrzegać, zauważać
dull (adj) /dʌl/ nudny, nieciekawy
entertaining (adj) /ˌentəˈteɪnɪŋ/ rozrywkowy, zabawny
fabulous (adj) /ˈfæbjələs/ bajeczny, fantastyczny
frankly (adv) /ˈfræŋkli/ szczerze, bez ogródek
gripping (adj) /ˈgrɪpɪŋ/ porywający, wciągający
hilarious (adj) /hɪˈleəriəs/ przezabawny, komiczny
in print (adj) /ɪn ˈprɪnt/ wydrukowany
intriguing (adj) /ɪnˈtriːgɪŋ/ intrygujący
leave sb cold (phr) /ˌliːv ˈsʌmbɒdi ˌkəʊld/ nie przekonać kogoś, nie wywrzeć żadnego wrażenia
make a huge impact on (phr) /ˌmeɪk ə ˌhjuːdʒ ˈɪmpækt ɒn/ mieć ogromny wpływ na
moving (adj) /ˈmuːvɪŋ/ poruszający, wzruszający
on the edge of one's seat (phr) /ɒn ðɪ ˈedʒ əv ˌwʌnz ˈsiːt/ w napięciu
over-rated (adj) /ˌəʊvəˈreɪtɪd/ przereklamowany
pace (n) /peɪs/ tempo
predictable (adj) /prɪˈdɪktəbl/ przewidywalny
put across (phr v) /ˌpʊt əˈkrɒs/ opisywać coś, wyjaśniać, wyrażać coś
reunite (v) /ˌriːjuːˈnaɪt/ pogodzić się
sentimental (adj) /ˌsentɪˈmentl/ sentymentalny
slow-moving (adj) /ˌsləʊˈmuːvɪŋ/ poruszający się powoli
thought-provoking (adj) /ˈθɔːtprəˈvəʊkɪŋ/ skłaniający, pobudzający do refleksji
turn to crime (phr) /ˌtɜːn tə ˈkraɪm/ wejść na drogę przestępczości
witty (adj) /ˈwɪti/ bystry, dowcipny
yawn (v) /jɔːn/ ziewać

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alibi (n) /ˈælɪbaɪ/ alibi
come of age (phr) /ˌkʌm əv ˈeɪdʒ/ dorosnąć, dojrzeć
complex (adj) /ˈkɒmpleks/ złożony, skomplikowany
family saga (n) /ˈfæməli ˌsɑːgə/ saga rodzinna
fraud (n) /frɔːd/ oszustwo
from the point of view of (phr) /frəm ðə ˌpɔɪnt əv ˈvjuː əv/ z punktu widzenia, pod względem
fury (n) /ˈfjʊəri/ furia, wściekłość
generation (n) /ˌdʒenəˈreɪʃn/ pokolenie
get a hold of (phr) /ˌget ə ˈhəʊld əv/ znaleźć coś, złapać, chwycić
gossip (n) /ˈgɒsɪp/ plotka
nomad (n) /ˈnəʊmæd/ koczownik, nomada
open one's eyes (phr) /ˈəʊpən wʌnz ˈaɪz/ otwierać komuś oczy (w przenośni)
plot (n) /plɒt/ fabuła
put a book down (phr) /ˌpʊt ə ˈbʊk ˌdaʊn/ odłożyć książkę
sequel (n) /ˈsiːkwəl/ kontynuacja (np. książki)
set in (phr v) /ˌset ˈɪn/ być umiejscowionym (np. akcja książki)
shepherd (n) /ˈʃepəd/ pasterz
vivid (adj) /ˈvɪvɪd/ obrazowy, sugestywny (np. opis)
yearbook (n) /ˈjɪəbʊk/ księga pamiątkowa rocznika w szkole
yurt (n) /jɜːt/ jurta (dawny mongolski namiot)

GRAMMAR 1 p. 133

acclaimed (adj) /əˈkleɪmd/ uznany, ceniony
completely (adv) /kəmˈpliːtli/ całkowicie
extremely (adv) /ɪkˈstriːmli/ skrajnie, wyjątkowo
fairly (adv) /ˈfeəli/ raczej
nearly (adv) /ˈnɪəli/ niemal, prawie
piece of cinema (n) /ˌpiːs əv ˈsɪnəmə/ kino (sztuka filmowa)
slightly (adv) /ˈslaɪtli/ nieznacznie, nieco
star (v) /stɑː/ grać główną rolę
thoroughly (adv) /ˈθʌrəli/ gruntownie, dokładnie

READING pp. 134–135

approach (v) /əˈprəʊtʃ/ zbliżać się, podchodzić
attract (v) /əˈtrækt/ przyciągać (np. ludzi, zainteresowanie)
bay (n) /beɪ/ zatoka
blizzard (n) /ˈblɪzəd/ zamieć śnieżna
bob (v) /bɒb/ podskakiwać w górę i w dół
build up (phr v) /ˌbɪld ˈʌp/ gromadzić się
catch up with (phr v) /ˌkætʃ ˈʌp wɪð/ nadrabiać zaległości
coconut tree (n) /ˈkəʊkənʌt ˌtriː/ palma kokosowa
come up with (phr v) /ˌkʌm ˈʌp wɪð/ wymyślać coś, wpaść na
counter (n) /ˈkaʊntə/ lada, kontuar
distract sb from (phr) /dɪˈstrækt ˌsʌmbɒdi frəm/ odwracać czyjąś uwagę od
do away with (phr v) /ˌduː əˈweɪ wɪð/ pozbywać się
encounter (v) /ɪnˈkaʊntə/ napotykać
engraving (n) /ɪnˈgreɪvɪŋ/ grafika
Eskimo (n) /ˈeskɪməʊ/ Eskimos
eventually (adv) /ɪˈventʃuəli/ ostatecznie, w końcu
fearful (adj) /ˈfɪəfəl/ przestraszony
feather duster (n) /ˈfeðə ˌdʌstə/ miotełka do kurzu
freeze over (phr v) /ˌfriːz ˈəʊvə/ zamarznąć
futility (n) /fjuːˈtɪlətɪ/ daremność, bezsens
get by (phr v) /ˌget ˈbaɪ/ dawać sobie radę
get round to (phr v) /ˌget ˈraʊnd tə/ zabrać się do, znaleźć czas na
go up to (phr v) /ˌgəʊ ˈʌp tə/ podchodzić
grow out of (phr v) /ˌgrəʊ ˈaʊt əv/ wyrastać z
hospitality (n) /ˌhɒspɪˈtæləti/ gościnność
keep an eye on (phr) /ˌkiːp ən ˈaɪ ɒn/ mieć oko na
landmark (n) /ˈlændmɑːk/ punkt orientacyjny, charakterystyczny obiekt
lean on (phr v) /ˌliːn ˈɒn/ opierać się o
live up to (phr v) /ˌlɪv ˈʌp tə/ spełniać oczekiwania
long for (phr v) /ˈlɒŋ fə/ tęsknić do, bardzo pragnąć
longing (n) /ˈlɒŋɪŋ/ pragnienie, tęsknota
maggoty (adj) /ˈmægətɪ/ robaczywy
make up (phr v) /ˌmeɪk ˈʌp/ tworzyć coś, wymyślać
marble (n) /ˈmɑːbl/ marmur, szklana kulka
mixed feelings (n) /ˈmɪkst ˌfiːlɪŋz/ mieszane uczucia
numerous (adj) /ˈnjuːmərəs/ liczny
orchard (n) /ˈɔːtʃəd/ sad
parasol (n) /ˈpærəsɒl/ parasolka
patch (n) /pætʃ/ łata; skrawek
put sth down to (phr v) /ˌpʊt sʌmθɪŋ ˈdaʊn tə/ przypisywać coś czemuś
resonate (v) /ˈrezənеɪt/ rozbrzmiewać, odbijać echem
restless (adj) /ˈrestləs/ niespokojny, nerwowy
sacred (adj) /ˈseɪkrɪd/ święty
seashore (n) /ˈsiːʃɔː/ brzeg morza
shattered (adj) /ˈʃætəd/ wstrząśnięty, zdruzgotany
shell peas (phr) /ˌʃel ˈpiːz/ obierać zielony groszek
simile (n) /ˈsɪmɪli/ porównanie
slab (n) /slæb/ płyta, kawał
spear (n) /spɪə/ włócznia
spruce (n) /spruːs/ świerk
strew with (v) /ˌstruː ˈwɪð/ pokrywać czymś
strode (v) /strəʊd/ kroczyć, chodzić zamaszystym krokiem
struck (adj) /strʌk/ rażony, porażony
sway (v) /sweɪ/ chwiać się, kołysać
thrill (n) /θrɪl/ dreszczyk emocji
trigger (v) /ˈtrɪgə/ prowokować, wywoływać
vast (adj) /vɑːst/ obszerny, ogromny
water lily (n) /ˈwɔːtə ˌlɪli/ lilia wodna
windmill (n) /ˈwɪndˌmɪl/ wiatrak, młyn

GRAMMAR 2 pp. 136–137

be on the verge of (phr) /ˌbi ɒn ðə ˈvɜːdʒ əv/ być na skraju czegoś, być bliskim czegoś
entire (adj) /ɪnˈtaɪə/ cały, całkowity
exceed (v) /ɪkˈsiːd/ przekroczyć
explicit (adj) /ɪkˈsplɪsɪt/ wyraźny, dobitny, jasny
passer-by (n) /ˌpɑːsəˈbaɪ/ przechodzień
reach completion (phr) /ˌriːtʃ kəmˈpliːʃn/ zrealizować
scheme (n) /skiːm/ plan, program
take a selfie (phr) /teɪk ə ˈselfi/ zrobić sobie selfie
think up (phr v) /ˌθɪŋk ˈʌp/ wymyślać coś
wizard (n) /ˈwɪzəd/ czarodziej

TED TALK pp. 138–139

appeal (n) /əˈpiːl/ apel, wezwanie
appeal for (phr v) /əˈpiːl fə/ zwracać się do (kogoś w jakimś celu)
approximately (adv) /əˈprɒksɪmətli/ około, w przybliżeniu
blind spot (n) /ˈblaɪnd spɒt/ martwy punkt
clueless (adj) /ˈkluːləs/ zielony (w jakimś temacie)
come as a shock (phr) /ˌkʌm əz ə ˈʃɒk/ zaszokować
complexity (n) /kəmˈpleksəti/ złożoność

cumulatively (adv) /ˌkjuːmjə'lətɪvlɪ/ w sumie, łącznie
diversity (n) /daɪ'vɜːsəti/ różnorodność
divide (n) /də'vaɪd/ podział
dubious (adj) /'djuːbiəs/ wątpliwy, niepewny
enlightening (adj) /ɪn'laɪtnɪŋ/ pouczający
face up to (phr v) /ˌfeɪs 'ʌp tə/ stawić czoła czemuś
from scratch (phr) /frəm 'skratʃ/ od zera, od początku
get a look-in (phr) /ˌget ə 'lʊkɪn/ dostać szansę
get a rounded picture (phr) /ˌget ə 'raʊndɪd 'pɪktʃə/ otrzymać pełen obraz (zrozumieć)
get hold of (phr) /ˌget 'həʊld əv/ zdobyć, znaleźć
go out of one's way (phr) /ˌgəʊ 'aʊt əv wʌnz ˌweɪ/ wychodzić z siebie, stawać na głowie
mindset (n) /'maɪndset/ nastawienie, sposób myślenia
prime to do sth (phr) /'praɪm tə 'duː ˌsʌmθɪŋ/ przygotowywać się do
quest (n) /kwest/ poszukiwanie
remarkable (adj) /rɪ'mɑːkəbl/ niezwykły, godny uwagi
shame (n) /ʃeɪm/ szkoda, wstyd
source (v) /sɔːs/ pozyskiwać
stick to one's word (phr) /ˌstɪk tə 'wʌnz wɜːd/ dotrzymywać słowa
testament to (n) /'testəmənt tə/ świadectwo (istnienia czegoś), potwierdzenie
time frame (n) /'taɪm ˌfreɪm/ ramy czasowe
upshot (n) /'ʌpʃɒt/ koniec, rezultat
worldview (n) /ˌwɜːld'vjuː/ światopogląd
wrestle with (phr v) /'resl ˌwɪð/ mocować się z, borykać się z
xenophobe (n) /ˌzenə'fəʊb/ ksenofob

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bill (n) /bɪl/ banknot
disastrous (adj) /dɪ'zɑːstrəs/ fatalny, katastrofalny
engrossed (adj) /ɪn'grəʊst/ zasłuchany, pochłonięty
paperback (n) /'peɪpəbæk/ książka w miękkiej oprawie
relief (n) /rɪ'liːf/ ulga
smoothly (adv) /'smuːðli/ gładko
spill (v) /spɪl/ rozlewać, wylewać
That's too bad! (phr) /ðæts ˌtuːbæd/ Jaka szkoda!
to cut a long story short (phr) /tə ˌkʌt ə 'lɒŋ ˌstɔːri 'ʃɔːt/ krótko mówiąc

WRITING p. 141

astonishment (n) /ə'stɒnɪʃmənt/ zdumienie, zdziwienie
beak (n) /biːk/ dziób
burst into tears (phr) /ˌbɜːst ɪntə 'tɪəz/ rozpłakać się
can hardly believe one's eyes (phr) /kən 'hɑːdli bə'liːv wʌnz 'aɪz/ nie móc uwierzyć własnym oczom
can't help laughing (phr) /kɑːnt ˌhelp 'lɑːf ɪŋ/ nie móc przestać się śmiać
chirp (v) /tʃɜːp/ ćwierkać
come to one's mind (phr) /kʌm ˌtʊ wʌnz 'maɪnd/ przychodzić do głowy
crumple (v) /'krʌmpl/ zgnieść, zgniatać
delight (n) /dɪ'laɪt/ zachwyt
dismay (n) /dɪs'meɪ/ konsternacja
embarrassment (n) /ɪm'bærəsmənt/ zażenowanie, zakłopotanie
go bright red (phr) /ˌgəʊ braɪt 'red/ zarumienić się (np. ze wstydu)
heave a sigh of relief (phr) /ˌhiːv ə 'saɪ əv rɪ'liːf/ odetchnąć z ulgą
hurl (v) /hɜːl/ ciskać, miotać
mishap (n) /'mɪshæp/ nieszczęśliwy wypadek
My heart sank. (phr) /maɪ ˌhɑːt 'sæŋk/ Moje serce zamarło.
out of sight (phr) /ˌaʊt əv 'saɪt/ poza zasięgiem wzroku
ponder one's life (phr) /ˌpɒndə wʌnz 'laɪf/ dumać nad swoim życiem
protagonist (n) /prəʊ'tægənɪst/ protagonista, główny bohater/główna bohaterka (np. książki)
shake like a leaf (phr) /ˌʃeɪk laɪk ə 'liːf/ trząść się jak osika
sip (v) /sɪp/ popijać, sączyć
snatch (v) /snætʃ/ chwytać, porywać
soar (v) /sɔː/ szybować, wznosić się
speechless with rage (phr) /ˌspiːtʃləs wɪð 'reɪdʒ/ zaniemówić ze złości
step out (phr v) /ˌstep 'aʊt/ wychodzić
swoop down (phr v) /swuːp daʊn/ nurkować (spadać)
to one's utter horror (phr) /tə ˌwʌnz 'ʌtə hɒrə/ ku czyjemuś całkowitemu przerażeniu

SKILLS REVIEW pp. 142–143

bookworm (n) /'bʊkwɜːm/ mól książkowy
enumerate (v) /ɪ'njuːməreɪt/ wymieniać
fad (n) /fæd/ przelotna moda
homeroom teacher (n) /ˌhəʊmruːm 'tiːtʃə/ wychowawca/wychowawczyni
literary (adj) /'lɪtərəri/ literacki
pop in (phr v) /ˌpɒp 'ɪn/ wpadać (do kogoś)
ridicule (v) /'rɪdɪkjuːl/ kpić, wyśmiewać

(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)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

Exam guide
1 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

1 Choose the correct option to complete each sentence.

1 I can't stop thinking about his latest vlog. It is really ... .
a thought-provoking **c** predictable
b sentimental

2 Olga's books made a huge ... on literature.
a print **c** blockbuster
b impact

3 I was on the ... of a nervous breakdown, but managed to pull myself together.
a end **c** verge
b tears

4 They watched the film once again but even now it put them all in ... .
a tears **c** struck
b words

5 Parents should be well aware of all the dangers their children might ... online.
a wonder **c** distract
b encounter

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

1 Even if I spend hundreds of hours thinking about it, I am afraid I won't be able to come ... with a reasonable solution to this problem. up

2 His most famous books are still ... print. in

3 I think I have finally grown ... of things such as going to the dentist with my mum. out

4 This documentary is a masterpiece. I was on the ... of my seat from the very first scene. edge

5 You're ill? Oh well, that's too ... because I was hoping to go to the cinema with you. bad

6 She was speechless with ... when she saw that her best friend had chosen exactly the same dress for the party. rage

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 1

IT'S ALL IN YOUR HANDS … OR IS IT?

1 Read about making a presentation.

It's easy and fun to make a presentation or give a speech if you are the one who can choose the conditions of your presentation. Some of the most important factors are:

a **the topic** – what would you like to talk to your audience about? Would you prefer a general topic or to discuss a specific subject in detail?
b **the audience** – is it better to talk to teenagers or adults? A large audience or a small group?
c **the co-author/co-presenter** – Do you prefer to make presentations on your own or with somebody else?
d **the style of your presentation** – will it be a formal one, or will you keep it easy-going?
e **the form of your speech** – will you read from your notes or say things off the top of your head? How will you show things – with an overhead projector, a board, a flipchart, or a laptop?

Work in pairs. Exchange your preferences.

2 Read about potential problems while preparing a presentation.

Here are some of the difficult situations that could happen to you when you are asked to prepare a presentation. Rank them from 1 (no problem for me) to 5 (very stressful for me).

a You're asked to give a presentation on a topic you barely know anything about.
b You know there will be a few people in the audience who strongly disagree with your point of view and will ask difficult questions (you'd prefer not to answer).
c You're asked to make a joint presentation with someone you dislike (and vice versa).
d There is no electronic media in the room.
e You will give your presentation to a group of complete strangers.
f Just before the presentation you discover you have lost your voice and can't speak properly.
g You have already sent your presentation but discovered a serious mistake on one of the slides.

3 Work in pairs. Compare your ranks and explain what would be the problem in each case.

4 Read about overcoming potential problems during a presentation.

Sometimes it is not appropriate to directly express your disappointment or criticism during a presentation. Still, you can express your attitude in a balanced, diplomatic way. Match the possible ways of suggesting that you don't quite agree with what is going on with the situations in exercise 2. Then, think what you could say in the remaining four situations.

1 It would be much easier if I could show you a few figures or graphs to support my vision, but since all I have here is this microphone, you have to imagine the design in your mind.
2 I did my best to provide as precise information as possible, but I'm not an expert in this area, so forgive me if you notice any inconsistencies.
3 I realise perfectly well that some of you may not quite agree with my point of view, but let me first show the whole idea behind my presentation and I think there will be time for some discussion at the end of our meeting.

5 Work in pairs. Choose one of the difficulties mentioned in exercise 2 and make a presentation about overcoming potential problems.

My Talk 2

FAKE NEWS

1 Read the definitions (1–4) and match them with the phrases (a–d).

1 a story, spread through mass-media, which seems to be true but has actually been made-up d
2 when arguments based on people's feelings, emotions, and beliefs influence the society more easily than those based on facts b
3 an organisation controlling a large number of social media accounts whose task is to post offensive or controversial news and comments a
4 information prepared in a way that persuades the reader to click the link; it is often used as a way of presenting adverts or gossip c

a troll farm
b post-truth era
c clickbait
d fake news

2 Work in pairs. Discuss the following questions.

1 Which aspects of life are most often affected by fake news?
2 Have you seen any fake news on the internet or on social media recently? Who or what was it about?
3 What do you think the main reasons are for fake news being made up and distributed?
4 How can a teenager survive in the post-truth era?

3 Read the hints on how to check the reliability of news. Match the hints with the elements of the screenshot where they would be most useful.

1 Always check if the author provides the source of statistical data (how, where, when it was collected).
2 Is the URL of the page trustworthy?
3 Some info, even if it looks funny, is illogical.
4 Some elements are only meant to persuade you that the news is extremely important.
5 If scientific or official information is given, the author of the information should be mentioned.
6 If the headline keeps the reader confused about the topic, isn't it typical clickbait advertising?

4 Work in pairs. Discuss what could be done to make the webpage in exercise 3 more reliable for readers.

5 Work in pairs. Prepare two presentations. Include some fake and some real information. Make sure no part of your fake news is offensive or harmful to anyone.

6 Work in groups. Show your presentations.

LET'S HAVE SOME FUN and spot fake news! Then verify and correct it.

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 8.

WRITING GUIDE UNIT 1

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical skills

Artykuł naukowy opisujący eksperyment

Jest to artykuł, którego autor opisuje naukowy eksperyment: przedstawia cel badania, w interesujący sposób opisuje jego przebieg i podaje wnioski.

Struktura

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. **Wstęp.**
   Autor artykułu zachęca czytelnika do przeczytania tekstu. Zarysowuje ogólnie koncepcję eksperymentu, który będzie opisywał w artykule.
3. **Rozwinięcie.**
   Autor w dwóch oddzielnych, logicznie podzielonych akapitach przedstawia poszczególne etapy badania i analizuje ich przebieg.
4. **Zakończenie.**
   Autor przedstawia wnioski i podsumowuje artykuł.

Modelowa wypowiedź

Napisz artykuł do gazetki szkolnej na temat naukowego eksperymentu, który cię zaintrygował, i podziel się wiedzą na jego temat z czytelnikami. Opisz poszczególne etapy eksperymentu i przeanalizuj przebieg badania. Przedstaw naukowe wnioski i napisz podsumowanie.

Seahorses: Chameleons of the Sea?

Seahorses are very interesting creatures for a variety of reasons, among which is their ability to change colour to match their surroundings. Many experiments have been conducted to test how this works in practice. Most recently, there was one using different-coloured chains to test just how many colours seahorses could change into.

First of all, it was important to make sure that the seahorses had clean water. Scientists wore gloves and first removed everything that was in the seahorses' tank, leaving only the animals and water. They then proceeded to insert five different-coloured chains into the water: red, pink, blue, yellow, and green. The scientists gave the animals ten minutes to attach themselves to the foreign objects inside the tank.

Being curious creatures, this wasn't difficult to get them to do. All of the seahorses had started off as completely black. Over a period of a few minutes, they all gradually changed colour. They went from black to white, and then even started to sparkle. They were easily able to then turn yellow and pink, however they didn't turn blue, red, or green.

The scientists conducting the experiment concluded that seahorses have a limited range of colours they can turn into, especially during an experiment where there is no external threat, for example from a predator. They plan to further study the animals to be able to come up with a more complete picture on the colour-changing abilities of these beautiful sea creatures.

Autor przedstawia naukowy eksperyment i podaje powód, dla którego ten temat go zaintrygował.
Elementy rozwinięcia:
to test how it works in practice
… to test just how many colours seahorses could change into.

Autor opisuje poszczególne etapy eksperymentu.
Elementy rozwinięcia:
Scientists wore gloves and first removed everything …
They then proceeded to…

Autor analizuje przebieg badania.
Elementy rozwinięcia:
Over a period of a few minutes, …
They went from black to white, and then …

Autor przedstawia naukowe wnioski i podsumowuje temat artykułu.
Elementy rozwinięcia:
… especially during an experiment where there is no external threat, for example from a predator.
… to be able to come up with a more complete picture on the colour-changing abilities …

Przydatne zwroty i wyrażenia

Tytuł
- Seahorses: Chameleons of the Sea

Wstęp
- Seahorses are very interesting creatures
- There are some animals
- Did you know that … ?
- Not many people are aware that

Powód napisania artykułu
- Scientists wanted to determine
- They wanted to figure out
- In order to learn about
- They decided to do this because
- It interested them because

Rozwinięcie
- First of all
- They then proceeded
- After a while
- It became clear

Zakończenie
- While it wasn't what they expected
- The results were quite surprising
- It gave them a lot of information
- They plan to further

Exam guide

Writing
An essay

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical skills

Rozprawka „za i przeciw"

Autor przedstawia dwa różne punkty widzenia dotyczące danego zagadnienia. Podaje argumenty przemawiające za jakimś stanowiskiem i argumenty przeciwko niemu wraz z krótkim uzasadnieniem. W zakończeniu może zaprezentować własne zdanie na dany temat.

Struktura rozprawki „za i przeciw"

1. **Wstęp.**
   Akapit 1: Autor przedstawia zagadnienie i pisze, że można na nie spojrzeć na dwa przeciwstawne sposoby. Podaje opozycyjne tezy.
2. **Rozwinięcie.**
   Akapit 2: Autor podaje przynajmniej jeden argument popierający pierwszą tezę. Swoje twierdzenie rozwija, tj. wyjaśnia i popiera przykładami.
   Akapit 3: Autor podaje przynajmniej jeden argument przeciw pierwszej tezie, a popierający tezę przeciwną. Swoje twierdzenie rozwija, tj. wyjaśnia i popiera przykładami.
3. **Zakończenie.**
   Autor pisze krótkie podsumowanie i może na tej podstawie sformułować swoja opinię.

Modelowa wypowiedź

Czy ingerowanie w kod genetyczny człowieka jest etyczne? Napisz rozprawkę, w której rozważysz niektóre „za i przeciw" dotyczące procesu ingerowania w kod genetyczny człowieka.

Designer Babies: Ethical or Not?

Have you ever heard of a designer baby? If not, you certainly will over the upcoming years and decades. A designer baby is one that has had its genes changed for non-medical reasons. There are many pros and cons of the process that has many wondering about the ethics of the procedure.

Those in support of designer babies say that many diseases are caused by only one genetic "mistake" and if this can be fixed, that could completely change that baby's life, preventing them from spending years and decades in and out of doctor's offices. In addition, many claim that making children of the future more intelligent would be wonderful for our planet and well-being of everyone.

Those against designer babies, on the other hand, say that people will use these genetic changes for cosmetic reasons and not serious medical ones. Besides, they fear that designer babies would only be available for the rich. Perhaps most importantly, many doctors claim that we still do not know enough about genes to be able to predict exactly what one change could do. They fear that editing out an illness could lead to other problems that we cannot predict now.

In summary, the subject of designer babies is one that could potentially have a great deal of promise, especially to limit serious illnesses. However, the downside is — at the moment — very great. Lawmakers, therefore, have a very hard time deciding on any firm rules.

Autor formułuje zagadnienie.

Autor prezentuje pierwsze stanowisko.
Argumenty za:
… many diseases are caused by only one genetic "mistake" and if this can be fixed …
… making children of the future more intelligent would be wonderful …
Uzasadnienie/przykład:
Those in support of designer babies say that …
In addition, many claim that …

Autor prezentuje przeciwne stanowisko.
Argumenty przeciwko:
… people will use these genetic changes for cosmetic reasons and not serious medical ones.
… designer babies would only be available for the rich.
Uzasadnienie/przykład:
Those against designer babies, on the other hand, say that …
Besides, they fear that …
And perhaps most importantly, many doctors claim that …

Autor podsumowuje oba stanowiska.

Przydatne zwroty i wyrażenia

Wstęp
- It is widely assumed/agreed, that
- It is common belief that
- People say that
- Most people agree that
- The problem of … is a much debated issue nowadays
- There are many pros and cons of

Argumenty za
- Those in support of
- In addition, many claim that
- Firstly,
- To start with,
- In the first place/First of all,
- One major advantage of
- The main/greatest argument is that
- There is no doubt about the fact that
- For example/For instance,
- Like
- Especially/In particular
- Such as

Argumenty przeciw
- Even so, …
- On the other hand,
- In spite of
- Despite
- It can be argued that

Uzasadnienie argumentów
- One perfect example of this is
- This can be shown by
- Proof of this is
- Everyone knows that

Zakończenie
- In conclusion/All in all/To sum up,
- Taking everything into account/Taking everything into consideration/On the whole/All things considered,
- Overall,
- There is no agreement …, but in my opinion

WRITING GUIDE UNIT 3

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical skills

Artykuł z elementami raportu

Autor relacjonuje wydarzenie i wyraża swoją opinię na jego temat. Artykuł może zawierać elementy opisu, sprawozdania, krytycznej analizy. Autor może oceniać opisywane fakty oraz spróbować wpłynąć na opinię czytelników.

Struktura artykułu

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. Wstęp.
   Autor artykułu zachęca czytelnika do przeczytania tekstu. Sygnalizuje problem, który będzie poruszany w tekście. Autor relacjonuje wydarzenia, może przywołać ciekawy fakt lub dane.
3. Rozwinięcie.
   Autor w oddzielnych, logicznie wyodrębnionych akapitach przedstawia różne aspekty poruszanego tematu, relacjonuje wydarzenia i przedstawia własną opinię i/lub ocenę.
4. Zakończenie.
   Autor podsumowuje temat artykułu.

Modelowa wypowiedź

Kierowcy coraz częściej przekraczają dozwoloną prędkość, nawet w pobliżu szkół i zabudowań. Mieszkańcy jednej z miejscowości postanowili temu zaradzić i na własną rękę zainstalowali radary. Akcja przyniosła zamierzony cel – władze zadbały o bezpieczeństwo mieszkańców. Zrelacjonuj te wydarzenia w artykule przeznaczonym na stronę internetową lokalnej gazety i odnieś się do opisywanego problemu.

Local Parents Take Speeding Into Their Own Hands

As cars get faster and more people own at least one, speeding has become a progressively worse problem. Local officials have been getting a lot of complaints on speeding, especially in areas near schools and preschools. Parents in the town of Sarahsville, decided to take matters into their own hands and identify where people went the fastest, as well as measure exactly how fast people were going using their own speed cameras.

They began by installing cameras near all of the local schools. Moreover, they added a few more in areas where they had observed that people liked to press on the gas. They also asked local police for recommendations. In total, they installed 50 cameras!

There are no speed bumps in the town and very few traffic lights, which means that there are many opportunities to speed. In fact, after two weeks of data collection, the parents discovered that 80% of drivers exceeded the speed limit by 10 kilometres per hour. The worst offender was travelling at 140 km/h in a 50 km/h zone. When local officials saw the numbers, they immediately began to draw up a plan to install speed bumps, speed cameras, as well as some extra traffic lights in the town.

While the new additions to the town may not completely solve the problem of speeding, it will certainly help. And this, in the end, means residents can breathe a sigh of relief.

Autor formułuje problem i sygnalizuje, czego dotyczy wydarzenie, które będzie relacjonować.
Elementy rozwinięcia:
… and more people own at least one …
… especially in areas near schools and preschools.
… using their own speed cameras.

Autor relacjonuje wydarzenia.
Elementy rozwinięcia:
Moreover, they added a few more …
They also asked local police …

Autor odnosi się do opisywanego probelmu.
Elementy rozwinięcia:
… which means that there are many opportunities to speed.
… as well as some extra traffic lights in the town.

Autor podsumowuje temat artykułu.

Przydatne zwroty i wyrażenia

Tytuł
- Local Parents Take Speeding Into Their Own Hands
- Local Parents Fight Back

Wstęp
- Nowadays, a very popular topic is
- The problem of … is widespread
- As cars get faster, speeding has become

Powód napisania artykułu
- The issue is one that is important for society
- It is a question of safety
- They wanted to see if they could do anything about it
- It is a problem everywhere

Rozwinięcie
- They began by
- They then
- They also asked
- It became clear that
- They wanted to find out
- It was then discovered that

Zakończenie
- This, in the end, means that
- While it won't solve the problem completely, it will help.
- While it wasn't what they expected, it was
- Everyone was happy with
- They plan to … next
- In conclusion

Exam guide

Writing
A formal letter

Life Skills guide

Creativity,
Mediation,
Practical skills

List formalny: list z zażaleniem lub reklamacją

List z zażaleniem lub reklamacją to rodzaj listu formalnego, w którym nadawca wyraża swoje niezadowolenie z zakupionych produktów, jakości świadczonych usług lub zaistniałej sytuacji.

Struktura reklamacji

1. Zwrot grzecznościowy, otwierający list.
2. **Wstęp.**
   Akapit 1: Autor listu podaje jego cel oraz powód, dla którego zwraca się do adresata.
3. **Rozwinięcie.**
   Akapit 2: 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: 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 zamykający list i podpis.

Modelowa wypowiedź

Wybrałeś się do ulubionej restauracji, jednak tym razem nie jesteś zadowolony z obsługi. Napisz list do kierownika lokalu, w którym opisujesz swoje doświadczenia i dajesz wyraz niezadowolenia z obsługi. Napisz, czego oczekujesz od adresata.

Dear Sir/Madam,

I am writing to complain about the service I received when I came to eat at your restaurant last Wednesday. My family has been coming to your establishment for years and we have always been satisfied customers, but my recent experience might mean I have to find a new favourite restaurant. I felt like I was being treated poorly because I look young, not to mention my purple hair.

First of all, when I walked in, the hostess looked me up and down as if she was inspecting me. I waited for 10 minutes to be seated, even though the restaurant wasn't busy. Once I was finally at my table, it took 7 minutes for someone to take my order. While this might be fine during peak dining times, I found it unacceptable at 3 pm. I was then waiting for 45 minutes to receive soup, which was cold by the time it arrived.

Most of all, I expect an apology from you. I hope you were not aware of the level of service you are providing your customers with. I would also suggest you better train your employees. They should be taught that all customers should be treated with respect, no matter what their age or how they look.

I hope you treat my letter seriously and I thank you for your time. Please be so kind as to reply to me at your convenience.

Sincerely,

Vienna Gobstopper

Autor podaje powód napisania skargi.
Elementy rozwinięcia:
My family has been coming to your establishment for years and we have always been satisfied customers …
… not to mention my purple hair

Autor opisuje swoje doświadczenie związane z opisywaną usługą.
Elementy rozwinięcia:
… even though the restaurant wasn't busy.
While this might be fine during peak dining times …
…which was cold by the time it arrived.

Autor pisze, czego oczekuje od adresata.
Elementy rozwinięcia:
… you were not aware of the level of service …
They should be taught that all customers should be treated with respect …

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne
- Dear Sir/Madam,
- Dear Mr/Mrs/Ms,
- To Whom it May Concern,

Powód napisania listu
- I am writing to complain about the service I received.
- I would like to bring this to your attention.
- I don't know if you are aware of this, but
- I am writing to express my dissatisfaction with

Rozwinięcie
- First of all I waited,
- While it might be fine
- Most of all,
- I would also suggest

Zakończenie listu
- I would be grateful if you could consider a full refund.
- I am afraid I must ask you
- I hope you will replace
- I hope you will resolve the problem quickly.

Zwroty grzecznościowe kończące list
- Thanking you for your time and assistance.
- I thank you for your time.
- Please be so kind as to reply to me at your earliest convenience.
- Thanking you in advance for your assistance/co-operation.
- Respectfully yours,
- Sincerely,

WRITING GUIDE UNIT 5

Exam guide

Writing
A formal letter

Life Skills guide

Creativity,
Mediation,
Practical skills

List formalny: list motywacyjny

List motywacyjny jest to rodzaj formalnego listu lub e-maila, w którym autor odpowiada na ogłoszenie o pracę zamieszczone przez adresata.

Struktura listu formalnego

1. Zwrot grzecznościowy otwierający list.
2. **Wstęp.**
   Akapit 1: Autor podaje cel listu oraz informuje, skąd wie o ofercie pracy.
3. **Rozwinięcie.**
   Akapit 2: Autor listu zazwyczaj krótko opisuje swoje wykształcenie, doświadczenie zawodowe, cechy charakteru przydatne do wykonywania danej pracy.
   Akapit 3: 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 kandydatury i prosi o odpowiedź.
5. Zwrot grzecznościowy zamykający list i podpis.

Modelowa wypowiedź

Ubiegasz się o wymarzoną pracę opiekuna/opiekunki w schronisku dla zwierząt. Napisz list do kierownika placówki, w którym przedstawisz swoje dotychczasowe doświadczenie zawodowe oraz uzasadnisz, dlaczego chcesz podjąć pracę w tym miejscu.

Dear Sir/Madam,

I am writing in response to the job listing I found on www.gogostudentjobs.com. Of particular interest to me is the position of helper at your elephant sanctuary. I have always wanted to work with animals, so this seems like a fantastic opportunity for me.

I am currently studying veterinary medicine at university and will be a vet one day. I would like to work with wild animals, and also travel for work in the future. I am most interested in African animals, in particular elephants. I am very skilled at working with large creatures. I think that animals can sense that I am a calm person, and they immediately relax in my presence.

I have also been keeping up with your sanctuary ever since you opened your doors four years ago. I am very amazed by all the work you have done to help misplaced and sick elephants. In addition to simply "just" practising medicine, I would also like to help and give back to the community in some way. I am not interested in large financial rewards in the future, but rather a job where I can learn and develop my skills. I am ready to start work at the end of next month.

I hope you will consider my application and thank you for taking the time to read my letter. If you need to contact me, please find my email address and telephone number below.

Yours faithfully,

Sandra Deeple

Autor podaje cel listu i pisze, gdzie znalazł ogłoszenie.
Elementy rozwinięcia:
I have always wanted to work with animals, so this seems like a fantastic opportunity for me.

Autor opisuje swoje wykształcenie, doświadczenie zawodowe i predyspozycje zawodowe.
Elementy rozwinięcia:
… and also travel for work in the future …
… in particular elephants.
… animals can sense that I am a calm person …

Autor uzasadnia, dlaczego chce podjąć pracę u tego pracodawcy oraz dlaczego uważa, że sprawdzi się na danym stanowisku.
Elementy rozwinięcia:
I am very amazed by all the work you have done …
I would also like to help and give back to the community in some way …
a job where I can learn and develop my skills.

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne
- Dear Sir/Madam,
- Dear Mr/Mrs/Ms,
- To Whom it May Concern,

Powód napisania listu
- I am writing in response to the job listing I found
- I have always wanted to
- This seems like the perfect job for me

Rozwinięcie
- I have always wanted to
- I am most skilled at
- I am very amazed by
- I would also like to help
- I am most interested in
- I am not interested in

Zakończenie listu
- I hope you will consider my application
- Thank you for taking the time to read
- If you need to contact me
- I am available as of

Zwroty grzecznościowe kończące list
- Yours Faithfully,
- Sincerely,
- Respectfully yours,

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical skills

Artykuł opisujący historię sukcesu

Jest to artykuł, którego autor przedstawia sylwetkę osoby lub instytucji, która odniosła sukces. Autor zwraca uwagę na cechy bohatera, które sprawiły, że mu się powiodło.

Struktura artykułu

1 Intrygujący tytuł, przyciągający uwagę czytelnika.
2 Wstęp.
Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Przedstawia postać lub instytucję, które opisze w dalszej części tekstu. Może przy tym przywołać ciekawy fakt lub cytat.
3 Rozwinięcie.
Akapit 2: Autor opisuje przebieg kariery i drogę do sukcesu przebytą przez bohatera tekstu.
Akapit 3: Autor wskazuje na cechy, które sprawiły, że opisywana postać lub instytucja odniosła sukces.
4 Zakończenie.
Akapit 4: Autor podsumowuje temat artykułu.

Modelowa wypowiedź

Napisz artykuł do gazetki szkolnej o osobie, której postawa wywarła na tobie szczególne wrażenie. Uzasadnij, dlaczego tę właśnie postać wybrałeś. Opisz przebieg kariery oraz wskaż cechy, które sprawiły, że osoba ta odniosła sukces.

Handi-Capable Is His Motto

Jerome Peterson was born with two legs, but shortly after birth, due to a blood clot, he had to have one of them amputated below the hip. Some people would have let this prevent them from living a full life, but Peterson threw himself into athletics from a young age. His favourite sport was surfing.

Autor w intrygujący sposób wprowadza sylwetkę bohatera artykułu.
Elementy rozwinięcia:
Some people would have let this prevent them from living a full life, but Peterson threw himself into athletics from a young age.

By the time he was four, Peterson was able to stand on his surfboard without any support and surf small waves. As he got older, he realised that he was often much better than other kids his age, even though he was the only one with a disability. Living in California, it was easy to surf every day, and he soon became really, really good. He started to compete – first at the local level, then at the state level and then in national and international competitions.

Autor opisuje przebieg kariery i drogę do sukcesu bohatera tekstu.
Elementy rozwinięcia:
… even though he was the only one with a disability.
Living in California , it was easy to surf every day …

Today, Peterson is one of the most well-known surfers in the world and he doesn't focus on what he can't do, but what he can do. This is why he is such a fabulous surfer. In fact, those that comment on his style say that the balance he has on his board is incredible and it is as if his body becomes one with the wave.

Autor wskazuje na cechy, które sprawiły, że opisywana postać odniosła sukces.
Elementy rozwinięcia:
This is why he is such a fabulous surfer…
… those that comment on his style say …

Jerome Peterson is truly amazing. If you ever get the chance to watch him in his element, it is worth it. He is an inspiration for athletes around the world!

Autor podsumowuje temat.

Przydatne zwroty i wyrażenia

Tytuł
- Handi-capable Is His Motto

Wstęp
- Some people would have let this prevent them from
- You may never have heard of
- One of the most incredible people I have ever met
- It's not often that you meet

Rozwinięcie
- As he got older
- In fact
- To be honest
- Apart from this
- Additionally,
- Besides
- However,
- Due to
- Consequently/As a result,
- Whereas/While
- For instance
- From the point of view of
- Moreover,
- On the other hand,

Zakończenie
- He is truly amazing.
- He is an inspiration
- Taking this into account
- To sum up/All in all
- All things considered
- What would you say/do if … ?
- I hope you share my viewpoint

WRITING GUIDE UNIT 7

Exam guide

Writing
An essay

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical skills

Rozprawka prezentująca opinię autora

Rozprawka typu *opinion essay* to wypowiedź pisemna, która ma na celu przedstawienie opinii autora, zgodnej z tezą lub odmiennej od tezy postawionej w temacie rozprawki.

Struktura

1 Wstęp.
Akapit 1: Autor przedstawia zagadnienie i zajmuje własne stanowisko. Autor może się posłużyć pytaniami lub cytatami.

2 Rozwinięcie.
Akapit 2: Autor prezentuje jeden punkt widzenia i popiera go przykładem.
Akapit 3: Autor prezentuje przeciwny punkt widzenia i popiera go przykładem.
Autor zgadza się z jednym z powyższych punktów widzenia i wykazuje jego słuszność.

3 Zakończenie.
Autor pisze krótkie podsumowanie.

Modelowa wypowiedź

Czy uważasz, że współczesny system edukacji powinien ulec zmianie? Opisz problem i przedstaw swoją opinię na temat sposobu nauczania w szkołach. Zaprezentuj również przeciwne stanowisko na ten temat.

US Schools Take Joy Out of Education

Schools are supposed to be a place where young people can discover what they love to do. But the current education system in the United States and other developed countries, has been referred to by some as "a joyless monster". How can children be expected to achieve their dreams if they are not being supported by the system from a young age?

Some people say the system is fine and does not need any changing. They maintain that it has worked well for generations and so there is no need to fix anything.

Others are going as far as to say there is a crisis at hand. First and foremost, schools in the United States do not offer the same educational standards across different economic backgrounds. Most importantly, the education system is formed to kill creativity. It relies on standardised tests that do not measure things like emotional intelligence or the ability to get along with other students, to name a few. Students are penalised for not fitting into a box formed by an out-of-date system.

Teachers pushing for a change in the system say that the fun needs to be brought back into the classroom. Also, the funding gap needs to be bridged between poorer and wealthier areas. Only when we give children and teenagers an equal start can we have equal expectations of them. Only then, can they be perfectly positioned to achieve their dreams and goals.

Autor formułuje tezę.
Uzasadnienie/przykład:
… has been referred to by some as "a joyless monster".

Autor prezentuje pierwsze stanowisko.
Argumenty za:
… does not need any changing …
… it has worked well for generations …
Uzasadnienie/przykład:
… there is no need to fix anything …

Autor prezentuje przeciwne stanowisko.
Argumenty przeciwko:
… there is a crisis at hand.
… schools in the US do not offer the same educational standards …
… the education system is formed to kill creativity.
Uzasadnienie/przykład:
It relies on standardised tests that do not measure things like emotional intelligence or the ability to get along with other students …

Autor podsumowuje oba stanowiska i określa, które z nich jest słuszne.

Przydatne zwroty i wyrażenia

Wstęp
- Nowadays, it is
- What effect does it have …?

Argumenty za
- To start/begin with
- In the first place/First of all
- The main/greatest argument is that
- There is no doubt about it that
- It has brought about many good things, but
- Secondly
- What is more/Furthermore/Moreover
- Another aspect is that
- Another major reason is that
- In addition to

Argumenty przeciw
- Contrary to
- It is argued that/People argue that
- On the other hand,
- Opponents of this view say that
- There are people who oppose
- As opposed to above ideas,
- Contrary to what most people believe
- Even so
- In spite of

Uzasadnienie argumentów
- For example/For instance
- Like
- Especially/In particular,
- Such as

Zakończenie
- In conclusion/All in all/To sum up,
- Taking everything into account/Taking everything into consideration/On the whole/All things considered,
- Overall,
- I strongly believe that
- The above arguments prove that

Exam guide

Writing
A letter

Life Skills guide

Creativity,
Mediation,
Practical skills

List opisujący historię

List opisujący historię to rodzaj nieformalnego listu, w którym autor relacjonuje wydarzenie.

Struktura listu

1. Zwrot grzecznościowy, otwierający list.
2. **Wstęp.**
   Akapit 1: Autor listu podaje jego cel oraz powód, dla którego zwraca się do adresata.
3. **Rozwinięcie.**
   Akapit 2 i 3: Autor listu szczegółowo relacjonuje wydarzenia w oddzielnych, logicznie podzielonych akapitach.
4. **Zakończenie.**
   Akapit 4: Autor listu prosi o odpowiedź i przedstawia swoje oczekiwania względem adresata.
5. Zwrot grzecznościowy zamykający list i podpis.

Modelowa wypowiedź

Przeczytałeś książkę, która wywarła na tobie ogromne wrażenie. Napisz do kolegi list, w którym przedstawisz treść i zachęcisz go do lektury.

Dear Salvador,

I am writing to you because I just finished reading one of the best books I have ever read! I couldn't put it down and I think that it should be read by everyone, teenagers and adults alike. I know there is a film based on the book, but I always prefer to read the book before seeing the movie.

The book is called "Wonder" and tells the story of August Pullman, who was born with a face that is different. He begins by saying: *"My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse."* He has had 27 operations and likes to walk around in a space helmet. His amazing story and sometimes-heartbreaking experiences won me over. He joins a new school and wants to be accepted just like any other student.

Unfortunately, the kids treat him pretty badly at first. This changes over the course of the book when the other students learn to look beyond his face. The narration moves between "Auggie", his sister, her boyfriend, and his friends. The different perspectives allow you to see each person's struggle dealing with August's disability and how everyone tries their best to cope with their own feelings.

If you trust my recommendation, I promise it will be one of the best books you have ever read. And once you read it, let's go see the movie together!

Let me know what you think!

Sandra

Autor podaje cel listu.
Elementy rozwinięcia:
I couldn't put it down and I think that it should be read by everyone, teenagers and adults alike.

Autor przedstawia treść.
Elementy rozwinięcia:
His amazing story and sometimes-heartbreaking experiences won me over.
The different perspectives allow you to see each person's struggle dealing with August's disability …

Autor poleca przeczytaną lekturę.
Elementy rozwinięcia:
… once you read it, let's go see the movie together!

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne
- Dear Salvador,
- Dear Sir/Madam,
- Dear Sirs,

Powód napisania listu
- I want to tell you my story.
- I think you will love this book.
- I am writing to ask for your advice.
- I am writing because I thought you could help me.
- I think you are the right person to turn to with this problem.

Rozwinięcie
- Up until recently,
- However for the past month,
- In fact last week,
- The following weekend,
- You won't believe what he did.
- Before, we would

Zakończenie listu
- I hope you find my story interesting.
- Thank you for reading my letter.
- I would be most grateful for a reply.
- Please get back to me soon.
- I really don't know what to do.
- You have helped so many people in the past.

Zwroty grzecznościowe kończące list
- Thanking you for your time and assistance
- Thanking you in advance for your assistance/ co-operation
- I would like to thank you in advance
- Yours faithfully,
- Your sincerely,
- Respectfully yours,
- Sincerely,
- Yours Truly,

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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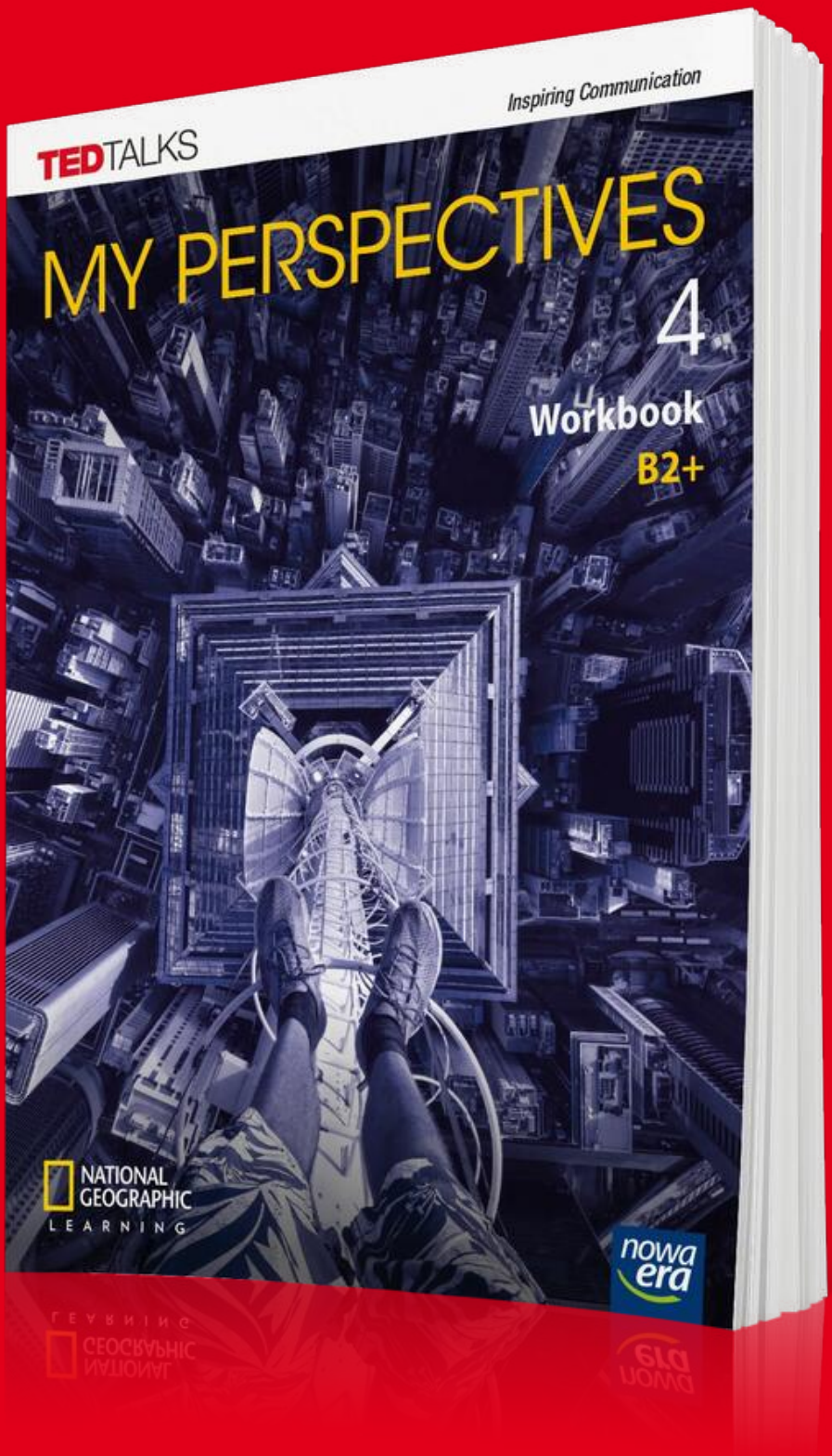

Inspiring Communication
TEDTALKS
MY PERSPECTIVES
4
Workbook
B2+
NATIONAL GEOGRAPHIC
LEARNING
nowa era

Workbook

Starter 1

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

charge	creative	demanding	flexible
full	industry	long	out

A growing company in the transport **(1)** industry is looking for three truck drivers. The job is physically **(2)** demanding, as you will spend **(3)** long hours behind the wheel of a large vehicle. It is a **(4)** full-time job, but working hours are **(5)** flexible (it's not a nine-to-five position for sure). You'll be in **(6)** charge of the distribution of furniture to shops in our region.

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

1 After a few minutes of quarrelling, the men stopped shouting (*shout*).
2 We agreed to put the meeting off to a later date, but it meant printing (*print*) the invitations again.
3 The members of the team tried to meet (*meet*) the manager, but he was out of town on a business trip.
4 Whenever I'm on holiday, I never remember to send (*send*) a postcard to my colleagues.

3 Choose the correct option to complete each sentence.

1 Registration doesn't start until 8.30, so you *needn't* / *may* / *should* come to the conference earlier than that.
2 There was a group of men who *didn't need* / *weren't allowed* / *oughtn't* to get through the gate because they hadn't been invited.
3 Don't you think we *should* / *are allowed to* / *are able to* consult this report with others?
4 This *oughtn't to* / *may* / *needs to* be the best chance to show how creative you are, so do your best!

Exam guide

4 English in Use
Multiple choice

4 Choose the correct option to complete each sentence.

I witnessed a robbery recently. One day I **(1)** b a man running out of the bank. He had a sack in one hand and a gun in the other. I reported what I had **(2)** c at the police station. The officer showed me a few photos of different men. It was enough for me to **(3)** b just once and I immediately **(4)** b the guy from the bank. The officer **(5)** c him as a notorious robber Antonio di Mangio; he said they would catch him in no time. And indeed, they **(6)** a the criminal in the park and arrested him within a day or two.

1	**a** identified	**b** noticed	**c** glanced
2	**a** recognised	**b** glanced	**c** seen
3	**a** notice	**b** glance	**c** watch
4	**a** observed	**b** recognised	**c** noticed
5	**a** watched	**b** spotted	**c** identified
6	**a** spotted	**b** glanced	**c** looked

Starter 2

1 Choose the best word to complete each sentence.

1 All my classmates have taken part in the *argument* / *debate* on studying in the EU.
2 When I met Jack we had a short *debate* / *chat* about the film.
3 I had another *chat* / *argument* with my parents. As always, it was about my grades at school.
4 Everyone could present their point of view in the official *argument* / *discussion*.

2 Read the dialogue and complete the police officer's report with the missing words.

A: Why are you driving so fast, Sir?
B: My wife has had an accident and she's in hospital.
A: What has happened to her?
B: I don't know exactly.
A: I'm going to let you go then.

I asked the driver why **(1)** he was driving so fast. He claimed that his wife **(2)** (had had an accident and she) was in hospital. I asked what **(3)** had happened to her. The driver admitted that **(4)** he didn't know exactly. In that situation, I replied that **(5)** I was going to let him go.

3 Match the halves of the sentences.

1 When the teacher asked him to show his notebook, Steve admitted d
2 The boys talked for an hour but they finally agreed b
3 We asked the teacher for some more information and she suggested c
4 Tom and Sue were quite good at IT, so the teacher invited e
5 Our teacher, Mrs Simone reminded a

a us to get ready for the test the following week.
b to work together on the new project.
c looking it up on some webpages.
d not having the essay.
e them to join an interesting competition.

4 Add negative prefixes to the adjectives in the box, then use them to complete the sentences.

___aware	___comfortable	___formal
___possible	___regular	

1 I was sitting at the last desk near the window – the most uncomfortable seat in the classroom
2 My practices have been irregular; that's why I'm not in my best condition for the tournament.
3 This is just an informal notice; we have to wait for the official letter from the university.
4 At first, it seemed impossible for me to learn German, but it turned out to be easier than I had expected.
5 I was unaware of the man who had followed me all the way to school.

Starter 3

1 Choose the correct option to complete each sentence.

1 The artists carefully chose the *venue* / *broadcast* / *production* for their street performance.
2 What does this *tune* / *sculpture* / *play* represent? Is this shape an animal or human?
3 The poem only had one *lyric* / *verse* / *tune*.
4 The programme started but the guests still hadn't come to the *production* / *musical* / *studio*.

2 Translate the Polish parts of the sentences into English. Make sure to put commas where necessary.

1 This is the musical (*o którym ci mówiłem*) (which/that) I (have) told you about (no commas).
2 Lady with an Ermine (*którą namalował da Vinci*) which/that was painted by da Vinci, (with commas) is on display in the National Museum in Cracow.
3 I have a photo of a few singers (*których spotkałem*) who/whom I met (no commas) at Pol'And'Rock Festival last year.
4 Kamil Bednarek (*którego uwielbia moja siostra*) who/whom my sister loves, (with commas) is giving a concert in my city next month.

3 Complete the sentences with the words in the box. There are two words you do not need.

bed difference friends impression mind most sense

1 We did some sightseeing, so we made the most of our holiday in Pomerania.
2 The rearrangement of the exhibits really made a/an difference – the gallery was soon full of visitors again.
3 I'm generally quite shy, but I easily made friends with a few nice boys on my last holiday.
4 It doesn't make much sense to watch a play in a foreign language which you don't understand.
5 Gina's mother told her off because she hadn't made her bed in the morning again.

4 Add extra information (a–e) to sentences (1–5). Use relative clauses with *who* or *which*.

1 Mr Longley turned to his wife, _____.
2 My smartphone, _____, keeps breaking down.
3 Google, _____, actually focuses on AI more than any other area of IT.
4 Many applications ask for too much personal data, _____.
5 Elon Musk, _____, is the pioneer in commercial space exploration.

a Most of us mainly associate Google with the Android OS.
b Personal data is valuable information for advertisers.
c Elon Musk has sent one of his Tesla cars into space.
d I paid quite a lot for this smartphone.
e Mrs Longley handed her phone to her husband.

9 Suggested answers:
1 e: who handed her phone to him
2 d: which I paid quite a lot for / for which I paid quite a lot
3 a: which most of us mainly associate with Android OS
4 b: which is valuable information for advertisers
5 c: who has sent one of his Tesla cars into space

Starter 4

1 Choose the correct option to complete each sentence.

1 Luckily, the teacher put *off* / *up* / *behind* the deadline for our project, so we had enough time to finish it.
2 The homeroom teacher and the students got *up on* / *down to* / *in for* working out a class contract.
3 It's been a really hard time for me at work. But I need to hold *in* / *on* / *up* for two more weeks.
4 I'm the only one who still hasn't finished the report. I need to catch *up* / *over* / *to*.
5 Another conference? No way, I'm too busy to fit it *up* / *over* / *in* next week.

2 Complete the sentences with the correct form of the words in brackets. Use time-related phrases.

1 This great perfromer could juggle four balls and ride a bicycle at the same time (*same* / *time*).
2 I think you're ahead of your time (*ahead* / *time*) as a poet.
3 She's a talented artist. She paints beautiful landscapes in her spare time (*spare* / *time*).
4 They were not very close friends, but they met up from time to time (*from* / *time*) to have a chat.
5 Remember that this report has to be ready in four days' time (*four* / *day* / *time*).

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

1 If the boss hadn't reminded, (*not* / *remind*) us about the conference, none of us (*come*) would have come. Luckily, we were informed in time.
2 I wish I hadn't sent (*not* / *send*) out this message to my colleagues. It caused more harm than good.
3 We had to come back earlier. We would have visited (*visit*) the museum if we had stayed (*stay*) there one more day.
4 She was not supposed to be there. How would she have explained (*she* / *explain*) her presence in the office if someone had noticed (*notice*) that the lights were on?
5 What a terrible stomach ache! If only I hadn't eaten (*not* / *eat*) so much!

4 Choose the correct modal verb in each sentence.

1 I cannot find my sister's tablet anywhere. She *should* / *can't* / *may* have taken it on the trip with her.
2 All the tennis courts are busy today, so we can't play. We *should* / *must* / *can't* have booked one in advance.
3 Mike *wouldn't* / *can't* / *may not* have played in the match yesterday. He's had a sprained ankle for two weeks.
4 Too bad you didn't come to the concert. You *must* / *could* / *shouldn't* have asked the singer for an autograph.
5 Oh, I love what you said. It *should* / *must* / *can* have been an unforgettable adventure.

Exam guide
2 English in Use Translations

Life Skills guide
2 Mediation

Starter 5

1 Choose the correct option to complete each sentence.

1 Barcelona is the city where I would love to see all the *sights* / *transport* / *landscapes*. I'm particularly keen on seeing the Sagrada Familia Cathedral.
2 It was not a good idea to drive off the beaten *highway* / *alley* / *track*.
3 When we arrived, we gave a small present from our country to our *tourist* / *welcoming* / *host* family.
4 Three days was not enough to get a real *view* / *feel* / *trip* for the place.
5 You'd better read some information about the country beforehand, so as to avoid a culture *exchange* / *difference* / *shock*.

Exam guide
2 English in Use Transformations

2 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..

1 I started driving six hours ago. It's time to have a break.
BEEN
I have been driving for six hours. It's time to have a break.
2 James bought the train tickets. A week later he decided to return them.
HAD
James decided to return the train tickets that he had bought a week before.

Exam guide
3 English in Use Translations

3 It all happened during their journey across Asia.
TRAVELLING
It all happened while they were travelling across Asia.

Life Skills guide
3 Mediation

4 Their stay at that hotel has already ended.
NOT
They are not staying at that hotel any longer.
5 He usually chooses another means of transport than plane.
FLY
He does not fly / chooses not to fly by plane very often.

3 Match each sentence (1–5) with the most appropriate ending (a–g). There are two endings you do not need.

1 I'm fed up with this car – it's broken d
2 The trekking trip, quite boring at first, turned b
3 As soon as I left, a limousine picked me g
4 In my opinion, all-inclusive trips come f
5 I was shocked at the sight of people queuing a

a up to enter the museum.
b out to be an extremely enjoyable experience.
c over by a friendly taxi driver.
d down for the third time this month.
e out for the impatient tourists.
f down to staying at the hotel all the time and eating non-stop.
g up and we went straight to the hotel.

Starter 6

1 Choose the correct option to complete each sentence.

1 Mike is experienced and knows how to *handle* / *deal* / *recover* stress and time pressure well.
2 Our company *spends* / *is based* / *lives* in a modern office building downtown.
3 We spent long hours *negotiating* / *dealing* / *designing* the conditions of distribution for our products.
4 Our business finally *dealt* / *handled* / *recovered* from the difficult period.
5 The sales grew when we started *designing* / *recovering* / *marketing* its gadgets on social media.

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

1 I haven't visited (*not / visit*) this restaurant for several weeks now. It's time to go there again.
2 Our company has been manufacturing / has manufactured (*manufacture*) this type of skateboard since 2018.
3 The popularity of wearable gadgets has been growing / has grown (*grow*) steadily since the early 2010s, when the first smartwatches appeared (*appear*).
4 He's a really popular writer. Several of his books have become (*become*) bestsellers.

3 Translate the Polish parts of the sentences into English.

1 The manufacturer (*zaleca przeczytanie*) recommends reading the manual carefully before first use.
2 The boy (*przyznał się do opublikowania*) admitted (to) publishing / having published his friend's photos.
3 The technician (*obiecał naprawić*) (has) promised to repair/fix my camera as soon as possible.
4 The millionaire (*zgodził się zainwestować*) (has) agreed to invest put a large sum of money in my project.
5 The company (*unikała płacenia*) has avoided paying taxes for over a year.

4 In each sentence choose TWO correct options.

1 Could you buy ___ when you're in the bookstore?
a me a roadmap of Poland
b a roadmap of Poland for me
c a roadmap of Poland me
2 After a short interview, they offered ___
a a job to him
b to him a job
c him a job
3 Mandy let Patricia inside and made ___
a for her a cup of tea
b her a cup of tea
c a cup of tea for her

Starter 7

1 Match the halves of the sentences.

1 At last year's championships, Olimpia won __c__
2 By running 400 m in just under one minute, Jessica smashed __a__
3 Being an excellent shooter, Anita scored __d__
4 Martha was the one who captained __b__
5 Layla practises the high jump and pole vault; she has always had __e__

a her old record by almost ten seconds.
b the cheerleaders' team in 2018, when they won the national championships.
c bronze, which has been her greatest achievement so far.
d enough points to catch up with her main rival.
e a passion for track and field sports.

2 Complete the text with the missing words in the box.

a | a few | a little | much | no | the | these

In my case, it didn't take **(1)** __much__ to become a sporty person. All I needed was **(2)** __a little__ time and effort. Regular workouts in **(3)** __the__ gym and **(4)** __a__ balanced diet surely helped me stay in shape and feel good. I worked out with **(5)** __a few__ friends, which was a good idea. **(6)** __These__ friends encouraged me to keep on practising when I was about to give up. There's **(7)** __no__ better motivation than your friends' support!

3 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.

1 Your practices are not regular enough.
MORE
You should __practise more regularly__.

2 No one in our school swims faster than Jeremy.
SWIMMER
Jeremy is __the fastest swimmer__ in our school.

3 Your physical strength depends on how long you train at the gym.
STRONGER
The longer you train at the gym, __the stronger you__ __become__.

4 Men's football is more popular than women's.
AS
Women's football isn't __as popular as__ __men's__.

5 I haven't had such comfortable running shoes before.
MOST
These __are the most comfortable__ running shoes I've ever had.

Starter 8

1 Complete the headlines of online news with the missing words in the box. There are three words which you do not need.

boost | brings | culture | generate | impact | involved | put | senses

- Pol'and'Rock Festival **(1)** __brings__ people together again. Over 300,000 expected to come
- Beach bars **(2)** __generate__ 40% of the city's income
- Art students get **(3)** __involved__ in the 'Clean the Forest' project
- Scientists warn: tourists have a negative **(4)** __impact__ on mountain routes
- 'The slower, the safer.' Police to **(5)** __put__ on a new campaign on social media.

2 Match the halves of the sentences. Complete the missing words.

1 What films are the cinemas __c__
2 What __are__ you going to study when you have __b__
3 What __are__ your parents __a__
4 Who do you think __will/may__ __e__
5 What time __does__ the Polish lesson __d__

a doing tonight?
b graduated from high school?
c about __to__ show soon?
d start tomorrow?
e become the President in the next election?

3 Choose the correct option to complete each sentence.

1 Martha ___ there longer, but she changed her plans when she heard about the accident.
a was going to stay **c** will stay
b was staying

2 Andy refused to stay at work overtime on Friday as he ___ his friend in London.
a visited **c** was visiting
b would visit

3 That was the moment Jessica made a decision that ___ her life completely in less than a month.
a was changing
b will change
c would change

4 Don't worry, I ___ the report by the end of this week.
a will finish
b would finish
c will have finished

5 We're going to have a break at 5 o'clock. We ___ for six hours by then.
a will trek
b will have been trekking
c will have trekked

Exam guide
3 English in Use Transformations

1 It's not rocket science

1A Vocabulary

Science in action

Exam guide
1 English in Use
Multiple choice

1 Revision Choose the best options to complete the text.

Manuel Castillo is an experienced **(1)** b, who has just been employed as a new member of the Help Team. Please contact him if you are having any problems with your computing **(2)** d. Manuel can respond to your queries by email or he can come to your office and **(3)** c things face-to-face. He can also advise you on how to **(4)** b with other departments, **(5)** b for documents in the scientific library and **(6)** a scientific research materials from other universities online.

1 **a** computing technician
b computer technician
c hacker
d software developer

2 **a** equip
b equipped
c equips
d equipment

3 **a** ask
b search
c explain
d find

4 **a** join
b connect
c access
d connection

5 **a** find
b search
c access
d get

6 **a** access
b invent
c connect
d ask

2 Revision Complete the sentences with the words in the box.

curious	data	discover	examine
proof	results	solution	technology

1 All the data the scientists collected is still being examined.
2 The results of the experiment were very disappointing. We did not learn anything new.
3 Many people still want to discover if there is life on other planets.
4 The solution to the problem still escapes us.
5 I won't believe you unless you give me proof of your statement.
6 Children ask so many questions because they are naturally curious about everything around them.
7 We will examine all the ancient statues we found on our trip.
8 The technology in computer science is changing every day.

Exam guide
3 English in Use
Multiple choice

3 Choose the correct option to complete each sentence.

1 The first step is to ___ a hypothesis.
a release
b record
c track
d form

2 I ___ the substance under the microscope.
a got rid
b placed
c recorded
d formed

3 When did you carry ___ the experiment?
a off
b in
c over
d out

4 The substance ___ in the water.
a released
b got rid of
c dissolved
d added

5 The scientists ___ their eating habits over six months.
a tracked
b proved
c rewarded
d submitted

6 We ___ an experiment to test the effects of heat.
a formed
b designed
c dissolved
d placed

7 The action ___ a chemical reaction.
a did
b added
c proved
d created

4 Complete the sentences with the verbs in the box.

analyse carry dissolve form heat prove submit track

1 First, you need to heat up the substance.
2 The team hopes to track the movement of the whales.
3 My goal is to prove the hypothesis.
4 Doctors analyse the samples in a lab outside the hospital.
5 Make sure you submit your report before the deadline.
6 I carry out research as part of my job.
7 The salt didn't dissolve in the cold water.
8 It's important to form an interesting hypothesis.

5 Number the steps of the research in order.

4 **a** Record the results of the experiment.
6 **b** Prove or discount your hypothesis.
3 **c** Carry out research.
2 **d** Design an experiment.
1 **e** Form a hypothesis.
5 **f** Analyse the data.

6 Cross out the mistake in each sentence and write the correct word.

1 The chemical reaction ~~realised~~ a gas.
released
2 You should add ~~referees~~ at the end of your research report.
references
3 Scientists are carrying ~~in~~ research into cancer.
out
4 We'll ~~analysis~~ the results at the end.
analyse
5 He heated ~~out~~ the chemicals.
up
6 We designed the test to get rid ~~with~~ a chemical.
of

7 Put the words in the correct order to make sentences.

1 Researchers / demonstrate / their / experiment / to / designed / an / theory Researchers designed an experiment to demonstrate their theory.
2 The / energy / chemical / released / reaction The chemical reaction released energy.
3 dissolved / The / heated up / substance / after / it / was The substance dissolved after it was heated up.
4 data / Form / a / before / collecting / hypothesis Form a hypothesis before collecting data.
5 the / cell / placed / She / microscope / under / the She placed the cell under the microscope.
6 the / gorillas' / tracked / eating / Scientists / habits Scientists tracked the gorillas' eating habits.

8 **Extension** Complete the table. Match the verbs with the noun they collocate with.

conduct disprove formulate perform set up test

Hypothesis	Experiment
disprove, formulate, test	conduct, perform, set-up

9 **Extension** Complete the sentences with the words in the box.

data disproved dissect observation performed reacted set support

1 After the experiment, we analysed the data.
2 The chemicals reacted with each other.
3 She wanted to disprove her hypothesis and show it was false.
4 They set up the experiment in the laboratory.
5 We performed the experiment over three days.
6 Students dissect animals as part of their biology course.
7 Biology is the study of the natural world through observation and experimentation.
8 Does your data support your hypothesis?

1B Listening

Exam guide
4 English in Use
Multiple choice

1 Listen to a short talk about accents and perception. What would you say is the main finding of the researchers? 2 p. 394

a Looks and accent are the two traits that people perceive first.
b Good-looking people are generally perceived as more honest.
c The brain's response to different looks and accents is inconclusive.
d People with accents are sometimes perceived as outsiders.

2 Listen again. Then complete the text with the words that you hear. 2 p. 394

When it comes to the way we speak, accents **(1)** reveal more than where we come from. **(2)** Researchers at Germany's Friedrich Schiller University Jena found that speech wins out over looks when people **(3)** categorise someone based on those two **(4)** characteristics alone. Accents may be key to social **(5)** acceptance because they can affect whether listeners **(6)** recognise the speaker as being one of their own or part of a different group. Says Patricia Bestelmeyer, whose research at the University of Glasgow focuses on the brain's **(7)** response to different accents: 'They can **(8)** influence how much you prefer or trust someone.'

Exam guide
5 English in Use
Multiple choice

3 Listen to a story about being overly curious. What do you think would be the best title for the story? 3 p. 394

a The Curious Bayei
b Curiosity and a Cat
c A Curious Brother
d Curiosity Kills

4 Listen again and answer the questions. 3 p. 394

1 How many lions are in the Okavango Delta?
a 10,000 **c** nearly 80,000
b more than 2,000 **d** around 20,000

2 What did the ancestors of the Bayei people hunt?
a crocodiles **c** lions
b leopards **d** hippopotami

3 What raised the curiosity of the brothers?
a lions calling
b hippos swimming
c elephants running
d Bayei learning

4 After wandering from camp, how did the brothers feel?
a embarrassed **c** curious
b defenceless **d** ashamed

5 What did the brothers not want the lions to think of them as?
a naked **c** inviting
b curious **d** threatening

6 How did the brothers get the lions to relax?
a by staring at the lions
b by reasoning with them
c by focusing on some dung
d by running towards them

7 What lesson did the brothers learn?
a to be more cautious
b to take more risks
c to never be curious
d to forget consequences

5 Listen to a radio programme and choose the correct option. 4 p. 394

1 The purpose of the radio programme is to ___
a warn readers about the area.
b encourage people to visit the region.
c describe some of the places you can visit.

2 The speaker is talking to ___
a employees at a formal meeting.
b children at school.
c a group of hotel guests.

3 To survive in the extreme temperatures, the authorities have ___
a created areas where visitors can rest.
b provided drinking fountains for visitors.
c limited the number of tourists in some places.

1C Grammar 1

The passive 1

1 **Read about important inventions of the 21st century. Then choose the correct options to complete the text.**

It might be said that some of the most important advances of the 21st century have been the iPhone, the iPod, YouTube and Skype. Today, they are a part of everyday life, but our lives **(1)** *has been changed* / *have been changed* / *have changed* by all of them.

Music players existed before Apple's iPod, but the iPod changed people's relationship with music – especially how it **(2)** *was enjoyed* / *was to enjoy* / *enjoy*.

The iPod and Apple's music store, iTunes, **(3)** *was develop* / *were developing* / *were developed* in 2001. The iPod's modern design and its large storage capacity made it very popular. And because of iTunes, digital music has become normal.

YouTube **(4)** *founded* / *was being founded* / *was founded* in 2005 and is now the world's most popular video-sharing website. Videos **(5)** *can shared* / *can be shared* / *can share* by anyone from anywhere. Millions of hours **(6)** *spent* / *is spent* / *are spent* each month watching music videos, clips from TV programmes and films, how-to tutorials, and even cat videos!

How people communicate **(7)** *also been changed* / *has also been changed* / *is also changing* because of Skype. Before this, telephone calls to friends abroad were expensive, but that changed with Skype's free, internet-based calls. Now anyone with an internet connection can **(8)** *been 'called'* / *is 'called'* / *be 'called'* for free! What's more, they **(9)** *can be seen* / *can see* / *have seen* thanks to the video chat!

Apple's iPhone was the first user-friendly smartphone with a large touchscreen. It came out in 2007 and took over the mobile phone market, and a new industry **(10)** *created* / *was creating* / *was created* – app development. To date, nearly 900 million iPhones **(11)** *has been sold* / *have been sold* / *are sold*.

In the last ten years, new ways of communicating **(12)** *have been invented* / *were invented* / *has been invented*. Apps like Instagram or Snapchat are now hugely popular with teenagers, with many preferring these to Facebook. Also, Messenger **(13)** *is used* / *was used* / *are used* by young people much more than email or text messages. Comments **(14)** *can send* / *can be sent* / *can be sending* to lots of friends at the same time, making communication easier and simpler.

The 21st century is still young. Who knows how our lives **(15)** *improved* / *will improved* / *will be improved* by other inventions in the next few years!

2 **Complete the sentences with the passive forms of the verbs and the tenses in brackets below.**

cause	conduct	confirm	question	select
submit	track	transform	win	

1 We were told that more research might/may/be conducted if there's enough funding. (modal + passive)
2 The other team's hypothesis had been questioned by the teacher. (past perfect passive)
3 The smoke was being caused by escaping gas. (past continuous passive)
4 The results of the experiment were confirmed by the surprised researchers. (past simple passive)
5 The raw materials have been transformed into a unique substance. (present perfect passive)
6 Temperature changes will be tracked by the scientists. (future passive)
7 The winner of the competition has been selected by the committee. (present perfect passive)
8 The innovation prizes are being won right now. (present continuous passive)
9 The teacher was happy that our homework was submitted on time. (past simple passive)

3 **Rewrite the passive sentences in active form and the active sentences in passive form.** Suggested answers:

1 An experiment was designed by the scientists to test the quality of the gold.
The scientists designed an experiment to test the quality of the gold.

2 The fish had been released into the stream by the biologist.
The biologist had released the fish into the stream.

3 The wire was attached to the battery, which started the experiment.
We attached the wire to the battery, which started the experiment.

4 The powder is being dissolved in the liquid.
We are dissolving the powder in the liquid.

5 They used the smartphone to make a video of our experiment.
The smartphone was used to make a video of our experiment.

6 You can find the winners on our website or in our magazine.
The winners can be found on our website or in our magazine.

7 The high cost has discouraged me from building a supercomputer.
I have been discouraged from building a supercomputer by the high cost.

8 Experts consider scientists from your country to be among the best in the world.
Scientists from your country are considered (by experts) to be among the best in the world.

1D Reading

VOCABULARY BUILDING Adjective endings

1 Complete the table with the adjectives that go with the nouns.

adaptation beauty curiosity effect help hope imagination innovation ~~treatment~~

-able	-ful
treatable	beautiful,
adaptable	helpful,
	hopeful
-ive	**-ous**
effective,	curious
imaginative,	
innovative	

READING

Exam guide
2 Reading
Matching headings

2 Read the article and choose the best headings for paragraphs 1–6 from the list of headings below. There are two headings you do not need.

Paragraph 1 c
Paragraph 2 g
Paragraph 3 d
Paragraph 4 a
Paragraph 5 b
Paragraph 6 h

a Guided play for learning
b Guided play for discovery
c How education is changing
d How children learn best
e Why rats play
f The problem with play
g Why animals play
h Playing for the future

Exam guide
5 English in Use
Word formation

3 Read the article again. Choose the answer which you think fits best according to the article.

1 In paragraph 2, what is the author's main point about animal play?
a Play makes rats more social and less stressed.
b Play is extremely important for animals to survive and succeed.
c Playful animals live longer than animals who are not playful.
d Rats, squirrels and bears are healthy animals because they play a lot.

2 The author gives examples of animals that play because ___
a it is interesting information for the reader.
b it is important information for teachers to understand.
c it helps explain why play is important for human children.
d scientists are focused on animal play.

3 In paragraph 4, what does the author suggest about guided play?
a It is better for learning than many traditional teaching methods.
b It should be used mainly to teach vocabulary.
c It should be directed by teachers, not children.
d It should be focused on fun more than on specific learning goals.

4 In paragraph 5, what is the author's purpose in describing the teacher's interaction with students about shapes?
a to prove that this is a good teacher
b to prove that guided play is important for children
c to suggest that teachers should never talk more than children
d to give an example of how guided play works

5 In the last paragraph, 'this' refers to ___
a research.
b children.
c guided play.
d scientists.

4 Complete each sentence with the correct ending based on information from the article.

1 Rats that play regularly a
2 Students in the past f
3 The purpose of guided play is to c
4 A teacher using guided play well will b
5 Children learn best when they d
6 Worksheets and flashcards e

a have strong social skills.
b spend a lot of time listening.
c help students achieve learning goals.
d make connections to their own lives.
e do not always help students remember information.
f spent less time playing than they do now.

5 Complete each sentence with the correct form of the word in capitals.

1 My grandmother spent her childhood in Italy, where her parents worked. CHILD
2 Researchers made a surprising discovery when they opened the door to the pyramid. DISCOVER
3 The mountain has great importance for the local people living near it. IMPORTANT
4 The monkeys are very playful and have lots of fun with the tourists. PLAY
5 A trip to the botanical garden can be very educational for young children. EDUCATION
6 Children need to make connections between their lessons and real life around them. CONNECT

Playing to learn

1 5 When most people think of school, we think of sitting in desks or at tables, listening to teachers and taking exams. But today, especially in classrooms for young children, learning looks quite different. One of the biggest trends in early childhood education is for play-based learning. Instead of seeing children sitting at a desk, you might find them playing in a model kitchen or building towers of blocks. Rather than watching a teacher who stands at the front of the room, these students will be playing with their teacher in the park. What is play-based learning, and why do children need it?

2 To find some answers, we can look to the animal kingdom. Many species of animals have been observed playing, and scientists have begun to understand why. Animals play for a variety of reasons: to learn social skills, to master survival skills and to relieve stress. Rats are some of the most playful animals, and research shows that rats who play have better developed brains, are able to pay attention longer and have better memories than rats who don't. Rats who play are also better in social situations with other rats; they get in fewer fights and have much lower stress levels. Squirrels are also playful animals. Scientists have found that squirrels who play have better coordination and even have more babies than those who don't. Brown bears who play as children are more likely to survive into adulthood than those who do not experience play. Play is crucial for animals to learn important social and survival skills, and might even create healthier brains.

3 It's not surprising, then, that human children also benefit from playing to learn. Educational researchers have found that children learn best when they are mentally active, interested, socially interactive and able to make connections between what they are learning and their own lives. Teachers build on this research by practising guided play in their classrooms.

4 Play is flexible, fun and directed by children; guided play helps children focus their play to achieve a learning goal. For example, a teacher using guided play to teach farm animal vocabulary might read a book with the children and then let them play with toy horses, cows and chickens. Studies show that this type of guided play helps children remember words better than regular school activities like worksheets or flashcards.

5 With guided play, teachers watch and listen more than they talk. If children are playing with toys of different shapes, a teacher might ask questions about the shape. This allows the child to learn about different shapes through discovery rather than instruction. They are able to form hypotheses of their own, test them and become little scientists.

6 Research is showing that children learn better from playing, especially from guided play. Scientists are trying to learn more about what effects this has on the brain, but it is clear that play is an important part of development. Guided play helps prepare children to become curious, creative thinkers and caring members of society. Many teacher training programmes are now focusing on the importance of guided play so that the next generation gets the best education possible.'

1E Grammar 2

The passive 2

1 Read the sentences. Are they active (A) or passive (P)?

1 My sister Roberta claims to be too busy to help me study. A
2 It's well known that Beijing Capital International Airport is one of the busiest airports in the world. P
3 I believe Barbara McClintock won the Nobel Prize in Physiology or Medicine in 1983 for her work in genetics. A
4 The estimate the scientists made for how long it takes certain bacteria to multiply was accurate. A
5 Louis Armstrong was said to be one of the most innovative jazz trumpeters. P
6 Exercising every day is thought to lead to better sleep. P
7 They said getting humans to the moon couldn't be done. P

2 Choose the correct option to complete each sentence.

1 It ____ that human actions are increasing the negative effects of climate change.
a is claimed
b claimed
c is known to be
d is thought to

2 In the 1950s, it ____ by some people that women should not play sports.
a believe
b were believed
c has been believed
d was believed

3 The Space Launch System ____ a major step along the road to putting people in space to explore Mars as well as other aspects of deep space.
a it's expected to be
b is expecting to be
c is expected to be
d expecting

4 Rewriting your notes after class ____ help you learn the material better.
a is thought to
b known to be
c thought to
d knowing to

5 ____ that students who study every day get better grades.
a Thought
b It's considered
c It's thinking
d It's well known

6 British archaeologist Howard Carter ____ as the person who, in 1922, discovered Tutankhamun's tomb in Egypt.
a seems
b is said
c considered
d is known

7 In the 1400s, many people ____ India's spices were the best in the world.
a were said
b said
c have generally accepted
d have been said

3 Choose the correct option to complete the sentences about brain myths.

1 *It's said* / *It says* we use only 10 percent of our brain capacity.
2 Our brain *doesn't* / *is believed to be* work as well after we turn 50.
3 Brains *claim* / *are claimed* to be like computers.
4 It *generally accepts* / *is generally accepted* that we have only five senses.
5 *It's assumed* / *It assumes* that you have to speak one language well before you learn a new language.
6 Men's brains *were believed to* / *are* different in many ways from women's brains.
7 *It is thought* / *Thoughts* that adults can't grow new brain cells.

4 Which sentence, a or b, is closer in meaning to the original sentence?

1 Gabriel García Márquez is said to be one of the greatest authors of the 20th century.
a I think Gabriel García Márquez is one of the greatest authors of the 20th century.
b Many people think Gabriel García Márquez is one of the greatest authors of the 20th century.

2 It's well known that tennis players who take extra lessons do better in competitions.
a Tennis players know to take extra lessons and do well in competitions.
b If tennis players take extra lessons, they generally do better in competitions.

3 Persuasive advertisements are thought to make customers buy more.
a People generally think that customers buy more when they see persuasive advertisements.
b Customers buy more items and like persuasive advertisements.

4 Lewis Hamilton is known to be one of the best Formula One drivers of all time.
- **a** Lewis Hamilton knows he is one of the best Formula One drivers of all time.
- **b** Many people think Lewis Hamilton is one of the best Formula One drivers of all time.

5 It's been generally accepted that science has made life better.
- **a** Though not everyone agrees, a lot of people think science has made our lives better.
- **b** Science making our lives better is accepted to be a general thought.

5 Use *have* or *get* + *something* + past participle to write a new sentence in the passive that is related to the first sentence.

1 Someone took my photo for my new ID. (*get*)
I got my photo taken for my new ID.

2 They displayed my research project at the science fair. (*have*)
I had my research project displayed at the science fair.

3 They printed my aunt's favourite recipe in the newspaper. (*get*)
My aunt got her favourite recipe printed in the newspaper.

4 They took my temperature at the clinic. (*have*)
I had my temperature taken at the clinic.

5 Some classmates finished Jamie's experiment for him. (*get*)
Jamie got his experiment finished for him (by some classmates).

6 Use the prompts to write present simple sentences with the impersonal *it*.

1 well / know / people / like / ice cream
It is well known (that) people like ice cream.

2 think / recording lectures / help / students / learn
It is thought (that) recording lectures helps students (to) learn.

3 assume / most students / need / study / regularly
It is assumed (that) most students need to study regularly.

4 think / exercise / good for / brain
It is thought that exercise is good for the brain.

5 claim / world / get / hotter / every decade It is claimed (that) the world gets / is getting hotter every decade.

6 assume / scientific advances / help / people / live longer It is assumed (that) scientific advances help people (to) live longer.

7 well / know / Mrs Liu / be / best teacher / our school
It is well known that Mrs Liu is the best teacher at our school.

7 Rewrite each passive sentence so that it does not use the impersonal *it*.

1 It is thought that studying abroad helps students become more curious about the world.
Studying abroad is thought to help students become more curious about the world.

2 It's estimated that 37 percent of the people in our country have university degrees. 37 percent of the people in our country are estimated to have university degrees.

3 It was said that our experiment was doomed to failure since we didn't take into account the temperature.
Our experiment was said to be doomed to failure since we didn't take into account the temperature.

4 It is claimed that brushing your teeth twice a day keeps your mouth healthy. Brushing your teeth twice a day is claimed to keep your mouth healthy.

5 It's believed that fish such as salmon are good for the health of your brain. Fish such as salmon are believed to be good for the health of your brain.

6 It's thought that getting at least eight hours of sleep every night helps your brain work better.
Getting at least eight hours of sleep every night is thought to help your brain work better.

7 It is well-known that children who are musical do well at maths. Children who are musical are well-known to do well at maths.

8 It is assumed that the climbers are on the north side of the mountain. The climbers are assumed to be on the north side of the mountain.

8 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'm going to the hairdresser's for a haircut later today.
CUT
I am having/getting my hair cut later today.

2 It is assumed that someone else writes his emails.
HAS
It is assumed that he has his emails written by someone else.

3 It's well-known that a cleaner always cleaned her house.
HOUSE
It's well-known that she always had/got her house cleaned by a cleaner.

4 I'll get a professional to improve the picture quality.
PICTURE
I'll have/get the picture quality improved by a professional.

5 A gardener has redesigned her garden.
REDESIGNED
She has had/got her garden redesigned by a gardener.

6 My bags were checked at the airport.
HAD
I had my bags checked at the airport.

Exam guide
8 English in Use Transformations

Technology guide

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

TEDTALKS Extra
Science is for everyone, kids included

> "Play is one of the only human endeavours where uncertainty is actually celebrated. Uncertainty is what makes play fun."
>
> **BEAU LOTTO**

Life Skills guide

3 Communication, Creativity, Critical thinking, Mediation

AUTHENTIC LISTENING SKILLS

Fillers

We can use words and phrases like *right, all right, yeah, you know* to ask for agreement, to check people are following or as a filler while we pause or move on to the next point. *So, this game is very simple. All you have to do is read what you see.* ***Right?***

1 Look at the Authentic listening skills box. Listen to the extract. Identify where Beau adds *right / all right*. 6

What are you reading? There are no words there. I said, read what you're seeing. It literally says, 'Wat ar ou rea in?' That's what you should have said. Why is this? It's because perception is grounded in our experience. The brain takes meaningless information and makes meaning out of it, which means we never see what's there, we never see information, we only ever see what was useful to see in the past. Which means, when it comes to perception, we're all like this frog. It's getting information. It's generating behaviour that's useful.

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.

literally	be grounded in	meaningless	underpin
uncertainty	step into	endeavours	social bonding
intrinsically	armed with	brain cells	regardless of
keep track of	review	referee	zeal

3 Work in groups. Discuss the questions.

1 Are you good at science? Why?/Why not?
2 In what ways do you think science is similar to play?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 1.0

perception	come up with	observations
submitted	journal	

5 Put the sentences (a–h) in order. The first and last are given.

Perception is grounded in our experience. 1

a These are the exact same ways of being you need in order to be a good scientist. 8
b It means we're only ever responding according to what we've done before. 2
c Uncertainty is what makes play fun. It opens possibility and it's cooperative. 7
d The question 'why?' is one of the most dangerous things you can do. 5
e But that creates a tremendous problem, because how can we ever see differently? 3
f So what is evolution's answer to the problem of uncertainty? It's play. 6
g So if you add rules to play, you have a game. That's actually what an experiment is. 9
h All new perceptions begin in the same way. They begin with a question. 4

So armed with these two ideas, we asked, 'can anyone become a scientist?' 10

1 Suggested answers:
What are you reading? There are no words there. I said, read what you're seeing. **Right?** It literally says, 'Wat ar ou rea in?' **Right?** That's what you should have said. **Right?** Why is this? It's because perception is grounded in our experience. **Right?** The brain takes meaningless information and makes meaning out of it, which means we never see what's there, we never see information, we only ever see what was useful to see in the past. **All right?** Which means, when it comes to perception, we're all like this frog. **Right?** It's getting information. It's generating behaviour that's useful.

6 Watch part 1 of the talk. Check your order of the sentences in exercise 5. ▶ 1.1 p. 404

7 What does Beau not mention when he talks about uncertainty making play fun? ▶ 1.1 p. 404

a Play is adaptable to change.
b Play is cooperative.
c Play opens up possibility.
d Play is unrewarding.

8 Watch part 2 of the talk. Are the sentences true (T), false (F) or not stated (NS)? ▶ 1.2 p. 405

1 None of the questions the children thought of had ever been studied before. F
2 The children wanted to research if bees adapt their behaviour to solve problems like humans do. T
3 Bees are one of the most intelligent insects. NS
4 The experiment required bees to recognise the correct colour to get a reward. T
5 There were several ways for the bees to solve the puzzle the children set. T
6 The results of the experiment were surprising. NS
7 Beau wrote the journal article. F
8 The paper was rejected by the publisher because it was written in the wrong style. T

9 Watch part 3 of the talk. Answer the questions. ▶ 1.3 p. 405

1 How did the research finally get published?
2 What was the reaction to the research?
3 What were two lessons that Amy learnt?

10 **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

reward | bother | link | adapt | surrounded | a voice

11 Work in pairs. Talk about:

- a time you received a reward for doing something
- a time you regret not bothering to do something
- an interesting/possible link that scientists have discovered in recent times
- a time you had to adapt to a new situation
- people you think should be given more of a voice

AFTER YOU WATCH

12 **MY PERSPECTIVE – SPEAKING**

Amy says that changing the way a person thinks about something can be easy or hard. Work in pairs and discuss why you think it would be easy or hard to change the way people think about:

- what they eat
- what they watch on TV
- where they shop

13 **MY PERSPECTIVE – SPEAKING**

Work in groups and discuss. Did the TED Talk change your views about science and scientists at all? In what way?

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

Exam guide
8 Listening True/false

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

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

9 Suggested answers:
1 They got some experts to review and say positive things about it. It was then rejected again, so in the end they got an expert to add commentary, references, etc.
2 The response was overwhelmingly positive: It was downloaded 30,000 times in the first day / It was the Editor's choice in Science / It's the only paper that will ever be freely accessible by Biology Letters, etc.
3 – Anyone has the potential to discover something new.
– A small question can lead to a big discovery.

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
Science is for everyone, kids included

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the extract from Beau Lotto's TED Talk, and choose the filler words where he uses them. If he does not use a filler word, choose –. 7

Now, I want to tell you a story about seeing differently, and … all new perceptions begin in the same way. **(1)** *Right?* /(–)They begin with a question. The problem with questions is they create uncertainty. Now, uncertainty is a very bad thing. It's evolutionarily a bad thing. If you're not sure that's a predator, it's too late. **(2)**(*OK?*)/ – Even seasickness is a consequence of uncertainty. **(3)**(*Right?*)/ – If you go down below on a boat, your inner ears are telling you you're moving. Your eyes, because it's moving in register with the boat, say I'm standing still. **(4)** *OK?* /(–)Your brain cannot deal with the uncertainty of that information, and it gets ill. The question 'why?' is one of the most dangerous things you can do, because it takes you into uncertainty. **(5)** *You know?* /(–)And yet, the irony is, the only way we can ever do anything new is to step into that space. So how can we ever do anything new? Well fortunately, evolution has given us an answer. **(6)**(*Right?*)/ – And it enables us to address even the most difficult of questions. **(7)** *Yeah.* /(–)The best questions are the ones that create the most uncertainty. They're the ones that question the things we think to be true already. **(8)**(*Right?*)/ – It's easy to ask questions about how did life begin, or what e–tends beyond the universe, but to question what you think to be true already is really stepping into that space.

