MY PERSPECTIVES 4

Student's Book
Podręcznik dla liceów i techników

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Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

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	ANN MORGAN Idea worth spreading: Books and stories can help us see the world through different eyes and connect us across political, geographical, cultural, social and religious divides. **Authentic listening skills:** Following a narrative				

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.

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

1 What age should the candidate be?

2 What will your monthly salary be?

3 How many people are there in the team?

4 What kind of equipment do you need to do the job?

5 How do you submit your application?

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.

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

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

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.

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

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.

2 My uncle had changed so much since I last saw him that I didn't ... him in the photo.

3 I only ... at the boys and I knew instantly that they were lying.

4 If you ... them for a longer time, you'll see that they have no idea what to do.

5 The CCTV cameras recorded a man who was later ... as an ex-employee of the company.

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
You ... your duties more seriously.

2 This sign means that you cannot smoke here.
ALLOWED
This sign means ... to smoke here.

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

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

5 Jamie failed to pass his driving test.
MANAGE
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 ...
2 I tried to concentrate but it was hard to pay ...
3 These photos were first posted ...
4 Teachers who have good interpersonal ...
5 Janet is obsessed with social media; no one shares ...

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

1 She boasts about ...
2 She complains about ...
3 She advises her friend about ...
4 She warns her friend about ...
5 She recommends ...

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

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 ... .

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 ... .
2 Many people are still ... of the negative consequences of smoking.
3 The arguments the man gave were completely ... – they did not change the situation at all.
4 You can't have seen Jack in the city. It's ... because he's been on holiday for a week now.
5 I'm glad you've thrown away those old armchairs. They were really ... .

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

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.

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 –
2 It's my favourite song on this album –
3 We need to hurry up if we want to be at the stadium on time –
4 There was a funny programme on the radio yesterday –
5 My cousin is getting more and more famous as a painter –

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

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

1 Speaker 1 ...
2 Speaker 2 ...
3 Speaker 3 ...
4 Speaker 4 ...
5 Speaker 5 ...

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 ... .
2 Can you lend me the book ... ?
3 I took autographs from the actors ... .
4 Futurism is an artistic movement ... .
5 On the wall in my parents' bedroom, there is a painting ... .

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.

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.
2 *Bohemian Rhapsody* is the story of Freddie Mercury.
3 Paul Gauguin lived a very poor life.
4 *Gangnam Style* was the first video on YouTube with more than a billion views.
5 Van Gogh's *Sunflowers* are actually two series of paintings.

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.

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?

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

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

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

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

4 I was impressed how fast my little brother was. He built the brick castle ... .

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

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

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 …

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**) ...

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

1	Speaker 1 ...	**a**	got robbed
2	Speaker 2 ...	**b**	was left to their own devices
3	Speaker 3 ...	**c**	got food poisoning
4	Speaker 4 ...	**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.

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.

2 A week later, the hotel sent me the camera which I ... (*leave*) there.

3 I ... (*stand*) in the queue for the flight check-in when the security officer came and asked me to open my suitcase.

4 Sally ... (*learn*) to speak Croatian for over a year, so she had no problems communicating when she landed at the airport in Split.

5 I've already booked the flight to Rome for the weekend. Now I ... (*try*) to find some cheap accommodation.

6 The hotel ... (*ignore*) my two messages asking about the vegetarian options at their restaurant, so I decided to stay somewhere else.

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.

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

1 The speaker put together a small team to work on the project.

2 It didn't take long to raise money for his project.

3 The speaker distributed the product over a large area.

4 At first, the sales were really huge.

5 The speaker didn't advertise the bowl well enough.

6 It took four months before they sold all the bowls.

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.

2 The developers expect ... (*earn*) more than 10,000 euros on their application.

3 Many users kept ... (*use*) the program even though it was said to contain spyware.

4 If you notice the first signs of addiction, consider ... (*reduce*) the time you spend online.

5 I failed ... (*send*) the file as an email attachment because it was too large.

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?

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?
2 How many times has Real Madrid ... the Champions League?
3 How many goals did the Polish team ... in the 2016 Euro Cup?
4 When did Javier Sotomayor ... his world record in the high jump?
5 Who ... the Polish team in the 2016 Euro Cup?

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

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

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.
2 Schools need large **sums** of money from the government to improve their sports facilities.
3 The young gymnast's success was clearly **linked to** her hard training before the tournament.
4 The rivals were too good, so my local team failed to **achieve the target** and lost the game.
5 He's got an amazing **talent** – that's something you'll never learn no matter how long you practise.

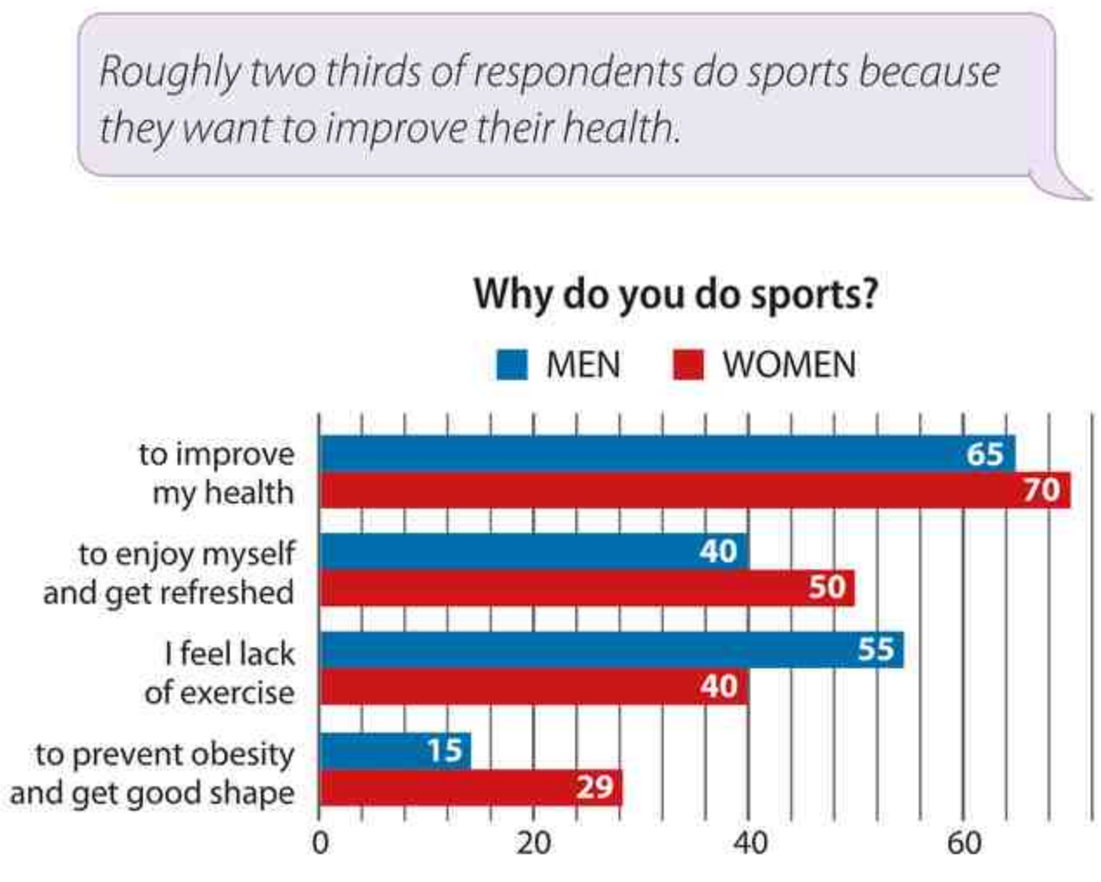
5 Complete each sentence with the words in brackets. Change their forms and add other words if necessary.

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.



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

1 Speaker 1 ...	**a** museum of technology
2 Speaker 2 ...	**b** modern art gallery
3 Speaker 3 ...	**c** food festival
4 Speaker 4 ...	**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.

2 Established in 1945, the Silesian Filharmonic is one of the ... in Poland.

3 The new leisure centre in our town has an offer for young people from ... .

4 Amanda dreamt of being an actress as early as in primary school. That was her ... , which finally led her towards Hollywood.

5 We wouldn't have been able to organise the festival without financial support from two ... that became our strategic sponsors.

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 …?

1 It's not rocket science

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



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

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
2 ... samples / ... the results
3 ... an operation / ... a survey
4 ... chemicals into the atmosphere / ... an animal
5 ... an essay / ... the project before the deadline
6 ... their effort / ... her for her work
7 ... the movement of birds / ... your progress

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.

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.

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

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

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

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.

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

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"

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



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?

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.

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.

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?

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.

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?

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**) … 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**) … 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.

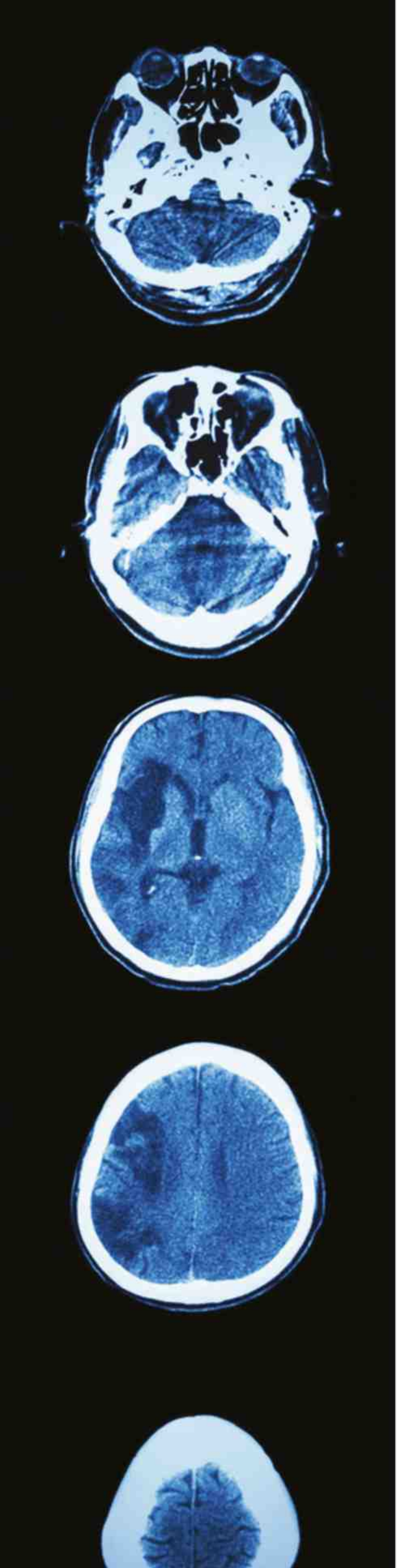
(**3**) … In science, basic curiosity-driven research – carried out without pressure to produce immediate practical results – can have unexpected and incredibly important benefits. For example, one day in 1831, Michael Faraday was playing around with a coil and a magnet when he suddenly saw how he could 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**) … 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**) … 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**) … 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**) … 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.



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.*
b *It is claimed that computer training programmes can limit the effects of ageing on the brain.*
c *Einstein's brain was said to be bigger than average, which explains his intelligence.*
d *It is estimated that the human brain is about 75 percent water.*
e *It is well known that most of the time we only use ten percent of our brain capacity.*
f *Doing exercise is thought to create chemicals that reduce your ability to think.*
g *The part of the brain called the hippocampus is known to be connected with our sense of direction.*
h *It has been generally accepted that creative people have a dominant right brain.*

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

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*.
2 identify the form of the verb that follows the passive forms in sentences that do not begin with *It*.
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.

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.

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.
2 We use regular passive voice to concentrate on the object rather than on who performed the action.
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.

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 ... .

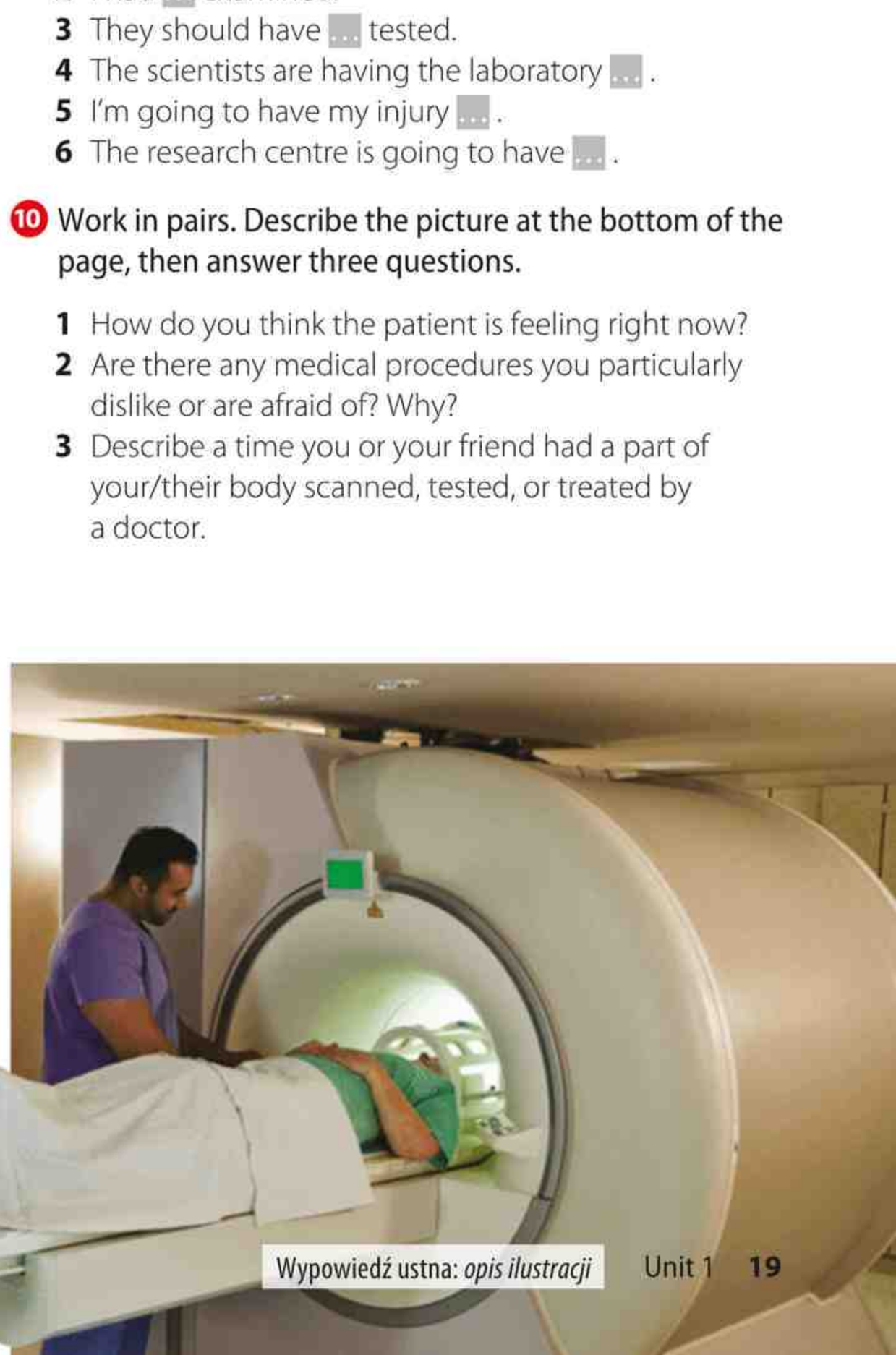
10 Work in pairs. Describe the picture at the bottom of the page, then answer three questions.

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.

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.*

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.



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

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.