WATCH p. 404

2 Do Beau (B) or Amy (A) make each of the statements?

1 The brain takes meaningless information and makes meaning out of it, which means we never see what's there. B

2 Science is not defined by the method section of a paper. It's actually a way of being, which is here, and this is true for anything that is creative. B

3 We thought that it was easy to see the link between humans and apes in the way that we think, because we look alike. A

4 Really, we wanted to know if bees can also adapt themselves to new situations using previously learnt rules and conditions. A

5 We asked the bees to learn not just to go to a certain colour, but to a certain colour flower only when it's in a certain pattern. A

6 So the kids give me the words, right? I put it into a narrative, which means that this paper is written in kid speak. B

7 It took four months to do the science, two years to get it published. B

8 This project was really exciting for me, because it brought the process of discovery to life, and it showed me that anyone, and I mean anyone, has the potential to discover something new. A

3 Answer each question with one or two words and/or a number.

1 What are the four sections of a scientific paper?
- **a** a introduction
- **b** method
- **c** results
- **d** discussion

2 What was the name of the journal where the paper was finally published?
Biology Letters

3 How many times was the paper downloaded in the first day?
30,000

VOCABULARY IN CONTEXT

4 Match the words (1–6) with the sentences that show their meaning (a–f).

1 adapt d
2 a voice f
3 reward a
4 surrounded e
5 bother b
6 link c

a Jason's mother always told him that knowledge would be the **benefit he received** for his effort in school.

b Sometimes adults don't **make the effort** to take children's questions seriously, even though they can provide valuable insights.

c Amy and her classmates wanted to study the **connection** between the way humans solve problems and the way bees do.

d The students wondered whether the bees would **change** their behaviour based on the experiments that they designed.

e When I go into the city, I have people and buildings **all around me**.

f Beau Lotto thinks that it is important for children to have **the opportunity to contribute to** scientific discussions.

1F Speaking

1 Match each useful language phrase with its function: Talking about staging (S), Preparing research questions (Q) or Hypothesising (H).

1 I wonder if / how / why Q
2 We'd also need to make sure that we (didn't) S
3 I would / wouldn't have thought it'd be possible to prove that H
4 We'd need to try and work out Q
5 I suppose then we'd probably be best …-ing S
6 I'd expect the results to show H
7 It'd be good to know what / whether Q
8 I'd imagine that the data would probably reveal H
9 The first thing we'd need to do is S

2 Listen to the conversation and decide what the experiment will be about. 8 p. 395

a commerce
b science
c technology

3 Complete the conversation with phrases in exercise 1. Then listen again and check your answers. 8 p. 395

A: So, how are we going to plan our science project together?
B: Well, I think **(1)** the first thing we'd need to do is _____ design the experiment.
A: That's a good idea. So, if we're investigating the gas released in the chemical reaction with different metals, we need to use sound research methods.
C: **(2)** I wonder how _____ we can measure the rate of gas produced?
B: **(3)** We'd also need to make sure that we _____ measured and recorded the results accurately.
A: Yeah, and **(4)** we'd need to try and work out _____ how the reaction occurs.
C: **(5)** I suppose then we'd probably be best _____ doing some research, forming a hypothesis about the reaction, and then proving it in our experiment.
B: Also, **(6)** it'd be good to know whether _____ the quantity varies at different temperatures.
C: **(7)** I'd imagine that the data would probably reveal _____ the speed of the reaction changes at different temperatures.
A: Yeah, **(8)** I'd expect the results to show _____ an increase in volume at higher temperatures.
B: What about the different metals? Are they all going to be the same?
C: **(9)** I would have thought it'd be possible to prove _____ that one of the metals was the most reactive.
A: Right, let's decide how we're going to research this then.

4 Think about how you and some classmates would work together to plan one of the experiments from the list below (or an example of your own).
Apply the research methods you learnt in the unit to plan your task. Use the useful language to make notes. Then compare your ideas with the conversation in exercise 3.

- *How do different building designs react in an earthquake?*
- *Frozen substances – expansion or contraction?*
- *How can we produce light without electricity (or fire)?*
- *The effectiveness of different materials to filter dirty water*

5 Listen to part of a lecture from a biology course and answer the question below. 9 p. 395

Using the information from the talk, describe the two main consequences of global warming and how the examples illustrate the concept.

Make notes and remember to use the useful language. Then listen to the sample answer. 10 p. 395

Life Skills guide

6 Creativity, Critical thinking, Mediation, Practical skills, Self-development

1G Writing

A scientific article describing an experiment

1 Match the two parts of the sentences.

1 The experiment aimed to measure f
2 The purpose of the experiment c
3 Pavlov played the same sound e
4 The reactions among the gases were studied in order to a
5 During the experiment, the scientists d
6 After the experiment, the properties b

a determine their volumes.
b of radioactivity were described.
c was to demonstrate superconductivity.
d reproduced certain types of bacteria.
e so that the dogs knew they would be given food.
f the force of gravity in a laboratory.

2 Match each sentence with its function: Introducing the process (I), Linking the steps (L) or Explaining the steps (E).

1 Once Louis Pasteur had separated the mixture, he could demonstrate the impact. L
2 The purpose of the experiment was to show the effects of gravity. I
3 Next, the psychologist showed the child the choice of rewards. L
4 A microscope was provided so that the cells could be seen. E
5 The diagram illustrates the process used to complete the experiment. I
6 Finally, the pendulum was suspended from the dome of the Pantheon in Paris. L
7 In order to prove the theory, citrus fruits were only provided on one of the two ships. E
8 The experiment aimed to prove that light travels faster than sound. I

3 Complete the process for this scientific experiment using the words and phrases. There are two items you do not need.

after the experiment, aim before the experiment, carried out conform discover during the experiment, finally in order to incorrect once then

The Asch Conformity Experiment

The **(1)** aim of this 1950s experiment was to **(2)** discover whether social pressure would make individual people **(3)** conform.

In other words, it tested whether individuals would agree with an answer given by a majority of others even though they knew this answer was **(4)** incorrect. The experiment was **(5)** carried out with 50 male students from a college in the United States. **(6)** Before the experiment, seven participants were told what answer to give about a comparison between the length of lines on two different cards. One participant was not aware of this, and was not given any instruction. **(7)** During the experiment, this person was deliberately placed last in the line of participants, who were all required to answer the question aloud. **(8)** In order to prove the theory, the first seven people were instructed to give the same incorrect answer. **(9)** Once these seven had answered, the final participant **(10)** then had to decide whether to conform and give the answer everyone else had given, or the one they personally knew to be correct.

4 Read the process in exercise 3 again. Then put the points (a–h) in the correct order (1–8).

a Before the experiment, seven of the eight people were told what answer to give. 5
b The plan was to ask the group to answer an obvious question. 3
c After hearing all seven answers, the eighth person had to decide whether to conform. 8
d Groups of eight people were formed to participate in this experiment. 2
e The eighth person didn't know the others had been told how to answer. 7
f The purpose was to find out whether people would conform to what others said. 1
g These seven people were all instructed to give the same incorrect answer. 6
h They had to answer aloud, so everyone in the group could hear their answer. 4

5 In your English class you have been talking about robots. Now your English teacher has asked you to write an article for your school website. Write 140–190 words. Include the following aspects in your article:

Today, scientists are developing more advanced robots that will carry out many functions for human beings in the future. Some people feel this is a bad idea. Do you agree?

- possible areas of everyday life where robots might be useful
- possible threats related to the widespread use of robots

Exam guide

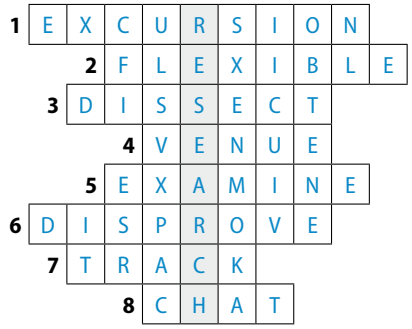
5 Writing
An article

Life Skills guide

5 Creativity, Mediatiovn, Practical skills

Lexical Review 1

1 Complete the crossword, using the clues, and write the keyword below.



Keyword: research

1 an organised trip for a group
2 when something can be easily changed
3 to cut open an animal in a laboratory
4 a place where an event (eg. a concert) is held
5 to look carefully at something, e.g. under a microscope
6 to show that something is not true
7 to follow movement or change
8 to have a relaxed discussion with friends

2 Match the words to make phrases.

1 focus c	a out
2 form d	b a report
3 set f	c on
4 deal g	d a hypothesis
5 pay e	e attention
6 submit b	f of
7 hang a	g with

3 Choose the correct option to complete each sentence.

1 Are you going to ____ your photos with us online?
a give **c** share
b send **d** have

2 She is ____ of work and is looking for a job.
a away **c** off
b out **d** by

3 The flight was ____ so there weren't enough seats for everybody.
a delayed **c** reserved
b cancelled **d** overbooked

4 What experiments have you done that ____ this theory?
a conduct **c** discover
b support **d** search

5 What happens when we heat ____ the substance to 100 degrees?
a up **c** for
b on **d** in

6 There's a lot of traffic on this road. Let's try a different ____.
a drive **c** path
b trip **d** route

7 The treatment is very ____ for patients in a lot of pain.
a effective **c** nervous
b helping **d** creative

8 Let's have a look at the ____ from the experiments and decide what we should do next.
a access **c** data
b equipment **d** test

4 Write one word in each gap to complete each sentence. The first letter is given.

1 He works as a lawyer and often has to go to court with his clients.
2 If you put sugar into water, it will dissolve completely.
3 The audience applauded for more than 10 minutes at the end of the performance.
4 I'm sorry, but I can't attend the yoga class this afternoon.
5 This is proof that my theory is correct!
6 These are very strange results. Are you sure you did the experiment properly?
7 There is a lot of very expensive equipment in the lab.
8 We need to carry out more research into the subject.

5 Translate the Polish parts of the sentences into English.

1 The job is highly (*wymagająca*) challenging/demanding but I really enjoy it.
2 It is a very (*innowacyjne*) innovative approach to the problem.
3 We need to (*przeanalizować*) analyse this before we make any decisions.
4 This will (*zwiększy*) boost/increase our chances of success.
5 Our company (*rywalizuje*) competes with a few other large firms.
6 They are hoping to (*odkryć*) discover more about our universe.
7 I'll try to (*wytłumaczyć*) explain the process to you clearly.

Exam guide
3 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 When you decide to live in a foreign country, you have to become adaptable/adapted to a new culture. ADAPT
2 After many years of hard work, the scientists finally found the solution to the problem of utilising chemicals. SOLVE
3 To reach the final verdict, they will have to analyse all the data they have received from the headquarters. ANALYSIS
4 The researchers gathered all the information about acquiring basic skills by children by a thorough observation of their behavior. OBSERVE
5 Is there scientific proof which supports the opinion that dolphins are more intelligent than dogs? PROVE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The company will have to employ experts to get rid of this horrible substance.
2 This action could do more harm than good, so you'd better ask someone for advice.
3 The ancient monuments that were found on the island are still being examined.
4 Realising that he couldn't carry out the experiment as he had planned, he gave up.
5 Unless we implement radical measures, the Earth's atmosphere will continue to heat up to the point of no return.

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 People know Józef Ignacy Kraszewski was the most prolific Polish writer.
IS
Józef Ignacy Kraszewski is known to have been the most prolific Polish writer.

2 It is thought that they are working on a new discovery in the field of chemistry.
ARE
They are thought to be working on a new discovery in the field of chemistry.

3 I had to submit the report before the deadline.
HAD
The report had to be submitted before the deadline.

4 People expect the new regulations will be introduced next year.
BE
The new regulations are expected to be introduced next year.

5 Professor Brown has been tracking changes in the weather since the establishing of the Institute of Climate Research.
BEEN
Changes in the weather have been tracked since the establishing of the Institute of Climate Research.

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 How often do you have/get your blood tested (*you / your blood / test*)? You should do it once a year.
2 The liquid looks contaminated. It has to be purified/will have to be purified (*have / purify*) immediately if we want to obtain the desired results of the experiment.
3 As they couldn't understand the document written in French, they had/got it translated (*it / translate*) into their own language.
4 The population of India is estimated to reach (*estimate / reach*) 1,512,985,000 by the year 2030.

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.

conduct	expect	know	place
publish	transform	win	

1 Why don't you have a sample of the substance placed under the microscope to check what it is?
2 William was believed to publish / to have published all the data of the experiment, but it was his twin brother who had done that.
3 This old building is being transformed into a modern science centre now.
4 It is well known that players who practise every day do better in tournaments.
5 People are expected to work hard if they are paid decent salaries.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 (*Powiedziano nam*) We were / have been told not to record the lecture without the lecturer's permission.
2 As my laptop broke down, I immediately (*dałem go do naprawy*) had/got it repaired/fixed by a serviceman.
3 (*Uważa się*) It is believed/thought that taking a gap year gives young people a chance to acquire knowledge about the real world.
4 Lewis (*drukują się dokumenty*) is having his documents printed at the printers at the moment.
5 Jack was known (*że nagrał swoją pierwszą piosenkę*) to record his first song / to have recorded his first song at the age of five.

READING

7 **Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujący fragment (a–e), tak aby otrzymać spójny i logiczny tekst. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.**

The Gravity Blanket

Have you ever heard of a gravity blanket? It was named by 'Time' magazine as one of the best inventions of 2017. If sleep is problematic for you, you don't want to miss this recent invention, or rather re-invention.

The man that popularised the gravity blanket in 2017 didn't invent the idea, but he made it accessible to the general population. **(1)** c However, the blankets were very expensive and hard to get. A weighted blanket looks and feels like a normal blanket, except it is much heavier than normal ones. It should be around 10% of the body weight of the person using it to have the best effect.

The science behind these heavy pieces of cloth is pretty incredible. **(2)** d It increases oxytocin in the brain, also known as the happiness chemical, which helps you relax. It also increases serotonin and melatonin and decreases cortisol (the stress chemical), so it also improves a person's mood.

In some studies of people who have anxiety while they sleep, over half said that while using the blanket they didn't experience as much anxiety. **(3)** e A startling one in three people suffer from insomnia in developed nations. When studied, three quarters of insomnia sufferers said that the weighted blanket made them feel much calmer, which in turn allowed them to fall asleep.

While the blanket isn't a new invention, it is one that has been reborn and sometimes that's enough to make a product that was once used by only a few individuals the new 'hot thing'. **(4)** a. If you suffer from anxiety, insomnia, autism, or various other medical conditions, have a look at this re-invention and see if it's the right product for you.

a After raising almost 5 million dollars in the initial fundraising campaign, this re-invention has gone on to have record sales.
b It won't replace your bedding, unless maybe you sleep in a twin bed.
c He had noticed that people were getting a lot of benefits from the blanket within the medical community.
d They are meant to mimic, or copy, what a person would experience during pressure therapy.
e About every third person showed a large decrease in the amount of sweat produced by their sweat glands, which is also a measurement of anxious activity.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

WRITING

8 **W dzisiejszych czasach roboty coraz częściej zastępują człowieka, wykonując za niego prace domowe. Napisz rozprawkę, w której przedstawisz zalety i wady takiego rozwiązania.**

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

Exam guide
7 Reading Missing sentences

Exam guide
8 Writing An essay

Life Skills guide
8 Creativity, Critical thinking, Mediation, Practical skills

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania.**

Pytania w zestawie dla egzaminującego:

1 Are the boys enjoying what they are doing?
2 Which way of getting knowledge is better: theoretical or practical? Why?
3 Tell me about an experiment you conducted when you were at school.

Exam guide
9 Oral Matura

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

2 Adapt to survive

Exam guide
4 English in Use
Multiple choice

2A Vocabulary

Endangered species

1 Revision Complete the sentences with the words in the box.

drought environmental expedition fishing route save waste wild

1 Many plant species die during a drought.
2 The world is now facing an increasing number of environmental problems.
3 Many charities track illegal fishing boats using technology.
4 Everyone should change their daily routine to help save the environment.
5 Campaigners are encouraging restaurants not to waste food.
6 Illegal hunters catch wild animals in their habitats.
7 The scientific expedition to Antarctica lasted eight months.
8 The route the climbers chose was straight up the mountain.

2 Revision Mark each sentence correct (C) or incorrect (I). Then cross out the incorrect words and write the correct ones.

1 The increase in people using cars has led to global cooling. I warming
2 A result of the bluehouse effect is the heating up of the Earth's surface. I greenhouse
3 Governments need to take action against companies that damage nature. C
4 Building projects are destroying the nature environment. I natural
5 Schools are teaching children about how to protect the environment. C
6 Climate change is leading to less extreme weather. I more

3 Are the words positive or negative? Complete the table.

conserve die out endangered extinct habitat hunt save survive

Positive	Negative
conserve, habitat, save, survive	die out, endangered, extinct, hunt

4 Choose the correct option to complete each sentence.

1 The Javan rhino is at risk of ____.
a endangered **b** survival
c extinction **d** conservation

2 The zoo is running a ____ programme for turtles.
a hunting **b** conservation
c species **d** habitat

3 Parents ____ on their genes to their children.
a preserve **b** pass
c breed **d** bring

4 Farming is ____ the natural habitat of plants and animals.
a destroying **b** preserving
c losing **d** improving

5 Scientists are concerned about the long-term ____ of the Western Lowland gorilla.
a risk **b** survival
c extinction **d** consequence

6 Increased water pollution will have lasting ____ on the area.
a risks **b** extinction
c consequences **d** species

5 Cross out the phrase that does NOT collocate with the noun.

1 *improve energy / ~~bring a lasting~~ / work in nature + conservation*
2 *discover a new / an endangered / ~~work in nature~~ + species*
3 *lose its natural / destroy the / ~~pass on its~~ + habitat*
4 *~~leave the~~ / have serious / consider the + consequences*
5 *ensure its / ~~preserve their~~ / its long-term + survival*

6 Complete the phrasal verbs in the sentences with the prepositions.

for from on out to to

1 Scientists benefit from new technology.
2 We had to adapt to the freezing temperatures during our stay.
3 We had to conform to the tribe's rules about exploring the area.
4 My parents passed on their love of bees to me.
5 Many species have died out in the last century.
6 We had to stop them hunting for the elephants.

A Namib Desert Darkling Beetle

7 Complete the text with the words in the box.

adapted	endangered	extinct	habitat
risk	species	store	survive

Everyone knows that if your **(1)** habitat is the desert, there is one thing you lack: water. The Namib Desert Beetle may look ancient, but it is not **(2)** extinct or even **(3)** endangered. How does this insect **(4)** survive? This **(5)** species of beetle has **(6)** adapted to its surroundings. Its back has bumps on it. The bumps contain something that attracts water. Once a day, these bumps collect moisture from the cool morning breeze and **(7)** store it on the beetle's back. When the bumps have collected enough, the water runs down into the beetle's mouth.

Now, using the same idea, a company is trying to make a self-filling water bottle for people and animals at **(8)** risk of dehydration in the desert.

8 Listen to the descriptions. Match each description with the item it describes. 11 p. 395

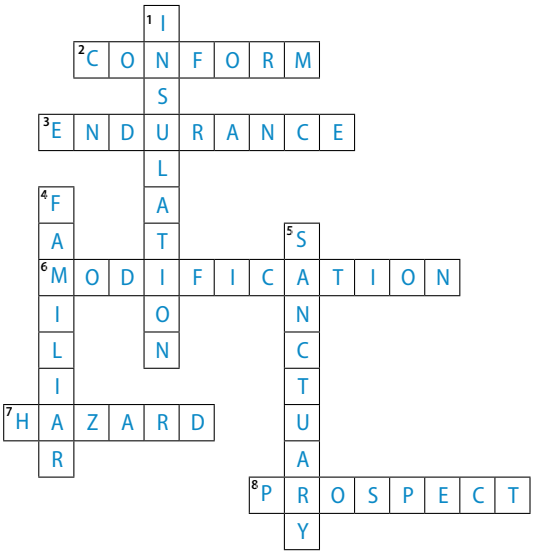
1 d
2 f
3 a
4 b
5 c
6 e

a an animal that has adapted for survival in a difficult habitat
b a species that was saved by conservation efforts
c a species that is extinct
d an insect that is beneficial to people
e a species whose habitat is being destroyed
f a species that is endangered by hunting

9 **Extension** Complete the table. Use a dictionary if necessary.

Noun	Adjective	Verb
conformity	conforming	conform
modification	modified	modify
threat	threatened	threaten
adaptation	adaptable	adapt
sustenance	sustaining, sustained	sustain

10 **Extension** Complete the crossword.



Across
2 to obey a rule or law
3 the ability to do something unpleasant for a long time
6 a small change
7 a danger or risk
8 the chance or hope that something will happen

Down
1 protection from heat or cold, etc.
4 well known to you
5 a place that is safe from danger

Exam guide
8 Listening
Matching

2B Listening

1 Listen to the conversation. Complete the collocations that you hear. 12 p. 395

1 consider the consequences
2 an endangered species
3 destroying their habitat
4 risk of extinction
5 involved in a conservation group
6 ensure the survival
7 pass on their genes
8 a potential benefit

a crocodile bag

Exam guide
4 Listening
True/false

Exam guide
2 Listening
Multiple choice

2 Listen again and answer the questions. 12 p. 395

1 How did Janice react to what Laura showed her?
(a) She was disappointed.
b She wasn't interested.
c She was a bit jealous.
d She was very curious.

2 What did Janice criticise Laura for not considering?
a how expensive the bag was
b which country the bag came from
(c) what the bag was made of
d who actually made the bag

3 What did Janice tell Laura she was doing to crocodiles?
a destroying their only habitat
b ensuring their final extinction
c not considering their rights
(d) adding to the threat to them

4 How did the man describe Janice?
a patronising
(b) passionate
c pessimistic
d perplexed

5 What was one of Janice's arguments in favour of conservation?
(a) the possible benefits to humankind
b stopping unnecessary cruelty to animals
c reducing the amount of consumerism
d ensuring the survival of the human race

6 In the end, how would you describe Laura's attitude?
a She was even more offended.
b She was a bit upset with the man.
(c) She was rethinking her position.
d She was finished with Janice.

Exam guide
6 Listening
Multiple choice

3 Listen to the lecture. Match the scientific terms with their definitions. 13 p. 396

1 species g
2 habitat e
3 troop b
4 climate a
5 adapt f
6 behaviour c
7 primatologist h
8 survival d

a the usual weather conditions in an area
b a group of particular animals
c the ways in which a person or animal acts
d continuing to live despite difficult circumstances
e an animal's natural home or environment
f to change because of new or different conditions
g a group of similar individuals capable of breeding
h an expert in the study of primates

4 Listen again. Are the statements true (T) or false (F)? Practise saying the true sentences. 13 p. 396

1 Male chacma baboons generally weigh more than 40 kilograms. F
2 Chacmas do not usually live in desert areas. T
3 Long periods without water affects the baboons' behaviour. T
4 The baboons get water from the Kuiseb River all year round. F
5 Chacmas in the Namib will sometimes sleep during the day. T
6 Temperatures in the Namib are often higher than 45 degrees Celsius. F

5 Listen. What is the example of the spider used to explain? 14 p. 396

a That some species are very intelligent.
b That the chemicals we use can damage the environment.
(c) That what we do can badly affect the natural world.

6 Listen again. Choose the correct option. 14 p. 396

1 This spider is different because it ____
a kills insects using a chemical.
(b) behaves like a fisherman.
c eats fish.

2 The spider is able to ____
(a) attract different insects.
b fly like an insect.
c make a noise like an insect.

3 To catch something for dinner, the spider has to ____
a throw its thread very far.
b wait on top of a leaf.
(c) be very patient.

4 Large construction projects ____
a always destroy natural habitats.
(b) must be well planned.
c don't affect the environment.

2C Grammar 1

Modal verbs and meaning

1 Choose the best option to complete each sentence.

1 The Korowai people in southeastern Papua, Indonesia, *can* / *may* disappear in the next generation because the young people are moving to nearby towns.
2 A drought in Kenya *shall* / *might* make life even more difficult for the Samburu people who travel across northern Kenya looking for water and food for their animals.
3 The Awa people in Brazil *can* / *should* be protected from the farmers and loggers who are coming into their homeland and destroying the habitat.
4 If the Tsaatan people in Mongolia *could* / *would* get help from the government, their culture and their reindeer, on which they depend, could survive.
5 Help from the Indian government *may* / *must* help the Ladakhis in the state of Jammu and Kashmir as their culture modernises and changes very quickly.

2 Choose the best options to complete the text.

Even though we (**1**) *shall not* / *may not* realise, language is always changing. It changes so slowly that we usually don't notice it. Some people (**2**) *may* / *mustn't* assume that language change is bad and the result of laziness or mistakes, but in truth, language change is neither good nor bad. It just is.

Language evolution **(3)** *shall* / *can* include changes in vocabulary, grammar and pronunciation. Because it reflects the needs of its speakers, a language **(4)** *could* / *will* require new words if the needs of its speakers change, due to new technology, new products or unique experiences.

Languages **(5)** *can* / *should* adapt by borrowing words (for example, *sushi*), by shortening words or phrases (*text messaging* has become *texting*), or by combining words to create a new word (*breakfast* + *lunch* = *brunch*).

Geography **(6)** *should* / *can* lead to language change, too. If a group of speakers is separated from other people who speak the same language, their language **(7)** *will* / *must* change differently or at a different speed than the other people. British and American English are an example of this.

If languages didn't change, we **(8)** *couldn't* / *wouldn't* have any words for the digital technologies that have appeared in the 21st century so far. Language **(9)** *must* / *could* change to keep up with the lives of its speakers.

3 Complete the sentences with the words in the box. You may use the words more than once. There is more than one correct answer for some items.

can	may	might	must

1 In the plains and grasslands of North America, we ___must___ not interfere with the habitat of the bison or they, too, will become extinct.
2 The blue whale ___may/might/can___ die out if we don't stop polluting the Gulf of California.
3 Building roads in the jungle ___may/might/can___ destroy the habitat of the endangered bonobos in the Congo Basin.
4 We ___must___ protect the Galapagos Islands in order to save the giant tortoise.
5 You ___can/may___ borrow the binoculars, but please be careful with them.
6 In order for animals to survive, they ___must___ evolve along with their changing habitats.

4 Complete the sentences with the phrases in the box.

can expect	couldn't connect	might even be
must call	must rely	should know

1 Reading a map is a disappearing skill. Now, we ___must rely___ on the sat nav on our smartphones.
2 Changing a car tyre is a disappearing skill. Because no one can do it now, we ___must call___ for help when we have a flat tyre.
3 Knowing correct spelling and grammar is a disappearing skill. People these days ___can expect___ their computers, tablets and smartphones to fix mistakes.
4 In the 21st century, people ___should know___ how to use a smartphone.
5 It would be practically unthinkable if someone ___couldn't connect___ to Wi-Fi these days.
6 It ___might even be___ dangerous if people didn't understand how online privacy settings work.

5 Choose the correct option to complete each sentence.

1 In the future, it's unlikely that people *will* / *would* / *must* wear watches to know what time it is.
2 People probably *should* / *shall* / *will* not have DVD players because they will stream movies from the internet.
3 People *shall* / *can* / *might* get by with just a mobile phone these days so there's no need to have a landline.
4 Because their smartphones have built-in music players, people *might* / *can* / *must* not need stereo equipment in the future.
5 And because their phones have built-in cameras, fewer people *will* / *could* / *must* want digital cameras.
6 Email is such a popular way to communicate now, so I doubt anyone *might* / *would* / *must* need a fax machine.

2D Reading

Exam guide
4 Reading
Missing sentences

VOCABULARY BUILDING Compound nouns

1 Match the words to form compound nouns.

1	social media e	**a**	creatures
2	sea a	**b**	products
3	science f	**c**	shop
4	animal b	**d**	age
5	rain h	**e**	campaign
6	ice d	**f**	teacher
7	book c	**g**	house
8	farm g	**h**	drop

READING

2 Read the article and choose the best summary.

a Without more European rabbits, the survival of the Iberian lynx is in question.
b Spanish pride in their native cat, the Iberian lynx, has never been higher.
c The Iberian lynx population is steadily recovering.
d Like many small cats, the Iberian lynx is able to blend in with its environment.

Exam guide
5 English in Use
Gap-filling

Life Skills guide
5 Mediation

Exam guide
3 Reading
Multiple choice

3 Choose the correct option according to the information in the article.

1 What can we infer from the first paragraph?
a Iberian lynx like to live in and around olive trees.
b It is usual for Iberian lynx to have two babies.
c The cat is wearing some kind of electronic device.
d Iberian lynx like to be around loud noises.

2 What has surprised Germán Garrote about the Iberian lynx?
a their ability to survive without any rabbits to eat
b their ability to adapt to strange environments
c their devotion and caring for their newborns
d their incredible strength for such a small size

3 What kind of fur does the Iberian lynx have?
a striped **c** amber
b bushy **d** spotted

4 How many Iberian lynx were there when the Iberlince project started?
a less than 100 **c** approximately 176
b more than 2,000 **d** around 60

5 Why have scientists been able to reintroduce so many lynx into the wild?
a They know how to hide extremely well.
b They can eat things other than rabbits.
c They always have at least two babies.
d They breed well, even when confined.

6 What is the current status of the lynx?
a critically endangered **c** endangered
b almost extinct **d** surviving in captivity

4 Some sentences (a–g) have been removed from the article. Decide which sentence belongs in each gap (1–6) in the text. There is one extra sentence that you do not need.

a Four breeding centres and one zoo raised most of the cats, all of which were fitted with radio collars.
b Of the world's 38 wildcat species, 31 are considered small cats.
c Lynx are more adaptable than we thought, he explains.
d He says it's a beloved national figure.
e The team works closely with private landowners to earn their trust and persuade them to welcome lynx on their property.
f If it weren't for her radio collar, we'd never know that one of the world's rarest cats is hiding among the neat rows of trees.
g The lynx population was so small that it was suffering from dangerously low genetic diversity, making it vulnerable to disease and birth defects.

5 Read the text again. Complete the Polish summary with the missing words. Suggested answers:

Gdzieś w gaju oliwnym, przy **(1)** ruchliwej drodze autostradzie na południu Hiszpanii, Helena wraz z dwoma młodymi obserwuje świat z ukrycia. Helena to przedstawicielka **(2)** rysia iberyjskiego, która doskonale nauczyła **(3)** wtapiać się w świat **(4)** ludzi. Na obszarze zamieszkiwanym przez Helenę panują bardzo wysokie temperatury przez około pięć miesięcy w roku. Nie ułatwia jej życia ogromny **(5)** ruch na drogach. Mimo tych przeciwności rysie iberyjskie, tak jak Helena, **(6)** przystosowały się / dostosowały się zaadaptowały się do środowiska łatwiej, niż sądzono.

Po wielu latach **(7)** spadku liczebności/populacji rysi, spowodowanego m.in. polowaniami czy groźnym wirusem, populacja tych rzadkich kotów zaczęła wreszcie ponownie rosnąć. Działania naukowców polegające m.in. na **(8)** rozmnażaniu/hodowaniu ich w niewoli odniosły sukces i 176 przedstawicieli tego gatunku **(9)** powróciło/wróciło/przeniesiono do ich naturalnego środowiska. Wszystkim założono specjalne obroże, aby móc śledzić ich losy. 60% z nich **(10)** przetrwało/przeżyło/poradziło sobie na wolności.

W 2012 roku liczebność rysi wyniosła 313 sztuk i Międzynarodowa Unia Ochrony Przyrody **(11)** zmieniła/zaktualizowała status gatunku z „krytycznie zagrożony" na „zagrożony". Ponieważ wypadki drogowe są najczęstszą przyczyną śmierci tych kotów, podejmowane są obecnie działania mające na celu wybudowanie **(12)** przejść podziemnych dla dzikich zwierząt.

The Iberian lynx

15 She's very close,' whispers Germán Garrote, pointing to a handheld receiver picking up Helena's signal. Somewhere in this olive grove* beside a busy highway in southern Spain, the Iberian lynx and her two cubs are probably watching us. **(1)** f Helena has learnt to blend into the human landscape, even hiding with her newborn cubs in a vacant house during a loud festival.

'Ten years ago we couldn't imagine that the lynx would be breeding in a habitat like this,' says Garrote, a biologist with the Life+Iberlince project, a government-led group of more than 20 organisations working to help protect the Iberian lynx. The area where Helena lives is very hot for about five months of the year, and has heavy traffic on the roads. Garrote says that the spotted cat's future is to live in fragmented* areas. **(2)** c

After many years of decline, the lynx population has started to increase. When Iberlince stepped in to rescue the lynx in 2002, fewer than a hundred of the cats were scattered throughout southern Spain. The numbers were drastically reduced by hunting and a virus that nearly killed all the region's European rabbits, the lynx's main food. **(3)** g

Luckily for scientists, lynx breed well in captivity, and 176 have been reintroduced* into carefully selected habitats since 2010. **(4)** a Sixty percent of the reintroduced cats have survived and some have done extremely well.

Two lynx travelled across the Iberian peninsula, each walking more than 1,500 miles to new territory, says biologist Miguel Simón, director of the reintroduction programme. **(5)** e In 2012, when the population hit 313 – about half of which were old enough to breed – the International Union for Conservation of Nature upgraded the lynx's status from critically endangered to endangered.

Cars and trucks are the leading killers of lynx, so Simón and his team are working with the government to create wildlife underpasses* so the animals can cross beneath the roads. Simón says that everyone knows about the Iberian lynx and the Spanish are very proud of their native cat. **(6)** d With Simón's and others' help, the remarkable feline should continue to inhabit the peninsula for which it is named.

grove *an area in which a certain kind of tree grows*
fragmented *broken up; not connected*
reintroduced *when an animal goes to live in the wild*
underpasses *walkways under roads*

2E Grammar 2

Modal verbs and infinitive forms

Blue whale

1 Choose the correct option to complete each sentence.

1 Today there ___ only between 10,000 to 25,000 blue whales left.
a be **c** being
b have been **d** are

2 Blue whales can ___ from 82 to 105 feet and weigh up to 200 tonnes.
a be ranging **c** range
b ranged **d** have been ranged

3 Every day, the blue whale must ___ about 4 tonnes of food.
a have eaten **c** eating
b be eating **d** eat

4 Blue whales can ___ in every ocean.
a being found **c** find
b be found **d** found

5 Climate change could ___ the survival of blue whales.
a being threat **c** have been threatened
b threaten **d** threat

6 We should ___ into consideration the effects of pollution on blue whales' habitats.
a be taking **c** took
b have take **d** taking

2 Listen and complete the sentences. 16

1 The pizza must have been cooked too long.
2 We should have left earlier.
3 You can't have been studying all night.
4 I don't know where they are. They could have gone to the museum.
5 It wouldn't have mattered if we had made more coffee.
6 They will have set up the tent by now.
7 You shouldn't have been talking during class.

3 Choose the correct option to complete each sentence.

1 Paleontologists have discovered feather imprints in many dinosaur fossils. They now believe that most dinosaurs must *be* / *were* / *have been* covered in feathers.
2 The Carolina parakeet, the only parrot native to the United States, was extinct by 1904 as a result of hunting, deforestation and disease. People *should* / *may* / *won't* have protected them.
3 NASA has found some interesting mineral deposits on Mars. Similar formations on Earth were formed by ancient bacteria. This means that life *can't* / *could* / *should* have existed on Mars.
4 Every year, people report seeing a yeti, Bigfoot or Sasquatch – all large, hairy, human-like creatures from local legends. However, there is no scientific evidence that these creatures actually exist. People may *see* / *be seeing* / *be seen* an ape, a bear or another animal.
5 The black-footed ferret was almost extinct, but biologists have been working hard to save the species. In fact, they are hoping that by 2020, the black-footed ferret *will have* / *will have been* / *would have been* removed from the endangered species list.

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

1 They didn't try hard enough in my opinion.
TRIED
They should/could/might have tried harder in my opinion.
2 I'm sure that he took the camera with him. It's not here.
MUST
He must have taken the camera with him. It's not here.
3 If we do more, we can save the species of turtle.
COULD
The species of turtle could be saved if we did more.
4 You can only find this type of parrot in the jungles of Malaysia.
MAY
This type of parrot may only be found in the jungles of Malaysia.
5 Her laptop is on her desk, so it's not possible that she's working today.
CAN'T
She can't be working today because her laptop is on her desk.
6 Many species will become extinct by 2050.
HAVE
By 2050, many species will have become extinct.

5 Complete the sentences with the phrases in the box.

as you can see | could have been done | could have come | have to study | must have been | need I explain | should have seen | wouldn't have come

1 Need I explain how your new phone works?
2 We have to study for the final exam.
3 As you can see, the climate is getting warmer.
4 You could have come to the party.
5 I wouldn't have come to the party if I'd known Dominic would be here.
6 We should have seen many more birds on our hike.
7 More could have been done to clean up the river.
8 The book must have been really interesting. She was up until at least midnight reading.

6 Match the related sentences.

1 I didn't invite my friends on the camping trip last weekend. h
2 The students all finished the test in less than 20 minutes. c
3 The documentary wasn't great. a
4 They went on a trip to Antarctica last year. b
5 Friday is the last day for us to turn in our science projects. g
6 Ten o'clock is definitely too late for us to arrive at the dinner party. e
7 The students have a big test tomorrow. d
8 Wait. Don't call the neighbours right now. f

a It could have been better.
b It must have been exciting!
c It can't have been very difficult.
d They should be studying now.
e They will have finished eating by then.
f They might be eating dinner.
g They must be finished by then.
h They wouldn't have come.

7 Which option is closer in meaning to the original sentence?

1 You can't have cooked the rice long enough.
(a) You didn't cook the rice long enough.
b Next time you may want to cook the rice longer.

2 We must make more spaghetti next time.
a We might want more spaghetti next time.
(b) Next time we make spaghetti, we need to make more.

3 He can't drive his friend to the cinema on Friday.
(a) He won't be able to drive his friend to the cinema on Friday.
b On Friday, he may be able to drive his friend to the cinema.

4 I can't believe how long it took to hike to the waterfall.
(a) It took longer than I thought it would to hike to the waterfall.
b The hike to the waterfall was really long.

5 We should set up our tents before we eat.
a We might set up our tents before we eat.
(b) It would be a good idea for us to set up our tents before we eat.

6 I shouldn't have taken five classes this semester.
(a) I wish I had taken fewer classes this semester.
b I shall take fewer classes next semester.

8 Put the words in the correct order to make sentences.

1 see / I / can / on / film / Saturday / the
I can see the film on Saturday.

2 studying / be / You / every / should / at / library / the / day
You should be studying at the library every day.

3 Madagascar / summer / He / go / to / this / might
He might go to Madagascar this summer.

4 She / new / need / bike / to / may / buy / a
She may need to buy a new bike.

5 have / You / read / that / can't / book / entire
You can't have read that entire book!

6 He / the / might / more / have / beach / enjoyed / weather / better / in
He might have enjoyed the beach more in better weather.

7 should / before / went / have / You / told / me / I
You should have told me before I went!

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

1 An Amur tiger can also be called (*call*) a Siberian tiger.
2 In the past, Amur tigers could be found (*find*) in eastern Russia, northern China and the Korean peninsula.
3 Experts say there might have been (*be*) only 540 Amur tigers left in the world today.
4 In the 1940s, there may be (*be*) only 40 Amur tigers left because of hunting.
5 A reason these numbers could be (*be*) higher today is because the Russian government was the first to grant these tigers full protection.
6 There mightn't have been (*be*) such an increase in numbers if the government hadn't stepped in to protect them.
7 We must encourage (*encourage*) industries such as logging, agriculture and mining to consider the Amur tiger's habitat as they make business plans.

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
You have no idea where camels really come from

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen and complete each extract from the TED Talk with one, two or three words. 17

1 She's a paleobiologist, which means she specialises in _digging up_ really old dead stuff.
2 … maybe I'm looking _a little bit_ more closely and realising it doesn't quite look like this has tree rings.
3 … and eventually collected 30 fragments of that exact same bone, _most of them_ really tiny.
4 Having hit a wall, she showed one of the fragments to some colleagues of hers in Colorado, and they _had an idea_.
5 And usually, after so many _years_, it breaks down.
6 And he processed it, and compared it to 37 known and modern-day mammal species. And _he found_ a match.
7 Well, scientists have known for _a long time_, turns out, even before Natalia's discovery, that camels are actually originally American.
8 It went from being this ridiculously niche creature suited only to this one _specific_ environment …

WATCH p. 406

2 Complete the sentences with a word or short phrase.

1 The Fyles Leaf Bed is located near the _North_ Pole.
2 Over the years, Rybczynski collected 30 _fragments_ of the same bone.
3 Eventually, Rybczynski used a 3D surface _scanner_ to complete her work.
4 Collagen is what gives _structure_ to our bones.
5 The bone belonged to a camel that would have been _nine_ feet tall.
6 Camels are originally _American_.
7 Camels' humps are filled with _fat_.
8 Llamas and alpacas are relatives of camels that live in _South America_.

3 Number the events from the talk in chronological order.

_3_ Eventually, the North American camels went extinct.
_5_ In 2006, Natalia Rybczynski discovered ancient camel bones in the Arctic.
_1_ Camels first evolved in North America, where there were around 20 species.
_6_ Now scientists are questioning whether camels may have evolved for cold climates, instead of the desert.
_4_ For a long time, people assumed camels originated in the desert.
_2_ Around 7 million years ago, camels migrated to South America and to Asia.

VOCABULARY IN CONTEXT

4 Match the words and phrases to the sentences that illustrate their meaning.

1 spot _c_
2 willingness _f_
3 hit a wall _d_
4 surface _a_
5 proof _e_
6 camp _b_

a The scientists knew they had to dig deeper than **the top layer of land** to find the oldest artifacts.
b They chose a quiet **place to set up their tents** and spend the night.
c Natalia went back to the same **place** to look for more bone fragments.
d She tried hundreds of different ideas, but eventually, she **reached a point where she couldn't make any more progress**.
e One of the key things we look for is **evidence** that our hypotheses are true.
f I was impressed by Natalia's **desire to keep trying** to find the answer even though it was a difficult challenge.

2F Speaking

1 Look at the photos. Match the anecdotes with the pictures. Write the correct letter in the space provided.

a

c

b

d

1 Last year, I had the opportunity to go scuba diving in the Red Sea. I felt a little frightened when I first got into the water, but I forgot all about my fear when I started seeing beautiful fish. d

2 For their thirtieth wedding anniversary, my parents went whale watching. Seeing whales in their natural environment had always been their dream. b

3 When I graduated from high school, my parents surprised me with plane tickets to South Africa. They'd made plans for us to visit an elephant sanctuary. a

4 Over the summer, I went on a safari. It was an unforgettable experience. c

2 Complete the conversation using the words and phrases in the box. Some items may have more than one answer.

How amazing! Really?
So, what did you do? That must have been wonderful!
What happened? Suggested answers:

A: Last year my family and I decided to visit a nature reserve.
B: **(1)** Really? I've always wanted to do that.
A: So had I! Anyway, we weren't quite sure where to go, but after considering several options, we decided to travel to Tanzania.
B: Wow. **(2)** That must have been wonderful!
A: Yes, that's what I thought, but for the first few days we didn't see any animals.
B: Oh, no. How disappointing!
A: My parents were sure that eventually we would see something. After all, we were in the animals' natural habitat.
B: **(3)** So, what did you do?
A: Well, on our last day, we were really lucky.
B: **(4)** What happened?
A: Well, very early in the morning we came across a herd of zebras. They were grazing by the side of the road and it was just beautiful.
B: **(5)** How amazing! Were you able to take any photos?

Now answer the questions. Suggested answers:

1 Which photo are the two friends speaking about? Photograph C

2 How would you feel if you were in Speaker A's situation? Before seeing the zebras: probably frustrated and disappointed. After watching the herd: happy and excited.

3 What other questions could Speaker B ask to find out more information? How did you feel when you saw the zebras? Would you like to go on safari again? Do you have any pictures of the zebras?

3 Choose one of the photos in exercise 1 and write your own anecdote. You can begin with one of these prompts or a sentence in exercise 1. Make notes below.

Last year, my family and I decided to …
Ever since I was a child, I had always wanted to …
Once, I had the opportunity to …
It had always been my dream to …

Life Skills guide
3 Creativity, Mediation

4 Listen to an anecdote. Then write a list of questions you could ask to find out more. Use the expressions. 18 p. 396

How did you feel when …? What did you do when …?
What happened after …? Who else …?
Why do you think …?

Life Skills guide
4 Communication, Creativity

Now, write the ending to the story. Include some of the details you asked about in your questions.

5 Read the following questions. Make notes on how you would answer them. Listen and compare. 19 p. 396

1 Would you like to go on a safari? Why?/Why not?
2 Does whale watching appeal to you? Why?/Why not?
3 Would you enjoy scuba diving? Why?/Why not?
4 What do you think is the best way to protect endangered species? Why?
5 What are the advantages of nature reserves compared to zoos?

Life Skills guide
5 Critical thinking, Mediation

2G Writing

A for and against essay

1 Put the steps for writing a problem-solution essay into the correct order, 1–7.

a Also, try to start each new paragraph with a topic sentence. 6
b Begin the essay by outlining the problems and saying you will suggest solutions. 4
c First, read the essay topic carefully. 1
d Finally, if you have time, write a brief conclusion to sum up. 7
e Next, plan your essay. Make notes on your ideas and main points. 2
f Write about one problem and solution in each new paragraph. 5
g As you plan, do some research if possible. To give your main points greater authority, refer to other sources. 3

2 Read the sentences. Write TS for topic sentence or NS for naming sources.

1 The project manager, Dorothy Kim, says that awareness of this issue needs to be raised. NS
2 Everyone agrees that the first step is to protect the natural habitat. TS
3 New technologies are really making a difference, according to conservationists. NS
4 According to experts, the problem is significantly worse than it was last year. NS

3 Complete the problem-solution essay with sentences a–h.

(1) d

(2) g Apart from loss of habitat, these animals are also hunted for their meat. The worst issue of all, though, is frequent poaching, that is, they are illegally hunted for their horn. **(3)** e

(4) b One of the greatest of these is deforestation (cutting down trees). **(5)** h Conservation groups such as Save the Rhino relocate, or move, the rhino to safer areas, and also run various projects to protect the animals.

People in developing countries often don't have enough to eat. This is not a new problem. **(6)** a I agree with the solution proposed by experts from Stirling and Oregon State universities to have local governments encourage their people to switch to alternative food sources.

(7) f In some countries, the horn is believed to provide medical benefits, although there is no scientific evidence for this. In recent years, some conservationists have been using chemicals to dye rhino horns pink, so that they become less valuable to poachers. **(8)** c It is not yet clear whether or not this solution is working, but it's certainly an interesting approach.

a Large animals, such as rhino, can provide meat for entire villages in some areas.
b Loss of habitat happens for a number of reasons.
c According to the Rhino Rescue Project, humans who consume these chemicals would become ill.
d How can we protect the world's rhino?
e In this essay, I will suggest solutions to these three problems.
f Being poached for their horn is the greatest threat the rhinos face.
g Today, most species of rhinoceros in the world are critically endangered.
h This forces the rhino to move to more open areas where they may not have enough food, and where they are more vulnerable to other threats.

4 Read the essay in exercise 3 again. Then match the questions (1–8) with the answers (a–k). Three answers are not used.

1 What are the three problems faced by the rhino? e
2 Which of the problems is the worst? h
3 What is one solution to the loss of habitat problem? a
4 Why are rhino hunted for their meat in some areas? j
5 Why are rhino poached for their horn? g
6 What are some conservationists doing to the rhino horn? b
7 What source claims that the dye could make people sick? k
8 Is the dye and chemicals solution a success? c

a moving the rhino to safer areas
b applying chemicals and pink dye to it
c it isn't yet known
d loss of habitat
e loss of habitat, being hunted for their meat and being poached for their horn
f yes, it's very successful
g it's used as medicine in some countries
h poaching
i experts from Stirling and Oregon State universities
j the people in some villages are very hungry
k the Rhino Rescue Project

5 Read the text below and follow the instructions.

A number of zoos around the world are important centres for research and conservation of certain species.
The animals in zoos may be well cared for, but they don't have freedom and aren't in their natural environment.

There are numerous benefits from having animals in zoos.

Do you agree or disagree? Write an essay giving your thoughts on this topic.

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity,
Critical thinking,
Mediatiovn,
Practical skills

Lexical Review 2

1 Match the words with the definitions.

1	exhibition d	**a**	one particular type of animal
2	habitat f	**b**	look for
3	search b	**c**	a period when there is no rain
4	modify g	**d**	a display of paintings in a gallery
5	species a	**e**	one you can recover from (about an illness)
6	resign h	**f**	the natural place where an animal lives
7	treatable e	**g**	change
8	drought c	**h**	to give up or stop doing something

2 Choose the correct option to complete each sentence.

1 Many animals have to adapt ____ changes in the environment.
a to **c** of
b from **d** by

2 They are ____ that the gorillas will be safer in the future.
a helpful **c** hopeful
b hopeless **d** hoped

3 Try to work a bit faster so that you don't fall ____ the others.
a from **c** away
b through **d** behind

4 He said that he has ____ a new machine that uses very little power.
a discovered **c** realised
b invented **d** explained

5 These birds are on the list of ____ animals and might disappear completely soon.
a endangered **c** risky
b danger **d** dangerous

6 The first step is to ____ a hypothesis.
a perform **c** formulate
b reform **d** arrange

7 What can we do to help ____ animals like the snow tiger?
a save **c** try
b live **d** place

8 Who is ____ charge of the laboratory?
a on **c** up
b by **d** in

3 Match the words to make phrases.

1	to make f	**a**	the consequences
2	to run round d	**b**	creatures
3	to consider a	**c**	environment
4	to find h	**d**	a track
5	natural c	**e**	age
6	ice e	**f**	an observation
7	sea b	**g**	information
8	to access g	**h**	a solution

4 Write one word in each gap to complete each sentence. The first letter is given.

1 I had an argument with my best friend and now she won't speak to me.
2 The referee blew his whistle at the end of the match.
3 I can't connect to the internet. Could you help me?
4 They went on an expedition into the jungle to find out about the animals that live there.
5 When farmers cut down trees, they completely destroy/deforest the places where animals live.
6 Killing animals for fun is wrong and I think that hunting should be banned in my country.
7 It is better for animals to live in the wild, not in zoos.

Exam guide
2 English in Use
Multiple choice

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

1 She is very imaginative and has lots of new ideas. IMAGINE
2 The view from the mountain was incredibly beautiful. BEAUTY
3 Some animals are faced with extinction unless we do something now. EXTINCT
4 They live in a big farmhouse with six bedrooms. FARM
5 There will be long-term problems in the future that we won't be able to solve. LONG
6 The survival of big mammals is becoming more of an issue nowadays. SURVIVE
7 When it rains, millions of small raindrops fall from the sky. RAIN
8 He wasn't very helpful and didn't know much about local events. HELP

Exam guide
5 English in Use
Word formation

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 We have started realising that our planet is on the brink of an ___environmental___ disaster. ENVIRONMENT
2 This area is famous for its ___diversity___. DIVERSE
3 Deforestation definitely depletes our ___natural___ resources. NATURE
5 A number of species newly brought to the island could ___threaten___ native ecosystems. THREAT
4 My friend, who is a paleobiologist, took part in a ___scientific___ expedition to Antarctica. SCIENCE

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The city will benefit ___from___ creating an oceanarium, which will attract many tourists.
2 I wonder if wildlife can adapt ___to___ climate change easily?
3 The article I've just read explains why koalas are at ___risk___ of disappearing.
4 Channel 3 broadcasts a documentary on night-time hunting ___for___ animals in the savanna.
5 I must ___pass___ on my love of nature to my children.

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 I'm certain my neighbour didn't buy the black leopard legally.
CAN'T
My neighbour ___can't have bought___ the black leopard legally.
2 We're sure you've heard about the dog which saved a man from drowning.
MUST
You ___must have heard___ about the dog which saved a man from drowning.
3 It was Dan's duty to take the turtle to the vet, and he didn't do it.
SHOULD
Dan ___should have taken___ the turtle to the vet.
4 It was wrong of you not to show any concern about actions regarding killing foxes for fur coats.
MIGHT
You ___might have shown___ some concern about actions regarding killing foxes for fur coats.
5 Mary is afraid of dogs. It's possible that a dog bit her when she was little.
MAY
Mary ___may have been bitten___ by a dog when she was little.

Uzupełnianie zdań

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

1 Let's not call Jennifer now. She ___might be studying___ (*might / study*) for her final exam.
2 This area, once full of plants and animals, ___must have been destroyed___ (*must / destroy*) by an excessive development of industry.
3 The rare species of birds ___could have lost___ (*could / lose*) their natural habitat if the government had agreed to build a new highway near the sanctuary.
4 Yesterday, Mary ___may have felt___ (*may / feel*) offended by what John told her, but, on the other hand, she was nasty to him as well.
5 ___Shouldn't Philip be writing___ (*should / not / Philip / write*) a report at the moment? What do you think?

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.

conform	consider	create	help
inhabit	travel	try	

1 Look at that man! He must ___be trying___ to teach a cheetah to walk on a leash.
2 The two dogs can't ___have travelled___ across the country alone in five days. It was too long a distance for them.
3 Judging by the archeological findings, this island may ___have been inhabited___ thousands of years ago.
4 The local authorities should ___have created___ more walkways under highways. As a result, fewer animals would have been killed by cars.

5 The government might ___have been considering / be considering___ taking legal actions against companies that release poisonous chemicals for some time. But I'm not sure.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 I'm not sure what Dan is doing in his room. He (*powinien przygotowywać*) ___should be preparing___ a presentation on volcanoes now.

2 They (*dotarliby do wodospadu*) ___would have reached the waterfall___ if they had had a good map.

3 The essay (*mógłby być napisany*) ___might/could have been written___ in less than two hours. I wonder why it took them so long.

4 Animals (*niemożliwe, aby mieszkały*) ___can't be living___ in this area now. It's a very dry piece of land.

5 The lynx (*musiał się pojawić*) ___must have appeared___ near our tent at night because we could see its paw prints in the sand.

LISTENING

7 **Usłyszysz dwukrotnie wywiad z opiekunem ośmiornic w nowozelandzkim akwarium. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 20 p. 396

1 Which is true about Inky, the octopus? ___
- **a** He escaped from the tank with another octopus.
- **b** He returned to his tank after sliding into Hawke's Bay.
- **c** He confirmed his intelligence by being able to find a tiny hole.

2 Suzy Conditio gives an example of an octopus which ___
- **a** played with a coconut for entertainment.
- **b** displayed an ability to plan things.
- **c** brought fish to the tank it lived in from another tank.

3 Suzy says octopuses ___
- **a** are extremely social animals.
- **b** select the animals they hunt for.
- **c** deceive the animals they prey on.

4 An interesting fact about octopuses is that they ___
- **a** use arms to ward off other fish or predators.
- **b** can take on the appearance of other sea animals.
- **c** hunt for food at different times of the day.

WRITING

8 **Hodowanie niebezpiecznych zwierząt w domu staje się coraz popularniejsze.**

Napisz artykuł, w którym opiszesz zagrożenia ze strony zwierząt, na jakie może być narażony człowiek, oraz przedstawisz warunki, jakie powinni spełniać hodowcy, aby móc legalnie posiadać niebezpieczne zwierzęta.

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

SPEAKING

9 **Podczas pobytu w szkole językowej w Londynie rozmawiasz z kolegą/koleżanką na temat ogrodów zoologicznych. Poniżej podane są cztery kwestie, które musisz omówić.**

- warunki życia zwierząt
- ochrona zagrożonych gatunków
- funkcja edukacyjna zoo
- funkcja rekreacyjna dla zwiedzających

Rozmowę rozpoczyna egzaminujący.

Exam guide
8 Writing
An article

Life Skills guide
8 Creativity,
Mediatiovn,
Practical skills

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Collaboration,
Mediation

Exam guide
7 Listening
Multiple choice

3 Outside the box

3A Vocabulary

Breaking the mould

Exam guide
1 English in Use
Transformations

1 Revision Complete the sentences using the word in capitals. Do not change the form of this word. You may use between one and four words in your answer.

1 Kate Robinson works as a photographer in New York.
LIVING
Kate Robinson makes her/a living as a photographer.
2 I always do a lot with my time.
MAKE
I always make the most of my time.
3 Many people don't understand abstract art.
SENSE
Abstract art doesn't make sense to a lot of people.
4 Please decide in the next few minutes.
MIND
Please make up your mind in the next few minutes.
5 The public loved Banksy's artwork in Calais.
SPLASH
Banksy's artwork made a splash in Calais.
6 The film Planet Ocean had a big effect on the viewers.
MADE
The film Planet Ocean made a big impression on the viewers.

2 Revision Cross out the mistake in each sentence. Write the correct words.

1 I'm sorry, but I really ~~can~~ make up my mind. I don't know what I want. can't
2 The mural will make a big ~~different~~ to the hospital. difference
3 Let's make the most ~~for~~ our gallery visit. of
4 Supermarkets should make way ~~to~~ small, independent shops. for
5 He makes a good ~~live~~ as an actor. living
6 The documentary ~~did~~ quite a splash – people loved it. made
7 Her novels don't make ~~many~~ sense to me. any/much
8 Your photographs are going to make a big ~~impressive~~. impression

Exam guide
5 English in Use
Multiple choice

3 Match the two parts of the sentences.

1 I'm going to create e
2 He's made d
3 She's a very creative a
4 He's an artist who breaks f
5 We need a new approach c
6 She thinks b

a person.
b creatively.
c to the problem.
d up some lyrics for the song.
e something new to wear.
f the rules.

4 Complete the sentences with the verbs in the box.

adapt create follow has kill make score works

1 Jazz musicians don't follow traditional rules.
2 New Bollywood films always create a lot of excitement.
3 Less money means we need to adapt existing ways of doing things.
4 Teaching more grammar in schools might kill creativity.
5 Artists generally score high on intelligence tests.
6 I always make up new words in my poems.
7 He has an interesting approach to problem-solving.
8 The marketing team works very creatively together.

5 Choose the correct option to complete each sentence.

1 We couldn't come ___ with a solution.
(a) up
b down
c in
d out

2 I go to ___ writing classes twice a week.
a create
b creativity
(c) creative
d creatively

3 Street artists usually ___ the rules of traditional art.
a obey
b follow
c solve
d break

4 Let's ___ up a cool name for our band.
a give
b make
c write
d do

5 The team had a wide variety of ___ to the problem.
a approaches
b rules
c creations
d ways

6 He had to ___ his way of working when he moved to a new country.
a follow
b invent
c break
d adapt

6 Revision Circle the option that does NOT form a collocation.

1 create + a scene / an email account / a bank account
2 break + the law / a deadline / someone's heart
3 come up with + an emotion / a plan / a theory
4 follow + your heart / your instinct / your CV
5 wealth / disease / job + creation
6 destroy / stifle / find out + creativity

7 Extension Complete the sentences with the words in the box.

gift	imagination	ingenious
innovative	originality	vision

1 Mozart had a creative ___gift___.
2 It was an ___ingenious___ piece of work that showed skill and intelligence.
3 The play didn't have any new ideas and lacked ___originality___.
4 Creating storybooks is great for sparking children's ___imagination___.
5 ___Innovative___ artists experiment with forms and materials.
6 Any great project starts with its creator's ___vision___.

8 Complete each sentence with the correct form of the word in capitals.

1 She makes a ___living___ writing articles for marketing websites. LIFE
2 His work is interesting, but I think it lacks ___originality___. ORIGINAL
3 One problem kids have is ___boredom___ because they have nothing to do. BORED
4 I read the book as a teenager and it made a big ___impression___ on me. IMPRESS
5 Seeing the online videos really sparked my ___imagination___. IMAGINE
6 Certain types of people always score high on ___intelligence___ tests. INTELLIGENT
7 He's really ___creative___ and has hundreds of new ideas every week. CREATE
8 It's a very ___ingenious___ piece of work. He must be extremely clever. GENIUS

9 Translate the Polish parts of the sentences into English.

1 I don't understand this, it doesn't (*ma sensu*) ___make sense___ at all.
2 We need to come (*wymyślić plan*) ___up with a plan___ by this evening before we talk to everybody.
3 You have to make (*zdecydować się*) ___up your mind___ which one you want. I can't wait all day.
4 I think you should (*podążać za swoim sercem*) ___follow your heart___ and do what you think is right.
5 She always makes (*odnosi sukces*) ___a splash___ in the art world with her exhibition.
6 We need a (*nowe podejście do problemu*) ___new approach to the problem___ because what we're doing now isn't working.
7 Do you think this will (*złamie zasady*) ___break the rules___ of doing business abroad?

Exam guide
8 English in Use
Word formation

Exam guide
9 English in Use
Translations

Life Skills guide
9 Mediation

3B Listening

Exam guide
1 Listening
Gap-filling

Life Skills guide
4 Critical thinking

Exam guide
5 Listening
Multiple choice

Exam guide
2 Listening
Matching

1 Listen and then complete the note with up to four words in each gap. 21 p. 397

Suggested answers:

Hi Yann,

You know we were talking about being creative? Well, I listened to a great programme about it on the radio the other day. They said that there are exercises you can do to **(1)** train (your brain) to be more creative. It sounds a bit crazy, but they suggested an exercise where you have to draw things in 30 circles in **(2)** one minute. I tried it and it's not as easy as you think. The key is to do the exercise **(3)** many times / again and again so that you get faster and faster.

They also suggested doodling, which is when you draw silly pictures. Most people think doodling is **(4)** for kids/children, but they said that adults should try it too. While you're doing it, their advice was to **(5)** listen to music/listen to songs at the same time to help you concentrate.

They even said that it's worth trying to **(6)** make something/things by hand like pottery, origami or something else like that. I don't think that would work with me – I have two left hands!

Anyway, see you at the weekend.

Jo

2 Listen to six different people talking. Match the speakers (1–6) with the statements (a–h). There are two extra statements. 22 p. 397

Speaker 1 e
Speaker 2 c
Speaker 3 h
Speaker 4 a
Speaker 5 f
Speaker 6 d

a He wishes the classes weren't compulsory.
b If only she weren't so busy all the time.
c If only he had listened to his friend.
d He would rather have joined the other group.
e She wishes they could understand how she really feels.
f If only she'd been more serious about her studies.
g He wishes that he could have played basketball instead.
h She'd rather focus on less creative subjects.

3 Listen to part of an interview with Professor Richard Florida. What seems to be the main point of his theories? 23 p. 397

a the loss of sense of community in our cities and the resulting damage
b the exploding populations of our cities and our inability to support this
c the increasing concentration of creativity and innovation in our cities
d decreasing innovation because of people and firms clustering together

4 Listen to some of Professor Florida's statements. Decide if they are fact (F) or opinion (O). 24 p. 398

1 F **2** F **3** O **4** F
5 O **6** O **7** F **8** O

5 Listen to the interview again and answer the questions. 23 p. 397

1 What does the professor say increasingly determines a person's prosperity?
a location
b economic trends
c education

2 What word is in the title of both of Professor Florida's books?
a economy **b** city **c** creative

3 How many world centres of innovation does the professor mention?
a 3 **b** 4 **c** 5

4 What does the professor say is the downside to all of this innovation and development?
a growing concentration
b growing inequality
c growing prosperity

5 What percentage of the population does the professor say now lives in cities?
a less than 20 percent
b more than 40 percent
c more than 50 percent

6 How many of our new innovations does the professor say come from mega-regions?
a less than 20 percent
b 2/3
c 90 percent

7 Why does the professor say that sense of community is so important?
a because so many people have been dislocated
b because so many people have anchors
c because so many people want to live alone

8 What does the professor say he is attracted to?
a a remade suburb
b a place with a soul
c a livable city

3C Grammar 1

Zero, first, second, third and mixed conditionals

1 Choose the correct option to complete each sentence.

1 If teachers *had allowed* / *allow* students to daydream, they will be better prepared for their future.
2 Students *would have* / *will have* difficulty in the future if education doesn't include creativity because we are going to need workers who can think creatively.
3 How can we expect students to be creative if their assignments *have* / *would have had* very specific instructions?
4 If students *are* / *were* taught that there's only one solution to a problem, they won't be able to imagine creative solutions.
5 Students *are* / *would be* better prepared to be scientists or musicians if we didn't expect them to focus on memorising facts and formulas.
6 If students *have been* / *were* able to decide what they want to learn about, they would be more interested in the subject.

2 Choose the correct options to complete the sentences.

1 If we *hadn't played* / *didn't play* the video game, we *aren't* / *wouldn't have been* in such a good mood.
2 If you *would meditate* / *meditate*, you *will be able to think* / *could think* about a problem differently and perhaps come up with a new solution.
3 If you *had exercised* / *exercised* more often, your body – and mind – *are* / *would feel* more relaxed, which makes it easier to have creative ideas.
4 If you *look* / *would look* at something blue, you *had thought* / *might think* more clearly. (According to researchers, we associate blue with the sea, sky and openness.)
5 If you *had taken* / *took* a walk outdoors, you *could think* / *thought* more creatively. (Being outdoors stimulates all five of your senses, which can stimulate creativity.)
6 We *hadn't been* / *mightn't have been* distracted by the background noise if we *had gone* / *went* to a café to do our work.
7 If I *hadn't taken* / *haven't taken* a nap, I *can think* / *wouldn't have been able* to tackle the problem in a creative way.

3 Correct the verb forms in bold. Sometimes there is more than one correct answer.

1 If creative people daydream, or let their minds wander, sometimes new ideas **came** into their minds while they are thinking about something else.
come / will come
2 There would probably be fewer distractions if you **would work** late at night or early in the morning, like Benjamin Franklin or Ernest Hemmingway.
worked
3 Creative people **were able to plan** their days more effectively if they know when they do their best work.
can plan / are able to plan
4 If they **hadn't taken** failure personally, creative people could learn from their mistakes and not be afraid of taking risks.
didn't take
5 If J.K. Rowling hadn't been able to work anywhere, at any time, she **hadn't written** the Harry Potter books.
wouldn't have written

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

1 If she knew (*know*) how other people solved similar problems, she would find (*find*) a way to solve this problem.
2 You (will/would) understand (*understand*) the problem differently if you think/thought (*think*) about it in a more creative way.
3 If I hadn't started (*not / start*) listening to how other people solved their problems, I wouldn't have learnt (*not / learn*) so many different ways of solving the problems I've been having.
4 She will be (*be*) inspired to be more creative if she surrounds (*surround*) herself with creative people when she starts university next month.
5 If he tried (*try*) to solve his problem backwards, he would understand (*understand*) the problem differently, but he doesn't see that.
6 He won't start (*not / start*) listening to what other people have to say if he doesn't realise (*not realise*) how important it is.
7 If we hadn't drawn (*not / draw*) a picture representing our problem, we wouldn't have found (*not / find*) this amazing solution!
8 You will realise / would realise (*realise*) how similar these problems are if you research/researched (*research*) different problems.

5 Translate the Polish parts of the sentences into English.

1 (*Gdybym był*) If I were/was more creative, I would love to attend art lessons.
2 I wouldn't have understood it if you (*nie wytłumaczył*) hadn't explained it to me.
3 If I see Paula later, (*powiem*) I'll tell her that you called.
4 If you (*nie zaakceptujesz*) don't accept failure, you can't be a good scientist.
5 If she hadn't worked on it for so long, she (*nie znalazłaby*) wouldn't have found the solution.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

3D Reading

Exam guide
5 English in Use
Word formation

VOCABULARY BUILDING Noun forms

1 Complete the table by forming nouns from the verbs and adjectives.

Verb	Noun	Adjective	Noun
vary	variety/variation	useful	usefulness
publish	publication	logical	logic
know	knowledge	fluent	fluency
conclude	conclusion	flexible	flexibility
assess	assessment	intelligent	intelligence
analyse	analysis	concerned	concern

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

READING

2 Read the article. Match the words from the article with the definitions. Use the context to help you.

1 nurture d
2 DNA f
3 vulnerability a
4 heredity e
5 indistinguishable c
6 IQ b

a being unprotected from harm, either physically or emotionally
b a measure of intelligence, usually with a number score
c unable to identify as different
d the process of taking care of someone, e.g. a baby
e the passing of mental or physical characteristics from parents to children
f the carrier of genetic information

Exam guide
7 Reading
Gap-filling

Life Skills guide
7 Mediation

Exam guide
3 Reading
Matching headings

3 Choose the most correct heading (a–g) for each paragraph. There is one extra heading.

Paragraph 1 e
Paragraph 2 b
Paragraph 3 g
Paragraph 4 c
Paragraph 5 a
Paragraph 6 f

a Separated at birth
b What is the role of DNA?
c Early research
d Human diversity
e Understanding identical twins
f Answering the questions
g Two areas of research

4 Complete the statements with one or two words from the article.

1 Twins that look the same are identical (twins).
2 Twins that do not look the same are fraternal (twins).
3 Comparing both kinds of twins help us understand the role of nature and nurture.
4 Research on twins who had been separated at birth began in the 1980s.
5 People found the way the two Jims spoke to be indistinguishable.

5 Complete each sentence with the correct form of the word in capitals.

1 Due to young children's vulnerability, we should protect them from bad influences. VULNERABLE
2 The twins are totally indistinguishable – you can't see the difference between them. DISTINGUISH
3 Having a twin can be very useful in some situations. USE
4 I need to write a conclusion to my essay. CONCLUDE

6 Translate the Polish parts of the sentences into English.

1 She often (*cierpi na silne bóle głowy*) suffers from severe headaches and can't go to school.
2 The twins were (*rozłączeni przy narodzinach*) separated at birth.
3 Our early childhood can (*wpłynąć na nasze życie*) affect/influence our lives as adults.
4 They want to unlock the (*tajemnice ludzkiej natury*) mysteries of human nature.

7 Read the text again. Complete the Polish summary with the missing words.

Fenomen bliźniąt stwarza naukowcom szczególną **(1)** _____ zrozumienia wpływu, jaki na ludzkie życie mają geny, a więc natura, oraz środowisko, czyli pośrednio także **(2)** _____, które otrzymujemy m.in. w domu.

Aby dokonać oceny wpływu środowiska na nasze zachowanie, charakter czy nawet podatność na choroby, bada się głównie bliźnięta **(3)** _____.

Jednocześnie prowadzone są też badania mające za zadanie porównywanie bliźniąt jednojajowych z **(4)** _____ po to, aby **(5)** _____ rolę genetyki. Ten typ badań ma swój początek już w roku 1875, ale dopiero w latach 80. XX w. badania przybrały **(6)** _____. Zaczęło się od **(7)** _____ bliźniąt Jima Springera i Jima Lewisa. Tuż po urodzeniu zostali oni **(8)** _____ i oddani do adopcji. Trafili do dwóch kompletnie różnych rodzin. Spotkali się dopiero w wieku 39 lat i odkryli wtedy wiele **(9)** _____, m.in. ich żony, synowie oraz psy nosiły takie same imiona, obojgu dokuczały bóle głowy, a ich głosy trudno było rozróżnić.

Ich przypadek oraz im podobne badane były przez psychologów na przestrzeni wielu lat, w wyniku czego doszli oni do kontrowersyjnego **(10)** _____, że iloraz inteligencji zależy bardziej od genetyki niż od edukacji.

7 **Suggested answers:**
1 okazję/możliwość/sposobność
2 wychowanie
3 jednojajowe
4 dwujajowymi
5 poznać/ocenić/określić/odkryć
6 zaskakujący/niespodziewany obrót
7 znanego/słynnego/głośnego przypadku / znanej/słynnej/głośnej sprawy/historii
8 rozdzieleni
9 podobieństw
10 wniosku/stwierdzenia

A thing or two about twins

1 25 To scientists, twins offer a special opportunity to understand the influence of genes and the environment – of nature and nurture. Identical twins share virtually the same genetic code. Any differences between them – one twin having younger-looking skin, for example – must be due to environmental factors such as less time spent in the sun.

2 Alternatively, by comparing the experiences of identical twins with those of fraternal twins, who share about half their DNA, researchers can measure the degree to which genes affect our lives. If identical twins are more likely to both have an illness than fraternal twins are, then vulnerability to the disease must come at least in part from heredity.

3 These two lines of research – studying the differences between identical twins to identify the influence of environment, and comparing identical twins with fraternal ones to measure the role of heredity – have been crucial to understanding the role of nature and nurture in determining our personalities, creativity, behaviour and vulnerability to disease.

4 The idea of using twins to measure heredity dates back to 1875, when the English scientist Francis Galton first suggested the approach (and came up with the phrase 'nature and nurture').
But twin studies took a surprising turn in the 1980s, following the discovery of a number of identical twins who had been separated at birth.

5 The story began with the famous case of two brothers, both named Jim. Born in the US state of Ohio in 1939, Jim Springer and Jim Lewis were put up for adoption as babies and raised by different parents, who gave them the same first name by chance. When Jim Springer reconnected with his brother at age 39 in 1979, they uncovered many similarities. Both men were six feet tall and weighed 180 pounds. Growing up, they both had dogs named Toy and had taken family vacations in St. Pete Beach in Florida. As young men, they'd both married women named Linda, and then divorced them. Their second wives were both named Betty. They named their sons James Alan and James Allan. They'd both worked as part-time sheriffs, enjoyed home carpentry projects and suffered severe headaches. Although they wore their hair differently, their voices were indistinguishable.

6 Over the next two decades, the Jim twins and hundreds of other twins were studied by Thomas Bouchard Jr, a psychologist at the University of Minnesota. Bouchard and his colleagues tried to answer some of the mysteries of human nature:
Why are some people happy and others sad?
Why are some outgoing and others shy?
Where does general intelligence come from?
Bouchard's team reached a controversial conclusion: IQ depended more on heredity than on training or education. Until this time, most scientists thought that our brains were shaped more by experience. It was as if it didn't matter in which family the twins had been raised. They concluded that IQ scores were influenced more by genetics than parenting. Other studies found that heredity could predict criminal behaviour and religious beliefs.
Wherever scientists looked, they found genetic influence helping to shape our lives.

3E Grammar 2

I wish, if only, would rather

1 Choose the correct option to complete each sentence.

1 I wish I ___ play the guitar. I tried to learn when I was younger, but I wasn't very good.
a would **c** could
b had **d** was

2 I'm not a very creative person. If only I ___ been taught more about art at school.
a have **c** would
b could **d** had

3 I have never liked art galleries. I wish I ___ had to visit them when I was young, but my parents were really into art.
a had **c** wouldn't
b hadn't **d** could have

4 I am not a fan of modern art. I wish I ___ understand what the artist was trying to say.
a could **c** were
b would **d** can

5 I would ___ study a subject like media at university, but my parents really want me to do business.
a prefer **c** rather
b like **d** enjoy

6 If I ___ so shy, I would love to try acting.
a was **c** wasn't
b would **d** couldn't be

7 If only we ___ that film, it was terrible. There are so many other films we could have chosen.
a had chosen **c** would choose
b didn't choose **d** hadn't chosen

8 I wish he ___ talking about galleries and museums. I'm just not interested.
a would stop **c** did stop
b could stop **d** had stopped

2 Complete the conversation using *was*, *would* or *could*. Then listen and check your answers. 26

A: Hi Julia, what are you doing?

B: Oh hi, Stephen. I'm just watching a short video about making videos to put online. I wish I **(1)** was creative like that.

A: Yeah, I know what you mean. If only we **(2)** could learn things like that at university. I wish they **(3)** would focus on things like that a little more.

B: Exactly, these kinds of skills are really important in the modern world. Ah, anyway. Are you going to come to the lecture tonight? It's on the future of creative marketing.

A: I wish I **(4)** could but I really have to do some work on my project.

B: That's a shame. I'm going with a few friends, but they will probably turn up late. I wish they **(5)** would check their watches a little more often.

A: Ha ha. Yeah, we all have friends a bit like that. Well, I should get back to my project. I wish I **(6)** was coming tonight. Have fun.

B: I wish you **(7)** could come. Oh well. See you tomorrow.

A: Yeah, see you tomorrow.

3 Choose the correct option to complete each sentence.

1 I wish I *would* / *could* think like a child.
2 If only I *had* / *have* studied design at school.
3 I would *prefer* / *rather* listen to classical music.
4 I wish I *am* / *was* good at art.
5 I wish he *would* / *could* stop telling everyone how creative he is.
6 If only I *listened* / *had listened* to my parents. They told me to study media.
7 I wish advertisers *would stop* / *had stopped* making such abstract adverts these days.
8 I would rather *go* / *gone* to the old town. There is a bit more culture in that part.

4 Read the sentences below and decide if they are correct or incorrect. Correct the incorrect sentences.

1 A lot of people say that creativity is about breaking the rules. Sometimes I wish I ~~would be~~ was braver.

2 I wish I'd had more time to play at school. Scientists say play is really important for making us more creative.
✓

3 I wish you ~~could~~ would stop talking. You are really annoying me.

4 If only I ~~haven't~~ hadn't chosen this approach for my project. There's so much work to do and I think the presentation is going to be really detailed.

5 I wish we didn't have to go to the exhibition.
✓

5 Rewrite the second sentence so that it has the same meaning as the first using the word in capitals.

1 It would be amazing to be a fashion designer.
WISH
I wish I were/was a fashion designer.

2 I would prefer to be at the beach right now.
RATHER
I'd rather be at the beach right now.

3 My parents made me learn the violin. I hated it.
HADN'T
I wish / If only my parents hadn't made me learn the violin.

4 I have to practise for the concert but I don't want to.
WISH
I wish I didn't have to practise for the concert.

5 He always tells me how to finish my writing. It's annoying.
WOULD
I wish / If only he would stop telling me how to finish my writing.

6 I did not finish my project on time. I really regret that now.
ONLY
If only I had finished my project on time.

7 I want to be like my brother.
WAS
I wish I was like my brother.

6 Complete the email with the phrases in the box.

I wish I could go	I wish I'd chosen	I wish I'd signed
I wish you were	I'd rather make	I'd rather she had
If only I'd paid		

Hey Sara,

How are you? Well, I hope. You'll never believe what I did at the weekend! Do you remember I signed up to that pottery course? Well, it started on Saturday and **(1)** I wish I had signed up ages ago – it was amazing! **(2)** I wish you were in the class too though – you would have loved it!

At first, the teacher told us about how to treat the clay. To be honest, this part of the class was a bit boring.

(3) I'd rather she had let us start making things immediately, but I think it was an important thing to know. **(4)** If only I'd paid more attention, the next part of the class might have been better! Next, she showed us how to turn the wheel and I was pretty good at that.

Finally, we got to use the clay. We could choose to make a bowl or a cup. I said **(5)** I'd rather make a cup, but now **(6)** I wish I'd chosen a bowl. My cup wasn't very good, but the teacher said I was very creative.

(7) I wish I could go every day – it is so much fun!

You should come next time. The classes are on Saturday morning.

See you soon,

Jenny

7 Put the words in the correct order to make sentences.

1 encouraged / me / my / had / play / to / wish / instrument / I / an / parents
I wish my parents had encouraged me to play an instrument.

2 only / his / he / If / wasted / talent / hadn't
If only he hadn't wasted his talent.

3 neighbour / wish / practising / drums / stop / all / day / I / my / would
I wish my neighbour would stop practising drums all day.

4 rather / I / in the book / the / was / more / likeable / would / main character
I would rather the main character in the book was more likeable.

5 open / I / the / was / really / wish / gallery
I really wish the gallery was open.

6 didn't / I / have / to / invent / I / wish / solutions / all the time
I wish I didn't have to invent solutions all the time.

8 Complete the sentences so they are true for you.

1 I wish I could _____

2 I wish my parents would _____

3 I wish I had _____

4 If only I hadn't _____

5 I'd rather go to _____

6 I'd rather my family _____

Life Skills guide
8 Mediation

Technology guide

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TEDTALKS Extra

Go ahead, make up new words!

> "Everybody who speaks English decides together what's a word and what's not a word."

ERIN MCKEAN

Life Skills guide

3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Speeding up and slowing down speech

Speakers often vary the speed of their speech in order to maintain people's interest and for other specific reasons. For example, they may speak faster when they are saying very common phrases, they are making jokes or making comments that are not important. They may speak slowly when they are starting their speech, they want to emphasise something important or they are thinking of what to say next.

1 Look at the Authentic listening skills box. Then listen to the opening of Erin's talk. Identify where she slows down and speeds up. 27

I'm a lexicographer. I make dictionaries. And my job as a lexicographer is to try to put all the words possible into the dictionary. My job is not to decide what a word is; that is your job. Everybody who speaks English decides together what's a word and what's not a word. Every language is just a group of people who agree to understand each other. Now, sometimes when people are trying to decide whether a word is good or bad, they don't really have a good reason. So they say something like, 'Because grammar!' And … I don't actually really care about grammar too much – don't tell anybody.

BEFORE YOU WATCH

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

laws of nature	obey	the law of gravity
usage	rules-based grammar	make up words
whippersnapper	squish	compound
bookworm	sandcastle	fall off	blend words

3 Work in pairs. Discuss the questions.

1 Which dictionaries do you use? Why?
2 Do you know how dictionaries are made? How?
3 Do you like learning new words in English and in your own language? Why?/Why not?
4 Have you heard/seen any new words recently? Where? What do they mean?
5 Have you ever made up a new word? What was it? What does it mean?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 3.0

lexicographer	editor	unconscious
discourage	linguist	

5 Watch part 1 of the talk. Match the extracts (a–e) with the notes (1–3). ▶ 3.1 p. 407

1 New words a, e
2 The unconscious natural grammar rules that live inside our brains b, c
3 The grammar of 'manners', known as usage d

a 'Because grammar!'
b 'This is a wug, right? It's a wug. Now … there are two …'
c '… take a hoodie, don't forget to obey the law of gravity.'
d 'Can you wear hats inside?'
e 'No! No. Creativity stops right here, whippersnappers.'

Life Skills guide

2 Collaboration, Mediation

1 **Suggested answers:**
bold = slow speech
underline = fast speech
I'm a lexicographer. I make dictionaries. And my job as a lexicographer is to try to put all the words possible into the dictionary. **My job is not to decide what a word is; that is your job.** Everybody who speaks English decides together what's a word and what's not a word.
Every language is just a group of people who agree to understand each other. Now, sometimes when people are trying to decide whether a word is good or bad, they don't really have a good reason. So they say something like, 'Because grammar!' **And …** I don't actually really care about grammar too much – don't tell anybody.

5 **Suggested answers:**
1 a, e
The points she's making are: (a) sometimes people don't like new words that come into the language because they feel they're ungrammatical or break some kind of unspoken rules and (e) there's an irony in the fact that young people are often encouraged to be creative, but not when it comes to making up new words.

2 b, c
The points she's making are: (b) we can make plurals of new nouns without ever having heard those plurals before. We use our deep unconscious understanding of certain rules to do this and (c) we don't need to be told to obey them or taught to follow them. They're like gravity. We just obey them automatically.

3 d
The point she's making is that with hats, we automatically know to wear them on our heads, but we maybe need to learn when and where it is – and isn't – appropriate to wear them, and so it is with words. We need to learn when and how to use them and in what contexts, etc. We need to learn usage.

6 Look at these notes about six ways to make new words. Watch part 2 of the talk. Complete the notes. ▶ 3.2 p. 407

Erin gives six ways to create new words in English:

1 Borrowing/Stealing: using words from another language, e.g. *kumquat* and *caramel*.
2 Compounding: putting two words together, e.g. heartbroken/bookworm/sandcastle.
3 Blending: putting parts of two words together, e.g. brunch/motel/edutainment/electrocute
4 Functional shift: e.g. using a noun as a verb, e.g. friend/commercial/green
5 Back formation: delete/remove a part of the word to create a new one, e.g. edit.
6 Acronym: taking the first letter of several words, e.g. NASA/OMG

7 Watch part 3 of the talk. The purpose of her talk is to: ▶ 3.3 p. 408

a explain her job and what is important about it.
b argue that words are more important than grammar.
c encourage people to create words and contribute to her online dictionary.
d argue that it is important to break rules to be more creative.
e explain different ways new words are formed and disappear from use.

8 VOCABULARY IN CONTEXT

Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary. ▶ 3.4

manners	heartbroken	electrocute	edit
get your meaning across		grab	

9 Work in pairs. Discuss the questions.

- What did your parents teach you about manners? Do you think good manners are important?
- Why might someone be heartbroken? What would you do or say to him or her?
- What do you do to edit your essays before you hand them in? Do you get anyone else to help?
- Give an example of a time when it was difficult to get your meaning across. Did you succeed?
- What films or books grabbed your attention right at the beginning? How? Did they keep your attention?

Life Skills guide
9 Mediation
Self-development

AFTER YOU WATCH

10 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

1 Why do you think the groups of people might invent new words? Is it always to help communication?

poets	politicians	scientists	teenagers

2 Why do you think some words disappear from use?
3 If you are learning English, do you think it's OK to create new words? Why?/Why not?
4 How might knowing how to make new words help you to develop your English?

Life Skills guide
10 Creativity,
Critical thinking,
Mediatiovn,

11 MY PERSPECTIVE – SPEAKING

Work in groups. How many examples of the six different ways of forming words can you think of?

- borrowing
- blending
- back formation
- compounding
- functional shift
- acronyms

Life Skills guide
11 Collaboration,
Creativity

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TEDTALKS Practice
Go ahead, make up new words!

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the extracts from Erin McKean's TED Talk, and repeat the sentences. Listen especially to the speed of her speech, and try to match her pace and intonation. 28

1 Every language is just a group of people who agree to understand each other.
2 That rule lives in your brain. You never had to be taught this rule, you just understand it.
3 So we've been talking about this for a long time.
4 And I think that is, well, stupid.
5 'Motel' is a blend of 'motor' and 'hotel'.

Exam guide
2 English in Use
Multiple choice

WATCH p. 407

2 Choose the best options.

1 What is the main topic of this TED Talk?
a Dictionaries are useful tools.
b English grammar is so complicated it's easy to make mistakes.
c It's OK to be creative with language.
d A lot of English words come from Japanese.

2 According to McKean, what are the two types of rules language has?
a old-fashioned rules and modern rules
b formal rules and informal rules
c rules based on Latin and rules based on German
d unconscious rules and learnt rules

3 What is McKean's attitude towards grammar rules?
a They shouldn't stop people from inventing words.
b They help you decide whether a word is acceptable.
c They explain confusing patterns.
d They are the only rules we should follow.

4 According to McKean, how are words like hats?
a Both words and hats come in many forms.
b Both words and hats are used by humans.
c Both words and hats have 'natural' and 'learnt' rules associated with them.
d You can find the word 'hat' in the dictionary.

5 How does McKean organise her recommendations about creating new words?
a She begins by telling a story.
b She describes six ways to form new words and gives examples.
c She compares and contrasts word formation in English with other languages.
d She starts with simple words and ends with complex words.

Life Skills guide
4 Communication

6 Why does McKean say, 'OMG'?
a to give a humorous example of a word formed with the first letters of a phrase.
b to show shock that the audience likes NASA.
c to emphasise her point that anyone can create new words.
d to demonstrate that she disagrees with formal grammar rules.

3 Choose the correct option to complete each sentence.

1 If you look at the word NASA, *you'll* / *you would* notice that the letters come from 'National Aeronautics and Space Administration'.
2 If we didn't borrow words from other languages, we *don't have* / *wouldn't have* the word 'kumquat' in English.
3 If the word 'brunch' did not exist, what do *we call* / *would we call* a late breakfast?
4 If you want a job making dictionaries, you *should* / *should have* become a lexicographer.
5 If you hadn't been taught what a 'wug' was, you *would still know* / *will still know* how to form the plural, 'wugs'.
6 If you learn a language as a child, you *understand* / *would understand* some grammar rules unconsciously.
7 If you use unusual words when you speak, people *will pay* / *paid* more attention to what you say.
8 If we didn't create new words in English, how *do we name* / *would we name* new technologies?

VOCABULARY IN CONTEXT

4 Match the words (1–6) with the sentences that show their meaning (a–f).

1 get your meaning across e
2 manners a
3 grab f
4 heartbroken b
5 edit d
6 electrocute c

a It's always a good idea to use **polite behaviour**.
b Miguel was **very sad** when his team didn't win the basketball tournament.
c During the storm, the electricity company warned people that fallen power lines could **seriously injure** them.
d Lily works for her school newspaper; she **decides what information should be included** in each version.
e When you know more words, you have more ways to **explain your ideas**.
f When you say something surprising or unexpected, you can **attract** people's attention.

3F Speaking

1 Read the sentences. Match each one with its function: Raising concerns (C), Making suggestions (S) or Giving reasons (R).

1 That way we will be sure to finish on time. R
2 If we do that, we can save time and money. R
3 Wouldn't that approach lead to other problems? C
4 I can't see how that would work. C
5 If you ask me, we should do it a different way. S
6 This approach will enable us to be more efficient. R
7 I propose doing it differently. S
8 What do you think about this idea? S
9 I can see several issues with that. C
10 Wouldn't it be better to consider an alternative? S
11 That will allow us to complete the project faster. R

2 Choose the correct response to each question or statement.

1 How do you feel about the plan?
(a) Personally, I can't see how it would work.
b It allowed us to make progress more quickly.
2 Do you agree with the approach we're taking?
a On the other hand, I can't think of any alternatives.
(b) If you ask me, we should consider an alternative.
3 What is the main advantage?
(a) Doing it this way will allow us to save money.
b Wouldn't it be better to do it a different way?
4 Can you see any problems with this strategy?
(a) I can think of three main issues.
b If we do that, it will definitely work.
5 I think we should work on it as a group.
a If you ask me, we should do it that way.
(b) If we do that, won't it take longer?

3 Complete the conversation with the words and phrases in the box.

if we do that, won't it	it would allow us
maybe we should	my only issue is
that way we could	what do you think about

A: I'm worried we're not going to be able to finish the project on time. You know, we only have two days left.
B: I agree. **(1)** What do you think about asking for an extension?
A: Hmm … **(2)** If we do that, won't it affect our final grade?
B: Yes, maybe. But on the other hand, **(3)** it would allow us to put in some extra time this weekend.
A: Yes, and **(4)** that way we could go to the library this afternoon to do more research.
B: Exactly.
A: **(5)** My only issue is, I asked for an extension a couple of months ago.
B: Oh, I see. I didn't realise that.
A: **(6)** Maybe we should see how much we get done this evening, and think about it again tomorrow.
B: That's a good idea.

4 Choose one of the situations below and suggest a better approach. Make notes about your ideas in the space provided. Use the expressions to help you.

I'd suggest …
If you ask me, I think you should …
My recommendation would be to …
Perhaps it would be better to …
That way, you would/could …
That would enable/allow you to …
Wouldn't it be better to …?

a Your friend is considering running a half marathon, but he hasn't done very much training.
b Two of your classmates have had an argument, but they need to work together on a school assignment.
c Your sister doesn't like her part-time job and she is considering leaving it.

5 Read the following text and listen to the conversation that follows it. 29 p. 398

Public Bikes in Stoney Bridge
Town leaders in Stoney Bridge are thinking about implementing a public bicycle system. They want to install thirty stations around the town, each of which will have ten bikes. For a monthly fee, anyone will be able to borrow a bike and use it to get from place to place. Several neighbouring towns recently put similar systems in place and research has shown that they are an effective way to reduce congestion and improve air quality. In addition, cycling is a good way to promote a healthy lifestyle and encourage exercise.

Make notes on what you would say to answer the question below. Then listen to the sample answer and compare your ideas. 30

Question: Why does the mayor want to install the bike system now? What is the council member's concern?

Life Skills guide
4 Communication

4 Suggested answers:
a Wouldn't it be better to start with something easier, like a 5K? That way, you can see if you like races.
b If you ask me, you should try to put the argument behind you. I'd suggest forgetting about the whole thing.
c Perhaps it would be better to look for another job first. My recommendation would be to stick with it until you find something else

3G Writing

An article with a report

1 **Read the sentences from various reports. Tick (√) those that make recommendations.**

1 We might consider adding an extra five minutes to the school lunch break. ☑
2 In order to represent everyone, we interviewed both students and teachers. ☐
3 This report will also explain what the background issues are. ☐
4 I would strongly recommend revising the rules for mobile phone use at school. ☑
5 We explored a range of possible solutions before completing our report. ☐
6 It is clear that many students are unhappy with the 'no jewellery' policy at school. ☐
7 We would suggest making more space available for students' bicycles. ☑
8 I propose giving senior students the opportunity to design part of the curriculum. ☑

2 **Complete the report with the words and phrases in the box.**

Background	Findings
Methods of investigation	Purpose
Recommendations	This report will
We might consider	We then surveyed

Creating a gardening section on school grounds

Introduction

(1) Purpose

The aim of this report is to establish how we could create a new gardening area at school. **(2)** This report will make recommendations on the best location for the garden, as well as on how to get students involved in the project.

(3) Background

Our principal, Mr Barboza, introduced a suggestion box for students to share their ideas about what improvements could be made at school. A number of students expressed an interest in having a dedicated area at school for growing vegetables, herbs, fruit and flowers.

(4) Methods of investigation

In order to approach this from an informed perspective, a team of us carried out some research on other schools that have gardening areas. This gave us a realistic sense of how much space would be required for the project. **(5)** We then surveyed the school grounds carefully and considered a number of possible locations before agreeing on the best spot for our purposes.

(6) Findings

Although there is a good-sized green area outside the assembly hall, it is frequently in the shade, and therefore not ideal for planting and growing. The best space appears to be outside the library, but there is one issue to be overcome: the entire area is paved in concrete.

(7) Recommendations

To solve this problem, we would recommend keeping the paved area, and creating a garden using plant pots of various sizes. **(8)** We might consider recycling containers brought in from home by students. This would enable us to use our ideal location, while also getting students to contribute materials to the new garden.

3 **Read the report in exercise 2 again. Then choose the correct option to complete each statement.**

1 The main aim of the report was to establish the *right spot* / *best schedule* / *overall costs* for the new school garden.
2 The idea for a school garden was suggested by the *principal* / *students* / *teachers*.
3 *One student* / *Two students* / *A group of students* worked on the report.
4 One method of investigation *was improving* / *researching* / *recommending* other school gardens.
5 The first decision was about the amount of *space* / *soil* / *vegetables* the garden would need.
6 Several possible *plants* / *perspectives* / *places* were considered before a decision was reached.
7 A possible green area was not selected because of not getting enough *rain* / *sunlight* / *interest*.
8 The problem with the area selected is that it's covered in *soil* / *concrete* / *shade*.
9 The proposed solution is to plant everything *indoors* / *in the library* / *in containers*.
10 An added advantage is that it provides a way to get other students *involved* / *surveyed* / *informed*.

4 **Your head teacher has asked you to write a report on the school cafeteria. You should include an overview of what the cafeteria currently offers, comment on any recent dissatisfaction, and make some recommendations.**

Write your report in 140–190 words in an appropriate style.

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity, Mediatiovn, Practical skills

Lexical Review 3

1 Circle the odd one out in each of the lines below.

1	damage	protect	destroy	harm
2	waste	research	develop	produce
3	a concert	a song	a melody	a play
4	fail	solve	lose	forget
5	ignore	refuse	reject	obey
6	store	use up	finish	empty
7	build	construct	make	design

2 Choose the correct option to complete each sentence.

1 Joining a student club is a great way to ___ new friends.
a arrange **c** catch
b do **d** make

2 The city wants to invest in ___ creation for local people.
a employment **c** job
b work **d** office

3 I'm really ___ to see what changes are going to take place.
a curious **c** famous
b various **d** cautious

4 Artists generally don't like to ___ rules; they want to be different.
a complete **c** follow
b require **d** break

5 We are doing a nature ___ project at college at the moment.
a conservation **c** confusion
b expedition **d** exclusion

6 How can we use modern ___ to clean up our oceans?
a technological **c** technology
b technician **d** solution

7 Traditional ways of teaching can ___ creativity in young people.
a kill **c** adapt
b break **d** make

8 Not many people find ___ an attractive career these days.
a farm **c** farmer
b farming **d** farmed

3 Match the phrases with the definitions.

1 to make a living d
2 to make good use of a
3 to make sense h
4 to make up your mind e
5 to make a splash b
6 to make an impression g
7 to make a difference f
8 to make the most of c

a utilise something effectively
b succeed
c use an opportunity to do something
d earn money by working
e decide about something
f change something for the better
g get someone's admiration or respect
h be logical

Exam guide
2 English in Use
Multiple choice

4 Write one word in each gap to complete each sentence. The first letter is given.

1 The climate is changing because of global warming.
2 There is a wide variety of products in our new range.
3 We have an assessment system at school where we get marks for projects every month.
4 Parents pass on their genes to their children.
5 The species might die out, and then we will lose them forever.
6 The pop star's visit created a lot of excitement/enthusiasm/engagement among the local kids.
7 It was a really ingenious/intelligent solution; he must be very clever.
8 To use our service you first have to create an email account.

Exam guide
5 English in Use
Translations

5 Translate the Polish parts of the sentences into English.

1 How can we (*udowodnić*) prove that this is the best solution?
2 She has a natural (*dar*) gift for music.
3 She is (*odpowiedzialna za*) responsible/accountable for employing new staff.
4 My town has a lot of (*zanieczyszczeń*) pollution because people burn coal.
5 He is an (*środowiskowy*) environmental protection officer.
6 They are going to (*przeprowadzić*) conduct / carry out a few more experiments.
7 If companies (*złamią prawo*) break the law, they are punished.
8 I don't think I can (*dogonić*) catch up with you. I'm too tired.

Life Skills guide
5 Mediation

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 We're impressed by the variety of interests such a young child has. VARY
2 It's believed that real knowledge must be worked for. KNOW
3 There's no logic in saying that all twins look the same. LOGICAL
5 How to write a conclusion to an essay? CONCLUDE
4 The twin sisters' vulnerability to certain diseases is the subject of the doctor's research. VULNERABLE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 William makes a living doing different odd jobs.
2 Harry gave himself a few days to come up with a business idea.
3 What should an actor do to make a great impression on the audience?
4 We should make the most of our lives!
5 Jane must finally make up her mind how to approach the problem.

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 Appreciate creative people, otherwise, they won't feel motivated to meet new challenges.
IF
If you don't appreciate creative people, they won't feel motivated to meet new challenges.
2 My parents don't understand jazz music. That's why they refused to go to a concert last Saturday.
WOULD
If my parents understood jazz music, they would have gone / would have agreed to go to a concert last Saturday.
3 Jill and Mary keep taking about Bollywood films and it irritates me.
STOP
I wish Jill and Mary would stop talking about Bollywood films.
4 He doesn't know what other people think about the problem, so he doesn't suggest any solutions.
SOME
If he knew what other people think about the problem, he would suggest some solutions.
5 It's a pity I wasn't taught oil painting at school.
BEEN
If only I had been taught oil painting at school!

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 If only Sheila could go (*can / go*) to creative writing classes regularly! Unfortunately she has too many other duties.
2 I wish you had encouraged creativity (*encourage / creativity*) in your children when they were young. Now, it's too late.
3 If we hadn't had to cover (*not have to / cover*) all the points included in the guidelines, I would have written a more interesting essay.
4 I would rather he didn't spend (*rather / he / not / spend*) all day trying to find new ideas about his future job.
5 If the play didn't lack (*not / lack*) originality, it would enjoy greater popularity.

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.

assess	encourage	introduce	invent
take	understand	write	

1 If only he wrote all his articles for the magazine regularly. But he doesn't do it.
2 He wishes he had introduced innovation to his work. It would have increased the effectiveness of the machine.
3 If they had submitted their proposals on time, the professor would have assessed them by now.
4 I'd rather you took a nap before you get down to solving the problem.
5 The sisters would understand each other much better now if they had talked more often.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 The teacher (*wolałby, aby twoja praca była*) would rather your work was more creative.

2 If John had joined the other team, (*byłby bardziej zmotywowany*) he would have been more motivated to tackle the problem in a more effective way.

3 (*Wolelibyśmy rozwiązać*) We would rather have solved this problem ourselves then.

4 If only your dissertation (*nie miała*) didn't have/contain so many mistakes!

5 We (*pracowalibyśmy*) would be working on this project with our friends now if we had asked them to join us.

READING

7 **Przeczytaj trzy teksty (a–c) oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga: jeden tekst pasuje do dwóch pytań.**

In which paragraph does the author . . .

1	compare learning environments in different periods?	c
2	suggest giving students freedom in obtaining knowledge?	b
3	emphasise the importance of individual needs	b
4	express certainty that the majority of children are likely to face new experience?	a

a

Some forward-thinkers believe that the information age is over and they argue that schools need to focus on things that help students develop their right-hemisphere (part of the brain) potential, and as a result become more creative and intuitive. Incredibly, there are estimates that almost 65% of today's preschoolers will end up working at jobs that don't exist yet! Luckily, these forward-thinkers are working hard to influence the school system and better prepare it for the future of creativity.

b

How can we promote creativity in schools? If you can keep students curious, you can keep them thinking outside the box and you can keep them creative. Students need to be treated as individuals and teachers should recognise the specific needs of each child. In addition, teachers shouldn't just focus on the memorisation of facts. There should be time for students to work in an unstructured, or unorganised manner.

c

One area of education that has remained quite unchanged for a long time is the design of classrooms. The current design pretty much goes back to hundreds of years ago. The classrooms of the future will focus on design centered around students and not the teacher. For some schools, this will mean getting rid of desks, for others working in large, creative spaces. These changes can be done classroom by classroom.

WRITING

8 **Od kilkunastu lat w wielu krajach nauczyciele wprowadzają metodę tzw. odwróconej lekcji. Polega ona na wykorzystaniu w szkole wiedzy samodzielnie zdobytej wcześniej przez ucznia w domu, w czasie przygotowywania się do zajęć szkolnych.**

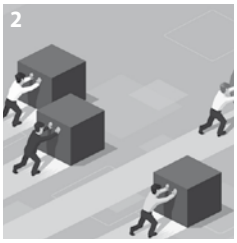
Napisz rozprawkę, w której przedstawisz zalety i wady takiego rozwiązania.

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

SPEAKING

9 **Popatrz na zdjęcia. Twój kolega / Twoja koleżanka przygotowuje prezentację na lekcję języka angielskiego na temat kreatywności. Prosi cię o radę dotyczącą wyboru zdjęcia do prezentacji.**

- Wybierz zdjęcie, które jest twoim zdaniem najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.



Odpowiedz na pytania:

1 Do you agree with the statement that creativity can often lead to conflict? Justify your answer.

2 When you're in a group, what type of behaviours can stimulate or diminish your creativity?

3 What are some of the creative things teenagers do?

4 Is it something that must be learnt?

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
8 Writing
An essay

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

Exam guide
7 Reading
Matching paragraphs

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking,
Mediation

4 Common ground

4A Vocabulary

VOCABULARY Identity and communication

1 Revision Complete the sentences with the words in the box.

connect	get	have	join
make	pay	respond	share

1 Drivers ___get___ distracted by their mobile phones.
2 The project is encouraging older people to ___connect___ on social media.
3 Why don't you ever ___respond___ to texts?
4 Users need to sign in to ___share___ photos from the album.
5 What point was he trying to ___make___?
6 You need to ___pay___ attention during the debate.
7 Teachers regularly ___join___ in on professional online forums.
8 People complain when doctors don't ___have___ very good interpersonal skills.

2 Revision Circle the option that does NOT form a collocation.

1 get	*my message out / distracted / (a chat)*
2 connect	*online / (a message) / on social media*
3 make	*(photos) / connections / a point*
4 post	*on social media / photos / (texts)*
5 face-to-face	*conversation / (on the phone) / skills*
6 share	*(my message out) / photos / posts*

3 Match the sentence halves.

1 We need to sort d	**a** awkward about it.
2 The best f	**b** to offend you.
3 They've had a c	**c** misunderstanding.
4 I feel really a	**d** it out.
5 He's made a negative e	**e** comment.
6 She didn't mean b	**f** response is to walk away.

Exam guide
4 English in Use
Multiple choice

4 Choose the correct option to complete each sentence.

1 The rules ___ against foreign workers.
a discourage **c** (discriminate)
b offend **d** stereotype

2 The teacher ___ me a compliment about my work.
a said **c** felt
b had **d** (paid)

3 He ___ we should go home.
a avoided **c** discouraged
b (hinted) **d** reacted

4 People are more ___ of racism nowadays.
a reaction **c** (conscious)
b awkward **d** offended

5 She hasn't spoken to me since we had our ___.
a (misunderstanding) **c** compliment
b reaction **d** response

6 The teacher's negative comments are ___ him.
a responding **c** sorting
b (discouraging) **d** hinting

7 The best ___ is to ignore him.
a comment **c** (response)
b hint **d** compliment

8 I didn't know what to say and there was ___ silence.
a a negative **c** a conscious
b a positive **d** (an awkward)

5 Are the phrases associated with positive or negative ways of communicating? Complete the table.

avoid discrimination	be offended
create an awkward silence	discriminate against
have a misunderstanding	pay a compliment
sort something out	stereotype people

Positive association	Negative association
avoid discrimination, pay a compliment, sort something out	be offended, create an awkward silence, discriminate against, have a misunderstanding, stereotype people

6 Cross out the mistake in each sentence and write the correct word.

1 We tried to discourage him ~~for~~ going. ___from___
2 He always takes ~~offend~~ at what I say. ___offence___
3 My initial ~~react~~ was to laugh. ___reaction___
4 I'm ~~consciously~~ of the situation. ___conscious___
5 She was very ~~compliment~~ about my artwork. ___complimentary___
6 He's a ~~stereotype~~ actor. ___stereotypical___

7 **Extension** Are the statements true (T) or false (F)?

1 If you praise somebody, you are paying that person a compliment. T
2 A flattering comment will cause offence. F
3 To wax lyrical about something means to be very complimentary. T
4 We pay tribute to people we admire. T
5 An insult is a positive comment. F
6 If you put someone off doing something, you're encouraging them. F
7 If someone compliments you and then you return the compliment, you say the same thing. T
8 A back-handed compliment is offensive. T

8 **Extension** Complete the sentences with the words in the box.

flatter	insult	pay	praise
put	reaction	swallowed	wax

1 They always pay tribute to well-respected actors at the Oscars.
2 Sportspeople shouldn't insult their opponents during a game.
3 I tried to put him off leaving the country.
4 Fans always wax lyrical about the new Harry Potter books.
5 She wanted to praise him for his hard work.
6 People will often flatter you with false praise when they want something.
7 I swallowed the insult and kept silent.
8 I had a delayed reaction to his insult. I got angry the next day.

9 Choose the correct option that can best replace the words in bold.

1 Getting a disease like malaria **puts me off visiting** some countries in Africa.
a allows me to visit
b discourages me from visiting
c prevents me from visiting

2 What you said about him was really **offensive**.
a flattering **b** awkward **c** hurtful

3 He used **an insult** about me that got him into trouble.
a a praise
b a rude phrase
c a reaction

4 Coming last in the race was very **discouraging** for the whole team.
a demoralising
b response
c hinting

5 I am extremely **conscious** of the fact that we need to be diplomatic.
a aware **b** lyrical **c** false

6 I'm surprised that his behaviour is so **stereotypical** in situations like this.
a positive **b** awkward **c** conventional

10 Choose the correct option to complete both sentences.

1 Meeting up with others is a great way to ___ connections.
Listen to Tim, he's trying to ___ an important point.
a make **b** take **c** give

2 Can you please ___ attention? I want to give you a few details about our trip.
What's the best way to ___ someone a compliment?
a make **b** pay **c** give

3 I often ___ photos with my friends on social media.
Do you regularly ___ posts that you read on Facebook with other people?
a take **b** share **c** give

4 There are many different ways to get your message ___ to a wider audience.
Do you want me to help you sort it ___, or can you manage on your own?
a out **b** up **c** off

5 My sister posts stuff ___ social media almost all the time.
I don't usually join in ___ online forums, unless it's something that really interests me.
a in **b** up **c** on

Exam guide
10 English in Use
Lexical pairs

4B Listening

1 Listen and choose the correct option. What is the speaker's main point about languages? 31 p. 398

a That languages have stopped changing.
b That languages have changed for a variety of reasons.
c Languages are now changing faster than ever before.

Exam guide
2 Listening
Multiple choice

2 Listen again and choose the correct option. 31 p. 398

1 The languages spoken 400 years ago ___
a are studied by many people today.
b were very different to modern languages.
c were different depending on your family.

2 When one country invaded another ___
a they forced people to use their language.
b they often couldn't control the local people.
c the new rulers only used the local language.

3 The speaker says that stories and legends were used in the past to ___
a develop creativity.
b tell people how they should or shouldn't act.
c teach people to read and write.

4 In the future, languages will change ___
a more than they did in the past.
b only when there are conflicts between countries.
c more slowly than they did before.

Exam guide
6 Listening
Multiple choice

3 Listen to the lecture on cultural globalisation. Match the words and phrases you hear. 32 p. 398

1 developing	f	**a**	marketplace
2 experiencing	b	**b**	change
3 global	a	**c**	societies
4 human	c	**d**	communication
5 barriers	g	**e**	entertainment
6 cross-border	d	**f**	global culture
7 worldwide	e	**g**	and connections

Exam guide
4 Listening
Gap-filling

4 Listen again to the lecture and complete the sentences. There are no more than three words for each answer. 32 p. 398

1 There's no doubt that we are experiencing change at an ever ___faster pace___.
2 The term globalisation is most often used to describe the ___economy and trade___.
3 Cultures leave behind ___physical objects___ that can be studied and tracked over time.
4 The thousands of ___distinct languages___ are coming together on just a handful of global languages.
5 What is lost and what is gained in each case ___affects___ us personally and globally.

Languages depend on older generations passing them on to younger generations.

5 Listen to the lecture on languages. What is the main idea of the talk? 33 p. 399

a language provides insight into cultures
b the variety of languages under threat
c linguists don't all agree on what language is
d some countries don't have a variety of languages

6 Now listen to the lecture again and answer the questions. 33 p. 399

1 How do linguists classify languages?
a by narrow classifications
b by age of the language
c by location and features

2 What determines higher-level family groupings of languages?
a particular spoken features
b ancient linguistic origins
c geographical locations

3 How does the speaker describe language use today?
a there are many people who speak many languages
b there are few people who speak few languages
c there are many people who speak few languages

4 What does the speaker say helped create some multi-cultural countries?
a a wide variety of languages
b trade and cultural exchange
c people of the same culture

5 How many countries does the speaker mention as having multiple surviving ethnic groups?
a 3 **b** 4 **c** 5

6 What determines when a language dies?
a every 14 days
b no recording for posterity
c its last speaker

7 How is language usually passed on?
a within family groups
b by cultural identity
c recordings for posterity

4C Grammar 1

Reported speech

1 Choose the correct options to complete the sentences.

1 Caitlin: 'Americans are very, very friendly; sometimes it seems that they're *too* friendly.'
She claimed that Americans (were) / *will be* very friendly and that sometimes they were too friendly.
2 Jean: 'There is public transportation in most American cities but not in smaller towns.'
She pointed out that most American cities (had) / *would had* public transportation but not smaller towns.
3 Natalia: 'Americans eat dinner kind of early: 6 o'clock.'
She complained that Americans (ate) / *have eaten* dinner too early.
4 Josh: 'There's a special relationship between Americans and their cars.'
He confirmed that Americans *are having* / (had) a special relationship with their cars.
5 Nora: 'Soft drinks and water are served with ice, so you need to tell the server if you don't want ice.'
She reminded us that soft drinks and water are always (served) / *serving* with ice in the US.

2 Complete the travellers' comments with the correct form of the verbs in brackets.

- museumlover commented that while in Lima he **(1)** had visited (*visit*) a lot of great museums.
- foodie67 added that the Inca ruins **(2)** had been (*be*) the most interesting he'd ever seen.
- iloveperu explained that ceviche **(3)** was/is (*be*) the most popular dish in Peru.
- inkaking02 told us that the Norte Chico people **(4)** had built (*build*) a civilisation in Peru more than 5,000 years ago, long before the Inca.
- travelismylife confirmed that it **(5)** had taken (*take*) her a while to get used to the high altitude in the Sacred Valley, and she **(6)** warned (*warn*) that the sun is very strong there.

3 Put the words in the correct order to create reported speech questions.

1 **Jen asked if** / was / funny / for making / there / a championship / faces
Jen asked if there was a championship for making funny faces.
2 **Monika asked whether** / Turkey / camel wrestling / in / there / was
Monika asked whether there was camel wrestling in Turkey.
3 **Chris asked what** / to celebrate / weddings / Germans / did
Chris asked what Germans did to celebrate weddings.
4 **Wilma asked how** / China and Japan / business cards / exchanged / people / in
Wilma asked how people exchanged business cards in China and Japan. / Wilma asked how people n China and Japan exchanged business cards.

4 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 'Are there many public holidays in Greece?'
ASKED
She asked if there were many public holidays in Greece.
2 'That's right, I'm arriving at 10 o'clock.'
CONFIRMED
He confirmed (that) he was arriving / confirmed his arrival at 10 o'clock.
3 'It is important to be polite when you are in Japan.'
EXPLAINED
She explained (that) it was important to be polite when you are in Japan.
4 'I read the advice on the website before leaving home.'
READ
He told me (that) he had read the advice on the website before leaving home.
5 'What do you want to do while you are in New York?'
ASKED
She asked (me) what I wanted to do while I was in New York.

5 Translate the Polish parts of the sentences into English.

1 Kate (*dodała, że nie wiedziała*) added (that) she didn't know / hadn't known where the file was.
2 The guide (*poradziła nam, abyśmy unikali*) advised us to avoid some districts in the city centre.
3 Bob (*odpowiedział, że był*) answered/replied that he had been ill the week before.
4 The student (*zapytał, jak inni dojeżdżali*) asked how others got/travelled/commuted to the university campus.
5 The hotel waiter (*przypomniał mi, abym zarezerwował*) reminded me to reserve/book a table for dinner.

Exam guide
4 English in Use Transformations

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

4D Reading

VOCABULARY BUILDING Compound adjectives

1 Match the adjectives with the nouns to form compound adjectives. Note that two of the compound adjectives are not hyphenated (-).

1	well- g	**a**	faced
2	long- j	**b**	effective
3	heart e	**c**	minded
4	two- a	**d**	respected
5	like- c/l	**e**	broken
6	deep- h	**f**	wide
7	world f	**g**	mannered
8	open- c/l	**h**	rooted
9	highly- d	**i**	minded
10	cost- b	**j**	lasting

READING

2 Read the article and choose the best summary.

a The 'cultural assault' of Western influences will severely weaken other cultures.
b Globalisation continues a long tradition of cultural connections, but at a faster pace.
c Countries like Brazil that have a mix of civilisations will dominate world culture.
d Many cultures will be unrecognisable as a new 'global culture' gets more powerful.

3 Complete the statements with one or two words from the article.

1 Changes in politics, business, health and entertainment all fall under the umbrella of globalisation.
2 Teenagers all over the world are one of the powerful engines driving the new global culture.
3 Commercial and cultural connections are nothing new. Humans have been making them for centuries.
4 A basic truth is that goods, people and ideas move. At the same time, cultures change.
5 Alvin Toffler's first book, *Future Shock*, was a best-seller and very influential around the world.
6 Toffler says that in our current world, knowledge-based economies will dominate the others.
7 Toffler is optimistic that countries can still have a unique culture based on their core culture.

4 Read the article again and answer the questions.

1 In paragraph 1, the word 'merging' is closest in meaning to ___
a coming together
b moving forward
c going backward
d changing into

2 Which of the following can be inferred from the statement in paragraph 2 that globalisation is a reality, not a choice? ___
a Globalisation has already happened and now we have to find a better way.
b There was actually more globalisation in the past than what we're seeing now.
c Even with globalisation, the reality is that we still have a great deal of choice.
d People opposed to globalisation need to accept its reality and deal with it.

3 What word does Toffler use in paragraph 4 to describe industrial economies? ___
a knowledge-based
b smokestack
c agrarian
d trisection

4 Which of the following can be inferred from Toffler's comment that 'You can have a unique culture made of your core culture. But you'll be the Chinese of the future, not of the past.'? ___
a the global culture of the future will include all cultures
b the cultures of the past will be replaced by new modern ones
c unique cultures will survive based on their central values
d Chinese culture will take over the new global culture

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 He has very good manners and behaves like a gentleman.
WELL-
He is very well-mannered and behaves like a gentleman.
2 She and I have the same opinions on many issues.
LIKE-
She and I are like-minded on many issues.
3 A lot of people in the scientific community respect her.
HIGHLY-
She is highly-respected in the scientific community.
4 The organisation is running a campaign around the world to save the panda.
WORLD-
The organisation is running a world-wide campaign to save the panda.
5 Is this a cheap way to promote the product?
COST-
Is this a cost-effective way to promote the product?

The third wave

1 34 Today we are in the middle of a worldwide reorganisation of cultures, a change in habits and dreams that social scientists call globalisation. It's a broad term for sweeping changes in politics, business, health and entertainment. The huge number of teenagers – 800 million in the world – with time and money to spend is one of the powerful engines of merging global cultures. Kids travel, they hang out, and above all, they buy stuff.

2 How people feel about all this depends a great deal on where they live and how much money they have. Yet globalisation, as one report stated, 'is a reality, not a choice'. Humans have been creating commercial and cultural connections for centuries. In the 19th century the postal service, newspapers, transcontinental railroads and great steam-powered ships brought huge changes. Telegraph, telephone, radio and television made further connections between individuals and the wider world. Now computers, the internet, smartphones, social media, cable TV and cheaper air transportation have made these connections both easier and more complicated.

3 Still one basic truth remains the same: Goods move. People move. Ideas move. And cultures change. The difference now is the speed of these changes. It took television 13 years to get 50 million users; the internet took only five.

4 Alvin Toffler is an author whose book *Future Shock* was published in 1970. He also wrote *The Third Wave* with his wife, Heidi. Waves, he explains, are major changes in civilisation. The first wave came with the development of agriculture, the second with industry. Today we are in the middle of the third wave, which he says is based on information. 'What's happening now is the trisection of world power,' he says. 'Agrarian nations on the bottom, smokestack countries in between, and knowledge-based economies on top.' There are a number of countries – Brazil, for example – where all three civilisations are present.

5 'Culturally we'll see big changes,' Toffler says. 'You're going to turn on your TV and get Nigerian TV and Fijian TV in your own language. People ask, 'Can we become third wave and still remain Chinese?' Yes,' Toffler says. 'You can have a unique culture made of your core culture. But you'll be the Chinese of the future, not of the past.'

4E Grammar 2

Patterns after reporting verbs

1 Choose the correct option to complete each sentence.

1 My parents *suggested* / *convinced* me to go on the exchange trip when I was at school.
2 My penfriend *reminded* / *claimed* me to take warm clothes when I visited her.
3 My school *assured* / *arranged* for me to go abroad for my work experience.
4 My sister *admitted* / *promised* to take photographs of her travels.
5 I *suggested* / *persuaded* that we should try new restaurants to experience different foods.
6 Doctors have *claimed* / *confessed* that new experiences make us happier.
7 I *persuaded* / *pretend* my friends to watch more international films.
8 I was lucky because my school *recommended* / *encouraged* us to learn about different cultures.

2 Complete the sentences with the prepositions in the box. Some sentences do not need a preposition.

for (x2) of on to

1 She accused her friend ___of___ copying her style.
2 My host family insisted ___on___ collecting me from the airport.
3 My parents forced ___–___ me to read about different cultures as a child.
4 I have always blamed my brother ___for___ writing in my favourite books.
5 We were talking about fashion and I admitted ___–___ being a goth when I was young.
6 I used to imagine ___–___ travelling all around the world.
7 I decided ___to___ study languages so I could have a year abroad.
8 It is important to forgive people ___for___ their mistakes.

3 Read the following interview with Yasmin about her trip to London and choose the correct option to complete each sentence. Sometimes both words may be correct.

A: So Yasmin, you are just back from your trip. How was it?
B: Oh, it was all so amazing. At first I was worried as my friends and family had **(1)** *explained* / *warned* me that London was going to be so cold. They all **(2)** *suggested* / *advised* me to take lots of warm clothes, but it wasn't so bad. I will **(3)** *confess* / *consider* that I wore a lot of jumpers for the first few days though.
A: What do you think you learnt most from the experience?
B: Well, that is hard to say, I feel as if I learnt so much. When I went I had **(4)** *claimed* / *intended* to try to visit as many places as I could. I would definitely **(5)** *suggest* / *recommend* going to the museums and what is amazing is that most of them are free! Also, my host family **(6)** *persuaded* / *decided* me to go and visit some other places like the Lake District, which was so beautiful.
A: Yes, people always say that. Do you have any advice for people going on a similar trip?
B: Hmmm, well, I would **(7)** *tell* / *recommend* that people try to plan what they really want to see. Oh, and don't be afraid to **(8)** *ask* / *offer* people to help you. The people were helpful. One last thing, I would **(9)** *consider* / *invite* trying to stay a bit longer next time.

4 Read the sentences below and decide if they are correct or incorrect. Correct the incorrect sentences.

1 A lot of people claim ~~to me~~ that modern technology makes the world smaller. ___
2 Katarina warned us ~~for avoiding~~ the city centre on Saturday as it was busy. ___to avoid___
3 Michael ~~urged~~ us to visit him in the summer for their local festival. ___invited___
4 When I was younger, I used to pretend ~~being~~ an explorer. ___to be___
5 The government declared that companies should pay men and women equally. ___✓___
6 Schools should avoid ~~to make~~ some subjects like woodwork only for boys. ___making___
7 Clement thanked Lucy ~~to~~ the advice she gave him. ___for___
8 Denise ~~asked~~ to help me choose traditional local gifts for my family. ___promised/offered___

5 A word is missing in each sentence. Choose the TWO correct options to complete each sentence.

1 The presentation ___ me to do more to fight discrimination.
a suggested **c** recommended
b persuaded **d** convinced
2 My parents always ___ me not to believe stereotypes.
a warned **c** advised
b suggested **d** insisted
3 My colleague ___ to forgetting to update the company's website.
a confessed **c** promised
b declared **d** admitted
4 She ___ him for using offensive language and upsetting the guests.
a blamed **c** refused
b criticised **d** told

5 Max advised my brother to ___ working abroad as it was good for his CV.
a offer **b** consider
c carry on **d** claim

6 A family friend ___ that I learn to ignore people who make negative comments.
a thanked **b** suggested
c recommended **d** avoided

7 The news report ___ that Iceland was the best place to live if you were female.
a claimed **b** told
c assured **d** announced

8 My sister ___ to help me with my project on international co-operation.
a encouraged **b** offered
c insisted **d** promised

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 'You should be careful of believing stereotypes,' he said.
WARNED
He warned me not to believe stereotypes.

2 The speaker put forward the idea that we could learn from other cultures.
ARGUED
In the talk it was argued that we could learn from other cultures.

3 My parents didn't let me dye my hair when I was younger.
REFUSED
My parents refused to let me dye my hair when I was younger.

4 Most modern companies want to employ people with good intercultural communication skills.
INSIST
Most modern companies insist on employing people with good intercultural communication skills.

5 'You should go to a place if you want to understand the people' she said.
SUGGESTED
She suggested that I go to / going to a place to understand the people.

6 Society should make companies react strongly to any discrimination in the workplace.
FORCED
Companies should be forced to react strongly to any discrimination in the workplace.

7 **Put the words in order to make sentences.**

1 threatened to / more cost-effective / dismiss workers / The company / to be
The company threatened to dismiss workers to be more cost-effective.

2 I / to make / urge everyone / like-minded / would / friends
I would urge everyone to make like-minded friends.

3 notified us that / by email / the tickets / The company / had been sent
The company notified us that the tickets had been sent by email.

4 discriminated against / He denied that / anyone / he had
He denied that he had discriminated against anyone.

5 being called / She / a goth / resented
She resented being called a goth.

6 for being / He thanked / well-mannered / the audience / so
He thanked the audience for being so well-mannered.

8 **Complete the paragraph with the words in the box.**

announced claimed confess
deny insist persuade

Writers have recently **(1)** announced that there is a new subculture among the country's youth: meet Seapunk, which is **(2)** claimed to be a mix of punk and pirates, and features the use of lots of marine colours. The followers of this new national trend **(3)** insist that it is completely original and **(4)** deny being influenced by anyone. Instead they try to **(5)** persuade us that this new subculture grew from online sites. There is no denying that the movement is humorous and doesn't take itself too seriously. But, I must **(6)** confess that it will be a while before I am brave enough to experiment with this new fashion.

9 **Complete the sentences so they are true for you.**

1 My parents warned me not to ___

2 When people ask me about where to go in my hometown, I always advise them ___

3 I was lucky my parents encouraged me ___

4 When I was younger, I always tried to avoid ___

5 Last week I asked ___

6 I think it is wrong to criticise someone for ___

Exam guide
6 English in Use Transformations

Life Skills guide
9 Mediation

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
Why I keep speaking up, even when people mock my accent

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the extracts from Safwat Saleem's TED Talk and select which meaning of just he uses in each statement. 35

1 I just had to grunt a lot for that one.
a soon **b** simply **c** exactly

2 I just sat there on the computer, hitting 'refresh'.
a simply **b** recently **c** soon

3 This was just the first of a two-part video.
a exactly **b** only **c** recently

4 I just could not do it.
a exactly **b** soon **c** simply

5 If I stutter along the way, I just go back in and fix it.
a simply **b** soon **c** only

6 And just the year before, that number was about eight percent.
a soon **b** exactly **c** only

7 Just like the colour blue for Ancient Greeks, minorities are not a part of what we consider normal.
a recently **b** exactly **c** only

And the most popular theory for why that might be the case is that cultures begin to recognise a colour only once they have the ability to make that colour.

Let me give you an example. I came across this story about the Ancient Greek writer, Homer. Now, Homer mentions very few colours in his writing. **(a)** And even when he does, he seems to get them quite a bit wrong. For example, the sea is described as wine red, people's faces are sometimes green and sheep are purple. But it's just not Homer. If you look at all of the ancient literature – Ancient Chinese, Icelandic, Greek, Indian and even the original Hebrew Bible – they all mention very few colours. **(b)** So basically, if you can make a colour, only then can you see it. A colour like red, which was fairly easy for many cultures to make – they began to see that colour fairly early on. **(c)** But a colour like blue, which was much harder to make – many cultures didn't begin to learn how to make that colour until much later. They didn't begin to see it until much later as well. So, until then, even though a colour might be all around them, they simply did not have the ability to see it. **(d)** It was invisible. It was not a part of their normal.

Exam guide

2 Listening
True/false

WATCH p. 408

2 Are the following statements true (T) or false (F)?

1 Saleem was self-conscious about his accent when he was a boy. T
2 Saleem uses very different accents for each of his animated characters. F
3 Saleem realised that people were reacting to his accent because they didn't think it was normal for a narrator to have an accent. T
4 At first, Saleem took the comments about his accent very personally. T
5 Historical texts include more reference to colours than do modern texts. F
6 Studies show that people are treated differently because of the expectations that we have. T
7 Saleem says that it isn't enough to tell children they can do anything; we have to show them examples of people like them who have been successful. T
8 Saleem says it is easy for him to be on stage. F

3 Read the sentence and paragraph. Look at the places in the text marked by a, b, c and d. In which place could the sentence be added to the paragraph? Choose a, b, c or d.

VOCABULARY IN CONTEXT

4 Match each word with the sentence that shows its meaning.

1 somewhat constructive c
2 breakdown f
3 around d
4 humorous a
5 huge step e
6 self-conscious b

a Sometimes misunderstandings can lead to **funny** situations.
b Saleem has always felt a little **embarrassed** about the way he speaks.
c The comments people made about Saleem's accent were **a little helpful**, but also a little offensive.
d When I arrived at school, I was surprised not to see anyone **in the building or nearby**.
e Getting positive feedback from people who didn't know him was a **very important event** for Saleem to increase his self-confidence.
f Sometimes people have so many problems all at the same time that they get **anxious and upset and can't do anything**.

4F Speaking

1 Match the expressions (1–8) with the explanations (a–h).

1	I'm in favour of the idea. g	**a**	I completely support that.
2	That's crazy. e	**b**	What I think is …
3	I'm against the idea. c	**c**	I don't agree.
4	I'm totally for it. a	**d**	What I want to say is …
5	I don't get what you mean. h	**e**	I strongly disagree.
6	From my point of view … b	**f**	Do we have to …
7	I mean … d	**g**	I agree with that.
8	Are we supposed to … f	**h**	I don't understand.

2 Complete the sentences with the words in the box. Two options will not be used.

as a | for | from | I mean | I think | I'm in | it doesn't mean | it's crazy | just because | point of view | speaking as | totally supports

1 Just because that's how it was done in the past, it doesn't mean we have to do it that way now.
2 If you look at it from your parents' point of view, you might see the matter differently.
3 Speaking as someone who has done it before, I don't think it's a good idea.
4 Everyone else totally supports the proposal, but personally, I think it's crazy.
5 As a young person, I think doing it this way has a lot of advantages.
6 There are a lot of reasons I'm for the idea. I mean, first of all, it will help us save time.

3 Read the statements. Do you agree or disagree? Write your response and use the expressions in the box.

I don't get that.	I totally support that.
I'm against the idea.	I'm in favour.
I'm totally for the idea.	That's crazy.

1 More people should adopt a vegetarian diet.

2 Driving should be taught in schools.

3 All universities should be free.

4 Standardised tests should be eliminated.

5 All schools should be bilingual.

6 Art and music should be required subjects.

4 Complete the conversation. Use one word in each space. Then listen and check your answers. 36

Kim: I was thinking of going to the cinema tonight.
Carlos: I'd be in **(1)** favour of that.
Kim: Yeah …
Carlos: You sound a little uncertain. **(2)** What's wrong?
Kim: Well, I suggested the idea to Adam, and he told me he doesn't want to come.
Carlos: Oh, I see. But **(3)** just because he's not into the idea, that **(4)** doesn't mean we can't go, does it?
Kim: No, I suppose you're right.
Carlos: If you look at it **(5)** from his point of **(6)** view, it makes sense. He's had quite a long week.
Kim: Yes, he has.
Carlos: I **(7)** mean, he must be pretty tired.
Kim: Well, even if he doesn't want to join us, **(8)** do you still want to go?
Carlos: Sure. I'm all **(9)** for it. What do you want to see?
Kim: How about watching a thriller?
Carlos: I **(10)** totally support that idea. I love films with a lot of suspense.

5 Choose one of the topics below. Think about how you would answer and make notes. Practise saying your response out loud. You should speak for one to two minutes and record yourself. Then listen to the sample answers. 37

1 Your best friend wants to go on a road trip this summer. You should say:
- whether you like this idea
- why you are in favour or against it
- where you would like to go

2 Your parents want you to get a part-time job. You should say:
- whether you like this idea
- why you are for or against it
- what type of job you would like to get
- what you will do if you don't get a job

Life Skills guide
5 Critical thinking, Mediation

Life Skills guide
3 Critical thinking

4G Writing

A letter of complaint

1 Match the sentence halves.

1 I am writing to complain about an offensive term e
2 This is a matter which a
3 Your article implied that most women are g
4 While I value freedom of expression, d
5 I realise it was meant as a joke, b
6 As a student myself, I was very upset f
7 I feel it is highly inappropriate h
8 I would like you to c

a should be taken very seriously.
b however, I feel it was irresponsible.
c publish a formal apology as soon as possible.
d I believe it is important to remain respectful.
e used in last night's broadcast.
f by your implication that all students are lazy.
g mean to each other, which is simply untrue.
h to make a claim such as this on a popular website.

2 Complete the complaint with the words and phrases in the box.

as it suggests	however	I am writing to complain	
I suggest	I would like you to	problems	
stereotype	the attitude	There is a risk	While

Dear Sir/Madam,

1 I am writing to complain about an article on the issue of homelessness, which was published in your magazine last week. This article is extremely insulting to homeless people, as it suggests they are deliberately trying to ruin our towns and cities. It also implies that their problems are entirely their fault and, furthermore, that they could easily improve their situation if they wanted to.

2 I was very distressed by the attitude expressed in this article. With some students from my school, I was recently involved in a fundraising event for the homeless, and I learnt how difficult their lives really are. While it might make us uncomfortable to see homeless people sleeping on our streets, it is important to remember that they are human beings, and many of their stories are heart-breaking.

3 I understand that this was an opinion piece, however, I feel it is irresponsible and dangerous to stereotype homeless people in this way. There is a risk that it could make other readers lose sympathy for these disadvantaged people who need our help. In fact, it could even make residents angry towards the homeless.

4 I would like you to publish a revised version of the article, this time offering a more balanced view. In addition, I suggest you make a donation to a homeless shelter to show your support for those in our society who are vulnerable.

Yours faithfully,

Kasia Baran

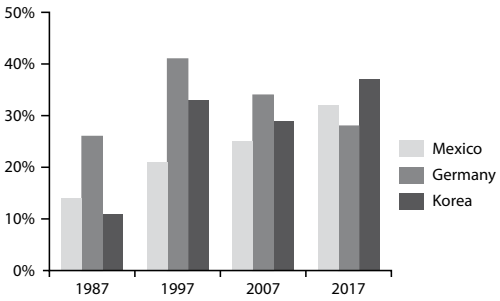
3 Read the complaint in exercise 2 again, paying attention to the paragraph numbers. Then read the list of points mentioned, and choose the paragraph or paragraphs they appear in.

a where the article appeared	(1)	2	3	4
b the reason for complaining	(1)	2	3	4
c helping the homeless	1	(2)	(3)	(4)
d the effects the article could have	1	2	(3)	4
e specific problems with the article	(1)	(2)	(3)	4
f how the article made the writer feel	1	(2)	3	4
g what action the writer expects	1	2	3	(4)
h how the article represents the homeless	(1)	(2)	(3)	4

4 You have recently read a report showing how the numbers of students identifying themselves with sub-cultures have changed over the decades. The report only mentions the negative effects of sub-cultures on young people. Write a letter to the editor. Write between 140 and 190 words. In your letter:

- criticise the report for a one-sided point of view
- mention the possible positive aspects of sub-cultures
- suggest that your point of view be published by the editor

Percentage of students who identified themselves with a sub-culture



Exam guide
4 Writing
A formal letter

Life Skills guide
4 Creativity, Mediation, Practical skills

Lexical Review 4

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.

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

2 Match the words (1-8) with the definitions (a-h).

1 to prove g
2 to sustain d
3 approach f
4 two-faced a
5 conscious c
6 worldwide h
7 to flatter e
8 to discriminate b

a when you are not honest and open with people
b to not treat someone fairly
c when you know about something
d to keep something at the same level
e to say nice things about someone
f the way that you do something or think about something
g to show that something is true or correct
h all around the globe

3 Write one word in each gap to complete each sentence. The first letter is given.

1 People can often benefit from talking to a psychologist.
2 I'm trying to make a point about people's attitudes towards foreigners.
3 We would like to pay tribute to Sally for her hard work over the years.
4 A good way to motivate people is to praise them for their good work.
5 You should be careful not to offend people by saying the wrong thing.
6 It is very difficult to survive in the desert because there is no water to drink.
7 Can you please pay attention to what I'm saying?
8 It can be hard to adapt to another climate if it is very different from your own.

4 Choose the correct option to complete each sentence.

1 Some species of animals are at ___ of dying out.
a danger **c** threat
b risk **d** possibility

2 One ___ for recycled plastic is in food packaging.
a applicant **c** use
b job **d** result

3 You can train yourself to think ___ and have a better imagination.
a creative **c** created
b creation **d** creatively

4 I'll give you a few ___ on how to talk to the new boss.
a hints **c** comments
b advice **d** compliments

5 If you have family abroad, you can ___ to them on social media.
a comment **c** link
b connect **d** share

6 Try not to have ___ thoughts about other online users.
a conscious **c** offended
b positive **d** negative

7 My younger sister ___ photos online every day, usually late at night.
a joins **c** posts
b makes **d** gets

8 Good face-to-face ___ are useful if you meet a lot of people every day.
a skills **c** connections
b conversation **d** messages

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

1 Doing mind games is great for improving your creativity. CREATIVE
2 She is working for a publisher as a graphic designer. PUBLISH
3 What are you going to write in the conclusion? CONCLUDE
4 Rising sea levels can threaten communities on small islands. THREAT
5 If you criticise someone, you discourage them from trying to be better. COURAGE
6 They want to meet the creator of their favourite anime character. CREATE
7 I had a long conversation with my brother on Skype yesterday. CONVERSE
8 His reaction to my decision was totally unexpected. REACT

Exam guide
4 English in Use
Multiple choice

Exam guide
5 English in Use
Word formation

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 I am afraid it must be a misunderstanding. I never wanted this book. UNDERSTAND
2 There exists an obvious connection between upbringing at home and the ability to function in society. CONNECT
3 It is difficult to respond kindly to offensive remarks. OFFENSE
4 Can you imagine our life without a worldwide network of social media? WORLD
5 There should be an international educational program to teach young people to fight discrimination. DISCRIMINATE

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 If you are doing a few things at the same time, you can easily get/be distracted from the main purpose of your work.
2 I never blame people for their behaviour if I don't know them well.
3 My classmate accused me of being unfair when I criticised her behaviour in front of the whole class.
4 I am sure they will quickly sort it out. They just need some time to discuss it.
5 A good listener never fails to pay attention to the words of the other speaker.

Exam guide
3 English in Use
Transformations

Exam guide
5 English in Use
Word formation

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 'It was so kind of you to support me at the staff meeting,' she said to me.
THANKED
She thanked me for supporting her at the staff meeting.
2 The lecturer said he was sorry that he hadn't introduced himself at the beginning of the lecture.
APOLOGISED
The lecturer apologised for not introducing/ having introduced himself at the beginning of the lecture.
3 'I can help you with the project on cultural differences,' said Mary.
OFFERED
Mary offered to help me with the project on cultural differences.
4 He told his mum that he wouldn't follow her advice.
TO
He refused to follow his mum's advice.
5 'You must try to be more tolerant towards people!' my friend told me.
INSISTED
My friend nsisted on my/me trying to be more tolerant towards people.

Uzupełnianie zdań

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

1 I was trying to convince my uncle to be (*convince / uncle / be*) more open-minded to new technologies when we met last week.
2 Lately, our headmaster has suggested praising (*suggest / praise*) students for their effort so as to make them work more efficiently.
3 She said she encouraged / had been encouraging / had encouraged her friends to avoid (*encourage / friends / avoid*) criticising other people.
4 After a few days, fans forgave their favourite celebrity for ignoring (*forgive / favourite celebrity / ignore*) them when they asked her for the autographs.
5 My brother couldn't lend me his laptop because he was writing an article (*write / article*) on globalisation at that moment.

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.

learn	order	present	pretend
stereotype	stop	treat	

1 At the last meeting, Julia confessed to stereotyping people.
2 I have always resented treating uneducated people in such an unpleasant way.
3 My parents threatened to stop supporting me financially if I didn't get down to learning.

4 The Prime Minister stated that he would present his point of view on current affairs at the next session.
5 We were assured by the organisers that they had ordered lunch for all the participants of the debate two days before.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Her rude (*komentarze zniechęciły go do*) comments discouraged him from any further cooperation.
2 Everybody wanted to (*oddać hołd szanowanemu*) pay tribute to a/the well-respected/respected artist.
3 She asked us (*czy możemy spotkać się*) if/whether we could meet the next day.
4 He told us that (*była niezręczna cisza*) there had been an awkward silence when he expressed his opinion on her skills.
5 Yesterday, the manager (*ostrzegł pracownika, aby nie obrażał*) warned the employee/worker not to offen his co-workers.

LISTENING

7 Usłyszysz dwukrotnie cztery teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. 38 p. 399

Tekst 1

1 What do we learn about Rosa Parks?
a She was punished for offending other passengers on the bus.
b She achieved her goal despite the obstacles.
c She acted to improve the public transportation system.

Tekst 2

2 The speaker is talking mainly about ___
a the actions taken by biker clubs.
b the evolution of the biker sub-culture.
c the conditions one must fulfil to belong to the biker sub-culture.

Tekst 3

3 Jane wished she ___
a hadn't done her laundry.
b hadn't gone for a walk on a windy day.
c hadn't had to bring her laundry from the garden.

Tekst 4

4 The speaker's intention is to ___
a advise on how to interact in a typical, everyday social situation.
b prove that the Australians have adopted a strict system of greeting people.
c emphasise the importance of using the correct phrases when greeting people.

WRITING

8 Napisz artykuł, w którym wyrazisz swoją negatywną opinię na temat stereotypów panujących we współczesnym świecie oraz przedstawisz sposób, w jaki można wpłynąć na bardziej obiektywne postrzeganie świata przez ludzi.

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.

Pytania w zestawie dla egzaminującego:

1 Why do you think the people in the photo are sitting in silence?
2 What is your favourite topic of conversation? Why?
3 Tell me about the last time you didn't feel like talking to anybody.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
8 Writing
An article

Life Skills guide
8 Communication, Critical thinking, Mediation, Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Communication, Mediation

Exam guide
7 Listening
Multiple choice

5 Lend a helping hand

5A Vocabulary

Dealing with disaster

1 Revision Read the email. Complete the sentences with the words in the box.

disastrous	flooded	impact	level
rescued	saved	shelter	

Hi Josie

I just wanted to let you know that we're safe, but we've had a **(1)** disastrous few days here. On Saturday, the sea **(2)** level just kept getting higher and higher. Eventually it **(3)** flooded the railway line. By midday the water had reached our house and we had to be **(4)** rescued in boats. We went to a **(5)** shelter and we spent the night there. However, the water has completely ruined the furniture in our house downstairs. The flood has had a terrible **(6)** impact on the community. There are a dozen families whose homes couldn't be **(7)** saved.

Regards,

Jonny

Exam guide
4 English in Use
Multiple choice

2 Revision Cross out the mistake in each sentence and write the correct words. One sentence has two mistakes.

1 Being an aid worker is a very ~~challenge~~ job. challenging
2 The work hours are sometimes ~~longer~~. long
3 The job can be ~~stress~~ and demanding. stressful
4 You have to be ~~flexibility~~ and creative. flexible
5 If you feel a ~~responsible~~ to help people in need, this job might be ~~reward~~ for you. responsibility, rewarding

3 Put the words in the correct order to make sentences.

1 The / destroyed / infrastructure / completely / was / city's
The city's infrastructure was completely destroyed.
2 roads / The / blocked / main / were
The main roads were blocked
3 The / struck / earthquake / centre / the / city
The earthquake struck the city centre.
4 a / petrol / shortage / of / There / was
There was a shortage of petrol.
5 had / Volunteers / the / of / rebuilding / task
Volunteers had the task of rebuilding.
6 They / flee / tried / the / area / to
They tried to flee the area.

4 Choose the correct option to complete each sentence.

1 The earthquake led to widespread ____.
a infrastructure
b crisis
c devastation
d impact

2 The government evacuated ____.
a the people
b the debris
c the food
d the water

3 It is a serious ____.
a aid
b debris
c strike
d crisis

4 The charity ____ to the public for money.
a asked
b responded
c reacted
d appealed

5 The drought led to food ____.
a limits
b shortages
c blocks
d supplies

6 The government agreed to send ____ to the area.
a charity
b debris
c aid
d relief effort

7 People started to flee the ____ zones.
a humanitarian
b disaster
c blocked
d rescue

8 There was a ____ in the number of homeless people after the second earthquake.
a shortage
b strike
c rise
d drop

5 Match the sentence halves.

1	Helicopters dropped food d	**a**	international community.
2	There were food f	**b**	debris.
3	They had to first clear the b	**c**	relief effort.
4	The charity launched a c	**d**	supplies.
5	It damaged the e	**e**	infrastructure.
6	They asked for help from the a	**f**	shortages.

6 Cross out the option that does NOT form a collocation.

1 The earthquake ~~*fled*~~ / *struck* / *devastated* the region.
2 The war led to a humanitarian *crisis* / ~~*infrastructure*~~ / *disaster*.
3 There were shortages of ~~*roads*~~ / *water* / *food*.
4 Helicopters dropped ~~*debris*~~ / *food* / *aid*.
5 The government launched *an appeal* / *a relief effort* / ~~*an aid*~~.
6 There was widespread ~~*infrastructure*~~ / *destruction* / *devastation*.

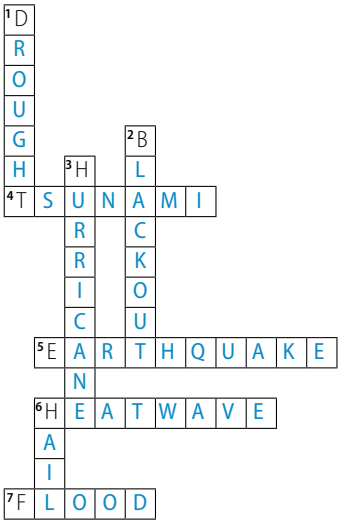
7 **Extension** Complete the table.

Noun	Verb
devastation	devastate
destruction	destroy
appeal	appeal
supplies	supply
provisions	provide
evacuation	evacuate

8 Translate the Polish parts of the sentences into English.

1 We need to (*ewakuować ludzi*) evacuate people before the hurricane arrives.
2 The government have decided to (*uruchomić akcję pomocy humanitarnej*) launch/start a relief effort to help the victims.
3 The weather might (*zniszczyć infrastrukturę*) damage/destroy (the) infrastructure in the region.
4 The charity wants to (*apelować do społeczności o pieniądze*) appeal to the public for money.
5 There was a (*brak benzyny*) shortage/lack of petrol and people had to queue at petrol stations.
6 In the mountains, many (*drogi zostały zablokowane*) roads were / have been blocked by the heavy snowfall.
7 Reports say the (*trzęsienie ziemi uderzyło*) earthquake struck/hit the north of the country.
8 Thousands of people are trying to (*uciekać ze strefy katastrofy*) flee/escape from the disaster zone.

9 **Extension** How many types of extreme weather and natural disaster do you know? Complete the crossword.



Across
4 a very large and destructive wave in the ocean
5 a sudden violent movement of the Earth's surface
6 a period of time when the weather is much hotter than is normal
7 when a large amount of water covers an area that should be dry

Down
1 a long period of very dry weather
2 a time when the electricity supply to an area is cut off
3 a storm with strong winds and heavy rain
6 frozen rain

Life Skills guide
8 Mediation

5B Listening

Exam guide
4 Listening
True/false

Exam guide
1 Listening
Multiple choice

Exam guide
5 Listening
Multiple choice

1 Listen to part of an interview at a disaster scene and answer the questions. 39 p. 399

1 What does the captain say about the storm?
a The strongest part of the storm is approaching.
b The strongest part of the storm is happening now.
c The strongest part of the storm is over.

2 What seems to be the biggest continuing problem?
a flooding
b high winds
c casualties

3 What is the captain's advice for residents?
a Get to a rescue centre quickly.
b Stay in place if you're safe.
c Go to the hospital for food and water.

4 What is the situation with casualties?
a there are many life-threatening injuries
b no injuries that she has heard of
c no deaths have been reported

5 How is the hospital doing?
a Luckily, it never lost power.
b It's operating with a generator.
c It's overwhelmed with injuries.

6 What does the captain say about the community?
a It's pulling together.
b It's restoring power.
c It's clearing roads.

2 Listen and match the phrases you hear. 40 p. 400

1 cost of the e	**a** frame by frame
2 the loss c	**b** and path
3 more questions h	**c** was personal
4 destroyed everything d	**d** in its path
5 turn his grief g	**e** damage
6 a storm's strength b	**f** day and age
7 revealed a	**g** into action
8 in this f	**h** than answers

3 Listen to the talk again. From what you've heard, how would you best describe Anton Seimon? 40 p. 400

a fatalistic and discouraged
b overwhelmed and overworked
c resilient and determined
d defeatist and dispirited

4 Listen again. Are the statements true (T) or false (F)? 40 p. 400

1 It was the widest tornado ever recorded. T
2 Seimon's vehicle was carried nearly a mile. F
3 Seimon left the area because of his grief. F
4 He decided to create a visual representation of the storm. T
5 Seimon put the videos in order by time. T
6 Seimon focused on the storm's strength and path. F
7 Seimon hoped to inspire engineers with his work. T
8 Seimon believes that deaths caused by tornados are inevitable. F

5 Listen to the recordings and choose the correct option. 41 p. 400

1 The biggest problem that the speaker describes is ___
a that older residents don't want to leave their homes.
b that there are too few rescue workers.
c that the water is getting deeper all the time.

2 The expert thinks that ___
a many people don't believe an earthquake will happen.
b local authorities are not very well prepared for an earthquake.
c there won't be another earthquake for over fifty years.

3 The speaker wants to ___
a persuade people to visit the region.
b encourage people to give money.
c warn people about travelling to the region.

5C Grammar 1

Relative clauses

1 Choose the correct relative pronoun to complete each sentence. Choose – if no pronoun is needed.

1 The students, (who) / *whose* / *who's* / *whom* were happy about missing a day of school, celebrated the news that a blizzard was expected last night.
2 The wind inside a tornado, *who* / (which) / – normally moves from southwest to northeast, blows in the opposite direction in the Northern Hemisphere.
3 The waves of a tsunami, (which) / *who* / – are caused by an underwater earthquake, can be as tall as 30 metres.
4 The blizzard *who* / *whom* / (–) they predicted dropped about a metre of snow and stranded people in their homes.
5 Hurricanes, like the one (that) / *who* / – hit New Orleans, can be more than 950 kilometres across.
6 Most of the survivors, *who* / (whose) / *who's* / *whom* homes were destroyed by the tornado, are now homeless.
7 More than 216,000 people in fourteen different countries died in the 2004 tsunami (which) / *who* / – occurred in the Indian Ocean.
8 We went to the parade for the rescuers, *who* / *whose* / *who's* / (whom) the president called heroes.

2 Choose the correct relative pronoun to complete each sentence.

1 The oil *whom* / (that) leaks into the environment is poisonous to both animals and plants.
2 The oil covers birds' feathers, *who* / (which) makes it difficult for them to maintain their body heat.
3 Animals (that) / *whom* accidently swallow the oil soon die from poisoning.
4 The animals *whom* / (that) are most affected by oil spills live on or near the shoreline.
5 Seabirds, *whom* / (which) are the most common victims of oil spills, can be washed and often survive oil spills.
6 Volunteers *which* / (who) haven't been properly trained should not try to wash birds.

3 Combine the sentences into one sentence using a relative pronoun.

1 There is new technology. It was designed for use in disaster zones.

_____

2 Dr Paul Gardner-Stephen is a computer researcher at a university in Australia. He developed a way for people to communicate after a natural disaster.

_____

3 He designed a new technology that lets people communicate by mobile phone where there is no mobile network or the mobile network has been destroyed. It is called 'mesh networking'.

_____

4 In mesh networking, each phone sends and receives data for the whole network. The data could be text messages, phone calls or files.

_____

5 Google started a drone program. The drones could deliver aid to hard-to-reach places.

_____

6 Google also developed project Loon. It is a way to provide internet connections to remote places with a network of high-altitude balloons.

_____

4 Put the words in the correct order to create sentences with relative clauses.

1 which / created / solar generator / Michael and Kenny Ham / is / the All Terrain Solar Trailer, / a

_____.

2 that / in disaster areas / cameras and software / OpenRelief / a drone / will use / to identify and locate / people / is developing

_____.

3 which / allows / The PLOTS spectrometer, / costs / people / about $10 / their drinking water, / to test

_____.

4 which / can / terrain / carry / was invented / The Aid Necessities Transporter (ANT), / by Brian Lee, / supplies / over rough

_____.

5 which / disaster aid / Anna Stork and Andrea Sreshta / makes / it / a solar-powered light, / easier / to distribute / created

_____.

5 Cross out the mistake in each sentence and write the correct word. Each sentence contains one mistake.

1 Every eight minutes, the Red Cross, ~~who~~ responds to more than 60,000 disasters each year, responds to an emergency somewhere in the world. which
2 In 2013, the Red Cross, ~~that~~ has 97 million volunteers worldwide, helped 100 million people. which
3 When a disaster strikes, the Red Cross, which ~~it~~ opens shelters in disaster areas, ensures that people have somewhere to stay. _____
4 Red Cross health volunteers go to disaster areas to help people ~~which~~ need first aid, shelter and medical care. who
5 People ~~whose~~ volunteer with the Red Cross provide hot meals, snacks and water as part of emergency response. who

4
1 Michael and Kenny Ham created the All Terrain Solar Trailer, which is a solar generator.
2 OpenRelief is developing a drone that will use cameras and software to identify and locate people in disaster areas.
3 The PLOTS spectrometer, which allows people to test their drinking water, costs about $10.
4 The Aid Necessities Transporter (ANT), which was invented by Brian Lee, can carry supplies over rough terrain.
5 Anna Stork and Andrea Sreshta created a solar-powered light, which makes it easier to distribute disaster aid.

3
1 There is new technology which was designed for use in disaster zones.
2 Dr Paul Gardner-Stephen, who is a computer researcher at a university in Australia, developed a way for people to communicate after a natural disaster.
3 He designed a new technology called 'mesh networking' which lets people communicate by mobile phone where there is no mobile network or the mobile network has been destroyed.
4 In mesh networking, each phone sends and receives data, which could be text messages, phone calls or files, for the whole network.
5 Google started a drone program which could deliver aid to hard-to-reach places.
6 Google also developed project Loon, which is a way to provide internet connections to remote places with a network of high-altitude balloons.

Exam guide
4 Reading
Missing sentences

5D Reading

VOCABULARY BUILDING *The* + adjective

1 Complete each sentence with *the* + one of the adjectives in the box.

best brave old poor rich traumatised young worst

1 Mental health experts were on the scene to help the traumatised.
2 Many would argue that the rich have a moral responsibility to help the poor.
3 Only the brave would dare enter such a disaster scene to rescue others.
4 The old saying goes, 'Youth is wasted on the young.'
5 In a real crisis you will encounter the best/worst and the worst/best.
6 It was especially difficult for the old, who had lived there all their lives.

Exam guide
5 English in Use
Gap-filling

Life Skills guide
5 Mediation

Exam guide
2 Reading
Matching headings

READING

2 Read the article and choose the best headings for paragraphs 1–4 from the list of headings below. You will not use all the headings.

Paragraph 1 d
Paragraph 2 b
Paragraph 3 f
Paragraph 3 c

a Destroying a bridge
b An organisation is born
c Bridges around the world
d It all started with a photo
e Donkeys can do it
f Innovate, educate, inspire

3 Answer the questions below. Use one word and/or one number from the article for each answer.

1 What word describes the way Ken thinks of himself? boy
2 What were the Ethiopians using to cross the river before Ken arrived? rope
3 What does Ken hope to create for people with his organisation? wealth
4 What kind of steel design was chosen for the bridge? lightweight
5 How were the bridge supplies transported to the site? donkeys
6 How many thousands of dollars did the first bridge cost? $108,000
7 What word describes the third part of the organisation's strategy? inspire
8 What kind of bridge did the organisation construct in Indonesia? suspension

4 Sentences a–g below have been removed from the article. Decide which sentence belongs in each gap. One sentence is extra.

a Being appropriate to the community is key – one size does not fit all.
b Ten men would stand on either side of the broken span and pull themselves across.
c In addition to local governments, it also works with other charitable organisations.
d Rural, isolated areas almost always have higher levels of poverty and disease.
e Happily, this 'boy' owns a construction company.
f Additionally, both farming productivity and labour rates increase by more than 30%.
g 'Now they can trade, get to hospitals and schools on the other side, and see family members they haven't seen for years.'

5 Read the text again. Complete the Polish summary with the missing words.

Kiedyś w magazynie „National Geographic" pojawiło się zdjęcie grupy Etiopczyków ciągniętych na linie w poprzek Nilu Błękitnego. W tym miejscu stał kiedyś most, który został **(1)** zniszczony w czasach okupacji w latach 1935–1941.

Zdjęcie wywołało u Kena Frantza, właściciela firmy budowlanej, chęć **(2)** naprawienia/odbudowania tego mostu. W tym celu założył on Bridges to Prosperity, organizację non-profit zajmującą się budowaniem mostów w krajach **(3)** rozwijających się.

Bridges to Prosperity ma trzy główne strategie budowy. Po pierwsze, mosty muszą być opłacalne i **(4)** użyteczne/odpowiednie dla społeczności. Po drugie, projekty powinny **(5)** angażować/aktywizować lokalną społeczność w celu m.in. podnoszenia poziomu ich **(6)** wiedzy.
Po trzecie, członkowie społeczności powinni wziąć odpowiedzialność za projekt, czyli sami zadbać o to, aby nie brakowało ochotników do pracy, a następnie zająć się utrzymaniem gotowego już mostu.

Od **(7)** założenia/stworzenia/utworzenia Bridges to Prosperity wiele lat temu, wybudowanych zostało ponad 200 kładek dla pieszych w krajach Afryki, Azji **(8)** Południowo-Wschodniej oraz Ameryki Centralnej i Południowej. Niezmiennie celem tej organizacji jest przede wszystkim **(9)** zmniejszenie ubóstwa.

Bridges to prosperity

A suspension bridge in Nepal

1 42 Ken Frantz decided to fix an Ethiopian bridge because, he says, 'I'm a boy, and boys love bridges.' **(1)** e Ken, 52 at the time, was waiting for mechanics to service a truck in his hometown of Gloucester, Virginia in the US, when he picked up an issue of National Geographic magazine. He saw a photo of Ethiopians being hauled on a rope across the Blue Nile river. **(2)** b The 360-year-old bridge located there had been destroyed during the Italian occupation of 1935–1941. 'I looked at the photo once, twice, three times,' Ken recalls, 'and it came to me: What I want to do is repair that bridge.'

2 Having made his decision, Ken helped launch Bridges to Prosperity, an organisation dedicated to building bridges to help create wealth in developing nations. The group surveyed the site, won backing from tribal elders, and chose a lightweight steel design. Donkeys carried in 25,000 pounds of supplies, and Ken, his crew and Ethiopian volunteers rebuilt the bridge in ten days at a cost of $108,000, largely donated by the organisation's founders. 'Half a million people live near the bridge,' he says. **(3)** g

3 Bridges to Prosperity has three main strategies that determine where and how they build. First, build to innovate: Using local knowledge and materials, the bridges must be cost-effective and appropriate for the community. **(4)** a Second, build to educate: Each project has to involve the community and local labourers to increase their knowledge of bridge building. Finally, build to inspire: Community members must take responsibility for the project, including providing volunteers for construction, and maintenance of the bridge after completion.

4 Bridges to Prosperity is a non-profit organisation that works at the local level. **(5)** c Since its founding, Bridges to Prosperity has built more than 200 footbridges in countries across Africa, Southeast Asia, and Central and South America – cableways in Nepal, a suspension bridge in Indonesia, and a second Ethiopian bridge. A study conducted by Notre Dame University found that bridge connectivity has a huge effect on rural communities and the people that live there. For example, the study concluded that each family's income increases by an average of 32%. **(6)** f The organisation's central goal is the same today as when it started; to reduce poverty by eliminating rural isolation.

5E Grammar 2

GRAMMAR Participle clauses

1 Choose the correct option to complete each sentence.

1 Countries *affecting* / *affected* by disasters often need international aid.
2 Students *wanting* / *wanted* to help raise money for the appeal should meet in the library at 2 pm.
3 I find it hard to watch news of disasters *including* / *included* images of children.
4 Donations *making* / *made* by the public will be sent to the victims of the earthquake.
5 Many countries give development aid to countries *damaging* / *damaged* by war.
6 The headquarters of the UN, *basing* / *based* in New York, was set up in 1945.
7 There has been an increase in companies *investing* / *invested* in green technologies.
8 There has been a series of natural disasters *leading* / *led* to a food shortage.

2 Rewrite the sentences from exercise 1 using a full relative clause.

1 Countries that/which have been affected by disasters often need international aid.
2 Students who want to help raise money for the appeal should meet in the library at 2 pm.
3 I find it hard to watch news of disasters which include images of children.
4 Donations that/which have been made by the public will be sent to the victims of the earthquake.
5 Many countries give development aid to countries that have been damaged by war.
6 The headquarters of the UN, which is based in New York, was set up in 1945.
7 There has been an increase in companies which/that are investing in green technologies.
8 There has been a series of natural disasters which has led to a food shortage.

Exam guide
5 English in Use Transformations

3 Read the article and then change the relative clauses in bold into reduced relative clauses.

Torrey Canyon

The Torrey Canyon was one of the largest oil tankers of its day when it was first built in 1959. It had a capacity of 60,000 tonnes, **(1) which was enlarged** to 120,000 tonnes in Japan. The ship, **(2) which was travelling** to Milford Haven, was full of oil, when it hit rocks off the coast of Britain. As soon as the ship started to break up, there was an attempt to prevent the oil escaping, **(3) which included** the use of detergent. When this was unsuccessful the government decided to try to set fire to the oil. Jets from the air force dropped bombs **(4) which were filled** with fuel to start the blaze. These all failed because of the weather. Eventually the ship sank, but the oil damaged a lot of the coastal areas of the UK and the north of France.

The chemicals **(5) which were used** often did more harm than good and the government were criticised. However, the disaster did lead to changes in the law and the mistakes **(6) which were made** did mean countries were better prepared for future disasters.

1 enlarged 3 including 5 used
2 travelling 4 filled 6 made

4 Read the sentences below and decide if they are correct or incorrect. Correct the sentences that are wrong.

1 ~~Attending~~ the UNICEF conference, the other students asked me all about it. Having attended
2 ~~Wanted~~ to remain neutral, the UN works with many countries and charities. Wanting
3 Providing role models to children globally, the youth assembly is an important project. ✓
4 Having ~~fleeing~~ the disaster zone, many people find themselves homeless. fled
5 ~~Watching~~ the terrible news reports, people began sending donations. Having watched
6 ~~Making~~ money, the rich have a responsibility to give assistance when appeals are launched. Having made
7 ~~Facing~~ with an earthquake, I would leave my home. Faced
8 Working in a disaster zone, the rescuers were in danger. ✓

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 If I was forced to flee my home, I would take my diary with me.
FORCED
Forced to flee my home, I would take my diary with me.
2 They were totally exhausted so they had to abandon the search for survivors.
EXHAUSTED
Totally exhausted / Being (totally) exhausted, they had to abandon the search for survivors.

3 Because she was in an unfamiliar place, she felt nervous.
BEING
Being in an unfamiliar place,
she felt nervous.

4 He realised he had forgotten his conference notes after he left the room.
LEFT
Having left the room,
he realised he had forgotten his conference notes.

5 He took notes while he listened to the other delegates.
LISTENING
He took notes listening to the other delegates.

6 Because he lacked money, he decided to get a part-time job.
LACKING
Lacking money,
he decided to get a part-time job.

6 **Read about a group of school friends who decided to become involved in charity. Complete the text with the phrases.**

after appointing	asking them to make donations
having decided	having done so
having met	raising half of the required funds
recently destroyed by fire	

(1) Having met in their first year at school, a group of students decided to do something to restore their local community centre. The centre, which had been **(2)** recently destroyed by fire, was the home of many local groups. It was especially important to the older members of the community who used it as a place to meet. **(3)** Having decided to try to raise money to rebuild the centre, they began by holding a sponsored silence. **(4)** Raising half of the required funds the event was a success. However, they then decided to become more serious. **(5)** After appointing a committee, they tried to involve local businesses, **(6)** asking them to make donations. This proved successful and they soon reached their target, but **(7)** having done so, they decided to continue their work. So far the group has raised money for many projects based in the local area and abroad and it is a reminder to us all that we can all make a difference.

7 **Complete the sentences with the correct form of the words in brackets.**

1 International response to disasters, caused (*cause*) by extreme weather, is fast.

2 Travelling / Having travelled (*travel*) to the disaster zone, he met other aid workers.

3 Having (*have*) headquarters all over the world, it is a global company.

4 The Red Cross, set up (*set up*) in 1881, provides emergency assistance to people in need.

5 Having joined (*join*) the NGO, she was sent abroad where she helped to build infrastructure projects.

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

1 Having finished school, I _____

2 I love watching programmes based on _____

3 Studying a new language, I discovered that _____

4 Using mobile technology, it is easier to _____

9 **Put the words in the correct order to make sentences.**

1 she decided / a charity / Having / in India / to work / her studies / for / finished
Having finished her studies, she decided to work for a charity in India.

2 advisor / his mind / to the / careers / he wanted / speaking / about what / to do / he changed / After
After speaking to the careers advisor, he changed his mind about what he wanted to do.

3 migrants / He / the island / the boats / arriving / watched / filled with / on
He watched the boats filled with migrants arriving on the island.

4 alone / careful / in a / city / she was / where / at night / Being / she went / strange
Being alone in a strange city, she was careful where she went at night.

5 carefully / a tornado / followed / experienced / she always / the weather forecast / Having
Having experienced a tornado, she always followed the weather forecast carefully.

6 affected / villages / The people / by the / to / different / tsunami / have moved
The people affected by the tsunami have moved to different villages.

Life Skills guide
8 Mediation

Technology guide

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

TEDTALKS Extra
(Re)touching lives through photos

> "We take photos constantly. A photo is a reminder of someone or something, a place, a relationship, a loved one."
>
> **BECCI MANSON**

AUTHENTIC LISTENING SKILLS

Intonation and completing a point

We often use a rising intonation to show we are going to add an idea and a falling intonation to show that our point is complete. This pattern is common in lists and contrasts.

1 Look at the Authentic listening skills box. Then listen to Becci. Practise saying the extract yourself. 43

A photo is a reminder of someone or something, a place, a relationship, a loved one. They're our memory-keepers and our histories, the last thing we would grab and the first thing you'd go back to look for.

Exam guide

6 Listening True/false

BEFORE YOU WATCH

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

photographic retoucher | debris | de-mudded | gutted fish carcasses | fish-processing plant | bathtub | tear | scratch | accuracy | reclaim | submerge | sewage | mess it up | pass through | memory-keepers | restore

Life Skills guide

2 Collaboration, Mediation

3 Work in groups. Tell each other about – and show each other, if you can – photos that remind you of special people, places or times in your life.

Life Skills guide

3 Communication, Mediation

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. 5.0

flaws | volunteer | devastated | evacuation centre | scanning

5 Watch part 1 of the talk. Find an example of where Becci: 5.1 p. 409

1 makes a joke about her profession.
2 defends her profession.
3 gives an example of an unpleasant job she did.
4 had an initial moment of realisation.
5 felt a sense of pride.
6 had a positive reaction from her contacts.

6 Watch part 2 of the talk. Are the statements true (T), false (F) or not stated (NS)? 5.2 p. 409

1 The little girl in the first photo didn't survive the tsunami. NS
2 Before long, Becci and her team were scanning photos every other day. F
3 Some of the people who brought photos were unfamiliar with the technology Becci was using. T
4 The kimono in the photo took months to retouch. NS
5 Photos would only get retouched once their owners had come forward. T
6 The lady who brought the family portraits already had extra copies. T
7 Both of the lady's children were caught in the waves when the tsunami reached land. F

5
1 We're pale, grey creatures. We hide in dark, windowless rooms, and generally avoid sunlight.
2 We get criticised in the press all the time, but some of us are actually talented artists with years of experience and a real appreciation for images and photography.
3 We cleared tonnes and tonnes of stinking, rotting fish carcasses from the local fish-processing plant.
4 Now, it wasn't until this point that I realised that these photos were such a huge part of the personal loss these people had felt.
5 As I looked through the photos, some were over a hundred years old, some still in the envelope from the processing lab, I couldn't help but think as a retoucher that I could fix that tear and mend that scratch.
6 I just reached out on Facebook and asked a few of them, and by morning the response had been so overwhelming and so positive

7 Watch part 3 of the talk. Which sentence is the best summary of the main point Becci makes? ▶ 5.3 p. 410

a Everyone loves taking photos.
b Photographs are the most important things most people own.
c Both survivors and volunteers involved in the project benefited in a major way.
d Without photos, we wouldn't be able to remember our past that well.

8 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss which of the statements you think are lessons from the talk. Do you agree with them?

1 Our differences matter, but our common humanity matters more.
2 In times of crisis, individuals can make a difference in ways that governments cannot.
3 We don't think enough about the psychological and emotional side of recovery after disasters.
4 It's important to feel that the work you do has a positive impact on society.
5 Some people volunteer because they feel guilty about how lucky they've been.

9 **VOCABULARY IN CONTEXT**

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 5.4

unfolded	on the ground	give it a go
sirens	the globe	struck a chord

10 Work in pairs. Tell each other about:

- a film, book, photo or piece of art that *struck a chord* with you,
- three places around *the globe* you'd love to visit,
- a time when you decided to *give* something new *a go*
- a time you remember watching a major news story *unfold*.

CHALLENGE

Work in groups. Look at the situations (1–3). Thinking about both the immediate and the longer-term future, list what you think are the most important things that could be done in each situation by:

- the local government.
- other governments around the world.
- NGOs (Non-Governmental Organisations).
- volunteers on the ground.
- individuals in other places around the world.
- you.

1 A remote Pacific island has been hit very badly by flooding caused by global warming. Whole villages have been washed away and land has been lost to the sea.
2 A humanitarian crisis is developing in a country that has been devastated. There's a shortage of food and medicine, with children and old people being particularly at risk.
3 A big fire has destroyed dozens of homes in a town near you, leaving over a hundred people homeless and causing serious environmental damage.

Life Skills guide

10 Communication, Mediation

Life Skills guide

Collaboration, Creativity, Critical thinking, Mediation, Self-development

Life Skills guide

8 Creativity, Mediation, Self-development

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
(Re)touching lives through photos

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to an extract from Becci Manson's TED Talk. Decide whether the intonation on the bold words is rising or falling. Choose the correct answer. 44

Once a **week (1)** (*rising*/ *falling*), we would set up our scanning equipment in the temporary photo libraries that had been set up, where people were reclaiming their **photos (2)** (*rising* /*falling*). The older **ladies (3)** (*rising*/ *falling*) sometimes hadn't seen a scanner **before (4)** (*rising* /*falling*), but within 10 minutes of them finding their lost **photo (5)** (*rising*/ *falling*), they could give it to us, have it **scanned (6)** (*rising*/ *falling*), uploaded to a cloud **server (7)** (*rising*/ *falling*), it would be downloaded by a **gaijin (8)** (*rising*/ *falling*), a stranger, somewhere on the other side of the **globe (9)** (*rising*/ *falling*), and it'd start being **fixed (10)** (*rising* /*falling*).

Exam guide

2 Listening
Multiple choice

WATCH p. 409

2 Listen to the extracts from the TED Talk. Choose the correct answers. 45 p. 400

1 What was Manson's profession?
a a fashion model
b a photo retoucher
c a rescue worker

2 What had happened in Ofunato?
a It had been devastated by the wave.
b It had a large fish market.
c 50,000 people had died.

3 What happened at the onsen?
a People started taking baths at the onsen again.
b The volunteers prepared a community dinner.
c The volunteers collected the photos they had found.

4 What is a gaijin?
a a stranger
b a photo retoucher
c a computer technician

5 Why does she compare cleaning photos to doing a tattoo?
a because both are artistic
b because both are permanent
c because both use many colours

6 Which is NOT a reason Manson gives to explain the importance of photographs?
a They are important legal documents.
b They preserve people's memories.
c They help people feel connected.

7 What does Manson say she learnt from the project?
a how difficult it is to recover from natural disaster
b how similar people are in all parts of the world
c how beautiful Japanese kimonos are

3 Put the statements about the photo retouching process in order.

6 **a** The photo retouchers worked very carefully on the photos – sometimes for weeks or months – to make sure that the photographs were restored to their original state.
2 **b** The volunteers realised that these photos must contain important memories for their owners, so they brought the photos to the onsen, where Manson was collecting them.
7 **c** Once the restoration was complete, the photos were returned to the families.
4 **d** People from the town came to the photo libraries to identify and reclaim their photos.
1 **e** As the volunteers cleaned up the debris from the giant wave, they found photo albums that people had lost when they fled their homes.
5 **f** Once the townspeople had reclaimed their photos, they scanned the photos and sent them to photo retouchers around the world.
3 **g** Very carefully, the team cleaned the photos.

VOCABULARY IN CONTEXT

4 Match the words with the sentences that show their meaning.

1 sirens d
2 give it a go c
3 struck a chord f
4 globe e
5 on the ground b
6 unfolded a

a I'll never forget the events that **developed** that day.
b The police were **at the location of the problems** within 20 minutes.
c Sharon was afraid the problem would be too complex, but she decided to **try**.
d The **loud warning noise** from the ambulance woke the baby.
e People from all over the **world** went to Japan to help out after the tsunami.
f When she looked at the photographs of other people's families, she **felt an emotional connection** to those people.

5F Speaking

1 Circle the option that correctly completes each expression.

1 Now, I know *which* / *what* / *about* you might be thinking …
2 I realise *there's* / *that's* / *have* a perception that …
3 I'm obviously not *to deny* / *denial* / *denying* that …
4 To begin *with* / *of* / *about*, consider the fact that …
5 On *above* / *top* / *plus* of that …
6 Let's *do not* / *not* / *cannot* forget that …
7 And finally, it's important *note* / *noting* / *to note* that …

2 Match the sentence halves.

1 Let's not forget that anyone c
2 Among many people, there's d
3 I'm obviously not denying the a
4 To begin with, consider the fact b

a fact that evacuations are difficult to carry out.
b that there are widespread food shortages.
c can be affected by a natural disaster.
d a perception that aid is mismanaged.

3 Put the story in order. Write the numbers 2–7 in the spaces provided. Use the underlined expressions to help you.

4 **a** Now, I know you're probably thinking, isn't that a difficult line of work?
6 **b** On top of that, I really feel like I'm making a difference. Very often, the people that I meet have lost everything.
1 **c** Two years ago, I decided to look for a job in disaster relief. Even though I didn't have very much experience, I was very motivated.
3 **d** To begin with, I organise food, clothing, transportation and health services. Later, my team and I help people try to rebuild their lives.
7 **e** It's important to remember that anyone can be affected by a disaster. One day, we might need someone to help us, too.
5 **f** I'm obviously not denying that it's hard. It's very stressful at times. On the other hand, it's also very fulfilling.
2 **g** Now I work as an Emergency Response coordinator. When there is a crisis, my job is to get people the help they need as quickly as possible.

4 Complete the radio programme with the expressions. Then listen and check your answers. 46

Let's not forget that	It's also important to
final points you want to note	I'm obviously not going to deny that
On top of	To begin with
what do you recommend	Now, I know what you might be thinking
Today I want to speak to you	it's too late

A: On today's programme, we have the opportunity to speak to Angela Park. She is an expert in crisis management. Ms Park, it's a pleasure to have you with us.
B: Thank you. **(1)** Today I want to speak to you about an important issue.
A: What's that?
B: The need to be prepared in the event of an emergency. **(2)** Now, I know what you might be thinking. Everyone already knows how important it is to be prepared!
A: Well, **(3)** I'm obviously not going to deny that
B: The thing is, many people think they know what to do in a crisis, but when the time comes, they realise that they didn't take the necessary steps.
A: I see. And by then, perhaps **(4)** it's too lat.
B: Exactly.
A: So, **(5)** what do you recommend?
B: **(6)** To begin with, all people should have a disaster supplies kit ready in their homes. **(7)** On top of essentials like food and water, people should stock batteries, torches and mobile phone chargers. **(8)** Let's not forget that a first aid kit is also extremely important.
A: I see.
B: **(9)** It's also important to keep a list of emergency telephone numbers written down somewhere. Often, people forget to do this, and then they have no way of getting in touch when they need help.
A: That makes a lot of sense. OK, and are there any **(10)** final points you want to note?

5 Read the questions below and make notes for how you would answer them. Then listen to sample answers and compare your ideas with them. 47 p. 401

1 Lending a helping hand
- Describe a time when you helped a friend or family member.
- What did you learn from the experience?
- How did the experience make you feel?

2 Community Service and Volunteer Work
- Have you ever done this type of work?
- Why did you decide to volunteer?
- What did you learn from the experience?

3 Responding to Crises
- What skills do you have that might be useful in a crisis?
- What is the best way to help when a crisis happens?
- How can we raise awareness when emergencies happen?

Life Skills guide
5 Mediation, Self-development

5G Writing

A letter of application

1 Read the sentences from an application. Then choose the correct option. Write (I) for Introducing a subject that you want to discuss or (E) for Explaining your suitability.

1 I believe I can make a difference because I'm very enthusiastic and I'm a fast learner. E
2 With regard to qualifications, I took a first aid course at school last year. I
3 I feel I would be suitable because I am hardworking and dependable. E
4 As far as language skills go, my English is quite good, and I am also learning Japanese. I
5 I'm also prepared to take on extra responsibilities because I believe it is very important to be flexible. E
6 As regards my availability, I finish my exams in late June. I

2 Match the topics with the sentences from a young man's application for a voluntary position.

1 basic information about himself d
2 his personal traits f
3 his plans for the future g
4 his skills and experience h
5 how he found out about the post b
6 main reason for writing a
7 requesting information c
8 what he is doing now e

a I'm writing in relation to the opportunity for volunteers to work at this year's film festival in Edinburgh.
b I came across the advert on your website today.
c I was wondering if you could send more details about the post, and instructions on how to apply.
d My name is Antonio Conti. I'm 18, and I'm from Naples in the south of Italy.
e I'm currently in my final year of secondary school.
f I have a positive attitude and I'm very organised. In addition, I have always been passionate about films.
g In September I'll be starting at university.
h My level of English is very good, and I also worked at our local cinema last summer.

Exam guide
4 Reading
True/false

3 Write the missing words to complete the application for a voluntary post. The first letter is given.

Hello,

I'm writing in **(1)** response/relation (*8-letter word*) to the advert looking for **(2)** volunteers (*10-letter word*) to visit the elderly in our local hospital. I came across your advert on the community website. Please let me know what I need to do to **(3)** apply (*5-letter word*).

My name is Lisa Brown. I'm 16, and I'm a student at Allerton High School in Leeds. As biology is my best subject, I would like to become a doctor in the **(4)** future (*6-letter word*). I'm keen to volunteer for two reasons. **(5)** First (*5-letter word*), I think this is a very worthwhile programme, and I would like to do something nice for the elderly in our community. Second, I would value spending time in a **(6)** hospital (*8-letter word*) environment and observing how patients are cared for.

As **(7)** regards (*7-letter word*) what I would **(8)** bring (*5-letter word*) to the programme, everyone says I'm a very friendly person, and I believe that would make me a **(9)** suitable (*8-letter word*) volunteer for hospital visits. In addition, I have quite a lot of confidence, so I find it easy to chat to others, and I enjoy hearing their stories. I'm also very reliable.

Although I don't have any formal **(10)** experience (*10-letter word*), when my aunt broke her leg last year, I visited her at home every day for a month and she said I was really good company.

I hope this convinces you of my suitability for the programme, and I look **(11)** forward (*7-letter word*) to hearing from you soon.

Best wishes,
Lisa

Exam guide
5 Writing
A formal letter

Life Skills guide
5 Creativity,
Mediation,
Practical skills

4 Read Lisa Brown's application in exercise 3 again. Is the information true (T), false (F) or not given (NG)?

1 This voluntary programme is specifically for visiting old people in hospital. T
2 Lisa saw the advert on a community website. T
3 She requests some information about applying. T
4 Lisa is in her final year at high school. NG
5 She wants to be a doctor. T
6 She would like to volunteer for the programme because she has lots of free time. NG
7 Lisa spends some time describing her personality. T
8 She also gives details of her past experiences as a hospital volunteer. F

5 Your city council has started a programme aimed at helping the poor in your neighbourhood and is looking for volunteers to get involved in some charity actions. Write a letter to the mayor of the city, in which you present your experience as a volunteer and your ideas regarding possible ways to help those in need. Write between 140 and 190 words.

Lexical Review 5

1 Complete the crossword, using the clues, and write the keyword below.

			1 R	E	S	P	O	N	S	E
			2 R	O	U	T	E			
3 P	R	E	S	E	R	V	E			
		4 B	R	A	V	E				
		5 E	X	T	I	N	C	T		
		6 P	R	O	V	I	D	E		
			7 C	O	N	N	E	C	T	
			8 R	E	S	C	U	E		

Keyword: survivor

1 an answer
2 the way you go to reach somewhere
3 to keep in good condition
4 not afraid to take risks or face danger
5 a synonym for died out
6 to give, for example help or assistance
7 to link two things together
8 to save someone from danger

2 Match the words to make phrases.

1 make	c	**a**	lyrical
2 wax	a	**b**	for
3 open-	e	**c**	sense
4 deal	d	**d**	with
5 put	h	**e**	minded
6 responsible	b	**f**	effort
7 relief	f	**g**	the rules
8 break	g	**h**	somebody off

3 Choose the correct option to complete each sentence.

1 I have a lot of ___ in my job because I can work when I want to.
a prospects **c** responsibility
b promotion **d** flexibility

2 Fans from opposing teams often ___ each other by shouting during matches.
a insult **c** respond
b praise **d** flatter

3 The consequences of the earthquake were ___ for the city and it took years to recover.
a remarkable **c** outstanding
b disastrous **d** impossible

4 The charity wants to ___ a campaign against child hunger.
a take off **c** launch
b attract **d** allocate

5 When there is a ___ in the USA, many people travel to other areas for safety.
a shelter **c** hurricane
b relief **d** rescue

6 The flood caused a lot of ___ to my house and garage.
a damage **c** impact
b debris **d** crisis

7 There is a growing ___ disaster in central parts of Africa.
a effective **c** violent
b poverty **d** humanitarian

8 The tornado caused complete ___ in the suburbs of the small town.
a destruction **c** damage
b debris **d** shortage

4 Write one word in each gap to complete each sentence. The first letter is given.

1 The giant wave, tsunami, hit the coast and destroyed many buildings.
2 A lot of the streets are blocked by fallen trees and you can't get through.
3 I need to do a detailed analysis of all the data before I can give you an answer.
4 The military helicopter landed on the roof of the hospital and took the patients to safety.
5 What was your parents' reaction when you said you wanted to leave college?
6 A long period with no rain is called a drought.
7 The organisation is sending aid, including food, water and medical supplies.
8 The charity has appealed to people to send food and clothes to the area.

5 Choose the correct words to replace the Polish parts of the sentences.

1 He doesn't (*zwraca*) ___ attention to what I say.
a take **b** put off **c** pay

2 There was (*niezręczna cisza*) ___ when nobody knew what to say.
a an awkward silence **c** a hard silence
b a strange quiet

3 We had to (*usunąć gruz*) ___ to get to the people inside.
a clear the debris **c** clean the bricks
b destroy the ground

4 The residents (*uciekali z okolicy*) ___ before the storm arrived.
a flooded the region **c** flew the place
b fled the area

5 It is a very (*innowacyjne rozwiązanie*) ___ to the problem.
a innovative solution **c** innovator connection
b innovation end

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Exam guide
3 English in Use
Multiple choice

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 The destruction of the road during the storm cut the village off from the world. DESTROY
2 Not only people, but also animals, suffer a lot in flooded areas. FLOOD
3 Military units helped with the evacuation of the people from the hurricane-struck area. EVACUATE
4 A severe drought in the country made the government take immediate action. DRY
5 The shortage of water is a growing problem in the country. SHORT

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Having seen a disaster movie, I felt relieved that it was only fiction.
2 The old usually feel helpless when something bad happens to them.
3 I did a first aid course, which proved very useful when I was able to help a wounded person.
4 Not being able to drag his neighbour from the collapsed building himself, he desperately shouted for help.
5 Two days after the volcano erupted, doctors reported it had a huge impact on the number of people suffering from breathing problems.

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, wliczając wyraz już podany.

1 If the gale continues to blow, it will uproot all the trees on its way.
CONTINUING
Continuing to blow, the gale will uproot all the trees on its way.
2 After they had experienced several serious earthquakes, they decided to abandon this area.
HAVING
Having experienced several serious earthquakes, they decided to abandon this area.
3 The man's house was destroyed in the flood. This made him break down.
WHOSE
The man whose house was destroyed in the flood broke down.

Exam guide
5 English in Use
Word formation

4 If people are asked to support others after a disaster, they usually do it willingly.
ASKED
Asked to support others after a disaster, people usually do it willingly.
5 In spite of the warning of the approaching hurricane, one person in my neighborhood didn't leave their house.
WHO
There was one person in my neighborhood who didn't leave / stayed in / refused to leave their house in spite of the warning of the approaching hurricane.

Uzupełnianie zdań

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

1 Donating / Having donated (some) money to charity (*donate / money / charity*), I felt that I helped someone in need.
2 Being rescued by a/the search party (*rescue / search party*) after losing any hope of surviving, was an incredible feeling.
3 Having spent a few days (*spend / few / day*) in the disaster zone, I returned home completely exhausted.
4 The people whose houses (*people / house*) were destroyed by the mudslide should be instantly given shelter.
5 Seen from the plane (*see / plane*), the infrastructure of the city seems to be completely destroyed.

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.

appeal flee found save supply surprise work

1 Having fled the disaster zone, the survivors sighed with relief.
2 An organisation founded to promote businesses helped many of them enter international markets.
3 I met a man working in a business similar to mine.
4 Appealing / Having appealed to the public for help, he didn't expect such a positive reaction.
5 Surprised by the sudden roar, we looked up to see the volcano erupting.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 (*Ewakuując*) Evacuating the inhabitants from the valley, the volunteers saved their lives.
2 (*Doprowadziwszy*) Having led to a widespread crisis, the government asked the international community for help.
3 (*Biedni*) The poor should be supported by the government in the first place.
4 A lot of seabirds, (*z których wiele*) many of which were rare species, suffered in the oil spill.
5 The region (*w którym*) where / in which I live has been recently hit by a heatwave.

READING

7 **Przeczytaj trzy teksty związane z klęskami żywiołowymi. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

Tekst 1

Tornados struck the state of Texas on Wednesday, leaving homes destroyed and people struggling to clean up in their aftermath. The winds reached gusts of 200 km per hour. People had been ordered to evacuate the region, however just before the tornados struck, many people were still in the area. A children's hospital was evacuated and residents are expected to return when the power comes back on. A total of 20 homes were destroyed, in addition to 12 cars having been crushed by debris. Local officials estimate that cleanup efforts will cost a total of 10 million dollars and a special aid fund has been created for those whose homes were destroyed and damaged.

1 The text is part of ___
a an account of a personal experience.
b a set of rules to follow when tornados strike.
c a piece of a newspaper article.

Tekst 2

FLOOD BASICS – STAY SAFE

Flash flooding is the number one cause of weather-related deaths. Here are some tips to stay safe:

- If there is a danger of flooding, head to high grounds.
- Even just 15 cm of moving water can sweep you away, while 50 cm is enough to sweep your car away.
- Don't walk or drive where there are floods or a danger of flooding.
- Try not to sleep or camp near rivers or streams if you know there is a risk of heavy rainfall. They can flood without warning.
- Stay off bridges close to moving water.
- Do not use electricity during a flood.

For more tips, see our website.

2 The text is aimed at ___
a people likely to experience a disaster.
b survivors of a flooding.
c rescuers helping people in a flooded area.

Tekst 3

Peter John's brush with death during an avalanche still haunts him 20 years later. He was hiking with six of his friends when he saw the wall of snow coming towards him. It only took seconds for him to be buried in the snow and not be able to move. As he says, 'the snow moves like water and then sets like concrete. It fills every single hole and space imaginable, and then you can't move'. Luckily, his friends weren't trapped and rushed to his rescue. They managed to dig him out. Nowadays, Peter hikes with an avalanche airbag and stays out of the mountains when there is an increased avalanche risk. He doesn't want to take any chances.

3 As a result of having a terrifying experience with an avalanche, Peter John has decided to ___
a give up hiking the mountains at all.
b carry special equipment when hiking the mountains.
c hike the mountains despite the risk of an avalanche.