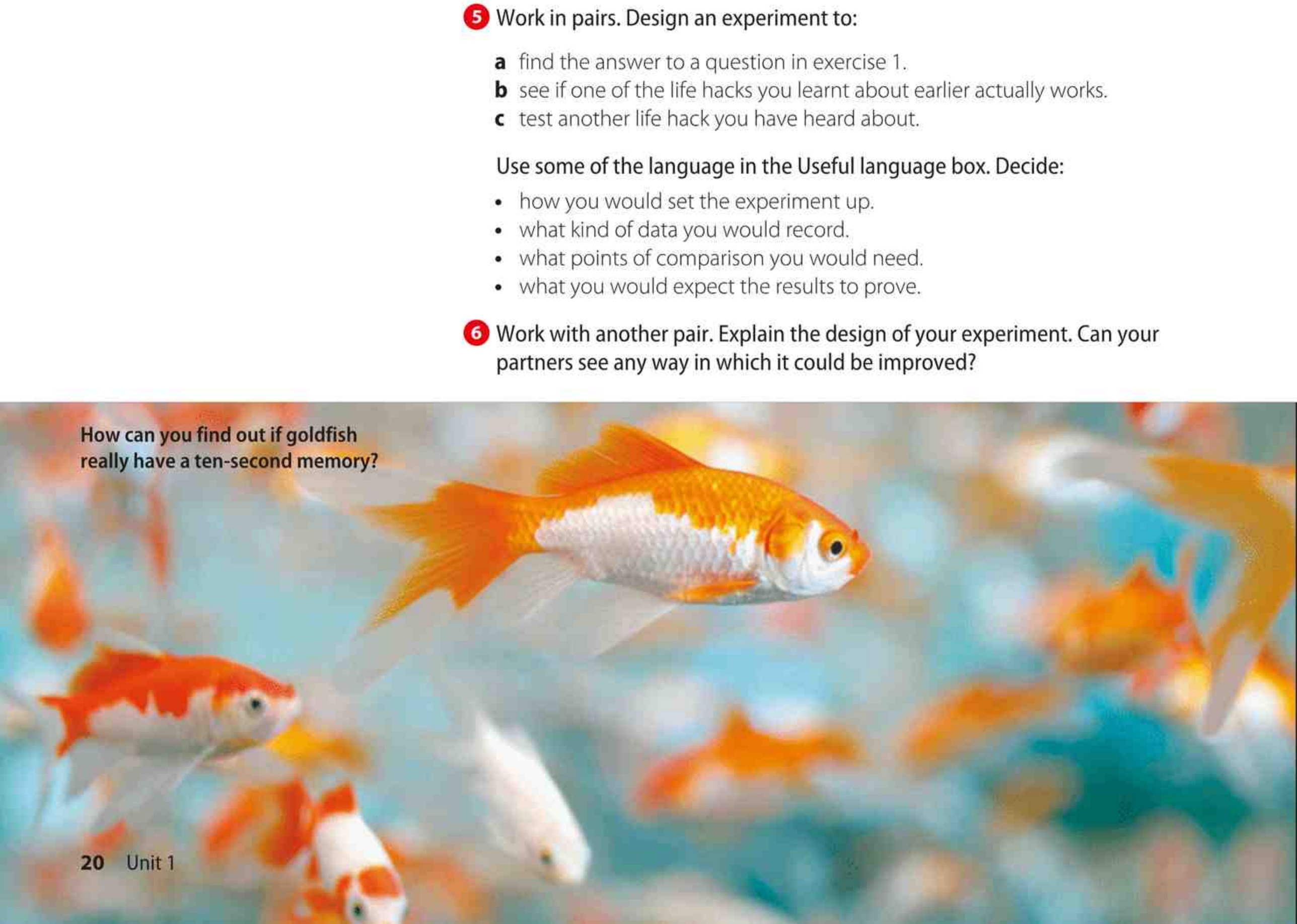
5 Work in pairs. Design an experiment to:

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?



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

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

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?

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

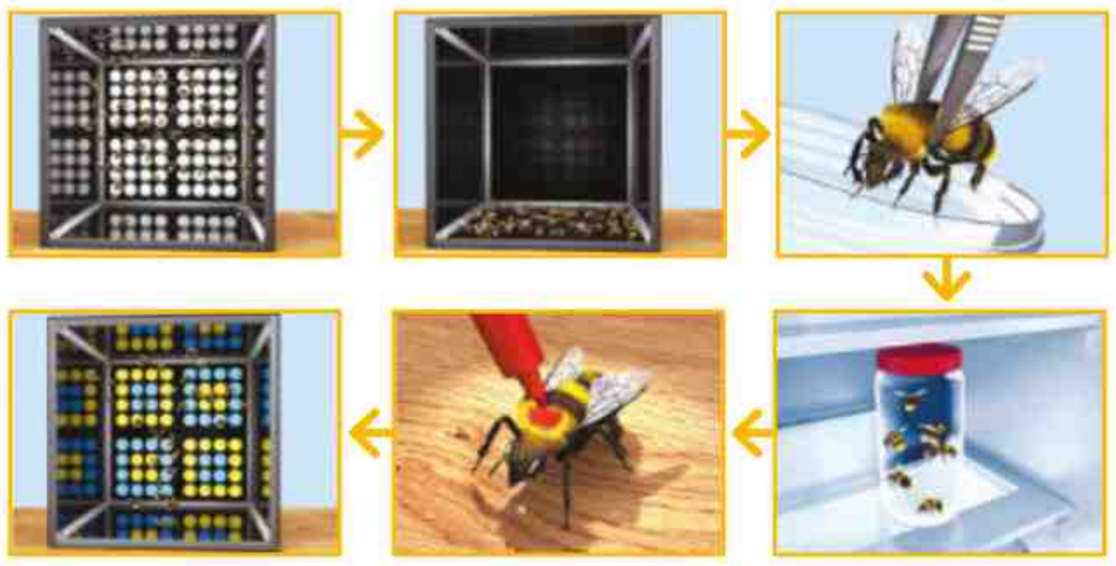
What has been observed in the experiment might be important for …
The experiment is likely to improve …
The results may change the way scientists …

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.



Skills Review 1

ENGLISH IN USE

Słowotwórstwo

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. RELY

2 Doctors from St. Hedwig's Hospital have created an ... method of treating ulcers. INNOVATION

3 Brenda has got a lot of theoretical knowledge about running the business, but very little ... experience. PRACTICE

4 ... research can be defined as researchers working together to produce new scientific knowledge. COLLABORATION

5 I wonder when Robert gets a chance to study with all his ... activities. SOCIETY

6 People regard Victor as a dedicated and ... young scientist. IMAGINE

7 I'm ... to know which invention is regarded as the most important one ever. CURIOSITY

8 I'm ... that Jack will prove he deserves the reward for his hard work. HOPE

Parafrazy zdań

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.

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.

2 There was a power cut while the results of the experiment ... by a group of experts.

3 The professor had all references ... at the end of the book.

4 More clean energy could ... if there were more windmills in this area.

5 Sophisticated scanners had ... to scan old photographs for printing.

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.

2 Since you've become the owner of these confidential documents, you should ... rid of them as soon as possible.

3 Joan's ... of direction is poor to the point of being comical. She can hardly remember her way around.

4 Have you ever wondered if toxic chemicals are released ... the atmosphere in your neighbourhood?

5 If you want to do too many things at the same time, you ... the risk of not doing them at all.

6 Roy can take his bike ... and put it together with great ease.

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

This speaker

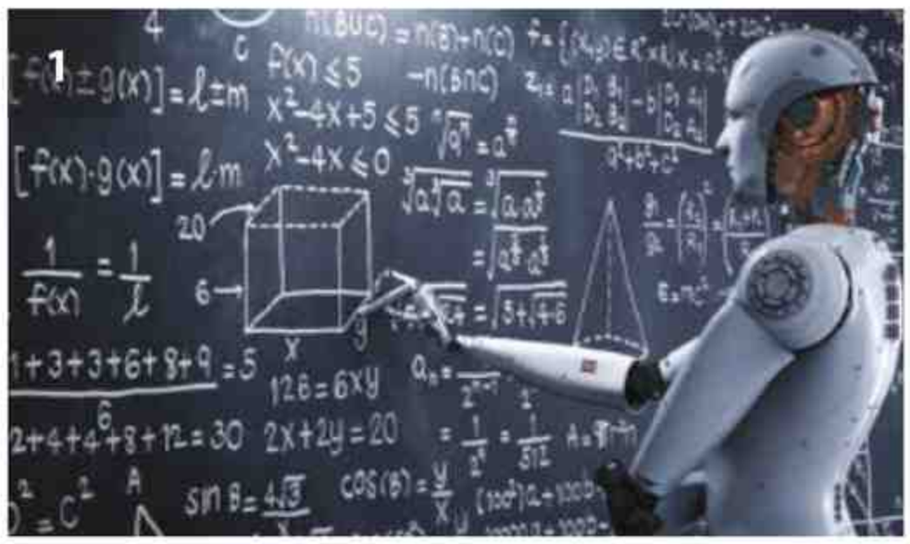
a encourages working intensively in a short period of time.
b underestimates his/her inborn abilities.
c explains why he/she has to adapt his/her own tempo of work.
d appreciates his/her unusual ability.
e makes a reference to a gradual, but regular improvement of his/her skills.

1	2	3	4
...	...	...	...

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.

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** <u>a lovely new smartphone</u>.*

*Maxine sent **me** <u>an email</u>.*

Wówczas stronę bierną możemy utworzyć na dwa sposoby:

I was recently given <u>this lovely new smartphone</u>.

*<u>A new smartphone</u> was given **to me**.*

I have just been sent <u>an email</u> by Maxine.

*<u>An email</u> 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.
- **b** Most scientists ... that we need to take action to reduce global warming.

2 not know
- **a** We ... exactly how many stars there are in the solar system.
- **b** It ... exactly how stars were first formed.

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

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

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.

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 'cæt/ 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) /i'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) /ʃeə '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.
2 Ann's story seemed unbelievable, but I am afraid there might be a … of truth to it, too.
3 Our teacher promised to reward us … our great effort in preparing the presentations.
4 The first part of the lesson was focused on setting … the experiment to test the idea.
5 My mum suggested throwing my tent away, but I know it will come … handy someday.
6 This is twice as much money as he has ever earned … his lifetime.

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. PROVE
2 Their latest … solutions can help many people. INNOVATION
3 We will show you how to dance flamenco in a fun and … way. PLEASURE
4 There are hundreds of very important developments in … every day. SCIENTIFIC
5 She couldn't easily deal with the … of fatigue and weakness. SENSE
6 His new methods of learning English are very … . EFFECT

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

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

2A Vocabulary

Endangered species

Talking about endangered species

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.

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 ...
2 ... of the fittest / its long-term ... / ensure its ...
3 at ... of extinction / a high ... / reduce the ... of disease
4 work in nature ... / be involved in a ... group / improve energy ...
5 an endangered ... / a ... of bird / discover a new ...
6 bring a lasting ... / a potential ... / be of ...
7 pass on their ... s / in its ... s / find a ... for cancer
8 as a ... / have serious ... s / consider the ... s

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.

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

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

3 Work in pairs. Discuss the questions.

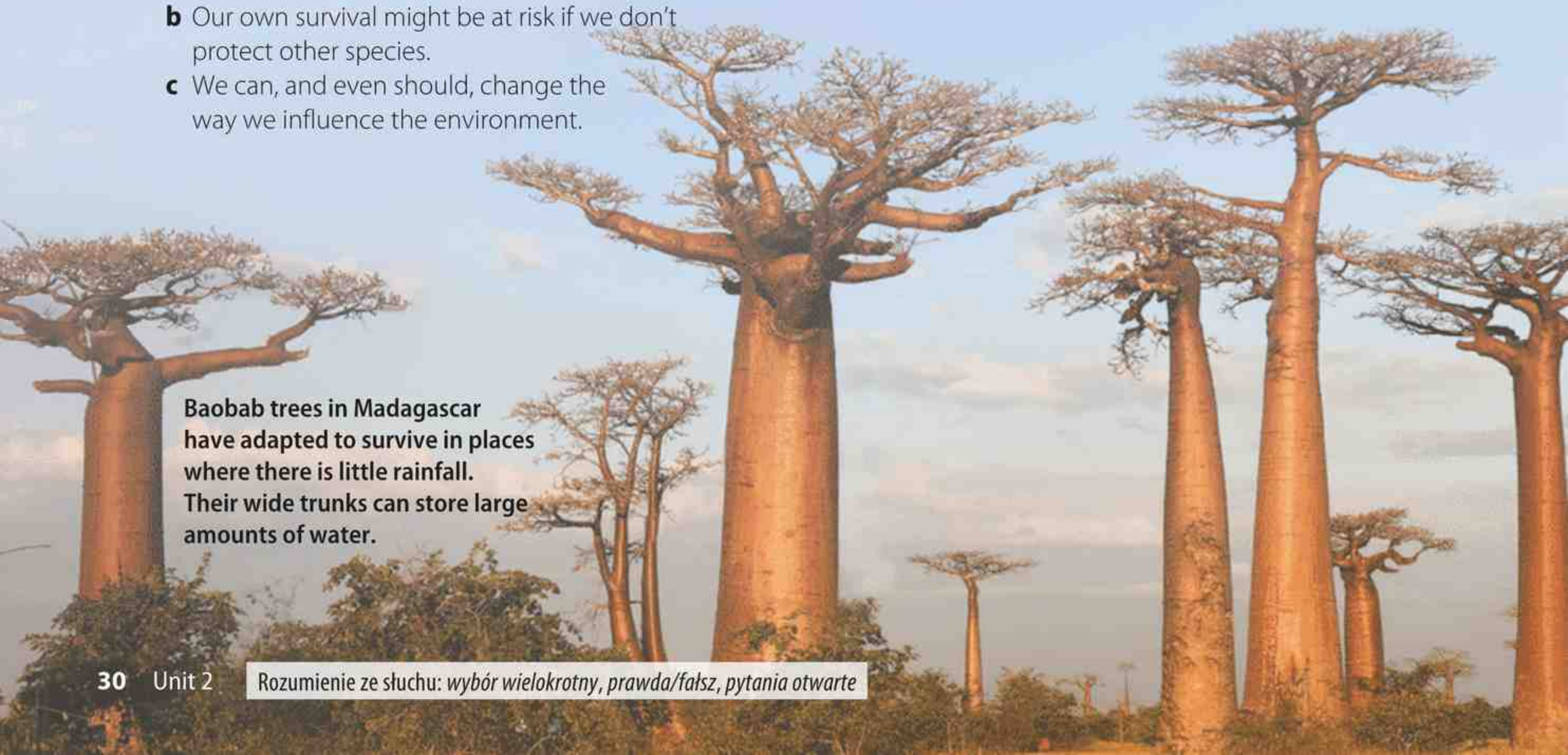
- Do you like exhibitions or television programmes about the natural world? What was the last one you saw? What was it about?
- Have you studied anything about conservation at school? What other things did you learn?
- Would you like to be a conservationist? What might be good or bad about the job?
-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

1 Mammals take up most of the list of endangered species in Poland.
2 The list of protected birds includes several species of bats.
3 A bat's sense of hearing is much better than their vision.
4 They rest in an unusual position.
5 A bat seldom lives away from a group.

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

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?



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*

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.

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

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.

10:31 AM 85%

HELP SAVE THE ENDANGERED

Pacific Northwest Tree Octopus

FROM EXTINCTION



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

20

(**1**) … 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**) … 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**) … 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.

(**4**) … 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**) … 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.

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



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

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

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

4 The teachers have announced that from now on, students can wear their pyjamas to school on Fridays.
5 First-graders have staged a funny parody of our school life. Most students liked it a lot.
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.

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.