WRITING

8 **Starasz się o przyjęcie na studia na jednym z brytyjskich lub amerykańskich uniwersytetów.**

Napisz list, który prześlesz na wybraną uczelnię. W liście podaj argumenty uzasadniające twój wybór uczelni oraz zaprezentuj się jako odpowiedni kandydat / odpowiednia kandydatka.

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

SPEAKING

9 **Podczas lekcji języka angielskiego rozmawiasz z kolegą/koleżanką na temat pomocy dla osób poszkodowanych przez klęskę żywiołową. Poniżej podane są cztery kwestie, które musisz omówić.**

- pomoc finansowa
- odbudowa gospodarstwa domowego
- opieka nad starszymi ludźmi
- wsparcie psychologiczne

Rozmowę rozpoczyna egzaminujący.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading
Multiple choice

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

6 Life changing

6A Vocabulary

Illness and injury

1 Revision Complete the sentences with the verbs in the box.

absorb beats breathe infect pass support tastes use

1 Veins do not allow substances to pass through their walls.
2 Our lungs do not absorb all of the oxygen that we breathe in.
3 Over 200 bones support the body.
4 Mosquitoes infect humans with malaria.
5 It is a myth that we only use 10% of our brain.
6 We breathe at different rates when we are asleep.
7 A newborn baby's heart beats very fast.
8 Your tongue tastes food.

2 Revision Choose the correct option to complete each sentence.

1 Nutrients are *absorbs* / *absorbed* from the food we eat.
2 Many types of *bacteria* / *bacterias* are good for the body.
3 She's got a lung *infection* / *infected*.
4 Taste and smell are examples of *sensories* / *senses*.
5 He had an irregular *heartbeat* / *heartbeats*.
6 There are three types of *muscular* / *muscles*.
7 The *digestion* / *digestive* system absorbs food.
8 The sense of *touch* / *touching* is extremely important when you can't see.

3 Match the two parts of the phrases.

1	control the h	a	normal life
2	a head c	b	intensive care
3	be in b	c	injury
4	speech d	d	therapy
5	be left f	e	stomach
6	keep down g	f	paralysed
7	lead a a	g	food
8	an upset e	h	symptoms

4 Write the words in the correct column in the table.

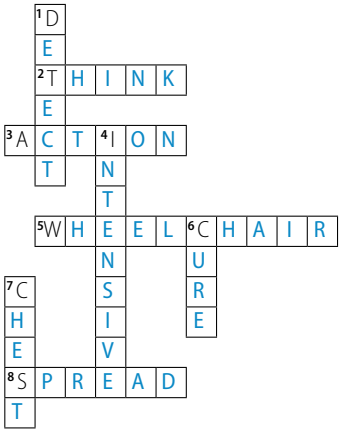
antibiotics bleeding cancer operation physiotherapy stroke

Illness	Treatment
bleeding, cancer, stroke;	antibiotics, operation, physiotherapy

5 Choose the correct option to complete each sentence.

1 She's in a wheelchair because she's paralysed from the *wrist* / *wheel* / *waist* down.
2 I've been out of *active* / *action* / *the act* since the accident.
3 It's dangerous to play with doors, you may *crash* / *trap* / *injury* your finger.
4 The infection cleared *up* / *out* / *off* after three weeks.
5 It's vital to detect cancer early before it *cures* / *prescribes* / *spreads* to other parts of the body.
6 She's *made* / *done* / *had* a full recovery.
7 After a week in hospital, his chest *damage* / *infection* / *bleeding* was much better.
8 He had severe brain *damaged* / *damaging* / *damage* after the stroke

6 Complete the crossword.



Across

2 Don't _____ about the bad things, only the good things.

3 I've broken my leg so I'm out of _____ for six weeks.

5 My grandfather can't walk anymore so he uses a _____.

8 The infection _____ to different parts of his body.

Down

1 They were able to _____ the illness early.

4 After the surgery, she was in _____ care for one week.

6 There is no _____ for the common cold.

7 She complained of _____ pains so went to the hospital.

7 **Extension** Choose the correct words to complete the paragraph.

A stroke is a life-threatening medical **(1)** __c__. There is increased risk of a stroke if you suffer from diabetes or high **(2)** __a__ pressure. You should seek urgent treatment if you think someone is having a stroke. What are the main symptoms of stroke? The face, mouth or eye may be **(3)** __c__ on one side. A person may not be able to **(4)** __a__ both arms. Your fingers, hands or jaw may feel **(5)** __b__. You might not be able to speak or your speech may be **(6)** __c__. Any delay in seeking treatment will increase the risk of brain injury or a permanent **(7)** __d__. In order to recover from a stroke, people often undergo a long period of **(8)** __d__.

1 **a** symptom **b** sign **c** condition **d** injury

2 **a** blood **b** bleed **c** bleeding **d** bloody

3 **a** droops **b** drooped **c** drooping **d** a droop

4 **a** lift **b** carry **c** hold **d** hang

5 **a** normal **b** numb **c** dizzy **d** hurt

6 **a** slipped **b** stopped **c** slurred **d** paralysed

7 **a** disabled **b** disabling **c** disable **d** disability

8 **a** habitat **b** rehabitat **c** habilitation **d** rehabilitation

8 **Extension** Put the words in order to make sentences.

1 attacks / disability / can / Heart / cause
Heart attacks can cause disability.

2 The / his / felt / in / legs / numbness / patient
The patient felt numbness in his legs.

3 conditions / from / He / suffers / medical / a range of
He suffers from a range of medical conditions.

4 hospital / People / rehabilitation / start / in
People start rehabilitation in hospital.

5 became / Her / slurred / speech
Her speech became slurred.

9 Translate the Polish parts of the sentences into English.

1 He is (*na oddziale intensywnej opieki medycznej*) in intensive care after the car accident.

2 Unfortunately she is (*sparaliżowana od pasa w dół*) paralysed from waist down and can't walk.

3 The infection should (*ustąpić*) clear up in a few days, so don't worry.

4 There is still no (*leku na*) cure for cancer, although scientists are working on it.

5 The nurse said that he will (*wróci do pełnego zdrowia*) make a full recovery after several weeks.

6 The girl is constantly vomiting and can't (*utrzymać jedzenia w żołądku*) keep down food.

Exam guide
7 English in Use
Multiple choice

Exam guide
9 English in Use
Translations

Life Skills guide
9 Mediation

6B Listening

1 Listen and complete the sentences with the missing word or phrase that you hear. Then practise saying the sentences. 48

1 The doctors believe she is capable of making a full recovery
2 The man was complaining of debilitating symptoms
3 He was initially a little resistant to trying art therapy.
4 Rather than prescribe more medications, can we try something else?
5 Unfortunately, they were unable to detect the problem in time.
6 There is a growing awareness of brain injuries.
7 Some traditional doctors can be resistant to new treatments

2 Listen to the talk on brain injuries. What do you think would be the best title for this talk? 49 p. 401

(a) The art of recovery
b An impossible diagnosis
c Broken dreams, lost lives
d The brain of an artist

3 Listen again and choose the correct options. 49 p. 401

1 What do these two soldiers have in common?
a They both suffered arm and leg injuries.
b They were together when a bomb went off.
c They are both in the US Air Force.
(d) Neither of them suffered visible injuries.

2 How does Major Hall describe himself?
a injured, but he is still the same man
(b) as not the same person he once was
c not even feeling like a human being
d able to forget the worst experiences

3 How many wars are mentioned?
(a) two
b three
c four
d five

4 What medical condition is not mentioned?
a sleep disorders
b headaches
c seizures
(d) stomach aches

5 What kind of treatment is being described here?
a reading therapy
(b) art therapy
c writing therapy
d physiotherapy

6 What does Major Hall compare his mask to?
a painting
b speaking
c thinking
(d) writing

4 Match the comments with the speakers. You can use the speakers more than once. Listen again if necessary. 49 p. 401

1 'Most of my injuries are invisible, and the rest are hidden.' a
2 'I am just not the same human being as I used to be.' c
3 'I was wrong,' b
4 'I don't know why, but that's what needed to come out of me.' c
5 '… The artwork is like a printed page – it is there if you want to read it.' c
a Staff Sergeant Robert 'Bo' Wester
b Army Staff Sergeant Perry Hopman
c Army Major Jeff Hall

5 Listen and complete the sentences with the missing words. 50 p. 401

1 To make sure that we are healthy, we should _____.
2 A health problem can get worse if _____.
3 Doctors say that _____ are an indication that there must be a problem with our health.
4 Women have a better _____ to their health than most men.
5 Governments have special programmes because _____ than treating patients who are seriously ill.

Exam guide
5 Listening
Gap-filling

Exam guide
3 Listening
Multiple choice

5 Suggested answers:
1 visit/go to the doctor regularly / have regular check-ups/tests
2 we are/get stressed/worried / we don't know about it
3 high blood pressure, an irregular heartbeat and problems with breathing
4 approach/attitude
5 they are / it is cheaper

6C Grammar 1

Expressing past ability

1 Choose the correct option to complete each sentence.

1 Jason *could* / (*managed to*) lose some weight by eating less and exercising more every day – he looks great now!
2 Lena knew she (*could*) / *managed to* eat healthy snacks on her diet.
3 Jason (*could*) / *managed to* read the nutrition facts labels on food.
4 Lena *could* / (*was able to*) choose foods with less sugar.
5 If Jason (*could*) / *managed to* ride his bike to school instead of taking the bus, he could get more exercise.
6 Lena (*was able to*) / *succeeded* in get enough exercise by walking to and from school.
7 Jason *could* / (*managed to*) get all of his homework done – and still sleep eight hours every night.
8 Lena (*was able to*) / *managed* lose five kilos thanks to diet and exercise.

2 Choose the correct options to complete the questions.

1 A: *Could* / (*Was*) your friend (*able to*) / *manage* go back to school last week?
B: No. She still had a temperature, so her mother made her stay home.
2 A: *Did* / (*Was*) he (*able*) / *managed* to play in the football match yesterday?
B: No. He had sprained his ankle, so he just watched the game.
3 A: *Was* / (*Did*) she *able go* / (*manage to go*) to the party last night?
B: No, she was still feeling bad, so she decided to stay at home.
4 A: (*Did*) / *Was* he *able* / (*succeed*) in talking to his doctor about the prescription?
B: Yes, finally. He left several messages, and the doctor finally called him back.
5 A: (*Were*) / *Did* the doctors *succeeded in* / (*able to*) cure his condition?
B: No, not yet. They're still researching new drugs that might be effective.
6 A: (*Could*) / *Was* she *manage to walk* / (*walk*) around the school after her surgery?
B: Well, at first she needed to use a wheelchair, but after a while she was fine.
7 A: *Did* / (*Were*) you *managed* / (*able to*) visit your grandmother in hospital this morning?
B: No. The nurses asked us to wait until tomorrow because she was very tired this morning.
8 A: (*Did*) / *Was* your cousin (*manage*) / *able* to find a physiotherapist near his house?
B: Yes, eventually. His new physiotherapist isn't that far away.

3 Choose the correct option to make each sentence negative. In some cases, both options are correct.

1 George ___ raise his arm after his cycling accident.
(**a**) couldn't **b** didn't manage
2 George ___ or write with his left hand after the accident.
(**a**) couldn't draw (**b**) wasn't able to draw
3 Luise ___ take the test on Friday because she was ill.
(**a**) wasn't able to **b** didn't manage
4 Luise ___ work as a lifeguard at the pool because she didn't do the first aid course.
(**a**) couldn't (**b**) wasn't able to
5 Harry couldn't focus during the game and ___ in scoring a goal.
a didn't manage (**b**) didn't succeed
6 Harry ___ to exercise last week because of his sore muscles.
(**a**) didn't manage **b** couldn't
7 After she fell, Emma ___ to walk to the school nurse's office.
(**a**) wasn't able (**b**) didn't manage
8 Emma ___ go on the school trip.
(**a**) didn't manage to (**b**) couldn't

4 Complete the questions with the correct form of the verbs in brackets.

1 A: What was the first medicine people could buy ___? (*could*, *buy*)
B: Aspirin was the first medicine you could buy. Felix Hoffman created it from a chemical in willow bark in 1899.
2 A: When were ___ companies able to manufacture ___ aspirin as tablets? (*be able to*, *manufacture*)
B: The first aspirin was a powder, but they were able to make it into a tablet in 1900.
3 A: How many chemical compounds have ___ scientists managed to identify ___ in coffee? (*manage to*, *identify*)
B: Scientists have managed to identify more than 1,000 chemical compounds in a cup of coffee. Together they make up the special flavour of coffee.
4 A: How did ___ doctors succeed in finding ___ a cure for smallpox in the last century? (*succeed in*, *find*)
B: They didn't cure the disease, but it was eradicated due to the success of vaccinations.
5 A: When were ___ doctors able to give ___ blood transfusions? (*be able to*, *give*)
B: The first transfusion of human blood was in 1818.

6D Reading

Exam guide
3 Reading
True/false

VOCABULARY BUILDING Dependent prepositions

1 Complete the sentences with the words in the box. Pay attention to the preposition that follows each of them.

aimed	awareness	capable	chance
devoted	investment	prescription	resistant

1 Did the doctor give you a prescription for your allergies?
2 You're in great shape. I think you have a good chance of finishing the marathon.
3 She's done a great job of raising awareness of that illness.
4 With all the new technology, who knows what we're capable of doing.
5 I'm usually resistant to change at first. It takes me a while to get used to things.
6 His life has been devoted to helping those less fortunate.
7 The campaign against smoking is especially aimed at young people.
8 Going to the gym is a valuable investment in your own good health.

Exam guide
4 Reading
Multiple choice

READING

2 Read the article and choose the correct options.

1 The word 'devoted' in paragraph 1 could best be replaced by ___.
a enthusiastic **c** dedicated
b caring **d** affectionate
2 The word 'justify' in paragraph 2 is closest in meaning to ___.
a support **c** produce
b explain **d** question
3 The word 'sightless' in paragraph 2 could best be replaced by ___.
a eyeless **c** sighted
b deaf **d** blind
4 The word 'function' in paragraph 3 could best be replaced by ___.
a behaviour **c** work
b performance **d** service
5 In stating '… the immune system restrains itself …,' the author means that the immune system ___.
a holds back **c** calls out
b moves forward **d** stays on
6 The word 'privileged' in paragraph 4 is closest in meaning to ___.
a unfortunate **c** private
b explained **d** advantaged

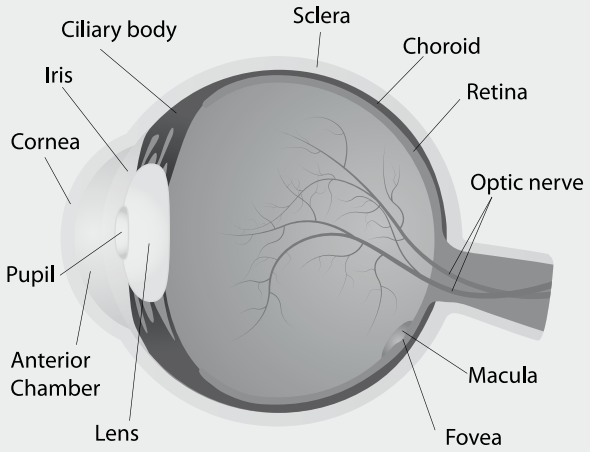
3 According to the text, are the following statements true (T) or false (F)?

1 More than 200 million people on Earth are blind. T
2 Medical advances in ending blindness are very promising. T
3 The eye can act as a kind of laboratory for the rest of the body. T
4 A 'control' gives you valuable perspective on what you're doing. T
5 If something is 'immune privileged' it makes things more complicated. F
6 Neuroscientists often drill holes to access the brain. F
7 Unlike the eye, the brain is not 'immune privileged'. F
8 Gene therapy may actually replace failing organs. F

4 Read again. For the following questions, choose the answer which you think fits best according to the text.

1 In the first paragraph, what is the author's main point?
a the worsening global blindness problem
b the severe limitations of people who are blind
c the heavy cost of global vision loss
d the unfair burden on the relatives of the blind
2 How many new medical treatments does the author mention?
a two **c** four
b three **d** five
3 What is another way to say 'bionic'?
a implanted **c** electronic
b advanced **d** biomedical
4 What does the author suggest about new treatments for the eye?
a They are specific to the eye because of its uniqueness.
b They may lead to treatments for the entire body.
c Some treatments are promising, but a lot more time is needed.
d They are limited because it's hard to find a control.
5 We can infer from what the author says that the immune system ___
a usually attacks invaders in organs of the body.
b has a much stronger response in the eyes.
c attacks inflammation in the organs of the body.
d makes gene therapy problematic in the eyes.
6 We can infer from the text that neuroscientists' main focus of work is ___
a the eyes.
b the organs of the body.
c the brain.
d the immune system.
7 What is the promise of biomedical implants?
a replacing eyes **c** replacing genes
b replacing bodies **d** replacing organs

A cure in sight



1 51 Roughly one in every 200 people on Earth – 39 million of us – can't see. Another 246 million have poor vision, which is serious enough that it complicates their lives. Vision loss also affects hundreds of millions more people, often relatives, devoted to helping their family members who can't see.

2 These problems alone justify the search for new treatments. Within roughly the past decade, efforts in gene-replacement, stem cells and biomedical, or 'bionic', implants have given at least some sight to people previously sightless. These advances encourage talk of something unthinkable just 10 or 20 years ago: ending human blindness, and soon.

3 Yet the eye is also getting increased attention because it provides a safe, available place to test treatments that might also be used elsewhere in the body. To start with, researchers can look directly into the eye to see what's wrong and whether a treatment is working. Likewise, the patient can see out of the eye (or not), providing a quick, important measure of function. The eye also offers feedback such as pupil dilation* or electrical activity in the optic nerve. In addition, a researcher running an experimental treatment on one eye can usually use the other as a control. In an experiment, a control is something that doesn't change so you can compare the treatment against it.

4 The eye is also tough. Within the eye's round shelter, the immune system restrains itself in a way that makes the eye 'immune privileged'. This means that the eye doesn't react with inflammation like other organs. This means you can more safely try a treatment in the eye, such as gene therapy, that might cause major problems elsewhere in the body.

5 Neuroscientists like the eye because 'it's the only place you see the brain without drilling a hole', as one put it. The retina, visible through the pupil, is basically a bowl of nerve cells tied to the brain by the optic nerve; the eye as a whole is an 'outpouching of the brain', formed as a baby develops, by stretching away from it. Like the eye, the brain enjoys immune privilege, so treatments that work in the eye may readily transfer to the brain or spinal cord.

6 These advantages take on extra importance because experimental strategies now focused on the eye may advance future treatments for the whole human body. Gene therapy offers the promise of fixing faulty genes that cause illnesses of all kinds. Stem cells offer the promise of replacing entire body parts; bionic implants may replace failing organs. The eye is becoming a window to the possibilities – and limits – of healing methods on which medicine's future may depend.

pupil dilation *when the pupil in the eye becomes larger*

6E Grammar 2

Emphatic structures

1 Put the words in the correct order to make sentences.

1 increased / The invention of antibiotics / did / life expectancy / lead to
The invention of antibiotics did lead to increased life expectancy.

2 the invention of antibiotics / Only after / surgery / did / become more common
Only after the invention of antibiotics did surgery become more common.

3 new treatments / have people / the need for / Not until recently / realised
Not until recently have people realised the need for new treatments.

4 the negative effect / would have / Little would people / fast food / have guessed
Little would people have guessed the negative effect fast food would have.

5 your / exercise / improve / Regular / health / does
Regular exercise does improve your health.

6 all the improvements / little did / in medicine / As a child, / I imagine
As a child, little did I imagine all the improvements in medicine.

7 most diseases / are invented / will we / be able / Not until / to cure / new drugs
Not until new drugs are invented will we be able to cure most diseases.

8 has there been / of penicillin / a luckier accident / Rarely / than the discovery
Rarely has there been a luckier accident than the discovery of penicillin.

2 Choose the correct option to complete each sentence.

1 Little *did* / *do* she realise how much exercise would change her life.
2 In no way *was* / *am* I ready for the news the doctors gave me.
3 Rarely *have* / *do* I seen such a fast recovery.
4 Only after my leg *had* / *have* healed could I walk without pain.
5 At no time when I was a child *did* / *could* I want to be a doctor.
6 Not until I graduated from medical school *was* / *am* I allowed to diagnose patients.
7 Nowhere in the world *is* / *are* healthcare so cheap.
8 Only when I found out I was cured *can* / *could* I relax.

3 Complete the paragraph with the words and phrases in the box.

did	in no way	little
not only	only after (2x)	

I've always been quite a sporty person, but I have also often had accidents while playing sport. **(1)** Not only have I had bumps and bruises, but I have also had a few breaks. Most of these were fairly minor, for example, when I broke my fingers. While it **(2)** did hurt, **(3)** in no way did it really have an impact on my everyday life. I was lucky that I broke the fingers on my left hand. In fact, despite all my injuries, **(4)** only after breaking my toe did I really understand how painful broken bones could be. Even worse, I didn't break my toe playing sport, I broke it trying to stop a vase from smashing on the floor. **(5)** Little did I expect as I stuck out my foot how painful it would be. The vase broke anyway and **(6)** only after a couple of months did the pain go completely. My advice: if you are going to try and catch a falling vase, use your hands, not your feet!

4 Read and underline the eight structures that make the writing more emphatic by using either the verb *do* or a negative adverb. See the example.

Cystic Fibrosis

Cystic Fibrosis was first discovered in 1938. It is a disease that affects all sufferers differently, but it has some common symptoms. For example, not only are people with CF more likely to get chest infections, but many also cannot digest food without medication.

For many years, being diagnosed with CF did mean a shorter life. These days, it is different. Little can they have imagined when it was first discovered the changes that would happen in the next century. Even when I was growing up things were different. Not until I was ten was I allowed to eat chocolate after new drugs were developed. To be honest, when I was younger, I didn't really think much about my illness. Rarely did it make much of a difference to my life. Only after I was ill when I was 16 did I begin to think about it more.

These days, although I have to take a lot of medication, I also know that without CF, I would not be me. So, rarely do I let it get me down. Also, in recent years the treatment has got so much better, and despite there being no cure, the medication does let me lead a pretty normal life.

1 *not only … but also*
2 did mean
3 Little can they
4 Not until I was
5 Rarely did it
6 Only after … did I begin
7 rarely do I let
8 medication does let me

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 As he checked the results he didn't expect what he found.
DID
Little did he expect what he found when he checked the results.

2 They only found a cure after testing many plants.
AFTER
Only after testing many plants did they find a cure.

3 It is unusual for patients to recover completely.
RARELY
Rarely do patients recover completely.

4 He was not at all to blame for the accident.
WAY
In no way was he to blame for the accident.

5 I didn't understand anything they were discussing in the programme.
DID
At no point/time did I understand what they were discussing in the programme.

6 People live longer in Japan than anywhere else.
DO
Nowhere do people live longer than in Japan.

6 **Read the paragraph and think about how the numbered sentences could be made more emphatic. Rewrite the emphatic phrases using the words and phrases below.**

Clean hands stop disease

(1) Most people don't know what a huge difference washing your hands could make to your health. However, dirty hands have been found to be one of the biggest spreaders of infections. A World Health Organization survey has shown that **(2)** most people don't wash their hands very often and they also don't use soap. **(3)** This area of the country seems to be the worst for hygiene. So we are here to tell you to wash, soap, dry. **(4)** Then we will have improved health.

1 Little do most people know what a huge difference …

2 Not only do most people not wash their hands very often, but they also don't use soap.

3 Nowhere in the country is as bad as this area when it comes to hygiene.

4 Only then will we have improved health.

7 **Complete the sentences so they are true for you.**

1 Not only do I _____, but I also _____.

2 Only after I finished _____, did I _____.

3 Not until I was _____, did my parents let me _____.

4 In no way am I a fan of _____.

5 Rarely do I have time to _____.

6 Only when I have _____, am I able to _____.

8 **Translate the Polish parts of the sentences into English. Use emphatic structures in all the sentences.**

1 (*Dopiero po sprawdzeniu*) Only after checking _____ his heart rate did the doctor make a diagnosis.

2 (*Nie tylko ma*) Not only does he have _____ high blood pressure, he also has heart problems.

3 (*Ludzie rzadko idą*) Rarely do people go _____ to the doctor for a simple check-up.

4 (*Dopóki nie poczuła*) Not until she felt _____ something did she go to her local clinic.

5 (*To w żaden sposób nie pomaga*) In no way does it help _____ you to get better.

6 The country (*nie tylko produkuje*) not only produces _____ steel, it also has huge car factories.

7 (*Dopiero kiedy mam*) Only when I have _____ a migraine do I take painkillers.

Exam guide
5 English in Use Transformations

Life Skills guide
7 Mediation

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
A broken body isn't a broken person

Rozwiąż dodatkowe sadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the extract from Janine Shepherd's TED Talk. Write down three key adjectives she uses and three key nouns. 52 p. 401

Adjectives:
1 _____
2 _____
3 _____

Nouns:
1 _____
2 _____
3 _____

1 **Suggested answers:**
Adjectives: grateful, ready, depressed, normal, different
Nouns: wheelchair, life, hospital, nurse, home, machine, nickname, ward

Exam guide

2 Listening
Multiple choice

WATCH p. 410

2 Choose the option that best completes the sentences.

1 Before her accident, Shepherd was a competitive ____
a cyclist.
b cross-country skier.
c pilot.

2 Before her accident, Shepherd had dreamed of ____
a becoming a pilot.
b moving to New York City.
c competing in the Olympics.

3 The doctors told her that her back ____
a had been crushed.
b would recover completely.
c was only slightly damaged.

4 In the acute spinal ward, Shepherd ____
a became depressed because she had no one to talk to.
b learnt about the possibility of flying school.
c formed close friendships even though she couldn't see the people she was talking to.

5 When Shepherd went home from hospital, the nurse warned her ____
a that she would become depressed.
b that she would miss her friends in the hospital.
c that she should be very careful in her wheelchair.

6 Maria was Shepherd's friend in the hospital who ____
a had also been a skier.
b always had a positive attitude.
c encouraged her to try flying.

7 During her first flying lesson, Shepherd ____
a was not allowed to touch the controls.
b regretted signing up for the lesson.
c flew over the spot where she'd had her accident.

8 Shepherd's parents ____
a also got their pilot's licences.
b have never been up in the plane with her.
c told her she should just accept her circumstances.

3 Choose the correct option to complete each sentence and add emphasis to their meaning.

1 When Shepherd started her training ride that day, *little* / *small* did she know that her life would change.
2 Even though Maria could hardly move, *in no time* / *at no time* did she lose her positive attitude.
3 While the doctors *did* / *do* try everything they could, they did not believe Shepherd would walk again.
4 It was *only after* / *in no way* Shepherd's accident that she decided to learn to fly.
5 *In no way* / *Not until* Shepherd had received her aerobatics licence was she satisfied with her progress.
6 *Nowhere else* / *Rarely* had Shepherd been in a situation where she formed deep friendships without ever seeing the people she was talking to.
7 While Shepherd had worked hard in her Olympic training, *never before* / *little* did she have to overcome emotional obstacles as she did after the accident.
8 The flying school *does* / *did* accept Shepherd as a student, even though many instructors doubted that she would be able to fly.

VOCABULARY IN CONTEXT

4 Match the words (1–6) with the sentences that show their meaning.

1 superficial c
2 nickname d
3 set e
4 extensive a
5 out of my comfort zone f
6 grasp b

a Shepherd's friends were deeply concerned when they learnt about **the large number and different types of** injuries that she had resulting from the accident.
b It took a long time for Shepherd to truly **understand** how much her life had changed.
c Suddenly, the things that used to worry her seemed **silly and unimportant**.
d Shepherd's friends often called her by **a special name** that reflected her strength and perseverance.
e Before the accident, Shepherd's focus and her training were **fixed** on competing in the Olympics.
f Shepherd realised that one of the most important things she could do to help her recovery was to spend time **doing things that were difficult for her in unfamiliar situations**.

6F Speaking

1 Choose the correct response to each statement.

1 Last week I had a cold, but now I'm much better.
a I'm thinking of you.
b I'm glad to hear that.
c You must be fed up.

2 Sara hasn't been feeling well recently.
a Tell her I'm thinking of her.
b That's really good news.
c Apparently she's not well.

3 The doctor told me that I need physiotherapy.
a That's awesome.
b Say 'hi' from me.
c You're kidding!

4 The antibiotics are quite expensive.
a Oh no!
b Wow, that's cool!
c Amazing!

5 Luckily, the infection hasn't spread.
a Poor you.
b Are you OK?
c That's good news.

6 Julian has been ill for weeks.
a I know. I'm not kidding.
b I heard he was in hospital.
c Yes, apparently he's been ill.

2 Listen to the conversations. Decide if the second speaker is surprised, sympathetic or if he or she wants to pass on a message. Circle the correct answer. 53 p. 401

1	surprised	sympathetic	passing on a message
2	surprised	sympathetic	passing on a message
3	surprised	sympathetic	passing on a message
4	surprised	sympathetic	passing on a message

3 Read the sentences. Write a response in the space provided. Use the expressions to help you.

Awesome! Is he/she OK? No, what happened?
Oh no! Poor guy/girl! Say 'hi' from me.
Wow, that's great! You're kidding!

Suggested answers:

1 Did you hear about Veronica?
No, what happened?

2 My wallet was stolen this afternoon.
Oh no!

3 Apparently Paula has a new job.
Wow, that's great!

4 Did you hear the news? Peter has broken his leg.
Poor guy!

5 You'll never guess what happened. I got a pay rise!
Awesome!

6 I'm seeing Jordan this afternoon.
Say 'hi' from me.

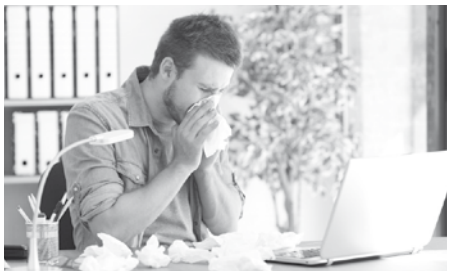
4 Complete the conversation. Use one word in each space. Then listen and check your answers. 54

Jack: Have you **(1)** heard the news?
Linda: No, I haven't. What **(2)** happened?
Jack: **(3)** Apparently the lesson is cancelled.
Linda: You're **(4)** kidding! How come?
Jack: Nobody seems to know.
Linda: I **(5)** heard Ms Davis's dog has been ill. **(6)** Maybe she had to go and take care of him.
Jack: **(7)** Poor Ms Davis!
Linda: She lives near me. Maybe I'll call round and see if she's **(8)** OK.
Jack: That's a good idea. If you go, will you **(9)** tell her I'm **(10)** thinking of her?
Linda: Of course.

5 The following photos show people who are ill. Make notes about how you think the people are feeling. Then speak about the photos, and make comparisons, for one minute. Record yourself.

1

2



Listen to a student compare the photos. 55 p. 402

Is this response similar to what you would say? Add to the ideas in your notes if you need to.

Now make notes about the following questions.

- Which person do you think feels worse? Why?
- When you are ill, what do you do to try to make yourself feel better?

Now listen to the sample answers. Add to your answers as necessary. 56 p. 402

6G Writing

An article with a success story

1 Read the sentences. Is this how you felt before succeeding (B) or after succeeding (A)?

1 I'd tried absolutely everything. B
2 It was a day that changed my life. A
3 It was a moment I'll never forget. A
4 It was a truly memorable experience. A
5 It was the best day of my life! A
6 I was absolutely terrified. B
7 I was ready to just give up. B
8 I was sure I was going to fail. B

2 Choose the most descriptive verb to complete each sentence.

1 I ___ as quietly as possible from the living room to the front door.
a crept **b** walked **c** ran
2 'Somebody, HELP! I can't swim!' I ___.
a said **b** asked **c** screamed
3 Wasting no time, the firefighters immediately ___ inside the building!
a went **b** rushed **c** walked
4 I ___ the door as hard as I could, and then called the police.
a shut **b** closed **c** slammed
5 Suddenly, a large dog ___ over a garden fence and began to chase me!
a stepped **b** leapt **c** moved
6 I was too frightened to stay there so I ___ my backpack and ran back to town.
a took **b** picked up **c** grabbed

3 Put the missing sentences (a–f) in the correct places to complete the success story.

(1) d When my friends all went swimming, I'd pretend I didn't feel like it. No one knew I couldn't swim because I was too embarrassed to tell them.
Then, my best friend got an extraordinary graduation present: a boat trip for a full week! Everyone in our group of friends was invited and we were thrilled. **(2)** e
I didn't want to miss out, so I secretly started taking swimming lessons. **(3)** b Once, when my feet couldn't touch the bottom, I panicked! **(4)** f
My instructor was patient, but after several lessons I was ready to give up, and then a strange thing happened. I got into the pool one day and I actually liked how the water felt. **(5)** a It was a moment I'll never forget. It felt amazing! Soon after that, I was able to swim, very slowly at first, but then with more confidence. **(6)** c
Our boat trip is next month, and I can't wait!

a The next thing I knew, I was floating.
b The first few times I went to the pool I was terrified.
c Now I love it.
d I've always been scared of water.
e But there was a rule … you had to know how to swim.
f I was screaming, believing I was going to drown.

4 Read the text. Tick (√) the statements (a–f) that are confirmed in it.

a Medical science has reached its highest possible level. ☐
b Better medical equipment has made treatments less expensive ☐
c There are not enough people working in health care to handle everyone's needs. ☑
d New medicines are not being developed fast enough. ☑
e Work-related stress kills more people than any other disease. ☐
f Up to a quarter of the population might suffer from mental problems. ☑

If you think we're at our peak in terms of medical science, think again. Thanks to science and technology, we now have driverless cars, space travel and the internet … but medical developments seem to be moving at a very slow pace indeed.

How many people can afford the best medical treatments and procedures? The true picture in many countries is that health services are struggling to cope due to lack of resources. Hospitals are overcrowded and staff can barely cope with demands.

And while vaccines have revolutionised modern medicine, how long ago was the last one discovered? And it is well-known that antibiotics are losing their efficiency as we are seeing more and more superbugs that can resist them. So why aren't scientists developing medicines and cures at a faster rate?

With all of today's technology and awareness, we should be the picture of health, but are we? According to the World Health Organization (WHO), heart disease is the number one cause of death worldwide. Levels of stress are also rising globally. And, today, one in four people suffers with a mental health issue.

So, while it may be true that we can now treat many diseases, we are certainly not preventing or curing enough of them. Kickstarter may be a good service in some circumstances, but it is far from perfect.

5 Listen to a lecture on medical advances in the twenty-first century. Write an article opposing the text in exercise 4. Use the ideas in the lecture and your own. Present the latest successes and achievements in medicine and make some predictions about possible advances in the nearest future. Write between 140 and 190 words. 57 p. 402

Exam guide
5 Writing
An article

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 6

1 Circle the odd one out in each of the lines below.

1	illness	disease	recovery	sickness
2	conserve	waste	lose	finish
3	heal	infect	cure	treat
4	focused	involved	distracted	concentrated
5	ankle	toe	chest	hip
6	flood	tornado	hurricane	wind
7	knowledge	ignorance	stupidity	unintelligence
8	danger	threat	risk	shelter

2 Choose the correct option to complete each sentence.

1 The artist shows a lot of ___ in her work.
a original **c** origin
b originality **d** originally

2 My son has a/an ___ stomach and is staying at home today.
a upset **c** sick
b poor **d** pain

3 Her grandfather has had a ___ and is paralysed on one side of his body.
a surgery **c** care
b breath **d** stroke

4 You will need to go for at least two months' ___ after the operation.
a residence **c** rehabilitation
b hospital **d** retirement

5 The disaster had a terrible ___ on the local community.
a benefit **c** solution
b impact **d** reward

6 Our job is to ___ clients with parts they need for production.
a supply **c** promise
b deliver **d** send

7 The food that we eat passes through our ___ system.
a stomach **c** muscles
b intestine **d** digestive

8 The tropical storm caused terrible ___ across the whole region.
a disaster **c** decline
b devastation **d** drama

3 Match the words with the definitions.

1 fluency c
2 numb e
3 lungs a
4 score well g
5 heatwave d
6 cure h
7 charity f
8 greenhouse effect b

a the organs we use to breathe
b get good results in a test or exam
c when you speak a language very well
d a period of very hot weather
e when you can't feel a part of your body
f an organisation that helps people
g changes to our climate because of gases
h something that treats an illness

Exam guide
2 English in Use
Multiple choice

4 Write one word in each gap to complete each sentence. The first letter is given.

1 The disease spread quickly across the whole country.
2 She has a medical condition which prevents her from eating many dishes.
3 He lost his sense of taste so he can't enjoy the flavour of food any more.
4 There was a lot of discrimination against the immigrants because of their colour.
5 He's hurt his back and is out of action for a few weeks.
6 The cells in the body absorb water, which means it passes into the cells.

Exam guide
5 English in Use
Translations

5 Translate the Polish parts of the sentences into English.

1 We need to stop the (*krwawienie*) bleeding first.
2 People need to do more to protect the natural (*środowisko*) environment.
3 There was a (*nieporozumienie*) misunderstanding and we sent the wrong products.
4 He has been (*niepełnosprawny*) disabled since he had a bad car accident.
5 She got a leg (*kontuzję*) injury while playing in a volleyball match.
6 The changes are going to be (*długotrwałe*) long-lasting and will affect everybody.
7 He broke his leg and has to use a (*wózek inwalidzki*) wheelchair to get around.
8 There was a powerful (*trzęsienie ziemi*) earthquake last night in Iran.

Life Skills guide
5 Mediation

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 Due to an acute case of pneumonia I found it hard to ___breathe___ BREATH
2 Plastic eaten by animals destroys their ___digestive___ system. DIGEST
3 Exercising five times a week for about half an hour is a good ___investment___ in your health. INVEST
4 The patient asked the doctor to ___prescribe___ him medicine for his constant cough. PRESCRIPTION
5 She stopped the ___bleeding___ from her wounded arm by pressing on it for a long time. BLEED

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 Paralysed from the waist ___down___, the patient realised he would be confined to a wheelchair.
2 How fast is your heart supposed to ___beat___?
3 According to doctor Brown, you should ___make___ a full recovery in three weeks.
4 Not being vaccinated against the flu increases the ___risk___ of falling ill with it.
5 I always ___feel___ dizzy after staying in the sun for too long

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 The doctor didn't expect the illness would be so difficult to treat.
LITTLE
___Little did the doctor expect___ the illness would be so difficult to treat.
2 The patient managed to get up from bed two days after the operation.
SUCCEEDED
The patient ___succeeded in getting up___ from bed two days after the operation.
3 He forgot to take the medicine and his temperature as well.
DID
He didn't remember to take the medicine nor ___did he take / did he remember to take___ his temperature.
4 When she came round, she couldn't remember what had happened to her.
UNABLE
When she came round, she ___was unable to remember___ what had happened to her.
5 It isn't often that tropical diseases are diagnosed instantly in European countries.
SELDOM
___Seldom are tropical diseases___ diagnosed instantly in European countries.

Uzupełnianie zdań

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

1 She ___managed to recover from the flu___ (*manage / recover / flu*) because she followed the doctor's recommendations.
2 ___Never have I met / I have never met___ (*never / I / meet*) such a dedicated doctor before.
3 ___Not only did she enjoy___ (*not only / she / enjoy*) the respect of her fellow workers, but also their sympathy when she was head of the ward.
4 Betty ___has been able to improve___ (*able / improve*) the quality of her life over the past year with the support of her friends.
5 Only after the pharmaceutical company completes the research on a new medicine, ___will it reveal___ (*it / reveal*) the results to the public.

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.

able be beat operate sprain start treat

1 Not until I ___started___ working at hospital, did I realise how difficult cases I would have to deal with.
2 Robert's physical ___disability___ has never prevented him from acting normally in all kinds of social situations.
3 In no way ___was___ I emotionally prepared to treat terminally ill patients.
4 As part of the ___treatment___, Laura had to undergo two months of rehabilitation therapy.
5 Mary couldn't walk because she ___had sprained___ her ankle.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 (*Jej zmysł dotyku*) Her sense of touch was developing with the progressive deterioration of her sight.
2 Despite being in a (*zagrażającym życiu stanie*) life-threatening condition/state, she maintained her optimistic approach to life.
3 Numerous TV programs (*podnoszą naszą świadomość*) raise our awareness regarding the threats of the modern world to our health.
4 Untreated cancer may quickly (*rozprzestrzenić się do innych organów*) spread to other organs.
5 Advances in medicine (*zwiększyły długość życia*) increased life expectancy in the 20th century by 30%.

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat zdrowia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**
58 p. 402

This speaker …

a feels discouraged from working as a physician.
b dislikes being told what to do to maintain good health.
c is oversensitive when it comes to their health.
d gives advice on how to maintain good health without having to visit a doctor.
e prefers alternative medicine to conventional treatment.

1	2	3	4
e	d	c	a

WRITING

8 **Napisz rozprawkę, w której przedstawisz korzyści oraz zagrożenia wynikające z szybkiego rozwoju medycyny.**

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

SPEAKING

9 **Popatrz na zdjęcia. Twoi znajomi przygotowują kampanię promującą działania zapobiegające chorobom. Zamierzają wykorzystać w niej jedno ze zdjęć. Proszą cię o pomoc w jego wyborze.**

- Wybierz zdjęcie, które jest twoim zdaniem najlepsze, i uzasadnij swój wybór
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.

1

2

3

Odpowiedz na pytania:

1 How often should people get a medical check-up? Why?
2 People sometimes say that 'laughter is the best medicine'. What does this mean to you?
3 What factors lead to the deterioration of our health? Justify your answer.
4 How do you think medicine has changed in the past few years?

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation

Exam guide
7 Listening Matching

Exam guide
8 Writing An essay

Life Skills guide
8 Creativity, Critical thinking, Mediation, Practical skills

7 Hopes and dreams

7A Vocabulary

Dreams and ambitions

1 Revision Match the opposites.

1	determined c	**a**	nervous
2	easygoing d	**b**	bored
3	confident a	**c**	lazy
4	sociable f	**d**	serious
5	disappointed e	**e**	happy
6	fascinated b	**f**	shy

2 Revision Complete the text with the words in the box.

failed	failure	perfect	rejected
succeeded	success	successful	unsuccessful

Japanese businessman Akio Morita co-founded the **(1)** successful consumer electronics company, Sony Corporation. One of Sony's first products, the transistor radio, made the company a **(2)** success outside of Japan. A US company offered to purchase a large order of radios to sell using its name, but Morita **(3)** rejected the offer, instead choosing to expand the Sony name internationally. Morita felt the US was the **(4)** perfect market for Sony's cutting-edge technology products, such as the Trinitron TV, the Walkman and the compact disc. Of course, some Sony products were **(5)** unsuccessful. The biggest **(6)** failure was the Betamax, which was the first home VCR. Sony also **(7)** failed to successfully sell personal computers. However, Morita **(8)** succeeded in establishing Sony as one of the most well-known brands in the US – and the world.

Exam guide

6 English in Use
Multiple choice

3 Revision Choose the correct option to complete each sentence.

1 The path to *succeed* / *success* often includes a series of *fails* / *failures*.
2 Even *active* / *confident* people sometimes feel *active* / *nervous*.
3 It is a generally *accepted* / *rejected* belief that together talent and hard work bring *success* / *successful*.
4 Most people agree some of the best human qualities are being *hard-working* / *lazy*, *friendly* / *mean* and *popular* / *kind*.
5 Trying for *imperfection* / *perfection* in everything you do is likely to bring disappointment. Often there is beauty to be found in life's *imperfections* / *perfections*.

4 Cross out the option that is NOT possible.

1 *pursue* / ~~*appeal*~~ / *fulfill* your dream
2 ~~*grab*~~ / *pursue* / *achieve* your ambitions
3 be ~~*appeal*~~ / *famous* / *successful*
4 realise your *potential* / *dreams* / ~~*obstacles*~~
5 broaden your *horizons* / ~~*obstacles*~~ / *understanding*
6 a *long-term* / *burning* / ~~*talented*~~ ambition

5 Match the verbs to make phrases.

1	be d	**a**	a family
2	do f	**b**	a business
3	go h	**c**	my driving test
4	make e	**d**	successful
5	pass c	**e**	a difference
6	raise a	**f**	voluntary work
7	see g	**g**	the world
8	set up b	**h**	to college

6 Choose the correct option to complete each sentence.

1 'Reach for the stars!' means to ___ your dreams.
a pursue **c** realise
b achieve **d** all of these

2 Never in her wildest ___, did she think she would become rich and famous.
a ambitions **c** targets
b dreams **d** obstacles

3 Schools are meant to help every student ___ his or her potential.
a grab **c** realise
b pursue **d** overcome

4 To reach the summit of the mountain, the group had to ___ many obstacles, such as freezing temperatures and high winds.
a overcome **c** pursue
b undertake **d** broaden

5 For Jeremy, becoming a homeowner was a dream come ___.
a fulfilled **c** target
b true **d** realised

7 Match the words with a similar meaning.

1	appeal d	**a**	take
2	broaden b	**b**	increase
3	grab a	**c**	achieve
4	undertake e	**d**	like
5	realise c	**e**	start

8 Put the words in the correct order to make sentences.

1 the world / broaden / your understanding / To / of people, / see
To broaden your understanding of people, see the world.
2 make / voluntary / If you / a / difference, / do / work / want / to
If you want to make a difference, do voluntary work.
3 independence / up / financial / business / to / Set / achieve / a
Set up a business to achieve financial independence.
4 not / mean / are / famous / always / you / To / be / does / successful
To be famous does not always mean you are successful.

9 **Extension** Complete the sentences with the words and phrases in the box.

achieved your goal | ambitious | challenges | graduate | higher degree | opportunities | set goals | study at post-graduate level | travel the world

1 When you study at post-graduate level, you earn a higher degree.
2 Travel the world to broaden your horizons.
3 Successful people see challenges as learning opportunities.
4 Ambitious people set goals and work hard to achieve them.
5 After you graduate from university, you will have achieved your goal.

10 **Extension** Complete the conversations with the phrases.

do voluntary work | get a higher degree | pass her driving test | set targets | take on | travel the world

1 A: She wants to meet people from different backgrounds.
B: She should travel the world.
2 A: I'm a nurse, but I want to become a doctor.
B: Get a higher degree.
3 A: We want to save money for the future.
B: Set targets each month.
4 A: I want to make a difference.
B: Do voluntary work.
5 A: He wants to become a manager.
B: He should take on more responsibilities at work.
6 A: She wants to be able to go anywhere she pleases.
B: She needs to pass her driving test.

11 Choose the correct option that can replace the words in bold.

1 You need to take **chances** when they come to you and not just depend on luck.
a ambitions **c** opportunities
b failures
2 Most people are more successful if they **decide on targets** that they can work towards.
a set goals **c** overcome obstacles
b make a difference
3 Travelling can help you to **get a wider perspective** on world issues.
a fulfil your ambitions **c** broaden your horizons
b reach your aims
4 It's a good idea to do something that **you like doing**.
a you undertake **c** makes a difference
b appeals to you
5 You shouldn't **refuse** offers of help from people around you.
a reject **b** replace **c** realise
6 If you have a **very strong** ambition to achieve something, you will probably be successful.
a talented **b** burning **c** perfect

12 Look at the picture and complete the description with one word in each gap.

The picture shows a group of people in an office. They are all looking at a computer and I think there is a problem because they don't look very **(1)** happy/pleased. Maybe one of their projects hasn't been **(2)** successful and it is difficult for them to **(3)** accept that it has failed. It looks as if the man in the middle is the boss. It's possible that he **(4)** set up the business and then employed the other people. I suppose that if they work together, they can **(5)** overcome the obstacles and solve the problem. I think that if they want to **(6)** succeed, they have to be **(7)** determined/stubborn and not give up, and they will have to work hard to **(8)** achieve/fulfil their ambitions.

Exam guide
12 English in Use
Gap-filling

7B Listening

Exam guide
1 Listening
Multiple choice

1 Listen and choose the correct answers to the questions. There are two questions to each speaker. 59 p. 402

1 How do you think the man feels?
a depressed and defeated
b disappointed, but determined
c dispirited and disenchanted

2 How many alternative careers does the man mention?
a two **b** three **c** four

3 What happened to the woman when she was very young?
a She had a very painful illness.
b She gave up because of the divorce.
c She got moved around a lot.

4 What kind of job do you think she'd like to have?
a a youth counsellor
b a divorce lawyer
c a pain specialist

5 What challenge has the man had to overcome?
a his health **b** his sise **c** his skill

6 What is something you think he practises now?
a throwing **b** kicking **c** balancing

7 What is the woman's plan?
a to get an MBA degree
b to get an apprenticeship
c to avoid the world of business

8 How would you describe this woman?
a resourceful **b** responsible **c** respected

2 Listen to the talk. What statement do you think the speaker would NOT agree with? 60 p. 402

a All children have ambitions, hopes and dreams.
b All children have about the same prospects in life.
c All children hope job opportunities await them.
d Not all children can look to the future with hope.

3 Listen again and match the sentences (1–6) with the people (a–f). 60 p. 402

1 'Talk I heard for years was that the Tenn-Tom … would bring jobs and make life a little better.' b
2 'Everyone has a shot at development, but the big guys are moving in; the little ones can't compete.' c
3 'We ain't dead yet. I'm still dreaming.' e
4 'I'd like a cooking job.' a
5 'Let people in power know we're here. We need jobs.' f
6 'Taking the days as they come.' d

a Eva Thomas
b Willie King
c a small businessman
d Kenneth Smith
e J.T. Williams
f a neighbour

Exam guide
4 Listening
Multiple choice

4 Listen again and choose the correct answer to the questions. 60 p. 402

1 What kind of area surrounds much of the waterway?
a growing cities
b cotton fields
c poor countryside

2 What did residents expect from the waterway?
a economic growth
b easier transportation
c cleaner, available water

3 What is a 'sharecropper'?
a a kind of carpenter
b a kind of farmer
c a kind of fisherman

4 How would you describe the population of much of this area?
a advantaged
b disabled
c at risk

5 What do many young people do?
a look for work elsewhere
b not graduate from school
c get government assistance

6 What did the Army Corps do for residents during construction?
a provided training
b hired 30% of youth
c opened new schools

7 What was Memphis, Alabama, in the 19th century?
a a ghost town
b a fishing town
c a cotton town

8 How would you describe J.T. Williams?
a pessimistic
b hopeful
c ambitious

9 How would you describe Kenneth Smith's attitude?
a aggressive
b accepting
c annoyed

7C Grammar 1

Review of tenses

1 Read and choose the correct tense for the underlined verb phrases.

1 I'll be seeing my aunt when she comes to visit next August.
a present simple
b present continuous
c future continuous

2 They're coming to the wedding next month even though they have a new baby.
a present simple
b present continuous
c future continuous

3 The reception begins right after the wedding ceremony ends.
a present simple
b present continuous
c future continuous

4 We're having our neighbours over for dinner next Friday.
a present simple
b present continuous
c future continuous

5 His temporary job finishes at the end of the summer.
a present simple
b present continuous
c future continuous

6 I'll be watching your performance live on television.
a present simple
b present continuous
c future continuous

2 Match the sentences (1–8) with the descriptions expressing future plans and predictions (a–h).

1 The school year begins in August. c
2 I'm meeting my new colleagues for lunch on Friday. b
3 I'm feeling really tired, so this exam is going to be difficult. g
4 I think I'll feel better after a good night's rest. d
5 It'll be difficult to get work as an actor, but you should give it a try. e
6 My sister will be attending university next year. h
7 I'm absolutely going to meet you there at seven. a
8 Hopefully our children will grow up in a better world compared to the one we did. f

a a firm intention
b a fixed arrangement, often involving other people
c a timetabled future event
d a prediction of something possible
e a prediction of something certain
f a hope or belief for the future
g a prediction based on something you know in the present
h an action that will be in progress at a point in the future

3 Read the sentences and cross out the option that is NOT possible.

1 I'll *be looking* / ~~*looking*~~ / *look* for you in the crowd when I get there.
2 She's *opening* / *going to open* / ~~*open*~~ a new gallery in the town centre to sell her art.
3 He *will* / *is going to* / ~~*will be*~~ have an easier time running the marathon this year.
4 I'm *asking* / *will ask* / ~~*ask*~~ for a promotion once I've been at my job for two years.
5 My lecturer is leaving her job, and she is *going to be* / *will be* / ~~*will*~~ starting a writing career.
6 I *will try* / *am going to try* / ~~*am trying*~~ to interview for the job again next year.

4 Are the sentences correct or incorrect? Correct those that are incorrect.

1 I ~~was babysitting~~ her son once while she was at work.
babysat

2 More and more people ~~realise~~ the effects of climate change these days.
are realising

3 He saw her walking by, so he stopped her to say hello.
✓

4 My friends and I have studied Spanish together for the past six months.
✓

5 We'll leave for the airport as soon as he ~~is arriving~~ home from work.
arrives

5 Complete the text with the correct form of the verbs in brackets.

Katherine Johnson is an important person in the history of space travel. Johnson **(1)** was raised (*be raised*) in West Virginia and her family **(2)** moved (move) to a new part of the state because Katherine **(3)** had shown (*show*) a talent for maths and **(4)** needed (*need*) better educational opportunities.
After finishing graduate school, Johnson **(5)** took (*take*) a job with NASA in 1953. She **(6)** was responsible for (*be responsible for*) analysing data to make sure spacecraft could fly. In fact, the astronaut John Glenn **(7)** requested (*request*) that Katherine check calculations for his space flight because she **(8)** had made (*make*) such accurate calculations in the past. As an African-American woman, for the most part Katherine **(9)** has been overlooked / was overlooked (*overlook*) for her contributions to space travel, but now people **(10)** are becoming / have become (*become*) more aware of her because of a film about her accomplishments.

7D Reading

VOCABULARY BUILDING Employment collocations

1 Match the two parts of the sentences. One sentence ending is not needed.

1 As the unemployment rate is rising, f
2 The amount of parental leave new mothers and fathers a
3 As a result of the glass ceiling, there are c
4 Vocational apprenticeship schemes are e
5 If you take early retirement, you may b

a can take varies considerably from country to country.
b not be entitled to claim certain state benefits.
c fewer women than men in managerial positions.
d when you take voluntary redundancy.
e a good way for young people to gain skills.
f it is hard for many young people to find jobs.

READING

Exam guide
2 Reading
Matching paragraphs

2 Read the text. Match the information (a–f) with the paragraphs (1–5). You may use a number more than once.

a an explanation of Captain Thorhauge's responsibilities on board the ship 4
b a series of facts about the Queen Elizabeth and what makes the ship unique 1
c a description of the early years of Captain Thorhauge's career 3
d an explanation of why so few women pursue maritime careers 2
e two examples of Captain Thorhauge's goals for the future 5
f a reference to something that surprised Captain Thorhauge when she started out 4

Exam guide
3 Reading
True/false

3 Read the statements. Are the sentences true (T), false (F) or not given (NG)?

1 The Queen Elizabeth is a prestigious vessel that is large enough to carry several thousand people. T
2 Prior to Captain Thorhauge's appointment, there was pressure on Cunard to hire more women. NG
3 Captain Thorhauge's childhood influenced her choice of career. T
4 A Masters License provides training not just in navigation but in other key fields as well. T
5 On board the ship, Captain Thorhauge rarely comes into contact with passengers. F
6 There are times that Captain Thorhauge has had trouble as a female commander. NG
7 More than a love of ships, it was Captain Thorhauge's passion for travel that launched her career. T
8 The text is primarily an account of the struggles of women in the maritime industry. F

4 Read the text again and choose the correct answer to each question.

1 Why does the author include a description of the Queen Elizabeth in paragraph 1?
a to make clear the ways that the shipping industry has changed in recent decades
b to make the point that substantial training is required in order to navigate the ship
c in order to convince the reader of the importance of strict maritime regulations

2 Which factor is not cited by the text as a reason why there are so few women in the maritime sector?
a Ship captains and other employees must spend a lot of time away from home.
b Women are not encouraged to pursue maritime careers when they are at school.
c The lack of women in the industry stops other women from imagining themselves in these roles.

3 How did Captain Thorhauge's childhood in the Faroe Islands influence her choice of career?
a Growing up surrounded by water led Captain Thorhauge to take an interest in the ocean and what lay beyond.
b Captain Thorhauge had family members who had worked in the shipping industry.
c Cargo ships were a constant presence in the area around Captain Thorhauge's home and school.

4 The meaning of *array* in paragraph 3 is closest in meaning to which option?
a range
b collection
c group

5 What is implied about Captain Thorhauge's training in paragraph 4?
a Insufficient attention was paid to environmental regulations.
b Her degree did not prepare her for people's reaction to her position.
c Additional training would have made it easier for her to be appointed full captain.

5 Look at the four squares [■] that show where the following sentence could be added to the passage. Where would the sentence fit best?

For these reasons, Captain Thorhauge's appointment is especially impressive.

a Paragraph 2
b Paragraph 3
c Paragraph 4
d Paragraph 5

From dreams of travel to a life at sea

1 61 The Queen Elizabeth is a member of the Cunard fleet, an elite shipping line that dates from the 1840s. The ship is one of the largest cruise liners in the world. A marvel of engineering, it is equal in height to a seventeen-storey building and weighs more than 92,000 tons. It measures 965 feet (294 metres) from bow to stern, the length of more than six football pitches put together. When travelling at capacity, it accommodates more than 2,000 passengers and nearly 1,000 officers and crew. At the helm* is Inger Klein Thorhauge, the first and only female captain in Cunard's 170-plus years of history.

2 Historically, the maritime industry has been overwhelmingly male-dominated. This is in large part due to the fact that careers at sea involve long periods away from home. Lack of support in schools and from companies is also cited as a major reason why so few women work in shipping and navigation. The situation is gradually starting to change. It is less common still for women to hold leadership positions, particularly aboard large cruise liners. ■

3 Captain Thorhauge grew up in the Faroe Islands, a remote archipelago* in the North Atlantic which is part of Denmark. Watching the waves crash against the rugged cliffs around her home, she developed a fascination with the sea. When she was sixteen, she began working on cargo ships. She started out as a stewardess, cleaning cabins and later took a job as a cadet.* She worked her way up through the ranks and eventually pursued a Masters License, a demanding qualification that requires knowledge of navigation, meteorology, maritime law, health and safety, and an array of other subjects. In her view, it is a challenging degree no matter what your gender. ■ After graduating, Captain Thorhauge spent more than a decade working on a variety of shipping lines, initially as a first officer and later as a staff captain. In August 2010, she was hired by Cunard as a deputy captain and was promoted to full captain several months later.

4 On board the Queen Elizabeth, Captain Thorhauge has extensive responsibilities that include overseeing ship maintenance, complying with environmental regulations and interacting with passengers. ■ These tasks are, of course, in addition to the hours that she spends commanding the ship from the vessel's navigation centre, the bridge. Captain Thorhauge is often asked about the challenges she has faced as a female commander. She explains that when she was first appointed, the most difficult part of her job was responding to the tremendous interest that passengers and the media took in her as a person. She wasn't prepared for so many questions about her background, her professional trajectory* and her perspective on her work. Now that she has been in her role for a few years, she is more comfortable with this aspect of the position. She believes that as being a female captain is still rare, it is logical for people to be curious. And, Captain Thorhauge is quick to point out, the vast majority of people are very supportive of her and her leadership.

5 Captain Thorhauge attributes her professional success to her people skills and her dedication. ■ In addition, she believes that she has succeeded due to the support she has consistently received from family and friends. Curiously, her goal was never to command a ship. Instead, her ambition was to travel and see the world. She has explained, simply, that life took her in a different direction. She gives people the advice that, once their dreams come true, they should find new dreams to work towards. She believes that this constant striving is what drives people forward and motivates them to do great things. Her own journey is far from complete. In the future, she wants to continue travelling and dreams of visiting the Maldives, Madagascar and the Galapagos. She also hopes to support other women who want to pursue maritime careers.

at the helm *in command*
archipelago *a chain of islands*
cadet *a young trainee in the police or on a ship*
trajectory *a path*

7E Grammar 2

Continuous and perfect aspects

1 Choose the correct description of the verb phrases in bold.

1 **Have you seen** my keys anywhere? a
2 **He's been studying** for the exam. c
3 **I'd been waiting** for this moment all my life. c
4 If he can't answer the phone, **he may be driving**. b
5 **We're currently living** with my cousin while our house is being renovated. b
6 By the time I move to Germany for college, **I will have been studying** German for ten years. c
7 **I'll be waiting** outside until the exam is over. b
8 By the time you get there, **the film will have finished**. a

a PERFECT (a form of *have* + *past participle*; an action; *had*, *has* or *will have been*; completed by a specific time)

b CONTINUOUS (a form of *be* + *-ing*; an ongoing action; *was*, *is* or *will be*; or a temporary action)

c PERFECT CONTINUOUS (a form of *have* + *been* + *-ing*; an ongoing action at a point in time; *had*, *has* or *will have been*)

2 Choose the TWO sentences that are correct.

1 **a** When I started secondary school, I was studying English for five years.
b When I started secondary school, I'd been studying English for five years.
c By the time I started secondary school, I had studied English for five years.

2 **a** I've made good friends during the trip and I hope to stay in touch with them.
b I was making good friends during the trip and I hope to stay in touch with them.
c I made good friends during the trip and I stayed in touch with them.

3 **a** I'm working from home right now while my office is being renovated.
b I'll keep working from home until the office renovations have been completed.
c I work from home right now while my office is being renovated.

4 **a** I've stayed with my aunt for the weekend a couple of times.
b I've been staying with my aunt for the weekend a couple of times.
c I stayed with my aunt for the weekend twice last month.

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

1 I usually work from home, but today I am working (*work*) at a café because we've had (*have*) no WiFi since yesterday.
2 I've done /'ve been doing (*do*) the same summer job for three years. I really like it.
3 While you're taking the test next week, I'll be lying (*lie*) on the beach enjoying the sun!
4 The number of students doing summer internships has been rising / has risen (*rise*) steadily over the last few years.
5 By this time next year, I'll have applied (*apply*) for a summer job.
6 I've been reading / 've read (*read*) a lot about coding clubs lately. I think I want to join one!
7 I'm thinking/was thinking/have been thinking (*think*) of taking a year off to travel around the world. Do you think (*you think*) it's a good idea?

4 Read the two sentences and decide if they are the same (S) or different (D).

1 **a** We've been living in Lisbon for two years.
b We've lived in Lisbon for two years. S
2 **a** I work in Barcelona at the moment.
b I'm working in Barcelona at the moment. S
3 **a** The house smelled really good because he'd been cooking Greek food.
b The house smelled really good because he was cooking Greek food. D
4 **a** I had worked there for three years when I decided to quit and take a summer off.
b I had been working there for three years when I decided to quit and take a summer off. S
5 **a** I've been planning a study trip.
b I'm planning a study trip. D
6 **a** He's been studying German since he was eight.
b He's studied German since he was eight. S

5 Match the examples (1–9) with the descriptions (a–i).

1 By the time Tim and Sally arrived, we'd finished dinner. c
2 She's been working very hard on her school project. g
3 I'm staying at my sister's flat. e
4 I've known Alex for eight years. a
5 I'll probably have finished my homework by the time you arrive. b
6 I'm talking to Andy right now. d
7 My parents had been planning a trip to Peru, but they couldn't go because of the floods. h
8 Jackie said that she'll be waiting for us at the station. f
9 By next year, my parents will have been living in the same house for 30 years. i

a a situation that began at a point in the past and continues into the present
b an action that will be completed before another action in the future
c an action completed in the past before another past action
d an action currently in progress
e a current situation or action that is temporary
f an action that will be in progress at a specific moment in the future
g an action that began in the past, continues into the present and may continue in the future
h an action that was in progress in the past but was interrupted by another action
i a habitual action in the past and present that will continue in the future

6 **Complete the quotes with the verbs in the correct form of the present perfect, past continuous or present continuous.**

be	go	have	reveal	spend	survive

1
'My culture, which ___has survived___ for three millennia, is on the brink of extinction. Every heritage holds unique significance and value – one is lost, all are diminished.'
– Sayed Gul Kalash, Archaeologist

2
'I decided if I wanted a job that lets me use data to help the world, I'd just have to create it. Turns out I wasn't alone. The response to Data Without Borders ___has been___ incredible – from socially conscious new grads hungry to make an impact, to people who ___have spent___ twenty years in big corporations and need to feel their life is worth more.'
– Jake Porway, Data Scientist

3
'I think it's a good thing for people to realise that you don't always know exactly where you ___are going___ . Sometimes your path just kind of finds you.'
– Genevieve von Petzinger, Paleoanthropologist

4
'I was really curious why this orangutan approached me. I felt like we ___were having___ a conversation and she wanted to deliver a message: Please help.'
– Panut Hadisiswoyo, Conservationist

5
'Before our surveys, most people thought wildlife in Southern Sudan had vanished. But we ___have revealed___ what may be the largest migration on Earth.'
– Malik Marjan, Wildlife Biologist and Conservationist

7 **Choose the correct options to complete the text.**

Since its founding, National Geographic **(1)** __b__ to share the unknown. Its explorers **(2)** __c__ to all corners of the Earth. National Geographic founders **(3)** __a__ to understand 'the world and all that's in it.' For many years now, secondary school students **(4)** __a__ able to take part in this mission. National Geographic Student Expeditions **(5)** __c__ trips that **(6)** __b__ a thirst for discovery.
By the time you return from one of the student expeditions, you **(7)** __a__ an unforgettable experience: you **(8)** __b__ amazing encounters with people and wildlife.

1 **a** strove
b has striven
c had been striving
2 **a** were travelling
b travelled
c have travelled
3 **a** wanted
b have wanted
c are wanting
4 **a** have been
b were
c had been
5 **a** was organising
b will be organising
c has been organising
6 **a** had been inspiring
b inspire
c will be inspiring
7 **a** will have had
b have had
c are having
8 **a** will have
b will have had
c will be having

8 **Read the two sentences and decide if they are the same (S) or different (D).**

1 **a** He's quite rude.
b He's being quite rude. __D__
2 **a** I've been living in the same house for fifteen years.
b I've lived in the same house for fifteen years. __S__
3 **a** I had eaten dinner when I suddenly felt very dizzy.
b I had been eating dinner when I suddenly felt very dizzy. __D__
4 **a** I've done my homework.
b I've been doing my homework. __D__
5 **a** By the time you get home, I will be sleeping.
b By the time you get home, I will have fallen asleep. __S__
6 **a** The number of students taking a gap year had increased for some time.
b The number of students taking a gap year has been increasing for some time. __D__

Technology guide

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TEDTALKS Extra
Five ways to kill your dreams

"Be responsible for your dreams"

BEL PESCE

AUTHENTIC LISTENING SKILLS

Dealing with accents

You are learning English to communicate in all probability with other non-native speakers of English. Native speakers of English speak in a variety of accents. For this reason, it is helpful to listen to a range of non-native accents.

Life Skills guide
3 Collaboration, Critical thinking

Life Skills guide
4 Collaboration, Mediation

1 Look at the Authentic listening skills box. Listen to the sentences from the TED Talk, firstly pronounced by Bel and then by three native and non-native speakers. Notice how the underlined words are pronounced differently. 62

1 Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money.
2 If you go investigate further, the guy has done thirty apps before.
3 But whenever you go inside, there is other ways you have to pick as well. And you need to make those decisions yourself.

BEFORE YOU WATCH

Life Skills guide
2 Critical thinking, Self-development

2 Read some tips on how to achieve your dreams. Choose the three tips you think are most important, and the one that is least important.

a Be disciplined and single-minded.
b Don't be put off by failure.
c Don't be afraid to ask for help or advice if you are stuck.
d Believe in your ability to succeed.
e Set yourself clear, realistic, achievable goals.
f Evaluate your progress and change your strategy if necessary.
g Give yourself regular breaks and rewards.
h Know your own strengths and limitations.

3 Work in groups. Compare your lists. Would you add anything to your list now?

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

overnight success	humble family	application process
constantly	settle	impact	investor
trip	below expectations	

WHILE YOU WATCH

5 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 7.0

sequel	revenue	overlap
momentary	single-minded	

6 Watch part 1 of the talk. Choose the correct option to complete each sentence. ▶ 7.1 p. 411

1 (Many) / *A few* people who have a dream do not achieve their goal.
2 The inventor of the mobile app (*had probably*) / *probably hadn't* worked on similar projects before.
3 Bel started applying for university (*late*) / *in plenty of time.*
4 She got a place at MIT because of her (*life-long attitude to learning*) / *careful interview preparation.*

5 It is important to *take the right path at the start* / *review your direction as you go along*.
6 People should *accept that mistakes are inevitable* / *avoid making too many mistakes*.

7 Watch part 2 of the talk. Match the points that Bel makes (1–3) with the examples she gives to illustrate them (a–d). There is one that you do not need. ▶ 7.2 p. 411

1 'okay is never okay' d
2 'find yourself another peak' c
3 'it's your fault and no one else's' a

a unsuccessful entrepreneurs
b climbing a mountain
c a successful business
d Bel's first book

8 Watch part 3 of the talk. Choose the correct ending to complete each sentence. ▶ 7.3 p. 411

1 The point Bel is making in describing the ad is that the people a
a worked very hard to get to the top.
b enjoyed the journey.
c celebrated their achievement.

2 Bel is saying the point that when people achieve their dreams b
a the sense of fulfilment is worth all the effort.
b the sense of fulfilment does not last long.
c they might feel disappointed.

3 Bel mentions the steps in the journey to suggest that people a
a should learn from both success and failure.
b should pay attention to taking the right direction.
c should not celebrate until they arrive at their destination.

9 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 7.4

dedicated	striking	prior to that
subtle	vision	we made it

10 Think of an example of the following things. Then work in pairs and compare your examples.

- Things that people dedicate themselves to.
- Something you found *striking* about Bel's talk.
- Times when you were successful in doing something and were able to say '*We made it*'.

11 MY PERSPECTIVE – SPEAKING

Have you changed your mind about any of the ideas you discussed in exercise 3 as a result of watching the talk?

12 MY PERSPECTIVE – SPEAKING

Work in pairs. Read some quotations from Bel's talk. Which do you think is the most important?

'No one else has the perfect answers for your life.'

'If you didn't make [your dreams] happen, it's your fault and no one else's.'

'The only way to really achieve all of your dreams is to fully enjoy every step of your journey.'

Choose one or two of the quotations and illustrate them with examples from your life, or the life of someone you know.

Life Skills guide
10 Communication, Mediation

Exam guide
8 Listening
Multiple choice

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

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Five ways to kill your dreams

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AUTHENTIC LISTENING SKILLS

1 Listen to the extracts from the TED Talk and complete the sentences. 63

1 When we think about the dreams we have, and the dent we want to leave in the universe, it is striking to see how big of an overlap there is between the dreams we have and _projects_ that never happen.
2 Your overnight _success_ story is always a result of everything you've done in your life through that moment.
3 No one else has the perfect answers for your life. And you need to keep _picking_ those decisions, right?
4 When I launched my first book, I worked really, really _hard_ to distribute it everywhere in Brazil.
5 When you're _growing_ towards a peak, you need to work harder than ever and find yourself another peak.
6 And one last tip, and this one is really important as well: Believe that the only things that matter are the _dreams_ themselves.
7 Yes, you should enjoy the _goals_ themselves, but people think that you have dreams, and whenever you get to reaching one of those dreams, it's a magical place where happiness will be all around.
8 If every step becomes something to learn or something to celebrate, you will for sure enjoy the _journey_.

WATCH p. 411

2 Choose the correct option to complete each sentence.

1 When Pesce got into MIT, many people thought she *had achieved* / *would have achieved* her success overnight.
2 When someone believes that the dream is the goal, he or she *risked* / *risks* enjoying the journey.
3 In Pesce's example, the friends who climbed the mountain *will celebrate* / *celebrated* for two seconds and then went back down the mountain.
4 Many people *have been dreaming* / *are going to dream* about one goal their whole life and don't understand why they still haven't achieved it.
5 Pesce explains that your successes are a result of everything *you are doing* / *have done* up until that point.
6 Even though she had sold over 50,000 copies of her first book, Pesce *had decided* / *decided* to make a big effort to promote her second book as well.
7 Pesce visited every state in Brazil while she *was promoting* / *had been promoting* her second book.
8 Pesce implies that when people take responsibility for their results, they *will be* / *will have been* more likely to reach their goals.

3 The title of Pesce's talk is 'Five ways to kill your dreams', but her message is to help you keep your dreams alive. Transform each statement about killing your dreams into an affirmative statement about making your dreams come true. Suggested answers:

1 Believe in overnight success.
Believe that success requires dedication and hard work.
2 Believe someone else has the answers for you.
Believe that you have to find the answers for yourself.
3 Decide to settle when growth is guaranteed.
Decide to keep working hard even when growth is guaranteed.
4 Believe the fault is someone else's.
Believe that you are responsible.
5 Believe that the only things that matter are the dreams themselves.
Remember that the journey matters as much as the dreams themselves

VOCABULARY IN CONTEXT

4 Match the words in bold in the sentences (1–6) with the words or phrases (a–f).

1 When she was in high school, Pesce **spent all of her time and energy** working on her education. _a_
2 Pesce finds it **particularly interesting** how many people's important dreams are never achieved. _d_
3 Even though we all see and appreciate people's successes, we often don't realise that, **before that point**, that person put in significant time and effort. _c_
4 Sometimes a change in our attitude is **not obvious**, but it can make an important difference. _e_
5 A person who has **the ability to think about the future intelligently and imaginatively** can inspire other people to do great things. _f_
6 Upon reaching their goals, many people celebrate, saying to themselves, 'We **succeeded**!' _b_

a dedicated herself to
b made it
c prior to that
d striking
e subtle
f a vision

7F Speaking

1 Match the two parts of the sentences. One sentence ending is not needed.

1 Although I had trained a lot, f
2 Despite being busy with schoolwork, c
3 I was quite tired after the event, e
4 My teacher liked my idea, a
5 I like your proposal. Mind you, g
6 The weather wasn't ideal, but d

a though she also had some suggestions.
b even so, we needed to wait.
c I decided to audition for the play.
d the event was fun nevertheless.
e and yet, I still felt very happy.
f I was nervous on the day of the competition.
g we could also consider a different approach.

2 Complete the paragraph with the words in the box. There are two words you don't need.

all	although	and yet	despite	even
in spite	mind	nevertheless	the same	

(1) Although I studied engineering, I realised after I graduated that what I really wanted to do was social work. My parents weren't thrilled about the idea of me changing careers. **(2)** Even so, they told me that they would support me if it was what I really wanted to do. I decided to go back to college and get another qualification. I enrolled in night classes and worked during the day. It was hard, but I **(3)** nevertheless felt that I was making the right decision. **(4)** In spite of what you might think, a lot of what I'd learnt in my first degree was relevant to my course. **(5)** Mind you, there were a lot of new things that I needed to learn too. I struggled at times, **(6)** and yet, I was still happy I'd made this decision. When I finished my course, I started looking for a job. It was difficult, but I kept trying all **(7)** the same. Eventually, I was hired by a local community centre, which is where I work today.

3 Read and complete the conversation with one word in each gap. Then listen and check your answers. 64

Jack: What are you doing this summer, Ashley?
Ashley: Well, **(1)** even though I was offered an internship here, I decided to turn it down. Instead, I'm going to work on a conservation project in Belise.
Jack: Really? That's so interesting. **(2)** Mind you, it will probably be hard work.
Ashley: Yes, I think it will be. Even **(3)** so, I'm really looking forward to it. I'm going to be away for about two months.
Jack: When do you leave?
Ashley: In just over a week.
Jack: **(4)** Despite the fact that you have exams coming up?
Ashley: Yes. I got special permission to leave early. I'm taking my exams this Thursday and Friday.
Jack: Wow. That's quite soon.
Ashley: I know. And **(5)** yet, I haven't studied! I've just been too busy. I've done quite a bit of preparation, but I **(6)** still have so much to do.
Jack: I can imagine.

4 Make notes on your answers to the questions below. Then listen to the model answer and compare your ideas. 65 p. 403

1 What are your ambitions for the future?
2 What is your dream job? Why?
3 In your opinion, what does it mean to be successful?
4 Would you like to be famous? Why?/Why not?
5 What aspect of your education has been the most fulfilling?

Life Skills guide
4 Mediation, Self-development

5 Choose the correct option to complete each dialogue.

1 A: So, have you found a job for the summer holidays?
B: No, I haven't had one reply, ___ over 200 emails.
A: I'm sure you'll get an answer soon.
a I'm still sending
b despite sending
c when I sent

2 A: What course are you going to do next year?
B: I can't make a decision, ___ I've arranged to meet a careers advisor next week.
A: Good idea.
a so
b nevertheless
c even though

3 A: I can't believe you're going to work in a factory for four months.
B: Yes, I know. It's not going to be easy.
A: That's for sure, ___ I suppose you'll earn good money.
a even though
b mind you
c the same

4 A: My parents don't like the idea of me going abroad for so long.
B: I suppose it's hard for them to accept, but I ___ think you should go.
A: Really? Thanks, I need some support.
a all the same
b although
c still

Exam guide
5 English in Use Mini-dialogues

7G Writing

An opinion essay

1 Complete the text with the words and phrases in the box.

arguments	introduction	personal view	planning
style	sum up	topic sentence	write

When you write an opinion essay, it's important to spend some time **(1)** planning it first. You need to think about who is going to read the essay, and **(2)** write for that audience. Regardless of the audience, however, keep in mind that you should use appropriate, formal **(3)** style. The structure of the essay should be as follows: start with the **(4)** introduction, where you will clearly state that there are two different approaches to the situation you are discussing. Then, follow with two paragraphs; each one should present **(5)** arguments supporting one of the approaches. Start each paragraph with a clear **(6)** topic sentence. In these two paragraphs, try not to include your **(7)** personal view on the problem. That comes in the final paragraph, where you should **(8)** sum up your arguments and let the reader know what your choice is.

Exam guide

4 Writing
An essay

Life Skills guide

4 Creativity,
Critical thinking,
Mediation,
Practical skills

2 Complete the essay with the missing clauses and sentences (a–f).

(1) d. But is there an easy recipe for success? Some people claim that the key is proper education and training. Others argue that the most important factor is experience. Let us discuss which of these aspects affect people's careers more.

There is no doubt that those who want to do their job well need proper training. Moreover, **(2)** a. Three to five years of studies is regarded as the minimum, and post-graduate courses and programmes ensure that the employee is ready to carry out even the hardest tasks. Without a degree and a pile of certificates, **(3)** e.

On the other hand, there are some who claim that one can only become an expert by practising. They give examples of successful businesses like Microsoft or Google, whose owners focused on passion and experience rather than a formal education. They became global tycoons, and **(4)** b.

All things considered, I would say that success still needs some good foundations in the form of formal education and training. Even though **(5)** c, they are in minority. Therefore, let us not give up the skills and knowledge we gain at school – one day, **(6)** f!

a the more advanced a job is, the more significant is to be well-educated
b their success had little in common with education
c some people have been lucky enough to base their success solely on hard work and experience
d A successful career is surely what everybody dreams about
e one will never be fully successful
f they will lead us straight to success

3 Finish the arguments in a logical way.

1 Even though money is the measure of success for many, _____.

2 It is so easy to become famous on social media nowadays. Nevertheless, _____.

Some jobs require years of studying before you can gain the necessary skills. Moreover, _____.

4 You have been discussing your career options with a number of people, including the careers guidance officer at school, your teachers, your parents and your friends. You have made the notes below.

Which career should I pursue?
- working at an art gallery
- becoming a visual artist
- training as an art teacher

Some opinions expressed during the discussions:
'It's unrealistic to make a living from art. Law or accountancy would be better.'
'You're really creative! You should follow your own dreams no matter what!'
'Get some good qualifications first. Later you can decide what you want to do.'

Write an essay discussing two of the career options from your notes. Explain which option is more important to you, giving reasons in support of your answer.

Lexical Review 7

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.

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

2 Choose the correct option to complete each sentence.

1 I like doing ____ puzzles like sudoku.
a mind **c** thought
b logic **d** strategy

2 She's a very ____ person and makes friends easily.
a shy **c** outgoing
b introverted **d** stressed

3 He encountered a few ____ after starting his own company, but now it is a success.
a benefits **c** rewards
b obstacles **d** profits

4 As the owner of the firm, she has a ____ of what she wants to accomplish.
a vision **c** sight
b view **d** aspect

5 You can build up your ____ by working out at the gym.
a lungs **c** bones
b skeleton **d** muscles

6 I want to ____ my aim of being financial director.
a succeed **c** deliver
b achieve **d** allow

7 They did a/an ____ test to see how high their IQ was.
a thinking **c** intelligence
b brain **d** examination

8 He was extremely ____ when he didn't get the job. He wanted it so badly.
a disappointed **c** grateful
b relieved **d** pleased

3 Match the words to make phrases.

1 cost- e	**a** through
2 sort h	**b** beat
3 pass a	**c** a business
4 clear g	**d** a difference
5 set up c	**e** effective
6 make d	**f** a dream
7 realise f	**g** up
8 heart b	**h** something out

4 Write one word in each gap to complete each sentence. The first letter is given.

1 He has to go to hospital to have an operation on his stomach.
2 The city has excellent infrastructure, there are good roads and great public transport.
3 I feel very confident that I'll pass my driving test.
4 She is determined to succeed and nothing will stop her.
5 After the accident, she was in intensive care for a week.
6 I'm happy to do voluntary work, I don't mind not being paid and I want to help people.
7 It would be difficult to do many things with our hands without a sense of touch.

Exam guide
2 English in Use
Multiple choice

5 Match the words with the definitions.

1 flooded c	**a** how you feel before a test or exam
2 failure h	**b** to make something wider
3 nervous a	**c** when houses and streets are under water
4 pay a compliment f	**d** another word for aim
5 broaden b	**e** to take people out of an area
6 target d	**f** say something nice about somebody
7 graduate g	**g** to finish university
8 evacuate e	**h** the opposite of success

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 Office for National Statistics has revealed that UK ___unemployment___ remains low. The number of people employed is growing gradually. EMPLOY
2 Do you agree that a ___failure___ is a big part of our life and the secret to success? FAIL
3 We have been ___unsuccessful___ in finding a new manager, so temporarily I'm in charge of the business. SUCCESS
4 The ___retirement___ age is rising in many countries around the world and is going to affect people in different ways. RETIRE
5 The threat of ___redundancy___ has been hanging over 500 hundred employees since the company hit a low in selling their goods. REDUNDANT

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 It's obvious that devotion and concentration on the tasks will eventually ___bring___ success.
2 If you want to ___realise___ your potential in science, you should apply for a position at the university.
3 The new schedule will certainly ___make___ a difference to the way Sheila does her work.
4 Be careful not to take ___on___ too many responsibilities in your new workplace.
5 Setting ___up___ a new business is not an easy task these days.

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 It's been half a year since Jack started studying at post-graduate level.
Jack ___has been studying___ at post-graduate level for half a year.
2 Mr McGregor will launch his business soon, but first he must collect the missing documents.
Mr McGregor will launch his business as soon as ___he collects / has collected___ the missing documents.
3 Normally we live in York, but presently we can call Coventry our home.
Presently we ___are living___ in Coventry.
4 Mary began scanning the files at 10 am. She was still doing it when I entered her office at 1 pm.
When I entered Mary's office at 1 pm, she ___had been scanning___ the files for three hours.
5 Tony is already in his office but doesn't have his laptop with him. It's at home.
Tony ___has forgotten___ to take his laptop to his office.

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 This time tomorrow we ___will be collecting plastic bottles___ (*collect / plastic bottle*) that litter Polish beaches.
2 George ___is currently driving___ (*currently / drive*) the company's car, as his is being fixed at the garage.
3 When I ___have spent three years___ (*spend / three / year*) in Italy, I will be able to say I know Italian quite well.
4 Why ___did Lucy refuse to work___ (*Lucy / refuse / work*) in the law office although they offered her a decent salary?
5 By this time next May, Brenda ___will have been working at/from home___ (*work / home*) for five years.

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.

go leave make meet plan set try

1 My aunt Lucy ___had tried___ to pass her driving test five times before she finally succeeded.
2 I'm really excited. I ___am meeting___ my in-laws for dinner tonight.
3 Kevin always ___sets___ targets that are realistic and he can reach them effortlessly.
4 We ___have been going___ to Scotland on holiday every year for ten years. We really like it.
5 By the time William proposes to Ann, she ___will have left___ him.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 (*Nigdy nawet w najśmielszych marzeniach*) Never in his wildest dreams did he expect he would be elected President.
2 Don't you think it's high time for you to (*założyć rodzinę*) raise/start a family?
3 Her phone is busy. She (*być może rozmawia*) may/might be talking with her sister as usual.
4 (*Będę czekał*) I will be waiting for you in the foyer. You'll find me easily.

READING

7 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

MY ALASKAN ADVENTURE

My first job was one of the most exciting times of my life. I went to bed with the sun, woke when it was still dark and stank like a fish all day, but I felt alive and full of energy.

'Are you nuts, Jack?!' my mom shouted when I first told her that I was going to Alaska to work on a fishing boat. I tried to explain that I needed a break from my academics and that I wouldn't be there forever. She agreed to let me go when I told her that I would call her often and come back home after a year.

When I first arrived in Anchorage, I had second thoughts. I traded my T-shirt for a fleece jacket and had to get used to the colder weather, which was worse than I'd expected. I found a job instantly because I had lots of fishing experience. In fact, the day after I applied for work, I was already sent out to sea. Our busiest time of day was always around 7 am. Sometimes, we would go for halibuts that weighed 50 kg, and others we went after king salmon, yellow eye rockfish, or lingcod.

This sort of work isn't for someone who is lazy or doesn't like to get their hands dirty. In fact, my hands still have scars from my fishing days. But even though it was hard, it was very fun and rewarding. One of the biggest problems of my stay in Alaska is that it is was, and still is, a very expensive place to live. I wasn't exactly making millions of dollars, so paying my bills proved challenging at times. However, I got to experience nature like I never had before. Every weekend I had off, I was out kayaking.

I ended up staying in Alaska for two whole years. I often think about that time with nostalgia and wonder if maybe I made the wrong choice when I traded my rubber boots back in, this time for the suit I have to wear to work every day. Who knows? Maybe I will go back to 5 am wakeups and fish guts. Well, until then, I can always dream about it.

1 Jack made a decision to go to Alaska because ___
a he wanted to get away from the monotonous job he had.
b his mother insisted on him meeting new challenges.
c he felt like experiencing new things for a certain period of time.

2 While in Anchorage, Jack ___
a found it hard to get accustomed to severe weather conditions.
b took a long time to find employment.
c realised that every day brought new things for him.

3 The main trouble for Jack was that ___
a he was doing dirty work.
b the job was not financially rewarding.
c he sustained many serious injuries.

4 From the last paragraph we learn that Jack ___
a is hesitant about his future job.
b wishes he had stayed in Alaska for another two years.
c has made a firm decision to return to Alaska.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading
Multiple choice

WRITING

8 **W odpowiedzi na prośbę redakcji do czytelników czasopisma filmowego napisz list, w którym opiszesz szczególne wydarzenie z twojego życia i uzasadnisz, dlaczego warto je wykorzystać do produkcji filmu.**

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

Exam guide
8 Writing
A formal letter

Life Skills guide
8 Creativity,
Mediation,
Practical skills

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 children are feeling?
2 What would you like to have if you could afford it? Why?
3 Tell us about your last dream that came true.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Mediation

8 Reading the world

Exam guide

3 English in Use
Multiple choice

8A Vocabulary

Adjectives describing books or films

1 Revision Complete the sentences with the words in the box.

actors	boring	characters	narrator	plot
scene	setting	title	topic	

1 The title of a book or film is its name.
2 Where and when a story takes place is the setting.
3 The plot is what a book or film is about.
4 The subject or theme of a book or film is also known as the topic.
5 A particular part of a story that happens in the same place is a scene.
6 The narrator tells the story from his or her point of view.
7 The people in a film are the characters and the real people who play the people in the film are actors.
8 When one person thinks a book is boring, another may find the book to be interesting.

2 Revision Complete the text with words from exercise 1.

The film *Star Wars* introduces the audience to the hero, Luke Skywalker, played by the **(1)** actors Mark Hamill. As its **(2)** title suggests, the film centres round battles in the **(3)** setting of outer space and its different planets many, many years ago. These battles explore the **(4)** topic of good against evil.
The film's **(5)** plot is about how Luke and his friends, who represent good, destroy the best and most dangerous spaceship of the rulers of the universe known as the Empire, which represents evil. With its many interesting **(6)** characters and action-packed battle **(7)** scenes in space, the film is definitely not **(8)** boring!

3 Choose the correct option to complete each sentence.

1 *Star Wars* is hugely popular and successful. It's considered ___.
a a happy ending
b a blockbuster
c dull
d an over-rated film

2 I decided to go and see the film because I found the trailer ___.
a intriguing
b predictable
c slow-moving
d over-rated

3 The author explained a difficult topic in a way that was both ___ and interesting to readers.
a dull
b predictable
c sentimental
d accessible

4 The best-selling book won many awards, but I thought it was ___.
a thought-provoking
b gripping
c witty
d over-rated

4 Read the sentences. Cross out the option that is NOT possible.

1 I enjoyed the film. I thought it was ~~*slow-moving*~~ / *entertaining* / *gripping*.
2 That film made millions of pounds, but I thought it was *over-rated* / *predictable* / ~~*accessible*~~.
3 The last book I read had a *predictable* / ~~*over-rated*~~ / *disappointing* ending, like many other books I've read.
4 The film was a blockbuster, but I found it ~~*intriguing*~~ / *dull* / *disappointing*.
5 What a waste of time! The documentary film was *thought-provoking* / ~~*witty*~~ / *dull*.

5 Complete the table with the words.

disappointing	dull	entertaining
gripping	intriguing	moving
over-rated	predictable	slow-moving
thought-provoking	witty	

Positive	Negative
entertaining, gripping, intriguing, moving, thought-provoking, witty	disappointing, dull, over-rated, predictable, slow-moving

6 Listen and complete the sentences. 66

1 I really love ___action movies___! You know, the kind of ___gripping___ film that keeps you ___on the edge___ of your seat the entire time you are watching.
2 Action movies are OK, but I prefer something more ___slow-moving___ and ___thought-provoking___, like a drama without a ___happy ending___.
3 I watched a documentary film about all the plastic in our seas. It really ___opened my eyes to___ how human-made pollution affects marine life. The film ___made a huge impact on___ what I do with my rubbish.
4 I like stories about love. I may ___be in tears___ at the end, but I enjoy feeling ___sentimental___.

7 Correct the mistake in each sentence.

1 The penalty kick had me ~~by~~ the edge of my seat.
___on___
2 The audience was ~~into~~ tears listening to the moving speech.
___in___
3 After a natural disaster, donations ~~give~~ a huge impact on the people affected.
___make___
4 Travelling the world opens your eyes ~~at~~ different cultures.
___to___
5 Omar thought the show was ~~disappointed~~.
___disappointing___
6 The programme was so ~~slow-moved~~ and boring that the children fell asleep whilst watching it.
___slow-moving___
7 Unfortunately, we chose to eat at an ~~over-rating~~ and expensive restaurant.
___over-rated___
8 The event was so ~~dulled~~, they couldn't wait to go home.
___dull___

8 **Extension** Complete the adjectives with *-able*, *-ed*, *-ful* or *-ing*.

1 absorb<u>ing</u>
2 acclaim<u>ed</u>
3 award-winn<u>ing</u>
4 enjoy<u>able</u>
5 fast-mov<u>ing</u>
6 gripp<u>ing</u>
7 insight<u>ful</u>

9 **Extension** Complete the sentences with the words and phrases in the box.

big-budget	clichés	critically acclaimed
gripping	hard to follow	insightful
original	second-rate	surprise endings
tear jerkers	third-rate	violent

1 Jordan enjoys action movies – nothing too ___violent___, but he does like them to be ___gripping___.
2 Typically Angela only sees ___critically acclaimed___ films. She reads reviews online before watching.
3 Adam watches everything – from ___big-budget___ films to ___second-rate___ and even ___third-rate___ films.
4 Michelle likes to watch independent films. She finds them to be more ___insightful___ of modern life than big-budget films.
5 Sam loves unusual films that are ___hard to follow___ and have ___surprise endings___.
6 Leila avoids ___tear jerkers___. She thinks they are not ___original___ and use ___cliches___ to make you feel sad and sentimental.

10 **Extension** Read the text and complete the words about world cinema.

Each year the US film industry, also known as Hollywood, produces hundreds of films, many of which are **(1)** b<u>i g</u>-b<u>u d g e t</u> films. But did you know there are **(2)** f<u>i r s t</u>-r<u>a t e</u> film industries in China, India and Nigeria, each producing several hundreds of **(3)** o<u>r i g i n a l</u> films as well?

Chinese-language cinema is wildly successful both in China and at international film festivals. One of China's most internationally famous films is the **(4)** a<u>c t i o n</u>-p<u>a c k e d</u> martial arts film, Crouching Tiger, Hidden Dragon.

In India, the most successful films come from the city of Mumbai (Bombay), where the film industry is known as Bollywood. Bollywood films are well-loved and popular for their singing, dancing and **(5)** r<u>o m a n t i c</u> storylines.

Nigerian cinema, popular across the continent of Africa, as well as in the Caribbean, receives government support as it is regarded both culturally and financially as an important industry in the country. A film called The Figurine, a **(6)** g<u>r i p p i n g</u> and **(7)** h<u>i g h l y</u> a<u>c c l a i m e d</u> thriller, received a lot of media attention.

8B Listening

Exam guide
1 Listening
Multiple choice

1 Listen and choose the correct options. 67 p. 403

1 Why was the woman by herself?
a She wanted to be alone for a while.
b Everyone else was still sleeping.
c She was on her way to meet her friends.
d She enjoyed being by herself.

2 What was she going to do?
a take a long walk on the beach
b meet people on the beach
c climb over the sand dunes
d maybe go for a swim

3 Where was she when she saw the boat?
a in the shallow water
b at the house
c on a sand dune
d hiding in the grass

4 What shocked her the most?
a The men had weapons.
b The men were in the water.
c The men were fighting.
d The men were loading something.

5 How did she know the men weren't police?
a by what they were doing
b by what they were saying
c by what they were wearing
d by what they were holding

6 What might have kept the men from seeing her?
a the sand dunes
b the beach grass
c the ocean waves
d the bright sun

7 Why didn't they call the police?
a The men had threatened her.
b They couldn't trust the police.
c The police had already arrived.
d They wanted to avoid trouble.

8 Why did they move to the hotel?
a It felt a lot safer.
b It was much cheaper.
c It was closer to the beach.
d It was very touristy.

Exam guide
4 Listening
True/false

2 Look at the picture, listen and complete the sentences. Then practise saying the sentences. 68

1 She is Yoina Mameria Nontsotega, a member of the Matsigenka ___tribe___ of Peru.
2 Her tribe of indigenous people lives in Manú National Park, a ___protected___ rainforest.
3 Manú is one of the most ___biodiverse___ places on Earth.
4 No more than a ___thousand___ Matsigenka people live in the national park.
5 They farm and hunt in the forest, but only for their own ___use___.
6 In the photo, Yoina is ___neck deep___ in the Yomibato River near her village.
7 Her pet saddleback tamarin is ___on top of her head___.
8 Many people find the photo ___thought-provoking___, even captivating.

3 Listen to the story of Yoina. Put the events of the story in the correct order. 69 p. 403

a Reporter Emma Marris went looking for Yoina. 6
b Yoina received a gift of a photograph. 7
c Yoina's photograph was taken for an article. 1
d Yoina's pet was killed in an accident. 4
e Yoina shaved her head in mourning. 3
f Yoina's family buried the tamarin. 5
g Yoina's mother, Carmen, died after giving birth. 2

4 Listen again. Are the sentences true (T) or false (F)? 69 p. 403

1 The Matsigenka can live in the rainforest because they are indigenous. T
2 Peru has some of the most biodiverse places on Earth. T
3 The Matsigenka are not allowed to hunt in the protected rainforest. F
4 Yoina was her mother's ninth child. F
5 Yoina's pet tamarin accidentally killed itself. T
6 Yoina shaved her head after her pet's death. F
7 A visiting biologist gave Yoina a gift. F
8 Mauro Metaki is a Matsigenka teacher. T

8C Grammar 1

Modifying adjectives

1 Are the adjectives gradable or ungradable? Complete the table.

cold	delighted	exhausted	fascinating
freezing	heartbroken	large	slow
smart	tired		

Gradable	Ungradable
cold,	delighted,
large,	exhausted,
slow,	fascinating,
smart,	freezing,
tired	heartbroken

2 Complete the sentences with the words in the box.

boiling	disgusting	hot	priceless
scared	terrified	unpleasant	valuable

1 It was absolutely ___boiling___ when we visited Greece. We had to stay in the shade all day.
2 The painting is very ___valuable___ to me. I will never sell it.
3 It was much too ___hot___ on the beach, so we went inside to rest.
4 My brother is ___terrified___ of heights. He'll never go on any roller coasters with me.
5 She spent a long time cooking the meal, but it was still ___unpleasant___ to eat.
6 The fish they served was absolutely ___disgusting___. We returned it immediately.
7 I'm certainly more ___scared___ of snakes than I am of spiders.
8 His art collection is ___priceless___. Some critics say it is the best in North America.

3 Choose the correct option to complete each sentence.

1 You should see her sing at the opera house. She's *absolutely* / *extremely* wonderful.
2 I couldn't eat the breakfast at the B&B. It was *a little* / *totally* hot.
3 Students get a discount at the gardens on Wednesdays, so it's *fairly* / *not very* cheap to go.
4 The producer was *slightly* / *really* furious when the star didn't show up on the first day of filming.
5 The magazine has been publishing *completely* / *extremely* funny articles about the new government.
6 My teacher has asked me to give in the assignment by Friday, which is *completely* / *pretty* impossible.
7 Designing the new stadium is a *very* / *really* enormous task, but I can't wait to get started.

4 Underline the adverbs in the text. Then circle the ones that are used with ungradable adjectives.

The Sellout, by the American author Paul Beatty, recently won the Man Booker Prize for Fiction. It was a somewhat controversial win because the rules of the contest only changed in 2014 to include authors from the United States. But the book has received absolutely incredible amounts of praise from critics and readers. It has been called 'extremely funny' and 'absolutely fascinating.' Eighteen publishers rejected the book because it can be quite difficult to read and they didn't think it would sell. It is now one of the most highly acclaimed books of recent years.

5 What is the function of *quite* or *rather* in the sentences? Choose the correct option.

1 I'm quite frightened of flying, so I prefer to travel on trains or in cars.
(a) weaken the adjective
b mean 'completely'
c express surprise

2 The new crime series on Netflix is rather good. The last one bored me.
a weaken the adjective
b mean 'completely'
(c) express surprise

3 I was quite furious about the flight delay. It meant I missed a day of holiday.
a weaken the adjective
(b) mean 'completely'
c express surprise

4 My father's cooking is rather good since he started taking that new cooking class.
a weaken the adjective
b mean 'completely'
(c) express surprise

5 She felt quite tired after a long day of meetings at the office.
(a) weaken the adjective
b mean 'completely'
c express surprise

6 The backpackers were quite exhausted after their trip through three countries.
a weaken the adjective
(b) mean 'completely'
c express surprise.

8D Reading

VOCABULARY BUILDING Phrasal verbs with two particles

1 Put the words in the correct order to make sentences.

1 to / some / up / catch / need / I / with / work
I need to catch up with some work.
2 have / an / We / come / to / with / idea / up
We have to come up with an idea.
3 away / do / Technology / may / books / with
Technology may do away with books.
4 got / haven't / it / to / They / round / yet
They haven't got round to it yet.
5 grew / I / magazines / of / teen / reading / out
I grew out of reading teen magazines.
6 didn't / up / to / It / expectations / my / live
It didn't live up to my expectations.

Exam guide
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READING

2 Read the text. Match the quotations (1–4) with the people (a–e). There is one person you don't need.

1 'I loved having the chance to help up-and-coming writers succeed. I will definitely continue to use the site in the future.' e
2 'Without Unbound, my career would never have got off the ground. Now I'll never need to worry about rejection letters again.' d
3 'We've been very pleased by the site's success. Crowdfunded publishing has demonstrated the value of thinking outside the box.' a
4 'My company was happy to support this innovative venture. I'm in favour of anything that gets people reading more books.' b

a one of the founders of Unbound
b an editor at a large publishing company
c an experienced author
d a writer who was published for the first time
e a reader who has made a donation

Exam guide
3 Reading
Matching paragraphs

3 Read the text again and decide which of the paragraphs (1–6) contains the following information (a–f). You may use a number more than once.

a an explanation of where the name of the website comes from 3
b details about what happened after Unbound became successful 5
c the number of books that Unbound was able to publish 4
d a description of the background of two of Unbound's founders 2
e three examples of authors who had trouble getting published 1
f something that Unbound's founders were surprised by 4

4 Finish the sentences.

1 The creators of Unbound saw a need for _____
2 The website matches writers with _____
3 After the site was set up, it quickly _____
4 Unexpectedly, publishers had a _____
5 The site inspired a phenomenon called _____
6 The passage suggests that we can learn _____

5 Read the text again. Complete the Polish summary with the missing words. Suggested answers:

Cześć, Karolino!

Pamiętasz, jak wiele razy próbowałam wydać swoją powieść, jednak bez skutku? Przychodziły jedynie listy z **(1)** odmową/odrzuceniem, np.: „Niestety nie **(2)** jesteśmy w stanie / możemy zaakceptować Pani rękopisu..."

Przypadkiem odkryłam nowy sposób – crowdfunded publishing, czyli finansowanie społecznościowe.

Wszystko zaczęło się podobno od dwójki **(3)** brytyjskich/uznanych autorów, którzy zdecydowali się poszukać **(4)** rozwiązania problemu podobnego do mojego. Zdawali sobie sprawę, jak trudno jest młodym pisarzom przebić się i przekonać do swoich pomysłów redaktorów wielkich wydawnictw.

I wtedy powstała strona Unbound. Dzięki niej początkujący twórcy mogą dotrzeć **(5)** bezpośrednio/wprost do potencjalnych czytelników. Pisarze umieszczają na stronie **(6)** krótkie opisy/streszczenia powieści, nad którymi pracują. **(7)** Czytelnicy/Odbiorcy przekazują na wydanie książki pieniądze, które zostaną im oddane, jeżeli cel nie zostanie **(8)** osiągnięty/zrealizowany.

Zaskoczyła mnie informacja, że **(9)** wielu tradycyjnych wydawców **(10)** poparło/popiera/wspiera ten projekt – widzą go nie jako **(11)** konkurencję/zagrożenie, lecz jako innowacyjny sposób na promocję książek. Dzięki Unbound wielu początkujących pisarzy ma **(12)** szansę/możliwość wydać swoją książkę.

Mam nadzieję, że i w moim przypadku ta metoda zadziała!

Laura

A novel way to publish books

1 70 Over a cup of morning coffee, a young writer sits down at her desk and begins to open a batch of letters. Each letter begins in a similar way: 'We regret to inform you that we are unable to accept your manuscript at this time …' 'We have decided not to publish your novel …' 'Unfortunately, we have decided to pass on your submission …' The writer hangs her head sadly and tosses the manuscript into the bin. Scenes like this haunt* young writers' imaginations. Indeed, many prominent writers have had this type of experience. Famously, J.K. Rowling received rejection letters from twelve publishers before Bloomsbury decided to take a chance on *Harry Potter*. William Faulkner and John Steinbeck, each of whom went on to win the Nobel Prize in Literature, were also turned down repeatedly at the start of their careers.

2 In 2011, two British writers decided to come up with a solution to this problem. Justin Pollard was a well-known historian; his friend Dan Kieran had published a number of successful travel books. Both men knew the publishing industry well and had seen first-hand* how hard it was for writers to break into the business. Although they had successful careers, they knew that many other writers were struggling. After giving the matter some thought, they concluded that the problem was simple. Writers should not be pitching* their ideas to editors because ultimately their opinions were not the ones that mattered most. Instead, writers should engage directly with readers.

3 The two friends recruited John Mitchinson, an ex-book publisher, to help them. With his assistance, they set up a website called Unbound. Writers would use the site to upload short descriptions of books they were working on. Alongside each one, they would list a fundraising target. When readers logged on to browse the descriptions, they could make donations to books they were interested in and, with enough donations, a book would be published. There was no risk to readers because if a book did not meet its target, all of the people who had donated would get their money back. The name of the site was a play on the concept of 'boundary.' If Unbound worked as planned, the site would get rid of the boundary that was stopping writers from launching their careers.

4 Within six months, the site was already showing signs of success. More than 200,000 readers took an interest in the project and Unbound was able to fund ten books. Over the next few years, Pollard, Kieran and Mitchinson built up a wider audience and published more than 200 titles. Several of Unbound's books went on to become bestsellers and, in 2014, one of their novels was nominated for the prestigious Man Booker Prize.* The most surprising aspect of Unbound was that many traditional publishers supported the project. Often, well-known writers wanted to try out a new style or genre. Rather than risk financial loss if the books did not do well, publishers would suggest using Unbound to see if the book had a market. In their view, the site was not a competitor but an innovative way to promote books. The participation of well-known writers helped Unbound to grow. However, the site's real strength was in getting new writers published.

5 When it became clear that Unbound worked, a number of similar companies were set up. The concept behind Unbound came to be known as crowdfunded publishing and it revolutionised the literary industry. The majority of books are still issued by large publishing houses, but now writers have an alternative route to authorship. Interestingly, the theory behind Unbound is not new. In the 17th and 18th centuries, there was a phenomenon called subscription publishing, where readers pledged support for books before they were written. Atlases, history texts and even John Milton's *Paradise Lost* were funded in this way. Thus, the site is not a new concept so much as a novel take on an old practice. Perhaps we should look to the past to identify other methods we can adapt to resolve modern quandaries.*

haunt *to make someone feel afraid*
first-hand *based on personal experience*
pitch *to promote a project or idea*

Man Booker Prize *an important literary award*
quandary *a problem or dilemma*

8E Grammar 2

Narrative tenses and future in the past

1 Choose the correct options for the words in bold.

1 By the time he published his first novel, he **had been writing** for the magazine for 30 years.
- **a** a completed action in the past
- **b** a future event as seen from the past
- **c** an action in progress before a time in the past

2 **After publishing his first non-fiction book**, he came up with the idea for a film script.
- **a** an action that happened before another action in the past
- **b** an imminent future event, as seen from the past
- **c** an action in progress at a time in the past

3 I met lots of interesting people while I **was working** at the theatre.
- **a** a completed past action before the time of the narrative
- **b** an action in progress at a time in the past
- **c** a completed past action at the time of the narrative

4 By the time Alice finished secondary school, she **had read** over a thousand novels.
- **a** a completed past action before the time of the narrative
- **b** a completed past action after the time of the narrative
- **c** a completed past action at the time of the narrative

5 I asked my parents for money and I **spent** it all on books.
- **a** a completed past action that took place before another action
- **b** the future, as seen from the past
- **c** a completed action in the past

6 She was **just about to pay**, when a newspaper on the counter caught her eye.
- **a** a distant future event, as seen from the past
- **b** an action in progress at a time in the past
- **c** an imminent future event, as seen from the past, that may or may not have taken place

2 Choose the correct options to complete the sentences.

1 Argentinian writer Jorge Luis Borges *was* / *had been* born in Buenos Aires, but he *spent* / *had spent* most of his teenage years in Europe.
2 In his late teens, while he *had lived* / *was living* in Switzerland, he *became* / *was becoming* friends with writer Maurice Abramowicz.
3 After *had returned* / *returning* to Buenos Aires in 1921, he *published* / *had published* his first book in 1923.
4 When Borges *was* / *had been* in his early twenties, his eyesight had been *starting* / *started* to fail.
5 1938, when he *developed* / *has developed* blood poisoning after *suffered* / *suffering* a head wound, *was becoming* / *became* a key year in his career.
6 In the eight years that *followed* / *had followed*, he *wrote* / *had written* his best fantasy stories.
7 By his late 50s, Jorge Luis Borges *had become* / *was becoming* completely blind. His blindness *had been* / *was* a hereditary condition.
8 Since he *hadn't learnt* / *hadn't been learning* braille, he could no longer read after *became* / *becoming* blind.
9 But he *continued* / *had continued* writing, even if he *had to* / *was having to* dictate to friends or assistants.

3 Listen and put the events in the correct order. 71 p. 403

- **a** Dave Isay interviewed his grandparents. 2
- **b** StoryCorps developed an app. 6
- **c** Dave Isay founded StoryCorps. 4
- **d** People started recording their stories in booths set up in public places. 5
- **e** People started recording their stories using an app. 7
- **f** StoryCorps published a book entitled *Callings: The Purpose and Passion of Work*. 8
- **g** Dave Isay found an old tape recorder. 1
- **h** Dave Isay couldn't find the old tape. 3

4 Read the text and underline five verbs that refer to the future as seen from the past.

Dave Isay founded StoryCorps in 2003 with the goal of collecting, sharing and preserving people's stories. It was a simple idea: People would go into a booth and they would interview a friend or relative, or maybe just an acquaintance. The first recording booth opened in a New York City train station in 2003. By 2013, StoryCorps had launched mobile booths, set up permanent booths, established weekly broadcasts and published three books. That year, StoryCorps received a $1,000,000 MacArthur Award for Creative and Effective Institutions, published its fourth book and celebrated its tenth anniversary. A year later, Dave Isay received the TED prize.

After needing recording booths for many years, StoryCorps was able to use the $1,000,000 TED prize to develop an app that would help preserve many more

voices and stories. People would no longer need to go to a recording booth. They would be able to use their mobile devices to tell their stories. In 2016, StoryCorps published its fifth book, entitled *Callings: The Purpose and Passion of Work*. In under fifteen years, the StoryCorps archive has become one of the biggest oral history collections. It includes more than 45,000 interviews, recorded in every single state of the United States and in Puerto Rico.

5 Choose the TWO sentences with the same meaning.

1 (a) He had been working as a librarian for ten years when he got his first short story published.
(b) By the time he got his first short story published, he'd been a librarian for ten years.
c He published a single short story while he was working as a librarian.

2 (a) Of all the books he wrote, the one he liked the least was to become his best-seller.
b Of all the books he wrote, the one he liked the least would have become his best-seller.
(c) Of all the books he wrote, the one he liked the least would become his best-seller.

3 **a** It was then that I realised a book had changed my life.
(b) Before then, I had never thought a book could change my life.
(c) It was the first time I felt a book could change my life.

4 (a) On completing his first chapter, Jack started looking for a publisher.
b When he was on the verge of completing his first chapter, Jack started looking for a publisher.
(c) As soon as he completed his first chapter, Jack started looking for a publisher.

6 Choose the correct options to complete the text.

A powerful, menacing, metallic-sounding voice **(1)** _a_ from the sea and **(2)** _c_ in the darkness: 'You, on the dinghy over there, stop!'

The small boat, with only two men on board, **(3)** _c_ painstakingly on the waves, fleeing the shore that **(4)** _a_ barely visible on the horizon. It stopped abruptly when the command was heard. The two restless sailors quickly **(5)** _c_ their oars and **(6)** _a_ at the large shadow that had suddenly emerged between the waves. They **(7)** _b_ both in their 40s, but their energetic, angular features **(8)** _a_ even surlier behind the bushy beards that **(9)** _a_. They **(10)** _b_ felt hats riddled with holes. They had tattered red sashes in which they **(11)** _c_ heavy pistols. Their trousers were also torn, and their legs and naked feet were covered in black mud.

The two men looked at the large shadow that **(12)** _b_ over them on the dark blue background of the horizon.

1 (a) rose
b was rising
c had risen

2 **a** had echoed
b had been echoing
(c) echoed

3 **a** has been moving
b had been moving
(c) was moving

4 (a) was
b had been
c would be

5 **a** were dropping
b had dropped
(c) dropped

6 (a) stared
b were staring
c had stared

7 **a** had been
(b) were
c have been

8 (a) looked
b had looked
c were looking

9 (a) had never been combed
b have never been combed
c would never be combed

10 **a** had been wearing
(b) were wearing
c had worn

11 **a** would carry
b had carried
(c) carried

12 **a** had been looming
(b) loomed
c would loom

7 Translate the Polish parts of the sentences into English. Use narrative tenses.

1 She (*sprawdziła*) ___checked___ that the room was empty and then started looking for the safe.
2 He (*czekał*) ___had been waiting___ there for almost three hours when the men finally appeared.
3 We (*siedzieliśmy*) ___were sitting___ in a café when there was a loud noise from down the street.
4 He suddenly realised that he (*zapomniał*) ___had forgotten___ to switch off the living room light.
5 She was surprised because she (*nigdy nie widziała*) ___had never seen___ him there before.
6 The detective quietly (*zamknął*) ___closed___ the car door and walked towards the house.
7 He (*czytał*) ___was reading___ a text message on his mobile and didn't see me approaching.
8 It was the first time we (*byliśmy*) ___had been___ in a police station, so we were a little worried.

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AUTHENTIC LISTENING SKILLS

1 Look at some sentence beginnings from Ann Morgan's TED Talk and match them with the best endings (a–f). Then listen and check your answers. 72

1 Discovering this massive, cultural blind spot in my reading __c__
2 After I'd worked out how to fit reading and blogging about, roughly, four books a week around working five days a week, __b__
3 But perhaps the most amazing example of the lengths that people were prepared to go to, to help me read the world, came towards the end of my quest, __e__
4 But, within a week of me putting a call out on Twitter and Facebook for Portuguese speakers, __d__
5 As those who enjoy reading will know, __a__
6 And, it's testament to the extraordinary times we live in, where, thanks to the Internet, __f__

a books have an extraordinary power to take you out of yourself and into someone else's mindset.
b I then had to face up to the fact that I might not even be able to get books in English from every country.
c came as quite a shock.
d I had more people than I could involve in the project.
e when I tried to get hold of a book from the tiny, Portuguese-speaking African island nation of São Tomé and Príncipe.
f it's easier than ever before for a stranger to share a story, a worldview, a book with someone she may never meet, on the other side of the planet.

Life Skills guide

4 Critical thinking

WATCH p. 412

Exam guide

2 Listening
True/false

2 Watch Ann Morgan's TED Talk. Are the sentences true (T) or false (F)?

1 Morgan has always made an effort to read books translated from languages other than English. __F__
2 2012 was an important international year for the UK because the Summer Olympics were held in London that year. __T__
3 Morgan learnt that about 45 percent of the literary works published in the UK are translations. __F__
4 Most of the books translated from French and published in the UK are from French-speaking Africa. __F__
5 Morgan discovered that strangers from all over the world were interested in her project and willing to help her. __T__
6 Morgan had a lot of difficulty finding translators of Portuguese. __F__

3 Complete the statements from Ann Morgan's TED Talk with the phrases in the box.

quite different	rather dry	really dubious
really enlightening	really sad	very exciting

1 And it seemed __really sad__ to think that my reading habits meant I would probably never encounter them.
2 Now, I was __really dubious__ whether anyone was going to want to help with this, and give up their time for something like that.
3 That can be an uncomfortable experience, particularly if you're reading a book from a culture that may have __quite different__ values to your own. But it can also be __really enlightening__.
4 And it was __very exciting__ and I learnt some remarkable things and made some wonderful connections that I want to share with you today.
5 Little by little, that long list of countries that I'd started the year with, changed from a __rather dry__, academic register of place names into living, breathing entities.

VOCABULARY IN CONTEXT

4 Match the words in bold in the sentences (1–6) with the words and phrases in the box.

face up to	from scratch	get hold of
stuck to their word	went out of their way	wrestling with

1 She had to **accept** the fact that she might not find books she could read from every country in the world. __face up to__
2 They **made an exceptional effort** to help her find books from different countries. __went out of their way__
3 She received the most amazing help when she tried to **obtain** a book from São Tomé and Príncipe. __get hold of__
4 Morgan worked with people she had found to help her translate the book **from the point where nothing had been done before**. __from scratch__
5 They **did what they had promised to do** and helped her with her project. __stuck to their word__
6 Morgan says that the process of **trying very hard to understand** new ideas helped her gain a new perspective. __wrestling with__

8F Speaking

1 Choose the correct option to complete the expressions.

1 Have I told you *of* / *about* / *to* the time when …
2 *How* / *What* / *Oh* annoying!
3 Really / *So much* / *What* a nightmare!
4 *A lot* / *Much* / *How* scary!
5 *So very* / *What* / *There is* a relief!
6 *Sounds* / *Seems* / *Very* wonderful.
7 *Sounds* / *This* / *That* was lucky!
8 Anyway, to *give* / *cut* / *do* a long story short, …
9 It all worked *about* / *off* / *out* in the end.
10 It was *a really* / *a real* / *in reality* amazing experience.

2 Read the conversations. Cross out the response that is NOT correct.

1 A: I found 20 euros at the bottom of my bag.
B: *That was lucky!* / *Great!* / ~~*Oh, no!*~~
2 A: I left my umbrella on the bus.
B: *How annoying!* / *Poor you!* / ~~*That was lucky!*~~
3 A: I thought I lost my wallet, but when I got home I found it on my desk.
B: *What a relief!* / ~~*How annoying!*~~ / *Oh, right.*
4 A: I have a terrible cold.
B: *Poor you!* / *Oh, no!* / ~~*Sounds wonderful!*~~
5 A: I got 100% on the French test.
B: ~~*What a nightmare!*~~ / *Great!* / *Did you?*
6 A: Anna was looking for you earlier.
B: *Really?* / ~~*That was lucky!*~~ / *Was she?*

3 Complete the conversation with the expressions in the box. There are two you don't need. Then listen and check your answers. 73

Great	Have I told you about the time when	
How	I had the most	Really
to cut a long story short		What a nightmare
what did you do	what happened	Yeah

A: **(1)** Have I told you about the time I lost my suitcase?
B: No, I don't think so.
A: Well, I was flying from New York to Madrid, with a connection in Copenhagen. I wasn't really looking forward to the trip because I knew it was going to be a long day.
B: **(2)** Yeah …
A: And then when I got to the airport I found out that my flight was delayed by two hours.
B: **(3)** How annoying!
A: It was awful.
B: So, **(4)** what happened next?
A: Well, I had to wait ages to board my flight. When I finally got to Copenhagen, my connecting flight had already left and there wasn't another flight to Madrid until the evening.
B: **(5)** What a nightmare! You must have been really tired.
A: Yeah, when I landed in Madrid I was exhausted. The trip had taken almost eighteen hours. But the worst thing was, when I went to pick up my suitcase, I couldn't find it anywhere.
B: **(6)** Really?
A: No! Someone had forgotten to put it onto the second flight.
B: So, **(7)** what did you do?
A: Well, **(8)** to cut a long story short, I did get it back in the end. But it took almost a week to arrive! And the only clothes I had were the ones I was wearing.
B: That's terrible.

4 Imagine that you need to do a research project. What are the advantages and disadvantages of getting information from the sources? Make notes.

	Advantages	Disadvantages
Libraries		
E-books		
Blog posts		
Newspaper articles		
Online encyclopedias		

5 Now listen to two students taking a speaking exam about this topic and compare your ideas. Put a tick (√) in your notes next to the ideas you hear. 74 p. 404

6 Choose the correct option to complete each dialogue.

1 A: I met my history teacher at a concert the other day.
B: Really? You must be joking! ___
A: I know, it was really embarrassing.
a That was lucky. **b** Sounds great!
c What a nightmare!
2 A: Did you hear? Our physics test has been postponed.
B: Really, ___! I haven't even opened the book yet.
A: Me neither.
a poor you **c** what a relief
b oh no
3 A: My uncle got lost while he was walking in the mountains in Spain.
B: Did he find his way back?
A: Yes, ___
a luckily, it all worked out in the end.
b it was a really hilarious experience.
c anyway, to cut a long story short.
4 A: Paul, ___ I broke my leg?
B: No, you've never told me that story before.
A: OK, so listen carefully…
a do you remember the time when
b have I told you about the time when
c were you there when

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8G Writing

A letter with a story

1 Match the extracts (1–6) with the stages of the story (a–f).

1 Jason couldn't believe it. He tried not to cry as he walked to the ticket desk. __d__
2 It was a bright spring morning when Jason arrived at the airport. He hummed a tune as he paid the taxi driver, his heart filled with excitement. __a__
3 He would fly the following day instead. He had to pay a fee, but it was far less than buying a new ticket. Jason would get to Africa after all! __f__
4 Strangely, his flight was not on the board. He suddenly realised he was a day late for his flight! __c__
5 The attendant at the desk was very sympathetic. She helped Jason to make new travel arrangements. __e__
6 Ever since he was a small boy, he had dreamed of visiting Mount Kilimanjaro. He had been planning this trip to Africa for months! __b__

a the setting (where, when, who)
b a planned action
c something goes wrong
d how the protagonist reacts
e a new plan for the future
f how the situation is resolved

2 Choose the correct option for the emotions in brackets.

1 She was *bursting* / *shaking* like a leaf as she slowly crossed the old and damaged bridge. (*scared*)
2 Ashley heaved a sigh of *relief* / *rage* once the police arrived. (*grateful*)
3 I went *like a leaf* / *bright red* when I suddenly realised that everyone was staring at me! (*embarrassed*)
4 They could hardly *help laughing* / *believe their eyes* when they saw how beautiful the landscape was. (*surprised*)
5 Rico's *heart sank* / *bright red* as he realised his best friend was lying to him. (*disappointed*)
6 Elena and Joe couldn't *help laughing* / *heave a sigh* when two monkeys stole their picnic. (*amused*)

3 Complete the story with the words and phrases in the box.

abruptly	a feast	bright red	crime
electric	horror		plainly visible
shaking like a leaf		terrified	thrilled

Mina had never travelled alone before. The sights and sounds of this strange city **(1)** thrilled her, but frightened her, too. She had heard of tourists being robbed and even hurt. She reminded herself that **(2)** crime happens everywhere. As long as she was careful, she could have an amazing holiday.

On her second day there, Mina was exploring the marketplace. The town square was buzzing with locals and the atmosphere was **(3)** electric. Mina had just taken a photograph when she became aware of an old man staring at her. He was dressed in rags and looked hungry. To her **(4)** horror, she realised he was coming towards her. She turned away **(5)** abruptly. Now he was following her. Mina was **(6)** terrified! He was pointing to her bag and saying something she couldn't understand. He wants my money, she thought, panicked.

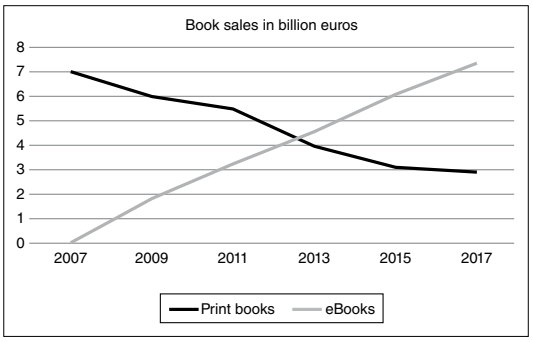
She was **(7)** shaking like a leaf, but she turned to face him. 'Go away!' she said angrily. The man took a step back. In poor English, he said 'Not safe,' and again pointed to her bag. Mina glanced down and discovered that her bag was open and her purse was **(8)** plainly visible. He had simply been trying to warn her. She went **(9)** bright red and apologised to the man. His eyes were kind. Mina persuaded him to go with her to the most popular food stall, where she bought him **(10)** feast of delicious dishes.

4 Read the story again. Then choose the correct word or phrase to complete the sentences.

1 This was Mina's *first* / *second* trip by herself.
2 While she was excited by the place, she was also *amazed* / *scared*.
3 We can infer that the marketplace was *touristy* / *busy*.
4 The old man appeared to be *poor* / *angry*.
5 Mina thought the man was going to *assist* / *rob* her.
6 She was frightened and she *shouted at him* / *remained calm*.
7 Eventually, Mina understood the man's *intention* / *situation* and rewarded him.

5 A website has published a graph which shows how print book and e-book sales have changed in Europe over a ten-year period. You can see the graph below.

Write a letter to the editor of the website, in which you present your personal thoughts on the changes shown in the graph and tell the story of the first time you read an electronic book. Write between 140 and 190 words.



Exam guide
5 Writing
A formal letter

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 8

1 Match the words with the definitions.

1	title c	**a**	very exciting
2	plot f	**b**	funny and clever
3	crisis h	**c**	the name of a film, book, etc.
4	witty b	**d**	to ask people for help
5	appeal d	**e**	take something quickly with your hand
6	gripping a	**f**	the story of a film, book, etc.
7	ambition g	**g**	a goal you want to achieve
8	grab e	**h**	a situation where people need help

2 Write one word in each gap to complete each sentence. The first letter is given.

1 It was a very violent film, there was a lot of fighting and shooting in it.
2 When you complete three years at university, you get a degree.
3 The veins in your body transport blood to the heart.
4 My application to college was rejected, so I'll have to apply again next year.
5 The narrator is the person who tells the story in a film or book.
6 I found the film really dull and I was bored after ten minutes.
7 The government has promised to send medical supplies to the region.
8 The main character is played by one of my favourite actresses.

3 Choose the correct option to complete each sentence.

1 The fire service says that the ___ of water is now going down.
(**a**) level
b high
c increase
d drop

2 The bones in our skeleton ___ our body.
a infect
b keep
c hold
(**d**) support

3 He is working hard to ___ his dreams.
a conclude
(**b**) fulfil
c challenge
d target

4 There's a great ___ in the film when they see a panorama of the city.
a set
b scenery
c view
(**d**) scene

5 There are a lot more ___ available if you live in a big city.
a abilities
b chances
(**c**) opportunities
d choice

6 The way the director showed it was such a/an ___. Just the same as in many other films.
(**a**) cliché
b surprise
c setting
d original

7 Put this belt around your ___ to hold your trousers up.
a chest
b thigh
(**c**) waist
d wrist

8 It was a/an ___ story and I couldn't wait to see what the ending would be.
a disappointing
b slow-moving
c boring
(**d**) intriguing

4 Match the words to make phrases.

1	share h	**a**	a goal
2	set a	**b**	provoking
3	tear f	**c**	acclaimed
4	critically c	**d**	on forums
5	thought b	**e**	rate
6	hard g	**f**	jerker
7	second- e	**g**	to follow
8	join in d	**h**	photos

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

1 There is a shortage of food, so people are getting hungry. SHORT
2 OK, please breathe slowly while I check your pulse. BREATH
3 It's a film which is accessible to viewers of all ages. ACCESS
4 The ending of the film was so moving that I cried. MOVE
5 I'm going to undertake a new challenge this year. TAKE
6 This film is sure to be a blockbuster. People will love it. BLOCK
7 The film was unsuccessful and didn't make any money. SUCCESS
8 It's not as good as the critics say. I think it's over-rated. RATE

Exam guide
3 English in Use
Multiple choice

Exam guide
5 English in Use
Word formation

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 It took the film director months to find a perfect ___setting___ for his science-fiction movie. SET
2 In comparison to the novel, its film adaptation was terribly ___disappointing___. DISAPPOINT
3 Although I'm not a theatre-goer, I enjoyed the ___moving___ performance about love very much. MOVE
4 After a long and ___insightful___ debate, the jury awarded the first prize to the Polish film. INSIGHT
5 The ___priceless___ medieval manuscripts were stolen from the museum. PRICE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I was hoping the book would have a happy ___ending___, but it turned out to be pretty sad.
2 I'd like to see the film again because I ___find/found___ it fascinating.
3 The film had a happy ending ___like___ no other films I've watched recently.
4 He is certainly ___more___ interested in playing in ambitious films than in sitcoms.
5 Spectators are usually in ___favour___ of positive characters whom they regard as their personal heroes.

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 At the meeting of the 'Young Explorers' club, Ann suggested some ways of raising money for the next expedition.
CAME
At the meeting of the 'Young Explorers' club, Ann ___came up with___ some ideas for raising money for the next expedition.

2 When I met Alice, she was translating a fifth book on the history of cartoons.
ALREADY
When I met Alice, she ___had already translated___ four books on the history of cartoons.

3 The writer was going to sign a contract with the publishing house when they unexpectedly refused to go through with it.
POINT
The writer was ___on the point of signing___ a contract with the publishing house when they unexpectedly refused to go through with it.

4 The meeting with the famous writer did not satisfy us.
LIVE
The meeting with the famous writer ___didn't live up to___ our expectations.

5 He wanted to print some data when his computer screen went black.
WAS
He ___was (about) to print___ some data when his computer screen went black.

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 You must ___catch up with reading___ (*catch / read*) the books from the list if you want to take part in a literary contest.
2 The plot of the film was ___extremely boring___ (*extreme / bore*). We left the cinema before the film ended.
3 By the time he received the Oscar, he ___had been nominated for the award___ (*be / nominate for / award*) five times.
4 After ___publishing his book___ (*publish / his book*), he left the country and never went back to writing again.
5 The author announced that his new novel ___would be published___ (*be / publish*) the following year.

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.

boil book complete get make read talk

1 I recommended an interesting book to my younger brother and he promised he would get round to reading it the following week.
2 While the author of the book was talking to a group of his fans at the meeting, someone asked him for his autograph.
3 We decided to see the film based on a book we had read from cover to cover a few years before.
4 It was absolutely boiling yesterday, so we were happy to spend a few hours in an air-conditioned room.
5 The film is a box office hit. It made a staggering 60 million dollars only last week.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 I found the film (*prowokujący do myślenia*) thought-provoking, although it was rather dull.
2 Directing the film was (*naprawdę wielkim*) a really enormous/huge task because of a very low budget.
3 Mark is a teenager. He (*wyrósł z czytania*) grew out of reading fairy tales many years ago.
4 By the time Willy became a distinguished writer, he (*pisał artykuły*) had been writing articles for teen magazines for several years.
5 In spite of his poor eyesight, he (*kontynuował pisanie*) continued writing for another few years.

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi na temat czytelnictwa. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 75 p. 404

This speaker …

a gives priority to another form of entertainment than reading.
b aims at encouraging interest in books by reading in a group.
c does not refrain from purchasing books.
d mentions different skills developed by reading.
e states that regular reading makes people better-off.

1	2	3	4
c	e	a	b

WRITING

8 W ramach obchodów Światowego Dnia Książki młodzież z twojej szkoły postanowiła wziąć udział w tym wydarzeniu. W imieniu uczniów napisz list do dyrektora szkoły, w którym przedstawisz pomysły na świętowanie tego dnia w szkole oraz korzyści z tym związane.

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

SPEAKING

9 Zamierzasz zorganizować w szkole wystawę na temat „Podróżowanie poszerza horyzonty".

Prosisz kolegę/koleżankę o pomoc w jej przygotowaniu. Poniżej podane są cztery kwestie, które musisz z nim/nią omówić.

- miejsce i termin wystawy
- promocja wystawy
- prezentacja zdjęć i filmów
- spotkanie ze znanym podróżnikiem

Ty rozpoczynasz rozmowę.

Exam guide
5 English in Use
Word formation

Exam guide
7 Listening
Matching

Exam guide
8 Writing
A formal letter

Life Skills guide
8 Creativity,
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

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100 'The Hidden Tenn-Tom: Bypassed but Still Striving', by Alice J. Hall, National Geographic Magazine, March 1986, page 384., **116** 'The Story Behind the Photo', by Susan Goldberg, National Geographic Magazine, June 2016., **120** Adapted from https://storycorps.org.,**121** Translated from 'The Black Corsair', by Emilio Salgari, 1898. http://www.emiliosalgari.it/edizioni_straniere/the_black_corsair.pdf

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 Life-changing inventions

Aim

To provide further practice with passive structures

Language

A range of tenses in the passive
Vocabulary for talking about scientific developments, social changes, etc.

Time

30 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Ask students to think of an invention or innovation from the last fifty years that has had wide-reaching consequences. Write the first good idea on the board as a passive sentence, e.g. *The internet has been invented.*
- Put students in pairs and tell them to think of anything that was done as a result of the invention. They may also think of things that *have been done*, *are being done*, *will be done*, *ought to / should be done*, etc. Give students a few minutes to brainstorm ideas.
- Get ideas from the whole class, writing up results on the board, rephrasing students' ideas if necessary. Use arrows to connect them to the original invention/innovation.
- Next, ask students to think of possible results of the results. For example, if they have already said *More information is being shared now than ever before*, ask what the results of this might be, e.g. *More essays are being copied directly from the internet!*
- Give students 2 minutes to think of ideas. Then add the new ideas on the board, linking these with arrows to their causes.
- Hand out the worksheet or project it on the board. Put students in pairs and tell them to think of as many sentences as they can about the results of each invention – and the results of the results.
- When a couple of pairs have finished, stop the task and then for each item, ask who has the most sentences. Ask the pair with the highest number to read them out.
- Ask students to discuss and/or research in groups what they know about each of the inventions. For example, who was behind the inventions, where did they happen, how were they invented etc.

1.2 Find someone who

Aim

To provide speaking practice with a focus on passives

Language

A range of passives, causative *have* and *get*

Time

30 minutes

Preparation

One copy of the worksheet for each pair, cut in half

Procedure

- Hand out the worksheets and give students two minutes to tick the categories that apply to them.
- Next, ask students to work in pairs for two minutes and think of at least one other interesting question/category to add. If possible, they should use passive structures. They mustn't write their ideas on their worksheet yet.
- Elicit ideas from students and write them on the board. Correct any errors or ask students to explain anything that you find unclear. Then either decide yourself or ask students to vote on three categories/questions and add them to their worksheet.
- Tell them they are going to try and find a *different* person in the class for each category in the quickest time possible.
- They need to also find out exactly what happened – at least the main details – from the student whose name they write down. (If there are fewer than twelve students in the class, they can obviously have the same name for more than one category but *everybody* in the class should be mentioned). Demonstrate the task, by asking a student questions until you can fill in one of the categories. Get the same or a different student to ask you questions.
- Get students to stand up and walk around the class to ask each other questions and fill in the worksheet. Go round and check they are doing the task correctly making sure they get the extra information. Also help students with any language, particularly noticing grammatical errors.
- When the first student has completed their worksheet, stop the task and declare them the winner. Get the winner to say their answers and you can use these to ask follow-up questions to the students mentioned.

Extension/Homework

- Ask students to work in pairs and find out who can answer 'yes' to the most categories and discuss what happened.
- Ask students to choose one of the questions and write a funny story.

Vocabulary Activities

1.3 Pass it on

Aim

To revise and practise collocations related to science in action

Language

Collocations related to science in action

Time

10 minutes

Preparation

One copy of the worksheet for every three students, cut up

Procedure

- Divide the class into groups of three students, and hand out the cards.
- Tell students that they are going to play a card game and that their goal is to collect a set of three collocations related to science in action.
- Ask them to deal the cards (each student should have 6) and check if they already have any collocations in their hand. They should then choose one person in their group to start the game. They do so by passing on one of their cards that does not form a collocation to the player on their left, who repeats the process, and so on.
- The first person to collect three collocations places their cards on the table face up and gets 3 points (provided their collocations are correct). The remaining two players score a maximum of 1 point each if they are able to provide an explanation of one of the phrases on the table, or give a translation.
- Let students play 2 or 3 rounds of the game. Monitor the activity and help out if necessary.

1.4 Adjective formation challenge

Aim

To revise and extend a range of adjectives with different endings, and to practise word formation

Language

Nouns and adjectives derived from them with the following endings: *-ous*, *-able*, *-ive*, *-al*, *-ful*/*-less* and *-ic*

Time

20 minutes

Preparation

One copy of the worksheet for each pair, cut up

Procedure

- Divide the class into pairs, and hand out the material (the board and the cards only). The cards should be placed in a pile face down.
- Tell your students that they are going to play a game that requires creating adjectives from nouns. Their goal is to create as many correct adjectives as possible and to place them in the appropriate categories (based on their adjective endings) on their side of the board (A or B).
- Ask them to commence the game. They should take 3 cards from the top of the pile and place them face up, so that they are visible to both players. Player A chooses one of the three nouns, places it next to what they think is the correct ending on their side of the board, and replaces the card they've taken with a new one from the pile so that their opponent also has three cards to choose from. Player B repeats the process. Both players take turns until they have run out of cards. Monitor the activity and help out if necessary.
- After they've finished, hand out the answers and ask students to check if all their guesses were correct. They should then count their correct answers and determine who the winner is.

Matura Exam Activities

1.5 Lexical pairs
1.6 Transformations and Gap-filling
1.7 Translations
1.8 Translations and Reading

Time and Answers

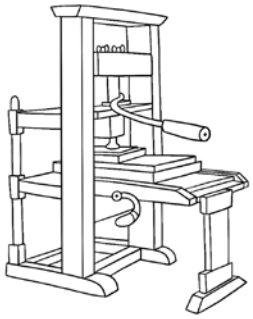
1.5
Time: 8–10 minutes
Answers:
1 c **2** b **3** c **4** a **5** a **6** b **7** c **8** a **9** c **10** a **11** b **12** b

1.6
Time: 10–15 minutes
Answers 1.6a:
1 is known to be **2** have your blood tested **3** have been given **4** was being carried out **5** of being asked
6 It is estimated (that) **7** get your garden designed **8** be thrown out
Answers 1.6b:
1 been **2** from **3** be **4** as

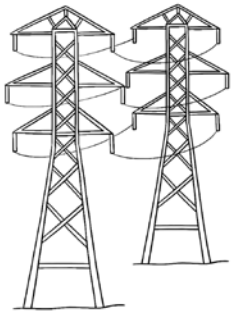
1.7
Time: 10 minutes
Answers:
1 carries out / conducts research **2** had to be submitted **3** Does this substance dissolve **4** I was sent
5 have/get your blood tested **6** is being renovated/redecorated **7** you ever been punished **8** to be curious
9 it was estimated that **10** will be/get rewarded **11** have been released **12** had/got it washed/cleaned
13 was believed to bring **14** sample can/may be placed **15** should get rid of **16** have already been analysed
17 is known to have **18** get/have my progress checked **19** innovative and adaptable **20** is thought/considered to develop

1.8
Time: 10–15 minutes
Answers 1.8a:
1 a **2** b **3** b **4** c **5** a **6** b **7** a
Suggested answers 1.8b:
1 Scientific investigations concerning life and death
2 Educating people about resuscitation
3 Her suicide attempt was unsuccessful
4 People were afraid they wouldn't be able to distinguish a dead person from a living one and that they could end up being buried alive
5 It referred to the idea that electrical stimulation can bring a dead muscle back to life.

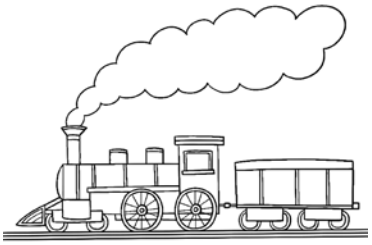
1.1 Life-changing inventions



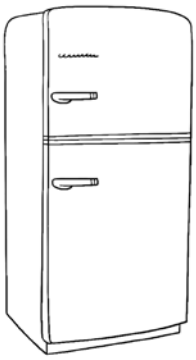
The printing press



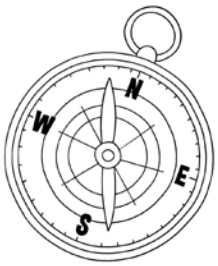
Electricity



The steam engine



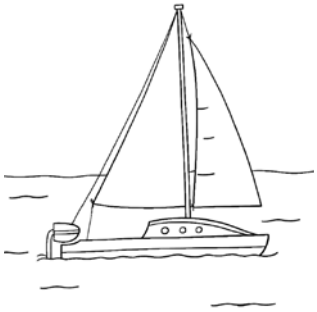
Refrigeration



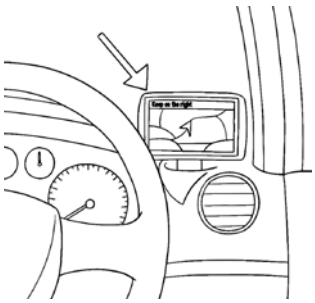
The compass

The telephone

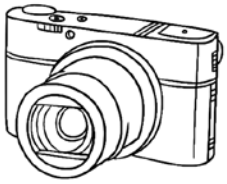
Cement



The sailboat



GPS



The digital camera

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1.2 Find someone who

Find the person in the class ...	Name	What happened
who's had their hair cut recently.		
whose home has been changed in some way.		
who had something stolen once.		
who was once told off for doing something.		
who has a pet which has had an operation.		
whose phone screen has been damaged.		
who has been given a present recently.		
who was late because of a transport delay.		
who was given an award for something once.		

Find the person in the class ...	Name	What happened
who's had their hair cut recently.		
whose home has been changed in some way.		
who had something stolen once.		
who was once told off for doing something.		
who has a pet which has had an operation.		
whose phone screen has been damaged.		
who has been given a present recently.		
who was late because of a transport delay.		
who was given an award for something once.		

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1.3 Pass it on

… the results of an experiment	… into the atmosphere	… a chemical reaction
record and analyse …	release chemicals …	create …
… under a microscope	… dissolves in water	… damaged samples
place a sample …	observe the way a substance …	get rid of …
… a hypothesis	… before the deadline	… someone's effort
form and prove …	submit the research report …	reward …

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1.4 Adjective formation challenge

	-ous	-able	-ive	-al	-ful -less	-ic
A						
B						

Answers:

-ous
adventurous, anonymous, courageous, curious, dangerous, disastrous, jealous

-able
changeable, comfortable, desirable, fashionable, pleasurable, reliable, treatable

-ive
attractive, competitive, cooperative, creative, decisive, innovative, offensive

-al
electrical, logical, loyal, medical, optional, personal practical

-ful / -less
careful/careless, harmful/harmless, helpful/helpless, hopeful/hopeless, painful/painless, powerful/powerless useful/useless

-ic
allergic, athletic, basic, chaotic, oceanic, photographic, scientific

curiosity	pleasure	innovation	electricity	hope	athlete
courage	treatment	cooperation	practicality	help	base
danger	reliability	competition	loyalty	use	science
adventure	fashion	attraction	logic	care	chaos
disaster	change	creativity	medicine	pain	photography
jealousy	comfort	decision	option	harm	ocean
anonymity	desire	offence	person	power	allergy

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1.5 Lexical pairs

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 The scientist decided to ____ out his next research outside the lab.
Would you be so kind and ____ these suitcases for me, please?
a lift **b** take **c** carry

2 I'm going for a run. I want to try out the new athletics ____ that has just been built nearby.
If students do a very creative task, it may be difficult to ____ their progress.
a follow **b** track **c** lane

3 In the next experiment we'll see how electrical ____ works.
We haven't seen each other for so long that I don't even have her ____ phone number.
a actual **b** grid **c** current

4 He behaved awfully and, to make ____ worse, he didn't even try to apologise.
Your health is what ____ most to me.
a matters **b** means **c** things

5 Our brains do not ____ as fast if we use them regularly to solve complicated problems.
In the ____ of the internet people read more often online than using paper texts.
a age **b** time **c** grow

6 My dad took the toaster ____ to see what was wrong with it and he actually managed to fix it.
I wasn't expecting it, but ____ from Susan, who was ill, everybody came to my party.
a except **b** apart **c** away

7 We can ____ the gap between what we know and what we want to find out by asking questions.
Let's watch the sunset from the ____. The rays are reflected in the water there, and it looks amazing.
a fill **b** beach **c** bridge

8 Are you ____ she's coming? We've been waiting for more than half an hour.
In the past it was believed that ____ senses were controlled by different parts of the brain.
a certain **b** sure **c** several

9 My dad's ____ was so strong that I thought he was going to break my ribs.
Curiosity allows us to ____ unfamiliar circumstances and helps to make our lives more exciting.
a hug **b** face **c** embrace

10 I slipped on the slope, but he managed to ____ my hand and save me from falling over.
My ____ of technology is very good, so I can easily learn to use complex devices.
a grasp **b** catch **c** hold

11 I started to ____ the results of our last experiment, but I haven't finished yet.
Their last ____ was spectacular, three of the songs are still in the top ten.
a write **b** record **c** note

12 The ____ we wait, the more nervous I become.
If my help is no ____ needed, I'll go and grab something to eat.
a more **b** longer **c** so

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1.6a 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 cztery wyrazy, wliczając w to wyraz już podany.

1 People know that the hippocampus is associated with our sense of direction.
KNOWN
The hippocampus _____ associated with our sense of direction.

2 When did you last ask someone to test your blood?
HAVE
When did you last _____ ?

3 My friends have given me so much support since the accident.
BEEN
I _____ so much support by my friends since the accident.

4 Two scientists were carrying out the experiment when one of the flasks exploded.
WAS
The experiment _____ by two scientists when one of the flasks exploded.

5 Are you afraid that they will ask you difficult questions?
OF
Are you afraid _____ difficult questions?

6 Scientists estimate that an average person's skin covers an area of 2 square metres.
IT
_____ an average person's skin covers an area of 2 square metres.

7 Will you commission an architect to design your garden or will you do it yourself?
GET
Will you _____ by an architect or will you do it yourself?

8 Can I throw out this shoebox or are you planning to use it for something?
THROWN
Can this shoebox _____ or are you planning to use it for something?

1.6b 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.

MAKE YOUR LIFE EASIER!

If you spend a lot of time doing tedious chores around the house, here are a few life hacks that may prove to be useful.
Your vacuum cleaner is the perfect way to find tiny items, such as earrings, that have **1** _____ lost. First, cover the end of a vacuum cleaner with a stocking or a pair of tights, and then you can start your search, remembering to check **2** _____ time to time if the missing object has been found. And if buttons that fall off are a constant problem, simply paint a small amount of clear nail polish over the threads, it'll keep them in place.
If your shower head or bathroom taps require cleaning, all you need is a plastic bag, some white vinegar and a rubber band. The bag should **3** _____ filled with the vinegar and secured to the shower head or taps with the rubber band. Leave the bag overnight, and the next day they will be **4** _____ good as new!

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1.7 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 My dad is a scientist and he (*prowadzi badania*) _____ on possible treatments for two different types of cancer.

2 Our assignments (*musiały być oddane*) _____ by the end of last week, so you're already past the deadline.

3 (*Czy ta substancja rozpuszcza się*) _____ in water?

4 Yesterday (*wysłano do mnie*) _____ an email about our next team meeting but I don't know if I should respond to it.

5 If you've been feeling unwell for so long, you should definitely (*zrobić badania krwi*) _____ just to be sure nothing really bad is going on.

6 I don't think we can go to this cinema. As far as I know, it (*jest remontowane*) _____ at the moment and it won't reopen until next month.

7 Have (*kiedykolwiek zostałeś ukarany*) _____ for something you didn't do?

8 It is good (*być ciekawym*) _____ about different things. It often leads to new discoveries.

9 Last year (*oszacowano, że*) _____ over 50 thousand people took part in the parade.

10 I hope all my hard work (*zostanie wynagrodzona*) _____ in the future.

11 Please, stay indoors, because many dangerous chemicals (*zostało uwolnionych*) _____ into the atmosphere since the explosion at the factory.

12 I can't believe my car is so dirty. I (*kazałem go umyć*) _____ only two days ago.

13 In some cultures a rabbit's foot (*wierzono, że przynosi*) _____ good luck.

14 All right, now your (*próbka może być umieszczona*) _____ under the microscope so we can see what is happening to the cells.

15 My mum thinks I (*powinnam pozbyć się*) _____ these old books, but they remind me of my childhood.

16 The results of the experiment (*już zostały przeanalizowane*) _____, so we're expecting a report soon.

17 Mint (*wiadomo że ma*) _____ a positive effect on our digestive system.

18 I think I'm going to (*każę sprawdzać moje postępy*) _____ by a special app.

19 This computer program is both (*nowatorski i łatwo się dostosowujący*) _____, so you can use it for many different purposes.

20 Learning to play a musical instrument (*uważa się, że rozwija*) _____ the connection between the brain's hemispheres.

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1.8a 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 Dr Wellington (*twierdzi się, że jest*) one of the most brilliant scientists of his generation.
a is claimed to be **b** is claimed to have been **c** claims to be

2 He was unable to come due to an unfortunate (*okoliczności*).
a curiosity **b** circumstance **c** certainty

3 (*Powiedziano mi*) that I can find some useful books related to my research here.
a They've told me **b** I've been told **c** Me has been told

4 That was a very (*przyjemny*) evening, I hope we'll have another one like that really soon.
a pleasure **b** pleasurably **c** pleasurable

5 The experiment (*został opracowany*) long before we started looking for volunteers to participate in it.
a had been designed **b** has been created **c** was carried out

6 This hypothesis (*nie została udowodniona*) yet, but it seems to be perfectly reasonable.
a wasn't being tested **b** hasn't been proven **c** wasn't confirmed

7 (*Zakłada się, że*) people make decisions consciously, but due to emotional influences it is not always the case.
a It is assumed that **b** It is estimated that **c** It is accepted that

1.8b Reading (open-ended questions)

Przeczytaj tekst i odpowiedz na pytania zgodnie z treścią tekstu. Odpowiedzi należy sformułować w języku angielskim.

Mary Shelley's *Frankenstein* now seems little more than an entertaining novel, but in the early 19th century, when it was first published, it clearly reflected contemporary scientific investigations into the states of life and death.
Worried by the potential inability to distinguish between these categories, two doctors, William Hawes and Thomas Cogan, set up the Royal Humane Society in London in 1774. Its aims were to publish information to help people resuscitate others. Many people could not swim at this time despite the fact that they worked and lived along London's rivers and canals. There was an annual procession of those 'raised from the dead' by the Society's methods, which may well have included people who had intended suicide too. One of such seems to have been Mary Shelley's mother, the feminist, Mary Wollstonecraft, who after leaping from Putney Bridge into the Thames in the depth of depression complained 'I have only to lament, that, when the bitterness of death was past, I was inhumanly brought back to life and misery'. The pun on her 'inhumane' treatment may well refer to the efforts of the Humane Society in rescuing her.
The spectacular tales of apparent resurrections from the dead by the Society fed the public's concern that it was impossible to be sure whether a person was truly dead and, consequently, fears of being buried alive grew. There were serious attempts, too, to reanimate the truly dead. In the latter half of the 18th century, the Italian physician Luigi Galvani found that frog's legs twitched as if alive when struck by a spark of electricity. In her 1831 Preface to *Frankenstein*, Mary Shelley mentions how discussions on this idea that one could electrically stimulate a dead muscle into apparent life – known as 'galvanism' – came to influence her story.

Adapted from: publicdomainreview.org/essay/the-science-of-life-and-death-in-mary-shelleys-frankenstein

1 What was the source of inspiration for Mary Shelley while she was writing *Frankenstein*?

2 What was the main goal of the Royal Humane Society?

3 What added to the unhappiness of Mary Shelley's mother?

4 How did the Society's activities increase a sense of panic among the general public?

5 What did the term 'galvanism' refer to?

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Grammar Activities

2.1 Would I lie to you?

Aim

To practise fluency and making deductions

Language

Modal verbs of deduction (*must*, *might*, *can't*)

Time

30 minutes

Preparation

- A copy of one set of category cards for every group of three to five students, cut up
- Think of a statement about one of the topics before the class to demonstrate the game.

Procedure

- First dictate the categories for students to write down or write them on the board yourself.
- Tell students they are going to play a game where they have to say a true story or a lie about each of the topics. Other students guess if it is true or false and will win points for correct guesses, so they want convincing lies and surprising truths. All statements should relate to them or their family so for *A hidden talent*, it could be about something their brother can do. In the case of *My grandparents*, it could be anything connected to their grandma or grandpa, etc.
- Tell students your statement. They can ask you up to three questions to get more information to help them decide if it's a lie or not. Then get students to vote if it is true or not. Ask them to explain why and encourage the use of modals if appropriate. Tell them the actual answer.
- Then, ask students to spend 5 minutes writing their statements about each topic.
- Organise students into groups of three to five and hand out a set of the category cards face down. The first student in each group picks up a card. This student is the 'lie detective'. The other students in the group say their statements. The 'lie detective' then asks each student a maximum of three questions before deciding if they are lying or telling the truth.
- If the 'lie detective' guesses correctly for all of the other students, they get two points. If the 'lie detective' was tricked by one or more students in the group, they get one point. If the 'lie detective' was tricked by all of the other students in the group, they don't get any points.
- The student to the left then picks up the next card and the game continues like this. The student with the most points wins.

2.2 Grammar auction

Aim

To consolidate understanding of how a wide range of modal verbs are used

Language

A wide range of modal verbs
Language of auctions (e.g. *How much am I bid for sentence number 5? Going once, going twice, gone to team X for £1,000.* etc.)

Time

30 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Put students in pairs or small groups and hand out the worksheets. Each pair or group has £10,000 to bid with. The winners will be the pair or group who manages to buy the most correct sentences with that money.
- Ask students to read through the list, decide which sentences are correct. They should also plan which sentences they are going to bid for.
- Run the auction in a fun, fast way. Start each bid at £100. Move upwards in hundreds. (*Do I hear two hundred for sentence number 3? Three hundred?*) After every sentence you manage to sell, write the number, the team that bought it and the price on the board. You may need to remind students they can't spend more than £10,000 in total!
- After all the sentences have been 'sold', run through each one and get a class vote on which sentences are correct. Confirm the answers. See which team has bought the biggest number of correct sentences and who has spent money on incorrect sentences.
- Ask students in pairs to decide how they would correct the incorrect sentences. Get ideas from the whole class. Write the best correction for each wrong sentence on the board.

Answers

Incorrect sentences:

3 *can't have* is appropriate when talking with certainty
6 we don't use *would've* to talk about the imagined past condition (*If I had known*).
9 frequency adverbs usually go after the modal and before the main verb.
11 *spend* not *spent* (no past simple forms after a modal)
13 *have been living* (***live*** is not a passive)

Vocabulary Activities

2.3 Endangered species

Aim

To practise and extend topic vocabulary
To increase awareness of nature conservation

Language

Vocabulary related to nature conservation

Time

20 minutes

Preparation

One copy of the worksheet for each pair, cut up

Procedure

- Divide the class into pairs and hand out the A and B cards. Do not hand out the question cards at this stage!
- Tell students that, in their pairs, they will have to exchange information about two endangered species and fill in the gaps on their cards. Before they start the information swap, ask them to read their cards and to look up any words they don't understand in dictionaries. It may be easier to suggest they access online ones via their phones. If you decide to do so, you may also ask them to find pictures of the species in question.
- Then, ask students to share their information so that they can fill in the missing information on their cards. Ask them to spell and explain any unfamiliar words to their partners rather than simply translating them. Monitor the activity and help out if necessary.
- After they've finished, hand out the question cards and ask them to discuss the topic further. You may consider putting pairs together into groups of four in order to make the discussions more stimulating.

2.4 Compound nouns dominoes

Aim

To revise, extend the range of and practise compound nouns related to the environment

Language

Compound nouns related to the environment

Time

30 minutes

Preparation

One copy of the worksheet for every three or four students, cut up

Procedure

- Divide the class into groups of three or four students and hand out the material (a set of dominoes) face down.
- Tell students that they're going to play compound nouns dominoes. Ask them to shuffle the cards and deal out four to each player. 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 then explain the rules: the players take turns and lay cards from their hand alongside those already on the table so that they form a recognised compound noun related to the environment; if a player doesn't have a card to lay, they take one from the pile; for each correct compound noun they get one point, and they may get an extra point for giving a definition and/or creating a correct sentence that includes the noun; 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.
- Next, elicit answers from the whole class as to which of the nouns in the game are written as one word (*earthquake*, *rainfall*, *iceberg*; *heat wave* may also be written together).
- As a follow-up, ask students to divide all the nouns into categories. Let them come up with their own (at least three), or provide them with the following:
  1 Environment protection
  2 Environment pollution
  3 Natural phenomena

Matura Exam Activities

2.5 Equivalent words
2.6 Word formation and Translations
2.7 Transformations
2.8 Multiple choice and Sentence formation

Time and Answers

2.5
Time: 8–10 minutes
Answers:
1 b **2** c **3** b **4** a **5** a **6** b **7** c **8** c **9** a **10** c **11** a **12** b **13** b **14** c **15** a

2.6
Time: 10–15 minutes
Answers 2.6a:
1 evolution **2** extinction **3** introduction **4** unfortunate
Answers 2.6b:
1 species adapt to survive **2** we mustn't interfere **3** pass on their genes / pass their genes on
4 should be studying/learning now **5** have serious consequences **6** must have done something
7 in this conservation group **8** couldn't/can't have been texting **9** at risk of extinction / threatened with extinction
10 might/could become activists

2.7
Time: 10 minutes
Answers:
1 We must not enter **2** you should try talking **3** have died out **4** Shall we have **5** can't have left
6 we should be doing **7** must be done immediately **8** could have told me **9** may/might/could be of benefit
10 at risk of **11** have been listening **12** ought to / should take action **13** wouldn't survive if **14** shouldn't have eaten
15 needn't look for

2.8
Time: 10–15 minutes
Answers 2.8a:
1 b **2** a **3** b **4** c **5** b
Suggested answers 2.8b:
1 might be working in the garden **2** must have sent the invitation **3** can't have been running
4 may have been damaged during **5** could read and count **6** should be left alone **7** would have saved him

2.1 Would I lie to you?

An achievement	A hidden talent	My grandparents	A scar
Lost	Found	Me and a famous person	Never done
Animal encounter	Pet	Seen or visited	Strange happening

An achievement	A hidden talent	My grandparents	A scar
Lost	Found	Me and a famous person	Never done
Animal encounter	Pet	Seen or visited	Strange happening

An achievement	A hidden talent	My grandparents	A scar
Lost	Found	Me and a famous person	Never done
Animal encounter	Pet	Seen or visited	Strange happening

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2.2 Grammar auction

You have £10,000 to spend. Decide which sentences are correct. Try to buy as many correct sentences with your money as you can. If you think a sentence is wrong, make a note of what you think the correct sentence should be.

1 It could just be nothing. Maybe you shouldn't get involved.

2 It must be really interesting working there. I might apply once I graduate.

3 I totally missed that. I mustn't have been paying attention.

4 I'd do it all the time when I was younger, but I'm not sure I would now.

5 It can't be true. She must've been lying to you.

6 You should've told me. If I would've known, I'd have tried to help you.

7 You shouldn't have been driving so fast. It wouldn't have happened.

8 You shouldn't feel bad about it. It wouldn't have made any difference.

9 You always should recycle paper and glass, if you can.

10 I wouldn't worry about it. It'll all be just fine.

11 When I was a kid, we'd often spent our holidays camping up in the mountains.

12 Shall we leave early? We might get stuck in traffic otherwise.

13 I will be lived in this house for ten years this June.

14 I wouldn't do that if I were you. You might break it.

15 Could we just stop talking about it? Otherwise, we'll end up arguing.

Money bid	Sentences bought

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2.3 Endangered species

A	B
English name: Aquatic warbler **Polish name:** Wodniczka **Group:** _____ **Habitat:** Wetlands with vegetation less than 30 cm in height **Appearance:** _____ _____ _____ **Food:** Mainly spiders and insects **Population:** _____ **Conservation:** The main threat is the loss or degradation of habitat due to the draining of wetlands, the decline of traditional agriculture, and the species' habitat becoming overgrown with reeds, bushes and trees.	**English name:** Aquatic warbler **Polish name:** _____ **Group:** Birds **Habitat:** _____ _____ **Appearance:** Up to 13 cm long, heavily streaked brown back and pale underparts; strong and pointed bill **Food:** _____ **Population:** About 15,000 pairs **Conservation:** _____ _____ _____ _____ _____

A	B
English name: Alpine shrew **Polish name:** _____ **Group:** Mammals **Habitat:** _____ _____ _____ **Appearance:** Up to 8 cm long; resembles a mouse; grey or black fur; a yellow, hairy tail, equal in length to the body; snout and whiskers **Food:** _____ **Population:** Unknown **Conservation:** _____ _____ _____ _____ _____	**English name:** Alpine shrew **Polish name:** Ryjówka górska **Group:** _____ **Habitat:** Open areas with little or no vegetation, including rocky ground, meadows and the banks of mountain streams **Appearance:** _____ _____ _____ **Food:** Mainly insects and molluscs **Population:** _____ **Conservation:** Threatened by loss of water due to the production of hydroelectric power, human activity and the growing popularity of winter tourism, which has resulted in loss of habitats and drastic climate change.

Questions for further discussion:

1 Do you know any other species that are endangered in your area? If so, name them. If not, go to earthsendangered.com and find out what they are.

2 Do you think your country is concerned about nature conservation? What is being done to protect the environment?

3 What can you personally do to help nature conservation?

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2.4 Compound nouns dominoes

... berg	greenhouse ...	... effect	acid ...
... rain	carbon ...	... dioxide	climate ...
... change	earth ...	... quake	rain ...
... fall	conservation ...	... area	exhaust ...
... fumes	global ...	... warming	heat ...
... wave	oil ...	... slick	ozone ...
... layer	remedial ...	... action	sewage ...
... plant	wind ...	... energy	nature ...
... reserve	rubbish ...	... dump	waste ...
... separation	farm ...	... animal	ice ...

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2.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Unfortunately, the Madagascan Elephant Bird ***died out*** in the 17th century.
a was bred **b** became extinct **c** has been endangered

2 The ***protection*** of natural habitats in this area should be the first priority of local politicians.
a evolution **b** survival **c** conservation

3 The tree octopus ***has*** the largest brain of all the different species of octopus.
a surrounds **b** possesses **c** floats

4 What is the size of ***a standard*** crocodile?
a an average **b** a grown **c** an adult

5 Why do your parents ***always*** work so hard? They should get some rest.
a constantly **b** seriously **c** immediately

6 Some scientists claim that the consequences of asteroids hitting the Earth ***led to*** the Great Dying.
a turned into **b** resulted in **c** put forward

7 We were staring at the ocean, when suddenly a dolphin ***appeared*** from below the waves.
a ranged **b** roamed **c** emerged

8 Look at this magnificent ***beast***! It's simply amazing!
a object **b** human **c** creature

9 Chameleons are able to ***change*** their skin colour in order to camouflage themselves.
a adapt **b** adopt **c** prevent

10 There are several thousand ***kinds*** of trees here. That is why the area is so unique.
a habitats **b** breeds **c** species

11 Is ***chasing and killing*** animals forbidden in your country?
a hunting **b** preserving **c** executing

12 Global warming is causing the icebergs to melt and ***because of that*** sea levels are rising.
a unfortunately **b** as a consequence **c** in fact

13 Young antelopes face many ***dangers*** in the wild, so they always stay with the herd.
a poisons **b** threats **c** predators

14 My biggest ***worry*** is that they won't be willing to continue our negotiations.
a capture **b** clue **c** concern

15 I really don't want you to ***get involved*** when I'm talking to him.
a interfere **b** indicate **c** reveal

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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.

evolve	extinct	fortune	introduce	nature	survive

WHY DO ANIMALS BECOME EXTINCT?

It is often asked 'why do animals become extinct?' but the question is one to which it is impossible to give a comprehensive and satisfactory reply.

In very many cases it may be said that actual extermination has not taken place, but that in the course of **1** _____ one species has passed into another. This is what we see in the horse, which is the living representative of an unbroken line reaching back to the little Eocene Hyracothere. So in a general way it may be said that much of what at the first glance we might term **2** _____ is really the replacement of one set of animals by another better adapted to surrounding conditions.

(…) Of course, in modern times man has directly exterminated many animals, while by the **3** _____ of dogs, cats, pigs, and goats he has indirectly not only thinned the ranks of animals, but destroyed plant life on an enormous scale. But in the past man's capabilities for harm were infinitely less than now, while of course the greatest changes took place before man even existed, so that, while he is responsible for the great changes that have taken place in the world's flora and fauna during recent times, his influence, as a whole, has been insignificant. There is, however, this **4** _____ difference between extermination wrought by man and that brought about by natural causes: the extermination of species by nature is ordinarily slow, and the place of one is taken by another, while the destruction wrought by man is rapid, and the gaps he creates remain unfilled.

Adapted from *Animals of the Past* by Frederic A. Lucas

2.6b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Many (*gatunków przystosowuje się żeby przetrwać*) _____ in new environmental conditions.

2 I am aware that (*nie wolno nam się wtrącać*) _____ when he's working, but I have an urgent message.

3 It's common knowledge that parents (*przekazują swoje geny*) _____ to their offspring, but there is a specific kind of chromosome that determines how the gene is inherited.

4 I think we (*powinniśmy teraz się uczyć*) _____ instead of watching films.

5 You have to remember that your decisions (*mają poważne konsekwencje*) _____ and that they can affect all of us.

6 Angela is furious with you but she doesn't want to say why. You (*musiałeś zrobić coś*) _____ serious to upset her so much.

7 How long have you been involved (*w tę grupę ochrony przyrody*) _____?

8 Mark (*nie mógł wysyłać sms-ów*) _____ you all morning because we were sitting in the library, and he didn't use his phone once.

9 The European beaver is said to be (*zagrożony wyginięciem*) _____.

10 We (*moglibyśmy zostać działaczami*) _____ and start a campaign to protect endangered animals.

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2.7 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 They've forbidden us to enter the room until the meeting is over.
MUST
_____ the room until the meeting is over.

2 My advice is to try talking to her as soon as possible.
YOU
I think _____ to her as soon as possible.

3 It's frightening how many bird species have become extinct over the last decade.
OUT
It's frightening how many bird species _____ over the last decade.

4 How about having dinner on the terrace?
SHALL
_____ dinner on the terrace?

5 I'm quite certain I didn't leave the phone in the restaurant. In fact, I remember bringing it home.
CAN'T
I _____ the phone in the restaurant. In fact, I remember bringing it home.

6 I don't think we are doing enough to protect the environment.
BE
I think _____ more to protect the environment.

7 Somebody has to do it immediately. Otherwise, the boss will be angry.
DONE
It _____. Otherwise, the boss will be angry.

8 I wish you had told me about your problem, I was actually able to help you.
COULD
You _____ about your problem, I was actually able to help you.

9 It's possible that this decision will be beneficial to both parties.
OF
This decision _____ for both parties.

10 If it keeps raining, our house will be endangered by flooding.
RISK
If it keeps raining, our house will be _____ flooding.

11 He was probably listening to some music on his headphones, so that's why he didn't hear you.
BEEN
He must _____ to some music on his headphones, so that's why he didn't hear you.

12 Our government ought to do something before the natural habitat is completely destroyed.
ACTION
Our government _____ before the natural habitat is completely destroyed.

13 These rodents surely wouldn't survive without the continued existence of their natural habitats.
IF
These rodents surely _____ their natural habitats disappeared.

14 Eating so much spicy food was a terrible idea.
HAVE
We _____ so much spicy food.

15 You don't have to look for that book, I've already found it.
NEEDN'T
You _____ that book, I've already found it.

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2.8a Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

THE RABBIT PLAGUE

The man who successfully transplants or 'introduces' into a new habitat any persistent species of living thing, assumes a very grave responsibility.
One of the best examples of how things **1** _____ go terribly wrong is the introduction of the rabbit to Australia and New Zealand in the 19th century.
In this case the introduction was deliberate. In the days when the sheep industry was most prosperous, a patriotic gentleman conceived the idea that rabbits should **2** _____ introduced and established as wild animals. He reasoned that they **3** _____ provide a good food supply, and being unable to harm any other creature of flesh and blood they were therefore harmless. Accordingly, three pairs of rabbits were imported and set free.
In a short time the immense number of rabbits began to overrun the country. A very simple calculation brought out the startling information that, under perfectly favourable conditions, a single pair of rabbits **4** _____ in three years' time produce progeny amounting to 13,718,000 individuals.
'The inhabitants of the colony', says Dr. Richard Lydekker, 'soon found that the rabbits were a plague, for they devoured the grass, **5** _____ was needed for the sheep, the bark of trees, and every kind of fruit and vegetable, until the prospects of the colony became a very serious matter, and ruin seemed inevitable'.

Adapted from *Our Vanishing Wild Life* by William T. Hornaday

1 **a** should
b can
c must

2 **a** be
b have been
c being

3 **a** will
b would
c shall

4 **a** ought to
b had to
c could

5 **a** that
b which
c who

2.8b 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 I'm not sure exactly what Dan is doing, but I suppose he (*might / work / garden*) _____.

2 Oh, no! I (*must / send / invitation*) _____ to your old address, and that's why you didn't get it.

3 Well, you (*can / not / run*) _____ for the last two hours because you aren't even tired. Please, tell me where you've been.

4 Be careful! The shed (*may / damage / during*) _____ the storm last night. I don't think it's safe to enter.

5 Jason (*can / read / count*) _____ to 20 when he was only 3, so no wonder he's got such great results at school now.

6 When Sarah is in such a bad mood, she (*should / leave / alone*) _____ until she calms down.

7 If he had asked for my help, it _____ (*would / save / he*) a lot of time.

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Grammar Activities

3.1 Domino builder

Aim

To revise and practise conditional sentences (first, second, third and mixed conditionals)

Language

Conditional sentences (first, second, third and mixed conditionals)

Time

25 minutes

Preparation

One copy of the worksheet for every four students, NOT cut out. Make sure you have a few pairs of scissors at hand.

Procedure

- Divide the class into groups of four, and hand out the material. Tell students that they are going to prepare their own sets of conditional dominoes and then play with a set prepared by another group.
- In their groups, ask them to complete the 20 partly complete conditional sentences with their own ideas, as well as to write four complete conditional sentences (one for each of the following: first, second, third and mixed) in the spaces numbered 21–24. Ask each group to cut the material along a horizontal line between 12A and 12B and divide each group into pairs, who then have to complete their own designated sections (you may wish to give the section comprising two blank parts to more confident students).
  Note: They will need to cooperate on sentences 12 and 24 together, as each pair will have only one half of these sentences). Monitor the activity at this stage and help out if necessary.
- After students have finished completing the domino blocks, ask them to check each other's work within their groups and suggest corrections if they find any mistakes. When they are sure that all the sentences are correct, ask them to cut the material out along the dotted lines and shuffle the cards.
- Exchange the sets of cards between groups and ask students to play a game of dominoes within their group (you can follow the instructions for playing dominoes in section 2.4).

3.2 I wish!

Aim

To provide further practice of a range of conditionals

Language

First, second and third conditionals, *I wish*, *If only*, *I'd rather*

Time

30 minutes

Preparation

One copy of the worksheet (cut up) and one blank A4 sheet for every group of three to six students

Procedure

- Put students into groups of three to six. Make sure stronger and weaker students are distributed evenly.
- Explain the game. The teams have to think of as many conditional sentences or wish sentences that might go with every prompt as they can in one or two minutes. Read this out as an example: *I'd rather we took the bus.* Give some ideas: *If we take the bus we'll be there quicker*; *if we take the bus we won't get so wet*; *if we walk we might be late*; *I wish/If only I could drive*. Elicit other sentences from students.
- Hand out a set of sentences (face down, in order) to each group (you can fold the left part of each slip so that the numbers are visible). Have students appoint a secretary in their group, who will write down their sentences.
- Now do a practice round of the game. In their groups, students pick a statement and come up with as many responses as they can. After two minutes, ask students to count how many responses they have got.
- Find out which team got the most sentences. Write five points on the board next to their team name. Having the most sentences to begin with gives the team five points, irrespective of correctness. This rule is important because feedback will get very complicated otherwise. Besides, it will encourage teams to think of as many sentences as possible without worrying about accuracy, which in turn will produce more sentences for challenges.
- Ask the team with the most sentences to read them out. The other team(s) can challenge a sentence if they think it's grammatically wrong or there is no logical connection to the prompt statement. Each correct challenge gets two points. Add these to the teams' scores as you go along.
- You can now get students to go through the rest of the sentences, discussing their responses and writing them down. For each one, allow a time limit of about 2 minutes. When all the slips/statements have been used, go through students' ideas in the same way as above.

Vocabulary Activities

3.3 Assessing creativity

Aim

To apply specific criteria and assess one's own work

Language

Language for making suggestions and justifying decisions

Time

30 minutes

Preparation

One copy of the worksheet for every three or four students

Procedure

- Explain that students are going to assess each other's ideas by grading them 1–5:
  1 = imitation, 2 = variation, 3 = combination,
  4 = transformation and 5 = original creation.
  Give students time to discuss in pairs what they think each one involves. They will also be able to find the explanations on their worksheets.
- Put students in groups of three or four. Hand out the worksheets and ask them to do Part A.
- Get ideas from the whole class and ask students to explain their ideas. Clarify the correct answers.
- Next, ask students to do Part B of the worksheet. Set a time limit of about 15 minutes.
- Then, put different groups together. They should explain their solutions to each problem and assess each other's idea according to the creativity criteria discussed earlier. Who has the most creative approach to each problem? Why?
- Get ideas from the whole class. See if you can all agree on what the most creative approach is in each case.

Answers

Frank – combination: His idea is a combination of two ideas: the large container for holding liquid, and the wheels for pulling it around.
Beth – original creation: Her idea is not quite like anything else. It might be a combination of many things, but appears to be an original creation.
Sarah – variation: This is a variation on the kind of water cooler container that Adam suggested. It takes a core idea and changes it a little bit, but it's still quite similar to the original object.
Adam – imitation: This solution doesn't offer anything new. It is an imitation of something that Adam has seen before.
Michael – transformation: His object is more than just a combination of a backpack and something else. It now has water-specific purposes and has transformed what a backpack is.

3.4 Sort them out

Aim

To revise and extend a range of nouns with different endings, practise word formation, writing and mediation

Language

Verbs, adjectives and the nouns derived from them

Time

30 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Divide the class into pairs, and hand out the material.
- Ask students in each pair to create nouns from the verbs and adjectives in the box and sort them out into appropriate categories, depending on their endings. Monitor the activity and help out if necessary.
- Next, ask your students to create a short story that will include at least one noun from each category, and to write the story in the box provided at the bottom of the page. It's important that they should leave the space for the adjectives blank, but provide their translation in brackets, e.g. *John was a very friendly person, but his (ciekawość) ..... was something that bothered everybody.*
  Note: If you have less confident students in the class, you may ask them to write 5 separate sentences instead of a coherent story.
- After they've finished, tell them to swap their worksheet with another pair, and fill in the blanks. They should return one another's worksheets to see if the blanks have been filled in correctly.

Answers

-ment: assessment, development, disappointment, employment, excitement, punishment
-sion: admission, collision, conclusion, decision, expansion, expression
-(a)tion: demonstration, identification, imagination, preparation, publication, starvation
-ence: dependence, difference, existence, intelligence, interference, preference
-ment: acceptance, attendance, endurance, guidance, importance, resistance
-cy: accuracy, delicacy, efficiency, fluency, privacy, urgency
-ity: ability, curiosity, flexibility, necessity, responsibility, similarity
-ness: consciousness, darkness, happiness, helplessness, kindness, usefulness

Matura Exam Activities

3.5 Transformations
3.6 Reading and Transformations
3.7 Lexical pairs
3.8 Word formation and Mini-dialogues

Time and Answers

3.5
Time: 8–10 minutes
Answers:
1 a **2** a **3** b **4** b **5** a **6** c **7** c **8** c **9** a **10** b **11** a **12** b **13** c **14** b **15** c

3.6
Time: 10–15 minutes
Suggested answers 3.6a:
1 przed śmiercią / zanim umrzemy **2** premierze filmu *Bucket List* **3** chciałyśmy/chcieliśmy zobaczyć lub zrobić **4** przyjemności **5** rozpoczęciu uprawiania sportu
Answers 3.6b:
1 only I had started **2** would rather you did **3** unless we can afford **4** have been able to

3.7
Time: 8–10 minutes
Answers:
1 c **2** b **3** b **4** a **5** a **6** c **7** b **8** a **9** a **10** b **11** c **12** b

3.8
Time: 10–15 minutes
Answers 3.8a:
1 creativity **2** variety **3** unreal/unrealistic **4** particularly
Suggested answers 3.8b:
1 I had been there / had gone with you
2 you didn't / you stayed at home
3 Wouldn't it be better / Wouldn't you like
4 didn't think games were / didn't consider games to be
5 If I were you / In your position / If I were in your shoes
6 you could fly / you were able to fly
7 we had done some washing / we had started to wash the clothes / you had listened to me
8 you wouldn't do that / you wouldn't leave them here

3.1 Domino builder

	If my parents hadn't encouraged me to study more, …		We will sell our car …		If I were a superhero, …
24B	1A	1B	2A	2B	3A
		… she would buy this painting.	James would be rich now …		
3B	4A	4B	5A	5B	6A
… unless you tell them the truth.		… Amanda would have stopped the car.	If you don't take a shower, …		Would you consider working abroad …
6B	7A	7B	8A	8B	9A
		… if you had discovered the problem sooner?		… he won't finish the race.	If we owned a bigger house, …
9B	10A	10B	11A	11B	12A

	I will take up jogging …			… the dog wouldn't have behaved so badly.	
12B	13A	13B	14A	14B	15A
… unless you refuse to help me.	If you had started the course last year, …		He would probably spend more time with us …		Would he have apologised …
15B	16A	16B	17A	17B	18A
	Will they redecorate the kitchen …			… if this teacher stopped working here.	
18B	19A	19B	20A	20B	21A
21B	22A	22B	23A	23B	24A

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3.2 I wish!

1	I wish I hadn't said anything.
2	I'd rather we had a shorter school day.
3	If only we didn't have to work to earn money.
4	If only people were more sensible.
5	I'd rather we took the train to the airport.
6	I wish there was a chip you could put inside your brain to translate languages.
7	If only I had known about my mistake sooner.
8	If only young people had more of a say in the government.
9	I wish our country's history had been different.
10	I'd rather people gave me money for my birthday instead of presents.
11	I wish I had listened to my parents.

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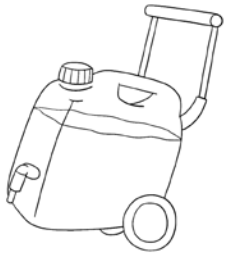
3.3 Assessing creativity

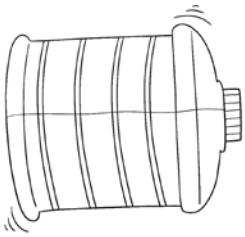
Part A

A group is trying to solve a water transportation challenge: how can people in a remote village carry water on foot from a town well to their homes, which are several miles away?

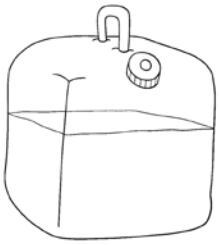
Here are their ideas. Decide if each one is an example of imitation, variation, combination, transformation or original creation.



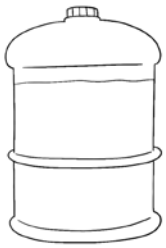
Frank has seen kids pulling special backpacks behind them on wheels, and he comes up with a large plastic container that's a bit like those backpacks: with wheels and with an extendable handle.



Beth imagines a large round tank of water that rolls on its side and can be pushed like a lawnmower.



Sarah suggests designing a large plastic container that has a handle on it.



Adam proposes they use a large plastic container, like the ones in water coolers. People can carry it in their arms.

Michael decides that a backpack can be completely reinvented so that it can hold water instead of other contents. This means drastically changing the materials and design of the backpack.

Imitation	– the creation is the same or almost the same as something that already exists.
Variation	– It's a slight change to an existing object. It's different, but still has the identity of the original object.
Combination	– It's a mixture of two or more things, such that it can be said to be both or all.
Transformation	– a re-creation of something in a new context. It has some characteristics of the original object, but it cannot be said to still be that kind of object.
Original creation	– It appears to have no obvious qualities of pre-existing objects or ideas.

Part B

Come up with as many different solutions to the five problems below as you can. In each case, decide which you feel is the most creative approach.

1. Your school needs to cut its energy bills by thirty percent. What's the best way to do it?
2. Plan all the meals for a week for a family of four – on a *very* tight budget.
3. Three of your closest friends have been told they're addicted to their smartphones. It's having a negative effect on their schoolwork, and their relationships.
4. A new airport is going to be built near your town or city. Decide where it should go.
5. Your school is planning to have an app made. The app needs to be realistic, but also to be useful to the highest number of students. What should it do?

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3.4 Sort them out

-ment

_____ , _____ ,
_____ , _____ ,
_____ , _____

-sion

_____ , _____ ,
_____ , _____ ,
_____ , _____

-(a)tion

_____ ,
_____ ,
_____ ,
_____ ,
_____ ,
_____

VERBS

accept, admit, assess, attend, collide, conclude, decide, demonstrate, depend, develop, disappoint, employ, endure, excite, exist, expand, express, guide, identify, imagine, interfere, prefer, prepare, publish, punish, resist, starve

ADJECTIVES

able, accurate, conscious, curious, dark, delicate, different, efficient, flexible, fluent, happy, helpless, important, intelligent, kind, necessary, private, responsible, similar, urgent, useful

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3.5 Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 ***Would you like to be able to*** earn money doing what you love?
a Don't you wish you could **b** Would you rather **c** Do you wish you would

2 I don't like cooking, so ***my preference is to*** eat out.
a I'd rather **b** I wish **c** If only I

3 It's not easy to ***follow the regulations*** if you believe them to be silly.
a resolve the principles **b** obey the rules **c** break the guidelines

4 ***I don't want you to buy*** me cut flowers, I'd prefer potted plants.
a I'd rather you bought **b** I'd rather you didn't buy **c** I'd rather you had bought

5 This approach has been ***evaluated all over the world***.
a assessed worldwide **b** generated for all the world **c** predicted worldly

6 I will not go there ***if you don't tell*** me who's coming with us.
a until you tell **b** as long as you tell **c** unless you tell

7 ***In your situation***, I would probably look for a different job.
a If I had been you **b** If you were me **c** If I were you

8 Caroline ***regrets not learning*** more when she was at school.
a wishes she learned **b** wishes she would learn **c** wishes she had learnt

9 I suppose the children won't have to go to school ***in snowy weather***.
a if it snows **b** if it'll snow **c** if it snowed

10 Have you already ***thought of the answer*** to this problem?
a invented an approach **b** come up with a solution **c** made up a rule

11 ***I wish we*** hadn't started this conversation.
a If only we **b** We'd rather **c** We'd better

12 ***What a pity Danny didn't come*** to visit us.
a I wish Danny came **b** I wish Danny had come **c** I wish Danny would come

13 Unfortunately, business investors ***often prefer*** safe investments. They don't want to risk.
a commonly reach for **b** usually focus on **c** frequently favour

14 ***Without*** an invitation, I wouldn't have decided to participate in this event.
a If I didn't receive **b** If I hadn't received **c** If I don't receive

15 Do you know why Thomas is ***worried all the time***?
a consequently troubled **b** genuinely anxious **c** constantly concerned

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3.6a Reading (mediation gap-filling)

Przeczytaj tekst 1, a następnie, zgodnie z jego treścią, uzupełnij luki w tekście 2. Luki należy uzupełnić w języku polskim.

TEKST 1

A couple of weeks ago, I was surfing the net, and I stumbled upon somebody's bucket list, which inspired me to create one of my own.

If it's the first time you've seen the term, the 'bucket list' is a set of goals you wish to achieve, dreams you want to fulfil, and all other things you would like to experience before your death. The phrase is derived from the expression 'to kick the bucket', which basically means 'to die', but it became common usage following the 2007 release of the film *Bucket List*, so it's a relatively new expression.

If you are asking yourselves the reason for creating such a list, the answer is simple. It's not the standard list of duties or obligations related to your social, family or work life, it's a list of what YOU've always wished you could see or do. Creating one can be a very insightful experience, but it can also give you a lot of pleasure and reactivate the enthusiasm that is frequently lost in the flurry of day-to-day activities.

When you start writing your list, think of at least 30 goals you want to accomplish, and include only the things you have yet to experience. The items may include travelling, trying out new dishes, taking up sports (learning to shoot a bow and arrow is something I've always dreamt about!), or just doing something nice for somebody else without expecting anything in return. Sounds nice? Then get down to writing and don't forget to keep adding to your list!

TEKST 2

Maja, zrobimy sobie dziś wieczorem naszą bucket list?

A co to takiego?

To lista rzeczy do zrobienia **1** _____ _____.

Brzmi trochę upiornie. Skąd ta nazwa?

Pochodzi od wyrażenia „kick the bucket", ale rozpowszechniła się po **2** _____ _____ w 2007 r.

No dobrze, ale po co nam taka lista?

Bo to nie jest taki zwykły wykaz obowiązków. To są rzeczy, które ty i ja zawsze **3** _____ _____

Roller-coaster!!! :)

Właśnie! Podobno już samo spisanie tych rzeczy może dać nam dużo **4** _____ _____ i obudzić zagubiony entuzjazm. ;)

OK, wchodzę w to! ;) A masz już jakieś pomysły dla siebie?

Na pewno wyjazd pod namiot w Bieszczady i spróbowanie ślimaków ;). Można też pomyśleć o **5** _____ albo zrobieniu czegoś miłego dla innej osoby :)

3.6b 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 cztery wyrazy, wliczając w to wyraz już podany.

1 It was a bad idea to start writing the essay so late. I didn't finish it in time.
ONLY
If _____ writing the essay sooner.

2 I'd like you to do the dishes instead of vacuuming the living room.
RATHER
I _____ the dishes instead of vacuuming the living room.

3 We won't take part in the course if we can't afford it.
UNLESS
We won't take part in the course _____ it.

4 Tim got a scholarship, which is why he was able to start his studies.
BEEN
Tim wouldn't _____ start his studies if he hadn't got a scholarship.

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3.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 You need to place the books in alphabetical ____; otherwise, they'll be difficult to find.
Would you like to ____ something to drink?
a purchase **b** resolve **c** order

2 My biggest ____ is that we won't have enough time to finish the project.
Luckily, these new regulations don't ____ me personally.
a worry **b** concern **c** affect

3 I'll toss a ____ and you choose: heads or tails.
This invention is incredible! We need to ____ a new word for it.
a brick **b** coin **c** task

4 Mark is only a distant ____ of my mother, but we see each other very often.
Happiness is ____. In similar circumstances some people are happy, while others aren't.
a relative **b** alternative **c** cousin

5 Jenny was the one who came ____ with the best solution to our problem.
Are you telling the truth or did you make it all ____?
a up **b** down **c** across

6 What was your ____ in the last English test?
Did he ____ any goals in the match last night?
a grab **b** result **c** score

7 In my ____ time I usually paint while listening to music.
Can you ____ some time tomorrow and help me with my maths?
a free **b** spare **c** own

8 I've had my dog ____ finishing primary school and I can't imagine life without him.
I've decided to go to the cinema with Alex ____ you're not interested in science-fiction films.
a since **b** as **c** for

9 Most of our students are in the 15–18 age ____.
The Alps are the highest and most extensive mountain ____ in Europe.
a range b extent **c** scope

10 He didn't ____, the floor wasn't wet at all. He was pushed!
What has she written on this ____ of paper?
a drop **b** slip **c** trip

11 I wish they wouldn't ____ all the time, I really can't stand it anymore!
Some scientists ____ that finding a cure for cancer will be possible in about a decade.
a claim **b** quarrel **c** argue

12 Could you do me a ____ and buy some milk on your way home?
The teachers in our school ____ problem-based learning, so our lessons are incredibly interesting.
a kindness **b** favour **c** prefer

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3.8a 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.

conclusion	create	knowledge	particular	real	vary

THE ART OF DREAMS

Dreams have long proved a fertile ground for human **1** _____ and expression, and no less so than in the visual arts, giving rise to some of its most memorable images. In addition to the enormous **2** _____ of dreams so important to religion and myth, there has emerged an exploration of the more personal dream-world.
No doubt, artists have been attracted to the challenge of giving form to something so visually **3** _____ as a dream. More often than not there appears the sleeping body itself, with the dream element incorporated in different ways. Common is for the dream sequence to appear in a totally separate part of the image, as if projected on the walls of the sleeping mind. Also common, **4** _____ in the depiction of nightmares, is for the figures of the dream to simply appear as though in the room with the sleeper, often directly upon the body itself.

Adapted from: publicdomainreview.org/collections/the-art-of-dreams

3.8b Mini-dialogues (gaps)

Uzupełnij poniższe minidialogi, wpisując brakującą wypowiedź jednej z osób.