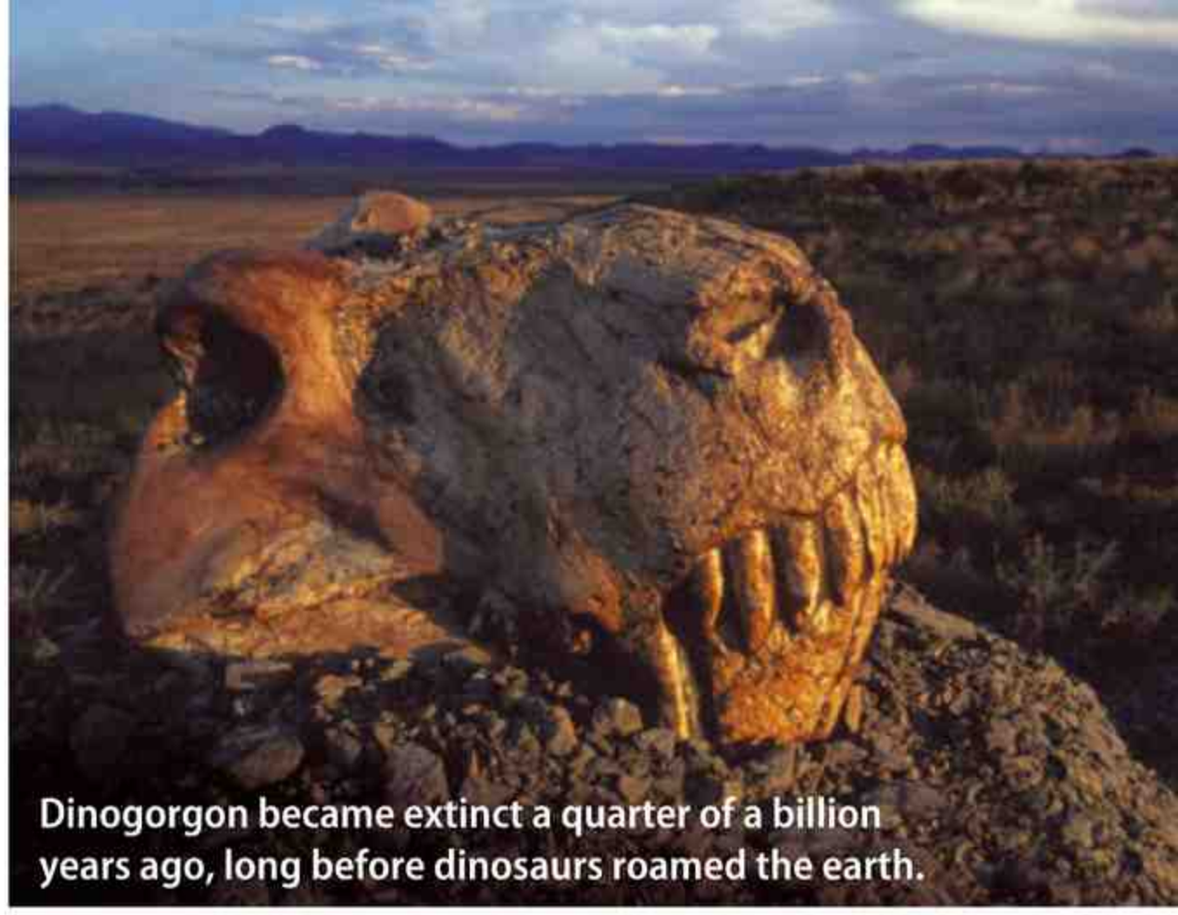
3 It is necessary for the mother to feed the baby racoons every six hours. **MUST**
The baby racoons ... every six hours.

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.

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

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 … .

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

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.



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

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

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

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?

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.

2F Speaking

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!

Telling anecdotes and responding to them

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.



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

(2) … 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) … 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) … 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
Paragraph 2
Paragraph 3

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* …

Skills Review 2

ENGLISH IN USE

Słowotwórstwo

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

1 The ... of tropical forests is of utmost importance nowadays. CONSERVE

2 Strength in numbers is the most known ... strategy for penguins. It allows them to fight off some predators that inhabit Antarctica. SURVIVE

3 With the help of local celebrities, we started a campaign to ... people to get involved in protecting the natural environment. COURAGE

4 What can an individual do to help those who live in extreme ... ? POOR

5 Bees are said to use scent, rather than ... , to find flowers from a distance. SEE

6 Conservationists are trying to save the Amur leopard from ... . EXTINCT

7 The European mink is listed as a critically ... species due to its rapidly decreasing population size. DANGER

Uzupełnianie luk

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

1 Only the weakest animals die ... ; the stronger ones will survive.
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.
3 A chameleon is a unique species of lizard famous for ... its skin colour to camouflage into its surroundings.
4 Hyperion, Helios, and Icarus, remarkable redwoods measuring over 113 metres, are by ... the tallest trees in the world.
5 Actions need to be ... to stop the giant panda from becoming extinct.

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 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

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.

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.
2 By 2030, there may be no Florida panthers ... in the wild.
3 You must ... when you said you wanted to buy an ostrich.
4 People are not doing enough ... trees from being cut down.
5 You should ... the dog! I don't understand why you didn't.

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) ... 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) ... 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) ... 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) ... 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.

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.

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) /'tɪn, 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

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



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

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.

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

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

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.

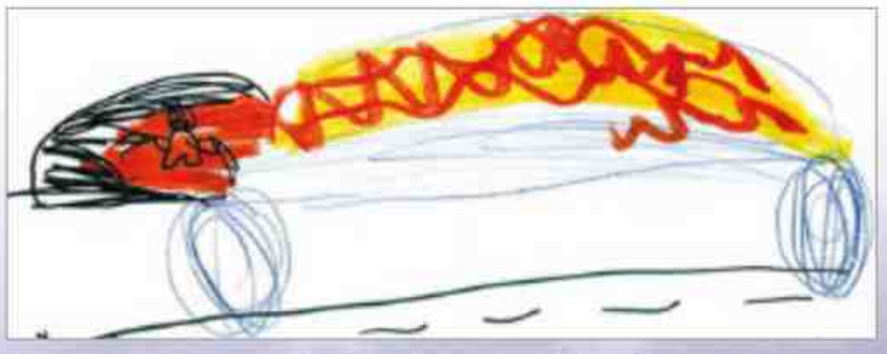
2 Dave Devries started working on *The Monster Engine*
a to make one of his relatives happy.
b because he illustrates comic books.
c after being inspired by a young child.

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

1 Speaker 1 ...
2 Speaker 2 ...
3 Speaker 3 ...
4 Speaker 4 ...

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

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.
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.
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.
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.

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

Rozumienie ze słuchu: *wybór wielokrotny, dobieranie*

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.

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.

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 ... .

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?

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?

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?

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.
2 Torrance believed you could teach creativity and the tests were originally teaching tools.
3 The tests give the idea that creativity is all one thing. Fail the tests and you are not creative.
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.
5 Learning to solve one problem rarely helps to solve another kind of problem.
6 It's difficult to see how the tests measure creativity in science or mathematics.

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?

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. 35 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 40 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 45 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 50 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 55 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 60 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.



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.
2 the past forms of *can* and *will*.
3 the past continuous.
4 the past perfect.

3 Which sentences in the Grammar box refer to:

1 a wish about a present situation?
2 a wish about a past situation?
3 a wish or preference for someone to do something differently in the present or the future?

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.
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.
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.

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.

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!
B: You have lots of good ideas! I wish I ... do such creative things as you!

6 A: I wish you ... there. You would've loved it.
B: Yeah, I know. I wish my parents ... a bit and let me go out more.
A: Well, maybe next time.

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.
3 I'd rather we didn't talk now.
4 I wish they would do more to help.
5 I wish I didn't have to go.

a People might hear.
I need to think more carefully about it.
b The place is a mess.
We could get things done a lot quicker.
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.
Unfortunately, he's expecting me to be there.
e He could have become a model.
He would probably get in the school basketball team.

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?

3F Speaking

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.

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.

Skills Review 3

ENGLISH IN USE

Słowotwórstwo

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. EXCITE

2 Walt Disney's ... resulted in the production of some marvelous animated films. CREATE

3 The lecturer emphasised the ... of reference books while preparing for the test. USEFUL

4 You can't expect to make progress if you lack ... . FLEXIBLE

5 The ... of your skills is another point on the agenda. ASSESS

6 The ... of your achievements should be more accurate. ANALYSE

7 I've always admired Arthur's ... in speaking and writing a foreign language. FLUENT

Uzupełnianie luk

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

1 Alexander Fleming didn't try to discover penicillin. He discovered it by ... .

2 Why not talk to our teacher? She will certainly ... up with a solution to our problem.

3 Sandra always makes ... her own set of rules she then doesn't follow.

4 The final test I'm taking soon ... of four parts: listening, reading, writing, and speaking.

5 Do you agree with the opinion that children don't have enough freedom to ... their own choices?

6 The song is so catchy that once you hear it, you can't get it ... of your head.

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 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.

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

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.

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.

2 I wish my professor ... me to write my PhD thesis. I wonder why he didn't do it.

3 Students generated a wide ... of other correct solutions to the test that were not included in the key.

4 What would the world be like today if people ... so many wars in the past?

5 If only I ... to take so many subjects at school! It's really exhausting.

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

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.

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.

2 A: Do you want to go to the shopping centre?
B: I'd rather ... somewhere else. I don't like the shops there.

3 A: I wish we ... asked someone to help us.
B: Really? I'd rather ... and do it myself first, even if I make a mistake.

4 A: I'd rather you ... this a secret between us. It's a bit embarrassing.
B: Don't worry. I'd rather ... knew what happened! If ... I could forget it myself!

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/ poślizgnąć 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.
2 Tom's one of the best in the group and scored highly ... the test.
3 They were opening the new store and a lot of people were queuing ... .
4 For many years he worked as a mayor in the city ... .
5 Congratulations, you did really ... on the test!

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

4 Common ground

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



A *kunik* is a traditional Inuit greeting between family members and loved ones.

4A Vocabulary

Identity and communication

Talking about identity and communication

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

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.

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**

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.

4B Listening

Listening to people talking about intercultural communication

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

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

1 Stacey's parents are diplomats.
2 The German girl who Stacey spoke to was deliberately rude to her.
3 If a Russian person smiles at another Russian they don't know, they may be seen as untrustworthy.
4 Stacey's Korean friend was confused by people in the USA asking 'How're you doing?'
5 In Chinese, a common greeting can be translated as *Have you eaten*?
6 Courses on intercultural communication are very effective.

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

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 ...
2 Speaker 2 ...
3 Speaker 3 ...
4 Speaker 4 ...

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?



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

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.
2 The sentence includes advice or instruction the speaker was given.
3 The sentence includes a question (or plan) about an action in progress at the time.
4 The sentence includes a statement about a previous action and consequence.
5 The sentence includes a statement about something which is still generally true.



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

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
2 dishonest and not to be trusted
3 admired by lots of people because of qualities or achievements
4 willing to consider new ideas/ways of thinking
5 existing or happening everywhere
6 behaving in a polite way
7 firmly fixed; strong and hard to change
8 providing good value for the amount of money paid
9 continuing for a long period of time
10 extremely sad and upset

2 Complete the sentences with compound adjectives from exercise 1.

1 She achieved … fame when a video she posted online went viral.
2 Everybody around here knows she does good work. She's a … figure.
3 My little brother was absolutely … when his team lost in the final!
4 The problems are too … for there to be any real hope of a quick fix.
5 If you only ever spend time talking to … people, you don't get to hear different points of view.

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?

A PLACE TO BE

32 **(1)** ... 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) ... 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) ... 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) ... 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) ... 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!

A man dancing in a nightclub wears long pointy boots.



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.
2 verb + someone + infinitive (with *to*)
I **reminded you all to bring** letters of permission from your parents.
3 verb + preposition + *-ing*
They **apologised for doing** what they had done.
4 verb + (*that*) clause
She **argued (that)** things really need to change.
5 verb + *-ing*
He **denied answering** the question.
6 verb + someone + (*that*) clause
He **promised me (that)** he'd never do anything like that again.
7 verb + that + someone + (*should*) infinitive (without *to*)
The instructor **recommended that each student (should) contact** him about the details of the project.

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.

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.

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

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'.

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

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?

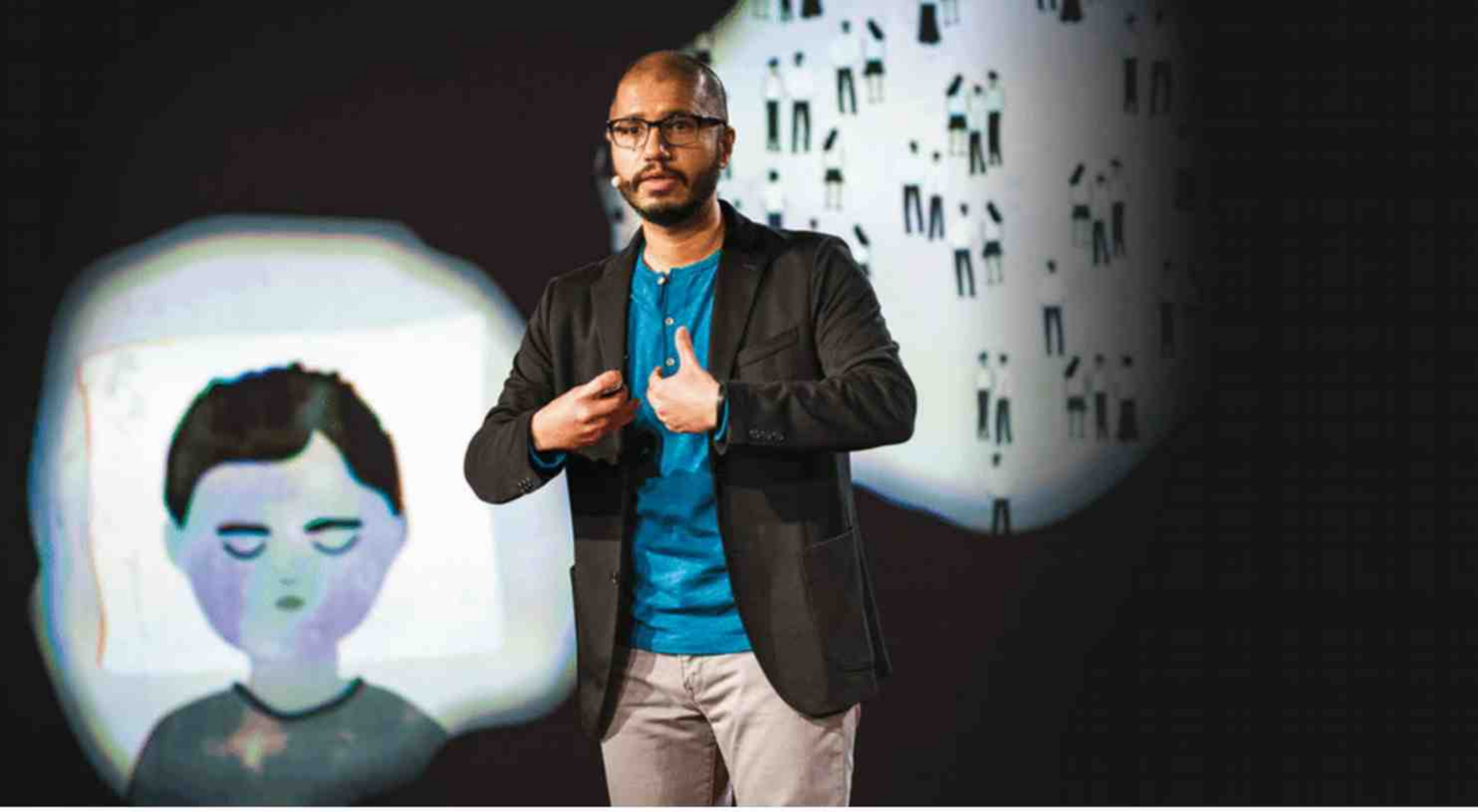
WHILE YOU LISTEN

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

1. People have sometimes joked, 'Have you forgotten your name?' because of Safwat's stutter.
2. Safwat is interested in video games.
3. The video Safwat posted only got negative feedback.
4. The negative comments were mainly about Safwat's stutter.
5. The incident led Safwat to do more voice-overs in order to prove his critics wrong.
6. In the past, Safwat used video and voice-overs to become more confident in speaking.
7. Safwat practised to improve his voice and accent to sound more normal.



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

1 Few colours are mentioned in ancient literature. Why?

a In the same way, narrators with strong accents are not part of people's 'normal'.
b People discriminate because they don't 'see' or relate to people who are different to themselves.
c Should Safwat accept or challenge ideas of normality?
d Blue was 'invisible' and not part of ancient people's 'normal', unlike red.
e Minorities are not part of society's 'normal' like the colour blue wasn't for the Greeks.
f One theory is that colours weren't named or 'seen' until people could make them.
g This is why Safwat has gone back to using his voice in his work.
h People learn not to relate to minorities because there are few images of minorities in books.
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*.

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?

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.

4F Speaking

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

1 Speaker 1 suggests that teenagers spend quite a lot of money in his shop.
2 Speaker 2 suggests that teenagers have few better places to hang out than shops.
3 Speaker 3 suggests that groups of loud teenagers may scare away other customers.
4 Speaker 4 concludes that teenagers stop shoplifting as they become adults.
5 Speaker 5 believes teenagers are not as they are depicted in the media.

3 Listen to the five people again. Decide: 34

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

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?



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.

Skills Review 4

ENGLISH IN USE

Słowotwórstwo

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. COURAGE

2 Jill didn't expect such a rude ... to her question. RESPOND

3 Some people find it difficult to avoid ... on their first meeting with strangers. AWKWARD

4 My guest from Great Britain made some ... remarks about the hospitality they were shown during their stay in Poland. COMPLIMENT

5 If you want to join the club, you must fill out the ... application. MEMBER

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I'm convinced we can sort this argument ... like adults.

2 How can I ... a compliment to someone on how they look in Italian?

3 I've always been quite conscious ... how to avoid problems.

4 The maid confessed ... revealing confidential information to media.

5 I disapprove of what they are doing and everything they stand ... .

Uzupełnianie zdań

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

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.

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.

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.

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?	...
2	remind us to follow a strict dress code in particular places?	...
3	explain how to behave to avoid an embarrassing moment in a social situation?	...
4	advise against disturbing somebody's privacy?	...

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.

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!

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

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) /'ɔ:kwəd/ niezręczna (sytuacja), uciążliwy, trudny
awkwardly (adv) /'ɔ:kwədlɪ/ niezręcznie, z zakłopotaniem
awkwardness (n) /'ɔ:kwədnəs/ niezręczność (o sposobie zachowania)
be complimentary about sth (phr) /bi ˌkɒmplɪ'mentəri ə'baʊt 'sʌmθɪŋ/ 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 'ɑ:gjəmənt/ posprzeczać się
hint (v) /hɪnt/ sugerować
identity (n) /aɪ'dentɪti/ tożsamość
initial reaction (n) /ɪ'nɪʃl ri'ækʃn/ 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) /ˌsɔ:t '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) /'æbsəlu:tli/ Jak najbardziej!
assumption (n) /ə'sʌmpʃn/ przypuszczenie
barefoot (adv) /'beəfʊt/ na bosaka, boso
beach paravan (n) /ˌbi:tʃ '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) /gri:t/ witać, przywitać
grip (n) /grɪp/ chwyt
in all walks of life (phr) /ɪn ˌɔ:l 'wɔ:ks əv 'laɪf/ we wszystkich środowiskach (społecznych)
intercultural (adj) /ˌɪntəkʌltʃrəl/ międzykulturowy
interpretation (n) /ɪnˌtɜ:prɪ'teɪʃn/ interpretacja, sposób rozumienia
loosen (v) /'lu:sən/ poluźnić
make plans (phr) /ˌmeɪk 'plænz/ snuć plany
miscommunication (n) /ˌmɪskəmju:nɪ'keɪʃn/ błędy komunikacji, nieporozumienia
order food (phr) /'ɔ:də fu:d/ zamawiać jedzenie
plot (n) /plɒt/ ogródek; działka
slipper (n) /'slɪpə/ kapeć
untrustworthy (adj) /ʌn'trʌstˌwɜ:ði/ niewiarygodny, niegodny zaufania

GRAMMAR 1 p. 65

Don't be silly! (phr) /'dəʊnt bi 'sɪli/ Nie bądź niemądry!
queue (n) /kju:/ kolejka (np. w sklepie, na przystanku)
You'll be sorry. (phr) /ju:l bi 'sɒri/ Pożałujesz.

READING pp. 66–67

abuse (n) /ə'bju:s/ znęcanie się
adolescence (n) /ˌædə'lesəns/ okres dojrzewania
appeal (n) /ə'pi:l/ urok, czar
associate with (phr v) /ə'səʊsiˌeɪt wɪð/ utożsamiać z
assure (v) /ə'ʃɔ:/ zapewniać
bully (v) /'bʊli/ zastraszać, znęcać się nad
cardboard (n) /'kɑ:dˌbɔ:d/ tektura, karton
combine (v) /kəm'baɪn/ łączyć, mieszać
common belief (n) /'kɒmən bɪ'li:f/ powszechne przekonanie
cost-effective (adj) /ˌkɒst ɪ'fektɪv/ wydajny, opłacalny
craze (n) /kreɪz/ moda, szał
deep-rooted (adj) /ˌdi:p'ru:tɪd/ głęboko zakorzeniony (np. nawyk)
dyed (adj) /daɪd/ farbowany
equivalent (n) /ɪ'kwɪvələnt/ odpowiednik
fingernail (n) /'fɪŋgəˌneɪl/ paznokieć u ręki
firmly (adv) /'fɜ:mli/ mocno, pewnie
gloomy (adj) /'glu:mi/ ponury
go viral (phr) /ˌgəʊ 'vaɪərl/ pójść w świat, zyskać popularność za pośrednictwem internetu
heartbroken (adj) /'hɑ:tˌbrəʊkən/ 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'lɑ:stɪŋ/ 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 'fɔ:/ znaczyć coś
subculture (n) /'sʌbˌkʌltʃə/ subkultura
sweet wrapper (n) /ˌswi:t 'ræpə/ papierek po cukierku
tin foil (n) /tɪn 'fɔɪl/ folia aluminiowa
two-faced (adj) /ˌtu:'feɪst/ obłudny, dwulicowy
ultra-modern (adj) /ˌʌltrə'mɒdn/ ultranowoczesny, bardzo nowoczesny
unite (v) /ju:'naɪt/ zjednoczyć
well-mannered (adj) /ˌwel'mænəd/ dobrze wychowany
worldwide (phr) /ˌwɜ:ld'waɪd/ na całym świecie

GRAMMAR 2 pp. 68–69

acknowledge (v) /ək'nɒlɪdʒ/ przyznawać, uznawać
citizen (n) /'sɪtɪzn/ obywatel
conservative (adj) /kən'sɜ:vətɪv/ 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) /ni:t/ schludny
proportion (n) /prə'pɔ:ʃn/ 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 'li:gəl 'ækʃn/ wystąpić na drogę sądową
trace (v) /treɪs/ namierzać, wyśledzić
turn a blind eye to sth (phr) /ˌtɜ:n ə 'blaɪnd 'aɪ tə 'sʌmθɪŋ/ przymykać na coś oko
urge (v) /ɜ:dʒ/ nawoływać do

TED TALK pp. 70–71

breakdown (n) /'breɪkdaʊn/ załamanie (nerwowe)
call-back (n) /'kɔ:lbæk/ oddzwonienie
chant (n) /tʃɑ:nt/ 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 'i:zi/ względnie łatwy
favouritism (n) /'feɪvərətɪzm/ faworyzowanie, protekcjonizm
feedback (n) /'fi:dbæk/ 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.
2 They met in order to sort this argument ... .
3 Who are you most in favour ... ?
4 Don't ... silly! You should go to bed!
5 The problem is quite serious, so I don't think there will be a ... fix.
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.

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. AWKWARDNESS
2 The new rules enforced by the manager seem to be a little bit ... . DISCRIMINATION
3 The situation turned out to be just a silly ... . MISUNDERSTAND
4 I felt a little bit ... you had not invited me to your house-warming party. OFFENCE
5 He was surprisingly ... about my new dress. COMPLIMENT
6 I don't mean to be ... , so please accept my apologies for the questions. RESPECT

5 Lend a helping hand

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



Rescuers evacuate local people from their homes in China.

5A Vocabulary

Dealing with disaster

Talking about natural disasters

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.

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.



When a powerful earthquake struck Nepal in 2015, Patrick Maier's team used drones to take photos of the affected areas.

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

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

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

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

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

situation	emergency service	emergency number
...	fire brigade	...
...	water emergency	...
...	police	...
...	ambulance	...

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) ... , put into place systems (2) ... . In 1947, the US Secretary of State General George Marshall, (3) ... , announced massive amounts of aid for war-torn countries, (4) ... . The Marshall Plan ran for over ten years and paid for the rebuilding of infrastructure, (5) ... .

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**

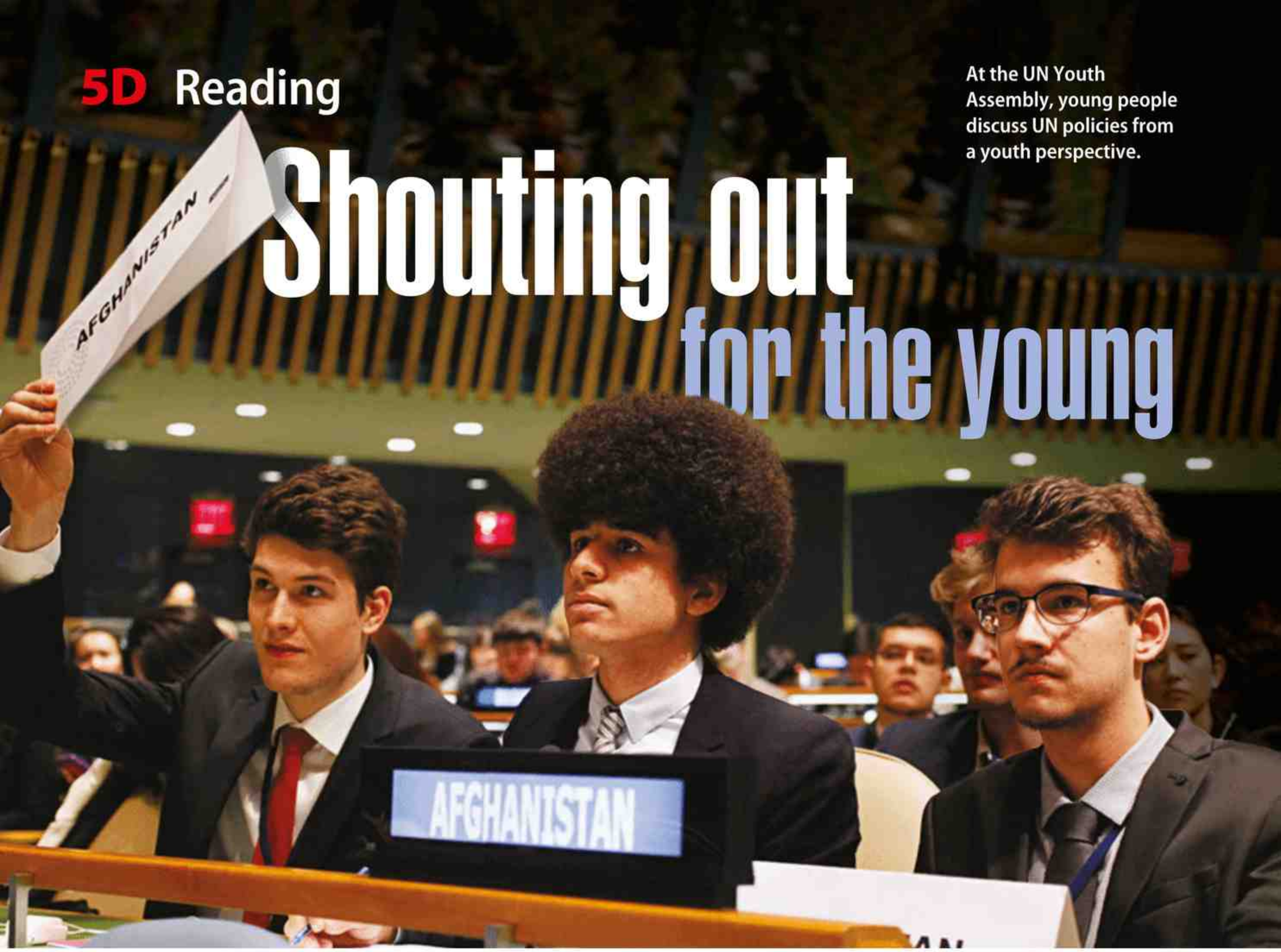
Work in groups. Discuss the questions.

- 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?

5D Reading

Shouting out for the young

At the UN Youth Assembly, young people discuss UN policies from a youth perspective.



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

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

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



Malala Yousafzai is a young activist for female education who spoke at the United Nations on her 16th birthday.

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.

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.



Young people volunteer to serve food to less fortunate people in their community.

5F Speaking

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.
2 Some people say they're only motivated by greed and self-interest, but they generate jobs, and business couldn't work without them.
3 Without them, we'd be surrounded by piles of litter and dirt.
4 They can transform the lives of people who have been injured.

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

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.



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
b List the skills and abilities you have
c Describe who you are and where you are from
d Write your expectations in response to your letter
e Outline your possible contribution to the project
f Explain why you are writing

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.
2 Please send me more information … the post.
3 I'm currently … my last year of high school.
4 … terms of my experience, I have a part-time job.
5 … addition, I have experience working with animals.
6 I feel that I would be suitable … the post.
7 I look forward … hearing from you soon.

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.

Skills Review 5

ENGLISH IN USE

Słowotwórstwo

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

1 Satellite images show the ... caused by the earthquake that struck the city. DEVASTATE

2 Officials admit there is a massive ... of food three weeks after the hurricane devastated the island. SHORT

3 The houses in the area are at risk from flooding or ... erosion. COAST

4 Experts believe that the only way to change policies is to encourage all parties to show ... in negotiations. DETERMINE

5 The new laws will ... the police to take steps in case of emergency. POWER

6 As yet, many issues such as racial ... still haven't been resolved. EQUAL

7 Revitalisation activities are believed to be tools to shape a ... city. SUSTAIN

Uzupełnianie luk

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.

2 ... rich find it hard to comprehend what it is like to live in poverty.

3 I would like to invite you to the conference on ... of my colleagues.

4 As the ... of crimes committed by the underage is on the increase, steps should be taken to lower it.

5 ... wanting to take shelter in the local school after the volcanic eruption, the Wilsons joined their family in another state.

6 Having ... smashed by a powerful cyclone, the area is uninhabitable.

Uzupełnianie zdań

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.

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

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.

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.

2 Technology is particularly relevant in places ... official government is limited, or no longer fully functions.

3 More than 40 percent of the population now receives some form of international aid, ... is food assistance.

4 Many local people, ... lands have been ruined by illegal mining, are now turning to technology to tackle the problem.

5 The plane crashed in thick fog with 87 people on board, ... is thought to have survived.

6 The volunteers, ... come from all across the region, quite literally put roads, buildings and highways onto the map.

7 The amount of data available via social media increased dramatically in October, ... the flooding reached the capital.

8 Online mapping ... relies on volunteers with varying skills to interpret satellite images obviously has its limitations.

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.

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.

2 The man who was arrested after the incident last night has not been charged.
Police have not charged the man ... incident last night.

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.

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.

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.

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.

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.

Wordlist Unit 5 43

VOCABULARY p. 81

affected (adj) /ə'fektɪd/ dotknięty (np. klęską)
aid (n) /eɪd/ pomoc, wsparcie
appeal (v) /ə'pi:l/ zwracać się (do kogoś w jakimś celu)
blocked (adj) /blɒkt/ zablokowany
bowl (n) /bəʊl/ miska
challenge (n) /'tʃælɪndʒ/ wyzwanie (coś trudnego)
coastal (adj) /'kəʊstl/ przybrzeżny, nadmorski
collapse (v) /kə'læps/ zawalić się, runąć
collide (v) /kə'laɪd/ zderzać się
crisis (n) /'kraɪsɪs/ kryzys
debris (n) /'debri:/ gruzy, rumowisko
detect (v) /dɪ'tekt/ wykrywać
devastation (n) /ˌdevə'steɪʃn/ dewastacja, pustoszenie
disaster (n) /dɪ'zɑ:stə/ katastrofa
drop (v) /drɒp/ zrzucać
earthquake (n) /'ɜ:θˌkweɪk/ trzęsienie ziemi
evacuate (v) /ɪ'vakjueɪt/ ewakuować
flee (v) /fli:/ uciekać, umykać
humanitarian crisis (n) /hju:ˌmænɪ'teərɪən 'kraɪsɪs/ kryzys humanitarny
launch (v) /lɔ:ntʃ/ rozpoczynać (np. akcję)
limited (adj) /'lɪmɪtɪd/ ograniczony
magnitude (n) /'mægnɪtju:d/ skala, ogrom
motion (n) /'məʊʃn/ ruch
overcome (v) /ˌəʊvə'kʌm/ pokonać
positive development (n) /'pɒzətɪv dɪ'veləpmənt/ pozytywna zmiana
relief effort (n) /rɪ'li:f 'efət/ akcja pomocy humanitarnej
Richter scale (n) /'rɪktə ˌskeɪl/ skala Richtera
rise (v) /raɪz/ powstawać
seismograph (n) /'saɪzməgrɑ:f/ sejsmograf
shortage of (n) /'ʃɔ:tɪdʒ ɒv/ brak (czegoś)
strike (v) /straɪk/ uderzyć
supplies (n) /sə'plaɪz/ zaopatrzenie
tectonic plate (n) /tek'tɒnɪk ˌpleɪt/ płyta tektoniczna
unfold (v) /ʌn'fəʊld/ rozwijać się, toczyć się
widespread (adj) /'waɪdspred/ powszechny, rozległy
zone (n) /zəʊn/ strefa, obszar