1 A: By the way, the concert last week was amazing.
B: I know. I really wish _____.
A: Yeah, me too. You'd have had so much fun.

2 A: Mum, can I go to the shopping centre with Max tonight?
B: Actually, I'd rather _____. Grandma is visiting us later today.
A: Oh, I didn't know. And how about tomorrow?
B: Sure, no problem.

3 A: OK, so let's do the shopping and then we can get some coffee.
B: _____ to have some coffee first? It means we wouldn't have to sit with all these shopping bags in the café.
A: You're right. Coffee it is!

4 A: Wow, your mod for this game is amazing. You should definitely become a game programmer!
B: Yeah, if only my parents _____ childish. They both want me to do 'something more serious'.
A: But the game industry is booming. You should really try talking to them again.

5 A: Sam is still not speaking to me. What do you think I should do?
B: _____, I'd probably apologise to him via social media first, as I know he uses them a lot, and then ask him to talk to you in person.

6 A: Wow, look at those amazing birds. Don't you wish _____ like them?
B: Well, not particularly. I'm afraid of heights, aren't I?

7 A: We've got so many dirty clothes that it'll take at least a full day to wash them all.
B: I don't want to say 'I told you so', but if _____ a few days ago, we wouldn't have this problem now.

8 A: Why have you left your things on my desk again?
B: I don't know, I was probably in a hurry.
A: I really wish _____ It drives me crazy.

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Grammar Activities

4.1 Reported speech battleships

Aim

To revise and practise reported speech (statements, and questions)

Language

Reported speech (statements and questions)

Time

25 minutes

Preparation

One copy of the worksheet for each student

Procedure

- Divide the class into pairs and hand out the material. Tell students that they are going to play a game called battleships.
- First, each student must position their battleships on the grid. Ask each pair of students to choose a grid (A or B) and to position their ships. These should correspond to the key that is found above each grid. Ships can only be positioned horizontally or vertically. They may be placed alongside each other, but they cannot overlap. Players are not allowed to see the position of each other's ships.
- Once this has been done, ask them to start playing. They take turns in calling out a particular square by giving its coordinates (e.g. B1). If the other player has a ship occupying that square, they respond by saying *Hit*, but the ship (or a part of it) is only declared sunk once a correctly structured sentence using reported speech in the past simple tense has been given by the 'shooter'. If there is no ship on the square, the player responds by saying *Miss*. The game continues until one of the players has no ships left afloat.
- Monitor the activity and referee if there are any doubts about the correctness of the reported sentences. If you have any fast finishers, you can ask them to put the remaining sentences in their grids into reported speech.

4.2 Said and done

Aim

To provide further practice of reported speech

Language

Reporting verbs and reported speech

Time

30 minutes

Preparation

A copy of one set of scenario cards and reporting cards for every group of three to six students, cut up

Procedure

- Organise students into groups of three to six. The smaller the group, the longer the game will last.
- Hand out a set of scenario cards and a set of reporting verb cards to each group. Ask students to divide the reporting verbs equally among themselves.
- Explain the game. Students turn over the scenario picture from the top of the pile. They take turns to say a sentence connected to the drawing using one of their reporting verb cards. When the first student says their sentence, they throw away their card and the play moves to the next student. If they can't play a card, the next person tries to say a sentence and so on. Keep going until no-one can say a sentence. The last person to speak picks up the next drawing scenario and tries to say a sentence and the game continues like this. The winner is the first person to get rid of all of their reporting verb cards.
- You can add another rule if you want: at any point of the game, a player can challenge another student if they think their sentence was incorrect. The player who is wrong picks up a reporting verb card.
- As students are playing, go round and help referee on any challenges. Also notice any errors or good examples to give some feedback at the end of the game if you want.

Fast finishers

- They play the game again, especially if they haven't used all the scenario cards.

Extension

- Ask students to do a variation where they deal out the reporting verb cards and then choose one of the scenario cards to write a story using all their verbs.
- Students act out a roleplay based on one of the scenario cards for the whole class. The students listening make notes and report what was said in the roleplay, in groups, using the reporting verbs.

Vocabulary Activities

4.3 Word families relay race

Aim

To revise and extend the knowledge of word families from the unit

Language

Verbs, nouns and adjectives grouped in word families

Time

20 minutes

Preparation

One copy of the worksheet for each group of up to four students, cut up

Procedure

- Divide the class into groups of up to four students and hand out the material. Each student in the group should have a card marked with a different letter.
- For the first stage of this activity, ask students to fill in the missing verbs. Then ask them to pass their grid to the student sitting on their right.
- Now ask them to fill in the missing nouns. Again, once this is done, they should pass the cards to the right.
- Repeat the procedure, filling in the adjective forms.
- In the fourth stage, ask students to write one sentence for each word family. Each sentence must contain either a noun, a verb or an adjective from this family. However, it is essential at this stage that they leave a blank space for the actual word. Again, they should pass the cards to the right.
- Now ask students to fill in the gaps on their cards with the correct word form. They should then pass the cards on again.
- Once this has been done, they check whether their partner's answers are correct. If they think one or more of the answers are incorrect, they should discuss it with the group and correct it if necessary.

Answers

A: compliment, complimentary, respond, responsive, understand, understanding, decoration, decorative, experiment, experimental, argue, argument

B: offence, offensive, resent, resentful, avoid, avoidance, discouragement, discouraging/discouraged, communicate, communicative, react, reaction

C: discrimination, discriminatory, challenge, challenging, trust, trust, attraction, attractive, compete, competitive, advise (V), advice (N),

D: stereotype, stereotypical, appeal, appealing, introduce, introduction, imagination, imaginative/imaginary, decide, decisive, persuade, persuasion

4.4 Values questionnaire

Aim

To allow students to consider their own personal values
To explore how far any kind of 'universal' values exist within the group

Language

A range of ways of expressing agreement or disagreement
Language for justifying opinions

Time

30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Tell students they are going to find out to what extent they share common cultural values. Hand out the worksheet and allow a few minutes for students to read through the statements. Tell them to mark each statement 1–5, depending on how strongly they agree. Give one or two examples yourself to model the task if necessary.
- While students are reading and ranking, you might want to write some different ways of expressing agreement and disagreement on the board, e.g. *I couldn't agree more. I totally agree. I guess I agree up to a point, but ...; I'm not really sure how I feel about it, to be honest. I totally disagree with that*.
- Put students in groups of four or five. Tell them to compare their ideas and explain why they feel the way they do.
- Remind students that to be effective in cross-cultural contexts, they have to express their opinions in ways that respect difference and the opinions of others. Ask them to note down an average group score, 1–5, for each statement.
- Next, change the groups around and ask students to compare their average scores and to see to what extent the different groups had similar opinions. Round up by trying to find out which sentences there was most or least agreement about.
- **Optional step:** Put students in pairs and ask them what conclusions they can draw about 'shared cultural values' from this activity. Finish by getting ideas from students.

Matura Exam Activities

4.5 Equivalent words
4.6 Gap-filling and Sentence formation
4.7 Transformations
4.8 Picture description and Translations

Time and Answers

4.5
Time: 8–10 minutes
Answers:
1 b **2** a **3** b **4** a **5** c **6** a **7** c **8** c **9** a **10** b **11** a **12** b **13** a **14** c **15** a

4.6
Time: 10–15 minutes
Answers 4.6a:
1 who **2** be **3** had **4** was **5** ask
Answers 4.6b:
1 forgiven you for breaking **2** answering the reporter's question(s) **3** were going to meet at noon
4 (that) she had seen a person **5** confessed to cheating during/in the exam **6** would have to close the/his business
7 denied knowing any celebrity/celebrities **8** could stay in this **9** threatened to stop washing / threatened that she would stop washing **10** had never tasted Chinese

4.7
Time: 8–10 minutes
Answers:
1 apologised for not coming **2** blamed Ann for losing **3** reminded me to take **4** Do you want to **5** had been the day
6 accused her of stealing **7** if I would be **8** encouraged him to send **9** why he had not **10** that he would not/not to
11 refused to finish **12** suggested/recommended going by car **13** he could do **14** had to speak that
15 had been delivered

4.8
Time: 10–15 minutes
Suggested answers 4.8a:
Picture 1: **1** bullying/violence **2** is holding/pushing (the head of) **3** racism / racist behaviour
4 is smiling / having a good time
Picture 2: 1 embarrassing/awkward **2** are arguing / quarrelling / having an argument / shouting
3 is holding a cup of tea/coffee **4** hadn't come / wasn't there / was somewhere else
Answers 4.8b:
1 paid me a compliment/complemented me **2** was accused of **3** she would help me **4** if/whether I had any
5 misunderstanding was so long-lasting/prolonged **6** the most cost-effective way **7** had been used worldwide
8 resented/hated two-faced people

4.1 Reported speech battleships

Position the following ships on your grid: 1x ☐☐☐☐, 2x ☐☐☐, 3x ☐☐, 4x ☐ **Grid A**

	A	B	C	D	E	F	G
1	'Do you need any help?'	'I've forgotten my passport.'	'They'll come in no time.'	'She can't give it to you now.'	'He paid me a compliment.'	'I'm not keen on Thai food.'	'Did you post this comment?'
2	'She didn't mean to offend you.'	'What are you doing here?'	'Will you be going to the shop?'	'It was an awkward situation.'	'We're having dinner now.'	'She has been working out recently.'	'Will you see me tonight?'
3	'They always argue.'	'He's going to sell his car.'	'Have you ever used this app?'	'You should tell him the truth.'	'He hasn't slept much.'	'They may regret their decision.'	'Can you lend me a hand?'
4	'They're meeting tomorrow.'	'She can't stand tomatoes.'	'I brought all the stuff.'	'Have you been smoking?'	'It'll be published worldwide.'	'He doesn't want to do it.'	'You must be joking.'
5	'Has he finished yet?'	'Would you do it for me?'	'I was cleaning on Saturday.'	'She was heartbroken.'	'Where are you going?'	'I won't betray his trust.'	'He had to warn her.'
6	'Are you going to watch it?'	'I don't want to trouble you.'	'She rejected our offer.'	'Tomorrow will be fine.'	'I'll be working on it next week.'	'She'd seen him before I did.'	'Should I call him and apologise?'
7	'Do you have to go so soon?'	'I haven't decided yet.'	'Could she come a bit later?'	'That might be wrong.'	'I'm terribly busy today.'	'She had the pictures developed.'	'He was actually kissing her.'

Position the following ships on your grid: 1x ☐☐☐☐, 2x ☐☐☐, 3x ☐☐, 4x ☐ **Grid B**

	A	B	C	D	E	F	G
1	'I'll finish shortly.'	'Can you show me the way?'	'I don't think he's two-faced.'	'Did you close all the windows?'	'She's already bought it.'	'He might be tired.'	'They hardly ever see each other.'
2	'What have you been doing lately?'	'He shouldn't work so much.'	'They were travelling for 10 hours.'	'He wouldn't mind.'	'That must be it.'	'Are you enjoying yourself?'	'The place was closed last year.'
3	'She doesn't need my help.'	'Did you have to quit?'	'I'll be living with them temporarily.'	'They couldn't find the cat.'	'Have you ever visited them?'	'He's been trying to fix it.'	'I'm going to buy this dress.'
4	'You lost the bet.'	'I'm a bit anxious.'	'When are you leaving?'	'Why has he stopped playing?'	'I won't fail you again.'	'May I offer you some water?'	'This is not the correct answer.'
5	'Are you going to talk to them?'	'He can't come tomorrow.'	'That's not fair.'	'I've been waiting for ages.'	'He'd worked there before I did.'	'Would you see to it?'	'You'll regret your decision.'
6	'He hasn't made up his mind yet.'	'I'm doing something important.'	'He was driving too fast.'	'I'm in favour.'	'The flat will be redecorated.'	'Should I warn them?'	'She needs to stop worrying.'
7	'He had the car serviced yesterday.'	'Are you going to eat that?'	'We'll see it tomorrow.'	'She's been lying to me all this time.'	'He wasn't so like-minded after all.'	'I can't find my bag anywhere.'	'Were you dancing at the party?'

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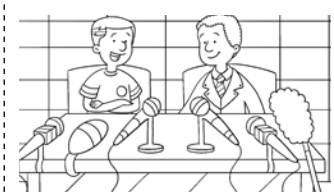
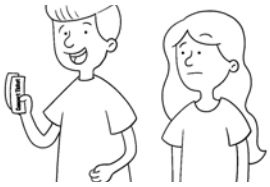
4.2 Said and done

Scenario cards





Reporting cards

agree	arrange	offer	assure	complain
say	claim	pretend	threaten	admit
consider	recommend	deny	suggest	announce
insist	confirm	criticise	blame	promise
state	forbid	inform	persuade	advise
doubt	invite	remind	reply	warn
tell	urge	demand	forgive	allow
refuse	ask	apologise	accuse	thank

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4.3 Word families relay race

A

Verb	Noun	Adjective
compliment		
1		
	response	
2		
		understandable
3		
decorate		
4		
	experiment	
5		
		argumentative
6		

B

Verb	Noun	Adjective
offend		
1		
	resentment	
2		
		avoidable
3		
discourage		
4		
	communication	
5		
		reactive
6		

C

Verb	Noun	Adjective
discriminate		
1		
	challenge	
2		
		trustworthy
3		
attract		
4		
	competition	
5		
		advisory
6		

D

Verb	Noun	Adjective
stereotype		
1		
	appeal	
2		
		introductory
3		
imagine		
4		
	decision	
5		
		persuasive
6		

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4.4 Values questionnaire

Mark each statement from 1 to 5.

1 = strongly disagree	**2** = disagree	**3** = not really sure	**4** = agree	**5** = strongly agree

☐ **a** It's important to be successful in what you do.

☐ **b** The family is the most important thing in society.

☐ **c** Agreement among everyone involved is the best form of decision-making.

☐ **d** It's fine for women to earn more than their partners.

☐ **e** Things were better in the past.

☐ **f** Cheating is OK if you don't get caught – and if it helps you get what you want.

☐ **g** Human beings obviously have the right to control and use the natural world.

☐ **h** Having different kinds of people in a group makes it harder for everyone to work together.

☐ **i** It's important to show respect to people who are older than you.

☐ **j** Parents and children should stay as close to each other as possible.

☐ **k** People around the world are basically more similar than they are different.

☐ **l** People should keep their problems to themselves.

☐ **m** The best way to judge people is not by what they say, but by what they do.

☐ **n** A free country allows its citizens to express disagreement.

☐ **o** Bringing up children should be just as important to men as it is to women.

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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 A: Why haven't you ***said hello to*** Mr Simons?
B: That was Mr Simons? I didn't recognise him!
a responded to **b** greeted **c** hinted at

2 Such immature comments really ***insult*** me.
a offend **b** discourage **c** discriminate

3 It was really difficult to ***resolve*** this problem, but, finally, we reached a solution.
a find out **b** sort out **c** turn out

4 I hope I'll never find myself in such an ***embarrassing*** situation again.
a awkward **b** appealing **c** abusive

5 Do you think she did it ***on purpose***, or was it only an accident?
a remarkably **b** particularly **c** deliberately

6 He really appreciated this opportunity of working with ***people similar to himself***.
a like-minded people **b** open-minded people **c** narrow-minded people

7 Her beliefs are ***firmly fixed***, and there is nothing you can say or do to change them.
a long-lasting **b** highly respected **c** deep-rooted

8 When Maggie found out her project had been rejected, she was ***extremely upset***.
a well-mannered **b** two-faced **c** heartbroken

9 If I had known they ***dislike*** each other so much, I wouldn't have invited them to the same event.
a resent **b** misunderstand **c** misbehave

10 My parents have finally ***admitted*** that my idea of a camping holiday was amazing.
a allowed **b** acknowledged **c** accused

11 How many members of your ***close*** family live in this house?
a immediate **b** near **c** extended

12 It's quite common for teenagers to ***question*** the social norms followed by the older generation.
a bully **b** challenge **c** explore

13 The modern-day Goth subculture ***was first created*** in England in the late 1970s.
a originated **b** localised **c** combined

14 Believe me, I'm ***aware*** of the fact that this decision may change my whole life.
a fed up **b** upset **c** conscious

15 Henry was ***held responsible*** for the failure of the whole team and so he ended up losing his job.
a blamed **b** accused **c** reminded

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4.6a 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.

A girl of fourteen, Patience Moran, **1** _____ is the daughter of the lodge-keeper of the Boscombe Valley estate, was in one of the woods picking flowers. She states that while she was there she saw, at the border of the wood and close by the lake, Mr McCarthy and his son, and that they appeared to **2** _____ having a violent quarrel. She heard Mr McCarthy the elder using very strong language to his son, and she saw the latter raise up his hand as if to strike his father. She was so frightened by their violence that she ran away and told her mother when she reached home that she **3** _____ left the two McCarthys quarrelling near Boscombe Pool, and that she **4** _____ afraid that they were going to fight. She had hardly said the words when young Mr McCarthy came running up to the lodge to say that he had found his father dead in the wood, and to **5** _____ for the help of the lodge-keeper. He was much excited, without either his gun or his hat, and his right hand and sleeve were observed to be stained with fresh blood.

From *Adventures of Sherlock Holmes* by A. Conan Doyle

4.6b 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 Has your aunt (*forgive / you / break*) _____ her favourite vase, or is she still angry with you?

2 The politician tried to avoid (*answer / reporter / question*) _____, but he finally admitted that he made a mistake.

3 Janice called and she said that we (*going to / meet / noon*) _____ in the coffee shop round the corner. Are you coming?

4 The witness claimed (*she / see / person*) _____ wearing exactly the same clothes on the night of the robbery.

5 When the teacher confronted him, Max (*confess / cheat / exam*) _____, and he had to take it again.

6 The shop owner told me he (*have to / close / business*) _____ if he didn't get more customers. It's really heartbreaking, because it's such a unique place.

7 I talked to Sarah, but she (*deny / know / celebrity*) _____, so the person you saw on TV can't have been her.

8 When I visited Jason last year, he told me we (*can / stay / this*) _____ flat whenever we come to London.

9 Only when my mum (*threaten / stop / wash*) _____ his clothes, did my brother begin to tidy his room regularly.

10 It was a great surprise when Chris told us he (*never / taste / China*) _____ food before.

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4.7 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 He said he was sorry that he hadn't come to the meeting.
FOR
He _____ to the meeting.

2 'It's Ann's fault that we lost the match.' Kate said.
LOSING
Kate _____ the match.

3 'Don't forget to take the picnic basket with you,' my mum said.
ME
My mum _____ the picnic basket with me.

4 Noah asked whether we wanted to take part in the event, and we finally agreed.
YOU
_____ take part in this event?' Noah asked, and we finally agreed.

5 Brie was devastated when Andy said, 'The deadline was yesterday.'
BEEN
Brie was devastated when Andy told her the deadline _____ before.'

6 The police claimed she had stolen the painting.
OF
The police _____ the painting.

7 'Will you be doing anything special tonight?' he asked me.
IF
He asked me _____ doing anything special that night.

8 Thanks to her encouragement he sent his CV to the company and ended up getting the job.
HIM
She _____ his CV to the company and he ended up getting the job.

9 'Why hasn't he called me yet?' she wondered.
HAD
She wondered _____ called her yet.

10 'I won't postpone anything until the last moment ever again, I promise.' Bill told his friend.
NOT
Bill promised his friend _____ postpone anything until the last moment ever again.

11 Although the publisher offered him a lot of money, he said he wouldn't finish the book,
TO
Although the publisher offered him a lot of money, he _____ the book.

12 'Why don't we go by car, it'll be quicker.' my sister said.
GOING
My sister _____, explaining that it would be quicker.

13 Max said, 'I can do it but I don't want to.'
HE
Max said _____ it, but he didn't want to.

14 'We must speak today' my boss said, which made me very worried.
THAT
My boss said we _____ day, which made me very worried.

15 'Your parcel was delivered last week,' the postman said.
BEEN
The postman claimed that my parcel _____ the previous week.

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4.8a 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 an act of **1** _____. We can see a few teenagers, who are probably at school. In the foreground there are two boys, and one of them **2** _____ the other one against the wall. The boy who is the victim is black, so the whole situation may be the result of **3** _____. In the background, there are also three girls, who don't seem to be bothered by what they are looking at. The one on the left **4** _____, which is completely inappropriate in such circumstances.

Picture 2

This is a picture of three young adults sitting on a sofa. The whole situation looks really **1** _____, especially for the girl in the middle, as the other two people, a man and a woman, **2** _____ literally over her head. The girl probably dropped by for a nice chat, because she **3** _____ in her hands, but now she definitely wishes she **4** _____. Her face is a mixture of surprise, fear, and the need to be as far away from the couple as possible.

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 He (*skomplementował mnie*) _____, but I honestly didn't know what to say in response.

2 When his friend (*został oskarżony o*) _____ fraud, he knew he had to do something to help.

3 Gina promised that (*że pomoże mi*) _____ with this assignment, but she hasn't had the time yet.

4 During the interview, they asked me (*czy mam jakieś*) _____ experience of interpreting or translation.

5 The only reason this (*nieporozumienie było tak długotrwałe*) _____ was the fact that they both weren't willing to speak to each other.

6 What is (*najbardziej opłacalny sposób*) _____ of investing this money?

7 Our teacher said that this kind of equipment (*był używany na całym świecie*) _____ _____ in the previous century.

8 Janice told me that she strongly (*nie cierpi dwulicowych osób*) _____ and that she did everything to avoid them.

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Grammar Activities

5.1 What do you call it?

Aim

To provide further practice of defining relative clauses
To recycle vocabulary from Units 3–5

Language

Defining relative clauses (*who*, *which*, *that*, *where*, etc.)
Vocabulary related to disasters, technology, health and illness

Time

30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Explain that students are going to revise relative clauses and vocabulary/information from recent units. Hand out the worksheets and tell students to complete the questions by adding the correct missing words. Explain that often more than one option is possible.
- When students have finished, ask them to compare answers in pairs. Check answers with the class.
  Answers: **1** where **2** who/that **3** – **4** who/that **5** – **6** where **7** which/that **8** which/that, whose **9** who/that, which/that **10** –, which/that **11** who/that **12** –, whom **13** which/that **14** which/that **15** who/that, whose
- Ask students to answer the questions. Explain that these words are all from Units 3, 4 and 5. Then ask them to walk around the room, asking the questions to other students, and writing down the best answers they can find. No dictionaries, phones, etc. allowed!
- When students finish, check the answers by asking the whole class. Ask questions to expand on what they can do with the vocabulary, e.g. *What kinds of things happen in a port? Which verbs go with conclusion?*
  Answers: **1** a port **2** a volunteer **3** a conclusion **4** corrupt **5** a scanner **6** the coast **7** the Richter Scale **8** UNICEF **9** a cosmetic (or plastic) surgeon **10** catchy **11** Malala Yousafzai **12** Inuits **13** debris **14** drones **15** an activist
- Next, ask students to write some other questions like those in 1–15. Set a time limit of about 5 minutes.
- Get students to walk around and see if anyone can answer their questions.

5.2 Halved questions

Aim

To revise and practise participle clauses, as well as speaking

Language

Participle clauses

Time

15 minutes

Preparation

One copy of the worksheet for each pair, cut up

Procedure

- Divide the class into pairs, and hand out the material. Tell students they need to spread all the cards on the table and that each pair has to match the beginnings and the endings in order to create 10 questions. Monitor and help out if necessary.
- To revise participle clauses, ask each pair to identify the participle clause in each of the questions and then divide the questions into three categories, depending on which participle clause was used (present, past or perfect).
- After they've finished, ask them to take turns and discuss all the questions. Monitor the activity and help out if necessary.

Vocabulary Activities

5.3 Disasters mind-map

Aim

To revise and extend the range of vocabulary related to dealing with disaster
To learn/practise creating mind-maps

Language

Vocabulary related to disasters

Time

25 minutes

Preparation

One copy of the worksheet for every two or three students. Detach the disaster cards from the mind map, and cut out the cards along the dotted lines.

Procedure

- Divide the class into pairs or groups of three and hand out the disaster cards. They should be placed in a pile face down.
- For the first stage of this activity, tell students they'll need to describe a natural disaster for their partner(s) to guess. Ask them to take turns and draw a card with the name of a disaster from the pile and then to start their description. Continue the activity until all the cards have been used.
- Monitor the activity and help out if necessary, especially if you notice that students are not familiar with the name of the disaster on their card.
- After they've finished, hand out the mind maps (one per pair/group). Tell them, they'll have to create a mind map of vocabulary/collocations related to the topic of dealing with disasters. The words on the mind map are supposed to be used as a starting point only, so they may all be added to additional items of vocabulary (e.g. *disaster / worst-affected area / zone to evacuate people,* etc.). Students may also add connections between the existing items (e.g. *people faced with catastrophe/calamity*). You may allow them to either use their books (*lesson 5A*) or dictionaries as reference. This will allow them to make their maps more elaborate. Monitor the activity and help out if necessary.
- Now ask each pair/group to combine with another in order to compare their maps. If they notice any differences, they may ask for clarification of any unknown vocabulary and/or complete their maps with the items they hadn't thought of. Encourage them to add pictures as well.

5.4 Party game

Aim

To practise fluency and debating skills

Language

Phrases to give points of view and opinions
Language for countering opposition in discussions

Time

30 minutes

Preparation

One copy of the worksheet for every student or for each pair

Procedure

- Hand out the worksheets and ask students to order the phrases from 'strongly agree' to 'strongly disagree'.
  Answers: F, B, C, D, E, A
- Go through the answers and ask students to practise saying the sentences in pairs. Encourage them to place the stress on different words. Give an example:
  THAT's a great idea. I'M totally for it.
  That's a GREAT idea. I'm TOtally for it.
  That's a great IDEA. I'm totally FOR it.
- Ask students which sounds better or if they think it changes the meaning at all. The idea is to enable students to get a feel for using stress. There is no correct answer.
- Now, ask students to look at the policy statements on the worksheets and ask them to think which of the opinion phrases they would use about each one.
- Put students in pairs and tell them to discuss the policies. They should try to persuade each other to their points of view and, if they share the same view on a given policy, build reasons to support their argument. Set a time limit of about 5 to 10 minutes.
- Now, tell students they are going to form political parties to represent young people in either their town or country. They should discuss policies they would like to see introduced. First, elicit general policy areas, e.g.: education, crime and safety, health, etc. Then ask for ideas connected to any of these policy areas. You can allow a short debate.
- Allow students time to develop their ideas in their groups and choose a name for their political party. They can include ideas they have already discussed.
- Once the time limit is up, ask students to elect a leader. This person will then present the group's ideas. At the end of each short presentation, allow time for questions from other political parties.
- Have a class vote for the political party with the best policies. (Students can't vote for their own party.)

Matura Exam Activities

5.5 Lexical pairs
5.6 Transformations and Word formation
5.7 Translations
5.8 Transformations and Reading

Time and Answers

5.5
Time: 8–10 minutes
Answers:
1 c **2** a **3** c **4** c **5** b **6** b **7** b **8** a **9** c **10** b **11** c **12** a

5.6
Time: 10–12 minutes
Answers 5.6a:
1 c **2** b **3** b **4** c **5** a **6** b **7** a **8** c
Answers 5.6b:
1 unusual **2** nearly **3** explosion **4** destroyed

5.7
Time: 10–15 minutes
Answers:
1 caused widespread devastation **2** help/aid the unemployed / unemployed people **3** which was
4 whose brother works **5** Not wanting to lose/waste **6** appealed to the international **7** Having cleared/removed the debris
8 who/that is taking to **9** food and water shortages **10** The young / Young people often think **11** Shocked by the
12 it a go/try **13** In terms of / As regards / With regard to qualifications **14** which was over
15 launched/started a relief effort **16** Having arrested the man **17** whose homes were destroyed
18 Seeing you so happy/joyful **19** from a teenager's perspective **20** Being rich and powerful

5.8
Time: 12–15 minutes
Answers 5.8a:
1 not following the regulations **2** in which we used **3** Having lost her job **4** that we have paid **5** the rich and the
Suggested answers 5.8b:
1 zmian klimatycznych **2** z całego świata **3** warsztaty **4** klęski żywiołowe **5** zakwaterowanie

5.1 What do you call it?

1 Complete the questions by adding the correct missing words. If no word is needed, leave the space blank.

1 What do you call an area of water _____ ships stop and all the buildings around there? _____

2 What's the word for someone _____ offers to do work for no money, to help others? _____

3 What's the word for something _____ you decide is true after thinking about it carefully and looking at all the evidence? _____

4 What adjective would you use to describe officials _____ do dishonest or illegal things to gain money or power? _____

5 What do you call that machine _____ you use to copy a photo into a computer? _____

6 What do you call the part of the country _____ the land meets the sea? _____

7 What do you call the system _____ is used to measure the strength of earthquakes? _____

8 What's the name of that organisation _____ was set up by the UN? You know, the one _____ goal is to provide humanitarian aid to children and mothers living in developing countries? _____

9 What's the word for the person _____ carries out operations to improve the appearance of people's bodies? _____

10 What's the adjective to describe a song _____ you remember as soon as you hear it and _____ sticks in your head, even if you don't like it? _____

11 What's the name of that girl from Pakistan _____ was shot for insisting on her right to an education? _____

12 What's the name of those Native American people _____ we read about, most of _____ live right up in the Arctic Circle? Do you remember? _____

13 What do you call all the broken pieces _____ are left when something big has been destroyed, especially by an explosion or a natural disaster? _____

14 What do you call those small aircraft _____ don't have pilots and are controlled from the ground? _____

15 What do you call someone _____ is very politically active and joins an organisation _____ aims are to bring about social or political change? _____

2 Think about the words or information described in 1–15. Check with your classmates or ask for their help.

3 Think of five words, phrases or some information you'd like to find out. Write a question for each. Then ask your classmates to find out.

1 _____

2 _____

3 _____

4 _____

5 _____

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5.2 Halved questions

Not having read a book or watched a film yourself, …	… would you recommend it to anyone?
Angered by someone's hurtful remarks, …	… could you continue the conversation with this person without showing your feelings?
Having studied English for a long time, …	… what piece of advice would you give to a complete beginner?
Have you ever walked along a street at night …	… singing or otherwise behaving loudly?
Knowing that your parents don't approve of your boyfriend/girlfriend, …	… would you consider ending the relationship?
Faced with extreme circumstances, such as an unexpected accident, …	… do you think you would be able to keep calm and behave rationally?
Do you ever read the fine print …	… included in most agreements?
Seeing that your friend has a problem they're not willing to talk about, …	… would you try to find out what is going on by yourself?
Do you think your school should introduce stricter punishments …	… for students not obeying the rules?
Judging by your present situation, …	… what do you think you'll be doing in 5 years' time?

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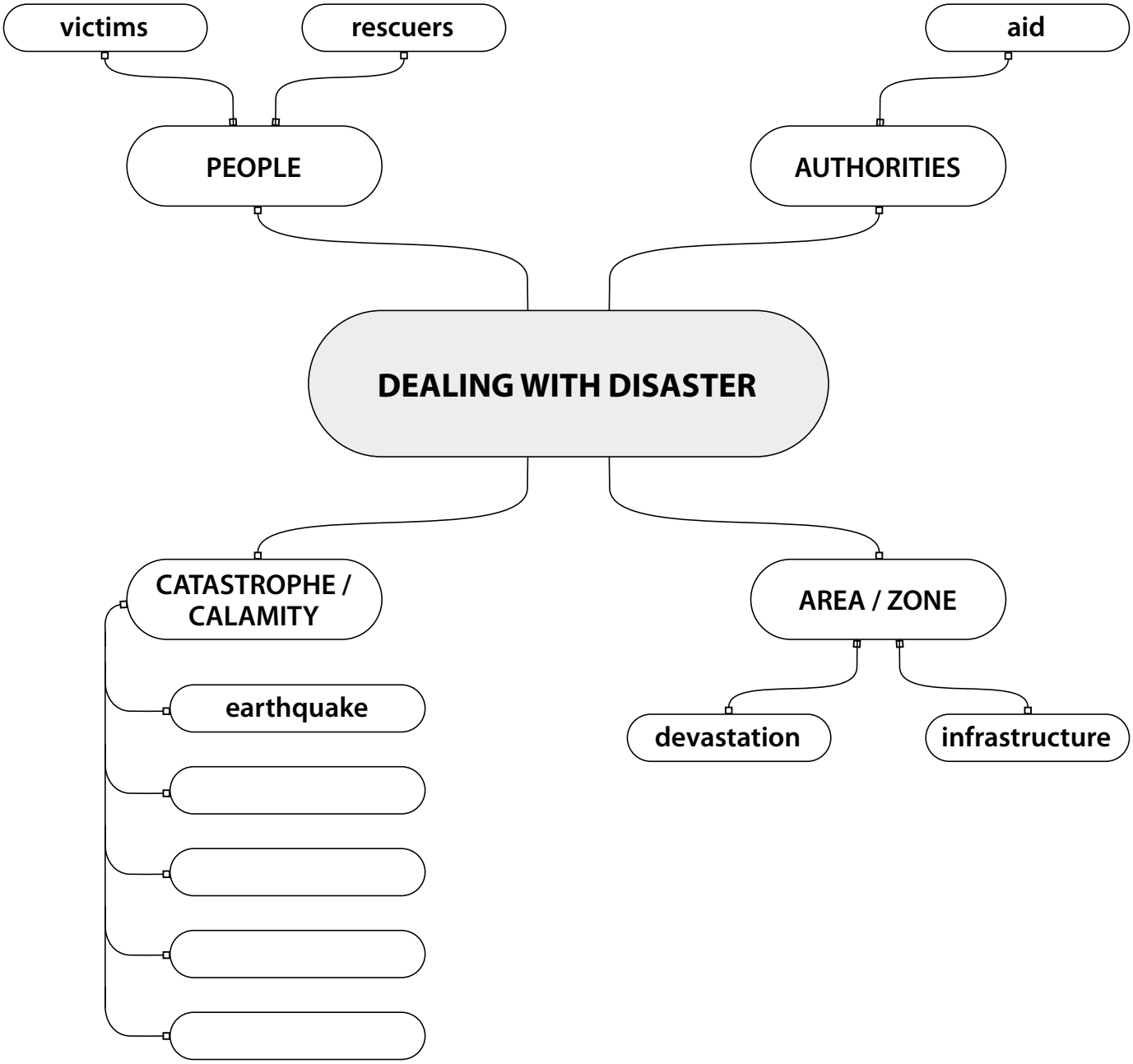
5.3 Disaster mind-map



earthquake	volcanic eruption	avalanche
hurricane	flood	drought
wildfire	tornado	tsunami

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5.4 Party game

1 Put the phrases in order from 'strongly agree' to 'strongly disagree'.

A No way – that's completely crazy.
B I'd say I'm basically in favour, but I have a couple of doubts/questions.
C It might be OK in theory, but I don't see how it would work.
D I haven't ever really thought about it.
E I'm generally against it.
F That's a great idea. I'm totally for it.

Strongly agree
☐
☐
☐
☐
☐
☐
Strongly disagree

2 Which phrase would you use to describe your opinion of these policies? Think of reasons why.

- The homeless should be recruited in order to spend a year in the army.
- There should be no social benefits for the unemployed.
- Only the rich should be required to pay taxes.
- The imprisoned should not spend more than ten years behind the bars.
- The obese should be prescribed free gym sessions by doctors.
- Using social media should only be allowed over the age of 16.
- The young should be able to choose how much time they want to spend at school.
- Voting in general elections should be compulsory for the adult.

3 Work in groups. Discuss your ideas and try to come to an agreement.

A: *So what do you think about this idea of national service.*
B: *I'm totally for it because …*

4 Work in new groups. Discuss new policies you would like to put forward as a member of a political party. Choose a name for your party.

	← (your party's name)
Policy area	**Your suggested policies**

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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 could ____ you a hand with your maths homework if you like.
Mark, would you be so kind and ____ me your headphones for 5 minutes? I can't find mine.
a borrow **b** get **c** lend

2 After the earthquake, the government launched a ____ effort for the worst-affected areas.
It was such a ____ when I heard that you hadn't been injured in the accident.
a relief **b** help **c** support

3 The ____ of the tsunami destroyed the whole coastal town.
You know that your actions have a direct ____ on your future, don't you?
a strike **b** influence **c** impact

4 The UN's Convention on the Rights of the Child consists of 54 ____.
There are only two ____ in English: *a/an* and *the*, but they are used very often.
a points **b** alternatives **c** articles

5 Do you remember the ____ for that website with natural cosmetics? I'd like to buy some.
If we don't ____ the issue of the drastic decline in bees soon, we may have problems in the future.
a link **b** address **c** deal

6 Walking in the park, I came ____ an old friend from the primary school.
Communication ____ different cultures is easier if people are familiar with one another's customs.
a between **b** across **c** upon

7 What's happened to your ____? Is your finger broken?
I need to ____ over my duties to my assistant before I go on my holidays.
a arm **b** hand **c** pass

8 After the incident we decided to ____ everything to the head teacher, so as to avoid such cases in the future.
Have you read the monthly ____ yet? Our numbers are on the rise.
a report **b** statement **c** tell

9 In ____ of my experience, I've already worked for three NGOs.
You should read all the ____ of the agreement before actually signing it.
a conditions **b** regards **c** terms

10 Although we expected no more than 10 million dollars, donations for the hurricane victims are currently about to ____ 20 million.
Getting to the ____ of this mountain should take us about 3 hours.
a reach **b** top **c** peak

11 As ____ as I'm concerned, spending holidays on a tropical island is a dream come true.
Excuse me, how ____ is it to the nearest petrol station?
a soon **b** long **c** far

12 You know you'll finally have to ____ your problems, so running away from them is not the best solution.
You've got something on your ____. Have you been eating chocolate?
a face **b** challenge **c** chin

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5.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 After the disaster, **there wasn't enough** drinking water for the survivors.
a there was a rise in **b** there was a limit of **c** there was a shortage of

2 **After I had graduated** from university, I started to work for an NGO.
a Graduating **b** Having graduated **c** Being graduated

3 I wonder if you know Mrs Donavan, **her** son is in my biology class.
a who **b** whose **c** which

4 **When you work with homeless people, it** makes you appreciate more what you have.
a Working with homeless **b** Having worked with homeless **c** Working with the homeless

5 Students **participating** in activities promoting our school will get a higher grade.
a who take part **b** that take place **c** which take action

6 He called all his friends, **a lot of them** were still on their holidays.
a much of who **b** many of whom **c** lots of that

7 Employees **that apply** for annual leave must inform their supervisor at least two weeks beforehand.
a applying **b** applied **c** having applied

8 The international community was **asked to help**, and we were amazed by the response.
a appraised for support **b** applied to for supplies **c** appealed to for aid

5.6b 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.

earth	explode	destruction	near	short	usual

THE SKY OF KRAKATOA

After a volcano eruption in Indonesia in 1883, strange colours could be seen in the skies around the world, causing many people at the time to wonder about this **1** _____ phenomenon. The volcano erupted on Krakatoa – a tiny island located halfway between Java and Sumatra. And its effects were far more profound than the strange colouring of the sky. The island of Krakatoa almost entirely disappeared and **2** _____ 40,000 people were killed by the tsunamis which were the result of the **3** _____. The port of Anyer on Java was almost completely **4** _____, and more than a hundred coastal towns and villages in Indonesia were severely damaged. At the same time, a large volcanic ash cloud formed, which moved slowly around the Equator. It was this that caused the spectacular sunsets and other amazing optical phenomena observed around the world.

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5.7 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 The earthquake (*spowodował rozległe zniszczenia*) _____, and any survivors had to be evacuated.

2 What is the government's plan to (*pomóc bezrobotnym*) _____?

3 He made fun of me in front of my friends, (*co było*) _____ the last straw for me.

4 Penny Bloom, (*której brat pracuje*) _____ for an NGO helping disaster victims, is a good friend of mine.

5 (*Nie chcąc tracić*) _____ any more time, I decided to call a taxi.

6 The prime minister of the devastated country (*zwrócił się do międzynarodowej*) _____ _____ community for aid.

7 (*Usunąwszy gruzy*) _____ they started rebuilding the affected area.

8 The man (*który rozmawia z*) _____ your mother is a famous architect.

9 After the hurricane had struck the coast, there were (*niedobory jedzenia i wody*) _____ _____.

10 (*Młodzi często myślą*) _____ that they know more about the world than the old, but experience often makes them reassess their beliefs.

11 (*Zaszokowany*) _____ extent of the damage the avalanche had caused, he decided to join the rescue party and help as much as he could.

12 This is an excellent opportunity, and you should definitely give (*spróbować*) _____.

13 (*Jeśli chodzi o kwalifikacje*) _____, I have a master's degree in engineering.

14 The church, (*który miał ponad*) _____ 300 years old, was badly damaged by the hurricane.

15 The International Red Cross and Red Crescent Movement (*rozpoczął akcję pomocy*) _____ _____ in the war-torn territories.

16 (*Aresztowawszy mężczyznę*) _____ that had committed the crime, the detective was able to close the case.

17 People (*których domy zostały zniszczone*) _____ in the flood last week are offered temporary shelter in a local school.

18 (*Widząc cię tak wesołą*) _____ makes me want to play this game with you.

19 I think we should look at this matter (*z perspektywy nastolatka*) _____ as well.

20 (*Bycie bogatym i potężnym*) _____ doesn't give you the right to treat people like that.

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5.8a 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 If visitors don't follow the regulations of the museum, they are asked to leave.
NOT
Visitors _____ of the museum are asked to leave.

2 Do you remember the cottage? It's where we used to spend our holidays as children.
IN
Do you remember the cottage _____ to spend our holidays as children?

3 After Sandra had lost her job in an office, she decided to volunteer for a charity in Africa.
HAVING
_____ in an office, Sandra decided to volunteer for a charity in Africa.

4 We have paid for the books, so they should deliver them soon.
THAT
They should soon deliver the books _____ for.

5 Nowadays the gap between rich and poor people is even greater than in the past.
THE
Nowadays the gap between _____ poor is even greater than in the past.

5.8b Reading (mediation gap-filling)

Przeczytaj tekst 1, a następnie, zgodnie z jego treścią, uzupełnij luki w tekście 2. Luki należy uzupełnić w języku polskim.

TEKST 1

Are you interested in what is happening to our planet and how to protect it from further degradation? Do you want to know more about climate change and sustainable development? Do you wish to get to know people with similar interests from around the world? Then why not join us at our 13th Youth Conference (YC) which will take place in Katowice between the 1st and 4th August? The conference is organised by a group of young volunteers, and it aims to empower young people, whatever their background or nationality, in a wide range of topics related to saving our planet. We are holding a number of open lectures, workshops and special interest group meetings that will allow participants to become up-to-date with recent scientific findings and political agendas concerning climate issues and sustainability. This year's conference will concentrate on the topic of natural disasters resulting from climate change and the methods that help to predict them. It will also look at the various ways in which young people can help members of their local community if a natural disaster should ever occur. Join us and listen to some first-hand accounts from young people who experienced what it was like to help out during the destructive floods that have affected parts of Poland in recent years, and find out how to stop feeling helpless by learning how you too can make a huge difference!

The YC fee includes accommodation, access to all events and a conference package containing the course programme, lecture handouts and some other handy materials. You may pay extra for meals provided in the on-site canteen or explore the many restaurants near our venue.

TEKST 2

Marysiu,

przeglądałam właśnie Facebooka i w reklamie kontekstowej wyświetliło mi się zaproszenie na 13. Konferencję Młodych, która w tym roku odbywa się w Polsce! Może byśmy na nią pojechały? Tematyka dotyczy głównie **1** _____ oraz zrównoważonego rozwoju, ale przyjadą ludzie **2** _____ zainteresowani tym tematem, więc może być naprawdę fajnie. W zaproszeniu napisane jest, że odbędą się wykłady, **3** _____ oraz spotkania w grupach zainteresowań, więc będzie w czym wybierać. Tematem przewodnim w tym roku są **4** _____ spowodowane zmianami klimatycznymi, więc to, co Cię interesuje najbardziej! I będzie można posłuchać relacji młodych ludzi, którzy pomagali w trakcie tych strasznych powodzi w Polsce! Konferencja odbywa się w Katowicach, więc musiałybyśmy pojechać tam pociągiem, ale w cenie wejściówki, oprócz materiałów konferencyjnych, jest już **5** _____ więc jest to spory problem z głowy. Trzeba by się tylko zastanowić, czy chcemy płacić dodatkowo za posiłki w tamtejszej stołówce, czy będziemy się stołować w pobliskich restauracjach.Przesyłam Ci link do strony konferencji. Napisz mi jak najszybciej, co o tym sądzisz!
Ania

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Grammar Activities

6.1 How many people …?

Aim

To practise speaking and revise expressions for past ability

Language

Expressing past ability: could, was/were able to, managed, succeeded in

Time

20 minutes

Preparation

One copy of the worksheet for every twelve students (each student should receive one task card), cut up

Procedure

- Introduce the activity by asking a few students *Were you able to sail on a boat last summer?* in front of the whole class, and noting how many students answer *Yes* and *No*.
- Divide students into groups of up to 12 people and hand out the task cards. Then ask them to walk around, talking to everybody in their group in order to find out how many people fulfil the criteria listed on their cards. Tell them to note down their findings on the right-hand side of the card. Monitor the activity and help out if necessary. Note down any mistakes you hear during the conversations but don't interrupt their discussions.
- After they've finished, ask them to report their findings within their group and say which of the results they found the most surprising.
- As a follow-up write on the board any mistakes you noted and ask students to correct them.

6.2 Emphatic stories

Aim

To practise using dramatic inversion for emphasis

Language

A range of different emphatic structures

Time

30 minutes

Preparation

One copy of the worksheet for every three students, cut up

Procedure

- Organise students into groups of three. Hand out a set of scenario cards to each group face down, and a set of structure cards. Ask students to divide the structure cards equally among themselves. They should get ten each.
- Explain the game. Students take turns to take a scenario card from the top of the pile. They show it to the group and then take their first structure card and come up with a mini story that uses the item on the card in connection with the story. Give an example yourself to model the task.
- If the first student manages to tell a short story using their structure, the picture is placed face down on a new pile, and the structure card can be put to one side. If they are unable to think of a story, they have to keep their structure card and the next student has a try. Students can also challenge each other if they think there's been an incorrect use of one of the structures. They should call you over to act as the judge in such cases.
- The game continues – using the pile of scenario cards again – until one student has used up all of their structure cards.
- At the end of the game, 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.

Extension

- Students play the game again, but this time each student turns over two scenario cards and tries to use two structure cards while telling a short story that connects both pictures.
- Ask students to write a story that connects at least four of the scenario cards and uses at least eight different structures from the other set of cards.

Vocabulary Activities

6.3 Illness and injury board game

Aim

To revise vocabulary related to illness and injury and practise speaking

Language

Vocabulary related to illness and injury

Time

20 minutes

Preparation

One copy of the worksheet (board and cards) and one dice for each group of three to five students, cut up

Procedure

Divide students into groups of three to five students and hand out the material and the dice. Appoint a gamemaster in each group and give them the answer card. The cards should be placed face down on the board on the spot marked QUESTION CARDS.

Tell students they are going to play a board game to revise vocabulary related to illness and injury. Ask them to find small items that can serve as counters and place them on START.

- The rules of the game are as follows:
  - when they land on a dotted square, they draw a card and have to answer the question; if they do so correctly, they stay on the square; if they don't, they return to their previous position (the gamemaster checks their answers with the answer card);
  - if they land on a blank square, they have to name a body part (the gamemaster notes down the parts of the body already named, as they cannot be repeated during the game)
  - if they land on a square with an instruction, they have to follow it
  - the first person to reach FINISH wins the game.
- Ask students to start playing. Monitor the activity and help out if necessary.

Note: You may laminate the game boards and reuse them for any other topic by creating your own set of question cards.

6.4 Cross the river

Aim

To revise and extend the knowledge of dependent prepositions

Language

Verbs, nouns and adjectives followed by dependent prepositions

Time

25 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Divide students into pairs, hand out the material and explain the rules of the game. Players have to cross the river using the 'stones' (fields containing adjectives). They take turns and whenever they step on a stone, they need to say what preposition follows the given word, as well as create a sentence with the whole phrase. If the answer is correct, they can move onto the next stone either horizontally, vertically or diagonally, but only move one stone at a time. After being stepped on, a stone sinks and cannot be used by the other player (ask them to mark the used stones by crossing them out).
- The objective of the game may be to either cross the river as quickly as possible (the shortest route consists of 12 stones), or to submerge the most stones. The latter option makes the game longer, but involves a strategic factor as well, as submerging the stones may eliminate the other player from the game. Choose the option that you feel best suits your students. During the game, monitor the activity and help out if necessary.

Extension

Ask students to divide the words according to the preposition they take, and then mark (e.g. with colours) what part of speech each word is (noun, verb or adjective).

Answers (in alphabetical order):

accuse of, addicted to, aim at, allergic to, aware of, belong to, blame for, capable of, crazy about, cure for, diagnosed with, difference between, emphasis on, excuse for, exposed to, famous for, insist on, objection to, pleased with, prevent from, pride in, protection from, recover from, regardless of, rely on, remind of, respond to, similar to, stare at, succeed in, suffer from, typical of

Matura Exam Activities

6.5 Equivalent words
6.6 Translations and Multiple choice
6.7 Transformations
6.8 Translations and Sentence formation

Time and Answers

6.5
Time: 8–10 minutes
Answers:
1 c **2** a **3** b **4** b **5** a **6** b **7** c **8** a **9** c **10** c **11** b **12** a **13** a **14** c **15** b

6.6
Time: 10–15 minutes
Answers 6.6a:
1 made a full recovery / (has) fully recovered **2** had an upset stomach **3** from the waist down **4** stop the bleeding **5** managed to deal with **6** in completing **7** did she know **8** Not only did he **9** do people hear **10** was unable / not able / didn't manage
Answers 6.6b:
1 a **2** b **3** a **4** b **5** c **6** b

6.7
Time: 10–15 minutes
Answers:
1 was unable to **2** only is he stubborn **3** Rarely do we travel / We rarely travel **4** succeed in completing **5** Little did she know **6** did recover remarkably fast **7** Only after the bleeding **8** do like sweets **9** you capable of **10** allergic to anything **11** a matter of time **12** raise (public) awareness of **13** good chance of **14** keep down any **15** was diagnosed with

6.8
Time: 12–15 minutes
Answers 6.8a:
1 c **2** b **3** b **4** a **5** c **6** a **7** b **8** c
Answers 6.8b:
1 Did you manage to buy **2** really resistant to change **3** did he mention that **4** has succeeded in saving enough **5** little did she realise **6** do I usually notice **7** would you be able to design **8** are students allowed to leave

6.1 How many people …?

Find out how many people …
- → managed to get a good grade in the last English test.
- → could play a musical instrument in primary school.
- → were unable to attend some important event due to illness.

Find out how many people …
- → succeeded in getting a report with a distinction at least once.
- → weren't able to recover from an illness for at least three weeks.
- → managed to cheat in a test without being caught.

Find out how many people …
- → couldn't sing at all when they were younger.
- → succeeded in convincing their parents to buy them something really expensive.
- → were able to communicate in English without being stressed during a recent conversation.

Find out how many people …
- → managed to run 5 kilometres without stopping.
- → could swim when they were 6 years old.
- → were unable to tell the difference between similar letters (such as b and d) when they were learning to read and write.

Find out how many people …
- → succeeded in doing a difficult homework task on their own.
- → attended a wedding reception last year.
- → could draw really well when they were young.

Find out how many people …
- → were able to watch a film they were looking forward to seeing in 3D.
- → could cook at least one dish when they were in primary school. (Sandwiches don't count!)
- → managed to pass an exam without any revision.

Find out how many people …
- → didn't succeed in choosing the right present for someone.
- → were able to speak to a celebrity.
- → managed to sell an item that belonged to them.

Find out how many people …
- → were unable to participate in the last school disco.
- → succeeded in settling an argument between friends.
- → could ride a bike when they were in kindergarten.

Find out how many people …
- → were unsuccessful in baking something.
- → managed to go on their dream holiday last year.
- → could communicate in two foreign languages by the time they were 15.

Find out how many people …
- → couldn't have any pets because their parents wouldn't allow them.
- → succeeded in taking a photo of someone famous.
- → were able to play a computer game for more than 5 hours without stopping.

Find out how many people …
- → could read when they were 5 years old.
- → weren't able to finish some important project on time.
- → succeeded in changing their unhealthy habits (such as eating junk food).

Find out how many people …
- → didn't manage to talk a friend out of doing something stupid.
- → were able to redecorate their room on their own.
- → could always remember the birthdays of everyone they knew.

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6.2 Emphatic stories

Scenario cards

Structure cards

Never before had he/she	In no way	Barely had he/she
Only very rarely did	Although he/she did	Not only
While he/she did	Nobody else	Not since
So happy was	Seldom did	Nowhere else
No sooner	At no time	Only when
Only after	Not for a moment	Only in this way
Such was	On no account	He/She/They did
Little did he/she know	Rarely before had he/she	Only later
Only by	Hardly had he/she	Not until
Under no circumstances	Only then	Never did

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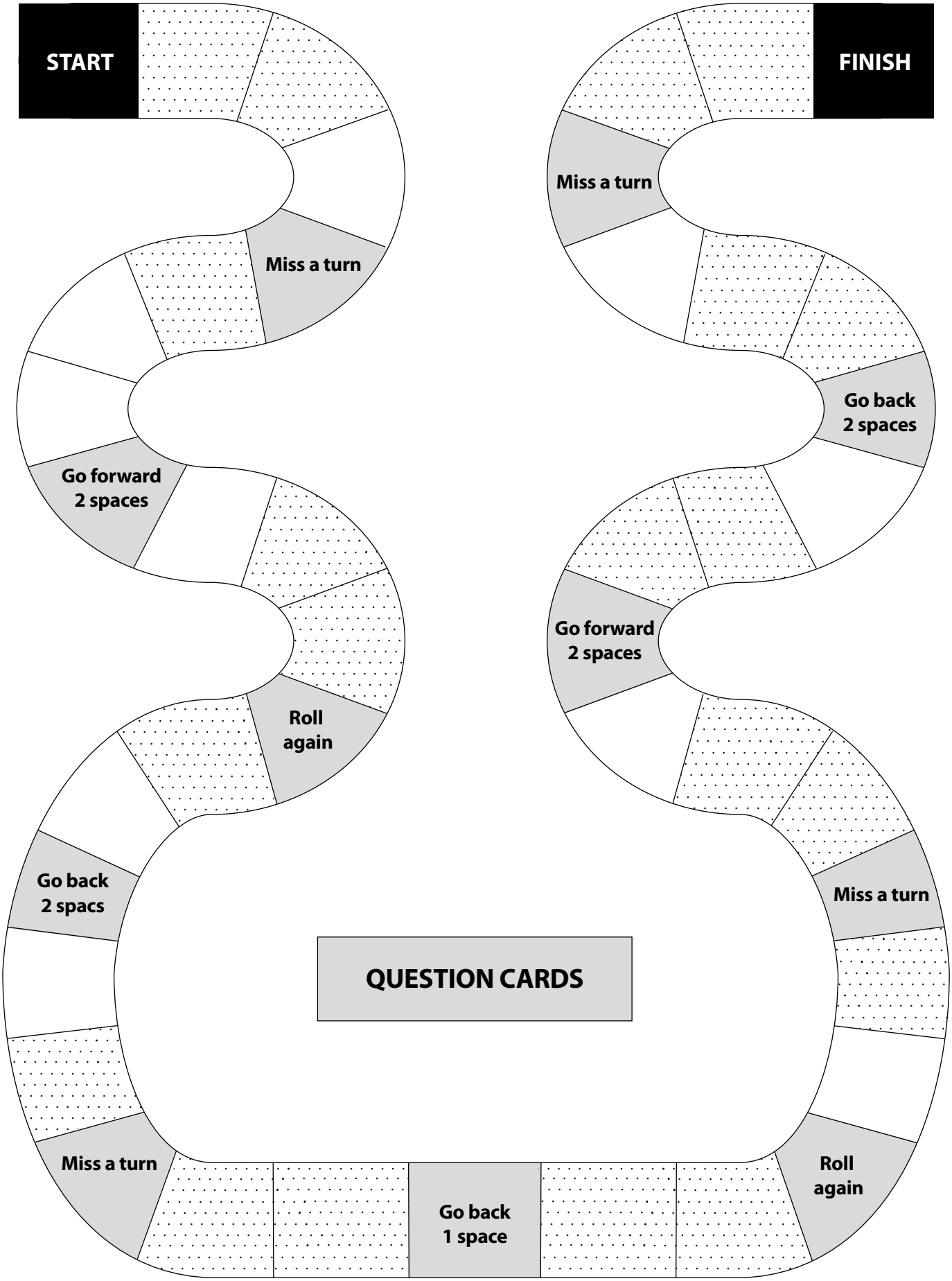
6.3 Illness and injury board game



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6.3 Illness and injury board game

1. How do you **slip** and how do you **trip** – what's the difference?	**2.** List three things a doctor can **prescribe**. What for?	**3.** Which is the odd one out: **kidney**, **lung**, **wrist**, **liver**, **brain**?
4. List three of the possible consequences of a **stroke**.	**5.** Is there a difference between **having an operation** and **having surgery**?	**6.** Who needs a **medical licence**? And how do you get one?
7. Why might the government have to **raise awareness** of health issues?	**8.** What's the opposite of **the infection cleared up**?	**9.** Why might you need to **take a medical**?
10. Can you **lose a leg**? What else can you lose?	**11.** What does **a physiotherapist** do?	**12.** List three **symptoms** of flu.
13. What's the opposite of **extensive injuries**?	**14**. Name three things that **a disabled person** may use to help them.	**15.** What prepositions follow **be exposed**, **be diagnosed** and **be capable**?
16. What can you do to **fully recover from** an illness?	**17.** What's the opposite of **a rare disease**? Name two other adjectives that describe diseases.	**18.** How does a doctor decide on **a diagnosis**?
19. Why can a person have **an upset stomach**?	**20.** What can you do to **stop bleeding**?	**21.** How can you help a person who has **broken a limb**?
22. What can you be **allergic to**?	**23.** Who usually goes to the **intensive care unit** (ICU)?	**24.** What can cause **permanent brain damage**?
25. Name two **life-threatening** diseases.	**26.** What is the difference between **speech therapy** and **psychotherapy**?	**27.** What are **vaccines**?
28. Name three things **a nurse** does while caring for a patient.	**29.** What unhealthy factors can people be **exposed to**?	**30.** What is the difference between **an eye specialist** and **an optician**?

Suggested answers: **1** You slip on the ice or on a banana skin and usually fall backwards. You trip on or over something like a step or your shoelaces and you fall forwards. **2** antibiotics – for an infection, painkillers – to stop pain, inhaler – to help with asthma attacks, steroids/cream – to help with eczema **3** Wrist – it's a joint, the others are organs. **4** death, paralysis, loss of speech or hearing **5** no **6** A doctor. Study, take exams, complete a period of work under supervision. **7** Because people often tend to neglect their health until they become seriously ill. **8** infection gets worse (or spreads) **9** (*a medical* = a complete examination of your body by a doctor) You may take it before you start a new job, when you want to join the army or a football club. **10** Yes (in an accident). You can lose your hearing, eyesight, etc. as well as things like keys, watch, etc. **11** do physiotherapy, massages, plan exercises **12** headaches, coughs and sneezes, fever or high temperature, weakness, etc. **13** a slight/minor/superficial injury, scratches and bruises **14** wheelchair, hearing aid, walking stick or walker, computer with speech recognition software, Braille, etc. **15** be exposed to, be diagnosed with, be capable of **16** follow doctor's instructions, take medicine, lay in bed or go to hospital and have an operation if needed, etc. **17** common disease (other adjectives: life-threatening, incurable, deadly, etc.) **18** examines the patient, takes blood tests, etc. **19** due to food poisoning, hangover, as a reaction to some treatments (e.g. chemotherapy) **20** apply pressure to the wound, put a sterile dressing/bandage on it **21** call for the emergency services, stop the bleeding if there is any, immobilise the broken limb **22** different types of food, animal fur, laundry detergents, cosmetics, pollen, dust, etc. **23** patients who are seriously ill and require intensive treatment and close monitoring **24** a severe injury to the head **25** cancer, diabetes, HIV/Aids, coronary heart disease **26** Speech therapy improves speech and the ability to understand and express language, psychotherapy is a treatment that helps with mental health, emotional challenges and some psychiatric disorders. **27** products that produce immunity to a specific disease **28** take someone's temperature or blood pressure, administer medicine prescribed by the doctor, give injections, etc. **29** polluted air or water, noise pollution, unhealthy food, etc. **30** An eye specialist is a medical doctor who specialises in eye and vision care; an optician is a technician who designs, fits and dispenses corrective lenses for the correction of a person's vision

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6.4 Cross the river

	prevent		blame
pride		addicted	
	crazy	emphasis	respond
succeed			remind
	excuse	rely	
typical		cure	belong
	famous		regardless
similar	accuse		difference
stare		pleased	
	exposed	recover	objection
diagnosed		insist	
	allergic		aim
aware	suffer	protection	capable

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6.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 After a month in bed he finally ***got over*** his illness and was able to get back to work.
a detected **b** cured **c** recovered from

2 In the past some ***illnesses*** were untreatable, but luckily medicine has advanced immensely since then.
a diseases **b** injuries **c** therapies

3 After the accident he was paralysed and, as a result, he ***couldn't*** walk.
a managed to **b** was unable to **c** tried to

4 Although she couldn't speak, she ***showed*** what she needed by using gestures.
a pointed **b** indicated **c** distinguished

5 The celebrity got furious when he saw that the camera was ***directed at*** him.
a aimed at **b** exposed to **c** devoted to

6 New forms of old illnesses may be becoming resistant to antibiotics and, consequently, become ***deadly*** once again.
a threatening **b** fatal **c** fearful

7 It's really ***worrying*** that Annie's got down with flu for the third time this year.
a doubting **b** horrifying **c** disturbing

8 The results of this ***innovative*** research may help to change the future of medicine.
a ground-breaking **b** mind-blowing **c** long-lasting

9 There is ***not enough*** evidence to prove the guilt of the accused.
a inconsistent **b** inappropriate **c** insufficient

10 I'm afraid an operation is ***certain*** in a case like this. The tumour has to be removed.
a considerable **b** underlying **c** inevitable

11 It's terrible that even healthy animals are given antibiotics to ensure ***quick*** weight gain.
a immediate **b** rapid **c** extended

12 This infection is ***being carried over a great distance*** on the air, so wear your masks at all times.
a spreading **b** reducing **c** growing

13 Your operation will be ***carried out*** by the best surgeons in the country.
a conducted **b** made **c** combined

14 ***It seems that*** he intends to become a soldier instead of studying medicine!
a Finally **b** Consequently **c** Apparently

15 The cat ***jumped*** onto the fence and started prowling towards the bird.
a grabbed **b** leaped **c** rushed

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6.6a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Fortunately, the cancer was treated successfully, and my sister (*w pełni wróciła do zdrowia*) _____.
2 After my last visit to this restaurant, I (*miałem rozstrój żołądka*) _____, so I will never go there again.
3 Unfortunately, the injuries your friend sustained during the accident were very serious, and he is now paralysed (*od pasa w dół*) _____, but we hope it's only temporary.
4 You have to pinch your nose to (*zatrzymać krwawienie*) _____, but if that doesn't help, we need to go to A&E.
5 I don't know how she did it, but she (*zdołała poradzić sobie z*) _____ her own injuries and went on to save three other people from the wreckage of the car crash.
6 Has Jeff succeeded (*ukończyć*) _____ his first aid course?
7 When Ann entered the old house, little (*nie miała pojęcia*) _____ what was about to happen.
8 (*On nie tylko*) _____ win the race, but he also broke the world record.
9 Rarely (*ludzie słyszą*) _____ about the newest and most exciting scientific developments.
10 When she woke up after the operation, she (*nie była w stanie*) _____ to say anything for several hours.

6.6b Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

THE DANCING PLAGUE OF 1518

Five hundred years ago in July, a strange mania seized the city of Strasbourg. Citizens became compelled to dance for days, until unconsciousness or, in some cases, death. Also known as the 'dancing plague', it was the most fatal and best documented of the more than ten such contagions **1** ___ had broken out along the Rhine and Moselle rivers since 1374.
The physician and alchemist Paracelsus visited Strasbourg eight years after the plague and became fascinated by its causes. According to his Opus Paramirum, it all started with one woman. Frau Troffea had started dancing on July 14th on the narrow street outside her home. **2** ___ her husband's pleas to cease, she continued for hours, until the sky turned black, and she collapsed exhausted. The next morning not **3** ___ was she up again on her swollen feet, but she also started dancing before thirst and hunger could register. The frightened authorities intervened by sending her in a wagon thirty miles away to Saverne. There she might be cured at the shrine of Vitus, the saint who it **4** ___ believed had cursed her. But some of those who had witnessed her strange performance had begun to mimic her, and within days more than thirty 'choreomaniacs' were in motion.
If not an angry saint, then what **5** ___ cause the dancing plague? In the view of Paracelsus, Frau Troffea's marathon jig was a ploy to embarrass Herr Troffea: 'In **6** ___ to make the deception as perfect as possible, and really give the impression of illness, she hopped and sang, which was all most distasteful to her husband.' Upon seeing the success of the trick, other women began dancing to annoy their husbands too.

Adapted from: publicdomainreview.org/2018/07/10/the-dancing-plague-of-1518/

1 **a** which
b whose
c whom

2 **a** To ignore
b Ignoring
c Ignored

3 **a** only
b little
c early

4 **a** been
b was
c is

5 **a** had
b has
c did

6 **a** response
b order
c regard

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6.7 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 I looked everywhere for my glasses, but I couldn't find them.
UNABLE
I looked everywhere for my glasses, but I _____ find them.

2 He is both stubborn and narrow-minded, so it's difficult to change his mind.
ONLY
Not _____, but also narrow-minded, so it's difficult to change his mind.

3 We don't often travel abroad, as we don't like long journeys.
RARELY
_____ abroad, as we don't like long journeys.

4 Did you manage to complete the project in time?
IN
Did you _____ the project in time?

5 She had no idea that her husband had been injured in a car crash.
LITTLE
_____ that her husband had been injured in a car crash.

6 Actually, according to the doctors he recovered remarkably fast.
DID
According to the doctors he _____.

7 He was taken to hospital after the bleeding had been stopped.
ONLY
_____ had been stopped was he taken to hospital.

8 I really like sweets, but I simply don't feel like having any cake just at the moment.
DO
I _____, but I simply don't feel like having any cake just at the moment.

9 Could you swim when you were 6?
OF
Were _____ swimming when you were 6?

10 Do you have any allergies?
ANYTHING
Are you _____ ?

11 It won't take long before Susan finds out what you've done.
TIME
It's only _____ before Susan finds out what you've done.

12 Something should be done to make the public more aware that the overprescription of antibiotics is risky.
RAISE
Something should be done to _____ the risks of the overprescription of antibiotics.

13 I believe it's quite possible it's going to rain.
GOOD
I believe there's a _____ it raining.

14 I had an upset stomach, and it was difficult not to vomit.
DOWN
I had an upset stomach and I could hardly _____ food.

15 Various medical tests confirmed that she had a rare genetic disease.
DIAGNOSED
After a series of medical tests, she _____ a rare genetic disease.

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6.8a Translations (multiple choice)

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 (*Dopiero po otrzymaniu*) her exam results did Janine stop worrying.
a Having only received **b** When she finally received **c** Only after receiving

2 We are all (*narażeni na*) the results of environmental pollution.
a resistant to **b** exposed to **c** devoted to

3 If we don't contain this deadly infection, it will (*szybko się rozprzestrzeni*) to the whole country.
a sprint fast **b** spread rapidly **c** act quickly

4 She is impolite and selfish, and (*w dodatku*) she doesn't want to listen to our advice.
a on top of that **b** from top to toe **c** off the top of my head

5 I'm not sure, but I think you need (*recepty*) for this medicine.
a a recipe **b** a receipt **c** a prescription

6 Not only (*odkrył*) a cure for a fatal disease, but he also donated all his profits from his discovery to a charity.
a did he discover **b** he discovered **c** discovered he

7 (*Ależ powiedziałam ci*) about the meeting. You must have forgotten.
a I managed to tell you **b** I did tell you **c** I probably told you

8 (*Rzadko leczymy*) this illness with this type of medicine, but this is a special case.
a Seldom we cure **b** We hardly remedy **c** Rarely do we treat

6.8b 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 (*you / manage / buy*) _____ the dress you were looking for last week?

2 Unfortunately, my company is (*real / resistant / change*) _____, so I think I need to look for a more flexible environment to work in.

3 I can't believe it, but at no time during our conversation at the party (*he / mention / that*) _____ _____ he was actually a world-renowned surgeon.

4 Sam is so proud of the fact that he (*succeed / save / enough*) _____ money to buy his own car.

5 When the doctor discussed her treatment, (*little / she / realise*) _____ how serious the side effects could be.

6 Not until I have a headache (*I / usually / notice*) _____ that I haven't been drinking enough water.

7 If I provided all the materials, (*you / able / design*) _____ a poster promoting our campaign?

8 Under no circumstances (*students / allowed / leave*) _____ the classroom without the teacher's supervision.

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Grammar Activities

7.1 In your dreams

Aim

To provide further practice of a wide range of tenses

Language

The tense system

Time

30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Give out the worksheets and do the first item with the whole class. Then students complete the rest of the sentences with the correct forms of the verbs in brackets. Tell students that when more than one option is possible they should decide what they feel the best one is and why.
- When students have finished, put them in pairs to compare their ideas. If they think different answers are possible, they should discuss the difference in meaning.
- Get the answers from the whole class and write them on the board. Where more than one option is possible, say whether one is better than the others and why.
- Explain that some of the sentences are true and some are false. In small groups students discuss which they believe and which they don't, and explain why.
- When they have finished, ask the whole class which sentences were false and why. Then reveal the answers.

Answers

1 have (recently) discovered **2** dream **3** report, dreamt, were dreaming **4** are dreaming, have reported **5** dream **6** will have spent **7** dreamt / had dreamt / had been dreaming (*had dreamt* works best here as it emphasises *before*), invented **8** try, will remember / are going to remember (both fine – and with no real difference in meaning) **9** were dreaming / have been dreaming (*have been dreaming* is better – it shows connection to the moment of waking up) **10** move, make, dream / are dreaming (*are dreaming* is better as it suggests 'started but not finished') **11** made, had dreamt / had been dreaming (*had been dreaming* is better as it emphasises duration and continuation) **12** will (already) have had, will experience

False sentences: **2** Most people dream for around 2–2.5 hours a night. **5** It's between 10% and 15%, and it's mostly older people, who didn't grow up with colour TVs! **12** Once you reach the age of ten or so, you start dreaming far more frequently and for longer periods than you do before that age.

7.2 Spot a liar

Aim

To practise speaking, as well as revise and practise a range of tenses in continuous and perfect aspects

Language

A range of tenses in continuous and perfect aspects

Time

25 minutes

Preparation

One copy of the worksheet for every four to five students, cut up

Procedure

- Divide the class into groups of four or five and hand out the cards. Ask students to shuffle them and then to put them in a pile face down.
- Tell students they are going to play a game in which they will have to ask and answer questions, and then determine if the person who is answering the questions is telling the truth or lying. Model the game by picking one of the cards, reading the question aloud, and answering it positively (*Yes, I am/was/have/had*), regardless of what the actual truth is. Then encourage three students to ask you one follow-up question each and give them an answer. After that, ask the whole class if you were telling the truth or lying. Each student who's guessed correctly gets one point.
- Now ask students to play the game as you have modelled it. The game should continue until all the cards have been used in each group. Monitor the activity and help out if necessary.

Fast finishers

- Ask them to divide all the questions into 4 categories depending what continuous tense was used in the question (present continuous, present perfect continuous, past continuous and past perfect continuous) and then try to recollect which perfect aspect tenses they used to ask their follow-up questions. They can report their findings to the rest of the class after the other groups have finished speaking.

Vocabulary Activities

7.3 Goal setter

Aim

To practise goal setting and evaluating, as well as to practise speaking using vocabulary from the unit

Language

Vocabulary of goals and ambitions

Time

25 minutes

Preparation

One copy of the worksheet for each student, cut in half

Procedure

- Divide the class into pairs, and hand out the top half of the material (the table with goals) to each student. Tell them this activity is to help them learn how to set personal goals and how to talk about them in English. Ask them to work individually to begin with and to write their names in the top left-hand corner of the table and to fill in the first column (*Studying*). Tell them they can choose any goal related to this field and give them about 5 minutes to write their answers.
- After they've finished, ask them to share what they've written with their partner. While they are doing this, hand out the other part of the material (Smart Goal Checklist).
- Now tell them to read the Smart Goal Checklist and to give each other feedback on their goals. Then ask them to make any corrections to what they've written if they feel they are necessary.
- When they're ready with the first section, ask them to complete the next one (*Relationships*) and then again share it with their partner and give each other feedback. Remind your students that this area may refer to any relationship in their life, such as those with parents, siblings or classmates. It does not necessarily refer to more romantic ones.
- Finally, ask them to complete the final column (*Interests*) and discuss it in the same way. Monitor the activity at all stages and help out if necessary.
- You may ask your students to keep their goal tables or collect them yourself and go back to this topic at some time in the future to check if they actually managed to achieve what they'd planned.

7.4 Vocabulary quiz

Aim

To revise and extend vocabulary from the unit

Language

Various jobs and employment language

Time

30 minutes

Preparation

One copy of the worksheet for every two to four students

Procedure

- Put students into teams of two to four. Hand out the worksheets and set a time limit of around 15 minutes. Tell students to write down their answers.
- Ask teams to exchange their papers. Go through the answers one at a time. Decide how to allocate points.
- Ask the teams to add up their scores and see who won.

Suggested answers

1 write a business plan, find premises, get backing, etc.
2 You usually aim to *pursue a career.*
3 They may be cautious or want to play it safe, they may be risk-averse or not recognise it for what it is.
4 obstacles, difficulties, a disability, opposition, a challenge
5 They might travel or do a course or read something.
6 unemployment rate, rate of inflation, interest/growth rate
7 In business, government or other large organisation.
8 During group layoffs, people who take voluntary redundancy usually get a redundancy payment, etc.
9 It is specific training leading to a job. It's usually paid. You need to apply to join a vocational apprenticeship scheme.
10 unemployment benefit, family/child benefit, housing benefit.
11 mansions, big apartment buildings, posh restaurants, fancy cars, private security guards, gated communities
12 a *tiny minority* or possibly also a *slight* or *slim majority*
13 *a visa*: government / home office / border agency
a wish: fairy godmother, genie, parent
permission: government, local council
14 They can mean the same. But one can also have a year out from work. You wouldn't call that a *gap year.*
15 *volunteer*
16 reflect *on*, benefit *from*, apply *for*
17 You might be put off by failing, by someone's negative comment, by a scary or embarrassing experience, etc.
18 At school you might have tests or marked homework; at work through a formal appraisal or successful completion of tasks.
19 *common*, *ordinary* or *unremarkable*
20 *even though*, *despite*, *in spite of*, *but*

Matura Exam Activities

7.5 Transformations
7.6 Word formation and Translations
7.7 Translations
7.8 Sentence formation and Reading

Time and Answers

7.5
Time:
10–15 minutes
Answers:
1 are you going to **2** is rising steadily / steadily rising **3** was carried out **4** haven't been in **5** have you been running **6** after they had painted **7** Will you be doing **8** took voluntary redundancy **9** needless to say **10** usually plays it in **11** take parental leave **12** hope I will get / hope to get **13** we aspire to as **14** my parents were working **15** In spite of having

7.6
Time: 10–15 minutes
Answers 7.6a:
1 impress **2** aspirations **3** apprenticeship **4** achievement
Answers 7.6b:
1 broaden my horizons **2** have overcome many obstacles **3** in his wildest dreams **4** achieve a work-life balance **5** is going to take **6** was earning/making a living **7** wishful thinking **8** they had lost all / losing all **9** is rising from month **10** surveyed over 10,000 professionals

7.7
Time: 8–10 minutes
Answers:
1 c **2** b **3** b **4** a **5** c **6** a **7** b **8** c **9** c **10** a **11** c **12** b **13** b **14** a **15** b

7.8
Time: 15–20 minutes
Answers 7.8a:
1 have been trying to contact him **2** won't have to read **3** had failed to help an injured **4** are coming to dinner in half **5** have applied for a job in **6** the unemployed is falling while **7** had worked / been working for us for **8** was actually thinking of leaving **9** will be training before the race **10** as soon as you receive / have received
Suggested answers 7.8b:
1 earned (much) more money **2** increased from 1 to 12 million / by 11 million / 12 times **3** satirical colouring books from the 1960s **4** hang them in their homes

7.1 In your dreams

Complete the sentences by putting the verbs in brackets into the correct tense. Sometimes more than one option is possible.

1 Scientists _____ recently _____ a way to read dreams using brain scans. (*discover*)

2 Most people _____ for around five hours every night. (*dream*)

3 On waking, people sometimes _____ they _____ they _____ during the night. (*report*, *dream*, *dream*)

4 Lucid dreaming is a state of sleep where the dreamer knows they _____. Over the years, huge numbers of people _____ being able to control their dreams while in such states. (*dream*, *report*)

5 Around 30% of people claim they always _____ in black and white – not colour! (*dream*)

6 By the end of their lives, most people _____ around six years dreaming. (*spend*)

7 Larry Page claims that he _____ of something very similar to Google before he actually _____ it. (*dream*, *invent*)

8 The harder you _____ to remember your dreams after waking, the less likely it is that you _____ them. (*try*, *remember*)

9 Researchers sometimes wake people up and ask them whether they think they _____ – and if so, how long for. (*dream*)

10 Animals dream too. Cats and dogs sometimes _____ their paws and _____ noises while they _____. (*move*, *make*, *dream*)

11 Although he was 55 when he _____ *Avatar*, director James Cameron _____ of making the film since his early 20s. (*make*, *dream*)

12 By the time most people are ten, they _____ already _____ more dreams than they _____ for the rest of their life. (*have*, *experience*)

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7.2 Spot a liar

Do you have a dream you've been pursuing for a long time?	Are you planning to set up a business in the future?
Had you been studying hard before you started secondary school?	Have you been hanging out with someone recently?
Are you doing any sports nowadays?	Have you been putting off doing something for a long time?
Were you enjoying yourself when you last went for holidays with your parents?	Do you think you are realising your potential at your current school?
Have you been watching a good TV series lately?	Were you helping out with preparations before last Christmas?
Were you dreaming about becoming a doctor when you were a child?	Were you satisfied with yourself the last time you had been fixing something?
Had you been saving money before you turned ten?	Have you ever been following any important news?

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7.3 Goal setter

	STUDYING	RELATIONSHIPS	INTERESTS
What is the goal?			
My target date			
My action steps			
Obstacles that may arise			
How will I overcome them?			
How will achieving the goal help me?			

SMART GOAL CHECKLIST

S – specific	Is your goal saying <u>exactly</u> what you want to achieve? It's much better to set a goal such as '*I'll get a 5 in my next chemistry test.*' rather than '*I'll start learning more.*'
M – measurable	Can you identify exactly what you'll see, hear or feel when you reach your goal? Will you have evidence that you've actually achieved it? Again, a good grade from a chemistry test is a really measurable achievement. It's much more difficult to measure if you've started learning more (although it's not impossible if you divide it into smaller, more measurable goals).
A – achievable	Are you really able to achieve the goal in the time you have set for yourself? If chemistry has always been your weakness and you haven't been studying much recently, then the chance is rather slim. Maybe getting a 4 instead of a 5 would be a better goal?
R – relevant	Is reaching the goal really relevant or important to you? Is it worth your time and effort? Maybe you are more of a history lover and you do not need a 5, or even a 4 in chemistry after all.
T – timely	Have you specified a deadline? Is your timeline realistic? Time is money, so let's better not waste it!

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7.4 Vocabulary quiz

1 Say three things you might need to do to **set up a business.**

2 Which might someone aim to do – **fulfil**, **achieve**, **pursue** or **grab** a career in finance?

3 Why might someone **not grab an opportunity**?

4 Say three things you can **overcome**.

5 What might people do to **broaden their horizons**?

6 Say three different **rates** that might be used to talk about the state of the economy.

7 Where might you have **a glass ceiling**?

8 Why might someone **take voluntary redundancy**?

9 What does **an apprenticeship** usually involve? How might you get one?

10 Say three kinds of **benefits** people might claim from the government.

11 What things might you see in **affluent** areas of a city?

12 What's the opposite of a **clear majority**?

13 Who might grant **a visa**, grant **a wish** or grant **permission to build something**?

14 Is there a difference between **taking a gap year** and **having a year out**?

15 What's the noun and verb of **voluntary**?

16 What prepositions often follow the verbs **reflect**, **benefit** and **apply**? Give an example of each.

17 Say three reasons why you might **be put off** doing an activity.

18 How could you **evaluate someone's progress** – at school, in English, in a job?

19 What's the opposite of a **striking** statistic, image or feature?

20 Say three other ways of saying **although**.

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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 cztery wyrazy, wliczając w to wyraz już podany.

1 What do you intend to do next weekend?
ARE
What _____ do next weekend?

2 The number of students deciding to take a gap year suggests a steady rise.
STEADILY
The number of students deciding to take a gap year _____.

3 Last year's research was conducted by a renowned scientist.
OUT
Last year's research _____ by a renowned scientist.

4 The last time I visited this city was over 10 years ago.
IN
I _____ this city for more than 10 years.

5 You look exhausted. Have you just got back from a run?
BEEN
You look exhausted, _____ ?

6 Having painted the terrace, they started to plant some flowers.
AFTER
They started to plant some flowers _____ the terrace.

7 Are you free tomorrow at 6? I'd love you to come and visit us.
BE
_____ anything tomorrow at 6? I'd love you to come and visit us.

8 His company was being downsized, so he decided to resign.
REDUNDANCY
His company was being downsized, so he _____.

9 She was talented and, obviously, an incredibly hard-working employee.
NEEDLESS
She was talented and, _____, an incredibly hard-working employee.

10 Playing football is his passion and his usual free time activity.
USUALLY
Being passionate about football, he _____ his free time.

11 Do you plan to take care of the baby yourself after the birth, or will you hire a nanny?
LEAVE
Do you plan to _____ after the birth, or will you hire a nanny?

12 My biggest hope for the future is getting the job of my dreams.
HOPE
I really _____ the job of my dreams in the future.

13 Our childhood aspirations often change once we begin to mature.
AS
The things _____ children often change once we begin to mature.

14 I decided to clean the whole flat while my mum and dad were at work.
WORKING
I decided to clean the whole flat while _____.

15 Although he had excellent marks, he didn't get to the faculty he applied for.
SPITE
_____ excellent marks, he didn't get to the faculty he applied for.

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7.6a 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.

achieve	apprentice	aspire	impression	redundant	true

HOW TO LOOK FOR A JOB

When you are preparing for a job interview, there are a few things you have to do in order to be able to **1** _____ any potential employer. Researching the company you apply for is a good start, but it won't be enough unless you've 'researched' yourself as well, as a question concerning your desired career paths and **2** _____ is bound to be asked. That's why you need to think the matter through carefully and decide what targets you want to reach both in the short- and the long-term.

Start from assessing what specific skills you could develop in the prospective position and how long it will probably take to master them. This may be difficult, especially if you're at the beginning of your career and you're applying for a(n) **3** _____ scheme, but even then giving it a thought before the actual interview will definitely give you a head start. Then move on to defining how the newly acquired skills can contribute to the **4** _____ of your long-term career goals, such as becoming an expert in a specific field. Remember that the interviewer doesn't want to invest the company's time and resources in you if you simply want to stay in the job only for a short while, and then move on to another one.

7.6b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Travelling around the world and getting to know different cultures allowed me to (*poszerzyć moje horyzonty*) _____ dramatically.

2 My parents (*pokonali wiele przeszkód*) _____ from the moment we arrived in this country, and thanks to them I have a much better life now.

3 Never (*w najśmiejszych marzeniach*) _____ did Jason imagine he would be working in such a prestigious company.

4 I really hope you will (*osiągniesz równowagę pomiędzy pracą a życiem osobistym*) _____ _____ and avoid 'burnout' at the office.

5 Their grandma (*zamierza przejść na*) _____ early retirement and live off her pension.

6 My mum met my dad while he (*zarabiał na życie*) _____ as a bodyguard.

7 I'm not a fan of (*myślenia życzeniowego*) _____. I prefer to plan my next move after analysing the facts and figures.

8 They realised their mistake only after (*stracili wszystkie*) _____ their money.

9 The polls indicate that the number of people supporting the Conservative Party (*wzrasta z miesiąca*) _____ _____ to month.

10 Last year the Office for National Statistics (*przebadał ponad 10 000 fachowców*) _____ _____, asking them if they would be willing to requalify.

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7.7 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 I really think you should (*skorzystać z okazji*) and accept the position they are offering.
a undertake the possibility **b** raise the occasion **c** grab the opportunity

2 It looks like an (*zamożne*) neighbourhood. Do you really think we can afford to buy a house here?
a inherent **b** affluent **c** aspiring

3 If you cannot (*osiągnąć tego celu*) at the moment, try to focus on something else for the time being.
a fulfil this target **b** achieve this goal **c** pursue this aim

4 Taking a gap year (*staje się*) more and more popular among young people in many countries around the world.
a is becoming **b** becomes **c** has become

5 Miranda is certain she didn't get promotion as a result of the (*bariery utrudniającej kobietom dotarcie do wysokiego szczebla kariery*) at her workplace.
a transparent roof **b** greenhouse **c** glass ceiling

6 The career aspirations of children from (*krajów rozwiniętych*) haven't changed much in recent years.
a developed countries **b** developing countries **c** develop countries

7 The humanities (*obejmują*) many subjects, such as languages, history and philosophy.
a presume **b** encompass **c** nurture

8 Do you know when this yearly photography course (*się zaczyna*)?
a is starting **b** will start **c** starts

9 Janice has (*wrodzoną umiejętność*) of reading other people's emotions, which is very useful in her job.
a a subtle skill **b** a striking possibility **c** an inherent ability

10 We (*jechaliśmy*) for almost two days before finally reaching our destination.
a had been driving **b** drove **c** were driving

11 The (*różnica pomiędzy płciami*) is really visible when it comes to choosing some career paths.
a personal preference **b** human difference **c** gender gap

12 Riding a horse on a sandy beach when the sun is setting is (*spełnieniem marzeń*) for me.
a like a bad dream **b** a dream come true **c** a pipe dream

13 (*Czy zrobiłeś*) the salad yet, or do you want me to do it?
a Did you make **b** Have you made **c** Have you been making

14 Does your company offer a vocational (*program praktyk zawodowych*) for graduates without experience?
a apprenticeship scheme **b** state benefit **c** minimum wage

15 I really hope we (*będziemy wspinać się na*) that mountain without having to walk in the rain.
a are climbing **b** will be climbing **c** will have climbed

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7.8a 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 Do you know where John might be? I (*try / contact / him*) _____ for the last couple of hours, but he isn't answering his phone.
2 I really hope we (*not / have to / read*) _____ another 50 pages for the next history class. It's far too much for me, I can't remember anything afterwards.
3 Jackson decided to become a doctor after he (*fail / help / injured*) _____ man in the street. He knew he never wanted to feel so helpless ever again.
4 Can you help me set the table? Mark and Allie (*come / dinner / half*) _____ an hour.
5 This is actually the first time I (*apply / job*) _____ this field. All my previous positions were related to marketing.
6 Thanks to the rapid economic growth in the country, the number of (*unemployed / fall / while*) _____ _____ the quality of life is on the rise.
7 Not until he (*work / for / we*) _____ two months did we discover that he had a disability.
8 Janice (*actually / think / leave*) _____ the country when they offered her a position in their company. I'm so glad she finally decided to stay.
9 The marathon is on Sunday, so we (*train / before / race*) _____ all next week.
10 Please, let me know (*soon / you / receive*) _____ the report. It's extremely important.

7.8b Reading (gap-filling)

Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

FILLING IN THE BLANKS

For many publishers around the world 2015 was, fiscally speaking, an excellent year. But this upturn had a perhaps surprising source: colouring books for grown-ups. What strange winds conspired to suddenly urge adults in their droves to take up coloured pencils again? Whatever the reasons, sales rocketed: Nielsen logged sales of 12 million for the category in 2015, up from a measly 1 million the year before.

Many trace the origins of such publications to a wave of satirical colouring books published in the 1960s, but the existence of such books, and the urge to colour the printed image, goes way back before that to the earliest days of print in the fifteenth century. Artists, printers, booksellers, consumers, and readers all applied colour to originally black-and-white images. Before Gutenberg's innovation of the moveable-type press, single sheets with printed images were popular in Germany and parts of Central Europe. They were used in various ways, and many people did what we might do with them — hung them on the walls of their home.

Adapted from: publicdomainreview.org/2019/02/06/filling-in-the-blanks-a-prehistory-of-the-adult-coloring-craze/

1 In 2015 many publishers _____ than in previous years from the sale of colouring books for adults.
2 The income of Nielsen _____ in this category.
3 It is commonly believed that adult colouring started with _____.
4 In Gutenberg's times, having coloured the images, people used to _____

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Grammar Activities

8.1 Make them stronger

Aim

To practise speaking, revise and practise gradable and ungradable adjectives, as well as adverbs of degree

Language

Gradable and ungradable adjectives, adverbs of degree

Time

25 minutes

Preparation

One copy of the worksheet for each pair, cut up

Procedure

- Divide the class into pairs and hand out the small cards. Ask students to shuffle the cards and put them in a pile face down.
- Tell students they are going to play a game in which they will have to make the given expressions stronger by using ungradable adjectives and an appropriate adverb of degree. Take one card as an example, read out the sentence to the class, asking them to guess the expression on the card. If someone guesses correctly, give them the card and say they get 2 points. If not, provide the first letters of both words as a clue. If then someone guesses correctly, give them the card and say they get 1 point. Remind your students that they must give the exact words on the card in order to receive it and get their points (although there are many possible answers, especially when adverbs are concerned). If their answer is incorrect after two attempts at guessing, the card is to be placed back at the bottom of the pile. Ask each pair to keep the score. The winner is the student with most points.
- Ask students to start playing. The game should continue until all the cards have been used in each pair. Monitor the activity and help out if necessary.

Fast finishers

Use the big cards with the discussion points. Hand out one or both cards to the pair(s) that have finished the game and ask them to discuss the questions written on them. You may also save the cards for future use in order to revise the topic.

8.2 Opening lines

Aim

To practise writing stories collaboratively
To discuss opening lines/scenes in books and films

Language

Narrative tenses

Time

30 minutes

Preparation

One copy of the worksheet for every twenty students, cut up

Procedure

- Put students into pairs. Explain that they are going to write stories, line by line, with other people in the class.
- Hand out one opening line to each pair. You don't have to use all the lines and some pairs can have the same line. Allow students to ask about words they don't know. Write them on the board and explain them to the whole class.
- Ask pairs to write their opening line at the top of a sheet of paper, and then discuss and write the next line.
- Tell pairs to swap their paper with another pair.
- They read the story so far, discuss it and write the next sentence. When they have finished, they swap the paper with someone else.
- Allow fifteen to twenty minutes, then stop the task.
- Ask students to read and write a second draft of the text they have, by making corrections, using a greater variety of tenses or vocabulary and making additions and cuts. If the story doesn't have an ending, they should write one.
- Students take turns reading out the stories and the class can vote on the best.

Extension

The last five lines are real book openings:

'This is the saddest story ...' Ford Madox Ford, *The Good Soldier*

'It was a bright cold day ...' George Orwell, *1984*

'It was the wrong number ...' Paul Auster, *City of Glass*

'I am an invisible man.' Ralph Ellison, *Invisible Man*

'Someone must've slandered Josef K ...' Franz Kafka, *The Trial*

- Ask students if they know which books any of them are from. Which do they like the best? Why?
- Ask them to think of three great beginnings to films or books that they know. Then, working in pairs, tell them to explain to each other what happens in these films/books.

Vocabulary Activities

8.3 And the award goes to …

Aim

To discuss films of personal importance to students
To practise describing, debating and persuading

Language

Common questions asked in conversations about films
Persuasive language

Time

30 minutes

Preparation

A copy of the worksheet for every three or four students, cut up

Procedure

- Tell the class they're going to be talking about their favourite films and that later the class will host its very own Oscars award ceremony. First, though, they should think of a film they've seen recently. While students are thinking – or before the activity starts – write on the board a few common questions often asked about films, such as *Who's in it? What kind of film is it? What's it about? Who directed it? When did it come out? What's it like? What did you think of it?*
- Model the first task by telling the class about a film you've seen and enjoyed. Encourage them to ask questions. If anyone else has seen it, compare opinions. Then put students into groups to discuss the films they chose. While they are talking, go round and correct errors or give students the English they need.
- When a couple of groups have finished, stop the activity and share any interesting things you heard. Then work on new language that came up and look at errors to correct, which you may have written on the board.
- Then tell students that they will now decide their own winners for the class Oscars. In groups of three or four they will need to agree their nominations for the categories on the cards. Give each group a set of cards, placed face down. They should persuade each other of their favourite entry for each category. The films can come from any era, but each group can have only one entry for each category and write it down. If they don't have any ideas for a category, they should move on.
- Combine the groups into larger groups and tell them to reach collective decisions on each category, voting where necessary.
- Finally, ask the whole class for their nominations for each category. Where there is more than one, encourage students to explain why their nomination should win. Then hold a class vote to decide the ultimate winners.

8.4 Getting to know you

Aim

To revise and extend the range of phrasal verbs with two particles and practise speaking

Language

Phrasal verbs with two particles

Time

20 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Divide the class into pairs, and hand out the material, giving BOTH students in each pair the card with the same letter (one half of the class should have letter A only and the other half letter B only).
- Ask students to replace the expressions in brackets in their sentences with phrasal verbs created from the words in the boxes in the correct form. You may either ask them to begin by working in pairs (which will be the easier option), or individually, and then peer correct each other. Monitor the activity and help out if necessary.