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3D modelling (n) /ˌθri:'di: 'mɒdlɪŋ/ modelowanie przestrzenne
absence (n) /'æbsəns/ nieobecność, brak
car plates (n) /'kɑ: pleɪts/ tablice rejestracyjne
cope (v) /kəʊp/ dać sobie radę, poradzić sobie
crowdsource (v) /'kraʊdˌsɔ:s/ pozyskiwać informacje za pomocą danych z mediów społecznościowych
cyclone (n) /'saɪkləʊn/ cyklon
drone (n) /drəʊn/ dron
flood (n) /flʌd/ powódź
forest fire (n) /ˌfɒrɪst' faɪə/ pożar lasu
hashtag (n) /'hæʃtæg/ wyrażenie lub słowo poprzedzone symbolem #
injured (adj) /'ɪndʒəd/ ranny
life-saver (n) /ˌlaɪf'seɪvə/ wybawienie (np. z kłopotów)
life-threatening (adj) /'laɪfˌθretnɪŋ/ zagrażający życiu
rescuer (n) /'reskju:/ ratownik
roots (n) /ru:ts/ korzenie (historyczne, rodzinne)
row (v) /rəʊ/ wiosłować
satellite (n) /'satəlaɪt/ satelita
scout camp (n) /'skaʊt kæmp/ obóz harcerski
staggering (adj) /'stægərɪŋ/ zdumiewający, szokujący
struggle (v) /'strʌgl/ borykać się, starać się
tent (n) /tent/ namiot
trapped (adj) /træpt/ uwięziony w pułapce
unusable (adj) /ˌʌn'ju:zəbl/ bezużyteczny
update (v) /ʌp'deɪt/ aktualizować
utilise (v) /'ju:təlaɪz/ wykorzystywać
volunteer (n) /ˌvɒlən'tɪə/ ochotnik, wolontariusz
whirlwind (n) /'wɜ:lˌwɪnd/ trąba powietrzna
world attention (n) /ˌwɜ:ld ə'tenʃn/ centrum światowej uwagi

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ally (n) /'alaɪ/ sojusznik
donation (n) /dəʊ'neɪʃn/ datek, darowizna
hurricane (n) /'hʌrɪkən/ huragan
imprisoned (adj) /ɪm'prɪzənd/ uwięziony
interactive (adj) /ˌɪntər'aktɪv/ interaktywny, współdziałający
majority (n) /mə'dʒɒrəti/ większość
mess (n) /mes/ bałagan
rebuild (v) /ri:'bɪld/ odbudować
reconstruction (n) /ˌri:kən'strʌkʃn/ odbudowa
Red Crescent (n) /ˌred 'kresənt/ Czerwony Półksiężyc
Red Cross (n) /ˌred 'krɒs/ Czerwony Krzyż
shelter (n) /'ʃeltə/ schronienie
speed up (phr v) /ˌspi:d 'ʌp/ przyspieszać
survivor (n) /sə'vaɪvə/ osoba, która ocalała (z katastrofy, w wypadku)
top (v) /tɒp/ przewyższać (jakąś kwotę)
unbelievably (adv) /ˌʌnbə'li:vəbli/ niewiarygodnie
wander (v) /'wɒndə/ wędrować, włóczyć się

READING pp. 84–85

assembly (n) /ə'sembli/ zebranie, zgromadzenie
benefit (v) /'benəfɪt/ przynosić korzyści
bring together (phr v) /ˌbrɪŋ tə'geðə/ łączyć kogoś, zbliżać kogoś
campaign (v) /kæm'peɪn/ prowadzić kampanię, walczyć (o coś)
convention (n) /kən'venʃn/ kongres, zjazd
delegate (n) /'delɪgət/ delegat, przedstawiciel
discussion board (n) /dɪ'skʌʃən 'bɔ:d/ forum dyskusyjne
empower (v) /ɪm'paʊə/ upoważniać
enemy (n, adj) /'enəmi/ wróg; wrogi, nieprzyjacielski
establish (v) /ɪ'stæblɪʃ/ założyć, utworzyć
found (v) /faʊnd/ zakładać (organizację)
graduate (n) /'gradʒuət/ absolwent
headquarters (n) /'hedˌkwɔ:təz/ główna siedziba, centrala
housing (n) /'haʊzɪŋ/ domy mieszkalne
inclusive (adj) /ɪn'klu:sɪv/ niejednolity, zawierający wszystkich
inclusivity (n) /ɪn'klu:sɪvɪti/ inkluzja (włączanie do życia społecznego)
influential (adj) /ˌɪnflu'enʃl/ wpływowy
initiative (n) /ɪ'nɪʃətɪv/ inicjatywa
lifelong learning (n) /ˌlaɪflɒŋ 'lɜ:nɪŋ/ kształcenie ustawiczne
networking event (n) /'netwɜ:kɪŋ ɪ'vent/ wydarzenie networkingowe
on behalf of (phr v) /ˌɒn bɪ'hɑ:f ɒv/ w czyimś imieniu
overlook (v) /ˌəʊvə'lʊk/ przeoczyć
panel (n) /'pænl/ zespół, panel
poverty (n) /'pɒvəti/ bieda, ubóstwo
provide aid (phr) /prə'vaɪd eɪd/ zapewniać pomoc
record (n) /'rekɔ:d/ record, najlepszy wynik
representative (n) /ˌreprɪ'zentətɪv/ przedstawiciel, reprezentant
resilient (adj) /rɪ'zɪliənt/ prężny (o gospodarce)
right to vote (n) /ˌraɪt tə 'vəʊt/ prawo wyborcze
senior (adj) /'si:niə/ wyższy rangą
show determination (phr) /ʃəʊ dɪˌtɜ:mə'neɪʃn/ okazywać determinację
start a trend (phr) /'stɑ:t ə ˌtrend/ rozpocząć nowy trend
sustainable (adj) /sə'steɪnəbl/ trwały, nienaruszający równowagi ekologicznej
workshop (n) /'wɜ:kʃɒp/ warsztaty
youngster (n) /'jʌŋstə/ młodzieniec, młoda osoba
youth (n) /ju:θ/ młodzież

GRAMMAR 2 pp. 86–87

anti-social (adj) /ˌæntɪ'səʊʃəl/ aspołeczny, antyspołeczny
community (n) /kə'mju:nəti/ społeczność, wspólnota
fraudster (n) /'frɔ:dstə/ oszust/oszustka
frustrated (adj) /frʌ'streɪtɪd/ sfrustrowany
fund (n) /fʌnd/ fundusz
go to court (phr) /ˌgəʊ tə 'kɔ:t/ iść do sądu
hand over (phr v) /ˌhænd 'əʊvə/ podawać coś komuś
plead guilty (phr) /ˌpli:d 'gɪlti/ przyznać się do winy
right (n) /raɪt/ prawo (do czegoś)
rob (v) /rɒb/ okradać (np. bank), rabować
robber (n) /'rɒbə/ złodziej, rabuś
set up (phr v) /ˌset 'ʌp/ zakładać coś, tworzyć
time bank (n) /'taɪm ˌbæŋk/ tzw. bank czasu (samopomoc, bezpłatna wymiana usług)
victim (n) /'vɪktɪm/ ofiara

SPEAKING p. 88

corrupt (adj) /kə'rʌpt/ skorumpowany
dirt (n) /dɜ:t/ brud
greed (n) /gri:d/ chciwość, zachłanność
joy (n) /dʒɔɪ/ radość
litter (n) /'lɪtə/ śmieci
oil spill (n) /'ɔɪl spɪl/ wyciek ropy
outrage (n) /'aʊtreɪdʒ/ oburzenie
pass sth on to sb (phr v) /pɑ:s 'sʌmθɪŋ ɒn tə 'sʌmbɒdi/ przekazać coś komuś
pile (n) /paɪl/ stos
pitch (n) /pɪtʃ/ boisko
precious (adj) /'preʃəs/ cenny

priceless (adj) /'praɪsləs/ bezcenny
restore (v) /rɪ'stɔː/ odbudować, przywrócić
self-interest (n) /ˌself'ɪntrəst/ własny interes
spirit (n) /'spɪrɪt/ nastrój

WRITING p. 89

care for (phr v) /'keə ˌfɔː/ troszczyć się o, zależeć na
conduct research (phr) /kən'dʌkt rɪ'sɜːtʃ/ przeprowadzać badanie/badania
details of (n) /'diːteɪlz 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 'tɜːmz əv/ biorąc pod uwagę
jaguar (n) /'dʒægjuə/ jaguar
manual labour (n) /ˌmænjuəl 'leɪbə/ praca fizyczna
orphanage (n) /'ɔːfənɪdʒ/ dom dziecka, sierociniec
post (n) /pəʊst/ stanowisko, posada
suitable for (adj) /'suːtəbl fə/ odpowiedni dla

SKILLS REVIEW pp. 90–91

collapse (n) /kə'læps/ zawalenie się
comprehend (v) /ˌkɒmprɪ'hend/ rozumieć, pojmować
doorway (n) /'dɔːweɪ/ otwór drzwiowy
flash flooding (n) /ˌflæʃ 'flʌdɪŋ/ nagła powódź
in the aftermath of (phr) /ɪn ðɪ 'ɑːftəmæθ əv/ w następstwie
onlooker (n) /'ɒnˌlʊkə/ obserwator, widz
plow (n) /plaʊ/ pług
revitalisation (n) /riːˌvaɪtəlaɪzeɪʃn/ 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

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. INHABIT
2 Ann's grandfather spent years unfairly ... until the war ended. PRISON
3 He's collecting money to make cities safe and ... . SUSTAIN
4 Many efforts have been made in order to ensure ... and transparency. INCLUSIVE
5 Seeing tears in her father's eyes after she received the award was ... . PRICE
6 In the ... of the latest hurricane, many people proved their solidarity and generosity. 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 ... .
2 I used to spend holidays at scout ... in the middle of the forest.
3 In the past, women did not have the ... to vote.
4 This course is suitable ... everybody who has at least basic knowledge of coding.
5 It is a difficult project in ... of time and money.
6 Do you think you can go to the meeting and speak on my ... ?

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

6 Life changing

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.



6A Vocabulary

Illness and injury

Talking about illnesses and injuries

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.

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?

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

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

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?

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

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 ...
2 Speaker 2 ...
3 Speaker 3 ...
4 Speaker 4 ...

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.



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.**

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** ... physical education at school.
2 I would be very **capable** ... living on my own on a desert island.
3 Most fast-food advertising is **aimed** ... children.
4 We're all **exposed** ... far too much air pollution.
5 A lot is done to raise **awareness** ... health issues – especially among young people.
6 Any **investment** ... health care has to be a good thing.
7 I think I have a good **chance** ... living until I am 100 years old.
8 It's natural for people to be **resistant** ... change.
9 I can't remember the last time I needed a **prescription** ... anything.

2 Work in pairs. Do you agree or disagree with the sentences in exercise 1? Why?

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?

4 Read the article. Find out what the 'antibiotic apocalypse' is and how it can be avoided.

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.
Para 2 Alexander Fleming soon knew that his discovery might lead to negative consequences.
Para 3 The first cases of successful treatment with penicillin were reported within ten years after the discovery.
Para 4 Fleming realised that if penicillin was not used appropriately, bacteria would become resistant to it.
Para 5 The market of antibiotics is not controlled strictly enough.
Para 6 Mr Zorawi has developed a method of identifying new types of bacteria.
Para 7 It's now illegal for farmers in the Netherlands to use antibiotics on animals.

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.
2 The research showed an increased number of breathing problems in people ... toxic fumes from the local factory.
3 The hospital is testing a new generation of ... for patients suffering from high blood pressure.
4 One of the side effects of these drugs might be ..., so it is important to follow a strict diet during the therapy.
5 Take these pills only if your headache is really bad, as ... of painkillers might lead to addiction.

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.

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.**



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

1 which of the photos is being discussed.
2 if the technology is expensive.

3 Work in pairs. Explain how the technology works using these words. Listen again and check your answers. 47

camera	cells	chip	electrical signals

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.

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*

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.

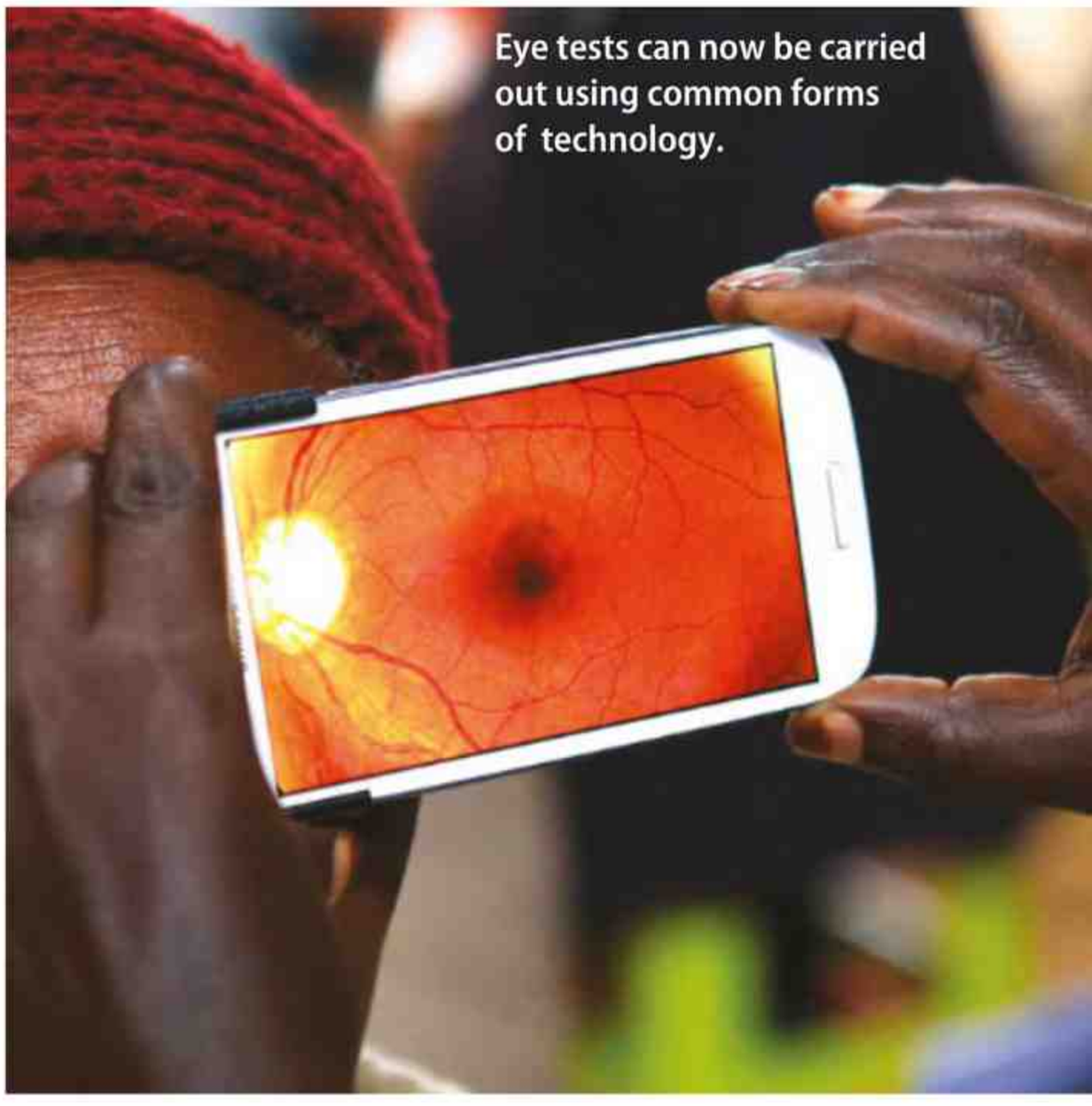
4 First, the symptoms got really bad. Then, I decided to consult my doctor. DID
Not until the symptoms got really bad ... my doctor.

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.

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.

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.

1 Look at the Authentic listening skills box. Then work in groups. Listen to the extract from the beginning of the TED Talk. 49

- 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.

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

BEFORE YOU LISTEN

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

1 The accident took place at the time of the Olympics.
2 The vehicle that hit Janine was going fast.
3 Janine's cycling helmet protected her head from any damage.
4 Janine had an out-of-body experience as she was fighting for her life.
5 Janine had no movement below her waist after the operation.
6 The doctor said the result of the operation meant Janine would eventually be as good as new.

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

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 ... .



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

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

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

6F Speaking

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

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

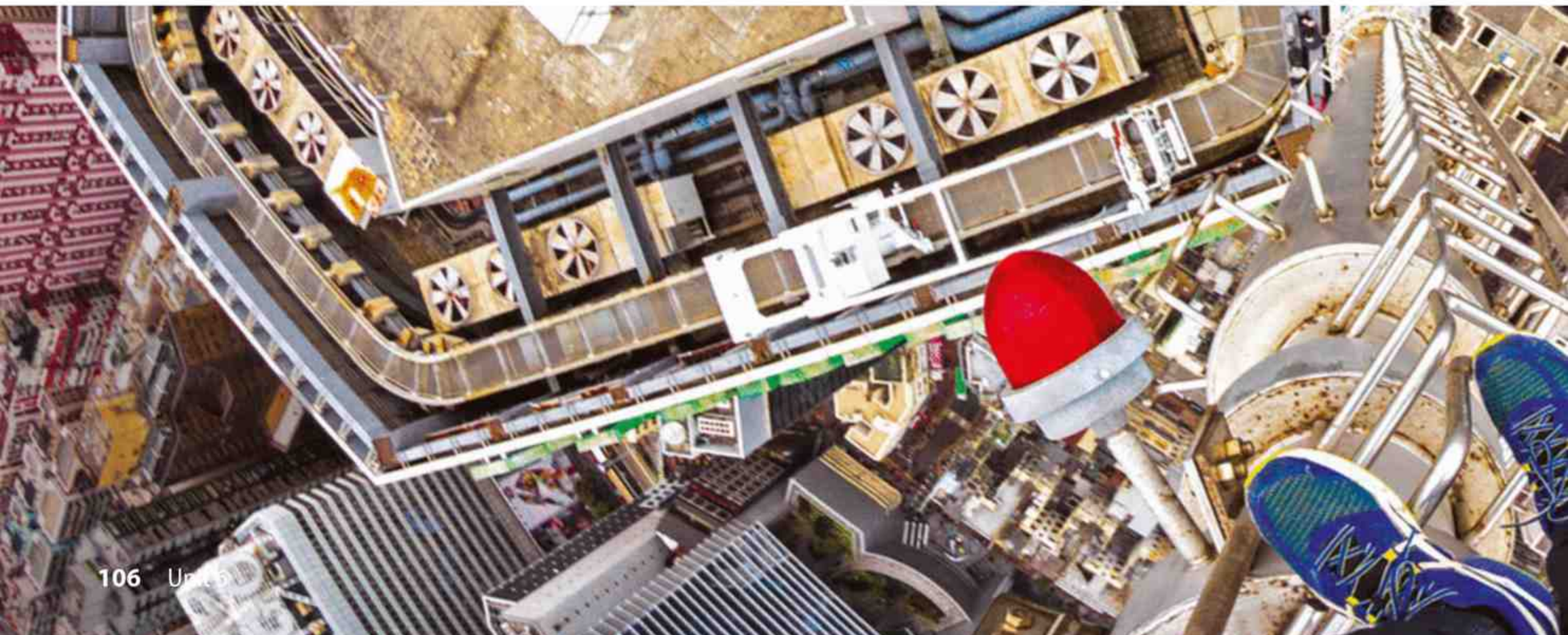
4 Work in pairs. Take turns saying the sentences. Your partner should respond and add a further question or comment.

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.

Have you ever overcome a fear?



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 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.

Skills Review 6

ENGLISH IN USE

Słowotwórstwo

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. RESIST
2 A ... for blood pressure medications is a must. Otherwise, you won't get them. PRESCRIBE
3 Dr Hanks has written an interesting article on ... from infectious diseases. PROTECT
4 I know a few people who are ... to dust. They sneeze all the time. ALLERGY
5 Don't you think Mr Jackson is too sick to be ... of taking care of himself? ABLE

Uzupełnianie luk

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.
2 My younger sister was diagnosed ... an allergy to seafood.
3 The doctors' efforts are aimed ... improving the quality of service in their clinic.
4 The campaign is aimed at ... awareness of the problems associated with mental health disorders.
5 It took him five months to ... from his illness. Now he is feeling good.

Uzupełnianie zdań

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

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

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.

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.

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,
2 I do think that medical research is incredibly important,
3 Don't get me wrong. The operation did help –
4 Only after several tests did they
5 At no time during my stay in hospital did I
6 Nowhere else in the world do you
7 Let's be clear about this. In no way does this development
8 We read a lot about medical developments, but rarely do we

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.

2 In the days before antibiotics, only very ... did children survive serious lung infections.

3 ... after the Second World War did penicillin become widely available.

4 When the doctor first suggested it, ... did I realise that the treatment was actually centuries old.

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.

6 ... in this country do people go bankrupt from trying to pay their medical bills!

Wordlist Unit 6 51

VOCABULARY p. 97

antibiotic (n) /ˌæntibaɪˈɒtɪk/ antybiotyk
back to full fitness (phr) /ˌbæk tə ˌfʊl ˈfɪtnəs/ z powrotem w pełni sił
back to normal (phr) /ˌbæk tə ˈnɔːməl/ wrócić do normy
bend over (phr v) /ˌbend ˈəʊvə/ schylać się, pochylać
bleeding (n) /ˈbliːdɪŋ/ krwawienie
bone (n) /bəʊn/ kość
brain damage (n) /ˈbreɪn ˌdæmɪdʒ/ uszkodzenie mózgu
break one's leg (phr) /ˌbreɪk ˈwʌnz leg/ złamać sobie nogę
cancer (n) /ˈkænsə/ nowotwór, rak
car crash (n) /ˈkɑː kræʃ/ wypadek samochodowy
carry out (phr v) /ˌkæri ˈaʊt/ przeprowadzać, wykonywać
chest (n) /tʃest/ klatka piersiowa
clear up (phr v) /ˌklɪə ˈʌp/ wyleczyć, znikać (o chorobie)
cure for (n) /ˈkjʊə fə/ lekarstwo na
detect (v) /dɪˈtekt/ wykrywać (chorobę)
drug (n) /drʌg/ lek, lekarstwo
have a day off school (phr) /ˌhəv ə ˈdeɪ ɒf ˌskuːl/ nie być w szkole
illness (n) /ˈɪlnəs/ choroba
in intensive care (phr) /ɪn ɪnˈtensɪv ˈkeə/ na oddziale intensywnej opieki medycznej
injury (n) /ˈɪndʒəri/ uraz, uszkodzenie
keep down (phr v) /ˌkiːp ˈdaʊn/ powstrzymywać wymioty
lead a fairly normal life (phr) /ˌliːd ə feəli ˌnɔːməl ˈlaɪf/ prowadzić w miarę normalne życie
life-threatening (adj) /ˌlaɪfˈθretənɪŋ/ zagrażający życiu
lung (n) /lʌŋ/ płuco
make a full recovery (phr) /ˌmeɪk ə ˈfʊl rɪˈkʌvəri/ całkowicie wyzdrowieć
operation (n) /ˌɒpəˈreɪʃn/ operacja (w szpitalu)
out of action (adj) /ˌaʊt əv ˈækʃn/ nieczynny, wyłączony
paralysed (adj) /ˈpærəlaɪzd/ sparaliżowany
permanent (adj) /ˈpɜːmənənt/ stały, trwały
physiotherapy (n) /ˌfɪziəʊˈθerəpi/ fizjoterapia
prescribe (v) /prɪˈskraɪb/ przepisać lekarstwa
recover from (v) /rɪˈkʌvə frəm/ wyzdrowieć
recovery (n) /rɪˈkʌvəri/ powrót do zdrowia
speech therapy (n) /ˌspiːtʃ ˈθerəpi/ terapia logopedyczna
spread (v) /spred/ szerzyć się, roznosić (o chorobie)
stroke (n) /strəʊk/ udar
symptom (n) /ˈsɪmptəm/ symptom
take drugs (phr) /ˌteɪk ˈdrʌgz/ brać lekarstwa
thankfully (adv) /ˈθæŋkfli/ na szczęście, szczęśliwie
therapy (n) /ˈθerəpi/ terapia
tip (n) /tɪp/ koniuszek, czubek
trap (v) /træp/ przytrzasnąć (np. palec)
upset stomach (n) /ˌʌpˈset ˈstʌmək/ rozstrojony żołądek
waist (n) /weɪst/ talia, pas
wheelchair (n) /ˈwiːltʃeə/ wózek inwalidzki

LISTENING p. 98

come round (phr v) /ˌkʌm ˈraʊnd/ dochodzić do siebie, odzyskiwać przytomność
concussion (n) /kənˈkʌʃn/ wstrząs mózgu
cut off (phr v) /ˌkʌt ˈɔːf/ odciąć
cyber-junky (n) /ˌsaɪbəˈdʒʌŋki/ maniak komputerowy, osoba uzależniona od świata cyfrowego
disease (n) /dɪˈziːz/ choroba
face (v) /feɪs/ stawiać czoła, mierzyć się z czymś
fracture (v) /ˈfræktʃə/ złamać (np. rękę)
free (v) /friː/ uwalniać
gripping (adj) /ˈgrɪpɪŋ/ wciągający, porywający (film)
hearing aid (n) /ˌhɪərɪŋ ˈeɪd/ aparat słuchowy
hooked (adj) /hʊkt/ uzależniony
insect bite (n) /ˈɪnsekt baɪt/ ukąszenie owada
make the most of (phr) /ˌmeɪk ðə ˈməʊst ɒv/ czerpać garściami (z czegoś)
mess up (phr v) /ˌmes ˈʌp/ zrujnować, sknocić
misery (n) /ˈmɪzəri/ nędza, nieszczęście
misinterpret (v) /ˌmɪsɪnˈtɜːprɪt/ mylnie, błędnie interpretować
muscle (n) /ˈmʌsl/ mięsień
over the top (adj) /ˈəʊvə ðə tɒp/ przesadzony, wyolbrzymiony
pass out (phr v) /ˌpɑːs ˈaʊt/ zemdleć
trap (v) /træp/ utknąć
weaken (v) /ˈwiːkən/ osłabiać

GRAMMAR 1 p. 99

blink (v) /blɪŋk/ mrugać (oczami)
crutch (n) /krʌtʃ/ kula inwalidzka, ortopedyczna
inability (n) /ˌɪnəˈbɪləti/ niezdolność, brak możliwości
lock (v) /lɒk/ zamykać (się)
memoir (n) /ˈmemwɑː/ pamiętnik, życiorys
speech therapist (n) /ˈspiːtʃ ˌθerəpɪst/ logopeda
to the side (adv) /tə ðə ˈsaɪd/ na jedną stronę

READING pp. 100–101

accidental (adj) /ˌæksɪˈdentl/ przypadkowy
actively (adv) /ˈaktɪvli/ aktywnie, czynnie
address (v) /əˈdres/ adresować, zajmować się (jakąś sprawą)
aim at (phr v) /ˈeɪm ət/ kierować coś do
allergic to (phr v) /əˈlɜːdʒɪk tə/ uczulony na
awareness of (n) /əˈweənəs əv/ świadomość, wiedza (na temat czegoś)
bacteria (n) /bækˈtɪəriə/ bakterie
ban (v) /bæn/ zakazać, zabronić
be capable of (phr) /ˌbi ˈkeɪpəbl əv/ być zdolnym do
beyond all recognition (phr) /bɪˈjɒnd ɔːl ˌrekəgˈnɪʃn/ nie do poznania
chance of (n) /ˈtʃɑːns əv/ szansa na
close down (phr v) /ˌkləʊz ˈdaʊn/ zamykać, zakończyć działalność
concentration (n) /ˌkɒnsənˈtreɪʃn/ zagęszczenie, skupienie
considerable (adj) /kənˈsɪdərəbl/ znaczny, niemały
contribute to (phr) /kənˈtrɪbjuːt tə/ przyczyniać się do
deadly (adj) /ˈdedli/ śmiertelny, śmiercionośny
dependent (adj) /dɪˈpendənt/ zależny
determined (adj) /dɪˈtɜːmɪnd/ zdecydowany, zdeterminowany
devote time to (phr) /dɪˈvəʊt ˈtaɪm tə/ poświęcać czas (komuś, czemuś)
diagnose with (phr) /ˈdaɪəgnəʊz wɪð/ rozpoznać (np. chorobę)
disturbing (adj) /dɪˈstɜːbɪŋ/ niepokojący, zatrważający
drainage (n) /ˈdreɪnɪdʒ/ system kanalizacji
emergence (n) /ɪˈmɜːdʒəns/ pojawienie się
evolve (v) /ɪˈvɒlv/ rozwijać się, zmieniać
expose to (phr v) /ɪkˈspəʊz tə/ narażać na
fatal (adj) /ˈfeɪtl/ śmiertelny
fume (n) /fjuːm/ opary
ground-breaking (adj) /ˈgraʊndˌbreɪkɪŋ/ przełomowy
health campaign (n) /ˌhelθ kæmˈpeɪn/ kampania na rzecz zdrowia
health care (n) /ˈhelθ ˌkeə/ opieka zdrowotna
inevitable (adj) /ɪnˈevɪtəbl/ nieunikniony
infectious (adj) /ɪnˈfekʃəs/ zakaźny
insufficient (adj) /ˌɪnsəˈfɪʃnt/ niewystarczający
investment in (n) /ɪnˈvestmənt ɪn/ inwestycja w
likelihood (n) /ˈlaɪklihʊd/ prawdopodobieństwo
massively (adv) /ˈmæsɪvli/ znacznie, ogromnie
multiply (v) /ˈmʌltɪplaɪ/ rozmnażać się, mnożyć
mutate (v) /mjuːˈteɪt/ mutować
overuse (n) /ˈəʊvəˈjuːs/ nadużywanie
painkiller (n) /ˈpeɪnˌkɪlə/ środek przeciwbólowy
portion (n) /ˈpɔːʃn/ część, fragment
precisely (adv) /prɪˈsaɪsli/ dokładnie
prescription for (n) /prɪˈskrɪpʃn fə/ recepta lekarska na
protection from (n) /prəˈtekʃn frəm/ ochrona przed
put pressure on sb (phr) /pʊt ˈpreʃə ɒn sʌmbɒdi/ wywierać na kogoś presję, nacisk
rapid (adj) /ˈræpɪd/ szybki, gwałtowny
refuse (v) /rɪˈfjuːz/ odmawiać, nie zgodzić się
resistant to (adj) /rɪˈzɪstənt tə/ odporny na (np. chorobę)
rubbish collection (n) /ˈrʌbɪʃ kəˈlekʃn/ wywóz śmieci
slow (v) /sləʊ/ spowolnić
spread (n) /spred/ rozprzestrzenianie
superbug (n) /ˈsuːpəbʌg/ bakteria odporna na antybiotyki
the worst-case scenario (phr) /ðə ˌwɜːstkeɪs səˈnɑːriəʊ/ w najgorszym wypadku
think through (phr v) /ˌθɪŋk ˈθruː/ przemyśleć coś
treat (v) /triːt/ leczyć
treatable (adj) /ˈtriːtəbl/ uleczalny (o chorobie)
turn to (phr v) /ˈtɜːn tə/ zwrócić się do
underlying (adj) /ˌʌndəˈlaɪŋ/ zasadniczy, podstawowy
weight gain (n) /ˈweɪt ˌgeɪn/ przybranie na wadze
WHO (n) /ˈdʌbəlju eɪtʃ əʊ/ Światowa Organizacja Zdrowia
wipe out (phr v) /ˌwaɪp ˈaʊt/ zmieść coś z powierzchni ziemi

GRAMMAR 2 pp. 102–103

award (v) /əˈwɔːd/ nagradzać
bionic (adj) /baɪˈɒnɪk/ 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) /prəˈdʌkʃnˌlaɪn/ 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.
2 She can't eat this cake because she is allergic ... nuts.
3 When you are on holidays in Greece, try to make the ... of it and take as many wonderful pictures as you can.
4 There are more and more types of bacteria that are resistant ... modern antibiotics.
5 I don't want to ... pressure on you, but I think the exams are in sight and you should study more.

7 Hopes and dreams

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



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

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

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

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.

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.

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?