Answers

A: 1 get round to **2** come up with **3** put up with **4** look up to **5** look forward to **6** make up for **7** stand up for

B: 1 feel up to **2** do away with **3** run out of **4** grow out of **5** live up to **6** catch up with **7** look down on

- After they've finished, ask them to swap partners, so that they are working with a student who has the card with a different letter written on it. Then, ask them to take turns and ask and answer each other's questions from their cards, using only the questions containing phrasal verbs. If their partner has difficulty understanding the question, they may help each other out by providing the initial expression. Again, monitor the activity and help out if necessary.
- As a follow-up, you may want to ask the whole class if they have found out anything particularly surprising or funny about their partners that they would like to share with the rest of the class.

Matura Exam Activities

8.5 Equivalent words
8.6 Multiple choice and Transformations
8.7 Lexical pairs
8.8 Sentence formation and Gap-filling

Time and Answers

8.5
Time: 8–10 minutes
Answers:
1 b **2** a **3** b **4** c **5** a **6** c **7** b **8** a **9** a **10** c **11** b **12** a **13** b **14** c **15** c

8.6
Time: 10–15 minutes
Answers 8.6a:
1 b **2** a **3** b **4** c **5** c
Answers 8.6b:
1 got round to buying **2** was about to buy **3** after he had finished **4** was going to help **5** have grown out of

8.7
Time: 8–10 minutes
Answers:
1 a **2** c **3** a **4** b **5** b **6** c **7** b **8** a **9** b **10** b **11** c **12** a

8.8
Time: 10–15 minutes
Answers 8.8a:
1 slightly better than your **2** was going to travel **3** on the point of telling him **4** had been tossing and turning in **5** not all that disastrous **6** would be sold for a fortune **7** while I was doing **8** was actually thinking of taking up **9** completely exhausted since the day **10** quite an interesting woman
Answers 8.8b:
1 When **2** was **3** had **4** would

8.1 Make them stronger

My father is <u>really clever</u>. **absolutely brilliant**	I'm <u>very pleased</u> to hear that. **absolutely delighted**	Your phone looks <u>fairly old</u>. **nearly ancient**	This tower is <u>very big</u>. **really enormous**
It's <u>a bit cold</u> in here. **practically freezing**	That joke was <u>pretty funny</u>. **absolutely hilarious**	Her story was <u>very lifelike</u>. **extremely vivid**	That painting is <u>really beautiful</u>. **absolutely gorgeous**
She was <u>rather sad</u> that day. **completely heartbroken**	That horror film was <u>somewhat scary</u>. **almost terrifying**	This dress is <u>really small</u>, it won't fit. **extremely tiny**	The psychology lecture was <u>quite interesting</u>. **absolutely fascinating**
He was <u>slightly angry at</u> me. **nearly furious with**	Seeing the accident was <u>very frightening</u>. **utterly petrifying**	This armchair is <u>pretty ugly</u>. **absolutely hideous**	His essay was <u>quite good</u>. **absolutely outstanding**
The book was <u>so intriguing</u>. **absolutely gripping**	My mum looked <u>really tired</u>. **totally exhausted**	Your shoes are <u>a little dirty</u>. **practically filthy**	That soup tasted <u>very bad</u>. **absolutely disgusting**
This scientist is <u>very respected</u>. **highly acclaimed**	Egypt was <u>slightly hot</u>. **practically boiling**	You look <u>very hungry</u>. **really famished**	This film was <u>pretty good</u>. **really fantastic**

A. Discussion points:

1. Have you ever seen an item of clothing that was **absolutely hideous**? What was it? Who was wearing it?
2. What makes you **nearly furious**?
3. When was the last time you felt **totally exhausted**?

B. Discussion points:

1. What film or book would you recommend as **extremely gripping**?
2. What makes you **absolutely delighted**?
3. When was the last time you felt **really famished**?

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8.2 Opening lines

Nothing could have prepared me for the scene I witnessed when I arrived.

When our eyes met, I knew my life was about to change.

It had been raining solidly for two days and the river level was rising rapidly.

I knew this was going to be difficult, but I had no option.

I still can't quite believe how this has happened, but I'm about to appear live on national TV.

This is the saddest story I have ever heard.

It was a bright cold day in April and the clocks were striking thirteen.

It was the wrong number that started it, the telephone ringing three times in the dead of night.

I am an invisible man.

Someone must've slandered Josef K, for one morning, without having done anything truly wrong, he was arrested.

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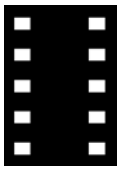
8.3 And the award goes to …

Best film 	Best actor in a leading role	Best actress in a leading role	Best director
Best animated feature film	Best actor in a supporting role	Best actress in a supporting role	Best costume design
Best documentary	Best foreign language film	Best film made in this country	Best special effects
Best soundtrack	Best song	Best comedy	Best family film

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8.4 Getting to know you

A

Replace the underlined expression in each question with a corresponding phrasal verb containing two particles in the correct form. Use one word from each box to construct the phrasal verb.

	come	get	look (x2)	make	put	stand	
forward	round	up (x5)		for (x2)	to (x3)	with (x2)

1 Is it easy for you to (*find time for*) _____ doing your hobbies?

2 When you have a problem, are you usually able to (*think of*) _____ a solution yourself, or do you ask others for help?

3 Whose behaviour is it difficult for you to (*accept without complaining*) _____?

4 Who do you (*admire*) _____ the most in your family and why?

5 Are you (*wait for something with pleasure*) _____ anything at the moment?

6 Have you ever had to (*compensate for*) _____ something bad you'd done?

7 Are you the kind of person who tends to (*defend*) _____ their views at all costs, or do you prefer to compromise?

B

Replace the underlined expression in each question with a corresponding phrasal verb containing two particles in the correct form. Use one word from each box to construct the phrasal verb.

		catch	do	feel	grow	live	look	run
away	down	out (x2)	up (x3)		of (x2)	on	to (x2)	with (x2)

1 How often do you (*have the strength and energy*) _____ doing any sports?

2 What do you think you should (*remove*) _____ in order to make your room tidier or more spacious?

3 Have you ever (*have no more*) _____ money when you needed some badly?

4 Is there any activity you think you may have already (*be too old for*) _____, but which your parents still want you to do?

5 Do you think it's easy for you to (*be equal to*) _____ your best friend's expectations?

6 When you're not at school for a long time, do you usually manage to (*do what you could not do earlier*) _____ _____ any material on your own, or do you ask others for help?

7 Is there anyone in your family who, in your opinion, (*feel superior to*) _____ other family members?

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8.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 The last Tarantino film was ***really funny***, although thought-provoking too.

a fascinating **b** hilarious **c** brilliant

2 The whole beach was ***covered with*** pebbles and stones, so there was no sand to be seen anywhere.

a strewn with **b** supported by **c** struck with

3 When I noticed the colourful cover, I decided to ***walk up to*** the bookshop window to get a closer look.

a trigger **b** approach **c** shatter

4 It's not easy to ***survive*** when you're unemployed and there are not many job vacancies in the area where you live.

a get on **b** get along **c** get by

5 My brother can be ***a bit*** shy sometimes, but, generally speaking, he is a really sociable person.

a slightly **b** nearly **c** fairly

6 My supervisor was ***very pleased*** when I showed him our monthly report.

a acclaimed **b** vivid **c** delighted

7 Only now have I become fully aware of the ***complete uselessness*** of my efforts to reconcile them.

a longing **b** futility **c** hospitality

8 You should really ***remove*** these old books and make some room for your other things.

a do away with **b** get round to **c** put down to

9 Please pack the books from the shelf away into the boxes that are ***underneath*** the table.

a below **b** beside **c** near

10 When my father was younger, he used to ***walk confidently***, ***taking long steps***, down the road, as though the whole town belonged to him.

a stagger **b** stroll **c** stride

11 Her heartbreaking story ***evoked an emotional response in*** me, and I started to cry.

a struck **b** resonated with **c** encountered

12 The weather forecast says that there's going to be ***strong winds and snow***, so come back as soon as you can.

a blizzard **b** marble **c** struggle

13 I've read the book and I can honestly say that the film adaptation ***isn't as good as*** what the author intended.

a doesn't catch up with **b** doesn't live up to **c** doesn't come up with

14 Mike was ***totally*** astonished by the suggestion that Sheila was his half-sister.

a rather **b** no at all **c** absolutely

15 His sense of anger and grief after the loss of his father was ***really big***, so we understood that he needed some time on his own.

a furious **b** disgusting **c** enormous

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8.6a Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

'Two months ago I went to a crush at Lady Brandon's. You know we poor artists have to show ourselves in society from time to time, just to remind the public that we are not savages. With an evening coat and a white tie, as you told me once, anybody, even a stock-broker, can gain a reputation for being civilized. Well, after I **1** _____ in the room about ten minutes, talking to huge overdressed dowagers and tedious academicians, I suddenly became conscious that someone **2** _____ at me. I turned half-way round and saw Dorian Gray for the first time. When our eyes met, I felt that I was growing pale. A curious sensation of terror came over me. I knew that I had come face to face with someone whose mere personality was so fascinating that, if I allowed it to do so, it **3** _____ absorb my whole nature, my whole soul, my very art itself. I did not want any external influence in my life. You know yourself, Harry, how independent I am by nature. I have always been my own master; had at least always been so, till I **4** _____ Dorian Gray. Then – but I don't know how to explain it to you. Something seemed to tell me that I was on the **5** _____ of a terrible crisis in my life. I had a strange feeling that fate had in store for me exquisite joys and exquisite sorrows. I grew afraid and turned to quit the room. It was not conscience that made me do so: it was a sort of cowardice. I take no credit to myself for trying to escape.'

Adapted from *The Picture of Dorian Gray* by Oscar Wilde

1 **a** was
b had been
c have been

2 **a** was looking
b has been looking
c was about to look

3 **a** will
b would
c can

4 **a** was meeting
b had met
c met

5 **a** go
b turn
c verge

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 cztery wyrazy, wliczając w to wyraz już podany.

1 He's been working so hard that he hasn't found the time to buy you a present.

ROUND

He's been working so hard that he hasn't _____ you a present.

2 Michael was on the verge of buying the car, when he noticed a small dent on one of the car doors.

ABOUT

Michael _____ the car, when he noticed a small dent on one of the car doors.

3 Having finished reading the trilogy, Jim decided to watch the film adaptations.

HAD

Jim decided to watch the film adaptations only _____ reading the trilogy.

4 Karen's intention was to help you and not try to start an argument.

GOING

Karen _____ you and not try to start an argument.

5 I really liked birthday parties when I was a child, but now I'm too old for them.

GROWN

I really liked birthday parties when I was a child, but now I _____ them.

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8.7 Lexical pairs

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 You can go now, I'll catch ___ you in a few minutes.
This plan is too dangerous. We need to come ___ something less risky.
a up with **b** down to **c** away with

2 My mum thinks there is no ___ in going to the cinema if we can watch it at home.
The fans were sure the match was lost, but their star player scored a ___, so they ended up with a tie.
a goal **b** sense **c** point

3 When I entered the bookshop, the old man behind the ___ smiled and nodded at me.
The ___ for the fifth player is missing, but we can use a button instead. We do have the dice still, however.
a counter **b** pawn **c** till

4 The surface of the plain was completely ___, which made it look like a sea of grass.
I really love the colour of your new ___. The interior looks really bright and spacious.
a even **b** flat **c** bed

5 Can you ___ the eggs for me please? I'm going to make an egg salad.
I still have that sea ___ you gave me on the beach last summer.
a boil **b** shell **c** salt

6 What did you have in ___ by saying that we need a change?
Sam didn't ___ the screaming children so much, but he couldn't stand it when they all started crying.
a care **b** think **c** mind

7 I don't really feel ___ running tonight. I'm absolutely exhausted.
This book didn't really live ___ my expectations. The previous ones were much better.
a out of **b** up to **c** on with

8 The next ___ you are supposed to read is *Crime and Punishment* by Fyodor Dostoevsky.
His approach to the problem is quite ___ , so it's possible he'll find an unusual solution.
a novel **b** item **c** work

9 I feel a ___ tired, so I'm going to go and lie down.
That crazy dog ___ me, and I had to go hospital to get an injection.
a little **b** bit **c** few

10 Your opinion is ___ interesting, but I need to listen to the views of the other team members, too.
You wouldn't call her ___, but her face was so unusual that, nevertheless, she still attracted admiring looks.
a fairly **b** pretty **c** nearly

11 All our silverware is ___, we need to polish it to bring back the shine.
What a ___ and predictable film! It was supposed to be a blockbuster!
a plain **b** blunt **c** dull

12 If you want to be a journalist, you should watch more ___ affairs programmes.
Watch out! The ___ in this river is treacherous. If you swim too far it may be difficult to swim back.
a current **b** topical **c** stream

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8.8a 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 Well, this drawing is (*slight / good / you*) _____ last work, but I still think you can do better.

2 That summer he (*be / going / travel*) _____ to Russia, but he wasn't aware that he needed a visa, and as he hadn't sorted one out, he had to stay here.

3 Samantha was (*point / tell / he*) _____ the truth when suddenly someone knocked on the door.

4 Mark (*toss / turn / in*) _____ bed for a few hours before he finally fell asleep.

5 Oh, come on! You're exaggerating. That films was (*not / all / disastrous*) _____ _____.

6 When he found his old first edition Pokemon cards in the attic, he had no idea that they (*be / sell / fortune*) _____ _____ a few months later.

7 Wow! Did you cook all that (*while / I / do*) _____ the shopping? It smells amazing!

8 She (*actually / think / take*) _____ a new sport when her boyfriend asked her if she would like to start doing karate with him.

9 I haven't felt so (*complete / exhausted* / since / *day*) _____ you took me hiking in Switzerland.

10 Cameron was standing under the tree and looking at Anna. 'Saying that she is (*quite / interesting / woman*) _____ _____ is a great understatement,' he thought to himself.

8.8b 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.

Dorian made no answer, but passed listlessly in front of his picture and turned towards it. **1** _____ he saw it he drew back, and his cheeks flushed for a moment with pleasure. A look of joy came into his eyes, as if he had recognised himself for the first time. He stood there motionless and in wonder, dimly conscious that Hallward **2** _____ speaking to him, but not catching the meaning of his words. The sense of his own beauty came on him like a revelation. He **3** _____ never felt it before. (…) Now, as he stood gazing at the shadow of his own loveliness, the full reality of the description flashed across him. Yes, there would be a day when his face **4** _____ be wrinkled and wizen, his eyes dim and colourless, the grace of his figure broken and deformed. (…)

As he thought of it, a sharp pang of pain struck through him like a knife and made each delicate fibre of his nature quiver. His eyes deepened into amethyst, and across them came a mist of tears. He felt as if a hand of ice had been laid upon his heart.

Adapted from *The Picture of Dorian Gray* by Oscar Wilde

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Starter

Track 2

Are you over 18 and still in school? Or maybe you're already at university but still under 24? If you want to help us develop online learning apps for teenagers, why don't you join the Testers' Programme? We need a team of six testers and two data analysts who will be responsible for checking the functionality of our learning apps. All you need is a tablet with any popular operating system. The size of the screen matters, so smartphones will not do. We expect you to send between four and six reports a month. You'll get £15 for each report. If you're interested, fill in the form on our website and wait for one of the analysts to contact you by email. There are only three positions for testers left, so don't wait!

Track 3

1
Hi Lucy, it's Maggie speaking. I'm calling to tell you that I won a photo competition. They chose my photo as the best one!

2
Thanks! I'm so glad I took part in it. My Arts teacher, Mr Lindon, tried to discourage me from submitting the photo. He said it was nothing special. Huh! But I knew better!

3
Maybe. Will you enter the new edition planned for next month?

4
Well, with all those funny selfies you take all the time, the best category for you will be Portrait Photos. I think you could win! Anyway, Lucy, how's it going with you?

5
Oh, be careful when you talk to Mike. You know, he's the type who likes chatting up girls and then leaving them alone. And if you still haven't decided on the movie, consider the new comedy *All In One Day*. I went to see it a few days ago and it's really worth watching!

Track 4

1
I know it sounds a bit weird, but the supporting band seemed to perform better than the main star! I even bought their new album afterwards.

2
There were four statues in the display room, each of them life-size and each of them in a different pose, so with this dim light they looked like real people. And when you took a closer look, you could see that their faces featured details such as wrinkles.

3
It lasted for over an hour and I simply couldn't take my eyes off the screen. The whole ceremony was perfectly arranged. At moments, I wanted to be there to see the whole event live.

4
Well, it was an unusual adaptation, I must say. Instead of a traditional castle, the story took place in the house of a gangster, which made it really funny. I liked it so much that I asked the main actor for an autograph.

5
Oh, these were the best three days of my life! Most of the bands were completely new to me, but the songs they played were so energetic that I felt like I was a part of something really magical. I'm definitely going back there next year!

Track 5

Lisa, I know that you can't wait to start the weekend, but please, hold on for two more lessons. You'll be out of school at three. Sally, it's been twenty minutes since you started doing this exercise. The time is up. Please, hand in your paper. Mark, you were ill last week. We have finished all the exercises in Unit 5 now. You have to do them on your own to catch up. Daniel, help me please with this tablet. I have no idea how to use these modern gadgets. I guess I'm too old for them!

Track 6

1
What was supposed to be a romantic supper with my girlfriend turned out to be a terrible disaster. We were enjoying a weekend in a small village on the Adriatic coast. We went out to a restaurant one evening. I had some seafood, which actually didn't taste good and I only managed to eat half of it and left the rest. What's worse, I felt much worse at night – my stomach hurt and I started throwing up. It wasn't until the next afternoon that I got over my stomach problems.

2
I'm a student, so I always look for cheap ways to spend holidays. But I was cheated badly by a guy from one of the Balkan countries once. I found his offer on the internet. He invited me to stay with his family for a week during the summer holiday. He said I didn't have to worry about accommodation, food, or anything. The problem was, when I got there, the address he had given me did NOT exist! I was totally lost – in an unknown town, with little money, no place to sleep, without knowing the language! To make things worse, the people I met didn't seem to be very helpful. I managed to get over the problems somehow, but it was the worst holiday in my life!

3
Like most Scandinavians, I'm quite a reserved person and my relations with strangers are quite cool. That's probably why I was so surprised by the character of the Greeks. I spent a week on the small island of Santorini. People there behaved so different than in my country! They talked and laughed so loudly in the streets, it sometimes sounded as though they were quarrelling non-stop. They also had no problem approaching a strange tourist like me, talking in a friendly manner, and then hugging me when we were saying goodbye. It was so different from how we Norwegians interact in our country. I still can't decide if I liked it or not.

4
Capital cities usually seem to be safe places to visit. Or at least I had thought so until I decided to have a city break in Sofia one summer. The guidebook I had bought warned tourists not to stroll alone at night in the suburbs, so I mostly spent my time downtown. On the second evening, however, I walked a bit further from the centre and when I was buying an ice cream from a street-seller, a small boy ran towards me, grabbed my wallet, and disappeared into a side street before I realised what had actually happened. He was too fast for me to catch him. Luckily, I didn't lose much money, but still, I felt pretty upset about the whole thing.

Track 7

I've always wanted to do something for others. As an engineer and software developer, I decided to design a bowl for cats and dogs which would inform the owner that their pet has run out of water. It checks how much water there is inside and sends a text message to the owner if necessary. It is especially important in the summer, when it's hot. Your pet may suffer badly if it hasn't got access to fresh water for too long. I'm the kind of person who prefers working on my own, but for this project I had to work with two other programmers. When the project was ready, we looked for some ways to raise enough money to start production. Luckily, a private investor contacted us quite quickly. We produced one hundred bowls to start with. Not many, I know, but that's what we could afford. We offered them to a few local pet shops which agreed to sell them. But the sales were quite low, maybe because the bowl was too expensive, or maybe because we didn't actually market our product to pet owners. Anyway, we sold less than twenty bowls in three months, and soon after that the investor withdrew his support. We tried to negotiate with another one, but we failed to get any more funds. After another month, we had to admit that our business was a failure. We decided to give away the remaining bowls to the local pet shelter.

Track 8

This was one of the most important matches in my career. Initially, sixteen teams took part in the tournament and we were lucky to get to the semifinals without difficulties. In the semifinals, we faced a team from Kraków. They had been the favourite of the event from the very beginning, so we knew it wasn't going to be an easy meeting. And there were no surprises, I must say. We scored two goals and one of them was mine, so I can't complain about my performance, but in the end, we lost the match 2–3. The worst thing was that our rivals scored the two winning goals in the last five minutes of the match. We couldn't even blame the goalkeeper for that; I'd rather say, our defenders were too tired at the end. Eventually, the Kraków team lost the finals to Wrocław and we won the third place playoff. I didn't play in that last match because of an injury, but of course I was in the stadium to support my mates.

Track 9

1

Those huge hamburgers in the previous room were awesome. They looked so much like real ones that you almost wanted to take a bite. It was not until you touched them that you realised they were made of plastic. Yeah, I must say they are indeed a great symbol of our times. Same as these music devices here. It was a brilliant idea to combine a vinyl record, a magnetic tape, a CD and MP3 player, and a smartphone with earplugs in one place. It gives you food for thought on how fast things change nowadays.

2

I'm getting more and more irritated by the amount of adverts that are shown before the actual movie starts. Today, it was over twenty minutes of wasted time! I can accept it when they show trailers of new movies which are about to be on soon, but when they show regular commercials, it's more than I can stand. After all, I paid for the ticket, but not to watch advertisements!

3

My girlfriend is always on a diet so she has to be very careful with her choices at an event like this, but I try to make the most of it. Burgers are always my top choice, but this year I also wanted to try some more exotic cuisine. Asian dishes seem to be very popular, but to be honest, some of them don't look too good. And I'm too scared to ask what the ingredients are. And the music is too loud. I know it's supposed to make the place more enjoyable, but they can barely hear you when you order your dish.

4

It's not the best place for a concert like this, I must say. You know, it was originally designed for classical performances and I remember being here a few years ago to hear a symphonic orchestra. The sound was perfect. Today, it's a rock gig and there seems to be something wrong with the way the sound is heard by the audience. It's not as clear as it is in other concert halls.

Unit 1

Track 10

P = Presenter, M = Marie, J = Jamal

P: Hi – and welcome to Life Hacks, the show where we help you deal with those annoying everyday problems. And with me today to share the life hacks they've picked up this week are Marie and Jamal. So, Marie, what have you got for us?

M: Well, I was recently given this lovely new smartphone for my 18th birthday and, if you're one of those people like me, who finds it really hard to get out of bed in the morning, there's a hack for that.

P: Interesting! Go on.

M: Well, basically, if you use your phone as an alarm clock like me, you can create your own loudspeaker by simply putting the phone speaker downwards in a paper cup – a clean, dry one, obviously. And of course it works better as an alarm if the cup is then left far away from your bed, as then you'll be forced to get up to turn it off.

J: And how does it work, Marie? I mean, what's the science behind it?

M: Simple – the cup channels the sound in one direction, whereas normally it'd be thrown around all over the place.

P: You've actually just reminded me, Marie, of an app I came across recently. It's been designed to track your sleep patterns and wake you up during light sleep rather than deep, which is far less painful of course!

M: Neat. I like the sound of that. I might give it a try. By the way, one other phone hack I've learnt recently … you know, if your phone's being charged and you need it done ASAP, then what you need to do is put it in Airplane mode. That reduces the energy the phone uses and so speeds things up a bit.

P: Great! Thanks, Marie. Jamal. What have you got for us today?

J: Something completely different, actually. An email has just been sent to me by Maxine, who's suggested a hack for anyone out there who likes a spicy curry from time to time.

M: That'd be me, then.

P: Yep, me too.

J: Well, I guess you'll know that burning sensation you get when eating spicy food?

P: Oh yeah!

J: That's caused by a chemical that's found in chillies, and once it's in your mouth, it attaches itself to the ends of the heat-detecting nerves, tricking them into thinking the temperature has increased. To get rid of the burning feeling, you need to wash away the chemical, but it doesn't dissolve in water, so instead you need fat from something like yoghurt. The fat washes off the chemical and stops the burning.

P: I'm sure there'll be plenty of listeners out there glad to hear that one, Jamal.

Track 11

1

I'm always quite doubtful about all these tips they give on the internet about, you know, how to get a six-pack fast, repair a scratch on your phone, or boost the processor in your laptop. But I was desperate to try out one trick once.

My phone battery kept going flat really quickly and it had to be recharged every six hours or so. It was pretty annoying. Then I read about a simple trick on the internet – the battery was believed to work much longer if you kept it in the freezer overnight. The battery was built-in, so I decided to put the whole phone into the freezer for the night. The next day I took it out and tried to turn it on, but with no effect. Not only did the battery die completely, but moisture got inside the phone and damaged the speakers inside. The phone was useless and I had to buy a new one much sooner than I had planned.

2

A friend of mine showed this trick to me the other day. We had been working on a project until late in the evening and he suggested that we make some toast for supper. When I came to the kitchen, I saw that the toaster was turned to the side and the bread that was being toasted had a slice of cheese on it. Wow, what an easy way to prepare something better than just plain toast!

I have mentioned that to my mother, but she refuses to use the toaster in this way. She says electric devices are said to get damaged easily if they're not used strictly according to the instruction manual.

3

I first saw this hack on an internet site – it was claimed to be widely used by teenagers, but I never considered trying it out myself. But once, my friend and I were sitting in her bedroom and watching streams from our favourite Youtubers. Fun as it was, my arm got stiff from holding the phone still for several minutes. Then, my friend grabbed one of her larger hair clips, put the phone inside its claws and put it on the table. It was such an easy way to make a phone stand! Now, every time I buy a hair clip, I check if it is large enough to hold my phone.

4

It is said to be the smartest way to remember all the stuff you have lent your friends. Just think how many times your mate borrows your book, hairband, or piece of jewellery. All too often, these things are lost forever,

as you can't even remember who to ask to return them. All you should do is shoot a photo of a person taking your item – obviously, with this item in his or her hands. A photo like that can easily be kept in your phone until the borrowed item is returned. Personally, this method helped me get back a few things, like my bracelet or phone case.

Track 13

a
Many people, like the Greek philosopher Aristotle, believed the heart was the centre of intelligence, but there were others who disagreed and the idea of thinking with your heart didn't die out until the Middle Ages.

b
The market for brain games has grown massively in recent years, but the research into what impact these training products have is still hotly debated. While it seems probable that they can have a positive effect, it's certainly not yet been proven.

c
There has been some research on Einstein's brain which suggests he had more neurons and that some parts were more developed, but the size of his brain was average or slightly smaller, and it can't be proven that any of these differences were what caused his intelligence.

d
The brain contains 75% water, which is perhaps why being thirsty can affect your ability to think.

e
We use all our brain at some point, and most of the brain is working most of the time.

f
Exercise – at least light exercise like a short run or swim – produces chemicals that help you think.

g
Brain scans of taxi drivers have shown that they have a larger hippocampus than average.

h
It has been disproven that creative people have a dominant right brain. We use both sides of our brains in creative acts and everyone's brains are pretty much equal on both sides.

Track 14

Scientific Method is basically an organised way of designing and setting up experiments that helps you answer questions or solve problems. It usually involves six specific steps. Firstly, define the purpose of your experiment. What question are you trying to answer? Maybe you want to find out if the colour of a light bulb affects plant growth, for instance. Next, do your research: look for information in books, on the web, and so on. Get as much information as you can before you start your experiment. Maybe someone has already done a similar experiment that you could repeat or develop. After this, you form your hypothesis. In other words, you predict an answer to your question. It's best to state your hypothesis explicitly. An example might be, 'If I grow plants under red light bulbs, they'll grow faster than plants growing under white ones.' Then, comes the fun part – the experiment itself. Design a test to find out if your hypothesis is correct. In our example, you could set up some plant seeds under a red light bulb and some under a white one and observe each for a couple of weeks. During the experiment, keep a record of what happens and then analyse this data before finally drawing your conclusions. Review your data to see if your original hypothesis was correct. If the plants under the red light bulb did actually grow faster, then you've proved your hypothesis. If not, your hypothesis was wrong. Either way, you've discovered something!

Track 15

1
The first time I tried to play the flute, I thought that I would never learn. It was so hard to remember where to put my fingers for the different notes. I kept making mistakes, but my mum always said: 'Practice makes perfect'. I practised every day for one hour over a whole year. At the end of that year, I could play entire songs. I even performed at a local concert. Now, ten years later, playing the flute is what I do for a living and people come from far and wide to hear me.

2
I was born different from other people. My parents always told me that different means special and that I would be happy I had such a gift. I have what's called an eidetic memory, or a photographic memory. I can remember images, sounds, and objects many years after having seen or heard them. This has certainly come in handy at school, because I don't ever have to study or write anything down. My brain can pull up images from the white board or textbooks whenever I need them. Is there anything negative about a photographic memory? I haven't discovered anything yet!

3
I have dyslexia, which means that it is very hard for me to read and therefore study in the same way that my friends do. The worst part about it is that when I read, the letters jump around. Just when I think that the word makes sense, the letters seem to have formed a new word. It can be very frustrating. Luckily, my teachers and family are very supportive. They know I am smart and that I try hard. They always make sure that I have extra time when taking an exam or studying so that I'm not rushed.

4
Learning a new language can be easy if you take the time to notice the patterns of the language and if you are open to making mistakes. You won't learn just by forcing yourself to remember single words. It is best to immerse yourself in the culture that language comes from, for example by going away for a summer study programme. If you hear a new language from morning until night, you will eventually start picking out words and learning them without trying. If you could spend 10 hours a day learning a language, you would need 48 days to master simple languages and 72 for difficult ones.

Unit 2

Track 17

I = Interviewer, PS = Paloma Sánchez

I: So today, inspired by the exhibition *Extinction: Not the end of the world?* we're talking about conservation – and here to discuss it is biologist and conservationist Paloma Sánchez. Paloma, welcome.

PS: Pleasure to be here.

I: So Paloma, I suppose the first thing that will strike people is the statistic that 99 percent of species that have ever lived on Earth are already extinct!

PS: Absolutely. Extinction is as natural part of our planet as death itself: we all die, and all species eventually die out!

I: Indeed, but doesn't that raise a huge question for you as a conservationist? Should we even try to preserve endangered species? I mean, if evolution is the survival of the fittest, then you might stop weak species going extinct, which could be a bad thing. Maybe we shouldn't interfere.

PS: Well, I think there's a bit of a misunderstanding there. That phrase, 'the survival of the fittest' can suggest evolution is a kind of competition where only the strong survive, but that's a myth. The initial genetic changes that lead to evolution occur purely by chance. Those changes have a positive effect on a species' ability to breed, defend itself or get food and, as a result, the genes get passed on. However, while the changes must bring some benefit, the animal can be weaker in another area which might actually leave it more at risk of extinction.

I: Really?

PS: Absolutely. Say an animal adapts perfectly to one specific area. If that habitat disappeared for whatever reason, they'd easily die out.

I: They couldn't adapt to a new environment?

PS: Not unless their existing features matched the new environment, because evolution's not a choice, and the chance of getting the right genetic change is low.

I: And that's why we've had mass extinctions like the dinosaurs?
PS: Exactly. And the argument is that humans are now the equivalent of an ice age. We're causing so many changes so quickly that animals and plants can't adapt and are dying out at an incredible rate.
I: But that still doesn't explain why we should protect them, does it?
PS: Well, I suppose because we humans can choose to alter our behaviour. I feel we have a duty to.
I: A lot of people won't share that feeling – they will think of the cost of conservation.
PS: It's not cheap, but they might want to look at it from a purely selfish point of view. Plants we're killing could be cures for cancer. And losing biodiversity has negative consequences for us – some that could even lead more quickly to our own extinction!
I: Yes – a point the exhibition ends with. Our short-term survival isn't guaranteed.
PS: Absolutely not, but conservation of other species may help us last longer.
I: Paloma, shall we leave it there?
PS: Sure. Thank you.
I: Thank you.

Track 18

Can you name ten species that are protected in Poland? Of course bison, lynx, or wolf will come to mind at first, but are there many more? Actually, you will be surprised that about 500 different species are under protection in Poland! These include about 50 mammals and 5 reptiles, but the largest group is birds – they make up over eighty percent of all the protected species! And speaking of protected species, don't forget that popular bats are NOT birds, even though they move in the air as if they could fly. Over 20 different species are present in Poland. These unusual mammals have developed wings, which are formed by a membrane between their fingers. Their sleeping position is also unlike other animals, as they hang upside down. They have poor eyesight but their sense of hearing is really advanced – they use a method called echolocation to navigate and find food. They can be found in dark caves where they are protected from enemies. If you like hiking and happen to explore one of the caves in the Kraków-Częstochowa Upland, you can be sure to find some bats inside. They usually live in colonies, which may be as large as several thousand animals!

Track 19

Już wkrótce zakończą się prace modernizacyjne w naszym zoo. Za dwa tygodnie otwarte zostanie zupełnie nowe skrzydło, w którym będzie można podziwiać egzotyczne ptaki z całego świata, w tym unikalne papugi, orły i tukany. Będzie też okazja, by zobaczyć po raz pierwszy małego orangutana, który przyszedł na świat dwa miesiące temu, w trakcie remontu. Jego matka jest u nas już od czterech lat. Zoo zaprasza codziennie, oprócz wtorków, i przypomina, że karmienie zwierząt jest zabronione. Po ostatnim wypadku, kiedy gorylicę Ritę ledwo odratowano po tym, gdy ktoś dał jej nieświeże owoce, personel jest wyjątkowo wyczulony na próby podrzucania jedzenia.

Track 21

A study sponsored by the US Department of Education and conducted by researchers at the University of Connecticut has revealed the alarming degree to which internet users believe anything they read online. As part of the research, students were sent to a website containing details about a made-up creature – the endangered Pacific Northwest tree octopus – in order to assess their ability to evaluate information found online. Researchers discovered that not only did students believe the site was genuine, but some also insisted the octopus must exist even after it was revealed to them that it was all a trick. This has led to concerns that students are now too reliant on the internet when doing research, as well as fears that students are not being taught how to check whether information found on the internet is genuine or not.

Track 22

Speaker 1
I feel a bit stupid for ever believing it, to be honest. I can't have been paying attention when I read about it. I mean, as you can see, it does look quite professional, but when you look a bit closer, you realise that all the links about the different kinds of tree octopuses go to the same page. I really should've noticed that. And also, as he keeps reminding me, even my little brother could've told me that the photos were fake. He's really good with Photoshop and notices things like that. Oh, well. You live and learn.

Speaker 2
I used to really love eating meat. I mean, you could've told me how cruel it was, and I honestly wouldn't have cared. I just never really used to think about the connection between dead animals and the meat that I ate. It's weird – I can't remember exactly when my feelings started to change. I think I might've read something about how much water is used to raise cattle, perhaps. I don't know, but if it was that, it must've had an impact because I've been vegan for quite some time now. I don't eat or wear anything from animals: no eggs, no milk, no leather, nothing!

Speaker 3
I never really used to like snakes. I mean, I wasn't afraid of them or anything – I might've been able to touch one or pick one up if the chance had arisen, but I would certainly never have thought about owning one, that's for sure. Then my big brother got one for his 16th birthday and I started getting interested. Now I'm just as bad as he is! Our favourite is a python called Monty. We will have had him for three years this November.

Unit 3

Track 25

The Monster Engine is one of the most wonderful things I've come across in quite some time. It's a book, a lecture and a gallery exhibition, featuring wonderfully detailed coloured paintings of all kinds of crazy creatures. And none of it would ever have happened if comic artist Dave Devries hadn't spent a day with his young niece Jessica back in 1998. Jessica was busy filling the pages of a sketch pad with pictures of monsters when Devries suddenly thought, 'What would these drawings look like if they were painted more realistically?'
Using his experience of drawing superheroes and comic book characters for DC and Marvel, he then set about applying colour and shading to children's artwork in an attempt to bring their pictures to life. For Devries, it was also a link back to his own childhood and proof, if he needed it, that he could still see with the eyes of a child – still create like a child creates. At the heart of *The Monster Engine*, though, lies a much bigger idea: that most adults would be more creative if their schools had embraced difference and encouraged unusual ways of seeing the world. Now, of course, this isn't a new idea. But it is an important one. As Sir Ken Robinson famously points out in one of his TED Talks, if you're at school now you'll probably be entering the world of work in the 2020s or early 2030s and, if we're honest, we have no idea what skills will be needed in the workplace by then. Skills will be more important than knowledge and being able to think outside the box will benefit you greatly.
Now, you might be thinking that this all sounds a bit extreme. You might be asking, 'If schools are so bad, how come we've got the Dave Devries and Ken Robinsons of this world?' But surely it's worth asking how things could be even better and what else schools could do to stimulate creativity and keep alive in us the childlike desire to experiment, to play, to fail – and then to try again! Because surely that's the very essence of human creativity and will serve people well in the future!

Track 26

1
What does it mean to be creative? Well, to me, it's basically something you develop in your soul rather than mind. If you are creative, you look for new ways of expression; that's why creativity is best seen in arts. You need your own original ideas to create a new painting, sculpture, or

poem. And what I mean by 'new' here is the form rather than just the topic or contents. That's how new trends in art appear. Think of Magdalena Abakanowicz – she was a world famous artist thanks to the unique form of her sculptures. The same is true of Pablo Picasso. He definitely created his original style that no one could easily repeat.

2

Creativity is all about finding solutions that are not obvious and far from what other people would do if they were in the same situation. Think about this popular riddle: there's a room with three light bulbs inside. The switches for these bulbs are outside and the door is closed. Your task is to find out which bulb is operated with which switch. You can manipulate the switches as you wish before entering the room, but once you're in the room, you cannot touch the switches any more. How many switches can you match with their corresponding bulbs? Most people will only identify one switch by turning it on and checking which bulb is lit. But if you are a creative person, you will turn on the first switch for a few minutes and then turn it off, turn on the second switch and leave the third switch untouched. After entering the room, you will have one bulb on and two bulbs off but in two different states – a hot one and a cold one.

3

There has never been a better time in history for creative people than now. Technological progress is driven by people who can think ahead and introduce functions and devices that haven't been used before. Think of, say, real-time speech translation offered by some applications, drones delivering your shopping, or 3D prints of parts of the body. They would have never had a chance to appear if someone really creative hadn't said at one moment: 'Hey, I've got a plan. It might sound crazy, but how about we do it this way?' And then they realised that their innovation worked perfectly.

4

For me, creativity involves strategic thinking because it is mainly based on the ability to foresee possible problems or failures and arrange everything around you so as to avoid these unwanted scenarios. My mum has always been very creative in that regard. Whenever I went on a trip, especially in primary school, she would tell me to take this small bag of various medicines and stuff. In most cases, I never even opened it. But on those rare occasions when I had a runny nose, lost a button on my shirt, or scratched my knee, I could find an extra packet of tissues, a safety pin, or a piece of plaster in the bag. It was like magic for me then, but now I treat it as creativity, even if others might just call it foresight. But if she hadn't taught me to be so foresighted then, I would probably not be as creative now.

Track 28

Susie: Hi there, Nikola Tesla, I can't believe you're still alive. 163 is a remarkable age! What a wonder we managed to find you.

Nikola: Yes, well I invented the elixir of youth and decided to retire at this beautiful farm in Arizona. I try to keep a low profile.

Susie: Well, I will try not to take up too much of your time, although you obviously have a lot of it! Can you tell us a little about your childhood?

Nikola: Well, I was born in what is now Croatia, however I am an ethnic Serb. My father was an Eastern Orthodox priest and my parents wanted me to follow in his footsteps. When I became deathly ill with cholera, my mother told me in a bedside whisper that if I got better she would send me to engineering school!

Susie: Well, you obviously did get better! Where did you get your talent from?

Nikola: Funnily enough, it wasn't from my early education! I was born with a photographic memory, so that certainly helped. Most of all, however, it was my mother who was constantly making tools and other appliances on her own at home. She was quite an amazing woman. If she had been born today, she would have probably been a very successful inventor. During those days, women weren't encouraged to be active professionally. I actually think she was probably a bit bored at home.

Susie: That's an interesting fact I wasn't aware of – the one about your mother. So how did you actually start to invent?

Nikola: Well, I ended up getting a scholarship to the Austrian Polytechnic in Graz. But in my second year, I started gambling and lost my scholarship. I never got my diploma and was quite ashamed of that. In 1879, I suffered a nervous breakdown, because my life wasn't going in the right direction. In 1881, I started working at the Budapest Telephone Exchange and it was then that I was finally able to dabble in my inventions and put them to good use.

Susie: When did you start working for yourself?

Nikola: That was in 1885. I met two men who agreed to finance the Tesla Electric Light & Manufacturing Company. I obtained several patents for the company, including for a DC generator, but eventually those men left me behind and took everything the company owned. I was left without any money.

Susie: Ouch! That sounds rough! What did you do next?

Nikola: I formed the Tesla Electric Company in 1887 with two other men. I developed an AC (alternating current) motor and later licensed the patents, which earned me quite a bit of money. I kept pretty busy after all that and invented many things, such as the Tesla Coil.

Susie: It's a funny world! Probably everyone thinks I've been talking to the real Nikola Tesla. You're only his namesake who's agreed to act as the famous inventor, and you've done it perfectly well.

Nikola: Well, that's what we set out to do, to trick the world.

Susie: Thank you for your time!

Nikola: Thank you!

Unit 4

Track 30

Woman: Welcome to Travel Chat. I'm here with Stacey, who's lived in several countries because of her parents' work. How many places is it, Stacey?

Stacey: Five now – if you include the USA.

Woman: Quite a variety. So today we're talking about intercultural communication … or should I say miscommunication.

Stacey: Yep.

Woman: And I think your first example's from Germany.

Stacey: Yeah, so when I was first there, I was leaving school one day and I asked a German girl from my class if she was going to the train station, and she replied, 'Of course'. And I thought, 'That's rude' because to me 'of course' means, like, 'obviously' and so she made me feel like I was stupid for asking!

Woman: Absolutely!

Stacey: Anyway, we walked on a bit in silence and then I made an excuse: I said I'd forgotten something and had to go back to school.

Woman: Awkward.

Stacey: Yeah, definitely. Anyway, that evening I told my dad what had happened and he said that I shouldn't be so sensitive because in German the word for 'of course' is also used for 'yes' or 'absolutely'.

Woman: In other words, the girl was actually really pleased to go with you!

Stacey: Yeah, exactly! Silly of me to think otherwise, I guess.

Woman: But it does make you realise how easily misunderstandings come about when you make certain assumptions.

Stacey: Yeah. So, I know Americans who were in Russia, and they thought Russian shop assistants were a bit rude because they didn't smile or ask how you were. However, a Russian friend told me their parents kind of discouraged them from smiling at strangers because it is seen as a sign of dishonesty. There's also a Russian proverb that says, 'Laughter for no reason is a sign of stupidity'.

Woman: Not a good message if you're trying to sell something!

Stacey: Exactly! But Russians do smile at people they know – in fact, I'd say they're really warm and friendly. I also have a Korean

friend who went to the USA and she wondered why people asked, 'How're you doing?', but then when she replied – you know, actually told them how she was – people gave her strange looks. But, of course, to them they'd only said 'hi' so all they expected was 'hello' in return!

Woman: Yeah, and I guess you could take offence when that happens and say people are insincere.

Stacey: Exactly! But it's like in Chinese, sometimes people from China ask – I mean literally – 'Have you eaten?' instead of saying 'hello', but it doesn't mean they're offering you food at that moment.

Woman: Although they certainly will at other times. I've heard international companies often give lessons to avoid these breakdowns in communication. Have you ever seen anything like that?

Stacey: No, not really. I just talked to people, and as you go on, you learn not to assume what you do or say is normal. There's always an alternative interpretation.

Woman: That's a great lesson because miscommunication happens in all walks of life. Have you found your intercultural experience has helped with other relationships?

Stacey: For sure – although I do still argue with my mum sometimes!

Track 31

1

I spent some time with a Polish family as an exchange student. What caught me by surprise the first day I came there was that all the members of the family wore those funny slippers at home. There was no chance you could have any trainers or other shoes on your feet while you stayed inside. I thought they would let me wear my trainers, but they insisted I take them off and either walk barefoot or wear a pair of slippers they had bought especially for me. They had big pom poms, so I thought they looked weird at first, but then I didn't mind wearing them. They appeared to be quite comfortable. And I must say, I bought a pair of slippers as a souvenir before I came back home. I wore them for a few months every time I was at home!

2

I live in Italy, but my family is of Polish origins. Two years ago, some distant relatives from a small village near Cracow called us and said that we could spend Easter with them. You know, we do celebrate Easter in Italy, but it is not as festive as in Poland. But the most unexpected part of the holiday was Monday. My sister and I left the house to take a walk in the neighbourhood and all of a sudden two boys ran to us with buckets full of water and poured all the water on us! We were both soaking wet. The boys ran away laughing. I was angry at first, but then my cousin explained that it was a typical tradition called Wet Monday. Luckily, the weather was quite good on that day, so we didn't end up getting a cold or anything.

3

I've always considered myself to be a man of good manners who knows the rules of savoir-vivre very well. I always know how to behave in various situations, especially in official contacts with other people. However, when I came to a three-day conference in Warsaw a few months ago, I was quite shocked to see that men greeted women by bowing and kissing their hands. I was pretty sure this custom had long been out-of-date in Europe. And frankly, I didn't feel like kissing strangers, even if others told me it was supposed to be just a kiss on the hand. Anyway, when it was my time to say hello to others, I simply approached each lady and shook her hand. Even if I felt that she was trying to raise her hand higher for me to kiss it, I kept it in place for a while and said 'Nice to meet you, Madam' and then loosened my grip on her hand and went on to greet another participant. I don't know how rude it was to them, but I consider this kind of greeting awkward.

4

When I told my friends I was going to Jastrzębia Góra on my summer holiday, they advised me to buy a beach paravan. 'Everyone has to mark their area on the beach in Poland', they said. I laughed at it and replied that I didn't quite believe it could be true, but to my surprise, they were right! Every day, the whole beach was divided into small plots separated with paravans. This was weird, especially considering the fact that in many cases people had fenced some area with their paravans early in the morning and then didn't come to the beach until noon. You never knew if you could put your blanket in such a place or not. I felt it was a bit unfair. Sometimes I heard people quarrelling about a spot, which was silly. After all, the beaches in Poland are public, so everyone should be allowed to put their blankets or towels anywhere they wish.

Track 34

Speaker 1

As a shopkeeper, I'm basically in favour. These kids don't actually spend any real money with us and in fact we've lost a bit of stock recently, which I think might be down to them. As a parent of a teenager, I know they're not all like that, but you know there are better places for them to go.

Speaker 2

This is crazy! Just because you're hanging out in a group, it doesn't mean you're looking to cause trouble. The shopping centre is relatively safe, you know, there are security guards around and it's out of the rain. I mean, where else are we supposed to go? Or are we just not supposed to hang out at all?

Speaker 3

As someone who goes there quite a lot, I totally support the idea. They're often loud and take up the whole place so you can't walk around very easily. They don't show respect. For an older person like me, I feel a bit scared. I don't want to go there.

Speaker 4

Speaking as a teacher, I just don't get it. We see kids who aren't independent. They spend all day at home – they rely on their parents for everything. This is sending the wrong message. Just because one or two misbehave doesn't mean they all do. I mean, adults shoplift and cause problems too, but we don't ask adults to be accompanied by their parents – or their children!

Speaker 5

OK … if I look at it from my grandpa's point of view, I can kind of understand it. He often complains about kids in the shopping centre. But I think it's more about the media and all the negative stereotypes of teenagers. I'm not loud or disrespectful or causing trouble. Banning us from the shopping centre? Come on, give us a break!

Unit 5

Track 36

The earthquake that struck the small Caribbean country of Haiti on the evening of January 12th, 2010 measured a massive seven on the Richter scale. The devastation which it caused was simply staggering – hitting the capital city, Port-au-Prince, particularly hard. Over the next few days, the country, which has long been one of the poorest in the world, struggled to cope in the absence of any organised relief effort. Many of those who had survived were left to fend for themselves. The city's hospitals had all been destroyed, roads in and out of the city remained blocked and the seaport, which supplies would normally have been delivered to, was also unusable. A humanitarian crisis was unfolding.

Track 37

Watching all of this thousands of miles away in his Boston home was Patrick Maier, who decided that he had to do something – anything – to help. Maier, whose girlfriend, Christine Martin, was doing research in Haiti at the time, came up with the idea of using technology to create an interactive online map that crowdsourced information about what was happening on the ground. Using free mapping technology called Ushahidi, which had been developed a couple of years earlier in Kenya, he started updating a map of the country using social media reports, many of which he soon realised he'd need to get translated. Within a few

days, he was having to reach out for volunteers, many of whom had Haitian roots and were only too happy to help and, before long, over one million edits had been made to the map!
This incredible resource quickly became the main map used by all those involved in helping to provide aid and assistance to the people of Haiti. Using the incredibly specific information it provided, helicopters were able to drop tents and food to desperate people whose homes had been completely destroyed and evacuate people who were trapped or injured. The map was quite literally a life-saver! And it set a new standard for how technology can be utilised in times of crisis. Since 2010, Ushahidi has been used to focus world attention on humanitarian crises and to help tackle forest fires in Russia and floods in Colombia. And most remarkable of all is the fact that anyone with access to a smartphone, tablet or laptop can now play their part in all of this as well. We are all connected and all able to help.

Track 38

Woman: How long have you been an emergency worker?
Man: Well, my first rescue was over twenty years ago. A tragic flood struck Poland in 1997, when I had just completed my first-aid course. I joined the local rescue team in Wrocław immediately and helped evacuate people who had been trapped in the flood zone. We did our best there, but it was beyond our abilities to help everybody; the disaster took the lives of over 50 people. After that, I did some regular jobs for a few years, but I kept on getting trained as an emergency worker. It was not until 2005 or 2006 that I decided to become a professional rescuer.
Woman: Did you specialise in flood emergencies then?
Man: Not at all. There have been various disasters since then where I was able to prove my skills. In August 2008, for example, there was a series of devastating tornadoes that hit three provinces in Poland, killing four people, injuring almost 100 and damaging over 700 houses. We were responsible for organising the quick transport of the injured to hospitals.
Woman: How do people react when they face a life-threatening natural disaster?
Man: Basically, an emergency causes most people to act reasonably and responsibly. You must remember the 2017 tragedy in the small village of Suszek, where a sudden cyclone hit a scout camp in the middle of the forest. Most participants followed the emergency procedures and helped each other to minimise the impact of the whirlwind. Still, two scout girls died when a tree collapsed on their tent.
Woman: I remember that. It was a terrible shock when the news appeared in the media. How did you help there?
Man: The most tragic fact is that the camp was completely cut off by fallen trees and emergency services couldn't reach it immediately. All we could do there was clear the way to the camp by removing the trees, which took several hours. I still wish there had been more we could do to help.
Woman: Are there any irrational reactions from people in emergencies?
Man: Oh yeah, lots of them. During evacuations, it's fairly justified if people try to take their dogs, cats, or other pets with them, but I have heard of a man who refused to leave his flooded house unless the rescuers helped him move his piano upstairs! I also remember a recent case, in January 2019, when the Tatras were buried in snow and one mountain shelter was completely cut-off with 5 tourists and a few staff members inside. When the helicopter came to evacuate the tourists, one of them declared that he would stay inside and enjoy the views with no one around until the weather improved. It was risky, but luckily, no one was harmed.
Woman: Were you on the helicopter then?
Man: No. I only heard about it in the news. I'm not involved in mountain rescue.

Track 39

1
Darling, what's happened? Are you OK? Hey, wake up! Can you hear me? Oh my God, it's a heart attack or something! Where's my phone? Hold on honey, I'm just calling for help. It's nine-nine-nine, I think.

2
Woman: Look at that boat over there. There were two boys in it but now it's upside down. Can you see them around the boat?
Man: Yes, I guess they're holding the boat and screaming for help. They have no life jackets, it seems. I'll try to row towards them and you call the emergency services.
Woman: Sure. What's the number?
Man: Six-oh-one, one-hundred, one-hundred.
Woman: Got it.

3
Girl: Oh no, someone's burning the grass in the fields again.
Boy: They'll never learn it's both useless and dangerous.
Girl: Yeah, the burning area is quite big here and it's close to those farm buildings over there. Shouldn't we call the emergency services?
Boy: Oh yes, we'd better. Remember the number?
Girl: Sure. It's nine-nine-eight.

4
Man: Hey, this guy has just hit the side of our car!
Boy: Yeah, and he's running away. Can you catch him?
Man: No, he's too far now. Have you seen his car plates?
Boy: Sure, I've shot a photo of his number.
Man: Good. He won't get away with it. Call nine-nine-seven.

Track 41

Now I realise that my choice may not be the most popular. In fact, over recent years, increasing public outrage has been directed at many of the top professionals in this line of work. There's a perception that salaries in this field are out of control and that greed and self-interest are king and they offer little for society let alone a crisis. But think about it for a moment. Firstly, people who've made their millions on the pitch will have plenty to donate to people in a crisis. Secondly, imagine if they actually went out and helped – what a great message that would send. These people are role models and would be a real force for good in showing young people values such as hard work, getting your hands dirty, showing respect and that there is more to life than sport. And of course most of them are really strong and fit – just the kind of people you might need to clear debris and piles of litter. Finally, think about how they might also lift the spirits of people who have suffered a lot. They bring joy to millions and I'm sure fans would be amazed to meet them or even actually watch them play. They would be great in a crisis!

Track 42

1
As a child, I lived in California, where earthquakes are very common. From a very young age, we were taught how to behave when an earthquake strikes. Often, they come on without warning. People used to say the safest place to be is a doorway, but in fact these days, a doorway is just as safe as other parts of a building. The general rules are: one: drop to the ground, two: take cover, preferably under a table, three: hold on tight until it is over. Also, don't go near windows or anything else that could shatter or fall down. Me and my friends know these rules by heart and they have come in handy many, many times.

2
Ladies and gentlemen, this is your local news station with an emergency alert for the region of Southern Florida. We have just received word that there is a serious risk of flash flooding for many counties in the area. People are requested to remain at home after 5 pm and stock up on food and supplies. Those who live within 100 metres of the coast should board up their homes and evacuate to higher ground until the emergency alert

has passed. We will keep you updated as we receive more information. Until then, stay safe and follow the instructions of emergency services in your area. Thank you.

3

Martin: Hi Mum, I'm calling to let you know that I'm okay. Luckily, I am far away from the burning forest, but the roads are all blocked and I can't get home.
Mum: Oh Martin, I'm so happy you called! I was so worried. Do you have enough food?
Martin: That is the least of my worries! I'm just happy that I'm safe. There are a lot of people that lost their homes, family, and pets.
Mum: Well, make sure not to breathe in the smoke.
Martin: Luckily, we were given masks to filter the air. I plan to try and help the people that weren't so lucky. I'll call you soon.

4

Interviewer: Today in the studio we have Renata Kijek, a meteorologist at TwistTV in Poland. I've been observing the weather in Poland for the past few years and I have noticed very drastic climate change. Is this actually the case?
Renata: Unfortunately, this is indeed true. Due to global warming, the winters are becoming warmer and the summers are becoming hotter.
Interviewer: So which season is more likely to experience extreme weather?
Renata: Definitely the warmer seasons, so spring and summer. This is when you'll have flooding, severe storms, and extremely hot weather with droughts.
Interviewer: What can we do to prepare for these conditions?
Renata: It is mostly up to local and national governments, because they need to have people and systems in place to deal with potential dangers, as well as to be able to predict these events.
Interviewer: Thanks so much, Renata!

Unit 6

Track 44

Clara: So, James, last week we had an email from a listener, Hugo, who is recovering at home from an injury and wanted suggestions for inspiring films to watch.
James: And we got quite a few.
Clara: Absolutely.
James: So, Clara, first up is *127 Hours*.
Clara: You don't think that's too much?
James: You think? For those who don't know it, this is the true story of Aron Ralston who was climbing in Utah when he slipped, fell down a small canyon and got his arm trapped between a rock and the wall. He couldn't move it. He was in the middle of nowhere and no-one could help because he hadn't told anyone where he was going.
Clara: Not the best situation to be in.
James: No. So basically, after trying everything to free his arm, the only thing he could do was cut it off.
Clara: I know! It's horrible.
James: It is horrible, but they manage to film it in a way which isn't over the top and you do learn his life went back to normal after the accident. Considering it's 90 minutes watching someone who can't move, it's very gripping.
Clara: That's true. It's the same with that film about the guy who had a stroke and was left completely paralysed and unable to speak.
James: *The Diving Bell and the Butterfly?*
Clara: Yeah, an amazing story. It's based on his book, which he actually managed to dictate by only moving his eye. Incredible!
James: Yeah, it is incredible, but sorry, the movie didn't do it for me.
Clara: No?
James: Bit dull.
Clara: Whatever. I liked it.
James: What about *Frida*? This is about Frida Kahlo, the Mexican artist who suffered intense pain all her life after a terrible bus accident and …
Clara: James, we're looking for inspiration, not pain and misery.
James: No, no, it is inspiring. I mean, she managed to deal with that pain in the end and was able to turn it into incredible art.
Clara: I suppose, but …
James: You know, she succeeded in becoming a world-renowned artist. That's pretty amazing.
Clara: I know, I know. It's just that the film …
James: What?
Clara: I guess it depends if you're into art.
James: It's not your thing then.
Clara: Not exactly. I prefer something like *The Fundamentals of Caring*.
James: Oh, yeah! Now, that's a great choice.
Clara: So, basically, the film is about this guy who becomes a care assistant and his first job is with a teenage boy who has a disease that weakens his muscles and has left him in a wheelchair. Put like that, it doesn't sound great, and it's not even about him recovering …
James: No, but it kind of is, because he learns to make the most of his life. In fact, they both do.
Clara: Which is what I love about it.
James: And it's really funny.
Clara: Exactly! At least we've been able to agree on one movie.

Track 45

1

I came back from a holiday in Asia with symptoms of what initially seemed to be a regular cold or flu. I couldn't get better, though. Instead, I felt weaker and weaker and I kept having a high temperature until I passed out on the fourth or fifth day after coming back. When I went to the doctor, he initially wasn't able to find the cause of my condition, but after thorough examination he diagnosed me with some exotic disease caused by an insect bite. I had to stay in hospital for several days and take a series of quite painful injections. When I read about this disease later, I realised that I could have died if I hadn't seen the doctor in time!

2

As a result of an ear infection that I had as a child, I suffered from pretty poor hearing and believed that there was no other way to help me but a hearing aid, which – I'll be honest – looked ugly and made me feel embarrassed among my schoolmates. One day, however, a foundation contacted my parents and offered to pay for an innovative surgery which could improve my hearing. It was all about a new method of implant surgery which was still in the test phase at that time. My parents took the chance and I had the operation. The doctors succeeded in performing the whole procedure perfectly, and it completely changed my life – it's been over ten years since the operation and I have been able to hear everything perfectly. Sometimes, I even seem to forget that this tiny thing is implanted somewhere inside my ear.

3

I'm a perfect example of the phrase 'one moment turned my whole life upside down'. It was a car crash that I was in half a year ago. Another car hit mine on a bridge and I fell off several metres down. I didn't come round until two days later in the intensive care unit in hospital. I had a brain concussion, some internal injuries and several broken bones. I spent almost two months in hospital before the doctors decided to release me. What turned out to be the worst consequence of the accident was the injury to my right leg. The bone in my thigh was fractured badly and it took over a month before I managed to get out of bed without anybody's help. I still need rehabilitation with a physiotherapist, though. Luckily, I am finally able to walk on my own again, but it still hurts and I need a crutch.

4

I used to be a cyber-junky two years ago. I spent between ten and fifteen hours a day playing video games. I missed sleep, meals, and school. I managed to hide it from my parents for a long time. I denied being addicted for most of the time. I claimed that as long as I did well at school

and got on well with friends, it was no one's business to mess up with my life. But then one day I watched a documentary about rehab centres for internet addicts in Asia. It was such a shock that I decided I had to do something about my problem. I changed my life style completely – I gave up video games completely for several months. I felt terrible at the beginning – but I think it only proved how deeply hooked I was. Now I play games very rarely, for around an hour a week. But I feel I succeeded in winning my life back.

Track 47

We're all used to hearing news about the terrible things going on around the world, but rarely do we hear much about the exciting new developments that are actually helping to make our world a healthier, happier place to live in. The past decade has seen remarkable progress in the field of medicine. Only after scientists have been awarded a Nobel Prize or some other similar kind of honour does their work usually start to enter the public consciousness. Take, for instance, what's being called the 'bionic eye'. In the early 1990s, when a company called Second Sight started experimenting with ways in which electricity could be used to encourage patients to see spots of light, little did they know that they were on their way to revolutionising what's possible in the treatment of partial or total blindness! While surgical options did exist before the invention of the Argus II, none were nearly as effective as the device, which uses a chip that's implanted into the back of the eye and that receives its visual information from a tiny camera fixed on a pair of glasses. The images from the camera are converted into electrical signals and sent to the chip, where they stimulate cells that then send the information to the brain. While each bionic eye does cost a lot of money to set up – well over a hundred thousand dollars once treatment costs are included – reports from people who've been fitted with them have been incredibly positive, with recipients often speaking of the life-changing effects that surgery has had on them.

Track 49

Life was good. We'd been on our bikes for around five and a half hours when we got to the part of the ride that I loved, and that was the hills, because I loved the hills. And I got up off the seat of my bike, and I started pumping my legs, and as I sucked in the cold mountain air, I could feel it burning my lungs, and I looked up to see the sun shining in my face. And then everything went black. Where was I? What was happening? My body was consumed by pain. I'd been hit by a speeding utility truck with only ten minutes to go on the bike ride. I was airlifted from the scene of the accident by a rescue helicopter to a large spinal unit in Sydney.

Track 50

1

Boy 1: Hi! Sorry I'm a bit late.
Boy 2: That's OK.
Boy 1: Is Mike not here?
Boy 2: He's not coming. He's broken his leg!
Boy 1: You're kidding! When did he do that? I only spoke to him yesterday!
Boy 2: This morning. Apparently, he tripped when he was running for the bus and fell against a bench or something. This girl in my class Olga was there. She said the bus actually waited for him and he managed to get to school, but when he got there he was in such pain he could hardly walk.
Boy 1: I'm not surprised!
Boy 2: Yeah anyway they took him to the hospital and they said he'd broken it.
Boy 1: Poor guy. So is he OK?
Boy 2: Yeah, our teacher said he's fine. He has some kind of cast and they told him to take it easy for a couple of days. And I guess he won't be able to play football for a while.
Boy 1: He must be fed up! We'll have to give him a call or go round and see him.
Boy 2: Yeah, let's call him after the game. Anyway, shall we go? We don't want to miss the start.

2

Girl 1: Shall we go then?
Girl 2: Isn't your friend Ewa coming?
Girl 1: Sorry, no. I should've said. She's ill.
Girl 2: Oh no! What's up with her?
Girl 1: Apparently, she's just got this really bad virus. She wasn't even answering her phone. I had to ring her mum and she said she'd been up all night and had been really sick. She had a really high fever and everything.
Girl 2: Sounds horrible! I hope it's not too serious.
Girl 1: I don't think so. Her mum said she was a bit better, but that she'd probably be off for a few days.
Girl 2: What a drag! Well if you do manage to speak to her say 'hi' from me and I hope she gets better soon.
Girl 1: Will do. Anyway, where do you actually want to go – I want to get some new shoes.
Girl 2: OK, whatever. I don't have anything special in mind, but I'll see what's in the sales. Why don't we get something nice for Ewa? Cheer her up!
Girl 1: Yeah, great idea.

Unit 7

Track 52

Speaker 1

Well, my dad had been working in a really stressful job – he hated his boss and the bureaucracy, and he just wasn't very happy. Every day he was leaving home at six in the morning and not getting back until late, sometimes after ten at night. He'd always dreamed of being self-employed, being his own boss. So we said to him, 'Why not open a restaurant? You could rent premises and then find a partner and see if you could make it work.' So he did that, a year ago, and now the business is going from strength to strength. He and his partner are opening a new restaurant next month! And they're absolutely loving it.

Speaker 2

Running is becoming really popular where I live and lots of my friends were doing it. I'd never been very athletic before, but I took it as a personal challenge, I guess. And once I'd overcome my dislike of getting up early every morning before school and got into a routine, I actually started enjoying it. I decided to try to beat my best time by a few seconds every day. I ran my first half marathon last week and my goal is to run a full marathon. Even a half marathon is hard for me, so it's going to be tough, but hopefully I'll be able to do it!

Speaker 3

I've always been interested in stargazing, ever since I saw my first shooting star as a child. But can you imagine the experience of seeing lots of them all together? It's called a 'meteor shower'. I'd heard there was going to be a meteor shower over a few nights … called the 'Perseid meteor shower'. Anyway, I went out into the countryside with a friend hoping to catch sight of it. It was getting later and later, we were getting colder and colder, and nothing was happening. And then suddenly it got really cloudy and we couldn't see any stars – shooting or not! I was devastated! I'm determined to see a meteor shower, so I'm definitely going to try again next time.

Speaker 4

I've been taking cello lessons since I was a kid. My family said, 'You're really good at this. You could excel if you put your mind to it.' And then the chance came up to apply for a scholarship to go to music college, so I grabbed the opportunity. I had to take a theory test and do an audition, but to my amazement I got in. It's a dream come true! The course starts next September, so I'll be practising hard all next summer. And as soon as I've started the course, I'll have the chance to take up another instrument. It'll probably be the piano, I reckon. I've always loved the sound of the piano!

Track 53

Man: Marta, you're a volunteer for a charity foundation called *Mam Marzenie*. Could you tell me a bit about it?

Marta: Sure. *Mam Marzenie* is the Polish phrase for 'I have a dream'. The idea behind the charity is very simple. There are hundreds, if not thousands, of children who are seriously ill or disabled. In most cases, their parents do their best to ensure the best possible living conditions for these children. They spend vast amounts of money on expensive therapies, medication, or rehabilitation. We have to remember, though, that these little patients also dream of things that any other kid likes and enjoys. Sometimes, it's a gadget like a new video game or smartphone, but very often, these kids dream of much more sophisticated things like meeting a famous person or trying a sport or activity that is easy for a healthy person but practically impossible for them because of their disability or disease. That's where our charity comes in.

Man: So, you just buy gadgets for these kids.

Marta: Sometimes yes, that's all it takes. Mostly, these requests are easy to fulfil, because all we need is enough money to buy the necessary equipment.

Man: What kind of gadgets do children dream about?

Marta: The top three are smartphones, laptops, and game consoles. These are also the easiest dreams to fulfil. Then, we have requests for scooters and bikes. But remember, that as a rule, we generally don't accept requests for mechanically-driven vehicles unless they are powered by electric motors.

Man: So a car is out of question.

Marta: Absolutely, as is a motorbike or boat. Also, bear in mind that we make sure the dream we are trying to fulfil really helps the child and is not dangerous for them or those around them. In most cases, the kids' requests are very reasonable. These are just things their parents cannot afford or things that require a lot of effort to get, even for the parents of a healthy child.

Man: Let me guess – pets must also be popular dreams.

Marta: Of course! We have arranged several dogs for patients. Here, however, we always make sure that the dog will be appropriately taken care of by the child or their family; we don't want to hurt an animal. Also, we refuse to get any unusual, exotic animals as pets.

Man: Have you had such unusual requests?

Marta: Oh yes, I remember one kid asking for a snake and another who wanted to have an exotic spider. We decided to turn down these requests.

Man: What other dreams have you made come true for ill children?

Marta: There are lots of children that dream of meeting someone famous – a footballer, a singer, or a popular Youtuber. We always write to these celebrities to check if it is possible to arrange a meeting with them and, believe it or not, in most cases we get a positive response! Just to give you some examples, our kids have had a chance to meet Robert Lewandowski, Kuba Błaszczykowski, Christiano Ronaldo, Leo Messi and famous singers and actors!

Man: That must be quite an adventure for them!

Marta: No doubt it is! The same is true with various events that children dream of attending – matches at stadiums abroad, concerts by their favourite bands, or trips to places like Legoland or Disneyland. Not all of these dreams can be fulfilled, often because of the general health condition of the child, but we always try to do our best.

Man: Where do you get money for all these good things that you do?

Marta: First of all, we collect money as a public benefit organisation. That means that every taxpayer in Poland can donate one percent of their annual income tax to us. We also have several companies and corporations that sponsor us and fund hundreds of young people's dreams. We also encourage individuals to support us by donating any sum of money they can afford. We still have thousands of dreamers to help. So every single zloty is appreciated. If you feel you might be able to support us, visit us at www.mammarzenie.org

Man: If there are still thousands waiting for their dream to come true, how many have you helped so far?

Marta: Since we started our activities in 2003, we have fulfilled over 8,000 dreams for our patients.

Man: That's an impressive number! You've certainly done a great job there!

Track 55

Girl: I've been reading about a surfer called Bethany Hamilton. She lost her arm when she was thirteen and yet she still somehow managed to win surfing competitions.

Boy: Wow! How did she lose her arm?

Girl: Well, she was out surfing and she was attacked by a shark, and it actually bit off her arm!

Boy: How awful.

Girl: Yeah. But amazingly, she made a complete recovery despite losing a lot of blood. You'd think that she'd never want to go into the water again, wouldn't you? But she didn't let it get her down. She was determined to keep on surfing, even though she'd lost her arm. So three weeks after the accident, she was back in the water, struggling to keep her balance on the surfboard. She kept getting knocked off by the waves. But nevertheless, in the end she succeeded in staying on the board, and even surfing huge breakers.

Boy: Good for her!

Girl: And not only that, but she went on to win surfing competitions too.

Boy: Wow. I couldn't surf, even if I tried. How do you think she did it?

Girl: I think the secret of her success is her passion for surfing. Still, all her family were crazy about surfing, so I guess she had a head start.

Boy: True. You have to have a natural talent to win competitions, though. It's not all down to your genes or your upbringing. And you need dedication.

Girl: Yeah, I think you're right. Still, I think the most inspirational thing about her, for me, is that she didn't quit surfing because of the accident. She continued in spite of the setbacks. She must really believe in herself.

Boy: Mm… All the same, self-belief isn't enough on its own. I couldn't surf even if I told myself a hundred times I could do it.

Girl: Me neither.

Track 56

1

For an athlete, I think the secret of success is to train hard every day.

2

A lot of actors succeed because of who they know.

3

The most inspirational thing about a good leader is self-belief.

4

Some people are born with an exceptional musical talent.

Track 57

1

When I finished high school, I had no idea what to do with my life. I started to work odd jobs – first as a bartender and then waiting tables. I didn't know what I wanted to study. Because I had spare time, I decided I wanted to volunteer at the local children's hospital. I took a training course and started weekend volunteering. After just a few days, I knew that I had discovered what I wanted to do with my life – work with sick children as a therapist. 15 years later, I wouldn't trade this job for the world. Sometimes, life leads us in the right direction – you just have to listen!

2

For as long as I can remember, I have wanted to be an entrepreneur. I knew that you didn't need to go to university to be successful and decided that I didn't want to waste any time. When I finished high

school, I set up my first business called *A Helping Hand*, offering help with basically anything a client needed done around the house. I carried groceries, fixed sinks, and washed cars. Today, we have 50 employees and we have steady clients we know by name. Many of them are older and have no one – we make a big difference in their lives.

3
I grew up in a home of musicians and never really questioned whether or not this was the career for me. My mum always said that I had music in my bones and that I even walked as if I was always listening to a tune. By the time I was 8, I could play 6 different instruments and was in a very intensive music programme at school. When I graduated high school, I went to New York City, where I attended The Juilliard School, just like both of my parents. I know that my children will also follow in my footsteps, because that is our destiny.

4
When I finished high school, my parents suggested I take a gap year. I wasn't very keen on it because all my friends were going straight on to university. I ended up listening to them and it was the worst decision of my life. I went to Africa to work for *Habitat for Humanity*. While there, I contracted malaria and got so sick, I couldn't get out of bed for two months. As soon as I could, I rushed home on a plane. After resting for two more months, I tried to find a job, but no one wanted to hire me. When I finally started my studies, I said good riddance to the worst, wasted year of my life.

Unit 8

Track 59

Lucas
Hi. I'm Lucas. I'm not that into reading, but this is a great book. It's called *The Blue Sky* and it's by a Mongolian writer called Galsan Tschinag. It's set in Mongolia and it's semi-autobiographical, based on his real childhood experiences. So it's written from the point of view of a small child who's living with his family who live as nomads in a yurt, which is a kind of traditional tent. Anyway, the story follows the main character, who's also the narrator, as he comes of age and has to start working as a shepherd. There isn't much of a plot – he just describes his everyday experiences, family life, the good things and the bad, that kind of thing. Oh yeah, there's a very sad part where his dog dies. It's really moving without being sentimental. It's a little slow-moving at times, but it's really opened my eyes to a completely different way of life. It made me want to keep reading. So yeah, I really recommend this book. It's actually the first of a trilogy, so I'll probably try to get a hold of the sequel too.

Beatriz
Hi. I'm Beatriz. When I bought *The House of the Spirits* by the Chilean novelist, Isabel Allende, I expected a great story, but when I started reading it, I discovered it was much, much more than that. It's a family saga and it's set in Chile in the 20th century. The plot's rather complex but her descriptions are incredibly vivid. Basically, it tells the story of one family over four generations, so you read about their lives, and the history of Chile at the same time, which I really liked. And what's also very intriguing about it is that it uses this technique called magical realism which means that normal things happen in the novel but also strange or magical things happen too and that's normal! Like, you have one of the main characters, Clara, who can see into the future. And she does things like play the piano without opening the lid, for example. I did enjoy that – it was exciting. I really recommend this book – she writes well and it's pretty accessible – I couldn't put it down.

Track 60

1
The late 1990s saw young Karol successfully completing his studies at the University of Glasgow. The university's yearbook reports that Karol won the title of Student of the Year for his research and successes in biotechnology – a science that would soon influence our everyday life. Professor McDowell, who was Karol's supervisor at the time, recalls him as a promising, curious scientist, who never had enough studying or analyses. McDowell was among those who signed the letter of support which suggested that Karol be nominated for the Nobel Prize in Medicine in 2012.

2
The silence that fell after Monika's words felt somewhat embarrassing. 'What do you mean?' asked Karol. 'Isn't your husband giving you enough support?' 'Not these days,' Monika replied, 'he's been obsessed with the business he started a year ago and has been away from home more often than not. And with all these problems, I simply need a shoulder to cry on. Am I asking for too much? Just a shoulder … like yours?' The words were flattering for Karol. He was glad he could be there for Monika, but at the same time he felt they were on the verge of moving their friendship to a new level – a level that would be unfair to Monika's husband or Karol's wife. And yet, he realised that his old feelings of affection towards Monika were just about to return …

3
Sergeant Ludlow pressed the doorbell again. No one would react anyway, but he wanted to make sure before he took out the key, unlocked the door, and entered the narrow hall. It felt so different from when he had been there last time. First of all, he knew he would not find the dead body lying at the bottom of the cellar stairs. There was something disturbing in the way Daniel had died. Could his injuries be explained by falling down the stairs? Was his brother Karol really gone at the time it happened? Ludlow felt suspicious about virtually everything regarding this man. The way he talked about the day when his brother had died gave Ludlow the impression that the man had carefully planned that day in advance only to have a believable alibi. For now, Karol was his number one suspect.

4
'No, you DID NOT let us know about this visit!,' the minister's raised voice clearly showed his fury. 'The German delegation is coming next week and we haven't even made a draft of the agreement! What are we going to show them? Got any idea?' Karol had been Minister Borman's assistant long enough to know that the phrase 'got any idea?' suggested trouble. Admittedly, he should have told Borman about the planned visit a few days before and he was just about to do it when the gossip about the fraud at the ministry appeared in the press. That caught Karol's full attention; the German delegation seemed absolutely unimportant.

Track 62

1
Discovering this massive, cultural blind spot in my reading came as quite a shock. And when I thought about it, it seemed like a real shame.

2
When I looked back at much of the English-language literature I'd grown up with, for example, I began to see quite how narrow a lot of it was.

3
These days, when I look at my bookshelves or consider the works on my e-reader, they tell a rather different story.

Track 63

Girl 1: Have I told you about our trip to Munich last month? When we went skiing?
Girl 2: No. What happened?
Girl 1: Well, it was a bit of a disaster. At least it started off in a disastrous way, but it worked out all right in the end.
Girl 2: Really? What happened?
Girl 1: Well, my dad had booked a few days in Munich as a family break. I'd been revising for ages for my exams and had just finished taking them, so it was meant to be a celebration.
Girl 2: Sounds great!
Girl 1: Yeah. He'd booked the plane tickets and organised a hotel. It was going to be our first family trip abroad for a couple of years and we were really looking forward to it. The flight was really,

really early so we had to stay in a hotel near the airport the night before … getting up early was not fun!

Girl 2: Poor you!

Girl 1: So, we arrived at the airport and went to check in. And the guy at the desk, he looked at our tickets and said, I'm sorry, you're too late. Dad said, what do you mean? It's five thirty, the flight isn't till eight.

Girl 2: Yeah?

Girl 1: And he said, No it's not the time, it's the date. Your flight was for the 22nd; it's the 23rd today.

Girl 2: Oh no!

Girl 1: So we said, can we transfer the tickets to another flight and he said, I'm sorry, that's out of the question.

Girl 2: So what did you do?

Girl 1: Well, Mum and Dad argued about it for a while but there was a queue of people building up behind us getting rather annoyed. So anyway, to cut a long story short, he did put us on a flight later that evening, but we had to pay for the tickets.

Girl 2: At least you got there in the end!

Girl 1: We got there in the end, but we lost most of the first day. We were supposed to arrive at about midday, but we didn't get there till 10.30 at night!

Girl 2: Oh no, that's too bad!

Girl 1: Anyway, after that everything went smoothly. And we had a great time.

Track 64

1

So I opened my suitcase and I found that the jar of honey I'd packed had broken and spilt all over my clothes.

2

I was a bit dubious about seeing the film because it hadn't had good reviews. But I decided to go and I'm so glad I did. It was absolutely brilliant.

3

When I went to the game I couldn't find my ticket. I took everything out of my backpack, but I realised I must've left it at home.

4

Anyway, this stranger came up to me and said, excuse me … I've got an extra ticket I can't use. Do you want it?

5

So, I was sitting on the platform reading my book. And I was so engrossed in it that I didn't notice the train arrive, and when I looked up it was leaving, and I'd missed it!

6

So I bought this paperback from a second-hand store, I took it home and opened it, and I found a $50 bill inside it!

AUDIOSCRIPTS: WORKBOOK

UNIT 1

Track 2

'When it comes to the way we speak, accents reveal more than where we come from. Researchers at Germany's Friedrich Schiller University Jena found that speech wins out over looks when people categorise someone based on those two characteristics alone. Accents may be key to social acceptance because they can affect whether listeners recognise the speaker as being one of their own or part of a different group.' Says Patricia Bestelmeyer, whose research at the University of Glasgow focuses on the brain's response to different accents. 'They can influence how much you prefer or trust someone.'

Track 3

Steve Boyes is a conservation biologist. Each year his team explores deeper into the Okavango Delta – a 10,000-square-mile fan of channels, floodplains, lagoons, and islands in the African country of Botswana. And there is plenty to be curious about. Within the delta there are more than 2,000 lions, plus leopards, hippos, crocodiles, and nearly 80,000 elephants. Boyes and his team have learnt a lot from the local Bayei people. The Bayei are descendants of hippo hunters and understand the animals' natural rhythms. Boyes has learnt to respect those rhythms so he and his team don't set out in the morning until 9, after the hippos come off the islands and go into deeper water. The team is back at camp before the hippos return around 5.

Before he had the help of the Bayei people, curiosity would sometimes get the biologist into trouble. One morning Boyes and his brother heard lions calling near their camp. The men were barefoot and having their morning coffee, but they wanted to get a closer look. Before they knew it, they were hundreds of feet from their camp wearing only their underpants. And they had nothing to protect themselves.

Suddenly a pair of lions popped up. The female lioness stared at the men. Boyes knew that he had to give her a reason for being there that didn't involve her. He didn't want her to think of them as a threat. Boyes saw an extremely large piece of elephant dung. Dung is an animal's waste. He took a few steps toward the lioness, trying to move purposefully, and picked up the dung. He fixed all his attention on it to show her that this was a very special piece of elephant dung – a very good reason for being there indeed.

Somehow it worked. The lioness let the men walk back to camp with their prize. They kept that piece of dung in camp for the rest of the season to remind themselves about the consequences of being overly curious. Now they aren't so reckless.

Track 4

1

Most people in Europe choose to spend their holidays somewhere hot at the seaside, like Spain or Croatia. There is a new trend, however, of travelling to the countries of central Asia, such as Kazakhstan or Kyrgyzstan. It's not a typical destination, and you shouldn't expect the comfort of a resort hotel, but there are beautiful landscapes to explore and amazing sights to see. Many tourists would probably feel unsafe visiting such countries, but there's no reason why places like these should be any more dangerous than other popular tourist destinations. For anyone with a sense of adventure, I recommend exploring the idea of a trip into the vast expanses of this fascinating region.

2

I'd just like to go over a few details about the excursion later this week to see the Roman ruins. We'll be travelling by coach, which will pick us up at 8 am from the car park next to the hotel pool. Please be on time because it is a long drive and we can't afford to waste time. There will be one stop on the way there, but there won't be time to have anything to eat, so please bring some food with you if you think you will be hungry. There will be a guide to show us around, and there will also be time afterwards for you to spend however you want. Right, so if there are any questions, I am available at the front desk for the next half an hour.

3

And now for some breaking news from France, where authorities are trying to cope with huge numbers of visitors. Paris is normally very busy, but this year has seen a jump in the amount of tourists travelling to

the capital. This wouldn't usually be a problem, but France is experiencing record-breaking temperatures at the moment, and many visitors are unaware of the danger of spending too long in the sun. Water distributors have been set up to make sure there is drinking water available. There are also plans to install large umbrellas in crowded areas where people have to stand in queues. There have even been discussions about restricting the number of people allowed into certain areas of the city, but local business owners have protested against this idea.

Track 8

Girl 1: So, how are we going to plan our science project together?
Boy: Well, I think the first thing we'd need to do is design the experiment.
Girl 1: That's a good idea. So, if we're investigating the gas released in the chemical reaction with different metals, we need to use sound research methods.
Girl 2: I wonder how we can measure the rate of gas produced.
Boy: We'd also need to make sure that we measured and recorded the results accurately.
Girl 1: Yeah, and we'd need to try and work out how the reaction occurs.
Girl 2: I suppose then we'd probably be best doing some research, forming a hypothesis about the reaction, and then proving it in our experiment.
Boy: Also, it'd be good to know whether the quantity varies at different temperatures.
Girl 2: I'd imagine that the data would probably reveal the speed of the reaction changes at different temperatures.
Girl 1: Yeah, I'd expect the results to show an increase in volume at higher temperatures.
Boy: What about the different metals? Are they all going to be the same?
Girl 2: I would have thought it'd be possible to prove that one of the metals was the most reactive.
Girl 1: Right, let's decide how we're going to research this then.

Track 9

The two main greenhouse gases are carbon dioxide and methane. These gases trap the heat that would otherwise escape into space. Carbon dioxide is produced whenever we burn coal, oil, or natural gas. When wood burns or decays, carbon stored in it gets back into the air. Methane gas is produced by bacteria that live in warm wet places. Some comes from swamps and rice fields but a large amount comes from cows.
Global warming changes weather patterns. It causes food shortages by bringing some regions droughts and others floods. Sea levels rise by 20 centimetres for every one degree Celsius because water expands as it heats up. Simulations show that doubling the amount of carbon dioxide in the atmosphere increases average temperatures by 2 degrees Celsius, with the warming being greatest nearer the poles where the world is cooler, causing further melting of land ice, raising sea levels. Because of the warming poles and the uneven temperature rise, this will affect wind patterns, monsoon rains will shift, and central land areas will become drier. However, coastal areas get wetter.

Track 10

The first thing we'd need to do is identify the two main consequences of global warming as rising sea levels and changing weather patterns. The lecture highlights the outcomes of these effects of global warming.
I guess we'd probably be best beginning with the sea level rise. This is partly caused by water expanding, and partly by land ice melting into the sea. It'd be good to know what amount of land ice is expected to melt, as this will be important to figure out how much sea levels are likely to rise by. I wouldn't have thought it would be possible to give a definitive answer, but we'd need to try and work it out based on estimates for each 1 degree Celsius rise in temperature. I'd expect the results to show a sharp increase as temperatures rise, due to the uneven warming which is stronger at the poles.
The second consequence is weather patterns. From what the lecture says, I'd imagine that the data would probably reveal more storms in areas near the sea, and less rainfall and water in the centre of continents, which would be hotter and drier, stopping the rain from falling. I wonder if that would mean that areas like central Asia would become deserts.

UNIT 2

Track 11

1
Human survival depends on bees. Bees carry pollen from plant to plant, which allows the plants to grow. Without bees, we would have no food, and our species would die out!

2
The rhinoceros is a large African animal with a long horn at the end of its snout. In Southeast Asia, many people believe the rhino's horn has medical benefits. As a consequence, many rhinos are killed every year, and the species could become extinct in as little as 20 years.

3
Summer in the Sahara Desert is terribly hot and dry, but the Addax antelope has ways of dealing with it. First, the animal does not need to drink very much water. Second, its coat turns white in the summer to reflect the sun. In the winter it's brown to conserve the heat.

4
In the 1960s, the Galapagos tortoise was almost extinct. There were only 15 of them left on the island of Española. However, conservationists began a breeding program, and the island became a protected national park. Now there are more than 1,000 of the tortoises in the wild.

5
Woolly mammoths were giant elephant-like animals with long, shaggy hair that died out tens of thousands of years ago. Scientists have found many mammoths frozen in the ice. Some would like to use the mammoth's DNA to bring one back to life. Not everyone agrees this is a good idea.

6
The number one risk to the survival of orangutans in Indonesia and Malaysia is the loss of trees in the rainforest. Palm oil companies have cut down many trees to make room for their farms. Many people also illegally cut trees for wood. There have also been several terrible fires. Orangutans have less and less area to live in.

Track 12

Girl: I just had a really upsetting conversation with Janice.
Boy: What about?
Girl: Well, you see this new bag I just bought?
Boy: Yeah, nice.
Girl: I thought she'd love it, but instead she got upset with me. She said I obviously didn't consider the consequences of my purchase.
Boy: What?
Girl: The bag is made of crocodile and she said they're an endangered species.
Boy: I wouldn't have even thought that she …
Girl: And she said that at the same time developers are destroying their habitat to build homes, I'm putting them at even greater risk of extinction by buying something like this.
Boy: I'm not involved in a conservation group myself, but I guess she's really passionate about this stuff.
Girl: She said that if we can't ensure the survival of more plant and animal species that are threatened, we don't know what we might be losing. You know, we might lose a cure for cancer or something if they can't pass on their genes.
Boy: I'm not saying I agree with her, but I did hear something about this plant that they discovered that has a potential benefit for people with arthritis.

Girl: I know. I hear that stuff too, but I guess I just don't pay attention. I'm going to return the bag.
Boy: Are you ok?
Girl: Yeah, she was a little rough on me, but maybe it's a good thing. I need to think about the environment more.

Track 13

The chacma baboon is the largest baboon species. The males can weigh from 30 to 40 kilogrammes. Their habitat is southern and western Africa. They normally live in the forest areas and grasslands. And they usually like to stay close to trees and water. The species is not endangered, but it is protected in some areas.
A group of baboons is called a troop. There is an unusual troop of chacma baboons living in the Namib Desert of Namibia. The very hot climate and desert habitat means the chacmas sometimes have to go for long periods of time without water. They survive here because of their ability to adapt. But the lack of drinking water also has a big effect on their behaviour.
Conrad Brain was a primatologist at the University of Witwatersrand in South Africa when he started studying this particular troop in 1986. For five years he spent an average of 18 days each month living with the baboons. He was even accepted as a member of the troop. Brain reported that after a couple of years the baboons became so comfortable with him that they would pull thorns out of his feet. This closeness allowed him to make detailed observations of the troop's behaviour.
He says the baboons' adaptability has allowed them to survive in a place where water is available for only part of the year. Brain's research centred on 'drinking water as a determinant of behaviour'. He observed that the troop's behaviour was completely different when they had water and when they didn't.
Living in a deep valley, the baboons depend on the waters of the Kuiseb River, which floods for a few weeks between December and March. When the riverbed dries up, the baboons get water from small amounts that bubble up from underground and high-moisture fruits like berries and figs that grow in the area. They also strip the bark from trees and chew it to get the moisture. During these dry periods the baboons become almost completely inactive, sleeping through the hottest hours of the day to conserve energy. Brain also observed them showering themselves with underground sand to cool down in temperatures that can reach 45 degrees Celsius. He reported that the baboons could go for months without drinking – 117 days based on his research.
But the harsh conditions kill many newborn baboons. In some years, 100 percent of the babies have died. Brain says that despite the baboons' incredible ability to adapt, this is what threatens the troops' long-term survival. If the baboons are unable to pass on their genes, the troop will ultimately disappear.

Track 14

Animals around the world have adapted to their surroundings over millions of years and have developed ways of surviving that are hard to believe. One amazing example of this evolution is a spider that uses a special trick to catch its prey. It may look like any other spider, but this one is different because it actually fishes for its dinner. Most spiders make a web and wait for insects to fly into it, but this clever species has a different technique. It climbs under a leaf and instead of spinning a web, it makes a strong thread with a ball on the end. The spider then produces a chemical which is exactly the same as the one made by flying insects that live in the same habitat. This attracts the insects and, when they are close enough, the spider throws its thread just like a fisherman. The line is very sticky and if it touches the insect, there is no escape. Quickly, the spider pulls in the line and wraps the sticky thread around the insect, so that it cannot move. But what if there are no insects of that particular species nearby? In that case, the spider can change the chemical so that it matches one produced by a different species of insect. This means that the spider never goes hungry and is always sure to fish something for dinner. Of course, it's not that easy. Throwing a sticky thread at an insect flying past is extremely difficult, especially as most insects don't fly in straight lines. So the spider has to try many times before it successfully catches something. This example shows that there is a very delicate balance in nature, with some animals having only a limited choice of food sources. The actions of humans, such as building roads or factories, can often have a direct impact on the wildlife in a particular area. For this reason, we must be extremely careful in planning large construction projects in case we completely destroy the natural habitat of other living creatures or plants.

Track 18

A couple of weeks ago, I was out very early in the morning. I always wake up early because I need to walk my dog. Usually I take him to the park, but this particular day, I decided to walk along the waterfront. It's so beautiful by the harbour, and I love watching the sun come up over the boats.
Suddenly, I noticed something strange bobbing up and down in the water. At first I couldn't figure out what it was. Then I realised – it was a dolphin! Even though it was very big, I think it was a baby. I figured it must have gotten lost and entered the harbour by accident. There was nobody else around and I didn't know what to do.

Track 19

1
Yes, I would very much like to go on a safari. Ever since I was a child, I have always been fascinated by animals such as giraffes and leopards. A safari seems like an ideal way to observe them in their natural habitat.

2
Whale watching appeals to me quite a lot, but I've heard that sometimes people go on tours and do not see any whales! Even so, I would still like to go. I like the idea of seeing whales in the ocean, not in an aquarium.

3
I might enjoy scuba diving, but I am not a very strong swimmer. I would need to go with a qualified instructor. Alternately, if I did a course beforehand, I think I would feel more confident.

4
Nature reserves are a good way to protect endangered species because they allow animals to live and breed in their natural habitat. Public awareness campaigns are also very effective. Apparently the recent campaign to protect giant pandas raised a lot of money and made people realise that the animal was in danger.

5
The main advantage of nature reserves is that animals are in their natural habitat. When animals feel more comfortable, they are happier and healthier.

Track 20

Interviewer: Good morning, we're here today with the head caretaker of the octopuses at the New Zealand Aquarium, Suzy Conditio.
Suzy: Good morning, thanks for having me.
Interviewer: Suzy, I recently read about the escape of Inky from your aquarium and I was hoping you could tell me a little more about that, as well as about the animals that you care for on a daily basis. I recently learnt how intelligent these creatures are!
Suzy: Yes, indeed. The octopus is a very social and intelligent creature. Many people are surprised when they learn this. Inky was a very shrewd guy. He knew exactly what he was doing when he escaped. He slipped through a small hole in his tank and then slid across the floor and down a drainpipe into Hawke's Bay. When we came to work, I can't say we were surprised. We knew him well and he had shown us that he had genius potential. A less independent-minded octopus, Blotchy, remained behind.
Interviewer: Wow! That's amazing. What are some other examples of the ability of these animals to use their brains?

Suzy: Well, I have seen octopuses hide in the inside of a coconut and pull the two sides together so that no one could see them. Then that octopus took those two halves and saved them for later to use them during mealtime. This showed that she actually planned for a later moment in time and used tools. There is another octopus I've heard of in another aquarium that left his tank at night to go eat fish in a nearby tank and returned to his tank by morning. They have been known to escape through a hole the size of a coin!

Interviewer: Can you tell us about how they interact with each other?

Suzy: Well, they aren't a species that likes to hang around in groups, and often they only get together to mate and sometimes this ends with the female eating the male!

Interviewer: Sounds pretty intense!

Suzy: One of the interesting things about these animals is how they hunt. They have pretty complicated plans to trick the animals they are hunting. I have actually seen an octopus creep up to a shrimp, pull its arm out and tap the shrimp on the far side and then hide its arm so that the shrimp runs right towards it!

Interviewer: That's amazing!

Suzy: Did you know that octopuses can also change shape to look like fish and predators that THEY want to avoid? It's incredible and there are at least 15 species that can do this. What's more, they are programmed to hunt at night and find it extremely easy to move around in the dark. One other interesting fact that you might not know is that they make decisions with their arms. We aren't exactly sure how they do this, but we hope that by studying these animals more, we will be able to figure this out.

Interviewer: I'm definitely not going to be eating octopus anymore!

Suzy: Yeah, well, I went vegan a long time ago! When you see how smart the supposedly less intelligent sea creatures are, it makes you rethink things!