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

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

a developing a talent recognised by others
b setting targets to achieve their goal
c a problem with a life-work balance
d disappointment at not realising a dream
e working with other people
f having to wait patiently to reach their goal
g realising there will be hard work ahead
h being tested
i determination to realise a dream

3 Listen to an interview with a volunteer. Choose the correct answer for each question. 53

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

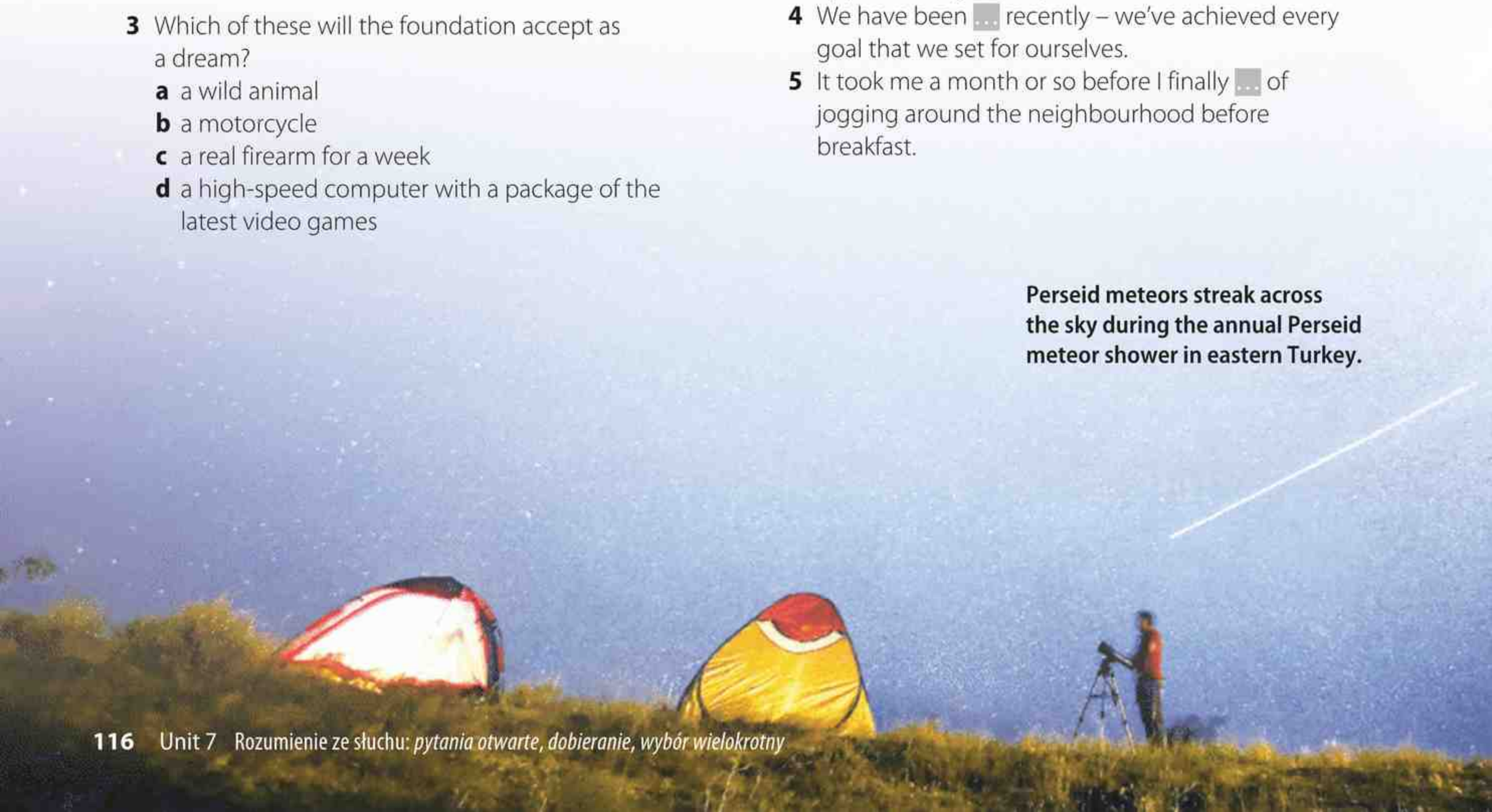
4 Which method of gathering funds is NOT mentioned in the interview?
a sponsoring from private companies
b donations from the government
c individual money transfers
d taxpayers donating part of their tax to *Mam Marzenie* foundation

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.



Perseid meteors streak across the sky during the annual Perseid meteor shower in eastern Turkey.

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
2 a firm intention
3 an action that will be in progress at a point in the future
4 a fixed arrangement, often involving other people
5 a timetabled future event
6 a prediction of something certain
7 a prediction of something possible
8 a hope or belief for the future

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.



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.
b … aspirations vary depending on gender, and so do opportunities.
c … for most people, their dream jobs and real jobs are worlds apart.
d … dreams and aspirations also depend on how wealthy and economically developed a country is.
e … the job that is chosen most often and is the most wanted in many countries is associated with financial status and social prestige.
f … there are multiple reasons why people abandon their dreams and decide to take up another job.

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)
2 needless to say (line 7)
3 at least (line 11)
4 makes depressing reading (line 30)
5 No surprises there. (line 38–39)
6 fascinating (line 50)
7 hardly surprising (line 57)

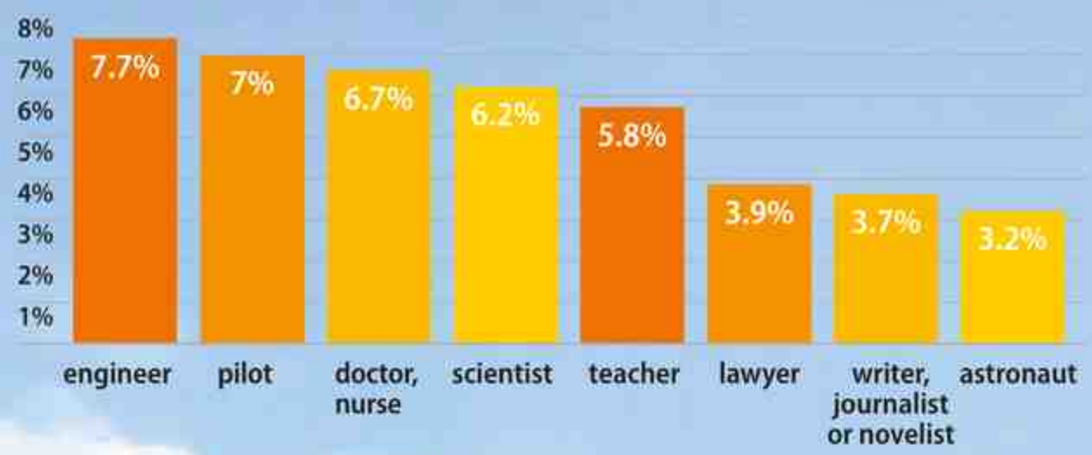
a This is bad.
b This is not surprising.
c This is good.
d This is interesting.

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%

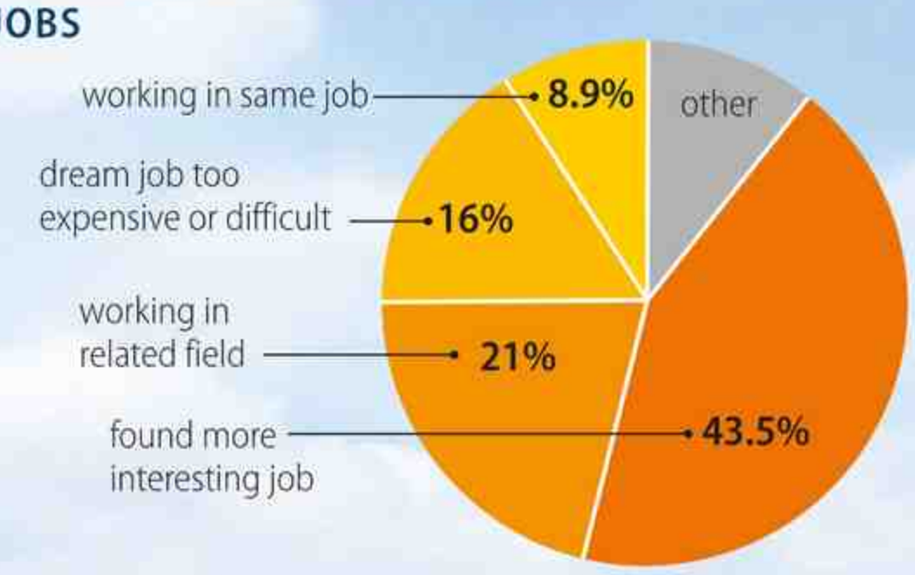
CHILDHOOD DREAMS OF ADULT PROFESSIONALS



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.

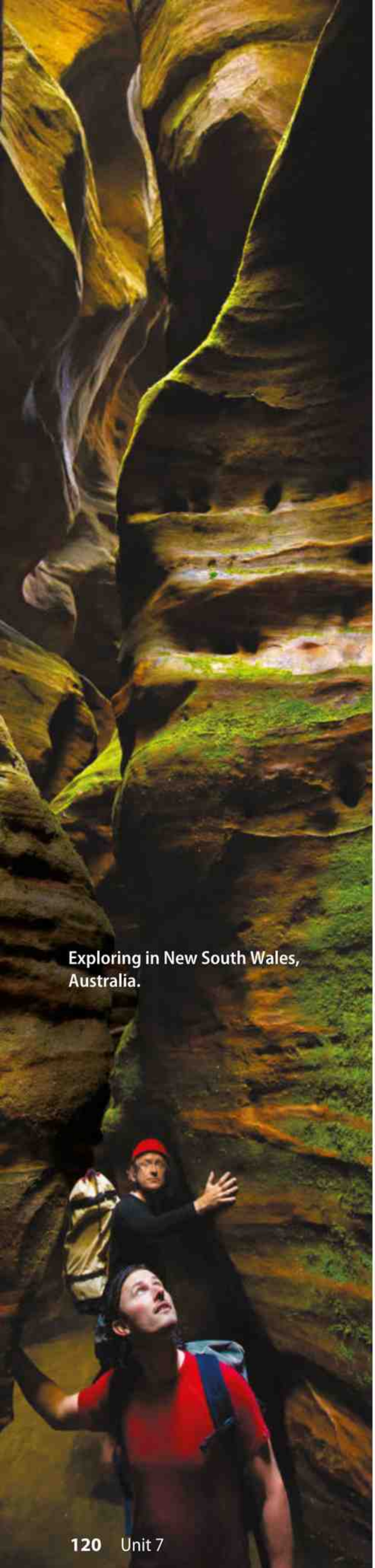
(**2**) LinkedIn surveyed over 8,000 professionals in fifteen different countries, including Brazil, Singapore, Sweden, the UAE and the US. The survey revealed that almost half of those who did not end up in their dream jobs had been attracted to a different career path as they grew up, while just over 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?'



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? …
2 describe actions in progress or situations? …
3 describe a completed action or situation? …
4 describe a past action that links with the present / future? …
5 describes a past action which relates to a more recent past action? …

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.

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



High school teenager works with younger children in an educational after school programme.

7F Speaking

Talking about challenges, achievements and secrets of success

1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions. 55

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

1 She lost her arm when she was thirteen ... she still managed to win surfing competitions.
2 But amazingly, she made a complete recovery, ... losing a lot of blood.
3 She was determined to keep on surfing, ... she'd lost her arm.
4 I think the secret of her success is her passion for surfing. ... , all her family were crazy about surfing.
5 True. You have to have a natural talent to win competitions, ...
6 ... , self-belief isn't enough on its own.

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

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.



Bethany Hamilton surfing at the US Open at Huntington Beach, California.

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

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 …

Skills Review 7

ENGLISH IN USE

Słowotwórstwo

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

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The idea of taking a gap year and doing nothing doesn't appeal ... me.

2 It doesn't make a ... whether you stay with us or go. Both options are acceptable.

3 Set ... your own business and you'll see what the pros and cons of being your own boss are.

4 Parents always do their best to make their children's dream ... true.

5 All my friends got diplomas and, ... to say, they found lucrative jobs.

6 The survey revealed that girls dreamt of having well-paid jobs; boys, ... contrast, wanted to start a family life.

7 ... a professional football player is the dream of many young boys in Brasil.

Parafrazy zdań

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.

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

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.

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.

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

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
...	...	...	...

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



2



3



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.

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.
b My mother ... as a nurse when she met my father.

2 *try* – present continuous/present perfect continuous
a Working women ... to break the glass ceiling since the 1970s.
b Working women ... to break the glass ceiling with ever more enthusiasm.

3 *put* – present perfect simple/present perfect continuous
a The government ... training schemes in place for many years now.
b The government ... a new series of training schemes in place.

4 *spend* – present continuous/present perfect continuous
a Both of us ... more time at home since the baby was born.
b Both of us ... more time at home at the same time.

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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 ʃaʊə/ 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) /'tækspeɪə/ 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 stɑːt/ mieć przewagę na starcie
knock off (phr v) /ˌnɒk 'ɒf/ przewracać
make a complete recovery (phr) /ˌmeɪk ə kəm'pliːt rɪ'kʌvəri/ całkowicie wyzdrowieć
rally driver (n) /'ræli ˌdraɪvə/ kierowca rajdowy
self-belief (n) /selfbɪ'liːf/ 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) /'bɑːˌtendə/ barman/ barmanka
carpenter (n) /'kɑːpəntə/ stolarz
contract (v) /'kɒntrækt/ nabawić się, zarazić się
fate (n) /feɪt/ los, fortuna
for the world (phr) /fə ðə 'wɜːld/ za nic w świecie
good riddance to (phr) /gʊd 'rɪdns tə/ krzyżyk na drogę (potocznie)
lucrative (adj) /'luːkrətɪv/ zyskowny, intratny
overcome barierrs (phr) /ˌəʊvə'kʌm bæriəz/ pokonywać bariery
predetermined (adj) /ˌpriːdɪ'tɜːmɪnd/ 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

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.
2 A lot can still be done to ... the gender gap in our company.
3 Luis is a talented dancer and I think he should ... this audition and take his chances.
4 Being successful in public presentations is not always ... to your slides.
5 His parents are dentists, so everybody thought he would have a head ... at university but it turned out to be exactly the opposite.

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. DEVELOP
2 This is ... very similar to what we have already done so far. PRESUME
3 There is a ... growth in obesity among teenagers. NOTICE
4 Even at our school, I can often see examples of ... and injustice. EQUAL
5 After years of working for big corporations she finally decided to become a ... IT specialist. EMPLOY
6 I am sure this will significantly improve the opportunities for those ... people who also need a lot of support from the government. ADVANTGE

8 Reading the world

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

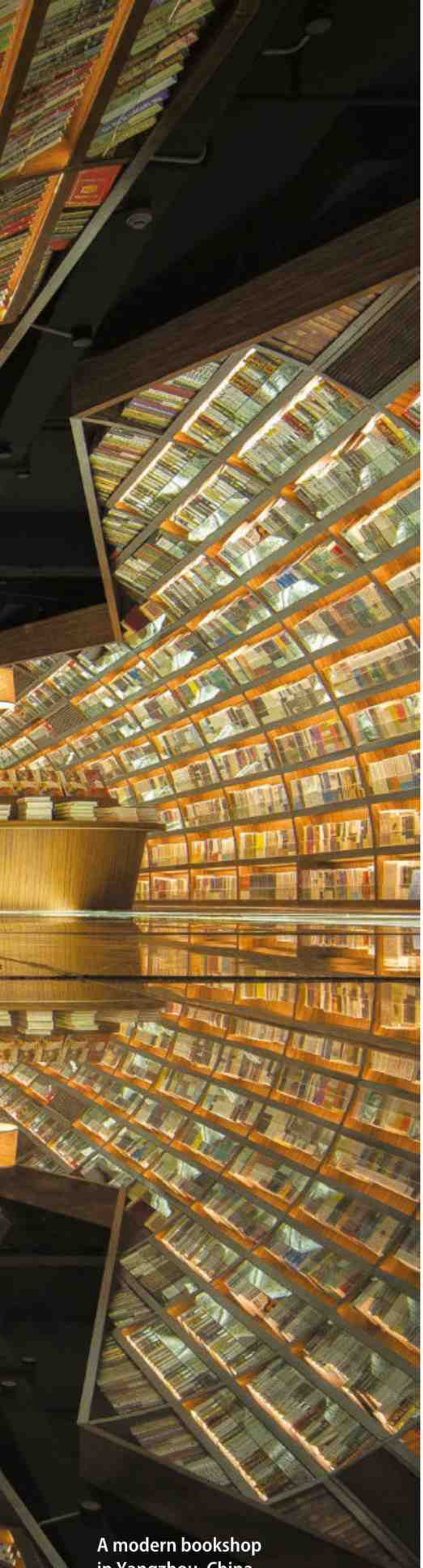
Reading
- thought-provoking attitudes to travel
- phrasal verbs with two particles
- matching, open questions

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



A modern bookshop in Yangzhou, China.