Interviewer: Well, thanks for talking to us!

Suzy: Thank you!

UNIT 3

Track 21

How creative do you think you are? Most people would probably say that they are not very good at creative thinking, but is that true? Is it not possible to improve your creative abilities? The answer from many experts is yes, of course you can. So how can you make a start at getting those creative juices flowing?

One simple way is to do a variety of exercises to train your brain to do what is called 'thinking outside the box', which basically means coming up with alternative solutions and ideas. Here's a simple way to get your imagination working. It's called the 30 Circle Test. Draw 30 circles on a piece of paper and then draw something different in as many of them as you can within one minute. The first time you try this, you may not complete many drawings, which can be rather frustrating. But that's another part of becoming creative – you have to repeat the same exercises many times over before you are able to produce ideas at a fast pace. With the 30 Circle Test you don't have time to wonder whether what you've drawn is good enough. You simply have to let your mind go free and produce as many variations as possible.

Another thing you can try is doodling – that is drawing anything that comes into your head on a piece of paper. If you ask most adults they will probably say that doodling is for kids, but in fact it is very beneficial for your brain. You should also try listening to music at the same time. This generally helps you to focus more on what you're doing. Any type of music will do, but the majority of people find that classical music works best. It's not clear why, but it may be because the music is instrumental (without any words), or that it is played on instruments made of natural materials, mainly wood.

Last but not least, try making something with your hands. Although you might think that you have no talent for art or crafts, it is surprising how much this can benefit you in being creative. Doing a physical activity such as painting, modelling, or making clothes occupies a different part of your brain and can stimulate creativity.

So, what are you waiting for? Time to get creative!

Track 22

1

Sometimes it's very difficult to talk to my parents. They just don't appreciate how important creativity is to me. I'm not interested in a traditional education.

2

My friend warned me, but I didn't pay attention. He told me there was going to be a surprise exam and I didn't believe him. I did terribly!

3

I really don't want to take art. I'm just not like that. I prefer hard subjects like science and maths. I need to prepare for university.

4

I can't stand my language class. As hard as I try, I just can't get it. But I have no choice. Everybody has to take at least one foreign language.

5

That was my first choice for university, but I didn't get in. My grades just weren't good enough. To be honest I could've tried harder in high school.

6

That was the study group I wanted to join, but unfortunately it was already full. I ended up in a group that didn't help me all that much.

Track 23

Girl: Author, professor and urban theorist Richard Florida says society's success is inextricably bound to the success of our great cities. And yet, the growing concentration of wealth and human capital in urban areas is leading to greater inequality, with a person's prosperity determined increasingly by location. Florida explores social and economic trends in his numerous books, including the influential *The Rise of the Creative Class*, published in 2002, and the more recent *Who's Your City? How the Creative Economy is Making Where to Live the Most Important Decision of Your Life*. Professor Florida, you've said the world is becoming 'spikier' by the day. What do you mean?

Boy: I'm referring to how the world's centres of innovation and economic development are becoming much more concentrated. And as these spiky places, whether Silicon Valley, or the Beijing-Shanghai mega-region, or the Bangalore-Mumbai corridor in India, become more prosperous, they're becoming more economically and socially distant from the rest of their countries. So the world is getting spikier and also more unequal as a result.

Girl: Is the 21st century the century of the city?

Boy: No doubt about that. In 2008, the world went urban – with more than half the population now living in urban centres. The world now turns on these great conglomerations of cities we call mega-regions, the Boston-New York-Washington corridor, the areas that stretch from Chicago to Detroit and Cleveland to Pittsburgh, Greater London, Greater Tokyo, the Brussels-Antwerp-Amsterdam corridor, and so on. These 40 mega-regions house less than 20% of the population but produce two-thirds of the Earth's economic output and nine in ten of our innovations. Cities are the key to all the grand challenges of the century. Economic prosperity comes from density. It comes from close interactions. It comes from people and firms clustering together to spur new innovation and to leverage each other's talents to create new technologies and new ways of doing business that will drive growth and raise living standards.

Girl: What role does sense of community play?

Boy: It's becoming much more important, especially because so

many of us live alone or have to move far away from family and childhood friends. That sense of community becomes our anchor. I'm very drawn to places that have this distinctive sense of self, a distinctive soul. One of our biggest challenges is how to remake our suburbs, which tend to be generic. How do we create character? How do we make them more liveable and purposeful?

Track 24

1
The world's centres of innovation and economic development are becoming much more concentrated.

2
In 2008, the world went urban – with more than half the population now living in urban centres.

3
The world now turns on these great conglomerations of cities we call mega-regions.

4
These 40 mega-regions house less than 20% of the population but produce two-thirds of the Earth's economic output and nine in ten of our innovations.

5
Cities are the key to all the grand challenges of the century.

6
That sense of community becomes our anchor.

7
Many of us live alone or have to move far away from family and childhood friends.

8
One of our biggest challenges is how to remake our suburbs, which tend to be generic.

Track 29

Man: I want to get started installing the bicycle system right away. We're coming up to spring, and if we work quickly, people can start using the bicycles over the summer.
Woman: I understand your reasoning, but wouldn't it be better to take our time? After all, this is quite a big project.
Man: Well, besides the weather, I have two issues with waiting. First of all, traffic is a huge problem in the town centre. I really feel that bicycles would help reduce congestion.
Woman: Yes, but on the other hand, we still haven't decided where the bike stations are going be installed.
Man: If you ask me, we should follow the advice the planning commission gave us. They submitted a proposal last week.
Woman: OK. If we accept their recommendations, I suppose it will enable us to move the project along a bit faster. What was your other issue with taking our time?
Man: Well, a lot of community members have been calling to ask about the bikes. They have friends in towns nearby where public bike systems are in place. They don't understand why other towns have them and we don't.

Track 30

The mayor wants to install the bike system now because soon it is going to be summer. He wants people to be able to use the bicycles over the next few months when the weather is good. He also thinks that bicycles will be a good way to reduce traffic in the town centre, which currently has a lot of congestion. Finally, the mayor wants to respond to the concerns of community members. Many people have asked why other towns have bicycle systems and they don't.
The council member's concern is that the location of the bike stations has not been decided. The mayor responds to this by saying that the city should follow the advice of the planning commission.

UNIT 4

Track 31

Languages have been with us for many thousands of years, and have developed in different ways around the world. There are clear language family groups, but one of the most fascinating things about all languages is the way that they change over the years. The language our ancestors spoke over 400 years ago would be incomprehensible to us today – unless of course you are one of the few scholars in the subject. So what makes languages change so dramatically over what is actually quite a short period of time?
One key factor has been the movement of people, who have taken their culture and language with them as they migrated to other regions or countries. Very often, these movements were caused by war, as armies invaded new territories and conquered new lands. Once the invader had taken control of the new country, their language was often imposed on the local population. This happened in England after the Norman invasion in the 11th century, when French was used in the king's court. A great many French words then entered the English language – a lot of which we still use today, although we now think of them as an integral part of English.
Another reason for linguistic change is the fact that for the majority of human history we did not write down our languages. Most of the population were unable to read or write, so language was passed on from one generation to the next. People often used stories and legends, which described the history of a nation or were used to communicate a moral about good and bad behaviour. It was only with the invention of the printing press that a larger number of people were able to record their everyday lives and to express their feelings and creativity. More people learnt to read, and therefore write, and this slowed down the pace of linguistic change.
So what does the future hold? Although languages like English continue to develop and adapt, it is unlikely that there will be as many changes as in the past. This is because we now have grammar systems in writing that clearly set out what the structure of a given language is made up of. We might speak differently face to face, but the basic rules of the language will remain the same.

Track 32

We hear a lot about globalisation and a developing global culture these days – some people call it cultural globalisation. But what do these terms mean in the real world? There's no doubt that we are experiencing change at an ever faster pace – some like to say that the world is getting smaller and smaller – but how does this affect the way we live and interact with each other?
The term *globalisation* is most often used to describe the economy and trade. But goods, services, and money don't flow through the global marketplace alone – they come with languages, customs, and beliefs firmly attached. For all the ways globalisation has changed our economy, environment, and expectations, it has affected people and their cultures the most.
What is culture, exactly? Definitions of culture vary, but most include basic factors, such as the customs of food, artistic expression, and clothing, which have a physical aspect or leave behind physical objects that can be studied and tracked over time. This is especially important for cultural anthropologists, who are scientists that study human societies and cultures and their development. But one of the more conceptual aspects of culture – language – is particularly valuable for understanding the barriers and connections between groups.
Language and religion are not necessarily permanent elements of culture; group members can learn new tongues and adopt new faiths. The thousands of distinct languages are coming together on just a handful of global languages. What is lost and what is gained in each case affects us personally and global cross-border communication may be improved and increased, but traditions may be lost. In the past, these cultural distinctions were usually lost only after one country colonised

another, and required that its language be spoken by everyone. But many of today's global citizens are eager to embrace a shared, boundary-less culture spread by way of the internet and worldwide entertainment.

Track 33

Linguists classify languages in a number of ways, based broadly on where they are spoken and what their particular features are. These classifications include somewhat controversial higher-level family groupings, determined by shared linguistic origins that can be traced back at least 10,000 years.

As widely spoken languages become increasingly powerful, less common languages lose speakers. The result is that many speak few languages and few speak many. Some communities connected with these less common languages are using film and audio technologies to record and preserve not just the spoken words but also the stories that aging speakers have to share. The next step is reintroducing those languages.

Measuring language diversity often provides insight into the multi-cultural nature of countries. Some have a number of different languages because of their position in areas of trade or cultural exchange, as seen in Kazakhstan, which was part of the Silk Road. Other countries have high diversity because of multiple surviving ethnic groups, as seen in Bolivia, Chad, and India. In countries with low levels of linguistic variety, such as Japan and Norway, most of the people share the same culture.

Every 14 days, another endangered language somewhere in the world dies with its last speaker. Linguists fear that by the year 2100, over half of the 7,000 languages now spoken – many with no recordings of them – will be lost forever. Languages become threatened when speakers are too old to have children, and the language isn't passed on to the next generation. Also, languages are lost when they are no longer associated with an ethnic identity.

Track 37

Question 1 sample answer

I'm totally in favour of the idea. As someone who's never been on a road trip, I think it sounds like an experience I want to have. I mean, we'll get to see a lot of small towns and villages, and we'll probably get to enjoy a lot of beautiful scenery. I'd especially like to go to rural areas like national parks, but places with important monuments could be interesting too.

Question 2 sample answer

I support the idea of getting a part-time job. I mean, it would be a good way to earn money, and people say that working teaches you about responsibility. On the other hand, I'm against the idea of working more than, I don't know, five or six hours a week. Maybe I could get a job in a library. You know, so I could study in my free time. Or maybe I could do an internship where I learn practical skills.

Track 38

1

One of the most famous people in the United States was Rosa Parks. In fact, the US Congress has called her 'the mother of the freedom movement'. She is most known for her participation in the Montgomery bus boycott. It was 1955 and she refused to give up her seat on the bus in what was known as the 'coloured section' to a white passenger after the white section on the bus had been filled up. She was then arrested and even lost her job, but her refusal to move led to a huge boycott of the public transportation system by African American citizens. One year later, the public transportation system was integrated.

2

Have you ever been on the open road and seen dozens of motorcycles travelling together? Often times, they are dressed the same – usually in black leather and often with fringes hanging off the backs of their jackets. This community is an entire subculture that has developed around the motorcycle. But the biker subculture also has a dark side, with outlaw biker clubs that emerged. The first one was founded in 1948 in California and was called Hell's Angels. In fact, it still exists today. Through the 1960s and 1970s, there was a lot of violence associated with these biker groups, but today most of them are peace-loving and just enjoy the feeling of freedom and kinship associated with this pastime.

3

Jane: Hi Susan, it's so nice to hear from you. I have to tell you about the most embarrassing experience I had this morning.
Susan: Hi! What happened?
Jane: Well, I was doing laundry and did a load of whites, which included my underwear. I then hung everything out to dry in the sun.
Susan: And then what?
Jane: I went for a walk and it became very windy. You know there is a cafe down below the apartment I am staying in …
Susan: Oh no …
Jane: Well, when I returned from my walk, my clothes were not where I had left them on the line. I looked over my balcony and saw them lying all over the tables and floor of the restaurant's garden below. The worst part was having to go downstairs and ask for my clothes back!
Susan: That sounds terrible!

4

If you ever find yourself in Australia, it's good to become familiar with how the locals greet you. Aside from 'How's it going?' which means 'hello', they might also ask 'How are you going?' which also means the same thing. It does not mean they are wondering where you are going, even though you may think this when you hear it for the first time. The most popular greeting down under is 'G'day' and locals may or may not add 'mate' to the end of this greeting. You can reply in the same way that someone greets you, but a simple 'hello' is also okay if 'G'day' is hard to get out of your throat.

UNIT 5

Track 39

Man: I'm here talking with Karen Jacobs. She is a captain with the local police department. Captain Jacobs, what can you tell us about the current situation?
Karen: Well, the worst of the hurricane has passed, but flooding is continuing in many areas. Many people are without electricity because the winds brought down power lines. These lines are dangerous. People need to avoid them and immediately report any they see to the authorities.
Man: And what are you advising residents to do at present?
Karen: Unfortunately there are trees blocking many of the streets so travel is almost impossible. If you feel that you are not in immediate danger, stay where you are. If you feel that you are under threat from flooding, or anything else for that matter, call 911 and we will get someone to you. We already have three rescue centres operating where people can get clean water and food and a place to sleep. And if anyone is wondering, pets are welcome.
Man: That's great to hear. And has the hurricane caused any injuries or deaths?
Karen: I'm happy to say that we have no deaths reported thus far. There have been a number of injuries, but nothing life-threatening that I know of. The hospital is operating on generator power so that's the place to be if you need medical assistance.
Man: I don't want to take up too much of your time. I know how busy you are. But what are the biggest challenges ahead of us?
Karen: Well, as I said, clearing the roads, getting medical attention for anyone who needs it, and restoring power as soon as possible. This is a difficult time for all of us, but the community is pulling together and we'll get through this together.
Man: Captain Jacobs, thank you for your time and all your efforts, and good luck.
Karen: Thank you.

Track 40

On May 31, 2013, the day the widest tornado ever recorded swept through the state of Oklahoma in the central part of the United States. The storm was devastating – 22 people were killed and the cost of the damage was in the billions of dollars. Anton Seimon was about three miles south of the twister. For Seimon, the loss was personal. Several of the people killed were Seimon's colleagues, including National Geographic Explorer Tim Samaras, whose vehicle was carried nearly a mile by the tornado's 175-mile-an-hour winds.

After the storm, Seimon felt grief for his lost colleagues. And he had more questions than answers. Why did this particular storm cause so much destruction? He wanted to reconstruct how the storm destroyed everything in its path. He would turn his grief into action. He began to collect videos filmed that day in hopes that, all together, they'd form a detailed picture of the storm.

More than 125 videos later, the films – when edited together in sequence – show the storm from nearly every angle. Tornado studies usually focus on how tornadoes form to learn how people can predict a storm's strength and path. Seimon's information, which he published online and calls the Tornado Environment Display, looks at how high-speed air particles actually cause damage.

He hopes that the answer, revealed frame by frame in the videos, will inspire engineering innovations, especially for construction in areas when tornadoes can occur. Studying how a roof is ripped off a trailer can help builders learn how to make roofs more secure. 'No one should die from a tornado in this day and age,' says Seimon. And although severe storms are expected to become more common and stronger because of climate change, Seimon says 'we have the ability to know how to keep people safe.'

Track 41

1

I'm standing at the corner of Main Street and you can see from here how much damage the flood water has caused. The water was as deep as 3 metres in some places here, and people have lost everything they owned. The authorities are doing what they can, but help is needed all over the region and there are not enough emergency crews. Local people are now assisting and bringing older residents and young children from their homes to safety. However, the weather forecast is not looking good and there may be another wave of flooding in the next few days.

2

Interviewer: Just how dangerous can earthquakes be? Expert Jeff Freeman is here to tell us more.

Jeff: They can be extremely dangerous, especially in areas with large populations, so it's important for local authorities to prepare for a possible disaster.

Interviewer: And are they prepared if a catastrophic earthquake strikes one of our larger cities?

Jeff: Mostly, I would say that they are. What is more of a problem in my opinion is that very few people among the general public take the possibility of an earthquake seriously. The last one we had was over fifty years ago, and many people have simply forgotten that our state lies on a very active seismic area. The authorities are more aware of the threat and better prepared.

Interviewer: Is that really true? I'm sure everyone in my town knows that an earthquake could come at any moment.

Jeff: Well, I hope you're right because one could happen at any moment, and it could have serious consequences.

3

It last rained here over three months ago and there is now very little for the people living in these villages to eat. Some food and water is being delivered by local aid agencies, but more is needed and travelling through this war zone is dangerous for the truck drivers. Any contribution you can make is welcome and will give these people a chance to survive the summer heat. So please send whatever you can to the account number below. Our charity bus will be visiting your town soon, so come along and find out more about the region and how you can help.

Track 45

Becci Manson: Retouching Lives through Photos

1

Before March, 2011, I was a photographic retoucher based in New York City. We're pale, grey creatures. We hide in dark, windowless rooms, and generally avoid sunlight. We make skinny models skinnier, perfect skin more perfect, and the impossible possible, and we get criticised in the press all the time, but some of us are actually talented artists with years of experience and a real appreciation for images and photography.

2

On May the 13th, I made my way to the town of Ōfunato. It's a small fishing town in Iwate Prefecture, about 50,000 people, one of the first that was hit by the wave. The waters here have been recorded at reaching over 24 metres in height, and travelled over 2 miles inland. As you can imagine, the town had been devastated.

3

At the end of my first week there, I found myself helping out in an evacuation centre in the town. I was helping clean the onsen, the communal onsen, the huge giant bathtubs. This happened to also be a place in the town where the evacuation centre was collecting the photos. This is where people were handing them in, and I was honoured that day that they actually trusted me to help them start hand-cleaning them.

4

Once a week, we would set up our scanning equipment in the temporary photo libraries that had been set up, where people were reclaiming their photos. The older ladies sometimes hadn't seen a scanner before, but within 10 minutes of them finding their lost photo, they could give it to us, have it scanned, uploaded to a cloud server, it would be downloaded by a gaijin, a stranger, somewhere on the other side of the globe, and it'd start being fixed.

5

Now, all these photos had been damaged by water, submerged in salt water, covered in bacteria, in sewage, sometimes even in oil, all of which over time is going to continue to damage them, so hand-cleaning them was a huge part of the project. We couldn't retouch the photo unless it was cleaned, dry and reclaimed. Now, we were lucky with our hand-cleaning. We had an amazing local woman who guided us. It's very easy to do more damage to those damaged photos. As my team leader Wynne once said, it's like doing a tattoo on someone. You don't get a chance to mess it up.

6

We take photos constantly. A photo is a reminder of someone or something, a place, a relationship, a loved one. They're our memory-keepers and our histories, the last thing we would grab and the first thing you'd go back to look for. That's all this project was about, about restoring those little bits of humanity, giving someone that connection back.

7

I would like to conclude by reading an email I got from one of them, Cindy, the day I finally got back from Japan after six months.

'As I worked, I couldn't help but think about the individuals and the stories represented in the images. One in particular, a photo of women of all ages, from grandmother to little girl, gathered around a baby, struck a chord, because a similar photo from my family, my grandmother and mother, myself, and newborn daughter, hangs on our wall. Across the globe, throughout the ages, our basic needs are just the same, aren't they?'

Track 47

Question 1 sample answer.

1 Last week, I helped my neighbour fix his computer. He is an older man, maybe 65 years old. He was very stressed because his computer wasn't working and he had no idea why! The experience taught me a lot. I learnt that it's important to be patient, and that just because something is obvious to me it isn't necessarily easy for someone else. I felt good when I got the computer working again, and my neighbour was very grateful for my help.

Question 2 sample answer.

2 I volunteer at an animal shelter every Saturday. I decided to volunteer when I realised how many stray animals there were in my town. They need love and care just like anyone else! So far, the experience has taught me a lot. I've become more responsible, and I've also learnt practical things like which animals need which kind of food.

Question 3 sample answer.

3 My main skill is that I'm very organised. I think that would be a useful skill to have in a crisis because when emergencies happen there are always a lot of things that need to be done. There are a lot of ways to help when crises happen. Depending on the situation, you could help by donating food or clothing, or by driving people from place to place. To raise awareness, you could share information via social media or on a blog.

UNIT 6

Track 49

US Air Force Staff Sergeant Robert 'Bo' Wester was a soldier in Iraq. His job was to deactivate and get rid of explosives. He dealt successfully with hundreds of explosive devices, but a few others had serious, lasting consequences. 'Most of my injuries are invisible, and the rest are hidden,' he says. Another soldier, Army Major Jeff Hall, was about 10 metres away from a car bomb when it exploded north of the city of Baghdad. He didn't lose his arms or his legs or suffer visible wounds. 'But,' he says, 'I am just not the same human being as I used to be.'

Brain injuries caused by the shock waves generated by explosions have become the characteristic injury of the Afghanistan and Iraq wars, leaving hundreds of thousands of soldiers and civilians with a life-changing list of conditions, including headaches, seizures, sleep disorders, and memory and other thought-processing problems. The symptoms of brain injuries are similar to another condition soldiers often suffer from, PTSD or post-traumatic stress disorder. In PTSD a person struggles as a result of a very difficult experience – such as war. The two conditions – brain injuries and PTSD are different, but present similar symptoms, so it is difficult to diagnose brain injuries. This can slow down the treatment and healing.

There isn't a cure for brain injuries, but there is treatment. At Walter Reed Medical Center in the US state of Maryland, soldiers paint masks that help them show their inner feelings. At first, some soldiers weren't interested in this kind of treatment. One doubter was Army Staff Sergeant Perry Hopman. 'I was wrong,' he said. 'I think this is what started me kind of opening up and talking about stuff and actually trying to get better.' Major Hall agreed. He painted a frightening mask. 'I had seen a person who looks like this,' he explains. 'I don't know why, but that's what needed to come out of me.' The artwork, he says, is evidence of terrible pain, yet also has the ability to heal. 'You can't put it into words that people will believe, or if you do put it into words, they get tired of it. But the art just expresses itself. It relieves the soldier, because you get tired of trying to explain what is going on in there. The artwork is like a printed page – it is there if you want to read it.'

Track 50

Do you know how healthy you are? Ask most people that question and they will probably say that they're fine. The trouble is, not many of us actually go for routine check-ups to make sure that we really are OK. One famous proverb says that we all have something wrong with us, we just may not yet know what it is. That may or may not be true, but one thing we know for sure is that preventing illness before it occurs is by far the best way to remain in good health.

Probably the greatest factor that stops people from having regular tests is the fear that the doctor might find something. For the majority of people, it is better to be unaware of a disease or condition – after all it may never develop into a more serious version that will affect their lifestyle. Once a person knows about an illness they can become more stressed and worried and, as a result, the condition can worsen. Our psychological health, therefore, can be just as important as our physical health – so maybe it is better in some cases to remain ignorant.

Doctors, of course, would completely disagree with this opinion, arguing that signs such as high blood pressure, an irregular heartbeat, problems with breathing, etc. must indicate that there is an underlying problem that needs to be treated. Actually, they are right and there are no good reasons to avoid a check-up. In general, women are more likely to take care of themselves on a regular basis. Men, on the other hand are usually of the opinion that any symptoms they have will go away sooner or later and that 'they'll be fine'. Unfortunately, this is the completely wrong approach to take, and statistics show that many more men suffer more serious illnesses than women.

So, there is no excuse for not knowing what your state of health is, especially as many governments have special programmes in place to test citizens for a range of conditions. While some might criticise these for being costly, in the long term it is cheaper to treat a patient in the initial stages of an illness. As another proverb says, 'prevention is better than cure'.

Track 52

Janine Shepherd: A broken body is not a broken person

After six months, it was time to go home. I remember Dad pushing me outside in my wheelchair, wrapped in a plaster body cast, and feeling the sun on my face for the first time. I soaked it up and I thought, how could I ever have taken this for granted? I felt so incredibly grateful for my life. But before I left hospital, the head nurse had said to me, 'Janine, I want you to be ready, because when you get home, something's going to happen.' And I said, 'What?' And she said, 'You're going to get depressed.' And I said, 'Not me, not Janine the Machine,' which was my nickname. She said, 'You are, because, see, it happens to everyone. In the spinal ward, that's normal. You're in a wheelchair. That's normal. But you're going to get home and realise how different life is.'

Track 53

1

Girl: Have you seen Kyle? His leg is in a cast!

Boy: That's terrible. Poor Kyle. He was really looking forward to playing in the basketball championship next week.

2

Girl: Did you hear the news? Carla is going to France for the summer!

Boy: You're kidding! She's always wanted to spend more time in Europe. Good for her.

3

Boy: I'm heading over to David's house this afternoon. He's been sick for the past few days.

Girl: Will you tell him I say hello? I didn't realise he was feeling under the weather.

4

Girl: Guess what! I got that job I applied for.

Boy: Wow, that's great! When do you start?

Track 55

In the first photo, I can see a young boy lying in bed. He looks like he is around 7 years old. It looks like his mother is taking his temperature, so he might have a fever. In the second photo, I can see a man sitting at his desk, looking at a laptop computer. He is surrounded by tissues, so I think he probably has a cold. I think the young boy probably feels tired and weak. However, he is probably happy to be at home with his mum. On the other hand, the man in the second photo probably feels stressed and tired. It is no fun being sick when you have to work.

Track 56

Girl: I think the man in the office probably feels worse, because when people feel sick the only thing they really want to do is spend time at home.

Boy: When I feel sick, I stay home from school and sleep. I drink a lot of tea and eat hot soup. If I'm really sick, I take medicine or go to the doctor.

Track 57

What a time to be alive! The 21st century is probably the healthiest period for human beings in modern times. Thanks to medical advances and technologies, our health and well-being are better than they've ever been. It's a pretty widely accepted fact that people today will live longer than people born, say, a hundred years ago.

First of all, our medical equipment and methods are a lot more sophisticated than they used to be. Doctors can now scan any internal part of the human body – even the brain – and discover whether a patient has a condition that might not otherwise be detected. We have also made exceptional progress in the development of artificial limbs and organs, haven't we?

Secondly, there have been major developments in vaccines, that is, medicines to prevent certain illnesses. As recently as the 20th century, a disease called influenza, or the flu, is believed to have killed up to one hundred million people. But today, thanks to medical science, we have a vaccine against the flu. A vaccine was also responsible for getting rid of another killer disease called smallpox, which claimed countless lives for thousands of years. Now it's completely gone.

Finally, the fact that we simply know more and understand more means that people are more health-conscious today than they used to be. For example, the number of smokers has significantly dropped worldwide because there is now greater awareness of the risks associated with smoking. And governments in many parts of the world are supporting campaigns to have better labelling of nutritional information on food packaging because people are paying more attention to their well-being. Yes, thanks to modern innovations, life is now better than ever!

Track 58

1

I never liked hospitals or doctor's offices. I always felt better in my neighbour's kitchen, lying on her table as she put needles in my body. She was one of the best acupuncturists in all of France and always managed to help me feel better within 20 minutes, no matter what was wrong with me. I remember when I came to her covered in bumps after having eaten some strange nut. My mom wanted to take me to the emergency room but I first wanted to give the needles a chance. After 10 minutes, the itching was gone and when I finished, my skin no longer looked like it was covered in bee stings. That's why, today, the first person I call when I feel under the weather is my neighbour.

2

The key to health is not getting sick in the first place. This means taking care of your body on a daily basis. Most importantly, we need to eat a well-balanced and nutritious diet. While there are many diet fads out there, all of them have one thing in common – an abundance of healthy vegetables and fruit. The old saying 'an apple a day keeps the doctor away' is indeed true, but it requires more than an apple. In the beginning, changing your eating habits requires some planning and attention, but after some time, it becomes second nature. So, eat a plateful of colour at every meal and stay vibrantly healthy.

3

Some people say I'm a hypochondriac, which basically means that every time I feel a strange or new sensation in my body, I already think that I have a horrible illness. I wouldn't go as far as to label myself as such, but I will admit that I am obsessed with my health. I am always going online to look up my symptoms and pretty much end up going to at least one doctor a day. My primary care doctor is very patient with me and she takes her time to listen to my concerns. Most times, my greatest fears end up being wrong, but I like to think I'm better off safe than sorry!

4

When I first began practising medicine, everyone listened to doctors. I can't stand how people come into my office and try and tell me what they have and what sort of medicine they should be taking. Usually they are wrong and I have to end up wasting 30 minutes trying to convince them I'm right. It has become so bad that I'm thinking of selling my practice and moving to the Bahamas.

UNIT 7

Track 59

1

I've always dreamed of becoming a doctor, but that's not going to happen. My exam results just aren't good enough to study medicine. In spite of that, I'm not giving up. I'm still going to pursue a career in medicine – maybe nursing or even research.

2

I suffered a lot of setbacks as a kid. My parents divorced when I was very young and I got bounced around a lot. It wasn't easy. Sometimes I felt like giving up, but I decided early on to use that pain to achieve my dream of helping kids in similar situations.

3

I've always been a small guy. People told me there was no way I could ever play any sport professionally – football and basketball were beyond my reach. I guess they were right, but that hasn't stopped me. Gymnastics is every bit the sport that football is.

4

I know it can be tough for women in the world of business. That's why I decided to take a less traditional route than getting an MBA. I'm going to get an apprenticeship and I'm going to work my way up from the bottom. Watch out world – here I come!

Track 60

The Tennessee-Tombigbee Waterway, also known as the Tenn-Tom, is a man-made waterway in the southeast United States. It was completed in 1984 by the US Army Corps of Engineers at a cost of around 2 billion dollars. It was expected to bring business and jobs to this impoverished rural area.

Willie King of Pickens County, Alabama, said, 'Talk I heard for years was that the Tenn-Tom was going to mean improvements for all the communities on the waterway, that it would bring jobs and make life a little better. Hear tell there are already one thousand new jobs because of the waterway, but we haven't seen any yet.' His great-uncle, Alex 'Junior' Ivy, was still drawing cooking and washing water from a well as he had all his 90 years. Sharecropping – his former employment – had gone the way of the mule, and former cotton fields were planted in milo and soybeans by big owners with big machinery.

Boaters on the Tenn-Tom, like drivers on a broad highway, pass unawares through some rural counties that, by federal standards, remain among the most severely depressed in the nation. Counties in Alabama with populations of 10,000 to 25,000, no large towns, and few employers, count a high proportion of elderly and disabled citizens and single mothers with small children. Family income – frequently from government assistance – is often below the poverty line. High-school students in Greene County know that few job opportunities await them after graduation; some go into the military, others go to a big city like Birmingham or beyond seeking work.

The Army Corps helped the area during construction of the waterway with training programs and reached its goal of 30 percent minority hiring, but upon completion of the project those opportunities vanished. One small businessman noted, 'Everyone has a shot at development, but the big guys are moving in; the little ones can't compete.'

Memphis, Alabama is on a bend in the Tenn-Tom. Historians say it was once a bustling cotton town crowded with warehouses, saloons, stores and a hotel in the 19th century – a description of prosperity. By the turn of the century it was a ghost town. One Black resident chuckled, 'That must mean the white people left; we've always been here – since slavery days.' And the waterway? In the early Corps' plans, Memphis was supposed to get recreational facilities, but revised plans left Memphis with only a boat ramp, a small gravel parking lot, and little hope for development. The Reverend J.T. Williams said, 'We ain't dead yet. I'm still dreaming.'

In Sumter County, Eva Thomas dreamed too: 'I'd like a cooking job,' as she prepared chicken and rice for a son, four daughters and four grandchildren who shared her three-room cabin. A neighbour pleaded, 'Let people in power know we're here. We need jobs.' Kenneth Smith, a local carpenter-songwriter, sang, 'Taking the days as they come.'

Track 65

1

Boy: What are your ambitions for the future?

Girl: I have a lot of ideas for the future, and yet, I'm not sure which goal to pursue first. On the one hand I would like to study medicine. On the other hand, I would like to work abroad for at least a few years.

2

Boy: What is your dream job? Why?

Girl: I know for sure that my dream job is a profession where I can help others. Nevertheless, I'm not sure what specific work I want to do. I've thought about working as a nurse or a pharmacist. Sometimes I also think about a career in education.

3

Boy: In your opinion, what does it mean to be successful?

Girl: Although earning a lot of money and having a prestigious job would be nice, I don't think those things are what really matter. In my view, being successful means feeling satisfied with what you accomplish each day.

4

Boy: Would you like to be famous? Why or why not?

Girl: Sometimes I think it would nice to be famous, because it would be fun to live in a big house and to have people recognise me on the street. Nevertheless, I'm not sure it's really for me. I value privacy, and I wouldn't want to read about myself in the newspaper.

5

Boy: What aspect of your education has been the most fulfilling?

Girl: My time at school taught me to be a critical thinker. Mind you, I also learned a lot of practical skills. It's hard to say which aspect of my education has been the most gratifying, because I enjoyed everything.

UNIT 8

Track 67

Girl: You are not going to believe what happened to me when I was on holiday.

Boy: What? What happened?

Girl: Well, it was very early one morning and everyone was still asleep. I decided to go out and enjoy the quiet. I was going to walk down to the beach and maybe take a swim.

Boy: Uhuh.

Girl: As I came over the top of a sand dune, I couldn't believe my eyes.

Boy: What?

Girl: There was a boat almost on the beach, in shallow water, and some men standing around it – with guns!

Boy: Were they police or something?

Girl: No, that's the thing. They were in plain clothes and they looked very shady. A couple of them were loading some boxes onto the boat. I knew this was someplace I shouldn't be.

Boy: How scary! What did you do?

Girl: Luckily none of them saw me, because of the beach grass I think, and I stepped back behind the dune. I was shaking like a leaf.

Boy: That must have been so frightening! Just imagine if they had seen you.

Girl: Exactly. I was witness to something I wasn't supposed to see. I went back to the house and climbed back into bed. I couldn't sleep, of course.

Boy: Did you tell anyone about it?

Girl: I told everyone later, but, unsurprisingly, the boat had gone by then. We decided not to call the police because we were in a foreign country and just didn't want to get involved in a big mess.

Boy: Probably smart.

Girl: Anyway, to cut a long story short, we moved from the house we were renting to a large, touristy hotel instead. I felt a lot safer there and was able to enjoy the rest of my holiday.

Boy: Wow. That is quite a story. It's like something out of a film. I'm just glad that you're OK and here to tell it!

Girl: You and me both!

Track 69

Some stories just break your heart. So it is with the behind-the-scenes story of a little girl featured in an article on Manú National Park in Peru. The girl's name is Yoina. She's a member of the Matsigenka tribe, an indigenous group that lives in Manú, one of the most biodiverse places on Earth.

National Geographic photographer Charlie Hamilton James took Yoina's photograph for the article in June 2015. Hamilton James and his colleagues were captivated by the image of the ten-year-old girl, neck deep in the Yomibato River near her village, looking defiantly at the camera, a pet tamarin on her head.

That photo did what great photos do. It makes you want to know more – about the little girl and her life. Because her tribe and others have inhabited the area for generations, it's their legal right to live in the protected rainforest, with a few limitations: no gun hunting and no other activities that would irreparably harm the environment.

Yoina 'didn't really care much for having her photo taken, and that's why she's got a bit of attitude in the shot,' says Hamilton James, who has covered Manú's people and animals for 20 years. He remembers, 'I must have shot around 20 frames like that, and she's only smiling a little in one of them.'

From there the story takes a tragic turn. The next month Yoina's mother, Carmen, died after giving birth to her ninth child. The baby – named Grace Kelly at the suggestion of a visiting nurse -- was adopted by Carmen's sister. The aunt also cares for Yoina, who shaved her head in mourning. But the sad events did not stop there. Soon after, Yoina's pet tamarin was killed when it overturned a boiling pot on itself. The family buried it.

When one of Hamilton James' colleagues, reporter Emma Marris, went to Manú, she sought out Yoina. The girl still lives with her aunt and helps care for baby Grace. On that visit Yoina had less hair but more of a smile, perhaps in gratitude for the gift of a photo with her old pet.

Yoina's story is one of people and places that are remarkable, remote and endangered. No one can say for certain what Yoina and her tribe's future holds, but the words of Matsigenka teacher Mauro Metaki are heartening. 'We know how to take care of the forest,' he says. To live off the land, but at the same time protect it, 'we take just a little.'

Track 71

When Dave Isay was kid, he found an old tape recorder and he interviewed his grandparents after a Thanksgiving dinner. He recorded their voices and stories, and he noticed that people really liked it when someone listened to them. After his grandparents passed away, he looked for that old tape with the interviews, but he couldn't find it. The memory of those interviews stuck with him. He believed ordinary people would gladly share their stories if given the opportunity. And that's how StoryCorps began.

Dave Isay founded StoryCorps in 2003 with the goal of collecting, sharing and preserving people's stories. It was a simple idea: People would go into a booth and they would interview a friend or relative, or maybe just an acquaintance. The first recording booth opened in a New York City train station in 2003. By 2013, StoryCorps had launched mobile booths, set up permanent booths, established weekly broadcasts and published three books. That year, StoryCorps received a $1,000,000 MacArthur Award for Creative and Effective Institutions, published its fourth book and celebrated its tenth anniversary. A year later, Dave Isay received the TED prize. After needing recording booths for many years, StoryCorps was able to use the $1,000,000 TED prize to develop an app that would help preserve many more voices and stories. People would no longer need to go to a recording booth. They would be able to use their mobile devices to tell their stories. In 2016, StoryCorps published its fifth book, entitled Callings: The Purpose and Passion of Work. In under fifteen years, the StoryCorps archive has become one of the biggest oral history collections. It includes more than 45 thousand interviews, recorded in every single state of the United States of America and in Puerto Rico.

Track 74

Examiner: In this part of the exam, you need to talk to each other about the advantages and disadvantages of getting information from these five sources.
Girl: Well, in my opinion the main advantage of libraries is that they have a wide range of resources. What do you think?
Boy: I agree. As well as books, they have a lot of articles and newspapers. And these days, they usually have a computer room where you can go online.
Girl: Yes. The main disadvantage, I suppose, is that libraries aren't always in a convenient location. And sometimes the openings hours aren't very good. That's why online encyclopedias and blog posts are useful.
Boy: Absolutely. Although, sometimes the information in blog posts isn't accurate. Do you agree?
Girl: Yes, I do.
Boy: I tend to use e-books instead. What do you think of e-books?
Girl: Well, I like e-books because they're easy to carry around. But on the other hand, sometimes with e-books I have trouble finding the information I need. If I want to go back to something I've read before, I don't always remember where to look for it.
Boy: I have that problem too.
Girl: So, of these five sources, which do you use the most?
Boy: Depending on what I'm researching, probably newspaper articles. What about you?

Track 75

1
When I was a child, my mother used to take me to the bookstore every single weekend. And I loved these trips so much because she would let me buy as many books as I wanted. Because of this, I've loved reading since a very young age. It is a passion of mine that is still alive today. In fact, I still go to the bookstore every single weekend. And even though I have a strict budget in other areas of my life, my moment at the bookstore is the one time that I don't control my spending. I end up reading 2–3 books per week, sometimes more!

2
The statistics on reading in England are pretty scary. One in five children can't read well by age eleven. A shocking 46% of people between 16 and 24 don't read for fun. The younger generations read less than the older ones. I am terrified for the future of the society. In countries where there are greater numbers of readers, the income per person is much higher than in other countries. I think it is time to have society think twice about the role and importance of reading in schools so that our future leaders will have the chance to educate themselves.

3
I think reading is overrated. In this information age, you can pretty much get all the knowledge you need from the internet and social media. Anyways, who has the time to actually sit down and read books? My friends and I have so much homework at weekends and in the evenings that reading a book is simply impossible. When we aren't studying, we like to play video games to relax. Reading is for older people who are retired and don't have anything to do all day. It certainly isn't something I'm interested in.

4
Did you know that 80% of inner city preschools in the United States that serve poorer communities don't even have books? This means that millions of children are growing up without knowing the pleasure of reading. That's why I started my foundation, Words for America. We not only raise funds to buy books for these schools, but we also accept gently used books and other donations. Last year, we began an additional part of our program, where we give students books to bring home and read with their parents. It has been a great success and we are now going to be getting funding from the government!

VIDEOSCRIPTS: TED TALKS

Unit 1

1.1. TED Talk Part 1

BL = Beau Lotto, A = audience
BL: So, this game is very simple. All you have to do is read what you see. Right? So, I'm going to count to you, so we all do it together. OK, one, two, three.
A: Can you read this?
BL: Amazing. What about this one? One, two, three.
A: You are not reading this.
BL: All right. One, two, three. If you were Portuguese, right? How about this one? One, two, three.
A: What are you reading?
BL: What are you reading? There are no words there. I said, read what you're seeing. Right? It literally says, 'Wat ar ou rea in?' Right? That's what you should have said. Right? Why is this? It's because perception is grounded in our experience. Right? The brain takes meaningless information and makes meaning out of it, which means we never see what's there, we never see information, we only ever see what was useful to see in the past. All right? Which means, when it comes to perception, we're all like this frog. Right? It's getting information. It's generating behaviour that's useful.

And sometimes, when things don't go our way, we get a little bit annoyed, right?

But we're talking about perception here, right? And perception underpins everything we think, we know, we believe, our hopes, our dreams, the clothes we wear, falling in love, everything begins with perception. Now if perception is grounded in our history, it means we're only ever responding according to what we've done before. But actually, it's a tremendous problem, because how can we ever see differently?

Now, I want to tell you a story about seeing differently, and all new perceptions begin in the same way. They begin with a question. The problem with questions is they create uncertainty. Now, uncertainty is a very bad thing. It's evolutionarily a bad thing. If you're not sure that's a predator, it's too late. OK? Even seasickness is a consequence of uncertainty. Right? If you go down below on a boat, your inner ears are telling you you're moving. Your eyes, because it's [they're] moving in register with the boat, say I'm standing still. Your brain cannot deal with the uncertainty of that information, and it gets ill. The question 'why?' is one of the most dangerous things you can do, because it takes you into uncertainty. And yet, the irony is, the only way we can ever do anything new is to step into that space. So how can we ever do anything new? Well fortunately, evolution has given us an answer, right? And it enables us to address even the most difficult of questions. The best questions are the ones that create the most uncertainty. They're the ones that question the things we think to be true already. Right? It's easy to ask questions about how did life begin, or what extends beyond the universe, but to question what you think to be true already is really stepping into that space.

So, what is evolution's answer to the problem of uncertainty? It's play. Now play is not simply a process. Experts in play will tell you that actually it's a way of being. Play is one of the only human endeavours where uncertainty is actually celebrated. Uncertainty is what makes play fun. Right? It's adaptable to change. Right? It opens possibility, and it's cooperative. It's actually how we do our social bonding, and it's intrinsically motivated. What that means is that we play to play. Play is its own reward. Now if you look at these five ways of being, these are the exact same ways of being you need in order to be a good scientist. Science is not defined by the method section of a paper. It's actually a way of being, which is here, and this is true for anything that is creative. So if you add rules to play, you have a game. That's actually what an experiment is. So armed with these two ideas, that science is a way of being and experiments are play, we asked, can anyone become a scientist? And who better to ask than 25 eight to ten-year-old children? Because they're experts in play. So I took my bee arena down to a small school in Devon, and the aim of this was to not just get the kids to see science differently, but, through the process of science, to see themselves differently. Right?

1.2 TED Talk Part 2

BL = Beau Lotto, AO = Amy O'Toole, DS = Dave Strudwick, S = Student

BL: The first step was to ask a question. So, here are some of the questions. I put them in small print so you wouldn't bother reading it. Point is that five of the questions that the kids came up with were actually the basis of science publication in the last five to 15 years. Right? So they were asking questions that were significant to expert scientists. Now here, I want to share the stage with someone quite special. Right? She was one of the young people who was involved in this study, and she's now one of the youngest published scientists in the world. Right? She will now, once she comes onto stage, will be the youngest person to ever speak at TED. Right? Now, science and asking questions is about courage. Now she is the personification of courage, because she's going to stand up here and talk to you all. So Amy, would you please come up? So, Amy's going to help me tell the story of what we call *the Blackawton Bees Project*, and first, she's going to tell you the question that they came up with. So go ahead, Amy.

AO: Thank you, Beau. We thought that it was easy to see the link between humans and apes in the way that we think, because we look alike. But we wondered if there's a possible link with other animals. It'd be amazing if humans and bees thought similar, since they seem so different from us. So we asked if humans and bees might solve complex problems in the same way. Really, we wanted to know if bees can also adapt themselves to new situations using previously learnt rules and conditions. So what if bees can think like us?

Well, it'd be amazing, since we're talking about an insect with only one million brain cells. But it actually makes a lot of sense they should, because bees, like us, can recognise a good flower regardless of the time of day, the light, the weather, or from any angle it approach it from.

BL: So the next step was to design an experiment, which is a game. So the kids went off and they designed this experiment, and so – well, game – and so, Amy, can you tell us what the game was, and the puzzle that you set the bees?

AO: The puzzle we came up with was an if-then rule. We asked the bees to learn not just to go to a certain colour, but to a certain colour flower only when it's in a certain pattern.

They were only rewarded if they went to the yellow flowers, if the yellow flowers were surrounded by the blue, or if the blue flowers were surrounded by the yellow. Now there's a number of different rules the bees can learn to solve this puzzle. The interesting question is, which? What was really exciting about this project was we, and Beau, had no idea whether it would work. It was completely new, and no one had done it before, including adults.

BL: The next step is observation. So here are some of the students doing the observations. They're recording the data of where the bees fly.

DS: So what we're going to do …

S: 5C.

DS: Is she still going up here?

S: Yeah.

DS: So you keep track of each.

S: Henry, can you help me here?

BL: 'Can you help me, Henry?' What good scientist says that, right?

S: There's two up there. And three in here.

BL: Right? So we've got our observations. We've got our data. They do the simple mathematics, averaging, etc., etc. And now we want to share. That's the next step. So we're going to write this up and try to submit this for publication. Right? So we have to write it up. So we go, of course, to the pub. All right? The one on the left is mine, OK? Now, I tell them, a paper has four different sections: an introduction, a method, a results, a discussion. The introduction says, what's the question and why? Methods, what did you do? Results, what was the observation? And the discussion is, who cares? Right? That's a science paper, basically.

So the kids give me the words, right? I put it into a narrative, which means that this paper is written in kids' speak. It's not written by me. It's written by Amy and the other students in the class. As a consequence, this science paper begins, 'Once upon a time …' The results section, it says: 'Training phase, the puzzle … duh duh duuuuuhhh.' Right? And the methods, it says, 'Then we put the bees into the fridge (and made bee pie),' smiley face. Right? This is a science paper. We're going to try to get it published. So here's the title page. We have a number of authors there. All the ones in bold are eight to ten years old. The first author is Blackawton Primary School, because if it were ever referenced, it would be 'Blackawton et al', and not one individual. So we submit it to a public access journal, and it says this. It said many things, but it said this: 'I'm afraid the paper fails our initial quality control checks in several different ways.' In other words, it starts off 'once upon a time', the figures are in crayon, etc.

1.3 TED Talk Part 3

BL = Beau Lotto, AO = Amy O'Toole

BL: So we said, 'we'll get it reviewed'. So I sent it to Dale Purves, who is at the National Academy of Science, one of the leading neuroscientists

in the world, and he says, 'This is the most original science paper I have ever read and it certainly deserves wide exposure.' Larry Maloney, expert in vision, says, 'The paper is magnificent. The work would be publishable if done by adults.' So what did we do? We send it back to the editor. They say no. So we asked Larry and Natalie Hempel to write a commentary situating the findings for scientists, right, putting in the references, and we submit it to *Biology Letters*. And there, it was reviewed by five independent referees, and it was published. OK? It took four months to do the science, two years to get it published. Typical science, actually, right? So this makes Amy and her friends the youngest published scientists in the world. What was the feedback like? Well, it was published two days before Christmas, downloaded 30,000 times in the first day, right? It was the *Editors' Choice in Science*, which is a top science magazine. It's forever freely accessible by *Biology Letters*. It's the only paper that will ever be freely accessible by this journal. Last year, it was the second-most downloaded paper by *Biology Letters*, and the feedback from not just scientists and teachers but the public as well. And I'll just read one.

'I have read "Blackawton Bees" recently. I don't have words to explain exactly how I am feeling right now. What you guys have done is real, true and amazing. Curiosity, interest, innocence and zeal are the most basic and most important things to do science. Who else can have these qualities more than children? Please congratulate your children's team from my side.'

Now, true science education I think should be about giving people a voice and enabling them to express that voice, so I've asked Amy to be the last voice in this short story. So, Amy?

AO: This project was really exciting for me, because it brought the process of discovery to life, and it showed me that anyone, and I mean anyone, has the potential to discover something new, and that a small question can lead into a big discovery. Changing the way a person thinks about something can be easy or hard. It all depends on the way the person feels about change. But changing the way I thought about science was surprisingly easy. Once we played the games and then started to think about the puzzle, I then realised that science isn't just a boring subject, and that anyone can discover something new. You just need an opportunity. My opportunity came in the form of Beau, and the *Blackawton Bee Project*. Thank you.

BL: Thank you very much.

UNIT 2

2.1 TED Talk Part 1

LN = Latif Nasser, NR = Natalia Rybczynski

LN: So, this is a story about how we know what we know. It's a story about this woman, Natalia Rybczynski. She's a paleobiologist, which means she specialises in digging up really old dead stuff.

NR: Yeah, I had someone call me 'Dr. Dead Things'.

LN: And I think she's particularly interesting because of where she digs that stuff up, way above the Arctic Circle in the remote Canadian tundra. Now, one summer day in 2006, she was at a dig site called the Fyles Leaf Bed, which is less than 10 degrees' latitude away from the Magnetic North Pole.

NR: Really, it's not going to sound very exciting, because it was a day of walking with your backpack and your GPS and notebook and just picking up anything that might be a fossil.

LN: And at some point, she noticed something.

NR: Rusty, kind of rust-coloured, about the size of the palm of my hand. It was just lying on the surface.

LN: And at first she thought it was just a splinter of wood, because that's the sort of thing people had found at the Fyles Leaf Bed before – prehistoric plant parts. But that night, back at camp …

NR: Then I get out the hand lens, maybe I'm looking a little bit more closely and realising it doesn't quite look like this has tree rings. Maybe it's a preservation thing, but it looks really like … bone.

LN: Huh. So, over the next four years, she went to that spot over and over, and eventually collected 30 fragments of that exact same bone, most of them really tiny.

NR: It's not a whole lot. It, you know, fits in a … fits in a small Ziploc bag.

LN: And she tried to piece them together like a jigsaw puzzle. But it was challenging.

NR: It's broken up into so many little tiny pieces, I'm trying to use sand and putty, and it's like … it's not looking good. So finally, we have … we had a 3D surface scanner.

LN: Ooh!

NR: Yeah, right?

LN: It turns out it was way easier to do it virtually.

NR: It's kind of magical when it all fits together.

LN: How certain were you that you had it right, like, that you had put it together in the right way, like? Was there a potential that you'd put it together a different way and you'd have, like, a, you know, a parakeet or something?

NR: Um, no. No, we got this.

LN: What she had, she discovered, was a tibia – a leg bone, and specifically, one that belonged to a cloven-hoofed mammal, so something like a cow or a sheep. But it couldn't have been either of those. It was just too big.

NR: The size of this thing, it was huge. It's a really big animal.

LN: So what animal could it be? Having hit a wall, she showed one of the fragments to some colleagues of hers in Colorado, and they had an idea.

NR: We took a saw, and we nicked just the edge of it, and there was this really interesting … um, there's a smell that comes from it.

LN: It smelled kind of like singed flesh. It was a smell that Natalia recognised from cutting up skulls in her gross anatomy lab: collagen. Collagen is what gives structure to our bones. And usually, after so many years, it breaks down. But in this case, the Arctic had acted like a natural freezer and preserved it. Then a year or two later, Natalia was at a conference in Bristol and she saw that a colleague of hers named Mike Buckley was demoing this new process that he called 'collagen fingerprinting'. It turns out that different species have slightly different structures of collagen, so if you get a collagen profile of an unknown bone, you can compare it to those of known species and, who knows, maybe you get a match. So she shipped him one of the fragments, FedEx.

NR: Yeah, you want to track it. It's kind of important.

LN: And he processed it, and compared it to 37 known and modern-day mammal species. And he found a match. It turns out that the 3.5 million-year-old bone that Natalia had dug out of the High Arctic belonged to … a camel.

NR: And I'm thinking, what? That's amazing, right? – If it's true.

LN: So they tested a bunch of the fragments and they got the same result for each one. However, based on the size of the bone that they found … was such that it meant that this camel was 30 percent larger than modern-day camels. So this camel would have been about nine feet tall, weighed around a tonne. Yeah. Natalia had found a giant Arctic camel.

2.2 TED Talk Part 2

LN: Now, when you hear the word 'camel', what may come to mind is one of these – the Bactrian camel of East and Central Asia. But chances are the postcard image you have in your brain is of one of these – the dromedary – quintessential desert creature; hangs out in sandy, hot places like the Middle East and the Sahara; has a big old hump on its back for storing water for those long desert treks; has big, broad feet to help it tromp over sand dunes. So how on earth would one of these guys end up in the High Arctic? Well, scientists have known for a long time, turns out, even before Natalia's discovery, that camels are actually originally American. They started here. For nearly 40 of the 45 milion years that camels have been around, you could only find them in North America, around twenty different species, maybe more. If I, like, put them all in a lineup, would they look different?

NR: Yeah, so you're going to have different body sizes. You're going to have some with really long necks, so they're actually functionally like giraffes.
LN: Some had snouts, like crocodiles.
NR: The really primitive, early ones would have been really small, like, almost like rabbits.
LN: What? Rabbit-sized camels?
NR: The earliest ones. So those ones you probably would not recognise.
LN: Oh, my God, I want a pet rabbit-camel.
NR: I know! Wouldn't that be great?
LN: And then about three to seven million years ago, one branch of camels went down to South America, where they became llamas and alpacas and another branch crossed over the Bering Land Bridge into Asia and Africa. And then, around the end of the last Ice Age, North American camels went extinct. So, scientists knew all of that already, but it still doesn't fully explain how Natalia found one so far north. Like, this is, temperature-wise, the polar opposite of the Sahara. Now, to be fair, three and a half million years ago, it was on average 22 degrees Celsius warmer than it is now. So it would have been boreal forest, so more like the Yukon or Siberia today. But still, like, they would have 6-month-long winters where the ponds would freeze over. You'd have blizzards. You'd have 24 hours a day of straight darkness. Like, how … How? How is it that one of these Saharan superstars [could] ever have survived those arctic conditions? Natalia and her colleagues think they have an answer. And it's kind of brilliant. What if the very features that we imagine make the camel so well-suited to places like the Sahara actually evolved to help it get through the winter? What if those broad feet were meant to tromp not over sand but over snow, like a pair of snowshoes? What if that hump – which, huge news to me, does not contain water – it contains fat – was there to help the camel get through that 6-month-long winter when food was scarce? And then, only later, long after it crossed over the land bridge, did it retrofit those winter features for a hot desert environment? Like, for instance, the hump may be helpful to camels in hotter climes because having all your fat in one place, like a, you know, fat backpack, means that you don't have to have that insulation all over the rest of your body. So it helps heat dissipate easier. It's this crazy idea, that what seems like proof of the camel's quintessential desert nature could actually be proof of its High Arctic past.

2.3 TED Talk Part 3

LN: Now, I'm not the first person to tell this story. Others have told it as a way to marvel at evolutionary biology or as a keyhole into the future of climate change. But I love it for a totally different reason. For me, it's a story about us, about how we see the world and about how that changes. So I was trained as a historian. And I've learnt that, actually, a lot of scientists are historians, too. They make sense of the past. They tell the history of our universe, of our planet, of life on this planet. And, as a historian, you start with an idea in your mind of how the story goes.
NR: We make up stories and we stick with it, like the camel in the desert, right? I mean, that's a great story! It's totally adapted for that. Clearly, it always lived there, you know.
LN: But at any moment, you could uncover some tiny bit of evidence. You could learn some tiny thing that forces you to reframe everything you thought you knew. Like, in this case, this one scientist finds this one shard of what she thought was wood and, because of that, science has a totally new and totally counterintuitive theory about why this absurd Dr. Seuss-looking creature looks the way it does. And, for me, it completely upended the way I think of the camel. It went from being this ridiculously niche creature suited only to this one specific environment to being like this, this world traveller that just happens to be in the Sahara and could end up virtually anywhere. This is Azuri. Azuri, hi, how are you doing? OK, here, I've got one of these for you here. Yeah. So Azuri is on a break from her regular gig at the Radio City Music Hall. That's not even a joke. It's … anyway – But really, Azuri is here as a living reminder that the story of our world is a dynamic one. It requires our willingness to readjust, to reimagine. Right, Azuri? And, really, that we're all just one shard of bone away from seeing the world anew. Thank you very much. Thanks.

Unit 3

3.1 TED Talk Part 1

I'm a lexicographer. I make dictionaries. And my job as a lexicographer is to try to put all the words possible into the dictionary. My job is not to decide what a word is; that is your job. Everybody who speaks English decides together what's a word and what's not a word. Every language is just a group of people who agree to understand each other. Now, sometimes when people are trying to decide whether a word is good or bad, they don't really have a good reason. So they say something like, 'Because grammar!' And, uh, I don't actually really care about grammar too much – don't tell anybody. But the word 'grammar', actually, there are two kinds of grammar. There's the kind of grammar that kind of lives inside your brain, and if you're a native speaker of a language or a good speaker of a language, it's the unconscious rules that you follow when you speak that language. And this is what you learn when you learn a language as a child. And here's an example: This is a wug, right? It's a wug. Now there is another one. There are two of these. There are two …
[Audience:] Wugs.
Exactly! You know how to make the plural of 'wug'. That rule lives in your brain. You never had to be taught this rule, you just understand it. This is an experiment that was invented by a professor at Boston College named Jean Berko Gleason back in 1958. So we've been talking about this for a long time. Now, these kinds of natural rules that exist in your brain, they're not like traffic laws – they're more like laws of nature. And nobody has to remind you to obey a law of nature, right? When you leave the house in the morning, your mum doesn't say, 'Hey, honey, I think it's going to be cold, take a hoodie, don't forget to obey the law of gravity, right?' Nobody says this. Now, there are other rules that are more about manners than they are about nature. So you can think of, like, a word is like a hat. Once you know how hats work, nobody has to tell you, 'Don't wear hats on your feet.' What they have to tell you is, 'Can you wear hats inside? Who gets to wear a hat? What are the kinds of hats you get to wear, right?' Those are more of the second kind of grammar, which linguists often call 'usage', as opposed to grammar. Now, sometimes people use this kind of rules-based grammar to discourage people from making up words. And I think that is, well, stupid. So, for example, people are always telling you, 'Be creative, make new music, do art, invent things, science and technology.' And then, when it comes to words, they're like, 'No! No. Creativity stops right here, whippersnappers. Give it a rest.' But that makes no sense to me. Words are great. We should have more of them. I want you to make as many new words as possible. And I'm going to tell you six ways that you can use to make new words in English.

3.2 TED Talk Part 2

The first way is the simplest way. Basically, steal them from other languages. Linguists call this borrowing, but we never give the words back, so I'm just going to be honest and call it stealing. We usually take words for things that we like, like delicious food. We took *kumquat* from Chinese; we took *caramel* from French. We also take words for cool things like *ninja*, right? We took that from Japanese, which is kind of a cool trick because ninjas are hard to steal from. So another way that you can make words in English is by squishing two other English words together. This is called 'compounding'. Words in English are like LEGO: if you use enough force, you can put any two of them together. We do this all the time in English: words like *heartbroken*, *bookworm*, *sandcastle* all are compounds. So go ahead and make words like *duckface*, just don't make duck face. Another way that you can make words in English is kind of like compounding, but instead you use so much force when you squish the words together that some parts fall off. So these are blend words, like *brunch* is a blend of *breakfast* and *lunch*. *Motel* is a blend of *motor* and *hotel*. Who here knew that *motel* was a blend word? Yeah, that word is so

old in English that lots of people don't know that there are parts missing. *Edutainment* is a blend of *education* and *entertainment*. And of course, *electrocute* is a blend of *electric* and *execute*.

You can also make words by changing how they operate. This is called 'functional shift'. You take a word that acts as one part of speech, and you change it into another part of speech. OK, who here knew that *friend* hasn't always been a verb? *Friend* used to be a noun and then we verbed it. Almost any word in English can be verbed. You can also take adjectives and make them into nouns. *Commercial* used to be an adjective and now it's a noun. And, of course, you can *green* things. Another way to make words in English is 'back-formation'. You can take a word and you can kind of squish it down a little bit. So, for example, in English we had the word *editor* before we had the word *edit*. *Edit* was formed from *editor*. Another way to make words in English is to take the first letters of something and squish them together. So the *National Aeronautics and Space Administration* becomes *NASA*. And of course you can do this with anything, OMG!

3.3 TED Talk Part 3

So it doesn't matter how silly the words are. They can be really good words of English. *Absquatulate* is a perfectly good word of English. *Mugwump* is a perfectly good word of English. So the words don't have to sound normal – they can sound really silly.

Why should you make words? You should make words because every word is a chance to express your idea and get your meaning across. And new words grab people's attention. They get people to focus on what you're saying and that gives you a better chance to get your meaning across. And a lot of people on this stage today have said, 'In the future, you can do this, you can help with this, you can help us explore, you can help us invent.' You can make a new word right now. English has no age limit. Go ahead, start making words today, send them to me, and I will put them in my online dictionary, Wordnik. Thank you so much.

UNIT 4

4.1 TED Talk Part 1

I used to have this recurring dream where I'd walk into a room full of people, and I'd try not to make eye contact with anyone. Until someone notices me, and I just panic. And the person walks up to me, and says, 'Hi, my name is so-and-so. And what is your name?' And I'm just quiet, unable to respond. After some awkward silence, he goes, 'Have you forgotten your name?' And I'm still quiet. And then, slowly, all the other people in the room begin to turn toward me and ask, almost in unison, 'Have you forgotten your name?' As the chant gets louder, I want to respond, but I don't.

I'm a visual artist. Some of my work is humorous, and some is a bit funny but in a sad way. And one thing that I really enjoy doing is making these little animations where I get to do the voice-over for all kinds of characters.

I've been a bear. [Hi.]

I've been a whale. [Hi.]

I've been a greeting card. [Hi.]

And my personal favourite is Frankenstein's monster. [Hi.]

I just had to grunt a lot for that one. A few years ago, I made this educational video about the history of video games. And for that one, I got to do the voice of Space Invader. [Hi.]

A dream come true, really. And when that video was posted online, I just sat there on the computer, hitting 'refresh', excited to see the response. The first comment comes in.

'Great job.' Yes! I hit 'refresh'.

'Excellent video. I look forward to the next one.'

This was just the first of a two-part video. I was going to work on the second one next. I hit 'refresh'.

'Where is part TWO? WHEREEEEE? I need it NOWWWWW! People other than my mum were saying nice things about me, on the internet! It felt like I had finally arrived. I hit 'refresh'.

'His voice is annoying. No offence.' OK, no offence taken. 'Refresh'.

'Could you remake this without peanut butter in your mouth?'

OK, at least the feedback is somewhat constructive, right? Hit 'refresh'.

'Please don't use this narrator again u can barely understand him.' Refresh.

'Couldn't follow because of the Indian accent.'

I don't have an Indian accent. I have a Pakistani accent, OK?

But comments like that kept coming in, so I figured I should just ignore them and start working on the second part of the video. I recorded my audio, but every time I sat down to edit, I just could not do it. Every single time, it would take me back to my childhood, where I had a much harder time speaking. I've stuttered for as long as I can remember. I was the kid in class who would never raise his hand when he had a question – or knew the answer. Every time the phone rang, I would run to the bathroom so that I would not have to answer it. If it was for me, my parents would say that I'm not around. I spent a lot of time in the bathroom. And I hated introducing myself, especially in groups. I'd always stutter on my name, and there was usually someone who'd go, 'Have you forgotten your name?' And then everybody would laugh. That joke never got old. I spent my childhood feeling that if I spoke, it would become obvious that there was something wrong with me, that I was not normal. So I mostly stayed quiet. And so, you see, eventually for me to even be able to use my voice in my work was a huge step for me. Every time I record audio, I fumble my way through saying each sentence many, many times, and then I go back in and pick the ones where I think I suck the least.

Audio editing is like Photoshop for your voice. I can slow it down, speed it up, make it deeper, add an echo. And if I stutter along the way, and if I stutter along the way, I just go back in and fix it. It's magic. And so using my highly edited voice in my work was a way for me to finally sound normal to myself. But after the comments on the video, it no longer made me feel normal. And so I stopped using my voice in my work.

4.2 TED Talk Part 2

Since then, I've thought a lot about what it means to be normal. And I've come to understand that 'normal' has a lot to do with expectations. Let me give you an example.

I came across this story about the Ancient Greek writer, Homer. Now, Homer mentions very few colours in his writing. And even when he does, he seems to get them quite a bit wrong. For example, the sea is described as wine red, people's faces are sometimes green and sheep are purple. But it's just not Homer. If you look at all of the ancient literature – Ancient Chinese, Icelandic, Greek, Indian and even the original Hebrew Bible – they all mention very few colours. And the most popular theory for why that might be the case is that cultures begin to recognise a colour only once they have the ability to make that colour. So basically, if you can make a colour, only then can you see it. A colour like red, which was fairly easy for many cultures to make – they began to see that colour fairly early on. But a colour like blue, which was much harder to make – many cultures didn't begin to learn how to make that colour until much later. They didn't begin to see it until much later as well. So, until then, even though a colour might be all around them, they simply did not have the ability to see it. It was invisible. It was not a part of their 'normal'.

And that story has helped put my own experience into context. So when I first read the comments on the video, my initial reaction was to take it all very personally. But the people commenting did not know how … how self-conscious I am about my voice. They were mostly reacting to my accent, that it is not normal for a narrator to have an accent. But what is 'normal', anyway? We know that reviewers will find more spelling errors in your writing if they think you're black. We know that professors are less likely to help female or minority students. And we know that résumés with white-sounding names get more callbacks than résumés with black-sounding names. Why is that? Because of our expectations of what is 'normal'. We think it is 'normal' when a black student has spelling errors. We think it is 'normal' when a female or minority student does not succeed. And we think it is 'normal' that a white employee is a better hire than a black employee. But studies also show that discrimination of this kind, in most cases, is simply favouritism, and it results more from wanting to help people that you can relate to than the desire to harm people that you can't relate to. And not relating to people starts at a very early age. Let me give you an example. One library that keeps track of

characters in the children's book collection every year, found that in 2014, only about eleven percent of the books had a character of colour. And just the year before, that number was about eight percent, even though half of American children today come from a minority background. Half. So there are two big issues here. Number one, children are told that they can be anything, that they can do anything, and yet most stories that children of colour consume are about people who are not like them. And number two is that majority groups don't get to realise the great extent to which they are similar to minorities – our everyday experiences, our hopes, our dreams, our fears and our mutual love for hummus. It's delicious! Just like the colour blue for Ancient Greeks, minorities are not a part of what we consider 'normal', because 'normal' is simply a construction of what we've been exposed to, and how visible it is around us. And this is where things get a bit difficult. I can accept the pre-existing notion of 'normal' – that 'normal' is good, and that anything outside of that very narrow definition of 'normal' is bad. Or I can challenge that pre-existing notion of 'normal' with my work and with my voice and with my accent. And so I'm now slowly starting to use my voice in my work again. And it feels good. It does not mean I won't have a breakdown the next time a couple dozen people say that I talk like I have peanut butter in my mouth.

It just means I now have a much better understanding of what's at stake, and how giving up is not an option. The Ancient Greeks didn't just wake up one day and realise that the sky was blue. It took centuries, even, for humans to realise what we had been ignoring for so long. And so … and so we must continuously challenge our notion of 'normal', because doing so is going to allow us as a society to finally see the sky for what it is.

[Thank you. Thank you. Thank you. Thank you. Thank you. Thank you.]

Unit 5

5.1 TED Talk Part 1

Before March, 2011, I was a photographic retoucher based in New York City. We're pale, gray creatures. We hide in dark, windowless rooms, and generally avoid sunlight. We make skinny models skinnier, perfect skin more perfect, and the impossible possible, and we get criticised in the press all the time, but some of us are actually talented artists with years of experience and a real appreciation for images and photography. On March 11th, 2011, I watched from home, as the rest of the world did, as the tragic events unfolded in Japan. Soon after, an organisation I volunteer with, *All Hands Volunteers*, were on the ground, within days, working as part of the response efforts. I, along with hundreds of other volunteers, knew we couldn't just sit at home, so I decided to join them for three weeks. On May 13th, I made my way to the town of Ōfunato. It's a small fishing town in Iwate Prefecture, about 50,000 people, one of the first that was hit by the wave. The waters here have been recorded at reaching over 24 metres in height, and travelled over 2 miles inland. As you can imagine, the town had been devastated. We pulled debris from canals and ditches. We cleaned schools. We de-mudded and gutted homes ready for renovation and rehabilitation. We cleared tons and tons of stinking, rotting fish carcasses from the local fish-processing plant. We got dirty, and we loved it. For weeks, all the volunteers and locals alike had been finding similar things. They'd been finding photos and photo albums and cameras and SD cards. And everyone was doing the same. They were collecting them up and handing them in to various places around the different towns for safekeeping. Now, it wasn't until this point that I realised that these photos were such a huge part of the personal loss these people had felt. As they had run from the wave, and for their lives, absolutely everything they had, everything had to be left behind. At the end of my first week there, I found myself helping out in an evacuation centre in the town. I was helping clean the onsen, the communal onsen, the huge giant bathtubs. This happened to also be a place in the town where the evacuation centre was collecting the photos. This is where people were handing them in, and I was honoured that day that they actually trusted me to help them start hand-cleaning them. Now, it was emotional and it was inspiring, and I've always heard about thinking outside the box, but it wasn't until I had actually gotten outside of my box that something happened. As I looked through the photos, some were over a hundred years old, some still in the envelope from the processing lab, I couldn't help but think as a retoucher that I could fix that tear and mend that scratch, and I knew hundreds of people who could do the same. So that evening, I just reached out on Facebook and asked a few of them, and by morning the response had been so overwhelming and so positive, I knew we had to give it a go. So we started retouching photos.

5.2 TED Talk Part 2

This was the very first. Not terribly damaged, but where those … the water had caused that discolouration on the girl's face had to be repaired with such accuracy and delicacy. Otherwise, that little girl isn't going to look like that little girl anymore, and surely that's as tragic as having the photo damaged. Over time, more photos came in, thankfully, and more retouchers were needed, and so I reached out again on Facebook and LinkedIn, and within five days, 80 people wanted to help from 12 different countries. Within two weeks, I had 150 people wanting to join in. Within Japan, by July, we'd branched out to the neighbouring town of Rikuzentakata, further north to a town called Yamada. Once a week, we would set up our scanning equipment in the temporary photo libraries that had been set up, where people were reclaiming their photos. The older ladies sometimes hadn't seen a scanner before, but within ten minutes of them finding their lost photo, they could give it to us, have it scanned, uploaded to a cloud server, it would be downloaded by 'a gaijin', a stranger, somewhere on the other side of the globe, and it'd start being fixed. The time it took, however, to get it back is a completely different story, and it depended obviously on the damage involved. It could take an hour. It could take weeks. It could take months. The kimono in this shot pretty much had to be hand-drawn, or pieced together, picking out the remaining parts of colour and detail that the water hadn't damaged. It was very time-consuming. Now, all these photos had been damaged by water, submerged in salt water, covered in bacteria, in sewage, sometimes even oil, all of which over time is going to continue to damage them, so hand-cleaning them was a huge part of the project. We couldn't retouch the photo unless it was cleaned, dry and reclaimed. Now, we were lucky with our hand-cleaning. We had an amazing local woman who guided us. It's very easy to do more damage to those damaged photos. As my team leader Wynne once said, it's like doing a tattoo on someone. You don't get a chance to mess it up. The lady who brought us these photos was lucky, as far as the photos go. She had started hand-cleaning them herself and stopped when she realised she was doing more damage. She also had duplicates. Areas like her husband and her face, which otherwise would have been completely impossible to fix, we could just put them together in one good photo, and remake the whole photo. When she collected the photos from us, she shared a bit of her story with us. Her photos were found by her husband's colleagues at a local fire department in the debris a long way from where the home had once stood, and they'd recognised him. The day of the tsunami, he'd actually been in charge of making sure the tsunami gates were closed. He had to go towards the water as the sirens sounded. Her two little boys, not so little anymore, but her two boys were both at school, separate schools. One of them got caught up in the water. It took her a week to find them all again and find out that they had all survived. The day I gave her the photos also happened to be her youngest son's 14th birthday. For her, despite all of this, those photos were the perfect gift back to him, something he could look at again, something he remembered from before that wasn't still scarred from that day in March when absolutely everything else in his life had changed or been destroyed. After six months in Japan, 1,100 volunteers had passed through All Hands, hundreds of whom had helped us handclean over 135,000 photographs, the large majority – a large majority of which did actually find their home again, importantly. Over 500 volunteers around the globe helped us get 90 families hundreds of photographs back, fully restored and retouched. During this time, we hadn't really spent more than about a thousand dollars in equipment and materials, most of which was printer inks.

5.3 TED Talk Part 3

We take photos constantly. A photo is a reminder of someone or something, a place, a relationship, a loved one. They're our memory-keepers and our histories, the last thing we would grab and the first thing you'd go back to look for. That's all this project was about, about restoring those little bits of humanity, giving someone that connection back. When a photo like this can be returned to someone like this, it makes a huge difference in the lives of the person receiving it. The project's also made a big difference in the lives of the retouchers. For some of them, it's given them a connection to something bigger, giving something back, using their talents on something other than skinny models and perfect skin.

I would like to conclude by reading an email I got from one of them, Cindy, the day I finally got back from Japan after six months. 'As I worked, I couldn't help but think about the individuals and the stories represented in the images. One in particular, a photo of women of all ages, from grandmother to little girl, gathered around a baby, struck a chord, because a similar photo from my family, my grandmother, mother, myself, and newborn daughter, hangs on our wall. Across the globe, throughout the ages, our basic needs are just the same, aren't they?' Thank you.

UNIT 6

6.1 TED Talk Part 1

Life is about opportunities, creating them and embracing them, and for me, that was the Olympic dream. That's what defined me. That was my bliss. As a cross-country skier and member of the Australian ski team, headed towards the Winter Olympics, I was on a training bike ride with my fellow teammates. As we made our way up towards the spectacular Blue Mountains west of Sydney, it was the perfect autumn day: sunshine, the smell of eucalypt and a dream. Life was good. We'd been on our bikes for around five and a half hours when we got to the part of the ride that I loved, and that was the hills, because I loved the hills. And I got up off the seat of my bike, and I started pumping my legs, and as I sucked in the cold mountain air, I could feel it burning my lungs, and I looked up to see the sun shining in my face. And then everything went black. Where was I? What was happening? My body was consumed by pain. I'd been hit by a speeding utility truck with only ten minutes to go on the bike ride. I was airlifted from the scene of the accident by a rescue helicopter to a large spinal unit in Sydney. I had extensive and life-threatening injuries. I'd broken my neck and my back in six places. I broke five ribs on my left side. I broke my right arm. I broke my collarbone. I broke some bones in my feet. My whole right side was ripped open, filled with gravel. My head was cut open across the front, lifted back, exposing the skull underneath. I had head injuries. I had internal injuries. I had massive blood loss. In fact, I lost about five litres of blood, which is all someone my size would actually hold. By the time the helicopter arrived at Prince Henry Hospital in Sydney, my blood pressure was forty over nothing. I was having a really bad day. For over ten days, I drifted between two dimensions. I had an awareness of being in my body, but also being out of my body, somewhere else, watching from above as if it was happening to someone else. Why would I want to go back to a body that was so broken? But this voice kept calling me: 'Come on, stay with me.'

'No. It's too hard.'

'Come on. This is our opportunity.'

'No. That body is broken. It can no longer serve me.'

'Come on. Stay with me. We can do it. We can do it together.'

I was at a crossroads. I knew if I didn't return to my body, I'd have to leave this world forever. It was the fight of my life. After ten days, I made the decision to return to my body, and the internal bleeding stopped. The next concern was whether I would walk again, because I was paralysed from the waist down. They said to my parents, the neck break was a stable fracture, but the back was completely crushed. The vertebra at L1 was like you'd dropped a peanut, stepped on it, smashed it into thousands of pieces. They'd have to operate. I woke up in intensive care, and the doctors were really excited that the operation had been a success because at that stage I had a little bit of movement in one of my big toes, and I thought, 'Great, because I'm going to the Olympics!' I had no idea. That's the sort of thing that happens to someone else, not me, surely. But then the doctor came over to me, and she said, 'Janine, the operation was a success, and we've picked as much bone out of your spinal cord as we could, but the damage is permanent. The central nervous system nerves, there is no cure. (…) Janine, you'll have to rethink everything you do in your life, because you're never going to be able to do the things you did before.' I tried to grasp what she was saying. I was an athlete. That's all I knew. That's all I'd done. If I couldn't do that, then what could I do? And the question I asked myself is, if I couldn't do that, then who was I?

6.2 TED Talk Part 2

I shared the ward with five other people, and the amazing thing is that because we were all lying paralysed in a spinal ward, we didn't know what each other looked like. How amazing is that? How often in life do you get to make friendships, judgment-free, purely based on spirit? And there were no superficial conversations as we shared our innermost thoughts, our fears, and our hopes for life after the spinal ward. After six months, it was time to go home. I remember Dad pushing me outside in my wheelchair, wrapped in a plaster body cast, and feeling the sun on my face for the first time. I soaked it up and I thought, how could I ever have taken this for granted? I felt so incredibly grateful for my life. But before I left hospital, the head nurse had said to me: 'Janine, I want you to be ready, because when you get home, something's going to happen.' And I said, 'What?' And she said, 'You're going to get depressed.' And I said, 'Not me, not Janine the Machine', which was my nickname. She said: 'You are, because, see, it happens to everyone. In the spinal ward, that's normal. You're in a wheelchair. That's normal. But you're going to get home and realise how different life is.' And I got home and something happened. I realised Sister Sam was right. I did get depressed. I couldn't walk. I'd lost so much weight in hospital I now weighed about 80 pounds. And I wanted to give up. All I wanted to do was put my running shoes on and run out the door. I wanted my old life back. I wanted my body back. And I can remember Mum sitting on the end of my bed, and saying: 'I wonder if life will ever be good again.' And I realised that this wasn't just my life. It was life itself. I realised that this wasn't just my pain. It was everybody's pain. And then I knew, just like before, that I had a choice. I could keep fighting this or I could let go and accept not only my body but the circumstances of my life. And then I stopped asking: 'Why me?' And I started to ask: 'Why not me?' And then I thought to myself, maybe being at rock bottom is actually the perfect place to start.

6.3 TED Talk Part 3

I had never before thought of myself as a creative person. I was an athlete. My body was a machine. But now I was about to embark on the most creative project that any of us could ever do: that of rebuilding a life. And even though I had absolutely no idea what I was going to do, in that uncertainty came a sense of freedom. I was no longer tied to a set path. I was free to explore life's infinite possibilities. And that realisation was about to change my life. Sitting at home in my wheelchair and my plaster body cast, an airplane flew overhead, and I looked up, and I thought to myself: 'That's it! If I can't walk, then I might as well fly.' I said: 'Mum, I'm going to learn how to fly.' She said: 'That's nice, dear.' I made a booking, and weeks later my friend Chris and my mum drove me out to the airport, all 80 pounds of me covered in a plaster body cast in a baggy pair of overalls. I can tell you, I did not look like the ideal candidate to get a pilot's licence. I'm holding on to the counter because I can't stand. I said: 'Hi, I'm here for a flying lesson.' And they took one look and ran out the back to draw short straws. 'You get her.' 'No, no, you take her.' Finally, this guy comes out. He goes: 'Hi, I'm Andrew, and I'm going to take you flying.' I go: 'Great.' And so they drive me down, they get me out on the tarmac, and there was this red, white and blue airplane. It was beautiful. They lifted me into the cockpit. They had to slide me up on the wing, put me in the cockpit. They sat me down. There are buttons and dials everywhere. I'm going: 'Wow, how do you ever know what all these buttons and dials do?' Andrew the instructor got in the front, started the airplane up. He said: 'Would you like to have a go at taxiing?' That's when you use your feet to control the rudder pedals to control the airplane on the ground. I said:

'No, I can't use my legs.' He went: 'Oh.' I said: 'But I can use my hands.' And he said: 'OK.'
So he got over to the runway, and he applied the power. And as we took off down the runway, and the wheels lifted up off the tarmac, and we became airborne, I had the most incredible sense of freedom. And Andrew said to me, as we got over the training area: 'You see that mountain over there?' And I said: 'Yeah.' And he said: 'Well, you take the controls, and you fly towards that mountain.' And as I looked up, I realised that he was pointing towards the Blue Mountains where the journey had begun. And I took the controls, and I was flying. And I was a long, long way from that spinal ward, and I knew right then that I was going to be a pilot. Didn't know how on earth I'd ever pass a medical. But I'd worry about that later, because right now I had a dream. So I went home, I got a training diary out, and I had a plan. And I practised my walking as much as I could, and I went from the point of two people holding me up to one person holding me up to the point where I could walk around the furniture as long as it wasn't too far apart. And then I made great progression to the point where I could walk around the house, holding onto the walls, like this, and Mum said she was forever following me, wiping off my fingerprints. But at least she always knew where I was. So while the doctors continued to operate and put my body back together again, I went on with my theory study, and then eventually, and amazingly, I passed my pilot's medical, and that was my green light to fly. And I spent every moment I could out at that flying school, way out of my comfort zone. And little goals kept me going along the way, and eventually I got my private pilot's licence, and then I learnt to navigate, and I flew my friends around Australia. And then I learnt to fly an airplane with two engines and I got my twin engine rating. And then I learnt to fly in bad weather as well as fine weather and got my instrument rating. And then I got my commercial pilot's licence. And then I got my instructor rating. And then I found myself back at that same school where I'd gone for that very first flight, teaching other people how to fly, just under 18 months after I'd left the spinal ward.

6.4 TED Talk Part 4

The philosopher Lao Tzu once said, 'When you let go of what you are, you become what you might be.' I now know that it wasn't until I let go of who I thought I was that I was able to create a completely new life. It wasn't until I let go of the life I thought I should have that I was able to embrace the life that was waiting for me. I now know that my real strength never came from my body, and although my physical capabilities have changed dramatically, who I am is unchanged. The pilot light inside of me was still alight, just as it is in each and every one of us. I know that I'm not my body, and I also know that you're not yours. And then it no longer matters what you look like, where you come from, or what you do for a living. All that matters is that we continue to fan the flame of humanity by living our lives as the ultimate creative expression of who we really are. Thank you. Thank you.

Unit 7

7.1 TED Talk Part 1

I dedicated the past two years to understanding how people achieve their dreams. When we think about the dreams we have, and the dent we want to leave in the universe, it is striking to see how big of an overlap there is between the dreams we have and projects that never happen. So I'm here to talk to you today about five ways how not to follow your dreams. One: Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money. You know, the story may seem real, but I bet it's incomplete. If you go investigate further, the guy has done 30 apps before and he has done a master's on the topic, a PhD. He has been working on the topic for like twenty years. This is really interesting, I myself have a story in Brazil that people think is an overnight success. I come from a humble family, and two weeks before the deadline to apply for MIT, I started the application process. And, voila! I got in. People may think it's an overnight success, but that only worked because for the seventeen years prior to that, I took life and education seriously. Your overnight success story is always a result of everything you've done in your life through that moment.
Two: Believe someone else has the answers for you. Constantly, people want to help out, right? All sorts of people: your family, your friends, your business partners, they all have opinions on which path you should take: 'And let me tell you, go through this pipe.' But whenever you go inside, there are other ways you have to pick as well. And you need to make those decisions yourself. No one else has the perfect answers for your life. And you need to keep picking those decisions, right? The pipes are infinite and you're going to bump your head, and it's a part of the process.

7.2 TED Talk Part 2

Three, and that's very subtle but very important: Decide to settle when growth is guaranteed. So your life is going great, you have put together a great team, and you have growing revenue, and everything is set – time to settle. When I launched my first book, I worked really, really hard to distribute it everywhere in Brazil. With that, over 3 milion people downloaded it, over 50,000 people bought physical copies. When I wrote a sequel, some impact was guaranteed. Even if I did little, sales would be OK. But OK is never OK. When you're growing towards a peak, you need to work harder than ever and find yourself another peak. Maybe if I did little, a couple hundred thousand people would read it, and that's great already. But if I work harder than ever, I can bring this number up for millions. That's why I decided, with my new book, to go to every single state of Brazil. And I can already see a higher peak. There's no time to settle down. Fourth tip, and that's really important: Believe the fault is someone else's. I constantly see people saying, 'Yes, I had this great idea, but no investor had the vision to invest.' 'Oh, I created this great product, but, you know, the market is so bad, the sales didn't go well.' Or, 'I can't find good talent; my team is so below expectations.' If you have dreams, it's your responsibility to make them happen. Yes, it may be hard to find talent. Yes, the market may be bad. But if no one invested in your idea, if no one bought your product, for sure, there is something there that is your fault. Definitely. You need to get your dreams and make them happen. And no one achieved their goals alone. But if you didn't make them happen, it's your fault and no one else's. Be responsible for your dreams.

7.3 TED Talk Part 3

And one last tip, and this one is really important as well: Believe that the only things that matter are the dreams themselves. Once I saw an ad, and it was a lot of friends, they were going up a mountain, it was a very high mountain, and it was a lot of work. You could see that they were sweating and this was tough. And they were going up, and they finally made it to the peak. And of course, they decided to celebrate, right? I'm going to celebrate, so, 'Yes! We made it, we're at the top!' 2 seconds later, one looks at the other and says, 'Okay, let's go down.' Life is never about the goals themselves. Life is about the journey. Yes, you should enjoy the goals themselves, but people think that you have dreams, and whenever you get to reaching one of those dreams, it's a magical place where happiness will be all around. But achieving a dream is a momentary sensation, and your life is not. The only way to really achieve all your dreams is to fully enjoy every step of your journey. That's the best way. And your journey is simple – it's made of steps. Some steps will be right on. Sometimes you will trip. If it's right on, celebrate, because some people wait a lot to celebrate. And if you tripped, turn that into something to learn. If every step becomes something to learn or something to celebrate, you will for sure enjoy the journey. So, five tips: Believe in overnight success, believe someone else has the answers for you, believe that when growth is guaranteed, you should settle down, believe the fault is someone else's, and believe that only the goals themselves matter. Believe me, if you do that, and you will destroy your dreams.
Thank you.

UNIT 8

8.1 TED Talk Part 1

It's often said that you can tell a lot about a person by looking at what's on their bookshelves. What do my bookshelves say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery. I'd always thought of myself as a fairly cultured, cosmopolitan sort of person. But my bookshelves told a rather different story. Pretty much all the titles on them were by British or North American authors, and there was almost nothing in translation. Discovering this massive, cultural blind spot in my reading came as quite a shock. And when I thought about it, it seemed like a real shame. I knew there had to be lots of amazing stories out there by writers working in languages other than English. And it seemed really sad to think that my reading habits meant I would probably never encounter them. So, I decided to prescribe myself an intensive course of global reading. 2012 was set to be a very international year for the UK; it was the year of the London Olympics. And so I decided to use it as my time frame to try to read a novel, short story collection or memoir from every country in the world. And so I did. And it was very exciting and I learned some remarkable things and made some wonderful connections that I want to share with you today.

8.2 TED Talk Part 2

After I'd worked out how to fit reading and blogging about, roughly, four books a week around working five days a week, I then had to face up to the fact that I might not even be able to get books in English from every country. Only around 4.5 percent of the literary works published each year in the UK are translations, and the figures are similar for much of the English-speaking world. Although the proportion of translated books published in many other countries is a lot higher. 4.5 percent is tiny enough to start with, but what that figure doesn't tell you is that many of those books will come from countries with strong publishing networks and lots of industry professionals primed to go out and sell those titles to English-language publishers. So, for example, although well over 100 books are translated from French and published in the UK each year, most of them will come from countries like France or Switzerland. French-speaking Africa, on the other hand, will rarely ever get a look-in. The upshot is that there are actually quite a lot of nations that may have little or even no commercially available literature in English. Their books remain invisible to readers of the world's most published language. But when it came to reading the world, the biggest challenge of all for me was the fact that I didn't know where to start. Having spent my life reading almost exclusively British and North American books, I had no idea how to go about sourcing and finding stories and choosing them from much of the rest of the world. I couldn't tell you how to source a story from Swaziland. I wouldn't know a good novel from Namibia. There was no hiding it – I was a clueless literary xenophobe. So how on earth was I going to read the world?

8.3 TED Talk Part 3

I was going to have to ask for help. So in October 2011, I registered my blog, ayearofreadingtheworld.com, and I posted a short appeal online. I explained who I was, how narrow my reading had been, and I asked anyone who cared to to leave a message suggesting what I might read from other parts of the planet. Now, I had no idea whether anyone would be interested, but within a few hours of me posting that appeal online, people started to get in touch. At first, it was friends and colleagues. Then it was friends of friends. And pretty soon, it was strangers. Four days after I put that appeal online, I got a message from a woman called Rafidah in Kuala Lumpur. She said she loved the sound of my project, could she go to her local English-language bookshop and choose my Malaysian book and post it to me? I accepted enthusiastically, and a few weeks later, a package arrived containing not one, but two books – Rafidah's choice from Malaysia, and a book from Singapore that she had also picked out for me. Now, at the time, I was amazed that a stranger more than 6,000 miles away would go to such lengths to help someone she would probably never meet. But Rafidah's kindness proved to be the pattern for that year. Time and again, people went out of their way to help me. Some took on research on my behalf, and others made detours on holidays and business trips to go to bookshops for me. It turns out, if you want to read the world, if you want to encounter it with an open mind, the world will help you. But perhaps the most amazing example of the lengths that people were prepared to go to help me read the world, came towards the end of my quest, when I tried to get hold of a book from the tiny, Portuguese-speaking African island nation of São Tomé and Príncipe. Now, having spent several months trying everything I could think of to find a book that had been translated into English from the nation, it seemed as though the only option left to me was to see if I could get something translated from scratch. Now, I was really dubious whether anyone was going to want to help with this, and give up their time for something like that. But, within a week of me putting a call out on Twitter and Facebook for Portuguese speakers, I had more people than I could involve in the project, including Margaret Jull Costa, a leader in her field, who has translated the work of Nobel Prize winner José Saramago. Now with my nine volunteers in place, I managed to find a book by a São Toméan author that I could buy enough copies of online. Here's one of them. And I sent a copy out to each of my volunteers. They all took on a couple of short stories from this collection, stuck to their word, sent their translations back to me, and within six weeks, I had the entire book to read.

8.4 TED Talk Part 4

Now the books I read that year opened my eyes to many things. As those who enjoy reading will know, books have an extraordinary power to take you out of yourself and into someone else's mindset, so that, for a while at least, you look at the world through different eyes. That can be an uncomfortable experience, particularly if you're reading a book from a culture that may have quite different values to your own. But it can also be really enlightening. Wrestling with unfamiliar ideas can help clarify your own thinking. And it can also show up blind spots in the way you might have been looking at the world. When I looked back at much of the English-language literature I'd grown up with, for example, I began to see quite how narrow a lot of it was, compared to the richness that the world has to offer. And as the pages turned, something else started to happen, too. Little by little, that long list of countries that I'd started the year with, changed from a rather dry, academic register of place names into living, breathing entities. Now, I don't want to suggest that it's at all possible to get a rounded picture of a country simply by reading one book. But cumulatively, the stories I read that year made me more alive than ever before to the richness, diversity and complexity of our remarkable planet. It was as though the world's stories and the people who'd gone to such lengths to help me read them had made it real to me. These days, when I look at my bookshelves or consider the works on my e-reader, they tell a rather different story. It's the story of the power books have to connect us across political, geographical, cultural, social, religious divides. It's the tale of the potential human beings have to work together. And, it's testament to the extraordinary times we live in, where, thanks to the internet, it's easier than ever before for a stranger to share a story, a worldview, a book with someone she may never meet, on the other side of the planet. I hope it's a story I'm reading for many years to come. And I hope many more people will join me. If we all read more widely, there'd be more incentive for publishers to translate more books and we would all be richer for that.

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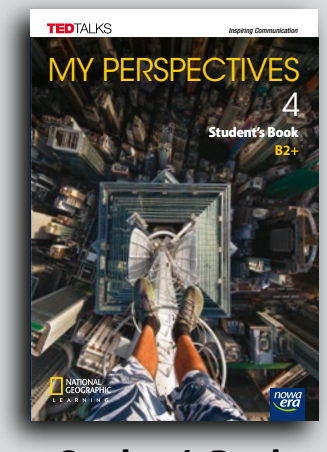

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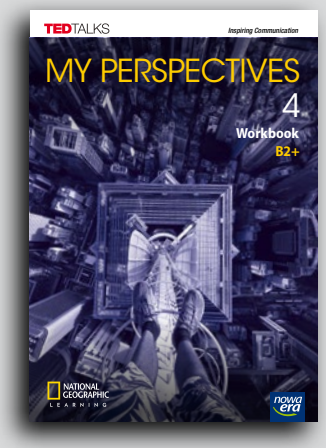

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MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	MY PERSPECTIVES 5 C1 *

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Autorzy: Daniel Barber, Hugh Dellar, Andrew Walkley, Robert Górniak, Zbigniew Pokrzewiński, Beata Polit, Nicholas Rattenbury, Anna Rzeźnik.

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Nowa Era Sp. z o.o.
Aleje Jerozolimskie 146 D, 02-305 Warszawa
www.nowaera.pl, e-mail: nowaera@nowaera.pl
Centrum Kontaktu: 801 88 10 10, 58 721 48 00

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