8A Vocabulary

Adjectives describing books or films

Talking about books and films

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?

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.

2 It got five-star reviews, but to be honest, I found it rather disappointing.

3 I was yawning all the way through. I prefer action movies – something with a bit more pace.

4 It was so boring and predictable that I lost interest halfway through and walked out.

5 I really enjoyed it. Great acting, fabulous photography, and the plot was very interesting. All in all, a fun evening.

6 The author is very clever with words. I kept laughing out loud – it was absolutely hilarious!

7 It was quite a difficult topic, but the narrator put the facts across really clearly, and made it easy to understand.

8 It grabbed my attention from the opening scene and from then on, I was on the edge of my seat.

9 I loved the bit where the boy gave his friend his paper plane. It was so sweet.

10 It opened my eyes to why people might turn to crime. It really made me think.

11 The title caught my eye and I wanted to find out more, so I watched the trailer.

12 A typical blockbuster. No depth to the characters, and a happy ending that quite frankly left me cold.

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?

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?

8B Listening

Listening to the description of books and identifying literary genres

1 Listen to two descriptions of books. Complete the table. 59

	Lucas	Beatriz
Title of book	...	...
Author	Galsan Tschinag	Isabel Allende
Type of book	...	...
Would the speaker recommend the book?	...	...

2 Listen again. Complete the summary using a word or short phrase in each gap. 59

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

1 extract 1
2 extract 2
3 extract 3
4 extract 4

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.

Goats and sheep wandering among the yurts in Mongolia.



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	clever	funny	interesting
	pleased	sad	scared	surprising
B	amazing	brilliant	delighted	fascinating
	furious	heartbroken	hilarious	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!
2 I find historical novels absolutely … – history is one of my main interests.
3 Ben Stiller's new comedy is quite … but not as good as his last.
4 Sara was completely … when her favourite actor said he was retiring.
5 I was totally … by the end of James Patterson's new thriller – it's really frightening.

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.*

8D Reading

VOCABULARY BUILDING Phrasal verbs with two particles

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*)
2 I have so much homework that I don't often *get* ... reading for pleasure. (*find time for*)
3 I love making up stories – I sometimes *come* ... a good idea for a plot for a book or a film. (*think of*)
4 If I miss an episode of my favourite TV programme, I usually *catch* ... it online. (*do what I could not do earlier*)
5 I think fewer and fewer children are reading books. I *put* it ... the influence of the internet. (*believe it is due to*)
6 I often find that sequels *don't live* ... the original film. (*are not as good as*)
7 I used to like reading comics when I was a child but *I've grown* ... them now. (*am too old for*)

2 Look at exercise 1 again. What is the normal position for the object with the verbs in italics? Which verb is different?

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

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?
2 the birth of an ambition?
3 a new experience?

5 Find words or phrases in the extracts that mean:

1 approached (extract A)
2 impressed (extract A)
3 caused (extract A)
4 deep desire (extract A)
5 produce an emotional response (extract A)
6 storm with snow and wind (extract B)
7 broke into small pieces (extract B)
8 walked confidently with long steps (extract B)
9 complete uselessness (extract C)
10 survive (extract C)

6 Read the extracts again. Find evidence for these statements.

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?

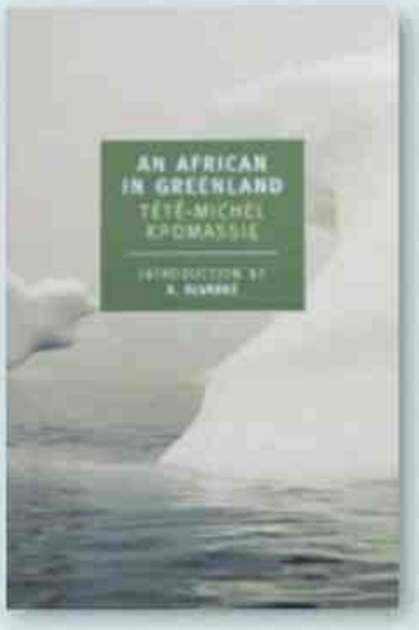
I kept a keen watch on this furious battle of cold and waves and ice. … Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with numerous black or blue patches that made it look rather like marble.

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.

61 An African in Greenland

A



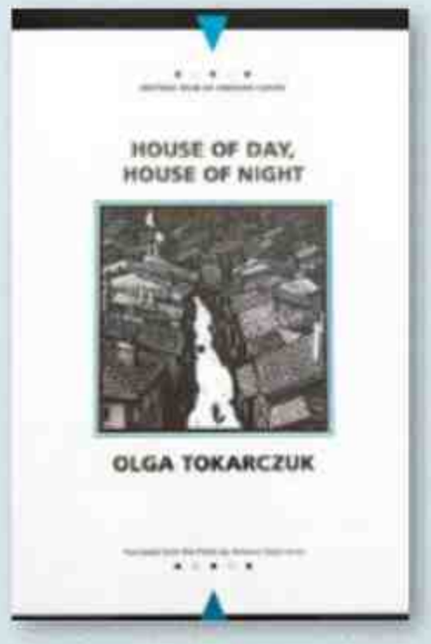
One morning, when my brothers had left early for the coconut plantation, and there was no-one left at home to take me for a walk along the seashore, I went out alone and visited the Evangelical Bookshop. Inside there were two shelves against the walls on either side of the counter. I went up to one of 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.



Brooklyn Bridge was one of the locations where artist Shaheryar Malik left a pile of books in 2015.

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.*

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 …
2 was on the verge of …
3 was to …

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 …

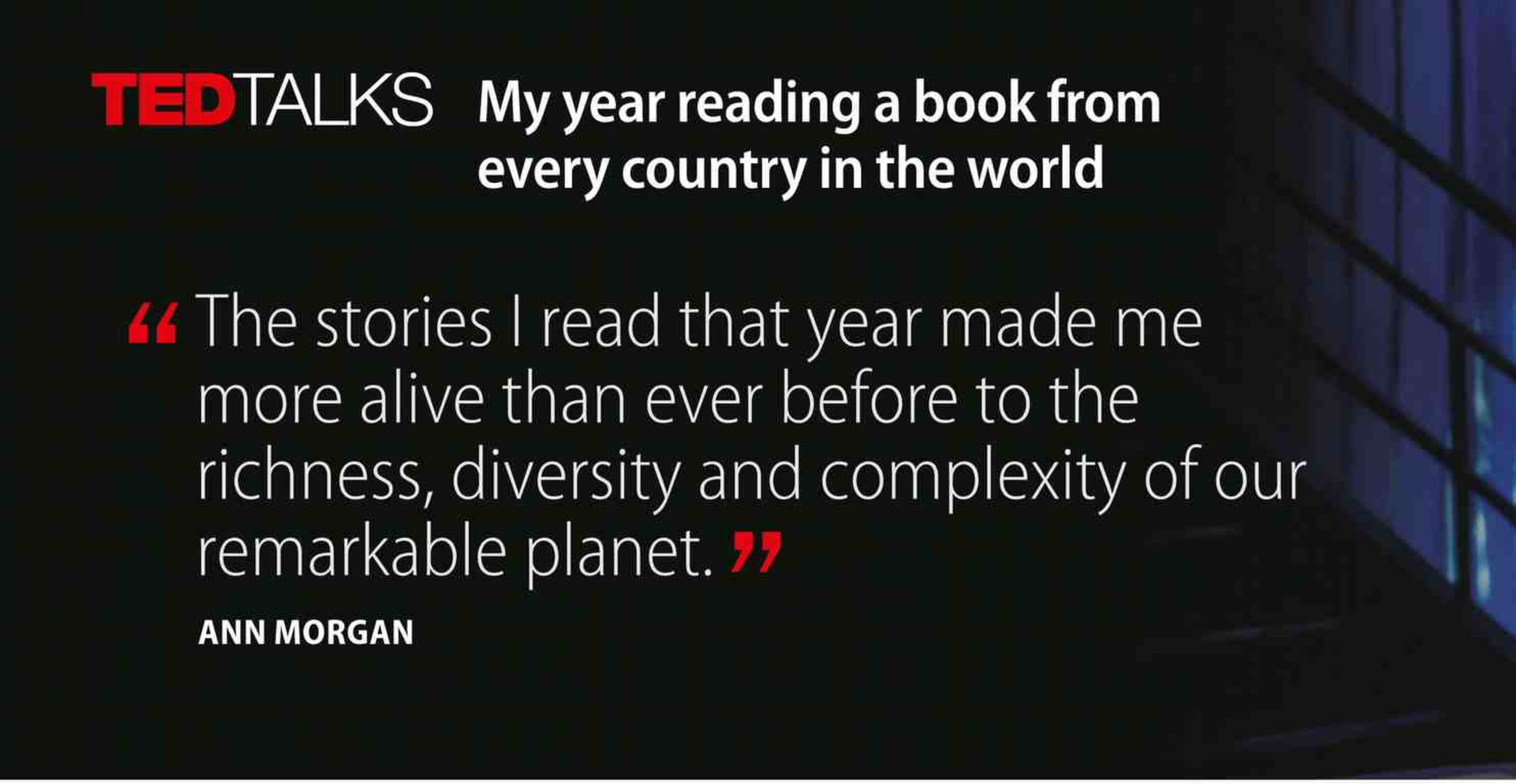
12 MY PERSPECTIVE – SPEAKING

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.



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

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

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

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

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.



7 Listen to part 3 of the talk. Label the events in the order (1–7) they happened. TED 8.3

a She appealed for translators.
b A team of people translated an entire book for her.
c She asked for help on a blog.
d Many people all over the world became involved in selecting books.
e She could not find a book in translation.
f A woman offered to select books for her.
g She received two books from a distant country.

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

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

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?

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'?

8F Speaking

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

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

4 Listen to some short extracts from stories. Respond using an expression from the Useful language box. 64

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?



Munich airport, Germany.

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
b a planned action
c how the situation was resolved
d a new plan for the future
e the setting (time, place, protagonist)
f how the protagonist reacted

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
2 drinking
3 thinking about
4 walked
5 gave
6 opened
7 looked
8 made
9 threw
10 flew
11 took
12 flew up

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.

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.

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.
2 We were on the ... of our seats yesterday evening until the very end of this fantastic film.
3 It's obvious that William has literary talent. I've told him many times to ... round to writing his first novel.
4 Fewer and fewer people are going to the theatre these days. I ... it down to expensive tickets.

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.
2 Jack Smith's performance in last Saturday's show turned out to be ... disastrous.
3 I paid a lot for the theatre tickets and didn't get what I had expected. The play was terribly ... .
4 I think you should watch the trailer, it's only five minutes in ... .
5 While the usher was escorting us to our seats, the lights ... off.

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.

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.

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.

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

LISTENING p. 132

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) /ˈrezəneɪt/ 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

SPEAKING p. 140

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) /ʃeɪk 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

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.

2 His most famous books are still ... print.

3 I think I have finally grown ... of things such as going to the dentist with my mum.

4 This documentary is a masterpiece. I was on the ... of my seat from the very first scene.

5 You're ill? Oh well, that's too ... because I was hoping to go to the cinema with you.

6 She was speechless with ... when she saw that her best friend had chosen exactly the same dress for the party.

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
2 when arguments based on people's feelings, emotions, and beliefs influence the society more easily than those based on facts
3 an organisation controlling a large number of social media accounts whose task is to post offensive or controversial news and comments
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

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.

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

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

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

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,

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,

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.

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.

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.

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 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.

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 …

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 …

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

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

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

MY PERSPECTIVES

Podręcznik dopuszczony do użytku szkolnego przez ministra do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego:

	Rozporządzeniami Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół	**Rozporządzeniami Ministra Edukacji Narodowej z dnia 30 stycznia 2018 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół**
Rzeczoznawcy	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak
Poziom ESOKJ	B2+	B2+
Typ szkoły	ponadgimnazjalna	ponadpodstawowa
Etap edukacyjny	IV	III
Poziom zaawansowania określony w podstawie programowej	IV.1P IV.1R IV.2	III.1.P, III.1.R, III.DJ
Numer ewidencyjny w wykazie	980/4/2020	943/4/2020
Rok dopuszczenia	2020	2020

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Hugh Dellar, Andrew Walkley, Daniel Barber, Lewis Lansford, Amanda Jeffries,
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TEDTALKS

MY PERSPECTIVES

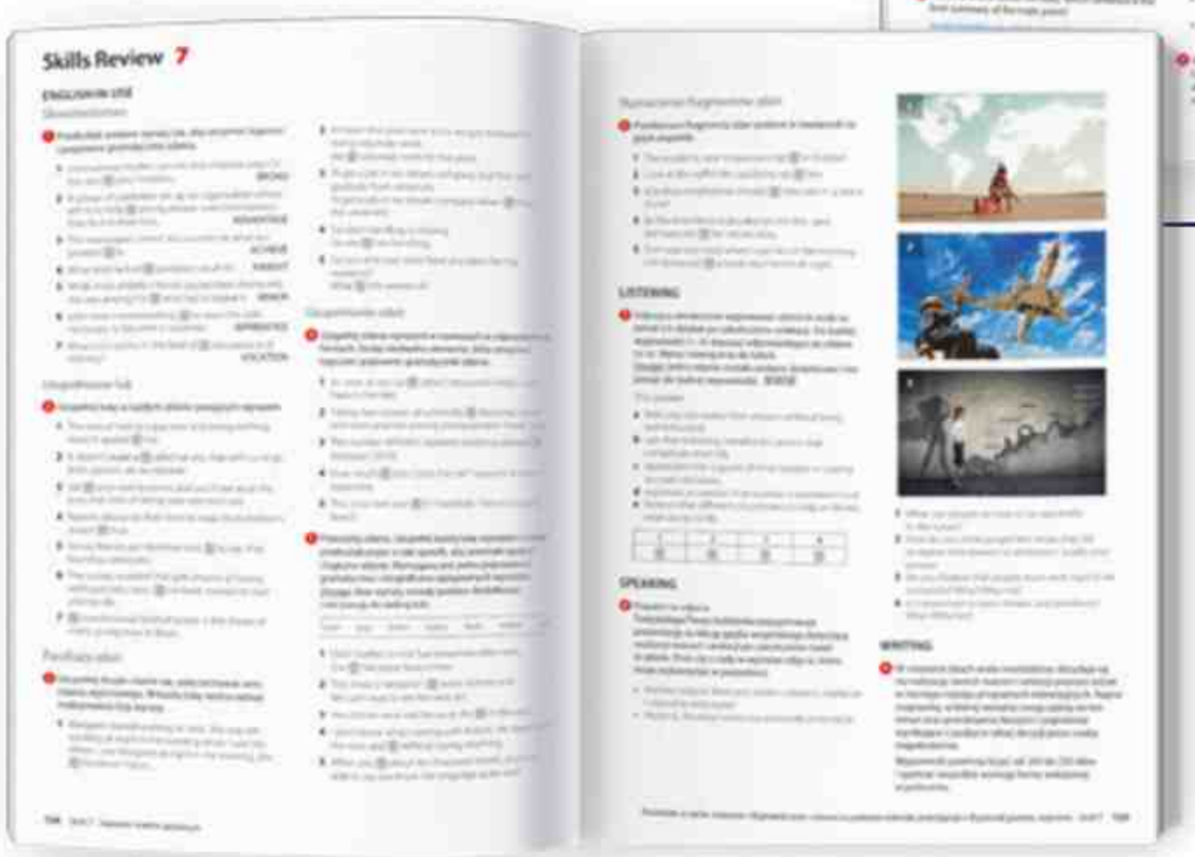
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Prezentacje TED Talks poszerzają wiedzę o świecie, skłaniają do refleksji oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych.



Inspirujące teksty o ciekawych ludziach i ich osiągnięciach pozwalają spojrzeć na otaczający nas świat z innej perspektywy. Dają powód do analizy informacji i wyrażania własnej opinii.



MY PERSPECTIVES to skuteczne przygotowanie do egzaminu maturalnego. Podręcznik zawiera zadania typu maturalnego w poszczególnych lekcjach oraz w sekcjach powtórzeniowych *Skills Review*. Sekcja *Writing Guide* zawiera przykłady wypowiedzi pisemnych oraz listę przydatnych zwrotów i wyrażeń.

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